

STATUS OF THE COURSE IN GENERAL BUSINESS  
IN THE HIGH SCHOOLS OF ARKANSAS

By

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## CHAPTER I

## PURPOSE, SCOPE, AND METHODS OF THIS STUDY

Introduction

The course, "Introduction to Business," appeared among the offerings of the accredited high schools in Arkansas during the school session of 1929-1930 for the first time.<sup>1</sup> A few schools have been offering the course practically every year since that time. It has been only within the last decade, however, that the course was generally recommended to all high schools. The Course of Study in Business Education outlines this basic course in general business information under the title "General Business."<sup>2</sup>

The Course of Study makes specific recommendations with regard to extent of offering, grade placement, and title of the course, as well as aims and objectives, methods, and content. An investigation, however, of recent research reveals that no studies have been made concerning the actual practice of Arkansas schools with regard to these recommendations. For this reason, it is believed that there is a need for a study of the status of the course in general business in Arkansas schools.

A survey is needed, especially at the present time, because of the state-wide consolidation movement which

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<sup>1</sup>List of Accredited High Schools, Arkansas Department of Education, 1929-1930.

<sup>2</sup>Course of Study in Business Education, Arkansas Department of Education, 1939.



is now in process. Such information as this study reveals should be helpful to business teachers, school administrators, and officials in the State Department of Education in the revision of business education curricula to meet the post-consolidation needs.

This study, therefore, is intended to present facts to show the status of the first course in basic business with regard to extent of offering, grade placement, and title of the course.

#### Purpose

The purposes of this study are to determine from official records of the Arkansas State Department of Education the status of the course in general business in Arkansas secondary schools for the years 1945-1946, 1946-1947, and 1947-1948; and to examine the data for three successive years to reveal (1) the extent to which the course in general business is offered, (2) the length of the course, (3) the grade placement, (4) the title, (5) the accompanying business courses, and (6) the subject-matter field preparation of the teachers of general business.

#### Scope and Delimitations

The study includes all senior high schools approved by the State Department of Education for the school years 1945-1946, 1946-1947, and 1947-1948. The data include white, Negro, and parochial high schools in Arkansas.

This study is limited to information available from the official records, reports, and publications of the State Department of Education.

Thirty-nine letters were sent to administrators who had failed to indicate all necessary data, such as class enrollment or grade placement, on the Annual High School reports. With this exception, no attempt was made to contact individual schools.

The plan to make a study of general business textbooks was abandoned when it was ascertained that complete data for the three-year period was neither available from the records in the files of the State Department of Education nor from either of two publishers of well-known general business textbooks.

#### Sources of Data

The primary sources of data were the "Annual High School Report," and the "Annual Report to the North Central Association of Colleges and Secondary Schools." These reports must be submitted annually by each high school in the state to the State Department of Education, as one of the bases for accrediting the school.

All schools are required to submit to the State Department of Education an annual report based on the current year, including both elementary and secondary schools, by November 1 of each year.<sup>5</sup>

#### Methods and Procedure

A tentative list of questions was first prepared as a basis for beginning a survey of the course in general business. These questions concerned the various aspects of the course, such as:

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<sup>5</sup> Policies, Regulations, and Criteria for Accrediting Secondary Schools, State Department of Education, 1947.

1. To what extent is the course in general business offered?
  - a. How many high schools in Arkansas offer general business?
  - b. How many students are enrolled in the course in general business in Arkansas high schools?
  - c. What size are the schools in which general business is offered?
  - d. Are the largest enrollments in the course found in the small senior high schools or in the large senior high schools?
  - e. In what counties are the schools which offer general business located?
2. Is the course in general business offered for one year or for one semester?
3. What is the grade placement according to:
  - a. Size of schools?
  - b. Class of accrediting?
4. What other business subjects are taught in the schools which offer general business?
5. Under what title is the course offered?
  - a. According to size of schools?
  - b. According to class of accrediting?
6. What is the subject-matter field preparation of the general business teacher?
  - a. According to size of school?
  - b. According to class of accrediting?

The normative-survey type of research procedure was chosen as most practicable for this particular study.

Dr. M.R.Owens, Director of the Division of Instruction, and Mr. Ed McCuiston, Director of Negro Education, were interviewed. These interviews revealed that the files of the Annual High School Reports, and of the Annual Reports to the North Central Association of Colleges and Secondary Schools, were available for examination.

An instrument in the form of a check list was formulated from a copy of the Annual High School Report, taking as a pattern a data sheet used by Overman.<sup>4</sup>

A check list, a copy of which is included in Appendix A, was devised to include spaces for the name of the school, its location, county, accredited class, and nine topics which were to be considered in the study. The topics were these: length of the course, grade level, title, accompanying business subjects, school enrollment, subject-matter field preparation of the general business teachers, number of college hours in commerce completed by the teachers, and amount of college credit earned by the teachers of the course in general business.

From the state publication, List of Accredited High Schools with Subject Units of Accrediting, for each of

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<sup>4</sup>Glenn D. Overman, Status and Trends of the Course in General Business in the Schools of Oklahoma, Unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1946.

the three years under study, names of the schools which offered the course were taken and recorded as headings for the data sheets.<sup>5</sup> This publication also yielded information regarding the location of the different schools, classes of accrediting, courses offered, and the length of the course in general business.

The Annual High School reports for each school were then consulted for information regarding the title of the course in general business, accompanying business subjects, school enrollment, and teacher preparation of the instructors of the course general business.

After the required information was taken from the records and entered on all the check sheets, the sheets were sorted and arranged into separate groupings according to the particular question from the tentative list under consideration.

The information was then summarized and entered into tables and charts, after which the findings were analyzed and reported.

#### Definitions

Definitions for the following key terms as used in this study are given as follows:

(1) General business is the first course in business education, organized and taught to enable students to acquire skills, knowledges, and attitudes that are important in everyday living, and to develop an appreciation of the

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<sup>5</sup> List of Accredited High Schools, op. cit.

significance of business activities in relation to general welfare. This course is commonly termed "General Business," although other titles are frequently used for the same course, such as "Junior Business Training," "Introduction to Business," and "Business Life." For the purposes of this study, courses bearing these and similar titles are considered to be courses in general business.

(2) A course is the organized subject matter which is offered within a given period of time and for which credit toward graduation is given.<sup>4</sup>

(3) An approved or accredited high school is any high school listed in a current issue of the List of Accredited High Schools which is published annually by the Arkansas State Department of Education.

(4) A general business teacher is the person who is the classroom instructor in the general business course.

(5) Grade level is "a measure of educational maturity stated in terms of the school grade attained by the individual pupil or a group of pupils at any time."<sup>5</sup>

(6) The term state course of study refers to a combination of suggested courses of study for the various subjects taught in the public elementary and secondary schools of the state, prepared and distributed by the State Department of Education.

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<sup>4</sup>Carter V. Good. Dictionary of Education, p. 106.

<sup>5</sup>Ibid., p. 358.

## CHAPTER II

## GROWTH AND DEVELOPMENT OF THE COURSE IN GENERAL BUSINESS

Development. Only about thirty years have elapsed since general business was first introduced into the curriculum. During this time it has become a well-established course, although the content of materials and topics has undergone a great deal of modification in response to the ever-changing social-economic conditions.

Thirty years ago student mortality at the end of the ninth grade was high because large numbers of students dropped out of school after completion of junior high school in order to go to work.

In the first stage of the development of the junior high school, bookkeeping, shorthand, type-writing, and other skill subjects were transplanted from the senior to the junior high school curriculum in order to provide vocational business training and exploratory experiences in business for students of this age level. Student mortality at the end of the ninth grade was high. Because large numbers of youth left school and obtained employment upon completion of junior high school, educators considered the technical skill subjects, together with arithmetic and penmanship, appropriate subjects for junior high school offerings. It was soon learned, however, that this type of business education did not function effectively either for vocational training or for vocational guidance purposes.<sup>1</sup>

After Nichols' survey of junior occupations in 1918, which indicated that only two per cent of students of junior high school age level obtained employment in

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<sup>1</sup> Paul L. Salsgiver, "Why Teach General Business?" The Balance Sheet, XXVIII (February, 1947), 250.

stenographic positions, and less than one per cent were employed as bookkeepers, the need for a change in the curriculum became more apparent.<sup>2</sup> A reorganization of the curriculum was attempted so as to contribute more directly to the needs of the junior high school dropout.

Nichols' study also indicated that many vocational opportunities were open to youths in clerical positions. General business was introduced into the curriculum in response to the demand for appropriate vocational business training and vocational guidance materials.

The three-fold aim of the course in general business brought forth a course including rapid calculation, penmanship, and information about business in general.

Gradually penmanship, arithmetic, and general business information were combined in a single course and taught under the title of "junior business training". The business education taught in the course was both vocational and general. The business information part of the course included, in addition to specific vocational training, subject matter covering such junior clerical jobs as those of messenger, timekeeper, and pay-roll clerk, subject matter intended for vocational guidance and general education purposes. The content of the latter type dealt with information about bank accounts, business forms, business correspondence, communication by telephone and telegraph, insurance, and opportunities and requirements of different occupations.<sup>3</sup> By 1930, most youths were beginning to reach

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<sup>2</sup> Ibid., p. 250.

<sup>3</sup> Ibid., p. 250.



upper grades in high school, and were often graduated before dropping out of school. This was due in part to recently-enacted labor laws and to the economic depression, when few jobs in industry were open to them. As a result, the exploratory and personal use functions of general business increased in importance. Attention was focused primarily on the guidance and prevocational values of general business for students electing business education. The vocational content was modified to serve as a means of providing vocational guidance in business occupations.

Since 1940, emphasis is being placed upon the personal and social welfare of the individual, and curriculum makers are studying business activities in relation to health, social welfare, personal adjustment, political problems, and other problems of the individual in his community.<sup>4</sup> Because of the need for imparting to students an awareness of the interdependence that exists between work, government, and home life as well as for imparting to students marketable skills and job competence, Salsgiver avers:

Secondary school students may be given a basic foundation for the development of an intelligent understanding of the relationship between business and social problems through the study of general business.<sup>5</sup>

#### Objectives

The objectives of the course in general business have undergone a change since the course was first introduced

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<sup>4</sup>Ibid., p. 251.

<sup>5</sup>Ibid., p. 251.

into the schools. Generally speaking, the trend of emphasis has been away from a strictly vocational objective and toward a personal-use objective.

The general objectives of the course called general business coincide largely with those of secondary business education. Since, however, general business is expected to present values for everybody in the high school, the objectives which are stressed by this subject are: (1) to prepare pupils to use intelligently business services and facilities needed in conducting the business activities of a citizen; (2) to assist pupils to acquire certain knowledge for personal use; (3) to contribute toward an understanding and appreciation of our economic system; (4) to prepare pupils to enter and succeed in a business occupation as a beginner who expects to follow business as a career; and (5) to prepare pupils to enter and succeed in the management of business, whether commercial, industrial, professional, governmental, agricultural, or homemaking in nature.<sup>6</sup>

General agreement has not yet been reached, however, on the question of whether greater emphasis should be placed upon business information generally useful to all citizens, on the guidance and prevocational values, or upon the vocational content. "Whether the primary objective should be prevocational, personal-use, or exploratory is still highly controversial."<sup>7</sup>

#### Content

The course content in general business may vary in local schools with the individual teacher, the peculiar economic situation of the particular locality, the textbook content, or even the choice of the students.

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<sup>6</sup>Practical Arts--Business, Bulletin 70, Missouri Department of Education, 1941.

<sup>7</sup>Overman, op. cit., p. 11.

According to a recent study of general business textbooks made by Dana E. Gibson, however, the most frequently-occurring topics were: communication, transportation, money and banking, guidance, business organization, distribution, business and consumer information, integration, filing, reference books, government and business, ethics, production, and industry.<sup>8</sup>

#### Grade Level

Variation exists in the grade placement of the course in general business. The course was originally planned to make ninth-grade dropouts ready to take jobs; but this objective has disappeared since students tend to remain in school longer, and the course has been moved up to the tenth grade in many schools. The New York State Education Department issued the statement in 1939 that introduction to business is a ninth-grade subject, and.....it should be placed definitely in the ninth-year program.<sup>9</sup> The statement continues with the admonition that eleventh and twelfth grades should not be allowed to enroll in this subject. In actual practice, however, the course is taught in every grade from seven to twelve. Overman found that in 1946 in Oklahoma

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<sup>8</sup>Dana E. Gibson, "Courses of Study in Business Training," The American Business Education Yearbook, Volume IV, ECTA and NETA, 1947.

<sup>9</sup>Introduction to Business, New York State Education Department, 1939, p. 5.

the course was offered on all grade levels and combinations of grade levels for the grades 7 to 12, inclusive.<sup>10</sup> Madaus found the same practice being followed in the schools of Kansas in 1948.<sup>11</sup>

#### Length of Course

Most of the general business textbooks were prepared for use as a one-year course, although several abridged editions have been published for schools preferring a one-semester course only.

The business information and the elementary skills taught in general business will be used by every farmer, every mechanic, every retailer, every professional man, and every housewife in the community. In fact, it is almost safe to say that no other high school subject, except English, will be used more often, by a large proportion of the high school graduates, than general business, and the subject should, by all means, be taught. A full year may be devoted to it.<sup>12</sup>

#### Course Titles

The title "general business" is used in this study because that title is used by the State Department of Education in the List of Accredited High Schools With Subject Units of Credit.<sup>13</sup>

<sup>10</sup>Overman, op. cit., p. 86.

<sup>11</sup>Herbert S. Madaus, Status and Trends of the Course in Junior Business Training in the Schools of Kansas, Unpublished Master's Thesis of Oklahoma Agricultural and Mechanical College, 1946.

<sup>12</sup>R.C. Walters, "The Business Curriculum," Monograph 55, Southwestern Publishing Company, 1942, pp. 32-33.

<sup>13</sup>List of Accredited High Schools, op. cit.

There is little agreement regarding titles for the course. The following titles are among those in use: "General Business," "Junior Business Training," "Introduction to Business," "Elements of General Business," "Everyday Business," "Our Business Life," and "Fundamentals of Business Training."

The title, "General Business," which is used in Arkansas, is the title preferred by Walters:

I prefer the term "general business." In the first place, the name "general business" gives teachers and students a better concept of its purpose and content by enabling them to draw an analogy between it and similar subjects in other fields, especially "general science" and "general mathematics."<sup>14</sup>

#### Teacher Preparation

Thompson found that the teaching of the course in general business is not usually restricted by the certification departments to teachers who have earned credit in commerce or business education.<sup>15</sup> Only four states impose a minimum requirement of three semester hours of credit in specific units in everyday business, practice teaching, or methods courses. Madaus found no specific credit requirements being imposed on teachers of general business in Kansas schools.<sup>16</sup> Overman found that approximately one fourth of the teachers of general business in Oklahoma had no

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<sup>14</sup>Walters, op. cit., p. 12.

<sup>15</sup>James M. Thompson, "Problems and Issues with Reference to Teaching Procedures in Everyday Business," National Business Teachers Association, Seventh Yearbook, 1941, p. 291.

<sup>16</sup>Madaus, op. cit., p. 86.

credit in commerce.<sup>17</sup>

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<sup>17</sup>Overman, op. cit., p. 88.

## CHAPTER III

## FINDINGS

Chapter I states the purpose, scope, and limitations of this study, and outlines the methods and procedure followed.

In Chapter II the early history and development of the course in general business are reviewed.

In this chapter, the findings of this study are presented in tabular form, and are analyzed and discussed.

In determining the status of the course in general business in Arkansas, data for the school years 1945-1946, 1946-1947, and 1947-1948 were assembled, tabulated, and analyzed as the bases for seeking answers to the following questions:

1. To what extent is the course in general business offered in Arkansas senior high schools?
2. Is the course one year or one semester in length?
3. What is the grade placement of the course?
4. Under what title is the course offered?
5. What is the subject-matter field preparation of the Arkansas general business teachers?

Extent of Offering of General Business

Table I shows the total number of high schools, white, Negro, and parochial, which were accredited by the State Department of Education during the three years studied.

In interpreting the data regarding the proportion of schools offering the course in general business, it should be noted that the total number of accredited high schools decreased each year of the study.

TABLE I  
 NUMBER AND PER CENT OF ARKANSAS SENIOR HIGH SCHOOLS  
 OFFERING GENERAL BUSINESS IN  
 1945-1946, 1946-1947, and 1947-1948

<u>School Year</u>	<u>Total Schools in Arkansas</u>	<u>Schools Offering General Business</u>	
		<u>Number</u>	<u>Per Cent</u>
1945-1946	565	39	6.9
1946-1947	527	49	9.3
1947-1948	510	46	9.0

This table should be read as follows: In 1945-1946, there were 565 accredited high schools in Arkansas. Of this number, 39, or 6.9 per cent offered general business.



During 1945-1946, 39 schools, or slightly less than 7 per cent, of the 565 accredited high schools offered general business; while in 1947-1948, 46 schools offered general business, but the proportion had increased to 9.0 per cent of the 510 accredited senior high schools. Thus, during the third year included in the study, less than 1 accredited high school in 10 offered general business.

Table II shows a comparison of the data regarding the number of schools offering general business in Arkansas with the number of schools offering junior business training in Kansas. In Arkansas, 49, or 9.3 per cent, of the 527 senior high schools offered the course in 1946-1947. During the same year, 104, or 14.0 per cent, of the 732 total senior high schools in Kansas offered junior business training.

A larger number and a larger proportion of the high schools in Kansas than in Arkansas offered general business during each year of the three years included in the study. The rate of increase, however, in the number of schools offering general business in Arkansas was greater than the rate of increase in Kansas.

#### Enrollment in General Business

The total number of students enrolled in general business in the 565 accredited high schools of Arkansas in 1945-1946 was 710. This number constituted only 1.2 per cent of the total state enrollment in grades 9 to 12, inclusive. The trend, however, is toward larger enrollments in the subject, as is shown in Table III by the increase from 1.2 per cent of

TABLE II

NUMBER AND PER CENT OF SENIOR HIGH SCHOOLS OFFERING GENERAL BUSINESS IN ARKANSAS COMPARED WITH THE NUMBER AND PER CENT OF SCHOOLS OFFERING JUNIOR BUSINESS TRAINING IN KANSAS FOR THE YEARS 1945-1946, 1946-1947, and 1947-1948

School Year	ARKANSAS			KANSAS <sup>a</sup>		
	Total Schools	Schools Offering General Business Number	Schools Offering Business Per Cent	Total Schools	Schools Offering Jr. Bus. Train. Number	Schools Offering Per Cent
1945-1946	565	39	6.9	754	99	11.6
1946-1947	527	49	9.3	740	104	14.0
1947-1948	510	46	9.0	732	116	14.6

<sup>a</sup>Figures obtained from Herbert S. Madaus, Status and Trends of the Course in Junior Business Training in the Schools of Kansas, Unpublished Master's Thesis, Oklahoma Agricultural and Mechanical College, 1949.

This table should be read as follows: Of the 565 accredited senior high schools in Arkansas in 1945-1946, 39, or 6.9 per cent, offered the course in general business; of the 754 accredited senior high schools in Kansas during the same year, 99, or 11.6 per cent offered the course in junior business training.

TABLE III

NUMBER AND PER CENT OF STUDENTS ENROLLED  
IN GENERAL BUSINESS IN ARKANSAS SENIOR HIGH SCHOOLS  
FOR THE YEARS 1945-1946, 1946-1947, and 1947-1948

School Year	Total No. Enrolled in Grades 9-12, incl.	Enrolled in Gen. Bus. Number	Per Cent
1945-1946	69,469	710	1.2
1946-1947	74,067	1,210	1.7
1947-1948	75,171	1,343	1.8

This table should be read as follows; During the school year, 1945-1946, the total number of students in grades 9 to 12 was 69,469. Of this number, 710, or 1.2 per cent, were enrolled in general business.

the total of 69,469 enrollees in the accredited senior high schools during the year 1945-1946, to 1.8 per cent of the 75,171 enrollees in Arkansas senior high schools in 1946-1947.

A trend toward a more extensive enrollment is shown by the increase in enrollment from 710 general business registrants in 1945-1946 to 1,210 in 1946-1947. The enrollment trend continued upward in the last year of the study, as evidenced by an enrollment of 1,343 students in general business.

Extent of Offering According  
to Size of School

Table IV was prepared in order to determine the distribution of schools which offered general business according to size of school based on total school enrollment.

During 1945-1946, 21, or 53.8 per cent, of the 39 schools which offered general business were small schools with less than 100 students enrolled. The data shows, however, that the number of schools with enrollment of 100 or less which offered the course in general business decreased from 21 in 1945-1946 to 9 of the 46 schools offering general business in 1947-1948. On the other hand, the data reveal that the number of schools with enrollments of 100 or more increased more than twofold, or from 18 in the first year of the study, to 39 in the third. Part of the decrease in the number of small schools offering the course

TABLE IV

NUMBER AND PER CENT OF SENIOR HIGH SCHOOLS OFFERING  
GENERAL BUSINESS IN ARKANSAS ACCORDING TO SIZE  
BASED ON TOTAL ENROLLMENT

Total School Enrollment	Schools Offering General Business					
	1945-1946		1946-1947		1947-1948	
	No.	Pct.	No.	Pct.	No.	Pct.
0-100	21	53.8	15	30.5	9	19.5
101-200	10	25.6	21	42.8	18	39.9
201-300	2.	5.1			7	13.3
301-400	1	2.5	5	10.2	1	2.2
401-500			3	6.1	3	6.6
Over 500	5	12.9	5	10.2	8	17.4
Total	39	100.	49	100.	46	100.

This table should be read as follows; During the school year 1945-1946, 21, or 53.8 per cent of the schools offering general business had an enrollment of less than 100 students.

may be explained by a decrease in the number of small schools in Arkansas brought about through consolidation.

In 1945-1946, 5, or 12.0 per cent, of the 39 schools which offered general business were senior high schools enrolling more than 500 students. During the third year of the study, 8, or 17.4 per cent, of the 46 schools offering the course were high schools with more than 500 enrollees.

The majority of the senior high schools offering general business were schools with less than 300 enrolled. In 1945-1946, 33, or 85.6 per cent, of the schools offering the course had student enrollments of less than 300. During 1947-1948, 24, or 72.7 per cent, of the 46 schools offering general business had less than 300 enrollees.

Status of General Business  
in Different Classes of Accredited Schools

The data were analyzed by schools, according to the four classes of accrediting used by the State Department of Education prior to 1948, in order to determine what number and what per cent of schools offering the course general business belonged to each of the four different accredited classes.

According to the Policies, Regulations, and Criteria for Accrediting Secondary Schools, a Class A school must have met specified minimum requirements such as: (1) a minimum of four teachers in the field of general education for grades 9-12 in an 8-4 system, or five teachers in a 6-6 system; (2) the superintendent, the principal, the supervisory assistants, and at least four fifths of the library staff

and teaching personnel must be graduates of a four-year college, must have a certificate, and a minimum of 12 semester hours in line with the duties of their respective positions.<sup>1</sup> The minimum time spent in class work is 40 minutes a day, five times a week, for thirty-six weeks. The minimum length of the school term is 172 days actually in session.

A minimum of 16 units is required for graduation from a 4-year high school. Attention is given to pupil load, minimum expenditure for library facilities, and to adequate financial support for the school.

The minimum requirements for schools of the lower classes are based on the Class A requirements, and are the same, except that the schools of lower classes are not expected to be able to maintain as high standards of excellence in all areas included in the criteria.

The number and per cent of Arkansas high schools offering general business are shown in Table V according to classes of accrediting for the three years: 1945-1946, 1946-1947, and 1947-1948.

Although general business was offered in schools of all classifications during each year, a larger proportion of the Class A schools offered the course than did the schools of either of the other classifications. Of the 243 Class A schools in 1945-1946, 19, or 7.8 per cent, offered general business. Of the 185 Class A schools in 1947-1948, 21, or

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<sup>1</sup>Policies, Regulations, and Criteria, op. cit.

TABLE V

NUMBER AND PER CENT OF SENIOR HIGH SCHOOLS IN ARKANSAS OFFERING GENERAL BUSINESS  
ACCORDING TO ACCREDITED CLASSES

School Year	Offering Gen. Bus.	Class A			Class B			Class C			Accredited		
		Total No.	Offering G.B.	Pct.	Total No.	Offering G.B.	Pct.	Total No.	Offering G.B.	Pct.	Total No.	Offering G.B.	Pct.
1945- 1946	39	243	19	7.8	131	18	13.7	127	9	7.3	0		
1946- 1947	49	169	22	13.0	137	15	10.9	129	9	6.9	46	3	6.5
1947- 1948	46	185	21	11.3	131	16	12.2	124	8	6.4	69	3	4.5

This table should be read as follows: During the year 1945-1946, 19, or 7.8 per cent of the total Class A schools offered general business; 18, or 13.7 per cent of the Class B schools offered general business; 9, or 7.3 per cent of the Class C schools offered general business; and no schools accredited-but-not-classified offered the course in general business.



11.3 per cent, offered the course.

Of the 46 senior high schools offering general business in 1947-1948, 21 were Class A high schools; 16 were Class B; 8 were Class C; and 3 were accredited but not classified. During each of the three years included in the study, approximately 50 per cent of the schools offering general business were Class A schools.

Table VI reveals the number of students enrolled in general business in schools of different sizes, based on total enrollment in grades nine to twelve. It is interesting to note that in the first year of the study, approximately five sevenths of the 710 enrollees in general business attended the small high schools with less than 200 students enrolled. This situation exactly reversed itself during the third year of the study, when approximately five sevenths of the 1,343 registrants in general business were reported enrolled in large schools with more than 400 enrollees. During 1946-1947, the class enrollments in general business were approximately as large in the smaller schools with less than 300 enrolled as in the larger schools with more than 300 enrolled.

The number and per cent of students enrolled in general business distributed by classes of accrediting are presented in Table VII. During 1945-1946, 445, or 63.2 per cent, of the 710 enrollees in the course general business were registered in Class A schools, while during 1946-1947, 860, or 66.8 per cent of the 1,210 total enrollees in general business, were registered in Class A schools. Thus, slightly less

TABLE VI

DISTRIBUTION OF STUDENT ENROLLMENT IN GENERAL BUSINESS  
IN ACCREDITED HIGH SCHOOLS OF ARKANSAS  
ACCORDING TO SIZE OF SCHOOL

Total School Enrollment	1945-1946		1946-1947		1947-1948	
	No.	Pct.	No.	Pct.	No.	Pct.
0-100	324	45.6	209 <sup>b</sup>	17.2	129	9.7
101-200	160	22.5	333 <sup>b</sup>	27.5	369	27.4
201-300	b		71 <sup>a</sup>	5.9	154 <sup>a</sup>	11.4
301-400	a		101 <sup>a</sup>	8.3		
401-500			178	14.8	240	17.9
Over 500	226	31.9	318 <sup>a</sup>	26.3	452	33.6
	---	---	---	---	---	---
Total	710	100.0	1,210	100.0	1,343	100.0

<sup>a</sup>One school in this group failed to indicate class enrollment figures for general business classes.

<sup>b</sup>Two schools in this group failed to indicate class enrollment figures for general business classes.

This table should be read as follows: During the school year 1945-1946, 324, or 45.6 per cent of a total of 710 students enrolled in general business in Arkansas schools were in schools having enrollments of 100 students or less.

TABLE VII

NUMBER AND PER CENT OF ENROLLEES IN GENERAL BUSINESS  
IN ARKANSAS SENIOR HIGH SCHOOLS BY CLASSES OF ACCREDITING

Year	Total No. Enrolled in G. B.	A		B		C		Accr.	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1945- 1946	710	445	63.2	105 <sup>a</sup>	15.0	156	22.2	24	3.4
1946- 1947	1,210	850	66.8	236	18.4	147	11.5	38	2.9
1947- 1948	1,343	904 <sup>b</sup>	64.4	309	21.3	189	13.4	1 <sup>a</sup>	

<sup>a</sup> Two schools did not indicate the number of enrollees in general business classes.

<sup>b</sup> One school did not indicate the number of enrollees in general business classes.

This table should be read as follows: In 1945-1946, 445 students, or 63.2 per cent of the 710 enrollees in general business, were registered in Class A schools.

two thirds of the total enrollment in general business during the entire period were registered in Class A high schools.

#### Length of the Course

Table VIII indicates that nearly three times as many Arkansas high schools offered general business as a one-year course than as a one-semester course. In 1945-1946, 10 of the 39 schools offering general business reported it as a one-semester course, while 29 reported it as a one-year course. During 1946-1947, 12 of the 49 schools offering general business reported it as a one-semester course, while 37 reported it as a one-year course. During the last year of the study, 12 of the 46 schools offering general business reported it as a one-semester course, while 34 reported the subject as a two-semester course.

#### Geographic Distribution of Schools Offering General Business

Chart I was prepared to present graphically the geographic distribution of the schools offering general business during the three-year period: 1945-1946, 1946-1947, and 1947-1948. Eighty-five different high schools offered the course during one or more of the three years studied, and these were distributed among 52 of the 75 counties of the state.

#### Grade Placement

Although general business is a course recommended by authorities as appropriate for ninth or tenth grade students, an analysis of the data in Table IX reveals that, in 1945-1946, the course was offered approximately as often to

TABLE VIII

NUMBER OF HIGH SCHOOLS IN ARKANSAS OFFERING GENERAL  
BUSINESS AS A ONE-YEAR AND A ONE-SEMESTER COURSE

<u>School Year</u>	<u>Total Schools</u>	<u>One Semester</u>	<u>One Year</u>
1945-1946	39	10	29
1946-1947	49	15	34
1947-1948	46	11	35

This table should be read as follows: During the school year 1945-1946, 10 of the 39 high schools offering general business offered it as a one-semester course, while 29 of these same schools offered as a one-year course.



TABLE IX

NUMBER AND PER CENT OF ARKANSAS HIGH SCHOOLS OFFERING  
GENERAL BUSINESS ON INDICATED GRADE LEVELS

Grade Level	1945-1946		1946-1947		1947-1948	
	No.	Pct.	No.	Pct.	No.	Pct.
9	11	28.2	9	18.4	10	21.7
10	1	2.5	7	14.3	8	17.4
9-10	5	12.8	3	6.1	4	8.7
9-10-11-12			1	2.0		
10-11					1	1.2
11	2	5.1	1	2.1	2	4.3
11-12	11	28.2	14	28.6	11	23.9
12	5	12.9	9	18.4	5	10.9
No Record	4	10.3	5	10.2	5	10.9
	---	---	---	---	---	---
	39	100.0	49	100.0	45	100.0

This table should be read as follows: 11, or 28.2 per cent, of the 39 schools offering general business in 1945-1946 offered the course as a ninth grade subject.

upperclassmen as to freshmen and sophomores. This tendency continued throughout the period of the study, as will be seen from the following tabulation taken from Table X.

<u>Year</u>	<u>Schools Offering Gen. Bus. in Grades 9, 10, or 9 &amp; 10</u>	<u>Schools Offering Gen. Bus. in Grades 11, 12, or 11 &amp; 12</u>
1945-1946	17	18
1946-1947	19	24
1947-1948	22	19

During the first year studied, approximately one third of the schools offering general business offered it in the ninth grade, while another one third of the schools offered the course in both ninth and tenth grades.

In Table X, the number of high schools in Arkansas which offered general business is shown, tabulated according to size of school according to enrollment. During 1945-1946, the subject was placed in grades eleven and twelve by 12 of the by 13 of the 39 schools which offered general business; during 1946-1947, it was placed in grades eleven and twelve by 19 of the 49 schools offering the course; and during 1947-1948, general business was placed in grades eleven and twelve by 13 of the 46 schools offering the course.

The number of schools offering general business on the various grade levels is analyzed in Table XI by classes of accrediting. No uniformity is observed in this table regarding the grade level on which general business was offered in the various schools within any class of accrediting. General



TABLE X.

NUMBER OF HIGH SCHOOLS IN ARKANSAS OFFERING GENERAL BUSINESS  
ON INDICATED GRADE LEVELS ACCORDING TO SIZE OF SCHOOL

Grade Level	1945-1946			1946-1947			1947-1948		
	0-100	101-500	Over 500	0-100	101-500	Over 500	0-100	101-500	Over 500
9	2	7	2	2	5	2	2	5	2
10		2	1	3	3	2		4	2
9-10	2	2	1		4	1		2	3
9-10-11									
9-10-11-12				1					
10-11	2								
10-11-12				1		1			1
11		2						1	1
11-12	9			2	8		5	6	
12	1	1		2	7			5	
No record	2	3		1	2		3	1	
	18	17	4	13	30	6	10	25	11

This table should be read as follows: Of the 39 high schools which offered general business during 1945-1946, 2 schools having total enrollments of less than 100 students offered the course on the ninth grade level.

TABLE XI

NUMBER OF HIGH SCHOOLS IN ARKANSAS OFFERING  
GENERAL BUSINESS ON INDICATED GRADE LEVELS ACCORDING  
TO CLASS OF ACCREDITING

Grade Level	1945-1946					1946-1947					1947-1948				
	NC	A	B	C	Ac	NC	A	B	C	Ac	NC	A	B	C	Ac
9	3	2	3	2		3	2	4	1		4	2	2	2	
10	1	1		1		2	2	2			3	3	1	1	
9-10	1	2		1	1	2	1				3		2		
9-10-11															
9-10-11-12						1 <sup>a</sup>									
10-11		1	1			1					1				
10-11-12															
11	1	1				1					1				
11-12		1	4	3	2		6	3	6	1	1	2	5	3	
12	2						2	3	2	1		1	4		
No record		2						2	1	1			2		
Totals	8	12	8	8	3	9	13	14	10	3	13	8	17	7	0

<sup>a</sup>This school was elected to the North Central Association in 1947-1948.

This table should be read as follows: During the school year 1945-1946, 3 North Central schools, 2 Class A schools, 3 Class B schools, 3 Class C schools, and 0 schools accredited-but-not-classified offered the course in general business.

business was reported as offered on each grade level in each class of school by at least one or more schools during the three years included in the study.

During the school year 1947-1948, of the 13 North Central high schools offering general business, 9 offered the course to ninth- and tenth-grade students, and only 2 offered the course in the two upper grades.

During 1947-1948, 2 of the 8 schools in Class A offered general business to ninth-grade students; 3 of the schools in Class A offered the course to tenth-grade students, while 3 Class A schools offered general business to upperclassmen.

In 1946-1947, 1 of the 10 Class C schools offering general business offered it in the ninth grade, while 8 offered the course in grades eleven and/or twelve. Ten of the 16 Class B schools offering the course in 1947-1948 registered uppermen exclusively in the course in general business, a practice not recommended by business education curriculum authorities.

#### Course Titles

When the data regarding course titles was analyzed, 8 different titles were found to have been reported by the accredited high schools during the three years studied. Table XII shows that 23, or 60.5 per cent, of the 39 schools offering the course reported the title "General Business," while in 1946-1947, 34, or 69.4 per cent, of the 49 schools offering the course reported the title "Introduction to Business." In 1947-1948, 34, or 75.5 per cent, of the

TABLE XII

NUMBER AND PER CENT OF ARKANSAS HIGH SCHOOLS  
REPORTING VARIOUS TITLES FOR THE COURSE  
IN GENERAL BUSINESS

<u>Course Title</u>	<u>1945-1946</u>		<u>1946-1947</u>		<u>1947-1948</u>	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
General Business	23	60.5	10	20.4	34	75.5
Introduction to Business	9	21.1	34	69.4	4	8.8
Business Training	13	7.0	1	2.0	4	8.8
Junior Business Training	1	2.6	1	2.0	2	4.4
Business Problems	1	2.6				
Junior Business	1	2.6	1	2.0	1	2.2
General Business Training	1	2.6	1	2.0	1	2.2
Business Organization and Practice			2	4.1		
	39	100.0	49	100.0	46	100.0

This table should be read as follows: During the school year 1945-1946, 23 schools, or 60.5 per cent, of the 39 schools reporting general business used the title "General Business."

46 senior high schools offering the course reported the title "General Business."

Thus, it is noted that the majority of the senior high schools offering general business during the three years studied reported the title "General Business."

Table XIII indicates the course titles used in schools of different enrollment groups. "General Business" was the title reported by the majority of the schools in 1945-1946. This title was reported by 11 of the 18 schools with enrollments of less than 100, and by 11 of the 17 schools in the 101-500 group. In 1946-1947, 12 of the 13 schools with enrollments of less than 100, and 22 of the 30 schools in the 101-500 group indicated the use of the title "Introduction to Business." In 1947-1948, however, almost four fifths of the small schools and exactly four fifths of the larger schools reported the title "General Business."

Although there was a trend toward the use of "General Business" as a course title in all three enrollment groups, a variety of titles persisted throughout the period studied.

The course titles as reported by the senior high schools according to class of accrediting are shown in Table XIV. The number of North Central schools which offered the course increased each year. Six different course titles were reported by North Central schools during the three-year period. The trend in North Central schools was toward the title "General Business," and the trend among Class B schools was toward the use of the title "General Business." In Class B schools,

TABLE XIII

NUMBER OF HIGH SCHOOLS REPORTING VARIOUS COURSE TITLES  
ACCORDING TO SIZE OF SCHOOL

Course Title	1945-1946			1946-1947			1947-1948		
	0- 100	101- 500	Over 500	0- 100	101- 500	Over 500	0- 100	101- 500	Over 500
	General Business	11	11	2		7	3	7	20
Junior Business Training		1				1	1	1	1
Introduction to Business	6	3		12	22		2	2	
Business Training	1	1	1			1		1	3
Business Problems	1							1	
General Business Training						1			
Junior Business Business Organiza- tion and Prac.			1	1	1				1
Total	18	17	4	13	30	6	10	25	11

This table should be read as follows: During the school year 1945-1946, 11 schools having a total enrollment less than 100, reported the course title "General Business."

TABLE XIV

NUMBER OF HIGH SCHOOLS IN ARKANSAS REPORTING VARIOUS COURSE  
TITLES ACCORDING TO CLASS OF ACCREDITING

Course Title	1945-1946					1946-1947					1947-1948				
	NC	A	B	C	Ac.	NC	A	B	C	Ac.	NC	A	B	C	Ac.
General Business	3	10	3	8		6	2	1	1		8	6	13	6	
Junior Bus. Tr.				1			1	1					1	1	
Intro. To Bus.		2	5		2	1	8	12	8	3	1	2	2		
Bus. Training	2				1	2					3		1		
Bus. Problems	1														
Gen. Bus. Tr.							1								
Junior Bus.	1							1			1				
Bus. Org. and Practice.	1						1	1							
	8	12	8	8	3	9	13	14	10	3	13	8	17	7	0

This table should be read as follows: In the school year 1945-1946, 3 North Central schools listed the course title "General Business."

13 of the 17 schools offering the course during the last year of the study, reported the title "General Business."

Other Business Subjects Offered  
By Schools Offering General Business

Interpretation of what subjects are included in the term "business subjects" may vary. For this reason, the following list of high school business offerings, which are termed "business subjects" for the purposes of this study, are given: bookkeeping, shorthand, typing, office practice, junior business training or general business, salesmanship, retailing, advertising, business arithmetic, business English, consumer economics, and business spelling.

It was found that typing, bookkeeping, and stenography predominate among the business offerings in schools which schedule general business. All business subjects, other than typing, bookkeeping, and stenography, are grouped under the general heading "miscellaneous."

In order to determine whether general business is offered by schools with limited commercial curricula, or whether it is offered more frequently in schools with extensive business offering, data concerning the accompanying business subjects were tabulated and presented in Table XV.

This table shows the number and per cent of high schools offering general business and other business subjects, or combinations of business subjects.

The most frequently recurring combination of business subjects in schools which offered general business for each the three years studied consists of typing, stenography,



TABLE XV

NUMBER AND PER CENT OF HIGH SCHOOLS OFFERING  
GENERAL BUSINESS AND OTHER BUSINESS SUBJECTS

<u>Business Subjects</u>	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
Typing	3	7.9	3	6.3	4	8.8
Bookkeeping						
Typing-Stenography	3	7.0	5	10.2	12	26.6
Typing-Bookkeeping	1	2.5	3	6.1		
Typing-Miscellaneous	2	5.1	2	4.0	2	4.4
Typing-Stenography-Book- keeping	6	15.3	5	10.2	5	11.1
Typing-Stenography-Misc.	2	5.1	4	8.1		
Typing-Stenography-Book- keeping-Miscellaneous	5	12.8	8	16.3	13	28.8
Typing-Bookkeeping-Misc.	2	6.0	3	6.1	3	6.6
Stenography-Bookkeeping						
Stenography-Misc.	1	2.5				
Stenography	1	2.5	1	2.0		
Miscellaneous	2	5.0	2	4.0		
None	11	28.2	13	26.3	7	13.3
	39	100.0	49	100.0	46	100.0

This table should be read as follows: During 1945-1946, 3, or 7.9 per cent, of the schools offering general business also offered typing.

bookkeeping, and miscellaneous. The next most frequently recurring combination was typing, stenography, and bookkeeping. Of the 39 senior high schools offering general business in 1945-1946, 5 offered the former combination; and 2, the latter.

In 1945-1946, 11, or 28.2 per cent of the 39 senior high schools offering general business, offered no other business subject. In 1947-1948, however, 7 schools, or 13.3 per cent of the 46 schools reporting the course, listed it as a single business offering. Slightly less than 60 per cent of the 46 schools offering general business in 1947-1948 offered typing and stenography as accompanying business education subjects, and 28.8 per cent added bookkeeping to the business offerings in the third year of the period.

No school offered bookkeeping as a single companion business subject to general business. The number of schools offering typing with general business was as follows: 3 in 1945-1946, 3 in 1946-1947, and 4 in 1947-1948.

Subject-Matter Field Preparation  
of the General Business Teachers

In order that a more detailed analysis of the subject-matter field preparation of the Arkansas teachers of general business might be made, the teachers with commerce credit were divided, in Table XVI, into three groups: Those with commerce majors, those with commerce minors, and those with ten semester hours or less of commerce credit.

For the purpose of this study, those general business teachers having 21 or more semester hours commerce credit

TABLE XVI

NUMBER OF GENERAL BUSINESS TEACHERS  
IN ARKANSAS HIGH SCHOOLS  
WITH INDICATED SUBJECT-MATTER FIELD PREPARATION

Subject-Matter Field Preparation	1945-1946		1946-1947		1947-1948	
	No.	Pct.	No.	Pct.	No.	Pct.
Commerce Major (Over 20 hours)	5	13.9	7	14.2	6	13.3
Commerce Minor (11-20 hours)	8	22.2	3	26.5	18	40.0
Commerce--less than Minor (3-10 hours)	5	13.9	5	10.1	4	8.8
Mathematics	3	8.3	4	8.5	7	15.5
English	4	11.1	6	12.2	3	6.6
Social Science	5	13.9	3	6.0	2	4.4
Home Economics	1	2.8	1	2.0		
History	4	11.1	2	4.0	1	2.2
Physical Education	1	2.8	2	4.0	2	4.4
Science	1	2.8	1	2.0		
Latin	1	2.8				
Music					1	2.2
Trades			1	2.0		
No Record	1	2.8	4	8.5	2	4.4
<b>Total</b>	<b>39</b>	<b>100.0</b>	<b>49</b>	<b>100.0</b>	<b>46</b>	<b>100.0</b>

This table should be read as follows: In 1945-1946, 5, or 13.9 per cent, of the 39 general business teachers had commerce majors.

were considered to have a commerce major. Those with more than 11, but less than 21 hours, were considered to have commerce minors. Those with less than 10 hours credit were assumed to have less than a minor.

In determining the total semester hours of credit earned in commerce by the general business teachers, the exact number of semester hours as reported on the Annual High School Report was used in this study. The credits of a number of teachers did not appear on the Annual Report to the North Central Association of Colleges and Secondary Schools. These were obtained from the files in the Division of Certification.

The teaching fields of the general business teachers who had earned no credit in commerce are also reported in this study.

From Table XVI, it will be seen that, for each of the three years of this study, between one seventh and one eighth of the general business teachers in Arkansas senior high schools had commerce majors.

In 1945-1946, 8, or 22.2 per cent of the teachers teaching the course in general business, had commerce minors. The number and per cent of general business teachers with commerce minors increased during the period of the study so that by 1947-1948, 13, or 41.7 per cent, of the 46 general business teachers had commerce minors.

During 1947-1948, 16 of 46 general business teachers had no commerce credit. The following teaching fields were reported by teachers in the no-commerce-credit group:

social science, mathematics, English, history, physical education, and music.

To interpret these findings concerning the subject-matter field preparation of the senior high school general business teacher, the data were further analyzed according to size of school and accrediting status. These data are presented in Tables XVII and XVIII.

Table XVII reveals that the majority of general business teachers in the larger schools had some commerce credit. At no time in the three-year period did the majority of the general business teachers in all the schools have commerce credit; the number increased, however, from one third of the 18 teachers in the small schools, with enrollment less than 100, the first year to two thirds of the 10 teachers of general business in the small schools during the last year of the study.

The trend toward more hours of college credit in commerce on the part of general business teachers during the period covered by the study is noted in schools of all enrollment classes. During 1945-1946, 12 of the 17 general business teachers in the schools of 101-500 enrollment group had some commerce credit; while during 1947-1948, 21 of the 25 teachers of general business in the 101-500 enrollment group reported three semester hours or more of credit in commerce. These data reveal a trend, during the three-year period covered by this study, toward better qualified teachers of general business, based on the amount of college credit in

TABLE XVII

NUMBER OF ARKANSAS HIGH SCHOOL GENERAL BUSINESS TEACHERS  
WITH INDICATED SUBJECT-MATTER FIELD PREPARATION  
ACCORDING TO SIZE OF SCHOOL

Subject-Matter Field Preparation	1945-1946			1946-1947			1947-1948		
	0-100-Over			0-101-Over			0-101-Over		
	100	500	500	100	500	500	100	500	500
Commerce Major (Over 20 hours)	1	2	1	1	5	1		6	4
Commerce Minor (11-20 hours)	1	7	2	1	6	2	4	9	3
Commerce--less than Minor (3-10 hours)	2	3		3	6			6	2
Mathematics	1	1	1	1	2	1	4	2	1
English	4			2	3		1	1	
Social Science	3	2			3		1		
Home Economics					1				
History	3	2			1			1	
Physical Education				1	1				
Latin	1								
Music								1	1
Trades				1					
No Record	2			2	1	2	2	1	
No									
Total	18	17	4	13	30	6	10	25	11

This table should be read as follows: During the school year 1945-1946, 1 of the 18 general business teachers in schools with enrollments of less than 100 had more than 20 hours credit in commerce.

TABLE XVIII

NUMBER OF ARKANSAS HIGH SCHOOL GENERAL BUSINESS  
TEACHERS WITH INDICATED SUBJECT-MATTER PREPARATION  
ACCORDING TO CLASS OF SCHOOL ACCREDITING

Subject-Matter Field Preparation	1945-1946					1946-1947					1947-1948				
	NC	A	B	C	Ac.	NC	A	B	C	Ac.	NC	A	B	C	Ac.
Commerce Major (Over 20 hours)	1	1	2		1	2	3	1			2	1	3		
Commerce Minor (11-20 hours)	5	5	1			4	7	2	2		6	2	8	1	
Commerce--less than Minor (3-10 hrs.)	2	2	1			2	1	3	3	1	3	2	2	2	1
Mathematics	1					1	1	1		1	1	2		3	
English			3	1			3	3					1	1	
Social Science	1	1	1	1		2	1						1		
Home Economics						1									
History	1	1	1	1			1						1		
Physical Education							1		1						
Science				1											
Latin	1														
Music												1			
Trades								1							
No Record	1				1					1		1	1	1	
	8	12	8	8	3	9	13	14	10	3	13	8	17	7	1

This table should be read as follows: In 1945-1946, 1 of the 8 general business teachers in North Central schools had a commerce major.

commerce reported.

An examination of the data in Table XVIII shows that, even in the North Central high schools, cases were reported of general business teachers with no credit in commerce; although, during the first year of the study, the majority of the general business teachers in North Central schools had minors in the commerce field. In 1946-1947, 6 of the 10 general business teachers in North Central schools reported credit in commerce, while during 1947-1948, 11 of the 13 teachers of general business had some college credit in business subjects.

Five of the 8 general business teachers in Class B schools in 1945-1946 reported commerce credit, and in 1947-1948, 13 of the 17 general business teachers in Class B schools reported commerce credit.

This upgrading in subject-matter preparation of general business teachers is noted among the Class C schools. In 1945-1946, only 1 of the 8 general business teachers reported commerce credit; during the following year, 6 of the 10 general business teachers in Class C schools reported commerce credit.

These data reveal a trend, during the three-year period covered by the study, toward better qualified general business teachers in schools of all classes of accrediting, based on the amount of reported college credit in commerce.



The fact that a greater number, and a greater proportion, of the total general business teachers reported commerce credit during the last year of the study than during the first year, probably reveals a trend toward the placement of general business more exclusively in the business departments of the state high schools.

#### Qualifications of Arkansas High School Teachers

For the purpose of this study, data regarding the certification of the teachers were divided into five categories according to the total amount of college work completed, as follows: (1) master's degrees, (2) four-year degrees, (3) 61 to 120 semester hours, (4) 31 to 60 semester hours, and (5) 30 hours or less.

From Table XIX, it will be noted that 25, or 65.0 per cent, of the general business teachers during 1945-1946 held four-year college degrees. During 1946-1947, 33, or 67 per cent, of the 49 high school general business teachers held four-year college degrees; but by 1947-1948, the number of four-year degree teachers had dropped to 27, or 58.7 per cent, of the 46 general business teachers.

Two senior high schools reported teachers with less than 30 hours of college credit during 1946-1947. These were the only two instances, however, during the entire three-year period, when teachers with less than 30 semester hours of college credit were reported as teachers of general business in accredited high schools.

TABLE XIX

COLLEGE PREPARATION OF ARKANSAS HIGH SCHOOL TEACHERS  
OF THE COURSE IN GENERAL BUSINESS

<u>College Preparation</u>	1945-1946		1946-1947		1947-1948	
	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>Pct.</u>
Master's Degree	2	5.2	3	6.1	6	13.0
Four-Year Degree	25	65.9	33	67.0	27	58.7
61 to 120 Hours	6	14.0	7	14.3	8	17.3
30 to 60 Hours	4	9.6	3	6.5	4	8.8
0 to 30 Hours			2	4.1		
No Record	2	5.2	1	2.0	1	2.2
	39	100.0	49	100.0	48	100.0

This table should be read as follows: In 1945-1946, 2, or 5.2 per cent, of the 39 general business teachers had Master's degrees.

## CHAPTER IV

## SUMMARY OF FINDINGS AND CONCLUSIONS

The purpose of this study, as set forth in Chapter I, is to determine the status of the course in general business in Arkansas senior high schools, and to present facts for the three-year period, 1945-1946, 1946-1947, and 1947-1948.

From the official records on file in the State Department of Education, data were collected concerning certain aspects of the course in general business as it was offered in Arkansas senior high schools.

These data were given in tabular form in the preceding chapter and the findings were presented and analyzed. A summary of the most significant findings and conclusions reached from a study of these findings is presented in this chapter.

Summary of Findings

1. The course in general business first appeared among the offerings of the senior high schools in Arkansas in 1929-1930, when 2 schools offered the course. Nearly twenty years later, in 1947-1948, the course was being offered in 46, or 9 per cent, of the 510 senior high schools in the state. The number of schools offering general business during the three years studied increased from 39 in 1945-1946 to 46 in 1947-1948. In 1945-1946, 6.9 per cent of the total high schools in Arkansas offered general business.

This percentage increased to 9.0 per cent during the last year studied.

2. In 1945-1946, 39 of the 527 Arkansas senior high schools, and 99 of the 740 Kansas senior high schools offered general business. In 1946-1947, 49, or 9.3 per cent, of the 527 senior high schools in Arkansas offered the course. During the same year, 104, or 14.0 per cent, of the total of 732 senior high schools in Kansas offered junior business training. During the third year of the study, 46, or 9 per cent, of the 510 accredited senior high schools in Arkansas offered general business; while 116, or 14.6 per cent, of the Kansas senior high schools offered the course.

3. The number of students enrolled in general business increased from 710 in 1945-1946 to 1,343 in 1947-1948. The 710 general business registrants in 1945-1946 represented slightly more than 1.2 per cent of the 69,469 total students enrolled in Arkansas senior high schools. In 1947-1948, the 1,343 general business registrants represented 1.3 per cent of the total enrollment of 75,171.

4. The majority of the senior high schools offering the course general business were schools with less than 300 enrollees. In 1945-1946, 33, or 85.6 per cent, of the schools offering the course had student enrollments of less than 300. During 1947-1948, 24, or 72.7 per cent, of the 46 schools offering general business had less than 300 enrollees.

5. Although general business was offered in schools of all classifications during each of the three years studied,

the greatest number of schools which offered the course were Class A schools. Of the 243 Class A schools in Arkansas during the year 1945-1946, 19, or 7.8 per cent, offered general business. Of the 185 Class A schools in 1947-1948, 21, or 11.3 per cent, offered general business.

Of the 46 senior high schools which offered general business in 1947-1948, 21 were Class A high schools; 16 were Class B; 8 were Class C; and 3 were accredited but not classified. During each of the three years included in the study, approximately 50 per cent of the schools offering general business were Class A schools.

6. The Class A schools registered 445, or approximately 63 per cent, of the total of 710 general business enrollees in the state in 1945-1946; 960, or nearly 75 per cent, of the total of 1,210 general business enrollees in 1946-1947; and 904, or nearly 65 per cent, of the state total general business registrants in 1947-1948.

7. The course general business was offered on all grade levels and combinations of grade levels during the three-year period. The subject was placed in grades eleven and twelve in 18 of the 39 schools offering general business in 1947-1948. Thus, it is noted that approximately as large a number of schools offered general business in grades eleven and twelve, as offered the course in grades nine and ten.

8. Eighty-five different high schools offered the course general business during one or more of the three years studied. These schools were distributed among 52 of the 75

counties of the state.

9. Eight different course titles were used during the three-year period. The title "General Business," reported by 24 of the 39 schools offering general business in 1945-1946, was not reported as often in 1946-1947 as was the title, "Introduction to Business." In the third year of the study, however, the majority of the high schools offering the course had returned to the title "General Business," as is shown by the fact that 33 of the 46 schools offering the course listed the course as "General Business" in their reports.

10. The combination of business subjects most frequently noted among schools offering general business was the typing-stenography-bookkeeping-miscellaneous combination, which was offered in 13 of the 46 high schools offering general business in 1947-1948. The second most frequently recurring combination was typing-stenography, which was offered by 12 of the 46 accredited senior high schools offering general business.

11. The number of general business teachers who had some college credit in commerce increased with each year, as is shown by the following facts: 19 of the 39 general business teachers had some college credit in commerce in 1946-1947; 31 of the 46 general business teachers had some college credit in commerce in 1947-1948.

The trend is toward better qualified teachers of general business based on the amount of college credit in commerce reported. In 1945-1946, one third of the 39 general business

teachers had majors or minors in commerce, while in 1947-1948, the proportion of general business teachers with majors or minors in commerce had increased to nearly one half of the 46 teachers of general business teachers in the state.

The fact that a greater number, and a greater proportion, of the total general business teachers reported commerce credit during the last year of the study than during the first year, probably reveals a trend toward the placement of general business more exclusively in the business department of the state high schools.

12. The proportion of general business teachers reporting four-year college degrees was greater during the second and third years of the study than during the first year. During 1945-1946, for instance, 25, or 65 per cent, of the 39 general business teachers held degrees from four-year degree-granting institutions; During 1946-1947, the number of degree teachers increased to 33, or 69.3 per cent, of the 49 general business teachers; while during 1947-1948, the proportion of degree-holding teachers decreased to 27, or 58.7 per cent, of the 46 general business teachers in the state.

#### Summary of Conclusions

Based on the findings summarized for this study, certain conclusions concerning the status of the course in general business in Arkansas may be drawn.

1. While there has been considerable growth in both the number of schools offering the course in general business and in the enrollments in the course since it was first introduced into 2 Arkansas high schools in 1929-1930, the number of schools offering the course never exceeded 49 during the three-year period covered by this study. Thus, it may be concluded that general business occupied a relatively minor position among the offerings of the Arkansas senior high schools of the state during the period of the study.

2. Since not more than 1 in 10 Arkansas senior high schools offered general business during either of the three years covered by this study, and since the enrollment never exceeded 1 in 20 of the total high school enrollees, it may be concluded that there is ample room for expansion of the course in general business in the high schools of the state.

3. The course titles, "General Business" and "Introduction to Business," were reported by a majority of the schools. Thus, there was considerable agreement among the schools as to course titles.

4. Since the course is offered on every grade level, and in a number of combinations of grades, it may be concluded that there is a lack of agreement as to the grade placement of the course general business.

5. Since approximately three fifths of the schools offering the course reported it as a one-year course, it may be concluded that the majority of the schools offering



offering general business prefer the one-year course to the one-semester course in the subject.

6. Three fourths of the senior high schools offering general business offered one or more additional business subjects. For that reason, it may be concluded that general business is being introduced more extensively into the schools which offer the more complete business programs.

7. The conclusion, based on their reported credit in commerce, is that teachers of general business in Arkansas are becoming better qualified due to the increase in the number of general business teachers reporting majors and minors in commerce.

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DATA SHEET

Name of school \_\_\_\_\_ High Sch \_\_\_\_\_ Jr. Hi Sch \_\_\_\_\_  
 Location \_\_\_\_\_ 9-10 \_\_\_\_\_ 7-9 \_\_\_\_\_  
 County \_\_\_\_\_ Accredited Class \_\_\_\_\_ 9-11 \_\_\_\_\_ 7-10 \_\_\_\_\_  
 9-12 \_\_\_\_\_ 7-8 \_\_\_\_\_  
 10-12 \_\_\_\_\_ 8-9 \_\_\_\_\_  
 8-12 \_\_\_\_\_  
 7-12 \_\_\_\_\_

Type of Organization 8-4  6-6  6-3-3  6-2-4  6-4-4

\*\*\*\*\*

	1947-48	1946-47	1945-46
1. 1 yr. or 1 semester			
2. Grade level offered			
3. Title of course			
4. Other business offered			
1. Typing			
2. Bookkeeping			
3. Typing-shorthand			
4. Typing-bookkeeping			
5. Typing-misc.			
6. Typing-shorthand-book-keeping			
7. Typing-shorthand-misc.			
8. Typing-bookkeeping-misc.			
9. Typing-shorthand-book-keeping-misc.			
10. Miscellaneous			
11. None			
5. Number enrolled in school			
6. Teaching field of teacher			
7. Number enrolled in junior business training			
8. Teachers hrs. of commerce			
9. Teachers certification			

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