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CHAPTER I

INTRODUCTION

One of the most important functions of the state is the education and training of its young people. For a successful state program of education it is necessary to have an adequate supply of well trained teachers. Just as it is important to have enough teachers to meet the demand, so is it important that an oversupply of teachers should not exist. For teacher-training institutions to train teachers when there will be no positions for the teacher after the training period is completed is an economic and social waste--an expense to society and a loss to the individual. The proper adjustment of demand and supply of teachers, therefore, is a major responsibility of the state and is of direct concern to the teacher-training institutions of the state.

It is evident from a study of the history of education in this country that there have been recurring periods of "shortage" and of "surplus" in the supply of teachers available for work in the American schools. Chapter II discusses some of the important studies that have been made concerning the demand and supply of teachers in various areas and on various levels.

For more than a decade research relative to the supply, demand, training, and certification of business teachers has been in progress.¹ The pertinency of the problem in the South gave rise to the investigation reported here, as a part of the professional program of the Southern

¹Clinton M. File, "A Study of Illinois Business Teachers in High Schools With An Enrollment of Five Hundred or More," Research Bulletin in Commercial Education, Vol. II, p. 37, New York University, October, 1930.

Business Education Association and in response to a specific request from that Association.

Statement of the Problem

This study presents a survey of the demand and supply of business teachers in the white secondary schools in North Carolina as of 1940-41 in terms of the number of business teachers being trained and certified, the number continuing in employment, and the estimated number of additional teachers needed in the schools of the state.

As a part of the investigation, information was obtained concerning the number of schools having business departments, the number of schools not having business departments but offering business subjects, and the number of schools expecting to establish business departments in the school year 1940-41. Information was also obtained concerning the number of teachers giving a major part of their time to business subjects and some of their time to other subjects, the number of teachers giving a major part of their time to other subjects and some of their time to business subjects, and the number participating in the teaching of business subjects in those schools not having business departments, but offering some business subjects.

Definition of Terms

Certain terms which are used throughout this report are defined here in order to avoid misinterpretation of the meaning assigned to them.

1. A full-time teacher is a teacher devoting all teaching time to the teaching of business subjects in a school having an organized business department.

2. A part-time teacher is one devoting a major part or a small part of the teaching time to business subjects in a school having an organized business department.

3. A participating teacher is one devoting part of the teaching time to the teaching of business subjects in a school not having an organized business department.

4. Demand -- number of teachers established in business teaching positions plus the number needed for additional openings.

5. Potential supply -- number of legally certified business teachers, experienced or inexperienced. For example, graduates of teacher-training institutions who are certified to teach business subjects but enter other occupations, are a part of the potential supply.

6. Market supply -- number of legally certified business teachers, experienced or inexperienced, actually seeking teaching positions.

Procedures and Sources of Material

It was necessary to draw on various sources for the data of this study. The Superintendent's Biennial Report would have yielded information concerning the number of business teachers employed for particular school years, but did not provide information concerning the estimated needs for succeeding years, the number of teachers leaving their positions, and the number of schools planning to establish business departments in 1940-41. Teacher-training institutions supplied information as to the number of graduates certified for business teaching. Additional information concerning the demand and supply of business teachers was secured through questionnaires sent to school principals.

The information provided by the principals of the secondary schools and the teacher-training institutions could not have been secured in any other way except by costly and time-consuming interviews with school officials over the entire state. In defense of the questionnaire as an instrument of research, Koos states:

" . . . The astonishing fact that is discovered as one goes, one by one, over all the 143 questionnaire studies is the almost negligible proportion which could have originated in any other method of investigation. . . . Thus, not only is the questionnaire method used in large proportions of educational investigations, not only do we find it applied in many divisions and on all levels of the field of education to ascertain practice, basic data, and judgments, but it is also a valuable source of data procurable usually in no other way. . . . It should mean something for the legitimation of questionnaire investigation that the proportion of educational literature taking rise in it is so large--roughly a fourth of all published studies or of space occupied by them. It should be significant also that the proportions are approximately equal in educational periodicals and in research series published by higher institutions: not only do reports of questionnaire studies pass muster with the editors of periodicals, but they are approved in about the same proportion by those who render judgment on the typically more substantial investigations submitted as doctor's dissertations or are otherwise published in monograph form. . . . The proportionate extent of use of the questionnaire method as a source of data in the investigational literature analyzed is only a fraction of a per cent short of the use of documentary analysis, which is the method most used.²

As a preliminary step in obtaining data on the number of graduates prepared in North Carolina to enter business teaching in 1940 and 1941, the State Department was asked to list the institutions in North Carolina offering curricula for the preparation of teachers

²Leonard V. Koos, The Questionnaire in Education, The Macmillan Company, New York, 1928, pp. 63 ff.

of business education. The following colleges were named by the State Department:³

Woman's College of the University of North Carolina
Western Carolina Teachers College
East Carolina Teachers College
Queens College
Catawba College
Lenoir-Rhyne College

A draft of a letter of inquiry to be sent to these institutions was prepared and submitted to a committee of professors in the Secretarial Science and Economics departments at Woman's College, University of North Carolina. Their suggestions were incorporated in a revised draft, a copy of which is presented in the Appendix of this report. Copies of the approved letter were then mailed to the six business teacher-training institutions named by the State Department.

The State Department was asked to provide data concerning the number of certificates in business subjects issued to graduates of North Carolina teacher-training institutions in 1939-40, and the number of certificates in business subjects issued to those transferring credits from other states direct to the state department in the same year. Information was not obtainable concerning the number of certificates in business subjects issued to graduates of North Carolina teacher-training institutions in 1939-40, as the State Department had not compiled a tabulation which would give this information.

Information concerning the demand for business teachers in the standard white secondary schools of North Carolina and concerning the

³Omission of High Point College and Elon College from the State Department list is here noted. Such omission, however, is of minor importance since only five business teachers were trained at Elon College. Information was not obtained concerning the number of teachers trained at High Point College.

supply of business teachers already holding positions within the state was obtained by a questionnaire directed to the principals of the secondary schools listed in the Educational Directory of North Carolina. A tentative questionnaire was prepared and submitted to a committee for discussion and revision. A copy of the revised questionnaire appears in the Appendix. Two mailings were necessary to secure adequate returns.

The questionnaire was divided into two sections, one to be answered by those schools having business departments and the other to be answered by those schools not having business departments.

The first section called for information relative to the number of business teachers employed during the period 1937-40, to constitute data on the current trend in demand and the available supply within the state. The remainder of the first section of the questionnaire pertained to the situation with respect to the demand for business teachers. Information was requested concerning the number of teachers employed in 1940-41, the number of additional teachers needed for the following year, and the number of teachers giving a portion of their teaching time to business subjects and some of their time to other subjects. Information was also requested relative to the number of business teachers leaving their positions in 1939-40, discontinuing teaching, moving to positions elsewhere in the state, or going out of the state, to provide data on additional factors affecting demand.

The second section of the questionnaire applied to those schools not having business departments. The schools were asked to indicate whether they planned to establish a business department during 1940-41;

and, in case of a proposed department, to state the number of business teachers to be employed during the years 1940-41 and 1941-42. Those schools offering some business subjects were asked to report the number of teachers participating in the teaching of business subjects. Provision was made for comments as to why a business department had not been established up to that time.

Limitations

Certain weaknesses are inherent in any questionnaire study. The validity and reliability of the data obtained by the questionnaire method are no better than the instrument used in collecting the data. In spite of precautions taken in the construction and revision of the questionnaire, some items may be subject to misinterpretation, others call for information not readily at hand, or not obtainable.

Completeness of data requires an all-census response in an investigation of total supply and total demand. While a relatively high percentage of returns may establish representative sampling, it is nevertheless hazardous to draw final conclusions from comparisons between absolute figures such as those obtainable from the colleges and State Department and data considered on the basis of proportion of returns from the high schools.

Although the element of subjective judgment is minimal in the type of responses called for in this study, the accuracy of responses with respect to certain required estimates is affected by a variety of conditioning factors. For example, predictions pertaining to the number of future teachers to qualify for certification are subject to error, even though based on reliable factual data. Recorded estimates

of future demand for teachers by particular schools are necessarily dependent upon the schools' ability to predict and willingness to make known such estimates.

This investigation is limited to the recording of the status of demand and supply of business teachers for 1940-41. A comprehensive study of trends would require a long-time period and would necessitate consideration of motility, tenure, salary and economic conditions, desire of teachers to secure other positions with opportunity to advance, social surroundings, and other important variables in the relationship of demand and supply, not within the scope of the present study.

CHAPTER II

OTHER STUDIES OF TEACHER SUPPLY AND DEMAND

It was mentioned in Chapter I that there have been recurring periods of "shortage" and of "surplus" in the supply of teachers available for work in the nation's schools. This chapter presents a brief discussion of some of the findings that have been reported on supply-demand relationships during the past twenty-five years. The early twenties were characterized by a shortage of teachers. At the fifty-eighth annual meeting of the National Education Association held at Salt Lake City in 1920, the president, Josephine Corliss Preston, said:

"We are confronted with an increased shortage of teachers and threatened with a general breakdown of our public school system and educational standards. Our main issue this year is the teacher shortage question. Thousands of young people, university lads and lassies not yet through school, normal-school students still in training, high-school graduates who tried the examination and failed, some teachers whom we had relegated forever to the retired list of incompetency pass through the portals by way of the emergency certificate to the closed doors and 65,000 schools of this land are now in operation with underqualified teachers. The fundamental reason for our great shortage of teachers can only be attributed to wholly inadequate salaries. Still our recent survey in the National Education Association points to 35,000 schools in our country with no teachers--thousands of boys and girls with no school."¹

Addressing the regular session of the Department of Classroom Teachers at the same annual meeting of the National Education Association, Delia R. Reilley, one of the speakers, stated:

"The National Citizen's Conference, which recently convened at Washington at the call of the bureau of Education, announces that between three and four hundred thousand

¹J. C. Preston, "The Main Issue of the Year," National Education Association, Addresses and Proceedings for 1920, p. 188.

children were deprived of schooling during the past year and the most conservative estimates place the teacher shortage for the coming year at 80,000. In addition it is revealed that 50 per cent of the teachers now in the profession are substandard, that 150,000 are not beyond twenty-years, and that 65,000 are teaching on permits."²

The situation with respect to rural schools was equally acute, with many schools either closed or in the hands of teachers with no professional preparation and little or no academic preparation.³ At the Eighth Annual Convention on Rural Education held at the State Normal School, Worcester, Massachusetts, it was reported that the United States Bureau of Education in the spring of 1920, reported a shortage of 18,000 teachers and the existence of 40,000 sub-standard teachers. A minimum wage and improved standards were urged. The prevailing low salaries prevented college men and women from entering the teacher-training schools. They preferred entering fields which were more lucrative.⁴ The "teacher crisis," according to Wright, was not a matter of shortage of teachers, but of lack of properly qualified teachers.⁵

²Delia R. Reilley, "The Menace of the Teacher Shortage," National Education Association, Addresses and Proceedings for 1920, pp. 344-5.

³H. V. Holloway, "Teacher Shortage from the Standpoint of a County Superintendent," National Education Association, Addresses and Proceedings for 1920, p. 482.

⁴W. C. Ryan, Jr., "How Will the Nation-Wide Shortage of Teachers Affect the Future of Our Democracy?" Education, Vol. XL (May 1920), pp. 540-7.

⁵Frank W. Wright, "The Teacher Crisis," Education, Vol. XL (May - 1920), p. 548.

The 1924 Committee of One Hundred on the Problem of Tenure directed an inquiry to state superintendents to secure information concerning the number of teachers required for the school year 1922-23 to replace teachers who left the profession and the total number of teachers required in the public schools of each state for 1922-23. Teacher turnover in the public schools of the several states of the United States required to fill positions leaving the profession was found to total 110,560 annually, or 16 per cent of entire teaching profession. The range was from 4 per cent in Florida to 47 per cent in Wyoming. Local teacher turnover reached a very high percentage in some states, with more than half of the teachers being new in their positions each year.⁶

In North Carolina in 1922-23 there were 20,551 teachers in the public schools; 2,000, or 10 per cent, left the profession in the state and were replaced.⁷

It was reported that the Minnesota state teachers colleges would graduate approximately 1600 students before September, 1924. The reported demand for teachers in elementary schools was 1200, leaving a surplus of about 400 candidates. The rural schools were not included in these figures as this estimate concerned only the elementary grades of town, village, and city schools of Minnesota. An attempt was made to analyze the question of elementary teacher supply and demand in other states and a questionnaire was sent to all state superintendents asking the following questions:

⁶J. K. Norton, "The Problem of Teacher Tenure," National Education Association Research Bulletin, Vol. II, No. 5 (November 1924), p. 143.

⁷Ibid., p. 144.

(1) How many new candidates will qualify in the schools and colleges in your state for teaching positions in the elementary schools of your state for 1924-25? Only those seeking positions in village, town, and city schools were asked for, thereby excluding the rural schools.

(2) How many additional teachers of the type defined in (1) will be needed?

Thirty-eight states responded to the questionnaire and North Carolina reported 600 new candidates, a demand for 400, leaving a surplus of 200. The figures were estimates and rural schools were not included.

It was reported that the demand for elementary school teachers, exclusive of rural schools, was greater than the supply in Alabama, California, Georgia, Louisiana, Massachusetts, Montana, New Jersey, New Mexico, New York, Rhode Island, West Virginia, and Wyoming. Supply of elementary school teachers, exclusive of rural schools, was greater than the demand in Arizona, Colorado, Connecticut, Iowa, Indiana, Michigan, Minnesota, Mississippi, Nebraska, Nevada, North Carolina, Oregon, Pennsylvania South Dakota, Vermont, Virginia, Wisconsin. The Eastern states were approximately equally divided except Massachusetts and New York indicated a shortage. The central and northwest states had a decided over-supply. The southern and western states had a shortage of elementary teachers for village, town, and city schools.⁸

"In 1926 the situation as to the supply and salary of teachers remained unchanged" according to an announcement in the Elementary School

⁸ John A. McCrory, "Elementary School Teacher Supply and Demand for 1924-25," School and Society, Vol. XX, No. 503 (August 16, 1924), pp.222-24.

Journal, "except for the fact that serious shortage in teachers had been overcome in all but a few states." In localities where standards for obtaining certificates were low, the salaries were low, and the number of poorly prepared teachers employed was high. North Carolina was among the states reporting that standards for obtaining certificates had been raised in varying amounts of from six weeks to one year above high-school graduation.⁹

Teacher turnover in the cities and villages of New York State was investigated by Elsbree in 1928. He found the average teacher turnover to be 10.55 per cent, with a range of 1.37 to 42.38 per cent. More than half of the turnover was avoidable, according to Elsbree.¹⁰

Buckingham's investigation of the supply of trained teachers in relation to the demand in Wisconsin revealed oversupply in some localities and undersupply in others. He recommended continued study of the question of supply and demand, "embracing an appraisal of the needs of the public schools on one hand and of the means of meeting these needs on the other hand." He urged that quality as well as quantity be considered, pointed out the lack of professional preparation of teachers, and insisted on the raising of standards.¹¹

During the thirties the country was in a depression, and the

⁹"Certification of Teachers and Supply of Teachers," Elementary School Journal, Vol. XXVIII (December 1927), p. 255.

¹⁰Willard S. Elsbree, Teacher Turnover in the Cities and Villages of New York State, Contributions to Education, No. 300, Teachers College, Columbia, University, 1928.

¹¹B. R. Buckingham, "Research in Teacher Supply and Demand," Educational Administration and Supervision, Vol. XV (April 1929), p. 259.

teaching profession was oversupplied. The oversupply of teachers was due in part to the fact that teachers who had left the profession to enter the other occupations returned to the profession in the depression years. Those who were already teaching remained longer in their positions because of the belated increases in teachers' salaries following the World War. The fact that salary increases were maintained in most of the states tended to make teaching really more attractive financially than it had ever been. The oversupply situation was aggravated by even more students electing teaching for their life work.

Representatives from the National Council of State Superintendents, the Commissioners of Education, the American Association of Presidents of Teachers Colleges, and the National Association of Deans of Schools of Education prompted the Seventy-first Congress in June, 1930, "to appropriate \$200,000, spread over a period of three years for the purpose of making a study of this situation on a comparable nation-wide scale." This study, known as the National Survey of the Education of Teachers, under the direction of E. S. Evenden, provided, for the first time, definite data on the national demand and supply of teachers.¹²

By 1931, 1932, and 1933, the oversupply of teachers had become a serious national problem in contrast to the shortage of teachers in the preceding decade, as is indicated in the following excerpts from Evenden's summary of the situation in 1934:

"Not long ago educators were called together to see what steps could be taken to relieve the 'shortage' of teachers which threatened to disrupt our public-school systems. In one decade the situation has changed and State

¹²E. S. Evenden, "Teacher Supply and Demand in the United States, 1930-31," School Life, Vol. XVI, No. 5 (January 1931), p. 82.

Superintendents are besieged with requests for teaching certificates from teachers from other states and by unemployed teachers. There are five thousand teachers unemployed in the metropolitan area of New York alone.

"It is obvious that the present oversupply of teachers is a relative matter and cannot be described in terms of any absolute number of teachers in excess of the demand for a given state.

"A study by J. S. Lee of preparation of teachers on the secondary level shows there are still 18 states in which teachers are prepared for teaching either in high schools or post-high school course of one year . . . In the many districts where the principle of awarding the contract to the lowest bidder holds for the teacher as well as the winter's coal supply, it means that many teachers with a minimum of professional education are employed while better educated and often more experienced teachers are forced into the ranks of the unplaced.

"The present oversupply of teachers might well be used to raise the level of professional preparation of teachers.

"Since the World War there has been a very great increase in the enrollments in normal schools and teachers colleges. In 1920 there were 135,412 students in normal schools and teachers colleges. (excluding secondary students). In 1928 this number had increased to 274,348, an increase of 103 per cent. In the same eight years the number of students in colleges, universities, and professional schools increased from 462,445 to 868,793, an increase of 88 per cent. Recent estimates indicate that about two out of each five of the graduates of colleges and universities go into some form of teaching or educational work.

"During the period that these enrollments increased 103 per cent and 88 per cent respectively, the number of employed in the public elementary schools of the United States increased from 576,246 to 642,712, or only 11.5 per cent while the increase in the combined elementary and secondary schools was only from 678,204 to 831,934 (1929) or an increase of less than 23 per cent. The increased number of teachers who have been graduated from the college and universities during this time have been added to by those from high school training classes, normal schools, certification by examination, and still further increased by larger number of teachers who have returned to teaching after absences of varying lengths."¹³

¹³ E. S. Evenden, "Teacher Supply and Demand in the United States, 1930-31," School Life, Vol. XVI, No. 5 (January 1931), p. 81.

Inquiries in connection with the National Survey of the Education of Teachers were sent to teachers, supervisors, and other educational workers. Forty-five thousand teachers responded. This was the first time information of this sort was collected on a nation-wide scale. The data on North Carolina showed that there were 1,724 senior high school teachers; of this number 512 were "new teachers"—that is, they had not been employed during 1929-30. There was one "new teacher" for every 3.37 senior high school teachers. The following challenging facts were reported with reference to North Carolina:

- (1) 7.4 per cent left to teach in another state.
- (2) 10 per cent left teaching profession.
- (3) 12.3 per cent held a newly created position.
- (4) 75.2 per cent were teachers trained in the state.
- (5) 2.7 per cent returned to teaching from other occupations.
- (6) 9 per cent were trained in other states.¹⁴

Eliff made a nation-wide investigation with special reference to the state of Missouri, presenting data for 1932-33 concerning source, number, character, training, certification, and occupational disposition of teachers in Missouri. She found that the state had trained an oversupply of teachers: only 37 per cent of those trained secured teaching positions.¹⁵

¹⁴E. S. Evenden, "The Supply and Demand for Senior High School Teachers," School Life, Vol. XVII, No. 5 (January 1932), pp. 92-93.

¹⁵M. Eliff, "Some Relationships Between Supply and Demand for Newly Trained Teachers," Contributed to Education, No. 654, Teachers College, Columbia University, 1935. Educational Abstracts, Vol. I, (1936), p. 70.

Townsend suggested nation-wide cooperation in bringing the supply and demand together:

"No mere state or even regional reciprocity will suffice to prevent an oversupply in those states having the least stringent and lowest certification policies. It is entirely probable that state professional agencies of preparation and certification must cooperate in a nation-wide effort to raise the general professional status for teachers."¹⁶

Townsend urged lengthening of the period of training and discontinuance of permanent certificates, and recommended a thorough study of educational trends so as to anticipate new areas of demand and predict future need as well as future supply.¹⁷

Reports of placement offices showed the picture of 1934 somewhat improved over 1933. There was an upward trend in employment continuing through 1935 and 1936. Although a shortage of teachers began to appear in 1936 in several states in certain subjects, such as music, commercial subjects, and elementary education, there remained a substantial oversupply of teachers in other subjects, such as history, foreign languages, and English.¹⁸ Changing relationships between demand and supply were noted by various writers. A shortage of elementary school teachers and an oversupply of high school teachers was reported in Missouri in 1934. Wallin deplored the lack of properly qualified teachers for handicapped children in a time of an oversupply of

¹⁶ M. Ernest Townsend, "Teachers: Supply and Demand," Occupations, Vol. XIV, No. 1 (October 1935), pp. 21-25.

¹⁷ Ibid., p. 24.

¹⁸ E. W. Anderson, and R. H. Eliassen, "Teacher Supply and Demand," Review of Educational Research, Vol. VII (June 1937), p. 239.

of teachers,¹⁹ and Parsons pointed out the failure of schools to employ the teachers with the best qualifications.²⁰

Anderson and Eliassen, writing in 1940 on the subject of supply and demand, commented as follows:

"A peak in the demand for teachers as related to supply appears to have come at about the middle of the three-year period. Reports from studies covering 1937 and a part of 1938 showed a considerable increase in the demand for teachers. Reports covering the last part of 1938 and including the year 1939 showed a decrease in teacher opportunity. Thus, the annual surveys of the National Teacher Placement Association covering more than two hundred colleges preparing teachers showed that 90 per cent of those trained for elementary teaching who were available in 1936-37 were placed, as contrasted with 81 per cent in 1937-38. The same survey showed a drop of from 77 per cent to 59 per cent in the academic area of secondary education within the same year, and a drop from 85 per cent to 72 per cent within the so-called 'special' areas. For the total number of graduates reported, the per cent placed dropped from 83 in 1935-36 to 68 in 1937-38. Reports from teacher-placement offices covering the year 1938-39 indicate a slight further drop in opportunity."²¹

A nation-wide investigation of the demand and supply of business teachers was reported by Tarkington in 1939. He sent a questionnaire to the state superintendents and reviewed surveys which had been made by some of the states. His findings revealed that:

"Twenty states reported that the supply of commercial teachers was less than the demand, 19 stated that the supply and demand were fairly well balanced, and 9 states had an oversupply of commercial teachers. The report for the

¹⁹Ibid., p. 239.

²⁰Rey Boyd Parsons, "A Study of the Relation of Supply of Teachers to Demand for Teachers," Elementary School Journal, Vol. XXXVI (October 1935), p. 101.

²¹E. W. Anderson and R. H. Eliassen, "Teacher Supply and Demand," Review of Educational Research, Vol. X, No. 3 (June 1940), Chap. I, p. 179.

preceding year indicated that five states had an oversupply, 27 had an undersupply, and 17 had the right proportion. This would seem to show that the supply of commercial teachers is gradually approaching the demand."²²

Tarkington's findings relative to North Carolina showed the supply to be less than the demand in 1938 but only slightly less in 1939.²³

Various studies of the demand and supply of business teachers in certain states have been made by other researchers. Cheek studied the demand and supply of teachers of business subjects in the public high schools of Missouri in 1931-32. He used a questionnaire to gather his data and supplemented the information with additional data from the Missouri State Department of Education and the five state teacher-training colleges training business teachers. Cheek predicted increased demand for business teachers as a result of trends in business enrollments. Teacher turnover was less and the percentage of new commercial teaching positions created was greater in 1931-32 than the corresponding percentages for the four-year period, 1928 to 1932. He concluded that:

"If all the teachers graduated from the state-supported teacher-training institutions with majors or minors in commerce are considered as a part of the supply, Missouri trained

²² E. W. Anderson and R. H. Eliassen, "Teacher Supply and Demand," Review of Educational Research, Vol. X (June 1940), Chap. I, p. 179.

²³ Robert N. Tarkington, "The Supply and Demand for Commercial Teachers in the High Schools of the United States," Balance Sheet, Vol. XIX (February 1938), pp. 259-274.

Robert N. Tarkington, "The Supply and Demand for Commercial Teachers in the High Schools of the United States," Balance Sheet, Vol. XXI (October 1939), pp. 67-68, 95.

more commercial teachers than she placed in 1931-32. Missouri's excess supply of trained teachers was: in 1931-32, twenty-four and in 1930-31, twenty-five. During the two-year period, 1928-29 and 1929-30, Missouri lacked four trained teachers of having enough teachers to fill the demand."²⁴

Similar studies of the status of business teachers were reported by Cochran for Ohio,²⁵ Barringer for Idaho,²⁶ and Fields for Arizona.²⁷ Holt presented some personal and professional facts concerning the teachers of business in the white public high schools of Oklahoma to reveal changes in status over a period of fourteen years. His data, obtained from official records, reports, and publications of the State Department of Education, concerned the status and trends of business teaching personnel with respect to personal data, education, and teaching positions; the number, salary, and experience of persons in commercial teaching personnel; and the number of teachers entering and leaving the field. He found that the relative number of high schools employing commerce teachers increased continuously over the 14-year period, 1924 to 1937. By 1937, two-fifths of the schools--three times the figures for 1924--employed business teachers.²⁸

²⁴W. U. Cheek, "The Demand for and the Supply of Teachers of Commercial Subjects in the Public High Schools of Missouri for the School Year of 1931-32," Doctor's thesis, New York University, 1932, p. 160.

²⁵E. B. Cochran, "A Study of Commercial Teacher Supply and Demand in Ohio," Master's thesis, Ohio State University, 1936.

²⁶Arthur C. Barringer, "The Status of Teachers of Business Subjects in the State of Idaho," Master's thesis, University of Southern California, 1936.

²⁷R. R. Fields, "A Survey of the Training of the Commercial Teachers of Arizona," Master's thesis, Stanford University, 1934.

²⁸Hal F. Holt, "Commercial Teaching Personnel in the White Public High Schools of Oklahoma," Master's thesis, Oklahoma Agricultural and Mechanical College, 1939, p. 69.

Noble reported the demand and supply of white business teachers in the high schools of North Carolina, and the amount and kind of training possessed by business teachers in the high schools for whites in the state in 1929-30. He addressed questionnaires to superintendents of city and county schools and to principals of accredited high schools, and examined the transcripts of business teachers on file in the division of Certification of State Department of Public Instruction for information pertaining to the professional preparation of the business teachers. The number of accredited high schools in the state having business departments or creating business departments was found to have increased during the period 1926-30. Enrollments increased annually from 1,413 in 1926 to 3,379 in 1929-30. In general, the number of schools with business departments was increasing; the number of students enrolled in business subjects was increasing; size of the average business department, based on enrollment, was increasing; and the number of business teachers being employed each year was increasing. Noble reported a demand for 18 additional business teachers for 1931 and a demand for 12 additional business teachers for 1932, in North Carolina.²⁹

Harman, in 1938-39, traced the development of business education in the United States in general, with special reference to North Carolina. His study bears indirectly upon the problem of demand and supply of business teachers, through the findings relative to increases in enrollment in different business subjects and the number of schools

²⁹M. C. S. Noble, Jr., "Commercial Teachers in the High Schools for Whites of North Carolina, 1929-30," published by the State Superintendent of Public Instruction, Raleigh, North Carolina.

having business departments. Harman used a questionnaire supplemented by interviews, letters of inquiry to the State Department, and information from the High School Principals' reports for the school year 1938-39. He arbitrarily classified a school as having a business department if it had not less than two of the three major business subjects (shorthand, typewriting, and bookkeeping).³⁰ "Under this classification, according to the principals' reports, there were 194 business departments in the public high schools for white children in North Carolina. Altogether, business subjects were offered in 302 high schools, but 108 of these were not considered to have a business department."³¹

Harman, like Noble, found that the number of schools having organized business departments was increasing each school year, the number of students enrolling in the business subjects was increasing (from 231 in 1915 to 34,403 in 1938-39), and the number of business teachers needed was increasing each year.³²

³⁰ Certain apparent discrepancies between the figures reported by Harman and the data of the present study concerning the number of schools with business departments may be attributed to the difference in classification. In the present study the principals' statements on the questionnaire constituted the basis of classification as to existence or absence of a business department in a particular school.

³¹ Clay Harman, "The Development and Status of Business Education in North Carolina," Master's thesis, University of North Carolina, 1940, p. 57.

³² Ibid., p. 49.

CHAPTER III

SUPPLY

The potential supply of business teachers consists of: (a) certified business teachers already established and continuing in the field, (b) certified business teachers, experienced or inexperienced, who are engaged in occupations other than teaching, (c) business teachers trained in the state and certified, and (d) business teachers trained in out-of-state institutions and certified in North Carolina.

To obtain data on the number of business teachers already established in the field, a questionnaire was directed to principals of the standard white secondary schools. The figures reported by the principals are given in Table IV in Chapter IV, and data pertaining to teachers discontinuing business teaching in the state are given in Table VIII in Chapter IV. The total number of teachers employed in one school year, less those leaving the profession and those accepting teaching positions in other states, becomes a part of the market supply to meet the demand for the following year. For example, the total number of teachers employed in 1939-40 was 251, according to Table IV. Deduction of 31 teachers leaving the profession and 6 teachers leaving the state (Table VIII) gives as the resulting figure, 214 teachers of 1939-40 who became a component part of the market supply for the school year 1940-41.

No data were obtained concerning the potential supply represented by persons qualified and certified to teach business subjects, but not engaged in teaching and not included in the market supply. According to Anderson, "There is no way of determining accurately how many

trained teachers are available in any one year. . . . rise and fall in salaries and industrial expansion or depression considerably affect the number of qualified persons who desire to teach."¹

In the present study, this factor is necessarily excluded, and supply is considered in terms of number of employed business teachers to be continued in teaching-employment and number of persons granted certification in 1939-40.

Information concerning the number of business teachers trained in North Carolina and certified in 1940 was obtained from the institutions with curricula leading to preparation of teachers in business education. At the same time information was requested concerning corresponding figures for 1941 and 1942. Following are the questions to the teacher-training colleges:

1. How many of your graduates were certified to teach business subjects in high school in your class of 1940?
2. How many of your graduates do you expect to certify to teach business subjects in high school in your class of 1941?
3. How many of your graduates do you expect to certify to teach business subjects in high school in your class of 1942?

The information obtained from this source is shown in Table I. One hundred thirty-one graduates were certified in 1940, and proportionately higher figures were reported in the estimates for the two succeeding years.

¹E. W. Anderson, "Teacher Supply and Demand in the High Schools," Bureau of Educational Research Monograph No. 11, Ohio State University, Columbus, Ohio, Part II, 1932, p. 140.

TABLE I

Number of Business Teachers Trained and Certified in 1940 and the
Estimated Number to be Certified in 1941 and 1942

Teacher-training Institution	Number Certified in 1940	Number Expected to be Certified in 1941	Number Expected to be Certified in 1942
Woman's College	58	65	62
Western Carolina	16	18	19
East Carolina	26	36	35
Queens College	6	4	8
Catawba College	11	12	12
Lenoir-Rhyne	9	11	13
Elon College	(5)*	-	-
Total	131	146	155

*See note on p. 5 concerning the omission of High Point College and Elon College from the list furnished by the State Department.

Some estimate was sought concerning the number of graduates who were certified to teach in 1940-41 but who were not seeking teaching positions; i.e., those who desired certificates but did not intend to enter the teaching field immediately. Inasmuch as Woman's College is the largest business teacher-training institution in the state, an inquiry was made of the Placement Bureau as to the number of graduates certified who were not seeking teaching positions. The Director of the Placement Bureau replied that fifty-eight graduates had been certified in 1940, but nineteen of this number accepted positions as secretaries. This number represents one-third of the graduates from Woman's

College certified in 1940. These nineteen individuals constitute potential supply of teachers of business subjects rather than a market supply and are reported in the tabulated count shown in Table II.

The State Department furnished the information that certificates were issued in 1939-40 to fourteen teachers who were trained in out-of-state institutions; no estimate was obtainable concerning the number for 1940-41.

The data obtained from the various sources, presented in Table II, show potential supply, available for North Carolina schools in 1940, to be 396 business teachers exclusive of 134 employed part-time teachers and 112 participating teachers.

TABLE II

Reported Potential Supply of Business Teachers for North Carolina for the School Year, 1940-41

Source of Supply	Number of Teachers
Full-time teachers already employed in the state	251
1940 graduates of teacher-training colleges	131
Certified, with out-of-state training	14
Total*	396

*Total would be affected by the number of teachers in occupations other than teaching who return to the teaching profession in the fall of 1940.

Table III presents reported market supply for 1940 and the total number of teachers available for the school year, 1940-41, is 340.

TABLE III

Reported Market Supply of Business Teachers for North Carolina for the School Year, 1940-41

Source of Supply	Number of Teachers
Full-time teachers in continued employment in the state	214*
1940 graduates of teacher-training colleges	112**
Certified, with out-of-state training	14
Total	340***

*Of the 251 teachers employed in the state in 1939-40, 31 left the profession and 6 accepted positions in other states; hence the figure 214 is reported here.

**Of the 131 graduates certified in 1940, 19 were known to have entered other occupations; hence the figure 112 is reported here. The number may actually be further reduced by similar cases not reported for the different institutions training business teachers.

***Total may be affected by number of teachers engaged in occupations other than teaching and return to the teaching profession in the fall of 1940-41.

The nature of the sources of data in this study precludes generalization concerning trends with respect to the supply of business teachers. As was pointed out in Chapter I, trends can be revealed

only through cumulative data covering a long-time period and involving consideration of the economic and social order. Only one phase of the problem of supply--the number of certified graduates of business teacher-training colleges--provides a record of estimates in the present study.

The teacher-training institutions expected to supply 146 certified graduates in 1941, and 155 in 1942, according to the data presented in Table I. These figures are not exact and are to be regarded as estimates only. While they represent considerable increase over the number reported for 1940, there is some likelihood that the estimates exceed the actual market supply of 1941 and 1942.

CHAPTER IV

DEMAND

The measurable demand for business teachers beyond the number already employed as full-time business teachers is affected by various factors, such as the number of teachers needed to replace those leaving the profession, and the number required for new positions as a result of the creation of business departments, the introduction of additional courses, and increased enrollments in the business departments or subjects. The data presented in this chapter show the demand reflected in the increasing number of full-time business teachers during the three-year period from 1937 to 1941, needed replacements and additional teachers reported for 1940-41, and the changing status in part-time business teachers and creation of business departments reported for the school years 1939-40 and 1940-41.

The data were obtained from high school principals in response to the questionnaire described in Chapter I and reproduced in the Appendix. Copies of the questionnaire were mailed to the 732 principals of the standard white secondary schools listed in the North Carolina Educational Directory of 1939-40. The questionnaire, first mailed in July, 1940, elicited a small response because the schools had closed for summer vacation. Copies were mailed the second time in the fall of 1940 to those schools which had failed to reply to the first mailing. The total number of replies received was 498, representing 68 per cent of the total number of schools.

Provision was made through differentiated sections in the questionnaire, to adapt inquiries to (1) schools having business departments,

and (2) those not having an established business department. Two hundred twenty-seven of the schools reported having a business department, 94 offered business subjects but had no organized department, and 177 did not offer business subjects. (See Table IX.)

The discussion of the demand for teachers of business subjects will follow the order of the points presented in the discussion of method of procedure in Chapter I.

Schools With Business Departments

Table IV gives the distribution of the schools with business departments according to the number of full-time business teachers employed in the period from 1937-38 to 1940-41.

Two hundred ninety-four teachers were employed by 227 schools in 1940-41, an increase of 17 per cent over the number reported by 222 schools in 1939-40, and an increase of 30 per cent over the number reported by 223 schools in 1938-39, and an increase of 44 per cent over the number reported by 224 schools in 1937-38. Additional evidence of a trend toward increasing demand for business teachers is found in the diminishing proportion of schools reporting no business teachers. From fifty-four schools reporting no business teachers in 1937-38, the number of schools decreased to 39 in 1938-39 and to 23 in 1939-40, a yearly decrease of 27.5 per cent and 41 per cent respectively.

A slight but definite trend toward increasing demand for business teachers is also shown in Table V, which gives the data reported by the principals concerning the number of full-time business teachers

TABLE IV

Increasing Demand for Business Teachers, 1937 to 1941, as Indicated by Changes in the Number of Full-time Teachers Employed

Number of Full-time Teachers	1937-38		1938-39		1939-40		1940-41	
	Number of Schools	Number of Teachers						
None	54	0	39	0	23	0	7	0
One	113	113	127	127	144	144	169	169
Two	1836	25	50	25	50	29	58
Three	721	8	24	927	9	27
Four	312	3	12	312	2	8
Five	1	5	1	5	2	10	5	25
Six								
Seven	1	7					1	7
Eight			1	8	1	8		
No reply	27	-	19	-	15	-	5	-
Total	224*	194	223**	226	222***	251	227	294

*Three schools reported one part-time teacher each for 1937-38.

**Four schools reported one part-time teacher each for 1938-39.

***Four schools reported one part-time teacher each for 1939-40; one school reported two part-time teachers for 1939-40.

employed for 1940-41 and the number estimated as needed for 1941-42. Estimates for 1941-42 were not reported by thirty-three of the schools. A separate analysis was made of the related data supplied by these schools and is reported in Table VI. Here again is evidence of a steady increase in demand for business teachers, from 31 in 1937-38 to 43 in 1940-41. It is not unlikely that the 1941-42 figure supplemented in Table V for these schools (43 teachers) is underestimated. Increased enrollments would call for a larger figure.

These findings are in accord with the trends reported for North Carolina by Noble and by Harman. Noble reported increasing enrollments in business subjects in 1929-30, increasing size of the average business departments based on enrollment, and increasing number of business teachers employed each year.¹ Harman's findings relative to the development of business education in the high schools of North Carolina from 1896 to 1938 showed a steady increase in enrollments in business subjects.²

In addition to the full-time business teachers, the schools with business departments employed some teachers who devoted part of their teaching time to business subjects. Table VII shows that 50 teachers gave the major portion of their time to the teaching of business subjects, and eighty-four teachers gave part of their time to business subjects in 1939-40, making a total of 134 teachers devoting part-time

¹M. C. S. Noble, Jr., "Commercial Teachers in the High Schools for Whites of North Carolina, 1929-30," published by the State Superintendent of Public Instruction, Raleigh, North Carolina.

²Clay Harman, "The Development and Status of Business Education in North Carolina," Master's thesis, University of North Carolina, 1940, p. 57.

TABLE V

Number of Full-time Business Teachers Reported for 1940-41 and Reported Estimates for 1941-42

Number of Full-time Teachers	1940-41		1941-42	
	Number of Schools	Number of Teachers	Number of Schools	Number of Teachers
None	7	0	5	0
One	169	169	148	148
Two	29	58	26	52
Three	9	27	9	27
Four	2	8	2	8
Five	5	25	3	15
Six				
Seven	1	7	1	7
Eight				
No reply	5	-	33	(43)*
Total	227	294	227	300

*Analysis of other data provided by the 33 schools not reporting on this item shows that they employed 43 full-time and 4 part-time business teachers in 1940-41. That figure is supplemented here on the assumption that the situation with respect to enrollments and employment would continue. (See Table VI.)

TABLE VI

Increase in Demand of Full-time Business Teachers Employed from 1937-38 to 1940-41 by Thirty-three Schools Which Failed to Estimate Need for Business Teachers in 1941-42

Number of Full-time Teachers	1937-38		1938-39		1939-40		1940-41	
	Number of Schools	Number of Teachers						
None	6	0	5	0	3	0	0	0
One	18	18	19	19	20	20	21	21
Two	4	8	4	8	5	10	6	12
Three								
Four								
Five	1	5	1	5	1	5	2	10
Total*		31		32		35		43

*Four schools organized departments in 1940-41 and employed one part-time teacher each.

TABLE VII

Number of Teachers Giving Part of Their Teaching Time to Business Subjects and Part of Their Time to Other Subjects in 227 Schools With Business Departments in 1939-40

Number of Teachers Employed	Teaching Business Subjects Primarily		Giving Major Part of Time To Other Subjects	
	Number of Schools	Number of Teachers	Number of Schools	Number of Teachers
None	147	0	124	0
One	45	45	47	47
Two	1	2	17	34
Three	1	3	1	3
No reply	33	-	38	-
Total	227	50	227	84

to the teaching of business subjects. In keeping with the trend toward increased enrollment in business subjects which increases demand for business teachers, as more students enroll for the business subjects in the schools with part-time teachers, the 50 teachers giving a major part of their time to business subjects may be drawn into full-time teaching of business subjects, and the 84 giving a portion of their time to business subjects may be assigned to a greater proportion of teaching time in this field or may be replaced by full-time business teachers.

Together with an estimate of the number of teachers required to fill newly created positions must be considered estimates of replacement personnel. Under different conditions teachers render different periods of service both to the profession and to a particular locality. Data relating to the length of service and the turnover of the teaching population are necessary for a valid estimate of teacher needs for future periods. Such investigation was not within the scope of this study but information was obtained concerning the known replacements needed in 1940-41. Table VIII shows that sixty-five teachers left their positions in 1939-40; of this number 31 left the teaching profession and 6 accepted positions in other states, making a total of 37 teachers not available for the next school year. This figure represents a demand for 37 additional teachers of business subjects for 1940-41.

TABLE VIII

Teachers Leaving Positions in 1939-40

Number Teachers Leaving Position					Number Leaving Teaching	Number Going to Other State	Number Going to School In N. C.	No Reply
0	1	2	No Reply	Total				
137	59	3	28	65	31	6	18	10

Schools Not Having Business Departments

Twenty-six schools reported that they expected to establish a business department in 1940-41. In response to a request for the estimated number of teachers they would employ for 1940-41 and 1941-42, 8 schools submitted no estimate, 17 schools reported needing one teacher for the two-year period, and 1 school reported a need for two teachers for each of the school years. The demand for business teachers created by these newly organized departments represents a minimum of 19 additional teachers in 1940-41, and a similar number is indicated for 1941-42 among the schools having no organized business departments in 1940. Forty schools did not reply to the questions as to whether they expected to establish a business department in 1940-41. Two hundred and five schools reported that they did not expect to establish a business department in that year but 7 schools not offering business subjects in 1940-41 reported a plan to create a business department in

1941-42. Seven Schools offering business subjects indicated they were not to establish a business department but needed one teacher, and 4 schools offering business subjects reported a need for one teacher in 1941-42, but did not indicate whether a business department was to be established.

Business subjects were not offered in 177 schools in 1940. In 94 schools having no department of business but offering business subjects, as shown in Table IX.

TABLE IX

Number of Teachers Participating in the Teaching of Business Subjects in 94 Schools Reporting the Teaching of Business Subjects but not Having an Organized Business Department in 1940-41

Number of Teachers Participating	Number of Schools	Total Number of Teachers
1	77	77
2	16	32
3	1	3
	94	112

From the information given by the principals of the 498 schools, representing 68 per cent of white secondary schools in North Carolina, the known demand for business teachers in 1940-41 was found to be 488 teachers for full-time and part-time assignments in schools having an organized business department and 112 teachers participating in the

teaching of business subjects offered in schools not having a business department.

Transcending the figures that have been presented in this chapter and involving various implications with respect to latent demand for business teachers are numerous unmeasured and unmeasurable factors, such as restrictions appertaining to the allotment of total number of teachers in particular schools, limited equipment, financial status, and other factors limiting or prohibiting desired expansion.

Of 271 schools answering the question, "Why have you not had a business department up to this time?", 132, or 48 per cent, gave as their reason, "lack of money." The figures below summarize the responses received on this question:

<u>Reason</u>	<u>Number of Schools Reporting</u>
Lack of money	132
No community need felt	16
Belief that business subjects do not belong in the school.	5
Other reasons	118

Chief among the "other reasons" written in on the questionnaire blanks was the recurring statement that an insufficient number of teachers was allotted to take care of the regular academic subjects and offer business subjects too: 18 schools cited this reason. Twenty-six schools reported a combination of several reasons: "lack of money," "lack of equipment," and "lack of space." Most of the other schools listed single or combined factors involving funds, equipment, space, and allotment of teachers.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this investigation was to survey the demand and supply of business teachers in the standard white secondary schools in North Carolina as of 1940-41 in terms of: number of business teachers being trained and certified, number already employed and continuing in employment, and estimated number of additional teachers needed in the schools of the state.

The potential supply, i. e. total number of legally certified business teachers, for 1940 was found to be 396, representing 131, 1940 graduates from business teacher-training colleges, 251 teachers already established in the field and continuing in employment for 1940, and 14 teachers trained out of the state and certified in North Carolina during the school year 1939-40.

The market supply, however, was slightly lower. At least 19 graduates were known to have accepted positions other than teaching, and some individuals may have left the profession, without previous announcement, after the principals reported on this item in the questionnaire. The number of teachers known to be actually seeking or accepting business teaching positions totaled 340. This number is less by 10 than the demand for 350 full-time teachers reported by 498 schools replying to the questionnaire and representing 68 per cent of the total number of standard white secondary schools in the state.

The 227 schools with business departments reported a demand for 294 full-time business teachers in 1940-41, 26 schools with no

organized business departments reported a demand for 19 additional full-time business teachers as a result of plans to establish a business department in 1940-41, and 37 teachers were needed for replacement of business teachers leaving the profession or the state.

No generalization can be made with respect to the probable demand involved in the 32 per cent of the schools that failed to provide data concerning the number employed business teachers and estimated needs.

In 1939-40, 134 teachers devoted part of their teaching time to business subjects in schools with business departments and 112 teachers participated in teaching business subjects in schools having no business departments. A definite, but diminishing, trend toward increased supply of certified business teachers for the period 1940-42 was observed in the figures reported by the colleges on the number of persons being trained for business teaching. From 126 graduates of the six colleges specified by the State Department, the reported number increased each year, but the rate of increase diminished sharply.

On the basis of the numerical data presented in this study, final conclusions cannot be drawn concerning the relationship between supply and demand. However, there are implications of latent demand not revealed by the figures. It seems reasonable to assume that with steadily increasing enrollments in business subjects, as reported by Noble¹ and Harman² there is a potential need to be met when the financial and

¹M. C. S. Noble, Jr., "Commercial Teachers in the High Schools for Whites of North Carolina, 1929-30," published by the State Superintendent of Public Instruction, Raleigh, North Carolina.

²Clay Harman, "The Development and Status of Business Education in North Carolina," Master's thesis, University of North Carolina, 1940, p. 57.

teacher-allotment status of particular schools will permit. As enrollments in business subjects increase in schools with organized business departments, it is possible that part-time teachers will be replaced with full-time certified business teachers.

An important finding evolving from the data presented in Chapter IV is the steadily decreasing number of schools in which no full-time business teachers were employed. From 54 schools reporting "no business teachers employed" in 1937-38, the number was reduced by 27.5 per cent in 1938-39, by 41 per cent in 1939-40 from the preceding year, and by 69 per cent in 1940-41 from the preceding year. This represents a trend toward increasing demand for business teachers.

In the three-year period 1937-40 an increasing demand was evidenced also by the increased number of full-time business teachers employed during each of the school years in the schools having organized business departments. The year 1938-39 showed an increase of 16 per cent over 1937-38; the increase in 1939-40 over the preceding year was eleven per cent; and the increase in 1940-41 over the preceding year was 17 per cent.

The increasing number of schools creating a business department likewise suggests a trend toward increased demand for business teachers. Of the 94 schools offering business subjects in 1939-40 but having no organized department, 16 schools (17 per cent) reported a plan to create such a department in 1940-41 and 10 schools not offering business subjects also indicated plans for creating a business department in 1940-41. A very large proportion of the 271 schools with no business departments indicated financial restrictions, as a single reason or in combination

with other factors contingent upon the economic status, had prevented their establishing such a department. The country had been in a severe economic depression since 1929, with some degree of recovery in the latter part of 1939 and early 1940. The various analyses of teacher supply and demand relationships which were reported in Chapter II clearly revealed that marked fluctuations in the national economic situation have invariably influenced the relationship between demand and supply of teachers in general. While the 1940 situation with respect to the relationship of demand and supply of business teachers in North Carolina appears, from the findings of this study, to be fairly well balanced, more complete stabilization depends upon national or state economic stabilization.

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Letter of inquiry sent to teacher-training colleges
in North Carolina

The Woman's College
of
The University of North Carolina
Greensboro, North Carolina

Department of Secretarial Science

Box 201
July 5, 1940

Dr. _____

Dear Dr. _____:

As part of a research problem and as part of the Southern Business Education Association yearbook program for the coming year to determine the demand and supply of business teachers in the State of North Carolina I am sending this questionnaire to the teacher-training institutions to secure necessary information. Would you be willing to cooperate with us in this study to the extent of filling in the blanks and returning to me?

I should appreciate it very much if you would send the material in as soon as possible because I must have the data by July 14.

Sincerely yours,

Faye Bratcher

1. () How many of your graduates were certified to teach business subjects in high school in your class of 1940?
2. () How many of your graduates do you expect to certify to teach business subjects in high school in your class of 1941?
3. () How many of your graduates do you expect to certify to teach business subjects in high school in your class of 1942?

Questionnaire sent to principals of secondary
schools in North Carolina

The Woman's College
of
The University of North Carolina
Greensboro, North Carolina

Department of Secretarial Science

July 5, 1940

Mr. _____, Principal

_____, North Carolina

Dear Mr. _____:

As part of a research problem and as part of the Southern Business Education Association yearbook program for the coming year to determine the demand and supply of business teachers in the State of North Carolina, I am sending you this questionnaire in order to obtain pertinent information. Would you be willing to cooperate with us in this study to the extent of filling in the blanks and returning to me. The data must be in by July 15. Thank you.

Sincerely yours,

Faye Bratcher

If you have a business department, answer these questions:

- 1 () How many full-time business teachers did you employ in 1937-38?
 - 2 () " " " " " " " " " " 1938-39?
 - 3 () " " " " " " " " " " 1939-40?
 - 4 () How many full-time business teachers do you expect to employ in 1940-41?
 - 5 () How many full-time business teachers do you expect to employ in 1941-42?
 - 6 () How many teachers who give their major time to business teaching give a portion of their time to some other subjects?
 - 7 () How many teachers with majors in other subjects teach one or more courses in business?
- 1 () How many of your 1939-40 business teachers are not returning to you next year?
 - 2 () Of those leaving how many are planning to:
 - a () discontinue teaching?
 - b () go to some other high school in North Carolina?
 - c () go to a high school in some other state?

Questionnaire sent to principals of secondary
schools in North Carolina (continued)

If you do not have a business department, answer these questions:

- 1 () Do you offer any business subjects at present in your high school?
- 2 () If "yes," how many teachers participate in the teaching of business subjects?
- 3 () Do you expect to create a department of business subjects in the year 1940-41?
 - a () If "yes," how many teachers do you expect to employ in 1940-41?
 - b () How many teachers do you expect to employ in 1941-42?
- 4 Why have you not had a business department up to this time:
 - a () lack of money?
 - b () no community need felt?
 - c () belief that business subjects do not belong in your high school?
 - d Other reasons?