

A STUDY TO DETERMINE SOME OF THE PROBLEMS OF HIGH SCHOOL BUSINESS
EDUCATION IN OKLAHOMA AND TO PROVIDE A BASIS FOR RECOMMENDATIONS
FOR ITS IMPROVEMENT

BY

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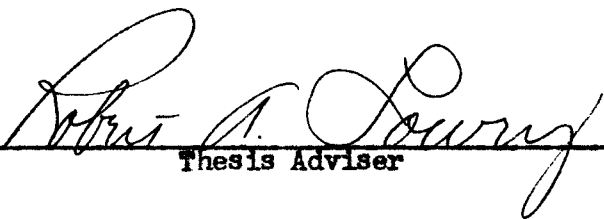
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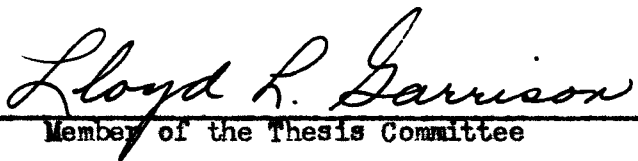
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J. W. L.

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to determine some of the problems of high school business education in Oklahoma and to provide a basis for recommendations for its improvement. This study deals primarily with problems of teacher-training and problems concerning the program of studies in the business education field. The study seeks answers to the following questions:

General Questions:

1. What suggestions and recommendations do business teachers of Oklahoma make for the improvement of the business education teacher-training program?
2. What recommendations do business education teachers of the high schools of Oklahoma make for the improvement of teachers of business education?
3. Do the teachers of the high schools of Oklahoma recognize a need for reorganizing the secondary-school program of studies in business education?
4. What suggestions and recommendations for the improvement of the studies in business education are offered by the business education teachers of Oklahoma?

Specific Questions:

1. Do business education teachers teach subjects in other fields?
2. What subjects are taught in other fields by business education teachers?
3. What business subjects are taught in different size high schools of Oklahoma?
4. Should a course in general business be offered instead of shorthand in small high schools?

5. Should all pupils be required to take a course in general business?
6. Do some schools require business education courses before graduation for non-business education majors?
7. Should pupils take a course in beginning typewriting for personal-use values?
8. In which year should personal-use typewriting be taught?
9. Should practice teaching be required before a teacher is eligible for a teaching certificate?
10. How many semester credit hours in practice teaching should the teacher-training institutions require for a standard certificate to teach business subjects?
11. Does supervised teaching experience make vocational business teachers better teachers?
12. Do business teachers do their practice teaching in business subjects?
13. What subjects are taught by practice teachers?
14. Should college programs for preparing business teachers provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.?
15. Would supervised business experience help make vocational business teachers better qualified?
16. Should periodic attendance in summer school be required of all business teachers at least once every five years?
17. How many teachers have had one or more courses in methods of teaching business subjects?
18. Should special methods courses in teaching business subjects be required for students who are preparing to teach business subjects?
19. Should high schools offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic?

20. Should pupils who are deficient in English, spelling, reading, and arithmetic receive high school credit for a special remedial training course in these subjects?

Need for the Study

The challenge which led to this study arose from the problems encountered by the investigator in connection with practices and procedures found in the white public high schools and teacher-training institutions of Oklahoma. The data obtained in this study should be of interest to the business educators of Oklahoma.

It is believed the thought of the following statement made by Tonne¹ is as true today as it was in 1932:

There is a decided tendency for certain teachers of business subjects, among them Lomax, Weersing, Shields, Belding, Marshall, and Lyon, to recognize the need for reorganizing the secondary-school program of studies in business education. They are aware of the inadequacies of a narrow technical business education and feel that many of the present weaknesses of high-school business education could be eliminated by a greater recognition of the broader purposes of business education.

Most educators believe there is a need for social-business education because it contributes to the welfare of society as a whole. Since many of the high school graduates do not continue their formal education, it is apparent that some changes will become necessary in the education of the youth to meet the demands that modern living is making on young people.

It is believed that most teachers of business education have been trained sufficiently in the skilled subjects, but they have not received adequate training to teach the more personal and general courses of business education. It is believed that the findings of this study will be useful to business educators in improving the teacher-training program. It is also thought that the

¹Herbert A. Tonne and Henriette Tonne, Social Business Education in the Secondary Schools (New York, 1932), p. 59.

findings of this study will be useful to business-educator groups, research committees, teacher-training institutions, and business education teachers in revising the high school curriculum so that it will more adequately meet changing business and social conditions.

Scope and Delimitation

This study presents a number of problems encountered by the business education teachers of selected accredited white public high schools of Oklahoma. Schools of various sizes and representing the different geographical sections of the state were selected from a list published in the Annual High School Bulletin, June 30, 1951. The study is concerned chiefly with the suggestions made by the business teachers for the improvement of the business education teacher-training program and the improvement of the business education curriculum.

Primary data included in this study are restricted to those obtained from 124 business teachers who returned the questionnaire. It is not known to what extent the total returns may be representative of the white public high schools of Oklahoma in so far as sizes of schools are concerned. It seems probable that schools in each individual enrollment group are reasonably representative of schools in that size group. In so far as the total respondents are concerned, however, the proportion of larger schools is greater than would be true of a representative sample of the total white public high schools in Oklahoma. This limitation of the data should be kept in mind in interpreting the data presented in the various phases of the study.

Definition of Terms

For the purpose of this study, certain terms used are defined as follows:

Accredited High School: A secondary school that has been designated by a competent agency as meeting accepted standards or criteria of quality.

Possible returns: The maximum number of returns that could have been received from teachers who received questionnaires. If a questionnaire was not

returned undelivered, it is assumed that the business teacher to whom it was addressed received it.

Respondent: The business teacher who returned the questionnaire for a particular school. Only one business teacher in each school returned a questionnaire.

Business education teacher or business teacher: A person engaged in teaching business subjects in high school.

Source of Data

The primary source of data used in this study was questionnaires completed and returned by business education teachers employed in selected accredited white public high schools of Oklahoma. Another source of data was related literature written by authorities in the field of business education.

Procedure

The names of the accredited high schools of Oklahoma were obtained from the Annual High School Bulletin, June 30, 1951. A mailing list was compiled from this source.

Formal consultations were held with the Chairman of the Report Committee and other business educators in order to get their suggestions and advice for preparing the instrument to be employed in making the study.

After the questionnaire form had been approved, a test mailing to 25 schools was made in February, 1952. This was done to determine from the returns whether or not it would be necessary to revise the questionnaire in the light of the response received. A second reason was to determine what per cent of the returns might be expected from the survey.

A notation was made on the mailing list when the returned questionnaire was received. A check of the mailing list was made in ten days after the questionnaires were mailed in order to determine the number of schools that had not yet returned the questionnaire. A follow-up card was mailed to the business

teachers of the schools that had not replied.

The percentage of returns on the test mailing was high. A total of 20, or 80 per cent, of the 25 questionnaires mailed were returned. In view of the percentage of returns received and the completeness of the replies, it was thought that no revision of the questionnaire was necessary.

The same procedure used in the test mailing was followed in the complete mailing. The first mailing was sent out in March, 1952. A follow-up card was sent ten days later.

A total of 160 schools were sent questionnaires. A total of 124 returns, representing 77.5 per cent of the total possible returns, was received.

After the replies were received, the data were compiled and tabulated to serve as a basis for answering the questions posed by this study.

The schools were classified on the basis of enrollment figures as given to the investigator by the secretary of the State Department of Education of Oklahoma. Enrollment categories used for the purpose of the present study are as follows: 0-99, 100-199, 200-299, and 300 or over. The responding schools were classified on the basis of high school enrollment for the school year 1951 and 1952

CHAPTER II

THE RESPONDENTS TO THE QUESTIONNAIRE

As a basis for making an analysis and interpretation of the data included in this study, information is presented in Chapter II concerning the number of questionnaires mailed and the number and per cent returned by schools of each enrollment group. In this chapter will be found data concerning the major in which the master's degree was granted to the business teacher; the major in which the bachelor's degree was granted to the business teacher; the kinds of business education teaching certificate held by the business teachers; and the length of time respondents have taught business subjects as reported by business teachers and tabulated according to the enrollment of the high school.

Table I indicates the number of questionnaires mailed, the number of possible returns, and the number and per cent of possible returns received, tabulated according to the size of the high schools based on enrollment. It is significant to note that no letters were returned unclaimed by the Post Office Department; therefore, the number of questionnaires mailed and the number of possible returns are the same.

As shown in Table I, 160 questionnaires were mailed to business teachers in white public high schools throughout the state of Oklahoma. One hundred twenty-four, or 77.5 per cent, of the possible returns were received.

It is interesting to note that 43, or 82.69 per cent, of the possible returns from schools in the group with enrollments of 300 or over were received. This was the best response received from any single group included in the survey. Forty-two, or 72.41 per cent, of the possible returns from schools in the group with enrollments between 100-199 were received. This was the lowest per cent of returns received from any single group included in the survey.

TABLE I
RESPONSES TO THE QUESTIONNAIRE

Size of Schools Based on Enrollment	Number of questionnaires Mailed	Number of Possible Returns	Returns Received	
			No.	Per Cent of Possible Returns
0-99	31	31	24	77.42
100-199	58	58	42	72.41
200-299	19	19	15	78.95
300 or over	52	52	43	82.69
TOTAL	160	160	124	77.50

This table should be read as follows: Of the 31 questionnaires mailed to schools with enrollments between 0-99, all represent possible returns. Twenty-four, or 77.42 per cent, of the total possible returns for this group were received.

These returns are not necessarily representative in so far as the size of the school is concerned.

Teachers Holding Masters' Degrees, Bachelors' Degrees, or No Degree.

The data in Table II indicate the number and per cent of teachers holding masters' degrees, the number and per cent of teachers holding bachelors' degrees, the number and per cent of teachers holding no degree, tabulated according to the enrollment classification of the high school.

As would be expected, the teachers surveyed in the enrollment group of 300 or over held the highest per cent of masters' degrees. Of this group 58.14 per cent had masters' degrees. The lowest per cent of teachers holding masters' degrees was found in the 0-99 enrollment group. In that group only 13.05 per cent of the teachers surveyed held masters' degrees.

It is interesting to note that 100 per cent of the teachers of all the high school enrollment groups surveyed, except the 0-99 group, held bachelors' degrees. In the 0-99 group, 95.65 per cent of the teachers held bachelors' degrees; 4.35 per cent had no degree.

Major Subject Fields in Which Bachelors' Degrees Were Received.

The data in Table III indicate the number and per cent of business education teachers who received their bachelors' degrees with majors in the business education field and the number and per cent who received their bachelors' degrees with majors in non-business education fields. The data presented were reported by teachers during the school year 1951-1952.

The following major subjects were considered to be in the business education field: Business education, commerce, business administration, accounting, general business. The following major subjects were considered to be in the non-business education field: Education, English, mathematics, elementary education, home economics, science, art, history, biological science, foreign language.

TABLE II

BUSINESS TEACHERS HOLDING MASTERS' DEGREES, BACHELORS' DEGREES, OR HOLDING NO DEGREE, TABULATED ACCORDING TO HIGH SCHOOL ENROLLMENT

Size of Schools Based on Enrollment	Total Respondents	Teachers holding Masters' Degrees		Teachers holding Bachelors' Degrees		Teachers holding No Degree	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
0-99	23	3	13.05	22	95.65	1	4.35
100-199	42	8	19.05	42	100.00	0	0.00
200-299	15	3	20.00	15	100.00	0	0.00
300 or over	43	25	58.14	43	100.00	0	0.00
TOTAL	123	39	31.71	122	99.19	1	.81

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 3, or 13.05 per cent, held masters' degrees.

TABLE III
MAJOR SUBJECT FIELDS IN WHICH BACHELORS' DEGREES WERE RECEIVED

Major	Teachers responding from schools with enrollments between								Total All	
	0-99		100-199		200-299		300 or over		Groups	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Business Ed.	17	73.91	33	78.57	13	86.67	35	81.39	98	79.67
Non-Business Ed.	6	26.09	9	31.43	2	13.33	8	18.61	25	20.33
TOTAL	23	100.00	42	100.00	15	100.00	43	100.00	123	100.00

This table should be read as follows: In the 0-99 enrollment group, 17, or 73.91 per cent, of the respondents stated that their majors for their bachelors' degrees were in the field of business education.

As indicated by the data in Table III, 73.91 per cent of the business education teachers surveyed had majors in the business education field.

Major Subject Fields in Which Masters' Degrees Were Received.

The data in Table IV indicate the number and per cent of business education teachers who received their masters' degrees with majors in the business education field and the number and per cent who received their masters' degrees with majors in non-business education fields. The data presented were reported by teachers during the school year 1951-1952.

The following major subjects were considered to be in the business education field: Business education, commercial education, economics, secretarial science, business administration. The following major subjects were considered to be in the non-business education field: Education, secondary education, elementary education, school administration, elementary supervision, and religious education.

Business Education Teachers Holding Life, Temporary, or Standard Certificates.

The data in Table V indicate the number and per cent of business education teachers holding life, temporary, or standard certificates.

As pointed out in this table, 66.67 per cent of the responding teachers from the 0-99 enrollment group held life certificates. This was the lowest per cent for any of the groups. The highest per cent found was in the enrollment group of 300 or over, in which 90.69 per cent of the teachers held life certificates.

It should be noted that of the total of 124 respondents, 80.64 per cent held life certificates. Only 4.84 per cent of the total respondents held temporary certificates. Of the total of 124 respondents, 14.51 per cent held standard certificates.

Length of Time Respondents Have Taught Business Subjects.

Table VI indicates the length of time the respondents have taught business

TABLE IV
MAJOR SUBJECT FIELDS IN WHICH MASTERS' DEGREES WERE RECEIVED

Major	Teachers responding from schools with enrollments between								Total All	
	0-99		100-199		200-299		300 or over		Groups	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Business Education	1	33.33	3	37.50	3	100.00	20	83.33	27	71.05
Non-Business Ed.	2	66.67	5	62.50	0	0.00	4	16.67	11	28.95
TOTAL	3	100.00	8	100.00	3	100.00	24	100.00	38	100.00

This table should be read as follows: In the 0-99 enrollment group, one, or 33.33 per cent of the business teachers held a master's degree in the field of business education.

TABLE V

BUSINESS EDUCATION TEACHERS HOLDING LIFE, TEMPORARY, OR STANDARD
CERTIFICATES, TABULATED ACCORDING TO THE ENROLLMENT OF
THE HIGH SCHOOL

Size of schools Based on Enrollment	Total Respondents	Kind of Certificate					
		Life		Temporary		Standard	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
0-99	24	16	66.67	2	8.33	6	25.00
100-199	42	33	78.57	2	4.76	7	16.67
200-299	15	12	80.00	1	6.67	2	13.33
300 or over	43	39	90.69	1	2.33	3	6.98
TOTAL	124	100	80.64	6	4.84	18	14.51

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 16, or 66.67 per cent, held life certificates.

subjects. The data were tabulated according to the size of high school enrollment during the school year 1951-1952.

From the data in Table VI, it will be noted that 60.87 per cent of the 123 teachers included in this phase of the study have taught business subjects for between 0-5 years. Less than one-third of the respondents have taught business subjects for more than 10 years. It is interesting to notice that most of the teachers who have taught for more than 15 years are found in the schools with enrollments of 300 or over.

TABLE VI
 LENGTH OF TIME RESPONDENTS HAVE TAUGHT BUSINESS SUBJECTS

Number of Years Taught	Teachers responding from schools with enrollments between								Total All-	
	0-99		100-199		200-299		300 or over		Groups	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
0-5	14	60.87	20	47.62	7	46.67	9	20.93	50	40.64
6-10	7	30.43	14	33.33	5	33.33	10	23.26	36	29.27
11-15	1	6.25	7	16.67	3	20.00	11	25.58	22	17.89
16-20							6	13.95	6	4.88
21-25	1	6.25	1	2.38			5	11.63	7	5.69
26-30							2	4.65	2	1.63
Total	23	100.00	42	100.00	15	100.00	43	100.00	123	100.00

This table should be read as follows: In the 0-99 enrollment group, 14, or 60.87 per cent, of the business teachers had taught business subjects for between 0-5 years.

CHAPTER III

FINDINGS

Chapter III is concerned with the analysis and interpretation of the remainder of the data received from the respondents to the questionnaire.

Business Education Teachers Teaching Subjects in Another Field.

The data in Table VII indicate the number and per cent of business education teachers teaching subjects in another field, tabulated by enrollment groups as reported during the school year 1951-1952.

It is interesting to note that in the smallest enrollment group, 0-99, 69.57 per cent of the teachers of business subjects were teaching subjects in another field; and as the enrollment groups increased in size the per cent of business teachers teaching subjects in other fields decreased to 9.75 per cent.

It should be noted that the per cent of business teachers teaching subjects in another field is considerably greater in the 0-99 enrollment group than it is in the three larger groups. Of the 120 business teachers from whom information was obtained, only 23.33 per cent were teaching subjects in other fields.

Subjects Taught by Business Education Teachers, in Fields Other Than Business Education, During the School Year 1951-1952.

The data in Table VIII indicate the number and per cent of business teachers teaching specified subjects in fields other than business education during the school year 1951-1952, tabulated according to the enrollment of the high school.

As indicated by the data in Table VIII, English is taught by more of the business education teachers included in this study than any other single subject outside the field of business education. This table indicates that business education teachers are teaching a variety of subjects that are not in the business education field. This is especially true in the 0-99 enrollment and in the 100-199 enrollment group.

TABLE VII
BUSINESS EDUCATION TEACHERS TEACHING SUBJECTS IN ANOTHER FIELD

Size of Schools Based on Enrollment	Total Respondents	Do you now teach subjects in any other field?			
		Yes		No.	
		No.	Per Cent	No.	Per Cent
0-99	23	16	69.57	7	30.43
100-199	41	6	14.63	35	85.37
200-299	15	2	13.33	13	86.67
300 or over	41	4	9.75	37	90.25
TOTAL	120	28	23.33	92	76.67

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 16, or 69.57 per cent, stated they were teaching subjects in fields other than business education.

TABLE VIII

SUBJECTS TAUGHT BY BUSINESS EDUCATION TEACHERS IN FIELDS OTHER THAN
BUSINESS EDUCATION

Subjects Taught	Teachers responding from schools with enrollments between								Total All	
	0-99		100-199		200-299		300 or over		Groups	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
English	5	31.25			1	50.00			6	21.43
Elementary subjects	5	31.25	1	16.67	1	50.00			7	25.00
Journalism			1	16.66			1	25.00	2	7.14
Home economics	1	6.25	1	16.66					2	7.14
Physical education	1	6.25					1	25.00	2	7.14
American history	2	12.50							2	7.14
Spanish			1	16.67					1	3.58
Speech and debate							1	25.00	1	3.58
Sociology			1	16.67					1	3.57
Music	1	6.25							1	3.57
English and history	1	6.25							1	3.57
Math. and English			1	16.67					1	3.57
Bricklaying							1	25.00	1	3.57
TOTAL	16	100.00	6	100.00	2	100.00	4	100.00	28	100.00

This table should be read as follows: In the enrollment group of 0-99, 5, or 31.25 per cent, of the teachers who taught in fields other than business education taught English.

Business Subjects Taught By 124 Business Teacher Respondents During the School Years 1950-1951 and 1951-1952.

The data in Table IX indicate business subjects taught by 124 business teacher respondents during the school years 1950-1951 and 1951-1952, tabulated according to the enrollment of the high school.

In the total of all groups, first-year typewriting ranked first; second year typewriting ranked second; first-year shorthand ranked third; first-year bookkeeping ranked fourth. This order in rank was identical in the 0-99 enrollment group only.

With the exception of 5 respondents in the 300 or over enrollment group, every one of the 124 business teachers included in the study had taught first-year typewriting within the school years indicated. Second-year typewriting was second rank, having been taught by 105, and first-year shorthand was in third place, having been taught by 100. Bookkeeping was fourth in rank, with a frequency of 97. The frequency then dropped sharply to 32 for general business. No other business subject was taught by more than 26 of the 124 respondents. It should be noted that the percentages in Table IX are based on total mentions of subjects taught rather than on the number of respondents.

A number of the business teachers stated that courses in business mathematics, economics, and business English were being taught by non-business education majors. One respondent stated that first-year typewriting, second-year typewriting, and first-year shorthand were taught by a non-business-education major.

It should be kept in mind that the data in Table IX pertain only to the subjects taught by the business teachers included in this study and are not intended to indicate the frequency with which the business subjects are included in the curricula of the schools represented. In schools with more than one business teacher only the subject taught by one teacher, the respondent,

TABLE IX

BUSINESS SUBJECTS TAUGHT BY 124 BUSINESS TEACHER RESPONDENTS DURING
THE SCHOOL YEARS 1950-1951 AND 1951-1952

Subject	Teachers responding from schools with enrollments between								Total All	
	0-99		100-199		200-299		300 or over		Groups	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
first-year typewriting	24	24.74	42	22.95	15	18.52	38	16.67	119	20.21
second-year typewriting	20	20.62	41	22.40	15	18.52	29	12.72	105	17.81
first-year shorthand	18	18.56	35	19.12	15	18.52	32	14.04	100	16.98
first-year bookkeeping	15	15.47	37	20.22	16	19.75	29	12.72	97	16.47
general business	8	8.25	8	4.37	5	6.17	11	4.83	32	5.43
office practice	3	3.09	2	1.10	3	3.72	18	7.90	26	4.41
business math.	2	2.06	9	4.92	2	2.46	12	5.22	25	4.25
business English			3	1.62	2	2.47	16	7.02	21	3.56
second-year shorthand			1	.55	2	2.46	13	5.70	16	2.72
business law	3	3.09	1	.55	3	3.72	7	3.08	14	2.38
consumer economics	1	1.03	2	1.10	1	1.23	4	1.72	8	1.36
intro. of economics	1	1.03	1	.55	1	1.23	3	1.32	6	1.02
problems of economics	1	1.03					2	.88	3	.51
second-year bookkeeping					1	1.23	2	.88	3	.51
economic geography	1	1.03					1	.44	2	.34
commercial spelling			1	.55			1	.44	2	.34
prior bus. training							1	.44	1	.17
biology							1	.44	1	.17
clipping and indexing							1	.44	1	.17
business machines							1	.44	1	.17
clerical bookkeeping							1	.44	1	.17
bank posting bookkeeping							1	.44	1	.17
dictaphone							1	.44	1	.17
transportation							1	.44	1	.17
business Essentials							1	.44	1	.17
distributive education							1	.44	1	.17
TOTAL	97	100.00	183	100.00	81	100.00	228	100.00	589	100.00

This table should be read as follows: In the enrollment group of 0-99, 24 business teachers taught first-year typewriting. This course accounted for 24.74 per cent of the total mentions of business subjects taught by business teachers in the 0-99 enrollment group.

are considered in Table IX. Other business subjects offered by such schools and taught by other teachers are not considered in Table IX.

Business Education Teachers' Opinions as to the Desirability of Offering a General Business Course Instead of Shorthand in Small High Schools.

As indicated in Table X, 47.83 per cent of the teachers from schools with enrollments between 0-99 believe a course in general business should be offered instead of shorthand in small high schools that are now teaching only typewriting, shorthand, and bookkeeping. That is the greatest per cent of any of the groups. It is interesting to notice that the next highest per cent, 46.16 per cent, is in the 300 or over group. In the 200-299 enrollment group, only 20 per cent of the teachers thought a general business course should be offered instead of shorthand in small high schools that are now teaching only typewriting, shorthand, and bookkeeping.

A total of 35.59 per cent of the business education teachers surveyed believe a general business course should be offered instead of shorthand in small high schools that are now teaching only typewriting, shorthand, and bookkeeping.

Opinions of Business Education Teachers as to Whether All Pupils Should be Required to Take a Course in General Business or Junior Business Training.

The data in Table XI indicate the reactions of business education teachers to the question of whether all pupils should be required to take a course in general business or junior business training.

The highest per cent of affirmative replies was in the enrollment group of 200-299, in which 73.33 per cent of the teachers expressed the opinion that all pupils should be required to take a course in general business or junior business training. In the 300 or over group, only 45 per cent of the teachers believe all pupils should be required to take a course in general business or junior business training. A total of 58.82 per cent of the teachers believe all pupils should be

TABLE X

BUSINESS EDUCATION TEACHERS' OPINIONS AS TO THE DESIRABILITY OF
OFFERING A GENERAL BUSINESS COURSE INSTEAD OF SHORTHAND
IN SMALL HIGH SCHOOLS

Size of Schools based on enrollment	Total Respondents	In small high schools that are now teaching only shorthand, typewriting, and bookkeeping, do you think it would be better to offer a general busi- ness course instead of shorthand?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	23	11	47.83	12	52.17
100-199	41	10	24.39	31	75.61
200-299	15	3	20.00	12	80.00
300 or over	39	18	46.16	21	53.84
TOTAL	118	42	35.59	76	64.41

This table should be read as follows: Of the 23 teachers responding from schools with enrollments between 0-99, 11, or 47.83 per cent stated yes, a general business course could be offered instead of shorthand in small high schools that are now teaching only shorthand, typewriting, and bookkeeping.

TABLE XI

OPINIONS OF BUSINESS EDUCATION TEACHERS AS TO WHETHER ALL PUPILS SHOULD BE RE
QUIRED TO TAKE A COURSE IN GENERAL BUSINESS OR JUNIOR BUSINESS TRAINING

Size of Schools based on enrollment	Total Respondents	Do you think <u>all</u> pupils should be <u>required</u> to take a course in <u>general business</u> or <u>junior business</u> <u>training</u> ?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	24	17	70.83	7	29.17
100-199	40	24	60.00	16	40.00
200-299	15	11	73.33	4	26.67
300 or over	40	18	45.00	22	55.00
Total	119	70	58.82	49	41.18

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 17, or 70.83 per cent, answered yes, all pupils should be required to take a course in general business or junior business training.

required to take a course in general business or junior business training.

Schools Requiring Business Education Courses for Non-business Education Majors.

The data in Table XII indicate the number and per cent of high schools requiring business education courses for non-business education majors, tabulated according to the size of the high school enrollment.

It is interesting to note that the two larger enrollment groups of schools, the 200-299 and the 300 or over groups, did not require their non-business education majors to take any courses in business education. The smaller enrollment group required the greater per cent. It was found in the 0-99 enrollment group that 25 per cent of the teachers answered that their schools required business education courses for non-business education majors. It was suggested by some of the teachers from the smaller enrollment groups that the reason for their pupils being required to take business subjects was because the school did not offer enough other subjects for the pupil to get the necessary number of high school credits for graduation; therefore, the pupil had to take some business education course or courses.

A total of only 6.61 per cent of the teachers answered that their schools require business education courses for non-business education majors.

Opinions of Teachers Concerning Whether Pupils Should Take a Course in Beginning Typewriting for Personal-use Values.

The data in Table XIII indicate the number and per cent of teachers who believe pupils should take a course in beginning typewriting for personal-use values. It is interesting to note that 100 per cent of two of the enrollment groups, 0-99 and 200-299, believe pupils should take a course in beginning typewriting for personal-use values. In the 300 or over group, 95.24 per cent of the teachers believe pupils should take a course in beginning typewriting for

TABLE XII

SCHOOLS REQUIRING BUSINESS EDUCATION COURSES FOR NON-BUSINESS EDUCATION MAJORS

Size of Schools Based on Enrollment	Total Respondents	Does your school <u>require</u> any business education courses for non-business education majors?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	24	6	25.00	18	75.00
100-199	40	2	5.00	38	95.00
200-299	15	0	0.00	15	100.00
300 or over	42	0	0.00	42	100.00
TOTAL	121	8	6.61	113	93.39

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 6, or 25 per cent, answered yes, their school requires business education courses for non-business education majors.

TABLE XIII

OPINIONS OF TEACHERS CONCERNING WHETHER PUPILS SHOULD TAKE A COURSE
IN BEGINNING TYPEWRITING FOR PERSONAL-USE VALUES

Size of Schools based on Enrollment	Total Respondents	Do you believe pupils should take beginning type- writing for personal-use values?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	24	24	100.00	0	0.00
100-199	42	41	97.62	1	2.38
200-299	15	15	100.00	0	0.00
300 or over	42	40	95.24	2	4.76
TOTAL	123	120	97.56	3	2.44

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 24, or 100 per cent, answered yes, pupils should take a course in beginning typewriting for personal-use values.

personal-use values. A total of 97.56 per cent of the teachers believe pupils should take a course in beginning typewriting for personal-use values.

Opinions of Teachers Concerning the Grade Placement of Beginning Typewriting for Personal-use Values.

The data in Table XIV indicate the number and per cent of teachers who believe it would be better to teach beginning typewriting for personal-use values in junior high school, or in the first year of high school, than to wait until the junior or senior year of high school.

In the 200-299 enrollment group, 80 per cent of the teachers believe it would be better to teach beginning typewriting for personal-use values in the junior high school, or in the first year of high school, than to wait until the junior or senior year.

A total of 62.93 per cent of the teachers surveyed think it would be better to teach beginning typewriting for personal-use values in junior high school, or in the first year of high school, than to wait until the junior or senior year of high school.

Opinions of Teachers Concerning Whether Practice Teaching Should be Required Before a Teacher is Eligible for a Teaching Certificate.

The data in Table XV indicate the number and per cent of teachers from different size high schools who believe practice teaching should be required before a teacher is eligible for a teaching certificate. These data are tabulated according to the high school enrollment.

In the enrollment group of 0-99, 86.96 per cent of the teachers believe that practice teaching should be required before a teacher is eligible for a teaching certificate. This is the lowest per cent for any of the groups.

A total of 94.12 per cent of the teachers believe practice teaching should be required before a teacher is eligible for a teaching certificate, as indicated in Table XV.

TABLE XIV

OPINIONS OF TEACHERS CONCERNING GRADE PLACEMENT OF BEGINNING TYPEWRITING
FOR PERSONAL-USE VALUES

Size of Schools Based on Enrollment	Total Respondents	Do you think it would be better to teach beginning typewriting in junior high school, or in the first year of high school, than to wait until the junior or senior year of high school?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	22	15	68.18	7	31.82
100-199	37	22	59.46	15	40.54
200-299	15	12	80.00	3	20.00
300 or over	42	24	57.14	18	42.86
TOTAL	116	73	62.93	43	37.01

This table should be read as follows: Of the 22 respondents from schools with enrollments between 0-99, 15, or 68.18 per cent, answered yes, it would be better to teach beginning typewriting for personal-use values in junior high school, or in the first year of high school, than to wait until the junior or senior year of high school.

TABLE XV

OPINIONS OF TEACHERS CONCERNING WHETHER PRACTICE TEACHING SHOULD BE
REQUIRED BEFORE A TEACHER IS ELIGIBLE FOR A TEACHING CERTIFICATE

Size of Schools Based on Enrollment	Total Respondents	Do you believe that successful practice teaching should be required before a teacher is eligible for a teaching certificate?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	23	20	86.96	3	13.04
100-199	41	39	95.12	2	4.88
200-299	13	12	92.31	1	7.69
300 or over	42	41	97.62	1	2.38
TOTAL	119	112	94.12	7	5.88

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 20, or 86.96 per cent, answered yes, practice teaching should be required before a teacher is eligible for a teaching certificate.

Opinions of Business Teachers as to the Number of Semester Credit Hours in Practice Teaching the Teacher-training Institutions Should Require for a Standard Certificate to Teach Business Subjects.

Table XVI indicates the teachers' opinions as to the number of semester credit hours in practice teaching the teacher-training institutions should require for a standard certificate to teach business subjects. These data are tabulated according to the size of the high school enrollment.

The most common number of semester credit hours was found to be 6; 37, or 39.37 per cent, of all the teachers checked this number.

In looking back to Table I, it can be seen that 124 returns to the questionnaire were received. As indicated in Table XVI, only 94 responded to this question. The investigator does not understand why there was not a greater response to this question. Twenty-four respondents left the space blank in the questionnaire, and six inserted a question mark in the space provided for the answer. It may be that the question was not clear or it may be that the teachers did not have definite opinions concerning the question.

It seems probable that teachers who specified more than 10 semester hours misinterpreted the question.

Opinions of Teachers Concerning Whether Supervised Teaching Experience Helps Make Vocational Business Teachers Better Teachers.

As indicated by the data in Table XVII, the enrollment group found to have the largest per cent of teachers who believe supervised teaching experience (student or practice) helps make vocational business teachers better teachers was the 300 or over group. In that group 97.62 per cent of the teachers believe supervised teaching experience helps make vocational business teachers better teachers.

The 200-299 enrollment group indicated the lowest per cent of teachers who think supervised teaching experience helps make vocational business teachers

TABLE XVI

OPINIONS OF BUSINESS TEACHERS AS TO THE NUMBER OF SEMESTER CREDIT HOURS IN
PRACTICE TEACHING THE TEACHER-TRAINING INSTITUTIONS SHOULD REQUIRE
FOR A STANDARD CERTIFICATE TO TEACH BUSINESS SUBJECTS

Semester Credit Hours	Teachers responding from schools with enrollments between								Total All Groups	
	0-99		100-199		200-299		300 or over		No.	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
0	1	5.56							1	1.07
1										
2			1	2.94	1	12.50	1	2.94	3	3.18
2 to 4							1	2.94	1	1.07
3			2	5.89			1	2.94	3	3.18
4	9	50.00	5	14.72	2	25.00	6	17.65	22	23.40
4 to 6			1	2.94					1	1.07
4 to 8			1	2.94					1	1.07
5			2	5.88	1	12.50	1	2.95	4	4.24
6	6	33.33	14	41.17	1	12.50	16	47.05	37	39.37
6 to 8							3	8.83	3	3.18
7										
8			6	17.64	2	25.00	5	14.70	13	13.83
9	1	5.56	1	2.94					2	2.13
10			1	2.94					1	1.07
24	1	5.55							1	1.07
40					1	12.50			1	1.07
TOTAL	18	100.00	34	100.00	8	100.00	34	100.00	94	100.00

This table should be read as follows: In the enrollment group of 0-99, one, or 5.56 per cent, of the teachers stated that no semester credit hours of practice teaching should be required for a standard certificate to teach business subjects.

TABLE XVII

OPINIONS OF TEACHERS CONCERNING WHETHER SUPERVISED TEACHING EXPERIENCE
HELPS MAKE VOCATIONAL BUSINESS TEACHERS BETTER TEACHERS

Size of Schools based on enrollment	Total Respondents	Do you believe that supervised teaching experience (student or practice) helps to make vocational business teachers better teachers?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	24	19	79.17	5	20.83
100-199	40	39	97.50	1	2.50
200-299	14	11	78.56	3	21.44
300 or over	42	41	97.62	1	2.38
TOTAL	120	110	91.66	10	8.34

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 19, or 79.17 per cent, answered yes, supervised teaching experience (student or practice) helps make vocational business teachers better teachers.

better teachers. It was found that 78.56 per cent of this group think supervised teaching experience helps make vocational business teachers better teachers. A total of 91.66 per cent of the teachers surveyed believe supervised teaching experience helps make vocational business teachers better teachers.

Teachers Who Did Their Practice Teaching In Business Subjects.

The most significant fact indicated in Table XVIII is that only 72.50 per cent of the teachers from the enrollment group of 100-199 did their practice teaching in business subjects. The point of interest here is that this is the highest per cent for any of the groups surveyed. In the enrollment group of 0-99, only 52.17 per cent of the teachers did their practice teaching in business subjects. Another interesting fact found, as indicated by this table, is that only 65.83 per cent of all the teachers surveyed did their practice teaching in business subjects. About one-third of the business education teachers surveyed did their practice teaching in some field outside of the business education field.

Business Subjects in Which Business Teachers Did Their Practice Teaching.

The data in Table XIX indicate the business subjects in which teachers did practice teaching.

In the enrollment group of 0-99, the data indicated that typewriting accounted for 75 per cent of the mentions of business subjects in which teachers did their practice teaching. This is the highest per cent for any of the business subjects in any of the enrollment groups. In the total, typewriting accounts for 63.29 per cent of the mentions of business subjects in which teachers did practice teaching.

It should be kept in mind that the data in Table XIX pertain only to the subjects taught by the business teachers included in this study and are not intended to indicate the frequency with which the business subjects are included in the curricula of the schools represented.

TABLE XVIII
TEACHERS WHO DID THEIR PRACTICE TEACHING IN BUSINESS SUBJECTS

Size of Schools based on Enrollment	Total Respondents	Did you do your practice teaching in business subjects?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	23	12	52.17	11	47.83
100-199	40	29	72.50	11	27.50
200-299	15	8	53.33	7	46.67
300 or over	42	30	71.43	12	28.57
TOTAL	120	79	65.83	41	34.17

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 12, or 52.17 per cent, answered yes, they did their practice teaching in business subjects.

TABLE XIX
BUSINESS SUBJECTS IN WHICH TEACHERS DID THEIR PRACTICE TEACHING

Subject	Teachers responding from schools with enrollments between								Total All	
	0-99		100-199		200-299		300 or over		Groups	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Typewriting	9	75.00	21	72.42	3	37.50	17	56.67	50	63.29
Shorthand	0	0.00	4	13.79	5	62.50	4	13.33	13	16.45
Bookkeeping	2	16.67	3	10.34	0	0.00	7	23.33	12	15.19
Business subjects	1	8.33							1	1.27
Business English			1	3.45					1	1.27
Office machines							1	3.34	1	1.27
Business math.							1	3.33	1	1.26
TOTAL	12	100.00	29	100.00	8	100.00	30	100.00	79	100.00

This table should be read as follows: In the enrollment group of 0-99, 9 business teachers did practice teaching in typewriting. Typewriting accounted for 75 per cent of the total mentions of business subjects practice taught by business teachers in the 0-99 enrollment group.

Opinions of Business Teachers Concerning Whether College Programs for Preparing Business Teachers Should Provide for More Experience and Information on How to Type a Ditto Master, Cut Stencils, Operate Duplicating Machines, Repair Typewriters, Etc.

It is interesting to note, as indicated in Table XX, that the teachers from the smallest enrollment group, 0-99, had the highest per cent of teachers who think college programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.

One hundred per cent of the teachers from the 0-99 enrollment group, believe college programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.

The lowest per cent, 92.86, was found in the 200-299 enrollment group. In the total, it was found that 96.19 per cent of the teachers surveyed think college programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc. One possible reason for such a high per cent of affirmative replies may be that the question contained too many items, in any one of which the teachers may think more information should be given.

Opinions of Business Teachers Concerning Whether Supervised Business Experience Would Help Make Vocational Business Teachers Better Qualified.

It is interesting to note, as indicated by the data in Table XXI, that 100 per cent of the teachers from two enrollment groups, 0-99 and 300 or over, think supervised business experience would help make vocational business teachers better qualified.

TABLE XX

OPINIONS OF BUSINESS TEACHERS CONCERNING WHETHER COLLEGE PROGRAMS FOR PREPARING BUSINESS TEACHERS SHOULD PROVIDE FOR MORE EXPERIENCE AND INFORMATION ON HOW TO TYPE A DITTO MASTER, CUT STENCILS, OPERATE DUPLICATING MACHINES, REPAIR TYPEWRITERS, ETC.

Size of Schools Based on Enrollment	Total Respondents	Do you think that college programs for preparing business teachers should provide for more exper- ience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	19	19	100.00	0	0.00
100-199	39	38	97.43	1	2.57
200-299	14	13	92.86	1	7.14
300 or over	33	31	93.97	2	6.03
Total	105	101	96.19	4	3.81

This table should be read as follows: Of the 19 respondents from schools with enrollments between 0-99, 19, or 100 per cent, answered yes, college programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.

TABLE XXI

OPINIONS OF BUSINESS TEACHERS CONCERNING WHETHER SUPERVISED BUSINESS EXPERIENCE WOULD HELP MAKE VOCATIONAL BUSINESS TEACHERS BETTER QUALIFIED

Size of Schools Based on Enrollment	Total Respondents	Do you think supervised business experience would help make vocational business teachers better qualified?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	23	23	100.00	0	0.00
100-199	42	40	95.24	2	4.76
200-299	14	12	85.71	2	14.29
300 or over	42	42	100.00	0	0.00
TOTAL	121	117	96.69	4	3.31

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 23, or 100 per cent, answered yes, supervised business experience would help make vocational business teachers better qualified.

In the 200-299 enrollment group, 85.71 per cent of the teachers think supervised business experience would help make vocational business teachers better qualified. That was the lowest per cent for any group surveyed. In the total, 96.69 per cent believe business experience would help make vocational business teachers better qualified.

Opinions of Business Teachers Concerning Whether Periodic Attendance in Summer School Should be Required of All Business Teachers at Least Once Every Five Years.

The data in Table XXII indicate that 72.72 per cent of the teachers from the enrollment group of 200-299 think periodic attendance in summer school should be required of all business teachers at least once every five years. That is the lowest per cent of any of the groups surveyed.

The highest per cent of teachers, 85.71 per cent, who think periodic attendance in summer school should be required of all business teachers at least once every five years, is found in the 100-199 enrollment group. In all, 80.17 per cent of the teachers think periodic attendance in summer school should be required of all business education teachers, at least once every five years.

Business Teachers Who Have Had One or More Courses in Methods of Teaching Business Subjects.

It is significant, as indicated by the data found in Table XXIII, that the 0-99 enrollment group has the lowest per cent of teachers, 79.17 per cent, who have had one or more courses in methods of teaching business subjects; and that the 300 or over enrollment group has the highest per cent of teachers, 95.12 per cent, who have had one or more courses in methods of teaching business subjects.

In the total, 84.16 per cent of the teachers surveyed have had one or more courses in methods of teaching business subjects, as indicated by the data presented in Table XXIII.

TABLE XXII

OPINIONS OF BUSINESS TEACHERS CONCERNING WHETHER PERIODIC ATTENDANCE IN
SUMMER SCHOOL SHOULD BE REQUIRED OF ALL BUSINESS TEACHERS AT LEAST
ONCE EVERY FIVE YEARS

Size of Schools Based on Enrollment	Total Respondents	Should periodic attendance in summer school be re- quired, at least once every five years, of all busi- ness education teachers?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	21	16	76.19	5	23.81
100-199	42	36	85.71	6	14.29
200-299	11	8	72.72	3	27.28
300 or over	42	33	78.57	9	21.43
TOTAL	116	93	80.17	23	19.83

This table should be read as follows: Of the 21 respondents from schools with enrollments between 0-99, 16, or 76.19 per cent, answered yes, periodic attendance in summer school should be required, at least once every five years, of all business education teachers.

TABLE XXIII

BUSINESS TEACHERS WHO HAVE HAD ONE OR MORE COURSES IN METHODS OF TEACHING
BUSINESS SUBJECTS

Size of Schools Based on Enrollment	Total Respondents	Have you had one or more courses in methods of teaching business subjects?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	24	19	79.17	5	20.83
100-199	42	33	78.57	9	21.43
200-299	13	10	76.92	3	23.08
300 or over	41	39	95.12	2	4.88
TOTAL	120	101	84.16	19	15.84

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 19, or 79.17 per cent, answered that they had had one or more courses in methods of teaching business subjects.

Opinions of Business Education Teachers Concerning Whether Special Methods Courses in Teaching Business Subjects Should be Required for Students Who are Preparing to Teach Business Subjects.

The data in Table XXIV indicate the number and per cent of business education teachers who think special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects. The data presented were reported by teachers during the school year 1951-1952.

The enrollment group having the lowest per cent, 86.67 per cent, of the teachers who think special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects is found in the 200-299 enrollment group.

In the total, 93.49 per cent of the teachers think special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects.

Opinions of Business Teachers Concerning Whether Their Schools Should Offer a Remedial Training Course for Pupils Who are Deficient in English, Spelling, Reading, and Arithmetic.

As the data in Table XXV indicate, 100 per cent of the teachers from the smallest enrollment group, the 0-99 enrollment group, think their schools should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic. The 200-299 group had the lowest per cent, 92.85 per cent, of teachers who think their schools should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic. In the total, 96.69 per cent of the teachers think their schools should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic.

TABLE XXIV

OPINIONS OF BUSINESS EDUCATION TEACHERS CONCERNING WHETHER SPECIAL METHODS
COURSES IN TEACHING BUSINESS SUBJECTS SHOULD BE REQUIRED FOR STUDENTS
WHO ARE PREPARING TO TEACH BUSINESS SUBJECTS

Size of Schools based on Enrollment	Total Respondents	Do you think special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	24	22	91.67	2	8.33
100-199	42	39	92.86	3	7.14
200-299	15	13	86.67	2	13.33
300 or over	42	41	97.62	1	2.38
TOTAL	123	115	93.49	8	6.51

This table should be read as follows: Of the 24 respondents from schools with enrollments between 0-99, 22, or 91.67 per cent, answered yes, special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects.

TABLE XXV

OPINIONS OF BUSINESS TEACHERS CONCERNING WHETHER THEIR SCHOOLS SHOULD
OFFER A REMEDIAL TRAINING COURSE FOR PUPILS WHO ARE DEFICIENT
IN ENGLISH, SPELLING, READING, AND ARITHMETIC

Size of Schools Based on Enrollment	Total Respondents	Do you think your school should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	23	23	100.00	0	0.00
100-199	42	40	95.24	2	4.76
200-299	14	13	92.85	1	7.15
300 or over	42	41	97.67	1	2.38
TOTAL	121	117	96.69	4	3.31

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 23, or 100 per cent, answered yes, their schools should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic.

Opinions of Business Teachers Concerning Whether Pupils Who are Deficient in English, Spelling, Reading, and Arithmetic Should Receive High School Credit for a Special Remedial Training Course in These Subjects.

The enrollment group with the largest per cent of teachers who think pupils who are deficient in English, spelling, reading, and arithmetic should receive high school credit for a special remedial training course in these subjects was found in the 300 or over group. In this group 75.61 per cent of the teachers think pupils who are deficient in English, spelling, reading, and arithmetic should receive high school credit for a special remedial training course in these subjects.

In the 100-199 group, 69.23 per cent of the teachers think pupils who are deficient in English, spelling, reading, and arithmetic should receive high school credit for a special remedial training course in these subjects.

TABLE XXVI

OPINIONS OF BUSINESS TEACHERS CONCERNING WHETHER PUPILS WHO ARE DEFICIENT IN ENGLISH, SPELLING, READING, AND ARITHMETIC SHOULD RECEIVE HIGH SCHOOL CREDIT FOR A SPECIAL REMEDIAL TRAINING COURSE IN THESE SUBJECTS

Size of Schools Based on Enrollment	Total Respondents	Do you think pupils should receive high school credit for such a special remedial training course?			
		Yes		No	
		No.	Per Cent	No.	Per Cent
0-99	23	17	73.91	6	26.09
100-199	39	27	69.23	12	30.77
200-299	12	9	75.00	3	25.00
300 or over	41	31	75.61	10	24.39
TOTAL	115	84	73.04	31	26.96

This table should be read as follows: Of the 23 respondents from schools with enrollments between 0-99, 17, or 73.91 per cent, answered yes, pupils who are deficient in English, spelling, reading, and arithmetic should receive high school credit for a special remedial training course in these subjects.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study, as set forth in Chapter I, is to determine some of the problems of high school business education in Oklahoma and to provide a basis for recommendations for its improvement, and to determine what suggestions and recommendations business teachers of Oklahoma make for the improvement of teachers of business education.

Data were collected through questionnaires mailed to the schools selected for study. All of the questionnaires were mailed and returned to the investigator during the months of February and March, 1952. Data obtained through the questionnaires were presented in Chapter III.

Summary of Findings

The findings were summarized as answers to the specific questions that were listed in the analysis of the problem in Chapter I. The same procedure is followed in presenting the conclusions.

1. Do business education teachers teach subjects in other fields?

Twenty-eight, or 23.33 per cent, of 120 teachers surveyed were teaching subjects in other fields. The 0-99 enrollment group had the highest per cent, 69.57 per cent, of teachers teaching subjects in other fields.

2. What subjects are taught in other fields by business education teachers?

Of the 28 business teachers who were teaching subjects in fields other than business education, more were teaching English than were teaching any other single subject outside business education. The per cent teaching English, 21.43 per cent, was exceeded only by the 25 per cent teaching subjects in the elementary grades.

3. What business subjects are taught in different size high schools of Oklahoma?

First-year typewriting accounted for 119, or 20.21 per cent, of all mentions of subjects taught by the 124 responding teachers. With the exception of 5 teachers in the 300 or over enrollment group, every respondent had taught first-year typewriting during one or both of the school years 1950-1951 and 1951-1952. Second-year typewriting, first-year shorthand, and first-year bookkeeping followed in that order of frequency of mention.

4. Should a course in general business be offered in small high schools instead of shorthand?

Forty-two, or 35.59 per cent, of 118 business teachers agreed that a general business course should be offered instead of shorthand in small high schools that are now teaching only shorthand, typewriting, and bookkeeping.

5. Should all pupils be required to take a course in general business?

Seventy, or 58.82 per cent, of 119 business education teachers answered yes, all pupils should be required to take a course in general business or junior business training.

6. Do some schools require business education courses before graduation for non-business education majors?

Only 8, or 6.61 per cent, of 121 teachers answered yes their schools require business education courses for non-business education majors. The greatest per cent was found in the 0-99 enrollment group, in which 25 per cent of the teachers answered yes.

7. Should pupils take a course in beginning typewriting for personal-use values?

One hundred twenty, or 97.56 per cent, of 123 respondents answered yes, pupils should take a course in beginning typewriting for personal-use values. One hundred per cent of the teachers of each of two groups, the 0-99 and the 200-299 group, answered yes to this question.

8. In which year should personal-use typewriting be taught?

Seventy-three, or 62.93 per cent, of 116 respondents answered yes, it would be better to teach beginning typewriting for personal-use values in junior high school, or in the first year of high school, than to wait until the junior or senior year of high school.

9. Should practice teaching be required before a teacher is eligible for a teaching certificate?

One hundred twelve, or 94.12 per cent, of 119 respondents answered yes, practice teaching should be required before a teacher is eligible for a teaching certificate.

10. How many semester credit hours in practice teaching should the teacher-training institutions require for a standard certificate to teach business subjects?

Six semester credit hours was the most common number named by the teachers responding to this question. Thirty-seven, or 39.37 per cent, of 94 business teachers stated six semester credit hours in practice teaching should be required for a standard certificate to teach business subjects.

11. Does supervised teaching experience make vocational business teachers better teachers?

One hundred ten, or 91.66 per cent, of 120 business teachers who replied to this question answered yes, supervised teaching experience (student or practice) helps make vocational business teachers better teachers. The highest per cent, 97.62 per cent, was found in the 300 or over group.

12. Do business teachers do their practice teaching in business subjects?

Seventy-nine, or 65.83 per cent, of 120 business teachers answered yes, they did their practice teaching in business subjects. The highest per cent, 72.50 per cent, was found in the 100-199 enrollment group, and the lowest, 52.17 per cent was found in the 0-99 enrollment group.

13. In which subjects did teachers do practice teaching?

Typewriting accounted for 50, or 63.29 per cent, of all mentions of subjects practice taught by the 79 responding business teachers. Shorthand and bookkeeping followed in that order of frequency of mention.

14. Should college programs for preparing business teachers provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.?

One hundred one, or 96.19 per cent, of 105 business teachers who answered this question replied yes, college programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc. In the 0-99 enrollment group, 100 per cent answered yes to this question.

15. Would supervised business experience help make vocational business teachers better qualified?

One hundred seventeen, or 96.69 per cent, of 121 respondents answered yes, supervised business experience would help make vocational business teachers better qualified.

16. Should periodic attendance in summer school be required of all business teachers at least once every five years?

Ninety-three, or 80.17 per cent, of 116 respondents to this question answered yes, periodic attendance in summer school should be required, at least once every five years, of all business education teachers.

17. How many teachers have had one or more courses in methods of teaching business subjects?

One hundred one, or 84.16 per cent, of 120 respondents answered that they had had one or more courses in methods of teaching business subjects.

18. Should special methods courses in teaching business subjects be required for students who are preparing to teach business subjects?

One hundred fifteen, or 93.49 per cent, of 123 respondents answered yes, special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects.

19. Should high schools offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic?

One hundred seventeen, or 96.69 per cent, of 121 respondents answered yes, their schools should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic.

20. Should pupils who are deficient in English, spelling, reading, and arithmetic receive high school credit for a special remedial training course in these subjects?

Eighty-four, or 73.04 per cent, of 115 business teachers answered yes, pupils who are deficient in English, spelling, reading, and arithmetic should receive high school credit for a special remedial training course in these subjects.

Conclusions

On the basis of data gathered in this study, it is believed that the following conclusions are justified.

1. The teachers included in this study are well qualified in terms of degrees and certificates. Of 123 who gave information concerning their degrees, all except one have Bachelors' degrees and approximately one-third have Masters' degrees. Ninety-five per cent of all 124 teachers reported that they hold either life or standard certificates in business education.

2. A little less than one-fourth of the business teachers included in this survey were teaching subjects outside the business field. In the smallest high schools (0-99 enrollment) 7 business teachers in every 10 were teaching subjects in another field, while in the high schools with enrollments of 100 or above, the proportion only slightly exceeded one business teacher in every 10. It may be concluded (1) that the smaller the high school, the more likely it is that the business teacher will be required to have one or more additional teaching fields, and (2) that under present conditions the question of whether or not the business teacher has a second teaching field is relatively unimportant to high schools with enrollments of 100 or above.

3. The limited data provided by this study indicate that the second fields in which the business teachers teach are varied. Two fields, English and elementary teaching, each account for about one-fourth of the non-commerce fields mentioned by teachers included in this study.

4. During 1950-1951 and 1951-1952 first- and second-year typewriting, first-year shorthand, and first-year bookkeeping were each taught by at least three times as many teachers as were teaching any other business subject. General business was in fourth place, but it was taught by only 32 of the 124 teachers.

5. Only a very few of the schools included in this survey require business education courses before graduation for non-business education

majors. Only 8 of 121 schools require business education courses before graduation for non-business education majors.

6. A little more than two-thirds of the business teachers included in this survey did their practice teaching in business subjects.

7. A little less than 85 per cent of the business teachers included in this survey have had one or more courses in methods of teaching business subjects.

8. Typewriting accounted for a little less than two-thirds of all mentions of subjects practice taught by 79 business teachers. Shorthand and bookkeeping followed in that order of frequency of mention.

9. At least 9 business teachers in 10 agreed that:

- (a) Pupils should take a course in beginning typewriting for personal-use values. (97.56 per cent of 123)
- (b) Supervised business experience would help make vocational business teachers better qualified. (96.69 per cent of 121)
- (c) Their schools should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic. (96.69 per cent of 121)
- (d) College programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc. (96.19 per cent of 105)
- (e) Successful practice teaching should be required before a teacher is eligible for a teaching certificate. (94.12 per cent of 119)
- (f) Special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects. (93.49 per cent of 123)
- (g) Supervised teaching experience (student or practice) helps to make vocational business teachers better teachers. (91.66 per cent of 120)

10. At least 8 business teachers in 10 agreed that:

- (a) Periodic attendance in summer school should be required, at least once every five years, of all business education teachers. (80.17 per cent of 116)

11. At least 7 business teachers in 10 agreed that:

- (a) Their pupils who are deficient in English, spelling, reading, and arithmetic should receive high school credit for a special remedial training course in these subjects. (73.04 per cent of 115)

12. At least 6 business teachers in 10 agreed that:
- (a) It would be better to teach beginning typewriting in junior high school, or in the first year of high school, than to wait until the junior or senior year of high school. (62.93 per cent of 116)
13. At least 5 business teachers in 10 agreed that:
- (a) All pupils should be required to take a course in general business or junior business training. (58.82 per cent of 119)
14. At least 3 business teachers in 10 agreed that:
- (a) Six semester credit hours in practice teaching should be required for a standard certificate to teach business subjects. (39.37 per cent of 94)
 - (b) A general business course should be offered instead of shorthand in small high schools that are now teaching only shorthand, typewriting, and bookkeeping. (35.59 per cent of 119)

Recommendations

In view of the findings of the study, and on the basis of the conclusions drawn therefrom, the following recommendations are made:

1. That teacher-training institutions, if possible, provide for some supervised business experience, as well as supervised teaching experience, for students who are preparing to be business education teachers.
2. That students in the teacher-training institutions be guided as much as possible into doing their practice teaching in subjects that they are most likely to teach.
3. That all college programs for preparing business teachers provide methods courses in teaching business subjects.
4. That college programs for preparing business teachers provide for more experience and information on how to type a Ditto master, cut stencils, operate duplicating machines, repair typewriters, etc.

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Tonne, Herbert A. and Henriette. Social Business Education in the Secondary Schools. New York: New York University Press Book Store, 1932.

Bulletins

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Appendixes

Pawnee, Oklahoma
March 20, 1952

Dear Business Teacher:

You have been selected as a business teacher from whom to secure data to determine some of the problems of business education in the high schools of Oklahoma.

Your part in this survey is very important. The total result depends upon the co-operation of each business teacher selected filling in, as completely as possible, the enclosed check list. All names and information will be treated as confidential.

This survey is being made because there exists a definite need for information being sought in the check list. The results obtained from it are to be compiled and made available, free of charge, to business education teachers who wish to receive the information. If you would like to receive a summary of the results of this survey, please indicate your desire by a check-mark in the space provided at the bottom of this letter, and return it with the completed check list.

Your help in this project will be appreciated. A self-addressed stamped envelope is enclosed for your convenience in returning the check list.

Sincerely yours,

J. W. Little

Upon completion of this study, I desire to receive a summary of the findings. I do not desire

TO TEACHERS OF BUSINESS EDUCATION

The check list below presents a list of problems that may confront teachers of business education.

On the basis of your personal experience in teaching courses in business subjects, please check or fill in the appropriate spaces to indicate your answers:

Name of school _____ Name of Business teacher _____

Degree held () Master's () Bachelor's () None

Institution that granted Master's degree _____ Date degree received 19__

Institution that granted Bachelor's degree _____ Date degree received 19__

Major in which Bachelor's degree was granted _____

Major in which Master's degree was granted _____

Kind of business education teaching certificate held: () Life () Standard
() Temp. () None

For how many years have you taught business subjects? ____ Do you now teach subjects in any other field? ____ If yes, please list subjects: _____

Please check each of the following business subjects you have taught in your present school since September, 1950:

First-year bookkeeping ____ Business Law _____ Office Practice _____

Second-year bookkeeping ____ Business Math. _____ Record Keeping _____

First-year typewriting ____ Prin. of Economics _____ Senior Bus. Tr. _____

Second-year typewriting ____ Economic Geography _____ General Business, or
Junior Business Training _____

First-year shorthand _____ Problems of Economics ____

Second-year shorthand _____ Consumer Economics _____ Business English, or
Communications _____

List any others: _____

Circle any of the above subjects taught by teachers other than business education majors.

The general business course or junior business training, as considered in this study, is a course designed primarily to acquaint pupils with the nature of business and with the economic goods and services which are available to everyone. In small high schools that are now teaching only shorthand, typewriting, and bookkeeping, do you think it would be better to offer a general business course instead of shorthand?
Yes ____ No ____

Do you think all pupils should be required to take a course in general business or junior business training? Yes ____ No ____

Does your school require any business education courses for non-business education majors? Yes ____ No ____

Do you believe pupils should take beginning typewriting for personal-use values?
 Yes ___ No ___

If your answer is yes, do you think it would be better to teach beginning typewriting in junior high school or the first year of high school than to wait until the junior or senior year? Yes ___ No ___

Do you believe that successful practice teaching should be required before a teacher is eligible for a teaching certificate? Yes ___ No ___

How many semester credit hours in practice teaching should the teacher-training institutions require for a standard certificate to teach business subjects? ___ Sem. Cr. hrs,

Do you believe that supervised teaching experience (student or practice) helps to make vocational business teachers better teachers? Yes ___ No ___

Did you do your practice teaching in business subjects? Yes ___ No ___ Which subjects did you practice teach? _____

Do you think that college programs for preparing business teachers should provide for more experience and information on how to type a Ditto master, to cut stencils, operate duplicating machines, repair typewriters, etc.? Yes ___ No ___

Do you think that supervised business experience would help make vocational business teachers better qualified? Yes ___ No ___

Should periodic attendance in summer school be required, at least every five years, of all business education teachers? Yes ___ No ___

Have you had one or more courses in methods of teaching business subjects? Yes ___ No ___

Do you think special methods courses in teaching business subjects should be required for students who are preparing to teach business subjects? Yes ___ No ___

Do you think your school should offer a remedial training course for pupils who are deficient in English, spelling, reading, and arithmetic? Yes ___ No ___

Do you think these pupils should receive high school credit for such a special remedial training course? Yes ___ No ___

If, in your service, you have had experience that may be of value in this study, the space below and on the back of this sheet may be used for such information. Any suggestions for the improvement of business education, or for the improvement of business teachers will be appreciated.

SCHOOLS AND THEIR GROUP CLASSIFICATIONS AND TEACHERS INCLUDED IN THE SURVEY

High School	Enrollment Group	Teacher
Achille	0-99	Mrs. Mary Johnson
Ada	300 or over	Mattie B. Warren
Addington	0-99	T. M. Cornelius
Altus	300 or over	Dorothy Hicks
Anadarko	300 or over	Jack Gillihan
Ardmore	300 or over	Nancy J. Fry
Atoka	200- 299	Norma Jean Smith
Atwood	0-99	Miss Lily Mae Cospers
Bagley Central Tallequah	300 or over	Zoe Davis
Bartlesville College High	300 or over	Mary E. Whitley
Beaver	100-199	Mrs. Ralph Perkins
Bixby	200-299	Nedra Nilson
Blackburn	0-99	Louise Cunningham
Blackwell	300 or over	Hattie Will Wilson
Bowring	0-99	Norma Goodwin
Bristow	300 or over	Helen Carruth
Broken Arrow	200-299	Archie Gwartney, Jr.
Broken Box	100-199	Mrs. James H. Nease
Caddo	100-199	Jack Brown
Cameron	100-199	Georgie M. Rachels, Jr.
Capital Hill Sr. High Oklahoma City, Okla.	300 or over	Noba French
Cement	100-199	Cathryn Ratliff
Central High Muskogee	300 or over	Kate Frank

High School	Enrollment Group	Teacher
Central High Oklahoma City, Okla.	300 or over	Lillian G. Wilson
Cherokee	100-199	Evelyn Allison
Chickasha	300 or over	Mrs. Ernest Kell
Claremore	300 or over	Mrs. Freeda Jagers
Classen High Oklahoma City, Okla.	300 or over	Mary Cantrell
Cleveland	200-299	Dorothy Houser
Coalgate	100-199	Wilma McDaniel
Commerce	200-299	Ruth Shackelford
Coyle	0-99	Vicie Blackburn
Crescent	100-199	Blanche Farley
Cushing	300 or over	Mrs. Rainwater
Davenport	0-99	Mrs. Maxine Waters
Deer Creek	0-99	Robert D. Taylor
Deleware	0-99	Mrs. V. H. McClure
Dewar	0-99	Miss Lavera Averett
Dibble	0-99	Mrs. Roy Hedrich
Durant	300 or over	Nellie Green
Edmond	300 or over	Pearl Sheldon
El Reno	300 or over	Cecil W. Moore
Enid	300 or over	Hazel Powers
Erick	0-99	Mrs. Eunice Gamble
Fairfax	100-199	Miss Evelyn Helms
Fredrick	200-299	Lucie J. Meaders
Geronimo	0-99	John C. Elkans
Guthrie	300 or over	Dorothy Service
Guymon	200-299	Mrs. John H. Gammer

High School	Enrollment Group	Teacher
Hallett	0-99	Opal Mae Graham
Harrah	100-199	
Healdton	100-199	Ethal D. Lendrick
Heavner	0-99	Mary Louise Snodgrass
Hennessey	100-199	Aude Thomas
Henryetta	300 or over	Mrs. W. E. Huddarn
Hobart	200-299	Edna E. Mercer
Holdenville	300 or over	Mrs. Ida Lee Cook
Hominy	200-299	Doratheia G. Miller
Inola	100-199	Mrs. Enid Mason
Jenks	100-199	Thera L. Hengst
Jones	100-199	John Rogers
Kelleyville	100-199	Dixon Cartwright
Keyes I -II	0-99	R. F. Hackins
Kingston	100-199	Jean Pitts
Konawa	100-199	Mrs. George Ennis
LaVerne	100-199	Miss Ruth Jones
Lawton	300 or over	Ervan J. Holtmann
Lexington	100-199	Pearl F. Burkett
Madill	300 or over	Blanche E. Jewell
Mannford	0-99	M. Nantz
Mangum	200-299	Mrs. Ed. Deavers
Marshall	0-99	G. R. Broadbent
Maysville	100-199	Mildred Hope
McAlister	300 or over	Pauline Palmer
Miami	300 or over	Marie Patrick
Middleberg	0-99	Mrs. Frank Bittle
Midwest City	300 or over	Audrey Moon

High School	Enrollment Group	Teacher
Minco	100-199	Eileen Gilmore
Moore	100-199	Atlelea Aldrich
Morrison	0-99	Juanita Doty
Nashoba	0-99	James E. Howard
Newkirk	200-299	Minnie Simmons
Noble	100-199	Mrs. Nolan R. Lackey
Norfolk	0-99	Mary L. Hanmer
Northeast High Oklahoma City, Okla.	300 or over	E. A. Buckhold
Okeene	100-199	Moselle Stallings
Okmulgee	300 or over	M. R. Work
Pauls Valley	300 or over	Betty Jo Beswell
Pawhuska	300 or over	Bertha Wagner
Perry	200-299	Charlotta Nichol
Piedmont	0-99	Marie Yoesting
Ponca City	300 or over	Mrs. Mary Louise Casiety
Poteau	100-199	Orville Johnson
Pryor	300 or over	Edna Rodgers
Purcell	100-199	Dora Lee Teel
Putman High	0-99	Mrs. Plez Henry
Quay	0-99	Mrs. Agnes Bingham
Rush Springs	100-199	Myrtle Adams
Sallisaw	200-299	Reba Green
Sand Springs	300 or over	Ethel Pugh
Sapulpa	300 or over	Anita Gill
Sayre	100-199	Maurine Fails
Seminole	300 or over	Sam Steinle
Shawnee	300 or over	Rita Huff

High School	Enrollment Group	Teacher
Shidler	100-199	J. H. Antwine
Stilwell	300 or over	Alma Lou Stone
Sulphur	100-199	Maryella Norwood
Tecumseh	100-199	Miss Ruth Akin
Temple	100-199	Mary Ann Slack
Tishomingo	100-199	Mrs. Anita E. Ritchey
Tonkawa	100-199	Elsie Evans
Tulsa Central High	300 or over	Ralph Burcham
Tuttle	100-199	Mrs. Allie Channell
Watonga	100-199	Verla Mae Tate
Watts High	0-99	Mrs. Sybil Pullian
Weatherford	100-199	Mrs. Pauline H. Johnson
Webster Tulsa, Okla.	300 or over	Paul Duval
Wewoka	300 or over	Mrs. C. W. Mullen
Wilburton	100-199	Clarence Hammers
Will Rogers Tulsa, Okla.	300 or over	Allie Dale Lambert
Woodward	300 or over	Maxine Bartlett
Wynnewood	200-299	Hobart Fannin
Yukon	100-199	S. W. Astle

THESIS TITLE: A STUDY TO DETERMINE SOME OF THE PROBLEMS OF
HIGH SCHOOL BUSINESS EDUCATION IN OKLAHOMA AND
TO PROVIDE A BASIS FOR RECOMMENDATIONS FOR ITS
IMPROVEMENT

NAME OF AUTHOR: James W. Little

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NAME OF TYPIST: J. W. Little