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THE DEVELOPMENT AND STATUS OF BUSINESS EDUCATION
IN NORTH CAROLINA

BY

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A thesis submitted to the faculty of the
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Abstract of Thesis

CLAY HARMAN. The Development and Status of Business Education in North Carolina. (Under the direction of DR. A. S. KEISTER.)

This study was made to assemble and record data relative to the development, status, and trends of business education in North Carolina. From all pertinent historical material available, business education was traced from the first records of the teaching of business subjects early in the nineteenth century until the present. The status and trends were determined from data secured from the high school principals' reports and from questionnaires sent to the heads of the 194 business departments and to the 262 business teachers in the public high schools. Returns were received from 62.8 per cent of the business departments and from 67.5 per cent of the business teachers

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Chapter I

INTRODUCTION

The Problem. The purpose of this study is: first, to briefly trace the development of business education through its most important agencies in such a way that interesting and valuable material may be available to those who do not care to do extensive reading of a number of scattered articles of considerable length, and to present a kind of comparative introduction for the major part of this study--the status of business education in North Carolina; second, to gather and record data of a historical nature showing the development of business education in North Carolina; and third, to show the status of the business departments in the high schools and the status of the training and experience of the business teachers in this state.

Source of Data. All the available historical matter relating to the development of business education in the United States was read and analyzed for the purpose of selecting the facts and quotations closely related to the trend of the presentation of the matter in this study. There has been a considerable number of articles and chapters written on the subject, but there was only one publication that made an effort to cover the field in a rather exhaustive manner.

As to the history and development of business education in North Carolina, there is not known to be even an article or chapter prepared that has summarized the material into a unit. In fact, data or information of any kind seemed to be very scarce. All the old records, newspapers, magazines, and files available, which were thought to contain anything pertaining to the early history and development of business training, were searched. Hundreds of old newspapers were scanned in a rather methodical way, especially for clues as to the first business colleges and to the first academies which offered something in the way of business subjects. Letters were written and interviews were secured when it was thought that reliable information may be obtained. However, after all the search, the chief sources of material were the Biennial Reports of the State Superintendent of Public Instruction and Coon's "North Carolina Schools and Academies, 1790 to 1840." (See bibliography)

The chief source of information as to the status of the business departments in the high schools and the training and experience of the business teachers were the principals' reports from the different high schools of the State, the publications of the State Department of Education, and the questionnaire which was sent to the heads of the business departments of the public high

schools of North Carolina. The information secured from the principals' reports was for the school year 1938-39 and was collected during the summer of 1939. The State High School Supervisor requires that all principals of the accredited high schools of the State file in his office in Raleigh a report giving rather detailed information as to the number of teachers, the experience and training of each teacher, the subjects taught by each teacher, and the enrollment of the school and of the different classes. By a careful check and tabulation of the material on these reports, rather complete and accurate data concerning the teachers and the enrollments in the different business subjects were obtained.

It was found that 308 schools offered some form of business education, but many of these offered only one subject that could be classed as a business subject, and this subject was often taught by a teacher from some other department of the high school. It was rather difficult to determine whether such a school would be considered to have a business department or not. So, to be rather specific about the classification, all schools which offered two of the major subjects--shorthand, typewriting, and bookkeeping--were classed as having a business department. A few of the high schools offered two business

subjects but were not classed as having a business department for the reason that only one of the major subjects was given in combination with some other business subject, usually general business. Thus, the 308 schools offering business subjects were divided into two classes: those having a business department and those not having sufficient business subjects to be thus classed. There were 194 high schools that were considered to have a business department and 114 that offered business subjects but were not considered to have a business department.

The questionnaire consisted of two parts: one for the head of the department and one for each business teacher. (See Appendix I, II, and III). The part of the questionnaire for the teacher was not sent directly to the teacher but was sent to the head of the department who was asked to have each teacher to fill it out. Since the head of the department was also a teacher, she was asked to fill out the one for the teacher, as well as the one for the head of the department. (See Appendix III). The questionnaire went to 194 departments and 262 teachers. The first mailing brought 95 replies, the second 22, and the third five. Thus replies were received from 122, or 62.8 per cent, of the schools and 177, or 67.5 per cent, of the teachers. The reason for the larger percentage of returns from the teachers was that a response was

received from all schools having three or more business teachers. A study of the principals reports, mentioned heretofore, of the other 114 schools showed evidence that they had 6 teachers doing sufficient work to be classed as business teachers. This gave a total of 268 business teachers in the public high schools of North Carolina for the year 1938-39.

There may have been other teachers who were trained for commercial teachers, but since the major part of their teaching appeared to be in other fields, they were not classed as commercial teachers, that is, under the classification used in this study.

There was very similar to business arithmetic, but whether there seems to be a trace of bookkeeping.

So, through a period of more than two centuries we find bookkeeping and penmanship to be the "backbone" of the course in business training. To trace the development of these is to trace the development of training for business.

The Apprenticeship System. The chief means of giving training for business during the first two centuries, or to about the middle of the nineteenth century, was the apprenticeship system. "Boys who looked forward

1 Paul Monroe, *A Syllabus of Education*, (New York: The Macmillan Company), p. 143.

Chapter II

DEVELOPMENT OF BUSINESS EDUCATION IN THE UNITED STATES

Business education as we generally think of it is considered to be rather modern, but by examining old records it is found that some form was taught even early in the settlement of some of the colonies. Records show that in the Plymouth Colony in 1635, only 15 years after the landing of the Pilgrims, a man by the name of Morton was engaged to teach the children to read write and "cast accounts."¹ Probably casting accounts as taught then was more similar to business arithmetic, but nevertheless there seems to be a trace of bookkeeping.

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¹ Paul Monroe, A Cyclopedia of Education, (New York; The Macmillian Company), p. 143.

to business careers left school early and entered stores or offices where they served apprenticeships of greater or less duration. Here they learned such bookkeeping and business methods as were then in vogue."² Even though practically all the business training was by the apprenticeship system, there were a few private classes taught previous to the establishment of the "English Grammar School" in which the first formal training was given. Records show that there were a number of these classes in which bookkeeping, penmanship, and arithmetic were taught early in the eighteenth century.

Evening Schools. According to Haynes,³ Seyboldt found records of evening schools being conducted around New York, Boston and Philadelphia--one at Kingston, New York in 1668 and one in Philadelphia in 1743, with several mentioned between these dates. The curriculum usually included bookkeeping, writing and arithmetic. Thus the apprentices received training under their masters during the day and attended classes during the long winter evenings. The schools were usually conducted only in winter.

² Paul Monroe, op. cit., p. 143.

³ Benjamin R. Haynes, A History of Business Education in the United States, (Cincinnati: South-Western Publishing Company), p. 10.

As early as the middle of the eighteenth century records show that some of the schools offered vocational training for girls. In 1755 William Dawson opened an evening school in Philadelphia in which bookkeeping was offered for girls. They were also admitted to Power's Evening School in 1772 and were allowed to take bookkeeping.⁴

English Grammar Schools. Indications are that the English Grammar Schools were established primarily for the purpose of classical training, but tended more and more toward practical business training. While the academies were established more for practical training, they gradually included subjects of a more classical nature and subjects which would meet college entrance requirements. This was almost a necessity, because as the grammar schools declined the academies took their places and had to serve about the same purpose, even though there were considerable differences in their aims. Although there is no definite date when one type of school ended and the other began, the period of the English Grammar School is considered to end and the period of the academy to begin about the middle of the eighteenth century.

⁴ Howard M. Norton, Development of Business Education in the Secondary Schools of Louisiana, (Louisiana State University, New Orleans).

The Academies. About the middle of the eighteenth century the academy movement started. Since academies were established more for the purpose of giving practical training that would help toward earning a living, book-keeping became one of the principal subjects of the curriculum.

Probably the aim or purpose of the academy movement may be best illustrated by a consideration of the aims of Franklin's Academy, established about 1750 and conceded to be the first one established in America. They were "(1) to educate boys at home in America, (2) to fit bright youths for government positions, (3) to prepare the poorer type to become teachers, and (4) to attract students from the neighboring colonies for the commercial advantage resulting from their patronage of local business."⁵

The academies were not strictly commercial schools, but offered training in business only to those students who were preparing for some kind of business. Surveying and navigation seemed to be stressed as much as, if not more than, any of the other practical subjects. Even though there were several different courses, the curriculum was usually designed to prepare young people for vocational life.

⁵ Norton, op. cit., p. 17.

Private Business Schools. Although the academy movement was considered to last until the middle of the nineteenth century, a few private business schools were started several years earlier. The trend from the academy, which taught a variety of subjects or courses, to the business college, which specialized in business subjects alone, was so gradual that it was almost impossible to know just who started the first business college. Several were only continuations of the academies under different names and with more or less change in the curriculum.

There were several men who started schools, which may be classed as business colleges, about the same time, but Bartlett seems to be mentioned most by those who comment on the first business colleges. Probably we can do no better than to quote from an article by Edmund J. James, written in 1897:

If the average American were asked what opportunities exist in the United States for training toward a business career, his immediate and unhesitating answer would refer to the "commercial college", and probably to that alone. This institution is peculiarly American; nothing exactly like it is known in other countries. It embodies the defects and excellencies of the American character, and typifies in itself a certain state in our development. Its almost spontaneous origin, its utter disregard of all save the direct answer to current demand, and then gradually its recognition of present inadequacy, and its determination toward broader, fuller usefulness, these characteristics of the commercial college mark it as essentially the product of a young,

eager and gradually maturing people. In an older and more developed country the need which was the impulse toward the first commercial school, would not, perhaps, have been so quickly noted, and steps would not have been taken so immediately to satisfy it. The need once apparent, however, discussion and deliberation would have followed in logical order and action would possibly have awaited the maturing of a rational and broadly comprehensive plan, even only part of this were susceptible of instant realization. Not so under our conditions, and certainly not in the case of the American commercial college! The man who first noted a need for business instruction waited not to formulate the problem and to discuss the solution, but bent himself straight-away to furnish the opportunity and to meet the demand. Who this man was it is not possible now to state. So humble was the beginning of education for business men in the United States, that any one of many men who began practically at the same time to offer instruction in two or three simple subjects of commercial importance, might fairly claim to have aided in the beginning of this work. It is claimed that Bartlett of Cincinnati was the first to assume for his undertaking the name of business "college" and he was unquestionably one of the earliest and most successful workers in this field. He gave commercial instruction to private pupils in the forties."⁵

Also, the need and development of commercial education can well be illustrated by a brief sketch of the life of Mr. Bartlett:

R. Montgomery Bartlett was born in the state of New York in 1807, but while he was a boy his father moved to a farm in Kentucky. On reaching the age of twenty-one, young Bartlett left home and secured employment in a clerical capacity with a woolen mill in Ripley, Ohio. While there he invented, among a number of other things, a device for weaving cloth which netted him five thousand dollars. This was probably the money that carried him the formation period of his "Business School" which he was led to open as a result of his own difficulties in learning bookkeeping. Although he had kept books by single entry and was familiar with Jackson's

⁵ James, Commercial Education, Monographs, Nicholas M. Butler, editor, (Albany, New York: J. Lyon Company), p. 658.

textbook he was unable to secure work, even without wages, because he did not know the double-entry method. He found that it was impossible to learn bookkeeping without getting into business and impossible to get into business without knowing bookkeeping. This situation caused him to make up his mind to devote his life to the teaching of business subjects. Bartlett opened his first school in Philadelphia in 1834. This is held by some authors to have been the first "Commercial College." The subjects taught were bookkeeping and penmanship. In 1835 he moved to Pittsburgh, where he conducted a school for three years. He moved to Cincinnati, and in 1838, he founded "Bartlett's Commercial College."

Bartlett's Commercial College continued under the personal direction of the founder until within a few years of his death in 1891. The management was continued by his son until 1909. It, therefore, had an uninterrupted existence of nearly three-quarters of a century.

Bartlett's career was typical of the early business college men. They were usually practical bookkeepers who saw the need for instruction in this field. Nearly all of them wrote their own textbooks.

A number of schools were started by the itinerant penmen, illustrations being Packard's Business College in New York, founded by Silas S. Packard in 1850, and the Spencerial Business College of Milwaukee, founded in 1863 by one of the famous penmen, Robert C. Spencer, the eldest son of Platt R. Spencer.

James A. Bennett seems to have started the teaching of buokkeeping in a room in New York in 1820, but he does not seem to have succeeded in establishing a school until 1843 when he established the Arlington Academy for

6 Haynes, op. cit. p. 17.

the instruction of male students in commercial and general branches of education. He was one of the first to write and have printed a text book on bookkeeping which used the double entry system and balanced the ledger.⁷

Any comment on business colleges would be incomplete without consideration being given to the development of the chain-school system. The largest of these chains was developed by Bryant and Stratton, which was also one of the first. In 1853 H. B. Bryant, G. D. Stratton, and James W. Lusk formed a partnership and established a school which was to be the first of a chain of more than fifty schools scattered throughout the country. It was their purpose to establish a college in every town of ten thousand population. They used various means to force out competition. Most of their texts were written by their own teachers and these were made the uniform text books of all the schools. It may be interesting to note that one of these schools, Packard's Business College in New York, which was for some time connected with the chain, was the first school to teach typewriting. It was first taught there in 1873. Also, Mr. Packard wrote some of the textbooks which were used by the chain for many years.⁸

⁷ Haynes, op. cit. p. 18.

⁸ Ibid, p. 29.

Now that brief sketches of the history of several of the leading business schools have been given, some information as to the type of students they enrolled at different periods of their growth and a few statistics showing their development will be given. At first their students came chiefly from their office work to the schools, because they realized that their training was insufficient for the increasing requirements of business. But, by 1880 they were beginning to enroll students just out of school or who had not even finished school. Many schools became very unscrupulous in their advertising and solicitation. Then many of the enrollments secured lacked the necessary elementary training and background for successful work in business subjects, or in the offices when they had secured positions. The better class schools themselves frowned upon such policies. Unfavorable opinions and attitudes were formed by the people toward the business colleges, that to this day have never been overcome, and no doubt have been very detrimental to their success. Although, there has been considerable improvement within the last few years, since many schools are raising their entrance requirements. In 1938 nearly 62 per cent of the business colleges⁹

⁹ Jay W. Miller, A Critical Analysis of the Organization, Administration and Function of the Private Business Schools of the United States, p. 57.

required high school graduation for entrance. Many who have had a rather general business course in the high schools or even in the colleges are going to business colleges for a more specialized course. The government report for 1932-33 shows a considerable improvement in their previous training:

Approximately 10 per cent of the students in these private commercial and business schools have had only an eighth grade education or less, about 13 per cent have had some high school work, 64 per cent have graduated from high school, and about 13 per cent have had some college training. As compared with the percentages with various educational backgrounds in 1929, there has been considerable gain, as 77 per cent have had a full high school¹⁰ course or more in 1933 as against only 66 per cent in 1929.

The business colleges gave a definite and direct type of training that was coming more and more into demand, and that was not obtainable in any other type of school. Of course the academies and colleges gave the training but it was often too broad and general to meet the requirements of those who wanted a short course that would aid them in getting work at once. The business college was not hampered by any classical traditions and customs, since it was strictly a new type of school in a new country. Thus the growth was so tremendous that the enrollment increased from only a few in 1840 to more than 100,000 fifty years later in 1890.¹¹ The

¹⁰ Private Commercial and Business Schools, 1932-33, U. S. Office of Education, Bulletin 1935, No. 2, p. 1.

¹¹ Haynes, op. cit., p. 36.

growth from then until 1920 showed a rapid but fluctuating growth. From 1920 until about 1932 there was a steady decline. Although the following figures are greatly understated because of their dependence on reports from the individual schools to the Office of Education in Washington, they give a fair statistical picture of the relative growth:

1876	137 schools
1880	186 schools
1886	239 schools
1900	373 schools
1920	902 schools
1925	739 schools
1929	651 schools
1932	651 schools ¹²

Probably the most accurate figure to be found as to the present number of schools is the one published by Clem Boling of the South-Western Publishing Company, which shows that there are about 1800 business colleges, with an estimated enrollment of 240,000 day students and 160,000 night students, a total of a half million.¹³

The Collegiate School of Business. Soon after the beginning of the development of the private school for specialized training for business, another phase of business training began. This phase was the development of departments of business training which were established

¹² Miller, op. cit., p. 18.

¹³ Ibid., pp. 18 and 36.

in many of the colleges of the country, probably better known as collegiate schools of business. Norton states that the first college to establish a department of business was the old University of Louisiana in New Orleans in 1849, which later became Tulane University. This was not continuous, however, as it offered courses for only a few years. This beginning was so short and indefinite that it is not even considered to be the first by many.¹⁴

It may be interesting to note that as early as 1869 Robert E. Lee, the ideal of the old cultural South, who was then President of Washington College, was the first to make recommendations for a school of business. However his recommendations were not carried out, probably because of his death in 1870. The same institution, which later became Washington and Lee University, established the department of business in 1906.¹⁵

Marshall has so well given the history of the establishment of the first collegiate schools of business that a selection from his book is quoted. He states that:

The honor of actually establishing the first American collegiate school of business goes to the University of

¹⁴ Norton, op. cit., p. 19.

¹⁵ L. C. Marshall, The Collegiate School of Business, (Chicago: The University of Chicago Press).

Pennsylvania, which was enabled through Mr. Joseph Wharton's gift of \$100,000 to establish in 1881 the Wharton School of Finance and Economy, the name being changed later to the Wharton School of Commerce and Finance. Seventeen years went by before another such school was founded. Then in 1898, the University of Chicago set up its College of Commerce and Politics (later known as the School of Commerce and Administration), and the University of California its College of Commerce. Two years later there were established at Dartmouth College the Amos Tuck School of Administration and Finance; at the University of Vermont, a Department of Economics and Commerce; at the University of Wisconsin, a School of Commerce; and at New York University, a School of Commerce, Accounts, and Finance.

The new century thus began with collegiate education for business announced at 7 institutions. The next decade saw some 12 more institutions added to the list; the next five years such a veritable craze for business education swept over the country that some 143 more were added; so that at the opening of the year 1925, 183 (probably more) American colleges and universities had "departments" or "schools" or "courses" or "divisions" or some other formally organized unit of instruction in "Business" or "business administration" or other appropriate title.¹⁶

In 1932 there were reported more than 500 collegiate schools of business in the United States.

The rapid development may indicate that there was little opposition to the movement, but a different idea may be gained from James:

The other departments in the University and most of the other members of the faculty were bitterly opposed to the whole project. And even if they did not actually interfere to prevent the progress of the work, they stood with watchful, jealous eyes to see that no concessions which, in their opinion, might in any way lower the level of scholarship as the ideal had been accepted by the up-holders of the traditional course.¹⁷

16 Marshall, op. cit., p. 3.

17 James, Loc. cit.

Business Teacher Training. The early collegiate schools of business mentioned heretofore have given practically all their attention to training in administration and commerce, with very little consideration being given to the skill subjects, or to teacher training. The former was taken care of chiefly by the public secondary schools, the private business schools and the junior colleges. The development of the collegiate departments of business offering teacher training for business teachers did not really get under way until about ten or fifteen years after the collegiate schools of business administration. A few schools offered rather meager training earlier, but the real development of such a program may safely be said not to have begun until near the end of the first quarter of the twentieth century. Commercial teachers were brought into the schools from the offices and from business schools. As more secondary schools began to put in commercial courses, and as there became an oversupply of teachers in other departments, academically-trained teachers, who had secured a little skill and knowledge in business subjects, were put into service as commercial teachers.

The first school in America to offer commercial teacher training was Drexel Institute of Philadelphia in 1898.¹⁸

¹⁸ Jessie Graham, Education Monographs, University of Southern California, 1933-34 Series, p, 29.

One of the first and probably the outstanding pioneer in the field of teacher training for business teachers was the College of Commerce of the Bowling Green Business University of Bowling Green, Kentucky. It is said to have trained more commercial teachers than any other school in the United States, even though it is a private business college. No other school of its kind has received the recognition from other colleges and accrediting associations that has been given it. Practically all of the state departments of education and many of the leading colleges accept its work. It was admitted as a member of the American Association of Junior Colleges, and a little later, in 1932, it became a member of the American Association of Teachers Colleges.¹⁹

Several other private schools offered brief training for commercial teachers, but since the state departments of education hesitated to recognize their work for certificate credit, practically all the teacher training for commercial teachers is now done in the colleges and universities. At one time there were more private schools offering this work than all others. There are few figures showing the growth of college departments which offer commercial teacher training,

¹⁹ Walter J. Matherly, Business Education in the Changing South, (Chapel Hill, North Carolina: The University of North Carolina Press)

but according to Haynes, J. D. Runkle gave the number at 37 in 1923,²⁰ and Graham gave the number at 138 in 1929.²¹

The Public High School. Now we take up the most important phase of business education, especially from the standpoint of the number of schools and enrollments-- business education in the public high schools. The first high schools were established about the beginning of the second quarter of the nineteenth century, and since the purpose of the high school at first was to prepare for life instead of preparing for college, commercial training, such as it was, at once became one of the principal parts of their curriculum. However there were few business subjects offered. Bookkeeping was the principal subject and was given by all schools that attempted to offer such training, while arithmetic, penmanship, and geography made up the remainder of the course. High schools started business training about the time that the private business colleges began to develop, but they were soon surpassed by the business colleges. Really their growth was not extensive until about the time of the decline of the business colleges near the beginning of the twentieth century.

20 Haynes, op. cit., p. 130.

21 Graham, op. cit., p. 29.

Bookkeeping was included in the curriculum of the English High School in Boston in 1823, in the Girls' High School of Boston in 1826 and in the Salem High School in 1836, and bookkeeping and arithmetic in a high school in New York in 1825. These were also among the first to be recognized as high schools in the country.²² However the growth of business training in the high school was so slow during the next fifty years that such training was considered to have been almost altogether confined to the private business schools.

Norton states that:

Prior to 1890 private commercial education dominated the field of business training. Eighty-five per cent of the total number of pupils in commercial courses were enrolled in private commercial institutions. This lead has gradually been decreased until in 1934, 92% were enrolled in public high schools. In 1931 Mallott stated that there were one million students enrolled in high school business courses. In 1934 there were reported 102,286 students enrolled in private business colleges.²³

There seems to be little data on the number of high schools offering business training from the period of their beginning until about the beginning of the twentieth century. The reports of the United States Bureau of Education show that in 1910 business subjects were offered in 1440 high schools; in 1914 the number had increased to 2191; in 1924, to 3742; and in 1928, to 10,000.

22 Haynes, op. cit., p. 44.

23 Norton, op. cit., pp. 21-22.

Carl A. Jessen, Senior Specialist in secondary education of the United States Bureau of Education, gave the number of high schools reporting courses in business training at 17,632. He estimated that about one-fourth of the schools did not report. By adding the one-fourth to the number above, the number of schools is thus calculated to be 22,040 which had business training in 1933-34, the year in which he made the survey.²⁴

The Commercial High School. A more highly specialized type of school for business training was to be found in the movement for commercial high schools, the major purpose of which was utilitarian with enough culture-giving courses to give a curriculum which would not be too objectionable to the "old school". The first one of these was established in Washington, D. C. in 1890.²⁵ By 1900 there were about a half-dozen others established in the larger cities of the East. Nichols states that there were probably not more than twenty of these schools at any time, and that there has not been one established in the last decade.²⁶ From the name one may suppose

²⁴ Carl A. Jessen, Offerings in Business Education, Business Education World, January 1940.

²⁵ Leverett S. Lyon, Education for Business, (Chicago: University of Chicago Press), p. 420.

²⁶ Frederick G. Nichols, Commercial Education in the High School, (New York: D. Appleton Company), p. 442.

that a large number of commercial courses would be included in their curriculum, but the courses were arranged for further specialization, such as the accounting course, or the stenographic course.

The Junior High Schools. With the development of the junior high schools, business education was brought to a younger type of students. At first the course for such schools was copied from the senior high school course, but this was not found to be very successful. Soon there was a trend toward a more generalized training, or toward the simple clerical skills or courses of an exploratory nature.

Other schools. The schools mentioned heretofore, no doubt, train the larger part of the students in the business field, but there are many other types of schools or classes, whichever they may be, that give some training in business subjects. Because of the fact that practically all of them have the utilitarian objective, training for business becomes the major part of their curriculum. It is evident that they have served a good purpose, even though their training has been rather meager. Many successful men have received much of their initial training through such brief courses. Probably the best illustration of this will be found in the case of the accountants, many of whom secured their first training by correspondence.

Since there are so many of them, only the names of most of them will be given without discussion. They are: correspondence schools, extension schools, Young Woman's Christian Association Schools, Knights of Columbus Schools, evening schools of several types, adult vocational education classes, cooperative part-time classes, military schools, and preparatory schools.

Chapter III

DEVELOPMENT OF BUSINESS EDUCATION IN NORTH CAROLINA

Business education as well as general academic education had a rather slow development in North Carolina. Of course there were apparent reasons. The early settlers, most of whom came from Virginia, were a wandering, pioneering type of people, seeking the freedom and independence of the unsettled and fertile regions. This led to a sparsely settled rural country with conditions very unfavorable for the development of schools. Then, after schools began to be established, they were so closely connected with the church that there was little that would favor the development of a practical education. If the schools were not directly connected with the church, they were usually taught by a teacher who acted as the minister of the church on Sunday and taught the community school during the week.

Neither were the educational conditions made any better by the existing philosophy under the rule of the Lords Proprietors. It was thought "that the great body of the people were to obey and not to govern, and that the social status of unborn generations was already fixed" and that the people should be kept "ignorant

as well as poor."¹

The Academy Movement. Almost all the training for business before the end of the British reign in America was done by the apprenticeship system or by private teachers. The Latin Grammar School, which was the prevailing formal school during that period, was narrow in its curriculum, its primary purpose being the teaching of the classics and the preparation for college. After the American Revolution and with the coming of a new democracy, there came a more practical and democratic form of school system to meet the needs of the developing democratic spirit and to offer training for those who were not to go to college. This new requirement was met by the academies which sprang up over the country and in North Carolina. Most of them were privately owned institutions. They flourished until about the time of the war between the states when they began to be gradually replaced by the privately owned business colleges and the public high schools.

Among the first to be established were Liberty Hall at Charlotte in 1777,² Science Hall at Hillsboro in 1779,

¹ Edgar W. Knight, Public School Education in North Carolina, (New York: Houghton, Mifflin Company, New York.) p. 3.

² Charles L. Coon, North Carolina Schools and Academies 1790-1840, (Raleigh, North Carolina: Edwards Broughton Company).

and Granville Hall in Granville County in 1779. These later became widely known throughout the country. The number increased until near the middle of the nineteenth century when there were several hundred in operation in North Carolina.

Although, there was a practical and democratic trend in the schools, business education was rather slow to take its place. There seems to be no record of any form of such training until about the beginning of the nineteenth century, or a little more than twenty years after the State granted the first charters to the academies. In 1801 at the Hillsboro Academy "The prices of tuition are, for the Latin and Greek Languages, geography, or mathematics, sixteen dollars per annum; for reading, writing and book-keeping, twelve dollars, paid quarterly in advance."³ In 1819 the Salisbury Academy offered "reading, writing, arithmetic, book-keeping (according to the true Italian Method), English Grammar, composition, geography with the use of globes and maps, elocution, elementary and practical parts of mathematics, rehtoric, belles letter, moral and natural philosophy, astronomy, etc."⁴ According to an announcement in the Raleigh

³ Charles L. Coon, op. cit., p. 280.

⁴ Ibid., p. 350.

Register on June 25, 1804, part of which is quoted, shorthand was offered in that year. "Mr. Detargny being a competent stenographer, will initiate such of the students as desire it, in the art of writing shorthand, for which two dollars per quarter additional will be charged."⁵

Within the first twenty-five years of the era of the academies two of the three major subjects of the commercial course had been introduced into some of the leading schools. Since they offered about the only means of securing formal business training during the century of their dominance in the field of education, the business course had a place in the academies similar to that which it has in the high schools today, except that it was not so extensive.

The teachers in the academies were, in the main, well trained, especially in the subject matter. Most of them were trained at Princeton or other Northern Schools, or at the State University. Since these teachers were trained in the classics, evidently few were able to teach the business subjects. Probably the first teachers of the business subjects were individuals who had gained a little knowledge of bookkeeping or shorthand from private teachers or from home study. Some were the old

⁵ Coon, op. cit., p. 391.

time penmen who had learned a little bookkeeping because of the close relation of bookkeeping and penmanship, especially in those days. Toward the end of the period of the academies it was noticed that many of the business teachers in the leading schools secured their training at Bryant and Stratton's Business College in Baltimore.

There seems to be no better illustration of the method by which some of the first teachers secured their training than is to be found in a brief history of the work of Rev. N. B. Cobb as a shorthand reporter and teacher in North Carolina. Since it also gives the best sketch on the beginning of the use of shorthand in the State, it is quoted in full as it was found in the State Superintendents' Biennial Reports.

Twenty years after the invention of Phonography and six years after its publication in America, the Rev. Dr. N. B. Cobb, then (in 1858-'59) practicing law in Greenville, N. C., began the study of Ben Pitman's system of phonography.

Whether or not Dr. Cobb was the first North Carolinian who took up the study of shorthand will probably never be known; but it is a fact beyond controversy that he was the first North Carolinian who acquired such proficiency in the art as to be recognized by the public as a general reporter.

Strange as it may appear, North Carolina produced no other reporter of recognized ability for the next twenty years, and it is more singular that, with all the newspapers published before, during and since the war, we have had no editors in the State who could write Shorthand.

The stirring times through which our country passed (1858-1876) make the work of Dr. Cobb of peculiar interest, and we shall go somewhat into details.

There was not then (1858) another stenographer in North Carolina who could help him in his practice, but by constant practice, through many discouragements, he succeeded in mastering the system so that he could use it in copying from books and newspapers whatever he wished to retain for future use. He also used it in making notes of evidence in the courts, conversation, etc. The earliest pieces copied in phonography in his Common-Place Book are dated "Greenville, September, 1858," probably the oldest specimens of shorthand in existence written by a native North Carolinian. Dr. Cobb has in his possession now the Psalms, all the minor Prophets of the Old Testament; the Acts, Epistles, and Revelation of the New, all of which he wrote out as reading lessons for his wife and children. He also prepared a shorthand primer for the instruction of his oldest son, Prof. Collier Cobb, then a little boy five years old. In 1859 he entered the Baptist ministry, and ever since he used phonography in preparing his sermons, making memoranda, recording church proceedings, etc.; but his first work as a reporter was in 1865, when he reported the trial of Major Gee, by U. S. Court-Martial, for alleged cruelty to union prisoners at Salisbury. These proceedings were reported for the Daily Sentinel, in Raleigh, then edited by Rev. W. E. Pell, the compensation being five dollars a day. This took place while the State was still under military rule. The Judge-Advocate of the court, after the trial had proceeded a few days, offered to pay Dr. Cobb ten dollars a day, the government's price for stenographers, and to swear him in as recorder of the court; but says Dr. Cobb, "I did not care to place my life in the hands of a set of men who were then trying an innocent confederate officer for his life on false charges, and I declined." (A reporter had afterwards to be sent out from Washington or New York to report the trial.)

At this time Dr. Cobb was living in Raleigh. He had been a Chaplain in the Confederate service, afterwards General Superintendent of Army Colportage for the North Carolina troops, and soon after Johnson's surrender, editor, with Dr. J. D. Huffham, of the Daily record, published in Raleigh. Efforts had been made

more than once to suppress the Daily Record as a treasonable sheet, and Dr. Cobb did not care to give the Court-Martial a chance to turn up any charges against him. These were further reasons for his declining to report the trial referred to.

As soon as the Gee trial was completed, Dr. Cobb organized a private class of stenography in Raleigh, and also taught a class of ten at Wake Forest College.

In 1866 he moved to Elizabeth City, taking charge of the Baptist Church there, and while in that city, he reported the speeches of several campaign orators on the adoption of the new State Constitution; but these speeches were never published, because neither the speaker nor the newspapers on the Southern side had any money to pay for the transcription.

While Dr. Cobb was pastor of the Baptist Church at Shelby in 1870-'71, Mr. W. A. Hearne, who was just starting the Daily Dispatch in Charlotte, desired to get for his first issue a report of a speech Gov. Vance was to make at Statesville Court, which was to be used as a campaign document in the Northwest. Gov. Vance was then a citizen of Charlotte, laboring under political disabilities which had not been removed. He was the idol of the people of North Carolina, and as his first political speech after the surrender would be widely read, this would add eclat to the newspaper that first published it. Mr. Hearne wrote to Dr. Cobb, urging him to go to Statesville and report this speech, Dr. Cobb being the only stenographer living in the State who could make a stenographic report of it. This letter reached Dr. Cobb on Saturday, and he asked the deacons of his church what he must do. To reach Statesville in time, he would have to leave Shelby on Sunday Afternoon by private conveyance. The deacons advised Dr. Cobb to go, and one of them, Dr. Williams, proposed to send him as far as Lincolnton in his own buggy. The trip was made and the speech reported. Gov. Vance spoke at 2 p. m., and the copy was written up and in the post-office by 5 am. next day. Dr. Cobb had enough practice to acquire speed. Besides this, while he was living in Elizabeth City, he had adopted the Munson System instead of the Pittman, and in rapid writing he got the systems mixed, so that he had to resort to Gov. Vance's room to get the report filled in where the notes were illegible. Notwithstanding all this, the people

received the speech as a verbatim report. "It was Vance over again. They knew it was just what Vance had said, as nobody else could talk just like old Zeb."

The week after Dr. Cobb's return to Shelby his mail was unaccountably large. Marked copies of Democratic or Conservative (as they were then called) papers were pouring into his box from all parts of the State. They contained editorial defending Dr. Cobb from the charge of being a Ku-klux preacher.

The day after Dr. Cobb left Shelby for Statesville, the Republican Post master at Shelby, who was a member of Dr. Cobb's Church, sent a note to the Raleigh Signal, stating as an item of news: "Rev. N. B. Cobb left this place on Sunday afternoon to report a political speech of Hon. Z. B. Vance. I am sorry to see preachers meddling with politics."

The editor of the Signal made it the occasion of an attack upon what he termed Ku-klux preachers, and scored Dr. Cobb heavily as he fulminated against the Conservative party that Vance, an unpardoned rebel, was trying to organize. The Wilmington Journal, then edited by two of Dr. Cobb's class-mates at the University of North Carolina, Col. Wm. L. Saunders and Major Englehard, took up the matter of Dr. Cobb's defence, and the other conservative papers followed suit. It was a good way to make political capital. They extolled Dr. Cobb's virtues as a man, as a minister, and as a patriot; spoke of his fearlessness on the battlefield and in the hospitals where he had braved the bullets, the shells, and the pestilence, in ministering to the wounded, the sick, and the dying, and told their readers how mean, contemptible, and villianous it was for the leaders of the other party to try to throw mud at the character of one whom everybody--every Confederate soldier--revered for his purity, his bravery, and his patriotism. The result of all this free advertising for political purposes was that, when the conservative-democratic Convention met at Greensboro to nominate a state ticket, Dr. Cobb had an engagement at ten dollars a day and all expenses to report the great speeches that were made on that occasion for several newspapers, and the delegates from his own native county (Wayne) put him in nomination for the State Superintendent of Public Instruction. About twenty-three counties voted for him on the first ballot, but Judge John A. Gilmer, of Guilford, proxy for Cleveland

and several other counties, used his great influence for Dr. Mendenhall, his country-man, who was nominated. The whole ticket was defeated, but the party was organized.

When Hon. A. S. Merrimon, the nominee for Governor, came to Shelby, Dr. Cobb reported his speech for the Shelby paper, the first newspaper printed in that place. It took the paper six weeks to complete its publication, the sheet being small and the speech very long. This he regarded as the most difficult verbatim reporting he had ever undertaken, as Judge Merrimon never told an anecdote that caused a laugh and seldom gave time for applause, thus depriving the reporter of the opportunity to catch up with his notes and his continuous, if not rapid, utterance required one oftentimes to carry in his memory several long sentences at a time.

In 1880 when Dr. Cobb was pastor of the Baptist Church in Chapel Hill, he was lecturer on stenography at the University of North Carolina, (See Catalogue of the University of N. C. 1880-'81, Dr. Cobb's last work as a stenographer.⁶

The Business Colleges. To take the place of the vanishing academies near the end of the nineteenth century, two types of schools were established: the private business college and the public high school. It is said that the present public high school is an outgrowth of the old academy. Such may just as well be said of the business college. The academies were privately owned, as are the present business colleges, but the curriculum of the high school is more similar to that of the academy. Near the end of the period of the academies several of them began to add "business college" to their names, such as the "Crescent Academy and Business College." Even though the business college

⁶ Biennial Reports of the State Superintends.

was one of the types of institutions to take the place of the academies, there seems to be no case of an academy changing directly and completely to a business college. The academies were usually located in rural or suburban surroundings or in small towns, while the business colleges were located as near the center of the larger towns and cities as possible, where they could keep in close touch with the business men who employed their graduates.

The academy period in this State was later to begin and lasted to a later date than in the states of the North or Northeast. Probably this is the reason for the later establishment of the business colleges and high schools in this State. A search through the newspapers from the time of the war between the states until the end of the nineteenth century revealed little that would indicate that the growth of the business colleges became very extensive until the beginning of the twentieth century. Even Bryant and Stratton's Business College of Baltimore started advertising their courses in the North Carolina papers before the local schools began to advertise in them.

It has not been determined which were the first business colleges established in North Carolina, but there are records of the founding of such schools more

than 50 years ago. They probably were not the first ones established, but they were, no doubt, among the first, and give a good indication of the beginning of the business college movement in this State. "January 1, 1883 Prof. G. M. Smithdeal organized the Smithdeal Business College in Greensboro, North Carolina, removing same to Richmond in 1886, purchasing and uniting with it the Old Dominion Business College."⁷

An article in the column, "Looking Backward," of the Raleigh Times of March 21, 1940, gives evidence that there was a business school in Raleigh fifty years ago, in 1890. It states that "There will be a complete change in the Raleigh Business College. N. B. Broughton has sold his interest to J. E. Mathney of Richmond, Virginia.

Since there has been so little published pertaining to the business colleges in this State, no better idea of the development of such schools in the State can be gained than by giving a brief sketch of the history of King's Business Colleges. They were not the first schools of this kind established but they were started about the time this type of school was first recognized as having a place in the educational program of the State. The first of the King's schools was founded by J. H. King in Raleigh in 1901. Through efficient teaching and operation and an extensive program of rather elaborate

advertising, the school soon became so successful that two more schools were established under the same management and name, one at Charlotte and one at Greensboro. The "Guide Book of Raleigh," published in 1923 by the Raleigh Schools states that "The King's Schools were established in 1901 and have trained and sent into office positions nearly twenty thousand young men and women. These schools offer six different business courses, including bookkeeping, shorthand, typewriting, penmanship, and also secretarial banking, and machine bookkeeping work. A night school is conducted for the benefit of working boys and girls, and home study courses are offered those unable to attend the schools in person." Since this article was written seventeen years ago, the number of students trained has probably increased to nearly thirty-five thousand, King's schools are among the oldest in the State and are by far the largest. Mr. King operated the schools until 1922, when his interest was sold to E. L. Layfield, who still owns them.

Because of the ease with which business schools could be established, because of the lack of restrictions and regulations, and because of their individualistic nature, their fatalities have been large in number. A very small percentage of the schools established in

the last twenty-five years are still in operation. These weaknesses in operation and organization led to such unethical tendencies that some method of restriction became necessary as a protection for the young people of the State. In 1935 the State Legislature passed a law requiring all business colleges to be licensed. An examining board was required to be appointed to see that certain standards of requirements were met before the licenses were issued.⁹

It has been impossible to secure any accurate figures as to the number and enrollments of the business colleges in the past, but there is no question that the enrollments are less than they were a few years ago, or before high school and college training in the business subjects became so extensive. Probably the most accurate figures as to the number and enrollments are those taken from the records of the office of the State Supervisor of Vocational Education in Raleigh.¹⁰ They showed that there are at present less than two thousand students attending the thirty-seven licensed business colleges in North Carolina.

⁹ Public Laws of North Carolina, 1935, Sections 1, 2, 3, 4, 5, 6, 7, and 8, Chapter 255; or Consolidated Statutes, Article 45 A, Section 578, (m 1, m 2, m 3, m 4, m 5, m 6, m 7, m 8, and m 9).

¹⁰ Files of Applications for Licenses to Operate Business Colleges in North Carolina, Office of State Supervisor of Vocational Education, Raleigh, N. C.

Business and Commerce in the colleges of North Carolina. Time and space do not permit here a detailed tracing of the development of courses of a business or commercial nature in the colleges of North Carolina. There has not been anything prepared in the way of a history of North Carolina colleges as a whole and if there had been, probably it would have included little reference to the development of commerce. Because of its importance and its close relation to the development of business education in the high schools of North Carolina, some attempt will be made to trace the development through the University, both at the University proper at Chapel Hill and at the Woman's College at Greensboro.

According to information available the growth of commerce in the University was so gradual that it was difficult to give any definite date when the work was started. In 1896-97 the catalog of the University showed for the first time a department of Political and Social Science. In 1901-02 the name of the department was changed to the Department of Economics and Finance. The department offered courses in general economics, money and banking, transportation and labor, public finance, and insurance. In 1919-20 the name was again changed to the School of Commerce, with the addition of

courses in marketing and accounting. The 1918-19 catalog stated that vocational subjects, including shorthand, typewriting and bookkeeping would be accepted as entrance credits. This step was almost a necessity for the best interest of the Department of Commerce in the University and for the development of such subjects in the high schools of the State. It showed the changing attitude of colleges toward business subjects in high school. The first class was graduated from the School of Commerce in 1921, when 12 received their degrees in commerce. In 1925 the number was 46; 1930, 33; 1935, 79; and 1940, 137.¹¹

The trend toward courses in commerce and the place that they were taking in the University are well illustrated by the following quotation from the catalog for the school year 1922-23:

The school of commerce is an expression of the University's desire to serve the business life of the State. It was established as a result of the action of the State Legislature in the session of 1919, when the recommendation of the president and the trustees of the University was approved and an appropriation was made for the purpose.

The course of study is based on the recognition that business is becoming a profession. The forces and influences operating in this field are so far-reaching and baffling in their complexities that to master them requires broad and intensive training. Definite preparation to function successfully in the organization and administration of business enterprises is

¹¹ Catalogs of the College, and the Greensboro Daily News, June 11, 1940.

the purpose of the school which is coordinated in standing and equipment with the College of Liberal Arts and the School of Applied Sciences.

The course of study covers 4 years and is designed to give a foundation of broad and general culture and, at the same time, supply a definite and practical training to those who intend to engage in any of the great lines of industrial and commercial activity. By certain elasticity in the choice of elective subjects, it also will be possible to prepare for the consular service, the teaching of commercial subjects, or public service.

This quotation reveals that the intentions were to offer courses in shorthand, typewriting, and bookkeeping, since they would have been necessary in the preparation of commercial teachers, as mentioned in the catalog. The plan was not carried out at the University proper at Chapel Hill. However these subjects were offered for a brief time. In 1880-81 Dr. Cobb lectured on shorthand, but for only a short time.¹² Also, in the summer of 1919 Mrs. Lednum taught courses in shorthand, typewriting, office training, and business English. The catalog stated that these courses carried credit.¹³

In 1901 the State Legislature passed a bill authorizing the establishment of a Normal and Industrial School in the State. By an offer of \$30,000 by the city of Greensboro and by an offer of a gift of 10 acres of

¹² Superintendent's Biennial Report, Op. cit., 1898, p. 516.

¹³ Summer School Bulletin, University of North Carolina, 1919.

land by an individual, the school was established in West Greensboro under the name of the State Normal and Industrial College.¹⁴ The name was later changed to the North Carolina College for Women, and again in 1932, after having become a part of the Greater University of North Carolina, it was changed to the Woman's College of the University of North Carolina. The school was first opened in October, 1892. Three courses were offered: Liberal Arts, Home Economics, and Commercial.

The business or commercial course embraced such subjects as stenography, typewriting, telegraphy, and bookkeeping, intended especially for those who are thrown upon their own resources, but who do not care to teach. A part of this course, however, should be included in any course of general education.¹⁵

Thus the commercial department was established right along with the establishment of the school, under the direction of Mr. E. J. Forney, who was also treasurer of the school. Mr. Forney continued at the head of the commercial department until the year 1936-37 when Mr. George M. Joyce became the head of the department.¹⁶ There has been little change in the one-year commercial course, as it is now known, even to the present date, 1940, almost fifty years after the founding of the

14 Catalog, State Normal and Industrial College, 1892.

15 Ibid.

16 Ibid, Woman's College of the University of North Carolina, 1936-37.

school. This was one of the first schools in the State to offer an organized course in typewriting, which was taught right in the first year of the school.¹⁷ Touch typewriting was offered in 1917-18, according to the catalog for that year.

The offerings in economics and allied subjects gradually increased until in 1930-31 a department of economics was established, with Dr. A. S. Keister as head. In 1930 the President of the College made recommendations for a four-year secretarial course in which he stated that "so far as I know, no secretarial course of four years is offered in the Southern States. The only satisfactory course along this line is given in Simmons College in Boston."¹⁸

About the same time the Board of Directors made the following request:

The Board of Directors at its last annual meeting very urgently suggested that we request the Legislature to supplement the work now being done by the commercial department by offering a four-year course for the training of secretaries and for giving instruction in business methods, commercial law, business administration and allied subjects. The usual college degree would be granted on the completion of the work outlined for this course. As it would doubtless take a year to organize

17 Note from Mr. E. J. Forney.

18 President's Report, 1930, p. 9.

and coordinate this work with our present department, we are requesting the General Assembly to make provision for the employment of one professor in business administration and allied subjects for the year 1930-1931. We estimate that \$4,000 will be needed for this purpose.¹⁹

With such recommendations and movements in progress the stage was fittingly set to meet one of the greatest needs in the education program of the State--the training of teachers for business subjects in the high schools. In 1932-33 a four-year course in secretarial training was offered, which also met the certification requirements for business teachers.

The offerings in this field together with those in economics are designed to provide the principal content courses for the students preparing to teach commercial subjects in the high schools and to train young women for positions in the business world.²⁰

That a very definite need had been met, may be attested by these figures taken from the catalogs of the college, which gives the number of graduates who have received the degree of Bachelor of Science in Secretarial Administration for the following years:²¹

1933	4
1934	12
1935	25
1936	40
1940	103

¹⁹ Report of the Board of Directors, 1928.

²⁰ Catalog of the College, 1932-33.

²¹ Taken from the Catalogs, except for 1940, which was taken from the Commencement Program.

Within about the same period seven other colleges in North Carolina have established courses for the training of business teachers. They are: Lenoir Rhyne, Catawba, Western Carolina Teachers' College, East Carolina Teachers' College, High Point College, Elon College, and Queens.²²

²² This information was taken from a letter from Mr. James E. Hillman, Department of certification, Raleigh, North Carolina.

One of the first high school commercial departments in North Carolina was in the Selma Boys' High School in Selma (now a part of Winston-Salem) in 1908, as evidenced by a quotation from the State Superintendent's Biennial Report:

There are three courses of instruction: the English, the classical, and the business courses. . . . The business course offers unusual advantages, as good as there are to be found at business colleges. The efficiency and thoroughness of this department are evidenced by the very satisfactory manner in which its graduates in shorthand, bookkeeping and typewriting are filling responsible positions with large manufacturing establishments, leading firms and others. Of the present enrollment of 40 pupils 40 are in the business department.²³

²³ Charles Lee Haver, Church and Private Schools in North Carolina, p. 126.

²⁴ Biennial Reports, op. cit., p. 190

Chapter IV

DEVELOPMENT OF BUSINESS EDUCATION IN THE HIGH SCHOOLS OF NORTH CAROLINA

The establishment of the public high schools, as we think of them today, did not really begin in North Carolina until the early part of the twentieth century. There are records of a high school being in operation in Greensboro almost one hundred years ago, in 1845.¹ This is not known to have been the first high school in North Carolina, but it is no doubt one of the first of a few that were in existence before the high school movement began more than fifty years later.

One of the first high school commercial departments in North Carolina was in the Salem Boys' High School in Salem (now a part of Winston-Salem) in 1896, as evidenced by a quotation from the State Superintendent's Biennial Reports.

There are three course of instruction: the English, the classical, and the business course. . . . The business course offers unusual advantages, as good as there are to be found at business colleges. The efficiency and thoroughness of this department are evidenced by the very satisfactory manner in which its graduates in shorthand, bookkeeping and typewriting are filling responsible positions with large manufacturing establishments, leading firms and others. Of the present enrollment of 96 pupils 42 are in the business department.²

¹ Charles Lee Raper, Church and Private Schools in North Carolina, p. 106.

² Biennial Reports, op. cit., p. 190

The first high school to report a commercial course to the State Superintendent, which would be considered to be very similar to our present high school commercial courses, was the Reidsville High School about 1896. A sketch of the report is given:

The high school, which is the crowning interest of the system, prepares its graduates for college or for life. The addition of a thorough course in bookkeeping and business practice greatly enhances the value of the instruction in this department.³

There were only a few other reports of commercial work being taught in high schools until about the time of the enactment of the State High School Law in 1907, which gave us our present well organized high school system. It would be difficult for a school to give commercial work with any degree of efficiency with less than a four-year course, and in 1907-08 there were only two four-year high schools in the State. By the next year the number had increased to ten. Twenty-three years later in 1929-30 there were 747 accredited four-year high schools for white children.⁴ There was a slight decrease in the number from then until 1936-37, probably caused by the consolidation of many of the rural schools. This decrease in number of schools

3 Biennial Reports, op. cit., 1896-98, p. 389.

4. Ibid.

probably helped to increase the number and size of the commercial departments, because of the tendency for larger schools.

The changing conception of the aims of the high schools, which was a real boon to the growth of commercial training, is well illustrated by the following article from a survey of the New Hanover County School System made by one of the members of the faculty of the George Peabody College in 1920:

The courses of study offered in the high school are now in process of being remodeled and expanded. In the past the tendency has been to limit this course somewhat more narrowly to the old classical lines, although a partial or modified general course has been in operation in Wilmington. The old classical course is now being recognized as suitable for only a small portion of students coming up to the high school. General business, and scientific courses in the industrial and household arts are now commonly offered in the city high schools throughout the country.

As a free school for all the people, a sort of peoples' college, the high school has been compelled to offer a variety of courses. . . . The new high school demands a complete reorganization in which provision is made for scientific laboratories in physics, chemistry and biology, and equipment in business courses.⁵

In 1907-08 three schools, Elizabeth City, Hendersonville and Louisburg reported business methods with an enrollment of thirty-eight students. In 1909-10 the enrollments had increased to 70; in 1911-12, to 142;

⁵ Survey of the School System of New Hanover County, North Carolina, 1920, George Peabody College, Nashville.

1915-16, to 231.⁶ The number of high schools offering business has increased to 302 in 1938-39.⁷ Of these, 194 had at least two of the three major subjects (shorthand, typewriting, and bookkeeping). Each of the other 108 had at least one business subject, even though it may have had only business arithmetic or general business training or one of the three major subjects in combination with one of the minor subjects. However, none of the 108 schools had more than one of the major subjects, because they then would have been considered to have had a commercial department and would have been included in the 194 mentioned. It was almost impossible to determine the number of students who took courses in business education, because some took only one subject while others took two or more. In Table I it may be found in the column for the enrollments for 1938-39 that there were 34,403 enrollments in all subjects in the business field, and by estimating that each student took on the average one and one-half business subjects, it was found that there was 22,935 students taking business subjects in 1938-39.

6 Biennial Reports, op. cit.

7 High School Principals' Reports, 1938-39, Office of the State High School Supervisor, Raleigh, N. C.

Increase in Enrollments in the Different Business Subjects. In 1907-08 when business subjects taught in the high schools of North Carolina were first listed on the Superintendents' Biennial Reports, they were shown only as "Business Methods." It is not known just what was meant by "Business Methods" but it is presumed that it was some combination of the three major subjects and business arithmetic. In the first tabulation of the enrollments in the different business subjects, which was given in the 1915-16 report of the Superintendent, there were almost as many in business arithmetic as in shorthand and bookkeeping combined. This was probably due to its practical nature, to its close relation to bookkeeping, and to the still existing influence of the "three R's."

Business arithmetic held its comparatively high percentage of enrollments until 1935-36. From the school year 1935-36 until 1938-39 the enrollments in business arithmetic showed a tremendous decline from 4,462 to 2,650, or 40.8 per cent. According to Table I this was the only subject that showed a decrease at any time except in 1927-28 when there were no figures given for business law. It is not known why there was no report for business law in that year, but there appears to be a significant reason for the decrease of business arithmetic. Both business arithmetic and general busi-

Table I

INCREASE OF ENROLLMENTS IN HIGH SCHOOL BUSINESS SUBJECTS

	1915-16	1921-22	1927-28	1931-32	1935-36	1938-39
Bookkeeping I				1,919	2,682	4,861
Bookkeeping II				430	561	586
Total Bookkeeping	<u>38</u>	<u>804</u>	<u>1,870</u>	<u>2,349</u>	<u>3,233</u>	<u>5,447</u>
Shorthand I				2,159	2,803	3,811
Shorthand II				698	871	1,099
Total Shorthand	<u>32</u>	<u>603</u>	<u>1,555</u>	<u>2,857</u>	<u>3,674</u>	<u>4,910</u>
Typewriting I				4,082	5,838	10,525
Typewriting II				1,203	1,961	2,844
Total Typewriting	<u>83</u>	<u>767</u>	<u>2,694</u>	<u>5,285</u>	<u>7,799</u>	<u>13,369</u>
General Business				771	2,616	6,211
Business Arithmetic	78	867	1,732	2,430	4,462	2,650
Business English					172	334
Business Law		93		272	470	705
Salesmanship				209	335	688
Adv. Business Training					145	189
	<u>251</u>	<u>3,134</u>	<u>7,851</u>	<u>14,173</u>	<u>22,906</u>	<u>34,403</u>

ness were usually taught in the first or second year in the high school and in the small high schools where either one or the other of these two subjects was the only business subject taught. In these schools there was a considerable trend from the subjects of a more strictly content nature to subjects of a broader and more of a social-business nature. An analysis of Table V reveals that 25.2 per cent of the enrollments in general business and 22.8 per cent in business arithmetic were in the 108 small schools which were not classed as having a business department. While only 8.6 per cent of the total enrollments in business subjects were in this group of schools.

To fill the place of business arithmetic, to meet the demands for a broader course in the fundamental operation of business, and to serve as an exploratory⁷ course, there has been a tremendous increase in the enrollments in general business. This course has been known by various names during its growth of the last few years, such as "Elementary Business Training," "Introduction to Business," "Junior Business Training," and "General Business," but the last one named seems to have the prevailing usage.⁸ There are no definite

7 R. G. Walters, The Commercial Curriculum, Monograph number 37, (South-Western), p. 12.

8 Ibid.

statistics to show that general business was used as a "dumping ground" but it is voiced around that it is a fact. Even if there is any question about this statement, it is known from experience and observation that students often get the idea that general business is an easy course and enroll in it when they feel that they do not have the ability, or that they do not care to put forth the effort necessary, to pass the more specific content courses. In 1927-28 there were no enrollments reported for general business but by 1931-32 there were 771. By 1935-36 the number had a little more than tripled to 2,616 and within the next two years, in 1937-38, the number had more than doubled to 6,211, or 15.2 per cent of the total enrollments in business subjects.⁹ In the 108 schools without business departments 1,562, or 52.5 per cent of their total enrollments were in general business.¹⁰

The increase in the enrollments in typewriting corresponds very closely to the increase in the total enrollments in the business departments. The first record of the teaching of typewriting in high school in North Carolina shows that the Salem Boy's High School gave a

⁹ Table I, this Study.

¹⁰ Returns of Questionnaire, and the principals' reports, op. cit.

a course in typewriting in 1896.¹¹ By comparing the figures in Table I it was found that slightly less than one-third of the total enrollments for each of the school years given in the table, except one in which it was slightly less than one-third, was in typewriting. In several of the 108 small schools typewriting was the only business subject taught, while 25.5 per cent of the total enrollments in business subjects in such schools were in typewriting.

The enrollments in business English were not reported until 1935-36, even though there were probably a few enrollments previous to that year. By 1938-39 the number had increased from 172 to 334, or less than one per cent of the total enrollments in all business subjects. Approximately one-fourth of the high school curriculum was made up of English and probably there was little demand for other courses of this type. In some cases there was objection to the addition of business English because of the feeling of English teachers that the addition of courses in business English to be taught by the business teacher, was encroaching upon their rights a little too much.

It was not possible to determine when students began

¹¹ Biennial Reports, op. cit., p. 190.

to continue their training in either of the three major subjects through a second year in high school. Until 1931-32 the Superintendents' Biennial Reports, from which most of the data on enrollments were obtained, showed only the total enrollments in the subjects and did not indicate whether there were second-year classes, but it is evident that there were advanced classes before that time. Since then the second-year enrollments have shown about the same proportionate growth as that of the first year. There have been reported enrollments in advanced business training, but these are of a miscellaneous nature, consisting of classes in a kind of continuation of general business, classes in economics and in office practice.

The enrollments in salesmanship have shown a considerable increase since they were first reported in 1931-32, but probably not nearly so much as trends and conditions would warrant. Studies and surveys¹² show that

12-a Organization for Commercial Education in the Public High Schools of Michigan, Monograph 39, (South-Western Publishing Company), p. 36.

12-b Laura Bell, An Occupational Survey of Greenville, North Carolina and a Follow-up Survey of the Graduates of Greenville High School for the Years 1934-1938 Inclusive, Unpublished Master's Thesis, Woman's College of the University of North Carolina, pp. 18-19.

12-c H. L. Pearson, Aids in Teaching Salesmanship, Balance Sheet, March, 1936.

there has been a steady increase in the number of positions in the distributive occupations until at present there is a comparative preponderance of positions in this field. There has been a considerable number of articles published which show the lack of training in this field as compared to the opportunity. Probably there would be more classes in salesmanship if there were more teachers who felt that they were trained to successfully teach it.

Principal's reports were used in this study as the most reliable source of information. It was impossible to get all the material for this study in the same school year. Even though it lacked the fear of being as up-to-date as the questionnaire, as much of the data from the principals' reports was used as possible because of the accuracy and completeness.

For use in this study a high school business department may be thought of as a department having not less than two of the three major business subjects (bookkeeping, typewriting, and bookkeeping). 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 308 high schools, but 104 of these were not considered to have a business department. The questionnaire was sent to only the 194 schools having a department.

Chapter V

THE BUSINESS DEPARTMENTS IN THE HIGH SCHOOLS OF NORTH CAROLINA

Most of the information given in this chapter was taken from two sources: the High School Principals' reports for the school year 1938-39, and from the returns of a questionnaire sent to the heads of the high school business departments, near the end of the school year 1939-40. Since much of this material was assembled before the 1939-40 principals' reports were sent in, it was impossible to get all the material for this study in the same school year. Even though it lacked one year of being as up-to-date as the questionnaire, as much of the data from the principals' reports was used as possible because of the accuracy and completeness.

For use in this study a high school business department may be thought of as a department having not less than two of the three major business subjects (shorthand, typewriting, and bookkeeping). 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. The questionnaire was sent to only the 194 schools having a department.

The number and percentages of the 194 high schools which offer the different business subjects. Table II shows the percentage of the 194 high schools having a business department which offer the different business subjects and also the percentages that have first year shorthand, typewriting, and bookkeeping and continue them into the second year. The only subject that was taught in all those schools was typewriting. Second-year typewriting was offered in more schools than was second-year bookkeeping or second-year shorthand. In view of the accepted value of typewriting and the trend toward typewriting for personal use, there is no objection to offering one year of typewriting in all schools, but probably too many schools offer second-year typewriting. Richards expresses what seems to be the general idea as to the amount of time that should be spent in typewriting:

One semester is sufficient for all typewriting that a pupil may need for personal use. However, those pupils who are pursuing business education or any one of the special lines of business, can well spend two or three semesters in typewriting.¹

Shorthand is offered by 149, or 76.8 per cent, of the high schools which have business departments. Of the 149 schools offering shorthand, second-year shorthand is offered in 34.2 per cent of them. Job Oppor-

¹ William A. Richards, Recent Trends in Typewriting, Typewriting News, Spring, 1940.

Table II

THE NUMBER AND PERCENTAGES OF THE 194 HIGH
SCHOOLS WHICH OFFER BUSINESS SUBJECTS*

	Number of Schools	Percent- ages
Bookkeeping I	158	81.1
Bookkeeping II	40	20.6
Shorthand I	149	76.8
Shorthand II	51	24.2
Typewriting I	194	100.0
Typewriting II	98	51.0
General Business	78	40.2
Business Law	15	7.7
Business English	10	5.2
Salesmanship	18	9.3
Business Arithmetic	23	11.8

Percentage of schools having one year of either of
the three major subjects and continuing to second year:

Bookkeeping	25.3%
Shorthand	34.2
Typewriting	51.0

*This information was taken from the Principals' reports in the State High School Supervisor's office.

By Laura Hutchins Bell, Sp. Ed.

tunity Surveys show that too much shorthand is already taught in proportion to the positions.² Thus fewer schools should offer first-year shorthand, but a larger percentage of those that do offer first year shorthand should also offer second-year shorthand. Experience and observation have shown that high school students on the average do not get enough shorthand in one year to be worthwhile without extra training. However, the percentage of schools offering a second-year in either of the three major subjects is not indicative of the percentage of students taking the second year, because the second-year classes are usually smaller than those of the first year.

Years in which different business subjects are offered in the High Schools of North Carolina. The data for Table III was taken from the reports of the principals' of the 194 high schools which had a business department in 1938-39. Similar data for 1939-40 were given on the returns of the questionnaire sent to the heads of the departments, but because of the incomplete-

2-a Nichols, op. cit., p. 176.

2-b George Thomas Walker, Should Shorthand and Typewriting be Taught in Small High Schools? Modern Business Education, March, 1938.

2-c Laura Mattocks Bell, op. cit.

Table III

YEARS IN WHICH THE HIGH SCHOOLS OF NORTH CAROLINA OFFER BUSINESS SUBJECTS

Year in which taught	Book-keeping I	Book-keeping II	Short-hand I	Short-hand II	Type-writing I	Type-writing II	Gen. Business	Business Law	Bus. English	Salesmanship	Business Arith.
1	1		1		2		4		1		
2	1		1		6		40	1			9
3	58	1	55		70	3	5	1	2	1	1
4	35	31	34	50	17	69	3	8	5	12	6
5	3	2	1	4		2		1		1	
2 & 3	1		1		6		9				
3 & 4	50	3	37	4	83	17	14	3	2	5	5
4 & 5	8	3	9	3	6	7	3	1			2
All Grades	1				4						
Total	158	40	149	61	194	98	78	15	10	18	23

Tabulations represent high schools which teach the subject. The information was taken from the principal's reports of the 194 high schools having commercial departments.

ness of this item on several of the returns, it was thought that the information secured from the principals' reports would be more reliable, even though it lacked one year of being as up-to-date. However, a brief check and comparison of the two showed a close correlation.

As would be expected and as is revealed by Table III, most of the business subjects in the high schools of North Carolina were offered in the third and fourth years. This was true in all subjects except general business which was offered in the second year in 51.3 per cent of the 78 schools which had a business department and offered general business. Only four schools offered general business in the first year.

Only two high schools offered bookkeeping in the first or second year and no school offered second-year bookkeeping below the third year. A few schools offered bookkeeping, as well as other business subjects, in the fifth year of high school. This may be attributed to the fact that some schools allowed post-graduate students to come back and take courses, while others have twelve grades. In 1939-40 there were 15 school systems in the State which had twelve grades instead of the usual eleven.³

³ Mimeographed Sheet, Department of certification, Raleigh, North Carolina.

Only three high schools offered shorthand below the third year and no schools offered second-year shorthand below the fourth year, except four which allowed students to take it in either the third or fourth year. Few would advocate teaching shorthand below the third year and some even think that it should not be taught in the high school at all, because of the maturity and intelligence necessary for the mastery of the skill required for efficient use. And, as mentioned before, it has been proved by occupational and follow-up surveys that too many students are taking shorthand in proportion to the number who secure positions in which they use it.

At one time bookkeeping was the "backbone" of the business curriculum and was taught in almost all schools which attempted to offer business training in any form, as is mentioned earlier in this thesis. Now typewriting has taken the place of bookkeeping as the principal course. Of the 194 schools which had business departments, all offered at least one year in typewriting and 98, or slightly more than one-half, offered second-year typewriting.

Equipment of the 122 high schools which reported.
Since this item was the second on the questionnaire and also one of the most conspicuous, it was completed by all the 122 heads of the departments from which reports

were received. Indications are that the business departments, for the most part, have a fairly sufficient amount of the essential equipment. The essential equipment is as follows:

Table IV

EQUIPMENT REPORTED BY 122 HIGH SCHOOLS

Name	Number
Typewriters	3,001
Mimeographs	97
Adding Machines	61
Mimeoscopes	17
Bookkeeping Machines	14
Dictaphones	9
Comptometers	6
Ditto	3
Paper Cutter	3
Multistamp	3
Check Writer	2
Gelatine Duplicator	1
Moon Hopkins Billing Machine	1
Electric Typewriter	1

departments. To get more definite information on this line the heads of the departments were asked if they had sufficient typewriters for all students who wanted to use them. Only 22, or 18.5 per cent, reported that

were received. Indications are that the business departments, for the most part, have a fairly sufficient amount of the essential equipment, if the essential equipment is considered to be typewriters only. Of course few schools have sufficient equipment to give the students a knowledge of the different machines used in the average office.

It is shown in Table I that 13,369 students were taking typewriting in 1938-39. There were 3,601 typewriters reported in the 122 schools in 1939-40. Probably there was little change in the proportion in the one year. It was estimated that there were about one-half the above number in the schools which did not report and in the 108 schools which were not considered to have a business department. This would mean that there were approximately 4,500 typewriters in all the high schools and they were being used by 13,369 students. This allows approximately one typewriter for every three students, which was probably sufficient in most cases, since most of the typewriters were used several periods a day.

It was thought that there was a considerable deficiency in the number of typewriters in the business departments. To get more definite information on this item the heads of the departments were asked if they had sufficient typewriters for all students who wanted typewriting. Only 22, or 18.5 per cent, reported that

they needed more typewriters.

It was interesting to note from Table IV that there were more mimeographs than any other equipment except typewriters. There were 97 in the 122 departments that reported, and four of these departments had 2 mimeographs each. Thus 93, or 76.2 per cent had mimeographs in the business departments. The probable reason for the large percentage of mimeographs as compared to other equipment was that a large number of the schools prepared school newspapers. Forty-three of the teachers reported that they aided in the preparation of school publications, Probably other school publications were prepared but were not reported. Most of these were mimeographed by the students in the business departments.

There were 61 adding machines reported by 57 schools, or 46.7 per cent of the total reporting. Durham High School had three, and Lee Edwards High School of Asheville and Shelby High School had two each. A more detailed statistical picture of all the equipment in the business departments can be found in Table IV.

Comparative enrollments of high school boys and girls in the different business subjects for 1938-39. Table V gives the total of the boys and girls enrolled in the different business subjects and the percentage of each by subjects and the percentage of the total enrollments.

Table V

ENROLLMENTS OF HIGH SCHOOL BOYS AND GIRLS IN THE DIFFERENT BUSINESS SUBJECTS FOR 1938-39

	Boys		Per- cent- age	Girls		Per- cent* age	Total boys and girls
	No Depart- ment*	Depart- ment		No Depart- ment	Depart- ment		
Shorthand I		673	17.7	3,138	3,138	82.3	3,811
Shorthand II		164	14.9	935	935	85.1	1,099
Total Shorthand	30	837	17.0	4,063	4,063	83.0	4,910
Bookkeeping I		2,090	45.8	2,749	2,771	54.2	4,861
Bookkeeping II		293	50.0	293	293	50.0	586
Total Bookkeeping	30	2,383	46.3	3,042	3,064	53.7	5,147
Typewriting I	242	4,197	39.9	5,917	6,328	60.1	10,525
Typewriting II	43	901	31.7	1,881	1,943	68.3	2,844
Total Typewriting	285	5,098	38.1	7,798	8,271	61.9	13,569
Business Arithmetic	271	991	47.6	1,055	1,388	52.4	2,650
Business Law	152	332	47.1	373	373	52.9	705
Office Practice and Adv. Bus. Training		38	20.1	151	151	79.9	189
Business English		106	46.1	126	126	53.9	234
Salesmanship		368	53.5	320	320	46.5	688
General Business	744	2,236	47.9	2,413	3,231	52.9	6,211
Total	1,330	12,076	39.0	1,646	19,351	61.0	34,403

*This column includes the enrollments of business subjects in the 108 high schools which were not classed as having a Business Department because only one of the major subjects were taught. Although, there were several schools which had classes in General Business or Business Arithmetic in combination with one of the majors. All these enrollments were tabulated from the 308 principals' reports from schools which taught one or more business subjects in North Carolina. Percentages indicate the proportion of boys or girls to the total of the enrollments in the subject.

Almost two-thirds of the enrollments in business subjects in the high schools of North Carolina are girls, or to be more exact, 61 per cent are girls. The percentage of girls in all subjects in high school in North Carolina is 53.5.⁴ The only subject in the business departments in which more boys were enrolled was salesmanship, and in that the difference was small--53.5 to 46.5 per cent. Second-year bookkeeping was evenly divided--exactly 50 per cent boys and 50 per cent girls, but more girls were enrolled in first year bookkeeping--54.2 to 45.8 per cent. The dislike for shorthand by boys is well proved by the percentage of enrollments, which shows that only 17 per cent of the enrollments are boys. Probably this is too large a percentage in proportion to the value that shorthand may be to boys. Table V will give a more detailed comparative picture of the enrollments as to sex.

In 1937-38 the total enrollments for white children in the high schools of North Carolina were 173,656 as compared with 22,935 students taking business subjects in 1938-39. This will not give an exact comparison because of the difference of one year, but it will be fairly representative. It shows that about one student

4 Biennial Reports, op. cit., 1936-38, p. 56.

in eight in high school was taking business training in some form. This may appear to be a rather small percentage, but it will seem more reasonable if it is considered that most of the business subjects were taken only in the last two years of high school where the enrollments were considerably less than in the first two years. Probably the percentage of those who have had business subjects by the time they have graduated would be much larger.

Schools that have teachers teaching one class and supervising another. Probably here is revealed the outstanding weakness in the teaching of business subjects in North Carolina. Nineteen, or 15.6 per cent, of the schools replying to the questionnaire permitted or required teachers to teach one subject and at the same time try to teach or supervise typewriting. Nine schools had the combination of shorthand and typewriting in the same period, and ten had the combination of typewriting and some other business subject. Such conditions are probably caused by insufficient typewriters to handle all of the students in the number of classes that the time of the teacher will permit. However in the same questionnaire only 18.5 per cent of the business teachers indicated that the number of typewriters was insufficient.

Do teachers from other departments teach in the business department? Of the 122 schools replying to the questionnaire, 43 had teachers from other departments teaching subjects that belonged in the business departments. However, this is not so bad as it may first appear, for only social-business subjects were taught by them, except one class in typewriting, only one class in shorthand and two classes in bookkeeping. The combination of mathematics and general business was the most common. General business was taught by 19 mathematics teachers, four science teachers and three English teachers. The other combinations were so varied that they are not given here.

Is the Business Department still used as a "dumping ground"? It has often been said that the business department was used as a "dumping ground" for the students who did not have the ability to pass the traditional academic subjects of the high school. In this survey an effort was made to find the opinion of the business teachers. Of the 119 heads of the departments replying to this item, only 22, or 22.7 per cent, thought that their department was used as a "dumping ground". They were also asked to give their opinion as to the comparative rating of the mental ability of the students in their department.

Following is the rating given by 122 returns:

Higher	23	18.6%
Average	93	76.6%
Lower	6	4.8%

According to this the business departments are getting students of a little above average ability. Probably there is very little difference.

Number of periods a day taught by Business Teachers and the length of the periods. The teachers of the State were asked to give the number of periods they were teaching each day. The following figures give the results:

Number of periods	2	3	4	5	6	7	8
Teachers	3	4	6	78	70	12	1

Average number of periods taught by each business teacher was 5.4.

It was found that many teachers taught more than five periods a day. One explanation for this may be that seven of the schools allowed only 30-minute periods for shorthand and typewriting while other subjects were allowed 60 minutes. The usual plan for this is that shorthand is to be taught thirty minutes, and then the same class is taught typewriting thirty minutes. It seems that some school administrators still think that typewriting and shorthand both can be crowded into a one-hour period. The average number of periods taught

by each business teacher was 5.4, and the average number of students per class was 22.2.

The reports from the principals of the high schools showed that of the 194 schools having business departments, 147 or 75.8 per cent, had periods of 55 to 60 minutes. Seventeen, or 8.8 per cent, had 45-minute periods.

Response to the suggestions for improvement of Business Education in North Carolina. Since there has been considerable question as to the efficiency of the organization of the curriculum of business Education in North Carolina for the last few years, the teachers were asked to rank the value of the suggestions for the improvement of business education, most of which were closely related to the new philosophy of a more general or socialized instead of a more specialized curriculum. These suggestions may be found in Appendix II, and the results are tabulated in Table VI.

It is interesting to note that many of the teachers favored a broader and more general course but few indicated that there should be less emphasis placed on the vocational skills. Table VI shows that 41 teachers gave "More emphasis on social-business subjects" first place, while "Less emphasis on vocational skill subjects" was given only five first places, or a total weighted

Table V I

RATINGS GIVEN TO THE SUGGESTIONS FOR IMPROVEMENT OF BUSINESS EDUCATION IN NORTH CAROLINA*

Suggestions	First Rank	Second Rank	Third Rank	Weighted Rating**
Less emphasis on vocational skill subjects***	5	8	3	34
More emphasis on Socio-Business subjects	41	37	18	215
More emphasis on clerical skills other than Shorthand, Typewriting and Bookkeeping	21	31	30	155
More emphasis on Consumer Economics	19	30	30	147
A required course of personal use typewriting of all students	23	15	19	118
A full time State Supervisor of Business Education	27	14	28	137

*The question was asked in the questionnaire (see Appendix II), "Which of the following suggestions would you recommend for the improvement of commercial education in North Carolina?" and they were asked to "rank the three most important ones in the order of their importance."

**The "Weighted Rating" was secured by giving a weight of 3 to each first place, 2 to each second place, and 1 to each third place.

***Four teachers changed "Less" in this suggestion to "More" and gave it first place. Four did not rank this one at all but wrote "No".

Only 140 teachers gave these ratings, and some of them did not give second or third rating.

rank of 215 for the former and only 34 for the latter. This indicates that the teachers think that more emphasis should be placed on a more generalized training, but when they are put to the test of recommending less emphasis on such subjects as bookkeeping, shorthand, and typewriting, they are not so enthusiastic. Probably some explanation for this is that the teachers may think fewer students should be trained in the traditional skill subjects, but those who are trained should be required to achieve more proficiency. There is already considerable complaint about the inefficiency of students trained in the high school commercial departments.

To the suggestion, "More emphasis on clerical skills other than typewriting, shorthand and bookkeeping," 21 of the 140 teachers, whose ratings were complete enough to be used, gave first importance, and a score of 155 was given in the weighted rating. Probably the high rating on this was influenced by the fact that the teachers have realized that there is more opportunity for high school graduates to fill clerical positions than the actual bookkeeping and stenographic positions.

There has been considerable interest in consumer economics, judging from the publications and discussions, but there has been little done in the way of giving it a place in the curriculum. As shown in

Table VI, nineteen of the 140 teachers gave "More emphasis on consumer economics" first rank, and a weighted rating of 147. There is nothing unusual about the rank, but when it is noted that there is no record of even one class in consumer economics being taught in North Carolina, then there must be some need for a revision of the commercial curriculum.

Twenty-three of the teachers thought that "A required course in personal use typewriting of all students" was the most important suggestion. The weighted average was 118. Not one of the 123 schools replying to the questionnaire listed such a course. Probably this would have secured a much higher rating if the suggestion had been for an elective course instead of a required course. Three of the teachers changed the suggestion to "elective" instead of "required" and then gave it a rating, but these irregular ratings were not included in the tabulations.

The last suggestion, "A full-time State Supervisor of Business Education" gave indications that there is some demand for constructive supervision and representation. This was second in the number of first places, with a weighted rating of 137. However a few teachers showed their disapproval of such an idea by marking out the suggestion or by writing "no" in such a way that

they seemed to be rather emphatic about it. Two placed a condition to it by stating that "If a good one can be found." The following statements may well illustrate the attitude of several teachers: "Competent teachers don't need the interference of high-priced, rambling snoopervisors. A reasonable load and a salary that will justify a reasonable amount of summer school courses would be infinitely better." It was interesting to note that this teacher's report on the amount of college training that he had received excelled that of any of the teachers reporting. Another teacher stated "No. Every time you get a new supervisor you have another principal's report. Now have 35."

Methods of Shorthand taught in North Carolina.

There has been some discussion and question as to the number of schools in the State using the Functional Method Shorthand. Of course, according to the State course of Study and the adopted textbooks, all teachers were supposed to have been teaching the Functional Method; but there were, no doubt, some that did not care to make the change. Of the 122 schools replying to the questionnaire only 114 reported on this question. Table VII shows that 100, or 87.7 per cent, of the 114 reporting were using the Functional Method. This is a tremendous change to a new method, when it is considered that it has

Table VII

METHODS OF SHORTHAND TAUGHT

Method	Number of Schools	Per cent of Total
Functional	100	87.7
Traditional	11	9.6
Direct	1	.9
Combination	2	1.8
Total	114	100.0

been only four years since the Functional Method of teaching Gregg Shorthand was introduced in this State. Also, it is evident that almost all the teachers were taught by the traditional method, and it is a conceded fact that teachers tend to use the method by which they were taught. These figures probably do not give an illustration of the true attitude of the teachers toward the new method. Many that are teaching the Functional Method would still be teaching the traditional method if they were given the same advantages in the selection of textbooks. Only the Functional Method textbooks are furnished for rental by the State. Teachers who use other texts must make other arrangements for their students to secure textbooks.

Statistics and regulations of the Indiana Board of Education. The teaching of business teachers in their schools was reported to be satisfactory that as judged by the amount of college work reported by the returns of the questionnaire sent to the business teachers of the State. However, a more significant indication of the favorable status of their training was the number who reported having high school above "A" certification. Of the 271 teachers reporting on this part of the questionnaire,

1 Regulation governing Certification for Teachers in North Carolina, Raleigh, 1908, p. 8.

Chapter VI

EXPERIENCE AND PROFESSIONAL TRAINING OF NORTH CAROLINA BUSINESS TEACHERS

Most of the information in this chapter was taken from the high school principals' reports for the school year 1938-39, and from a questionnaire sent to the business teachers of the North Carolina public high schools near the end of the school year 1939-40. The questionnaire was not sent directly to the teachers but was sent to the heads of the departments, who were asked to have them filled and returned. Of the 262 business teachers to whom the questionnaire was sent, returns were received from 177, or 67.5 per cent. A reference to the copy of the questionnaire in Appendix II will give the best explanation of the purpose of this chapter.

Degrees and Certificates of the Business Teachers.

The training of business teachers in North Carolina was revealed to be comparatively high as judged by the amount of college work reported on the returns of the questionnaire sent to the business teachers of the State. However, a more significant indication of the favorable status of their training was the number who reported having high school class "A" certificates. Of the 171 teachers reporting on this phase of the questionnaire,

1 Regulations governing Certification for Teachers in North Carolina, Bulletin Number 36, p. 9.

Table VIII

TRAINING OF NORTH CAROLINA BUSINESS TEACHERS

	Number	per cent
Bachelor's Degree	150	87.7
Master's Degree	9	5.3
Not having a degree	12	7.0
<hr/>		
Total reporting on this item	171	100.0
<hr/>		
Number having two Bachelor's Degrees	12	7.0
Number having graduate work but not a Master's Degree	22	12.9
Number having a High School "A" Certificate	171	100.0

This information was tabulated from the 177 returns of the questionnaire sent to 262 business teachers in North Carolina. Only 171 completed this item.

E. Ross Green Anderson, A Study of Business Education in the Public High Schools of North Carolina, and associated Master's Thesis, University of Kentucky, 1937, p. 48.

A later mimeographed sheet from the State Department of Education, Modifications of Certificate Requirements, shows that this number was reduced from 40 semester hours in 1937 to 35 semester hours.

all reported having such certificates. Since the requirements for an "A" certificate in this State are rather high, this indicates that the training is correspondingly high. The certification requirements for an "A" certificate to teach business subjects in North Carolina, as quoted from the State Regulations,¹ are:

II The subject material requirements for the teaching of any subject should be:

-
 7. For commerce 45 semester hours.
 This shall include
 a. Stenography
 b. Typewriting
 c. Bookkeeping
 d. Office Management*

In 1936-37 a study made by Anderson² showed that there was only one business teacher in North Carolina who had a Master's Degree. In three years the number has increased to nine, as is shown in Table VIII. Two others reported the equivalent of a Master's Degree, and one reported the equivalent of a Doctor's Degree. Two reported work that appeared to be sufficient in number

¹ Regulations Governing Certification for Teachers in North Carolina, Bulletin 36, p. 9.

² Ross Creech Anderson, A Study of Business Education in the Public High Schools for White Children in North Carolina, and unpublished Master's Thesis, University of Kentucky, 1937, p. 42.

*A later mimeographed sheet from the State Department of Education, Modifications of Certificate Requirements, shows that this number was reduced from 45 semester hours in commerce to 36 semester hours.

of hours for a Master's Degree. Twenty-two reported that they had taken some graduate work in the field of business education, and this added to the nine who had Master's Degrees gave a total of thirty-one who had taken graduate work.

An examination of Table VIII shows that of the 171 teachers reporting on this item of the questionnaire sent to them, 150 had Bachelor's Degrees and this number added to the nine Master's Degrees, since it may be assumed that all who had Master's Degrees also had Bachelor's Degrees, gave a total of 159, or 93 per cent, of the 171 reporting. A similar study made by Norton³ in Louisiana showed that 7 per cent of the business teachers of that state did not have degrees. Even though the percentage is the same as for this State, the Louisiana Study was made three years before this study. In 1935-36 Turrille⁴ found that only 75.5 per cent of the business teachers in Nebraska had Bachelor's Degrees and 5 per cent had Master's Degrees.

Twelve of the 171 teachers reporting on this part of the questionnaire had two Bachelor's Degrees. That is,

³ Norton, op. cit., p. 60.

⁴ S. J. Turrille, The Status of Commercial Teachers in Nebraska, The Balance Sheet, March 1939.

one teacher may have had a Bachelor of Science Degree from one school and a Bachelor of Arts Degree from another, or two Bachelor of Arts Degrees from different schools. No teacher reported having two Bachelor of Science Degrees. Probably most of those holding two degrees were teachers who finished the work required for a degree in one field and then recognizing the opportunity afforded by the scarcity of teachers in the business departments of the high schools, took work in some other college which would meet the requirements for a certificate for teaching business subjects.

At other places in this chapter it is stated that sufficient training to meet the requirements for securing a certificate to teach business subjects was not offered in this State until about ten years ago. However, some teachers received "blanket" certificates which allowed them to teach any subject in high school. Then they took short courses in business colleges and secured positions as business teachers. Probably most of the business teachers of fifteen years ago were teaching on such certificates. In 1930 the State Department of Certification ceased to issue the "blanket" certificate and since have issued certificates which designate only the subjects that the teacher was qualified to teach.

Colleges attended by North Carolina Business Teachers. Table II shows the colleges attended by the 168 teachers who gave the college from which they received their training. Nine of the 177 teachers who returned the questionnaire sent them did not give this information. There were more colleges attended by the 168 teachers than is given in the table, since several of the teachers attended more than one, but an effort was made to list the college from which they received the major part of their training. There are 34 colleges listed on the table, but only four of them furnished 108, or 71.4 per cent, of the 168 teachers.

In Table X the teachers are listed according to the state in which they took their training. It shows that a rather large percentage of the business teachers received their training in colleges outside the State. However, when it is considered that training for business teachers has been offered in this State for only about ten years and that it has been less than ten years since the first business teacher's certificates were issued to teachers who received their training in this State, then it can be realized that there has been considerable progress. A study of Table XI will reveal that the percentage of teachers being employed in the State, who received their training in North Carolina

Table IX
 COLLEGES ATTENDED BY THE BUSINESS TEACHERS
 OF
 NORTH CAROLINA

College	Number Attended
Woman's College of the University of N. C.	54
Bowling Green Business University	35
Winthrop	16
Catawba	13
Western Carolina Teacher's College	7
Lenoir Rhyne	6
University of Georgia	3
Eastern Kentucky State Teachers College	3
East Carolina State Teachers College	2
Elon	2
Duke	2
Salem	2
Appalachian State Teacher's College	1
University of Kentucky	1
Meredith	1
Georgia State College for Women	2
Ohio Wesleyan	1
University of Florida	1
Converse	1
Erskine	1
Tusculum	1
Rider	1
Columbia University	1
Newbery	1
High Point	1
Murray State Teacher's College (Kentucky)	1
University of South Carolina	1
Rio Grande	1
Lagrange College	1
Peabody (Nashville, Tennessee)	1
University of Pennsylvania	1
University of Alabama	1
University of Nebraska	1
Mississippi State College for Women	1
Total for 34 Colleges	168

Nine teachers did not report on this item.

colleges, is increasing. The longer they have been teaching business subjects the smaller the percentages of those who received their training in this State. Of the twenty-nine reporting that they were teaching business subjects their first year, twenty-two, or 75.9 per cent, indicated that they received their training in North Carolina colleges. Such changes are, no doubt, the result of changes in the facilities for securing such training. Within the last ten years eight colleges have started sufficient teacher-training courses to permit their graduates to secure certificates for teaching business subjects in North Carolina. These colleges are the Woman's College of the University of North Carolina, East Carolina Teacher's College, Western Carolina Teacher's College, Lenoir Rhyne, Elon, Catawba, High Point, and Queens.⁵

Of the 168 teachers who reported the colleges from which they secured their training, 91, or 54.2 per cent, were trained in eleven North Carolina colleges. Fifty-four, or 59.3 per cent, of the 91 were trained at the Woman's College of the University of North Carolina. The number trained in other colleges, both in the State and out of the State, can be found in Table III. Forty,

⁵ Letter from the Department of Certification, Raleigh, North Carolina.

Table X

STATES IN WHICH 168 NORTH CAROLINA BUSINESS
TEACHERS RECEIVED THEIR TRAINING

State	Number of Colleges	Number of Teachers	Percentage Of Total
North Carolina	11	91	54.2
Kentucky	4	40	23.8
South Carolina	5	20	11.9
Georgia	2	5	3.0
All others	12	12	7.1
	34	168	100.0

or 23.8 per cent of the 168 teachers were trained in Kentucky. Thirty-five of the 40, or 90 per cent, were trained at Bowling Green Business University at Bowling Green, Kentucky. It has been said that at one time more than 50 per cent of the business teachers of North Carolina were trained at Bowling Green. Although South Carolina is an adjoining state, it furnished only one-half as many teachers to the North Carolina High Schools as did Kentucky. Sixteen, or 80 per cent, of the twenty teachers from South Carolina colleges were trained at Winthrop.

In contrast, it may be noticed that not one of the 168 teachers reported training from a Virginia college.

There may be some question as to how teachers can be teaching business education when they received their training from colleges other than those which have teacher training for business teachers. By referring to the questionnaire, which is given in the appendix, it can be seen that there is space for the entrance of three different kinds of training: under-graduate, graduate, and business college. Some teachers filled all three spaces. Thus it was difficult to determine which college to list as the one from which they received their degree, or from which they received the major part of their training, was the one listed, which gave them certificate credit.

Table XI

NUMBER OF TEACHERS OF DIFFERENT EXPERIENCE
LEVELS TRAINED IN NORTH CAROLINA AS
COMPARED WITH ALL REPORTING

Years of Experi- ence	Number Report- ing	Number Trained in N. C. Schools	Percentage Trained in N. C.
1	29	22	75.9
2	27	20	74.1
3	21	13	61.9
4	17	10	58.8
5	17	5	29.4
6	10	6	60.0
7	13	3	23.1
8	2	1	50.0
9	5	1	20.0
10-14	19	4	21.1
15-19	7	4	59.1
20	7	2	28.7
	174	91	54.7

Reynolds High School in Winston-Salem, the largest school to report; and the next was 25 years reported by a

Teaching Experience of North Carolina Business Teachers. A study of Table XII reveals that the teaching experience of the 174 business teachers who reported the amount of their experience is rather low. Fifty-six, or 32.1 per cent, had no more than one year's experience, exclusive of the year in which they were then teaching. Twenty-nine, or 16.6 per cent, were teaching their first year in the school from which they reported. The average experience of the 174 teachers in the position from which they reported was 4.3 years, including the year 1939-40 when this survey was made.

It is interesting to compare the difference in the amount of experience of the teachers in the larger schools and the smaller schools. Table XIII shows that 46 teachers in the 16 schools with enrollments of more than 1000 students had almost three times the experience in the "present position," in the teaching of business subjects, and in the total teaching experience as did the 30 teachers in the 30 schools with enrollments of less than 206 students. The two teachers reporting the longest periods of experience in the same schools were the two largest schools. The longest period, which was 30 years, was reported by a teacher in the R. J. Reynolds High School in Winston-Salem, the largest school to report; and the next was 25 years reported by a

Table XII
 NUMBER OF BUSINESS TEACHERS AT DIFFERENT EXPERIENCE LEVELS

Years of experience	Number in Present position		Business Teaching Experience		Total Teaching Experience	
	Number	Percentage	Number	Percentage	Number	Percentage
1*	41	23.6	29	16.6	26	15.0
2	38	21.8	27	15.6	26	15.0
3	26	15.0	21	12.1	16	9.2
4	17	9.8	17	9.8	13	7.4
5	16	9.2	17	9.8	16	9.2
6	7	4.0	10	5.8	13	7.4
7	5	2.9	13	7.5	7	4.0
8	2	1.1	2	1.1	5	2.9
9	4	2.3	5	2.9	7	4.0
10-14	13	7.5	19	10.9	18	10.3
15+	5	2.9	14	8.0	27	15.6
	174	100.0	174	100.0	172	100.0

*In the "total experience" column more teachers tend to be listed in higher experience levels.

Table XIII
EXPERIENCE OF BUSINESS TEACHERS IN HIGH SCHOOLS OF DIFFERENT SIZE

Enrollment of School	Number of teachers	Number of Schools	Average experience in Present Position	Average Business Teaching Experience	Average experience in present Position
Below 200	30	30	2.8	3.7	4.6
200- 499	61	57	3.1	4.4	5.6
500--999	37	19	4.7	6.6	8.1
1000 /	46	16	6.3	9.3	11.1
	174	122			
Average experience for the 174 teachers			4.3	5.7	7.5

This information was taken from the returns of the questionnaire sent to the Business Teachers.
See Appendix III

teacher from Central High School in Charlotte, the second largest school. The teacher with the longest period of experience received her training at Eastman's Business College in New York and took graduate work at other colleges, and the other received her training at Bowling Green Business University and took graduate work at other colleges also.

All the sixteen schools with enrollments of more than 1000 students have nine-months terms, while almost all, if not all, the 30 smaller schools have only eight-months terms. The longer working period plus the supplement paid by most of the larger schools, no doubt, attract the better teachers who intend to make a profession of teaching. As a result they teach longer and make fewer changes than the teachers of the smaller schools. The larger schools are able to make better selections of their teachers, leaving the less desirable and inexperienced teachers for the smaller schools. Many of these teachers plan to teach only until they get married or secure other positions.

Business Experience of North Carolina Business Teachers. There have been considerable writing and discussion as to the value of actual business experience of those who are to teach business subjects. Some go so far as to advocate that all business teachers should

Table XIV

BUSINESS EXPERIENCE OF NORTH CAROLINA
BUSINESS TEACHERS

Period of Experience	Book-keeping position	Steno-graphic position	Sales position	Other positions
Less than 3 months	2	6	3	0
3* to 6 months	4	9	8	5
6 months to a year	6	14	4	3
1 to two years	10	17	5	1
2 to three years	5	13	2	3
3 to four years	5	6	2	1
4 years and over	5	6	1	0
Total	47	71	25	13
Total positions reported				156

*The first figure down this column is inclusive but the second is not.

experience. Thus, of the 177 teachers who replied to the questionnaire, 63.3 per cent had business experience. This would probably be considered a rather high percentage. In a similar study made by Anderson in 1936-37, 59.8 per

be required to have business experience closely related to the subjects they are to teach. Others think that it makes little difference in teaching ability.

There is no way of arriving at a satisfactory conclusion as to the value of business experience, from the data secured in this study. It was noted from the answers to the questionnaire that a much larger percentage of the teachers from the larger schools had business experience than did those of the smaller schools, but a reason for this could be that the teachers in the larger schools had been teaching longer and thus would have had more opportunities to secure business experience. Also, the teachers in the larger schools and towns had a better chance of securing practical experience in office work because of the availability of such work in the larger towns.

There were 156 office positions reported in which the teachers had received experience. Since 32 of the teachers reported experience in two of the positions and six reported experience in three of the positions, only 112 teachers reported that they had actual business experience. Thus, of the 177 teachers who replied to the questionnaire, 63.3 per cent had business experience. This would probably be considered a rather high percentage. In a similar study made by Anderson in 1936-37, 59.6 per

cent of the 94 teachers who replied to his questionnaire had business experience.⁶ The percentages correspond very closely, especially for one to have been made three years later than the other.

Of the 156 positions reported, only 16 per cent were sales positions, as compared with 30 per cent for bookkeeping positions and 45.5 per cent for stenographic positions. It is surprising that so few teachers had experience in sales positions, since studies show that there are many more sales positions available. The specialized training of most business teachers makes them more in demand for the stenographic and bookkeeping positions. The high percentage of teachers with stenographic and bookkeeping experience indicates that they are probably better qualified to teach these subjects. An analysis of Table V reveals that 70 per cent of the enrollments in business classes are in these subjects, typewriting and shorthand both being considered stenographic subjects. Table XIV will give a more detailed picture of the actual office experience of North Carolina Business Teachers. The data in this table was taken from the returns of the questionnaire sent to 262 business teachers.

⁶ Anderson, op. cit., p. 65.

Extra-curricular activities. Probably no other class of teachers is called upon to handle so many extra-curricular activities as the business teacher in North Carolina. Usually the business departments of the high schools were not very badly crowded in the early stages of their development, hence the teaching duties of the business teachers were not so heavy as those of the other teachers. As a result the business teacher became the victim of an over-load of extra-curricular activities. In many cases the plan was to have only two or three classes in the business department, and a teacher was hired to divide her time between teaching and work in the superintendent's or principal's office. Then, no doubt, another factor that considerably influenced the duties of the business teachers was the fact that most of the administrators were men who received their training in liberal arts colleges and did not have a very favorable attitude toward the business subjects. Also, the training of the business teachers especially adapted them for much of the extra-curricular work, such as secretary or treasurer of the different clubs and organizations, work in the office, and the mimeographing and preparation of school publications. Table XV gives the extra-curricular activities of the 177 teachers who returned the questionnaire. Within the last five years many of the high schools have begun

Table XV

EXTRA-CURRICULAR ACTIVITIES

Activity	Number Reporting
School newspaper	43
Advisor of class activities	24
Business Club	21
Coaching or assistance in athletics	16
Annual or year book	8
Office work	8
Dramatics	7
School store	6
High school treasure	6
Girls' Reserve Club	5
Literary society and debating	5
Typing Club	4
Mimeographing program	4
Beta Club	4
High-Y	3
Glee Club	3
Dancing Club	2
Monogram Club	2
Guidance	2
Student council advisor	2
Student government	2
Business Manager for school	2
Book room	1
P. T. A. secretary	1
N. C. E. A. district secretary	1
High school band	1
Junior Red Cross	1
Handbook	1
Travel Club	1
Distributive education activities	1
Play for all musical activities	1
Lunch room	1
Total Activities 35	Total reported 191

Two teachers reported three activities, 31 reported two, and 125 reported one activity. Thus, 158 teachers reported extra-curricular activities, or 89.2 per cent of the 177 who returned the questionnaire.

the publication of school newspapers or magazines. Since most of them are mimeographed, the work is done by the business department under the sponsorship of the business teacher. Thus 43, or almost one-fourth of the 177 teachers are aiding in their preparation. Few people realize the amount of work required to get a group of high school students to do the typing and mimeographing of a school paper in a fairly acceptable manner.

Twenty-four reported that they sponsored business clubs. Sixteen of these reported that they sponsored commercial clubs and one reported that she sponsored a typing club, but because of the close relation they were all tabulated under business clubs. Since most of the larger schools of the State replied to the questionnaire, and since most of the commercial clubs are, no doubt, in the larger schools, probably this is just about all such clubs in the State.

A study of Table XV reveals that there were thirty-five different activities reported. There were 191 reports of activities, but 33 teachers reported two activities. This would leave 158, or 89.2 per cent of the 177, who reported that they were participating in some form of extra-curricular activities.

North Carolina Business Teachers Who have attended Business Colleges. The number of business teachers who

have attended business colleges is decreasing, as shown by comparing the results of this survey with the one made by Anderson⁷ in 1936-37. He found that of the 94 teachers who replied to his questionnaire 27, or 28.7 per cent, had received some of their training in business colleges. Of the 177 teachers replying to the questionnaire for this study, only 37, or 20.9 per cent, received some of their training in business colleges, which showed a decrease in percentage of 7.8 in three years. This decrease can be attributed to two significant factors. First, the department of education no longer issues the "blanket" certificate which permits a teacher to teach any subject in the high school regardless of the amount of training. This has eliminated the possibility of securing a certificate which permits the teaching of business subjects when the only training of a specific nature is a few months in a small business college. Second, the increase in the training facilities for business teachers has furnished a more professionally trained group of teachers.

Thirty-seven teachers mentioned in the preceding paragraph received their training in 27 different business colleges, eleven of which were in North Carolina. The largest number attending one school was four who attended

⁷ Anderson, op. cit., p26.

Draughon's, but since these attendances were in three different schools of the Draughon chain, they may not be considered to be one school. The Salisbury Business College and the Durham College of Commerce were each attended by three. Strayer's of Washington, D. C., Hardbarger's of Raleigh, and King's of Charlotte were attended by one teacher each. The remaining 21 schools were attended by one teacher each. If those who received their training at Bowling Green Business University at Bowling Green, Kentucky, were included in these figures, the percentage would be much higher. Although it is a private business college, it is not usually thought of nor classed as one. Only a few of the teachers who replied to the questionnaire classed it as such, and Anderson also omitted it from the business schools in his study.

The average time spent in the business colleges by the thirty-three teachers who completed this item was 8.5 months, or almost two semesters.

Salaries of North Carolina Business Teachers. The same state salary was paid to all teachers regardless of the subjects they were teaching or the locality in which they were working. There was little variations except for training and experience, and the training does not affect the business teachers, for they all, according to the replies to the questionnaire, had sufficient train-

ing to give them the maximum certificate rating. The experience increment was based on the total experience and not on the experience in teaching business subjects alone. The salary schedule for all teachers with "A" certificates and teaching in state-operated schools was as follows:⁸

Experience	0	1	2	3	4
Salary	96.00	99.50	103.00	107.50	110.00
Experience	5	6	7	8	
Salary	115.00	118.50	122.00	126.00	

It was shown in Table XIII that the average total experience of business teachers was 7.5 years. This figure included the "present year" in which this survey was made, while the salary schedule above does not. This and the fact that several of the teachers had taught several years past the maximum for salary increments reduced the average experience as applied to the salary schedule to approximately five years. This would give an average salary of \$115.00 a month, or \$920.00 for the school year of eight months paid for by the State. Eighty per cent of the school systems in towns of 5,000 population⁹ and above have a ninth month paid for out of funds raised by local taxation which must be

⁸ Interpretations of the State Salary Schedule, a mimeographed sheet, State Department of Education, Raleigh, North Carolina.

⁹ 1930 Official Census.

approved by a vote of the people of the town.¹⁰

Twenty-one of the larger towns also paid a supplement of around 15 per cent above the state salary, besides the ninth month. A few teachers teach adult classes and night classes for which they are paid extra. Thus, it is estimated that the average salary of North Carolina business teachers is about \$1050.00 a year.

10 Units having Supplementary Taxes for Current Expense, A mimeographed sheet, Department of Education, Raleigh, North Carolina.

Development of Business Education in North Carolina

Training for business was of small value through out the difficult to determine just what was done in the first fifteen years, no doubt, passed to the apprenticeship system, by private teachers, and at some times, probably a little training in bookkeeping, business arithmetic, and penmanship was given in the early State Grammar Schools.

The first record we have of training for business being offered by schools in North Carolina is that bookkeeping, shorthand, penmanship and business arithmetic were taught in the academies early in the nineteenth century. In 1801 Hillsboro Academy offered bookkeeping and in 1802 Salisbury Academy offered bookkeeping, penmanship, and shorthand was offered by a private teacher in

Chapter VII

SUMMARY AND CONCLUSION

For those who do not care to, or who do not have the time to, read this thesis in detail, a summarization of the most important findings in a search for pertinent data as to the development and status of business education in North Carolina is given. Conclusions and recommendations based on the study and analysis of the data gathered in the preparation of this thesis are given in the last part of this chapter.

Development of Business Education in North Carolina. Training for business was of such slow growth that it was difficult to determine just when and how it was first given. There are few records to prove such, but the first training was, no doubt, secured by the apprenticeship system, by private teachers, and by home study. Probably a little training in record keeping, business arithmetic, and penmanship was given in the early Latin Grammar Schools.

The first record we have of training for business being offered by schools in North Carolina shows that bookkeeping, shorthand, penmanship and business arithmetic were taught in the academies early in the nineteenth century. In 1801 Hillsboro Academy offered bookkeeping and in 1819 Salisbury Academy offered double entry bookkeeping. In 1804 shorthand was offered by a private teacher in

Raleigh, North Carolina. Since the academies offered about the only means of securing formal training for business during the century of their dominance in the field of education, the business course had taken a place in the academies similar to the place it has taken in the high schools of today, except that it was not so extensive. A large percentage of the business teachers in the academies received their training at Bryant & Stratton's Business College in Baltimore. Others were penmanship teachers who had taken a short course in bookkeeping or shorthand.

To take the place of the vanishing academies near the end of the nineteenth century, two types of schools were established: the private business college and the public high school. The business college offered most of the business training, leaving the academic training to the high schools. The business colleges had a tremendous growth until about the end of the first quarter of the twentieth century. By that time high schools were springing up over the State. Soon they began to offer business courses along with the academic courses. This, no doubt, checked the increase of the business colleges and in many cases decreased their enrollments.

There were a few courses in the nature of business training offered in the high schools earlier but the

growth was not significant until about 1915. The following figures will give a stistical picture of the increase in the enrollments in business courses in the high schools of North Carolina: In 1907-08 only 38 enrollments were reported; 1911-12, 142; 1915-16, 231; 1921-22, 3,134; 1927-28, 7,851; 1931-32, 14,173; 1935-36, 22,906; and 1938-39, 34,403. The enrollments of the three major subjects--shorthand, typewriting, and bookkeeping,-have shown a steady increase, with typewriting increasing considerably faster than the others. The enrollments in the social business subjects, especially general business, have shown a considerable increase in the last ten years. Business arithmetic increased steadily until about five years ago, and since then the enrollments have shown a decrease.

Status of business education in the high schools of North Carolina. Most of the information as to the status of business education in North Carolina was obtained from the 1938-39 high school principals' reports, which were filed in the office of the State High School Supervisor at Raleigh, and from questionnaires sent to the heads of business departments of the high schools and to the business teachers. Both questionnaires were sent to the heads of the departments and they were asked to have the teachers in their departments fill in the one for the teachers, and return them both.

The information taken from the principals' reports was very complete, since all principals were required to file a report giving data as to the subjects and enrollments in the different subjects. During the school year 1939-40 the questionnaires were sent to the schools that offered two of the three major business subjects. In this study schools were not classed as having a business department unless two of the three major business subjects were offered. Business subjects were offered by 308 schools, but only 194 offered the two major business subjects. Of the questionnaires sent to the 194 schools, returns were received from 122, or 62.8 per cent, of them and from 177, or 67.5 per cent, of the 262 business teachers in the 194 departments.

It was found that all the 194 schools offered typewriting while 81.1 per cent offered bookkeeping and 76.8 per cent offered shorthand. Of the schools which offered the first year of either of the three major subjects, 25.3 per cent offered second-year bookkeeping, 34.2 per cent offered second-year typewriting.

According to the study, practically all of the business subjects except general business were offered in the third and fourth years of high school. Of the schools which offered general business, 51.3 per cent placed it in the second year, and a few offered it in

the first year. A few business classes had enrollments of fifth-year high school students. Some schools allowed post-graduate students to enroll, and a few of the larger schools had a twelfth grade. The enrollments in business subjects were 61 per cent girls as compared with 53.5 per cent for all subjects.

The outstanding weakness in the curriculum for business training was the fact that 15.6 per cent of the schools replying to the questionnaire permitted or required business teachers to teach one class, usually shorthand, and at the same time supervise typewriting. This evidently was caused by teaching loads that were too heavy or by lack of typewriters to take care of more students in actual typewriting classes. It was found that 18.5 per cent of the schools reported that they had insufficient typewriters to care for all students who wanted typewriting. Seven schools still offered shorthand and typewriting both in a period of one hour, or thirty minutes for each.

Mimeographs were found in 76.2 per cent of the schools while only 46.7 per cent of the schools had an adding machine. There were few of the schools which had sufficient equipment to give training in the use of office machines.

Indications are that the business department is no

longer generally used as a "dumping ground" for the low type students, as only 22.7 per cent of the teachers reported such to be the case in their schools. As to the mental ability of students in the business departments, 18.6 per cent of the heads of the departments reported their students to be higher than the average of all students of the high school, 76.6 per cent reported average ability, and only 4.8 per cent reported their students to have lower ability.

A number of suggestions for the improvement of business education in North Carolina were listed on the questionnaire, and the teachers were asked to rate them in the order of their importance. These ratings revealed, among other things, that the majority of the teachers thought that more emphasis should be place on the social business subjects and on the clerical skills other than typewriting, shorthand and bookkeeping. However, they did not seem to think that there should be any lessening of emphasis on the degree of efficiency required in the traditional subjects, but that fewer students should be enrolled in those subjects, especially shorthand. Many teachers revealed considerable interest in a course in consumer economics, but no school in the State reported having such a course. Several teachers thought that a State Supervisor of Business Education should be provided, but on the other hand, a few seemed

rather doubtful about the value of such a suggestion. The suggestion for a required course in personal use typewriting received a rather high rating, but no classes were reported.

Experience and professional training of North Carolina business teachers. In view of the fact that teacher-training on the college level for business teachers has been offered in the State only for the last ten years, business teachers are comparatively well trained. All the teachers who replied to the questionnaire had high school class "A" certificates. Ninety-three per cent of them had degrees, 5.3 per cent had Master's degrees, and 7 per cent had two Bachelor's degrees. They received their training from 34 different colleges, but more than 50 per cent received their training at the Woman's College of the University of North Carolina and at Bowling Green Business University. Slightly more than one-half of the teachers received their training in North Carolina, and a little less than one-fourth received their training in Kentucky. A much larger percentage of the teachers who have been teaching one or two years received their training in North Carolina, while of those who have been teaching 10 to 15 years, only 21.1 per cent received their training in North Carolina. The average experience of business teachers in the position from which they reported was 4.3 years, the

average experience teaching business subjects was 5.7 years and the average total teaching experience was 7.5 years. Many of the business teachers had taught in other fields. Business teachers in the schools of more than 1,000 total enrollment had almost three times the experience in all three phases of experience as did teachers in the schools of 200 total enrollment or less. This indicates that the larger schools secure teachers with more experience and that there are fewer changes in the teaching personnel. The teachers in the larger schools were also found to have more actual office experience than those of the smaller schools. Of the 177 teachers replying to the questionnaire, 63.3 per cent had some business experience.

Conclusion and Recommendations.

1. A comparative analysis of different follow-up studies and of the data secured for this study reveal that too many students were enrolled in shorthand in proportion to the number that were able to secure positions in which they would be required to use shorthand. Thus, fewer students should be enrolled in shorthand, but those who are enrolled should be trained more thoroughly. More of the students who enroll in first-year shorthand should continue it in the second year. Some form of guidance and prognostic testing program, if carefully used, would be of considerable value.

2. Since the teachers indicate so much interest in courses in consumer economics for high school students it is believed that the commercial curriculum could be considerably improved by adding such a course.

3. More schools were giving second-year typewriting in proportion to the number giving first-year typewriting than was the case in any of the other subjects. This evidently means that larger percentages of the students continue second-year typewriting than continue second-year shorthand. More students should take personal-use typewriting or first-year typewriting, but fewer should take second-year typewriting. In most cases there is too much repetition and in other cases too many students are taking the course merely because of the ease of the course and not for the value that they may get from the increased speed. Often a course in general business or consumer economics would be of much more value.

4. No teacher should attempt to teach one class and at the same time supervise another. Evidently this is caused by the lack of typewriters or teaching loads being too heavy. The schools should be more carefully supervised to prevent such practices, but in the meantime the schools should be aided in securing more typewriters and more teachers.

5. Probably one of the best means of overcoming

the conditions mentioned heretofore would be the provision of a full-time State Supervisor of Business Education. A few teachers were rather doubtful about the value of a supervisor, but many revealed considerable interest in this suggestion.

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TO BE FILLED IN BY THE HEAD OF THE DEPARTMENT

1. Name _____ School _____
2. How many of the following machines do you have in the Business Department? .
 _____ Typewriters _____ Adding Machines _____ Comptometers
 _____ Dictaphones _____ Bookkeeping Machines _____ Mimeographs
 Others _____
3. Do you have sufficient typewriters for students who want typewriting? Yes ___ No ___
4. Method of Shorthand taught--Functional ___ Traditional ___ Others _____
5. Are there other teachers in your system who are not considered commercial teachers but who teach one or two business subjects? If so, what business subjects _____ and for what main subject are they hired to teach _____.
6. Do you have any teacher who teaches one class and supervises another at the same time? Yes ___ No ___. If so, what? _____
7. Is your Business Department used as a "dumping ground" for the poorer students, as is often claimed to be the case in many schools? Yes ___ No ___. Do you think the students in your department are of higher ___ average ___ or lower ___ ability than other students in your school system? (Check)
8. Has there been a Job Opportunity or Job Analysis survey made in your town?
 . Yes ___ No ___. When? _____.
9. What is your High School Enrollment? _____.
10. What provision is made in your school for placement of graduates? _____

11. Subjects taught in your department. (Give the number of semesters after the S and the year in which taught after the Y) Bookkeeping S ___ Y ___, Shorthand S ___ Y ___, Typewriting S ___ Y ___, General Business S ___ Y ___, Business Law S ___ Y ___, Business English S ___ Y ___, Others _____ S ___ Y ___.
12. When were Business Subjects first taught in your school? _____. What were the first two subjects taught? _____
13. Any other historical data, sketch, or reference regarding your department or Business Education in the State. (Please use back of sheet if necessary)

APPENDIX II

TO BE FILLED IN BY EACH BUSINESS TEACHER

Name _____ School _____

Number of years in present position _____ (including this year). Number of years experience teaching commercial subjects _____. Total teaching experience _____.

Number of periods you are now teaching each day _____. Subjects you are teaching and number of students in each: Bookkeeping _____, Shorthand _____, Typewriting _____, General Business _____, Business Law _____, Others _____.

EDUCATION:

School	Name and Address of School	Sem. Hours	Credit	Degree
: College or	: N _____	:	:	:
: University	: L _____	:	:	:
: Graduate	: N _____	:	:	:
: School	: L _____	:	:	:

Did you have any of your preparation in a Business College? Yes ___ No ___. If so, give the name of School and address _____, _____, _____ and number of months attended _____. What class of High School certificate do you hold? A ___ B ___ C ___. (Check)

BUSINESS EXPERIENCE: Number of years in bookkeeping or accounting _____, Secretarial and stenographic _____, sales position _____, Others _____.

To what teacher's organizations do you belong? _____.

What extra-curricular activities do you have charge of? _____.

Which of the following suggestions would you recommend for the improvement of commercial education in North Carolina? (Rank the three most important ones in the order of their importance)

Less emphasis on vocational skill subjects.

More emphasis on Socio-Business subjects.

More emphasis on clerical skills other than shorthand, typewriting and bookkeeping.

More emphasis on consumer economics.

A required course of personal use typewriting of all students.

A full-time State Supervisor of Business Education.

THE WOMAN'S COLLEGE
OF
THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO, N. C.

DEPARTMENT OF SECRETARIAL SCIENCE

APPENDIX III

The Head of the Commercial Department:

"The Development and Status of Business Education in North Carolina" is my topic for a thesis in partial fulfillment of the requirements for a Master's degree from the University of North Carolina. Also, I hope to secure and make available up-to-date information that will be valuable to those interested in Business Education.

Will you please take a few minutes of your time to answer the questions "To be Filled in by the Head of the department" and have each teacher fill in the ones "To be Filled in by each Teacher." The head of the department is to fill in the one for the teacher also. If there is only one teacher in the department, she is to fill in two.

As you will notice from the topic, I am trying to devote part of my thesis to the history of Business Education, an effort that seems not to have been undertaken before in this state. So any historical data or references that you think may be helpful will be greatly appreciated.

When the study is completed, copies will be available in the libraries of both the Woman's College and the University at Chapel Hill.

Sincerely yours,

Clay Harman

THE WOMAN'S COLLEGE
OF
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GREENSBORO, N. C.

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DEPARTMENT OF SECRETARIAL SCIENCE

APPENDIX III

HEAD OF THE COMMERCIAL DEPARTMENT:

Sometime ago I mailed a questionnaire to the heads of the commercial departments of the state. The large percentage of returns has been rather encouraging, but I need just a few more before I can start tabulating and arranging the material for my thesis.

Since, having been a high school commercial teacher in this state several years myself, I know something of the amount of work required of commercial teachers, and that they have little time for anything except their teaching duties. Thus, I feel that you have just overlooked the first questionnaire, so I am sending another.

Will you please take a few minutes of your time to fill out, or have filled out, the enclosed questionnaire?

Sincerely yours,

Clay Harman

Clay Harman