

THE PROBLEMS OF TEACHING THE COURSE IN GENERAL BUSINESS
IN THE WHITE ACCREDITED HIGH SCHOOLS IN THE STATE OF OKLAHOMA

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By

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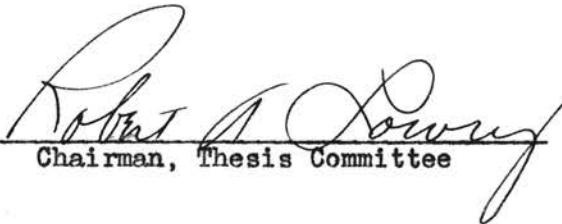
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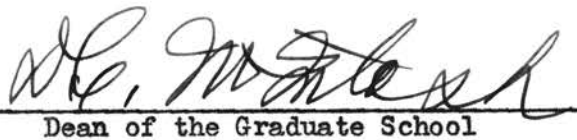
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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to assemble the teaching problems which are representative of those which confront the high school teacher of general business; to determine the importance, the degree of difficulty, and the frequency of occurrence of the problems; to analyze these problems in the light of the preparation and experience of the teachers; and, on the basis of the data gathered, to make recommendations for the training of teachers for future classes in general business.

The questions to be answered by this study are as follows:

1. What are the teaching problems of the high school teacher in teaching the course in general business?
2. How important are these teaching problems?
3. How often do these problems occur?
4. What is the degree of difficulty in solving these teaching problems?
5. What connection is there between the teaching problems and the preparation and experience of the teacher of general business?

Need for the Study

According to Overman's study¹ of the status and trends of general business in the schools of Oklahoma, there is a trend toward a wider introduction of the course in the schools of Oklahoma. There is a rapid expansion in the number of schools offering general business and the number

¹ Glenn D. Overman, "Status and Trends of the Course in General Business in the Schools of Oklahoma." Unpublished Master's thesis. Oklahoma Agricultural and Mechanical College, 1946, p. 89.

of students enrolled in the course. However, according to Overman, ample opportunity remains for further growth, inasmuch as four-fifths of the schools of Oklahoma did not offer general business during the school years 1943-1944 and 1944-1945.

Most graduates of business teacher-training schools seem to prefer the teaching of skill subjects to the teaching of general business. In commenting upon the present status of junior business training, Tonne has this to say:

Many teachers have the teaching of business training thrust upon them. They do not like the subject nor do they understand it. Some of them turn it into a course in business arithmetic,² others, into a course in elementary single-entry bookkeeping.²

Coonrad,³ in his survey of the opinions of administrators and general business teachers regarding selected aspects of the course in general business in the schools of Oklahoma, found that teachers who were teaching shorthand, typewriting, and bookkeeping in addition to the course in general business preferred to teach the skill subjects and bookkeeping rather than general business.

Freeman and Stroop have commended:

If adequate training for the performance of business activities is to be given in the secondary school, the teacher-training institutions must assume the responsibility of adequately preparing teachers for such work. These teachers should be as well qualified for this work as secretarial and bookkeeping teachers have been for their specialized fields. Such training must not be incidental to the training of a business teacher but should⁴ be offered as a major for those electing it as a teaching field.⁴

² Herbert A. Tonne, Business Education Basic Principles and Trends, The Gregg Publishing Company, 1939, p. 254.

³ Harold A. Coonrad, "A Survey of the Opinions of Administrators and General Business Teachers Regarding Selected Aspects of the Course in General Business in the Schools of Oklahoma." Unpublished Master's thesis. Oklahoma Agricultural and Mechanical College, 1949, p. 20.

⁴ M. Herbert Freeman and Christine Stroop, "General Business Training Problems," UBEA Forum, Vol. I, No. 2, April, 1947, p. 21.

Tonne further states:

The best means of developing competency in these activities must be determined through research and clear thinking. Courses of study must be developed; teachers must be properly trained; and adequate teaching and testing materials must be developed.⁵

Through an analysis of problems in teaching the present course in general business, in the light of the preparation and experience of the present teachers, it is hoped to further the aims and objectives of the course--knowledge of sound economic living principles, and basic vocational and pre-vocational training.

Scope

The findings of the study are based on information concerning 85 of the 134 white public high schools that were offering general business during the school year 1947-1948.

Sources of Data

Information from which to compile the list of general business teachers used in this study was available in the State Department of Education. The study includes accredited senior high schools in the state of Oklahoma for the school year 1947-1948. A total of 825 high schools were accredited for the school year of 1947-1948.⁶ This study is limited to the 731 white accredited high schools which includes 122 white schools which are members of the North Central Association of Colleges and Secondary Schools.

Method and Procedures

The normative-survey method of research was used in this study.

Normative-survey research is directed toward ascertaining the prevailing conditions. It seeks to answer the question, "What are the real facts with regard to the existing conditions?"⁷

⁵ Tonne, op. cit., p. 20.

⁶ State of Oklahoma, Department of Education, Annual High School Bulletin. Bulletin No. 112--W, June 30, 1948, p. 3.

⁷ Carter V. Good, A. S. Barr, Douglas E. Scates, The Methodology of Educational Research, D. Appleton-Century Company, 1935, p. 287.

The compound adjective "normative-survey" is applied to this method in order to suggest the two closely related aspects of this kind of study. The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining what is the normal or typical condition, or practice.⁸

As the purpose of this study is to determine the current or typical conditions in the State of Oklahoma, it was thought appropriate that the survey type of research be employed.

Two instruments were employed in assembling the primary data: the uniform problems check list and personal data sheet; supplementary data were taken from the "Applications for High School Accrediting"⁹ on file at the State Department of Education.

The first step was the construction of the problems check list.¹⁰ As the first purpose of the study was to assemble the problems of the general business teacher, considerable available literature was examined and interviews with general business teachers were held, with the view of determining the factors and problems that should be included in the check list.

After the first preliminary problems check list was devised, it was presented to a seminar of graduate students in business education at Oklahoma A. & M. College in order to validate the procedure. As a result of this presentation, a major revision was made. The revised form was presented to a second seminar of graduate students in business education at Oklahoma A. & M. College. As a result of the second presentation, another major revision was necessary. It was desired to have an instrument that would be thoroughly understood so that the data obtained would be valid.

⁸ Ibid., p. 289.

⁹ A copy is included in the Appendix.

¹⁰ A copy is included in the Appendix.

The revised form was presented to specialists in the field of business education. After a few minor revisions it was then presented to a trial group of general business teachers on the campus of Oklahoma A. & M. College. No changes were suggested as a result of these personal interviews.

Two additional forms¹¹ were used in gathering the necessary data for the study. The first was a data sheet to obtain information from the "Applications for High School Accrediting" on file at the State Department of Education, Oklahoma City. The second was a personal data sheet to accompany the problems check list to obtain additional information concerning the qualifications and experiences of the general business teachers to supplement that obtained at the State Department of Education. These data sheets were revised several times with the help of the major adviser.

Records of the State Department of Education were consulted to determine those high schools which were offering the general business course during the school year 1947-1948. From the "Applications for High School Accrediting," which must be filled out and mailed to the Department of Education each year by any high school seeking accrediting, the following information was secured: name and address of the school, administrators' names; size of school; whether general business was being offered in 1947-1948; number of students enrolled in the general business course last year (1946-1947) and this year (1947-1948); grade level for general business; name and address of each general business teacher; teaching fields, degree, and certificates held by the general business teacher; and teaching load of the general business teacher.

¹¹ Copies are included in the Appendix.

A total of 190 schools were accredited to teach the course in general business during the school year 1947-1948.¹² It was found that 134 schools taught the course in 1947-1948. Fifty-six schools were accredited to teach the course but were following the plan for combining and alternating high school subjects as suggested by the State Department of Education¹³ and did not teach the course in general business during 1947-1948. As has been indicated, this study is limited to the schools that taught the course during the school year 1947-1948.

A map of the State of Oklahoma was secured. A red map pin was used to mark each of the 134 towns that represented the mailing addresses of the schools that taught the course in general business. As the general business teacher of each of these schools responded, the red map pin was replaced by a blue one. This procedure gave a continuous check of the location of all the respondents.

Sixteen, or 11.9 per cent, of the 134 general business teachers were contacted by personal interview. Five were interviewed at Oklahoma A. & M. College, Stillwater; 2 at Northeastern State College, Tahlequah; 2 at the University of Oklahoma, Norman; and 7 at their home addresses. These interviews were made during the last two weeks of July, 1948, which was near the close of the summer term. On August 2, 1948, a copy of the problems check list, personal data sheet, and an explanatory letter¹⁴ was mailed to each of the remaining 128 general business teachers. The first mailing drew 43 responses, which was a return of about 32.1 per cent of the original 134. A second letter with another copy of the problems check list and

¹² Annual High School Bulletin, pp. 49-72.

¹³ Ibid., pp. 24-26.

¹⁴ A copy is included in the Appendix.

personal data sheet was mailed on November 5, 1948, to those general business teachers that did not respond to the first letter. The second mailing drew 26 responses. Including those obtained through personal interview, a total of 85 responses were received, which represented a return of about 64 per cent of the original 134.

Since it was the purpose of this study to assemble the problems of the general business teacher; to determine the importance, the degree of difficulty, and the frequency of occurrence; instructions for checking the problems were given in detail on the problems check list, as follows:

To Teachers of General Business:

The check list below presents a list of problems that may confront the teacher of a course in general business.

On the basis of your personal experience in teaching the course in general business, please check the appropriate columns to indicate:

1. Whether you find the problem to be of (a) major importance, (b) minor importance, (c) no importance.
2. Whether solving the problem gives you (a) great difficulty, (b) some difficulty, (c) little difficulty.
3. Whether the problem is present in your teaching (a) frequently, or much of the time; (b) occasionally, or some of the time; (c) rarely, or little of the time.

Adequate space was provided for the teacher to check the problems according to the above instructions. Additional space was given for listing problems which had been encountered by the teacher but had not been included in the check list. Each teacher was also asked to give the percentage of problems that he believed to be covered by the check list. This question was stated as follows:

In your opinion what percentage of the problems of teaching general business has been included in this check list? Indicate your answer by circling one of the following:

100% 95% 90% 85% 80% 75% 70% 65% 60% 55% 50%

This was for the purpose of encouraging the teachers to give additional problems and to further validate the problems that were assembled.

The information requested on the personal data sheet included the following items which were believed necessary to supplement the data obtained from the State Department of Education: specific or special training received for teaching general business--courses dealing with content material and courses dealing with methods of teaching; teaching experience; and business experience.

An analysis of the data obtained is reported in the following chapters.

Definition of Terms

The following terms are defined as used throughout this study.

Problems: any difficulty which confronts the teacher that requires solution and which has arisen in connection with or grown out of his work as a general business teacher.

General business: a first course in business designed primarily to acquaint pupils with the economic goods and services which are available to everyone.¹⁵ Since the course is offered under various titles, courses titled, "Everyday Business," "Junior Business Training," "Introduction to Business," "Elementary Business," and "Business Life," are considered to be courses in general business.

General business teachers: The individual responsible for classroom instruction in the general business course as defined for this study.

Course: The "organized subject matter which is offered within a

¹⁵ Handbook for High School Courses, Bulletin No. 120 D, Oklahoma Department of Education, 1940, p. 80.

given period of time and for which credit toward graduation or certification is usually given."¹⁶

Accredited high school: Any high school listed as accredited in the Annual High School Bulletin, published annually by the Oklahoma State Department of Education.¹⁷

School: "an organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers."¹⁸

Grade: "a major division of the instructional program, representing the work of one school year."¹⁹

Grade level: "a measure of educational maturity stated in terms of the school grade attained by the individual pupil or a group of pupils at any time."²⁰

State course of study: a combination of "suggested courses of study for the various subjects taught in the public elementary and secondary schools of the state, prepared and distributed by the State Department of Education."²¹ The state course of study referred to throughout this study is the Oklahoma State Course of Study in Business Education.

Teaching load: the number of classes per day and the number of different subjects taught by the teacher.

Teacher preparation: the number of college courses taken, semester hours earned, and degrees held by the teacher.

¹⁶ Carter V. Good, Dictionary of Education, p. 106.

¹⁷ Annual High School Bulletin, State Department of Education, 1948.

¹⁸ Good, op. cit., p. 358.

¹⁹ Ibid., p. 187.

²⁰ Ibid., p. 188.

²¹ Ibid., p. 107.

Teaching experience: the number of semesters the teacher has taught.

General business teaching experience: the number of semesters the teacher has taught the course in general business.

Business experience: the number of months the teacher has worked in occupations such as typist, stenographer, or sales person.

Review of Related Studies

Trends of General Business

Overman²² analyzed the trends of the course in general business in schools of Oklahoma over a ten-year period, 1936-1937 to 1945-1946, in order to determine the practice of Oklahoma schools with reference to the extent of offering, grade placement, and other phases of the course.

Scope of the study. All senior high schools accredited by the State Department of Education and all junior high schools approved by the State Department of Education for the school years 1936-1937, 1940-1941, 1944-1945, and 1945-1946 are included in this study. As a basis for analyzing trends of the course in general business, the ten-year period between 1936-1937 and 1945-1946 was chosen. From this ten-year period, four school years were chosen for detailed study. This study is limited to information available from the official records, reports, and publications of the Oklahoma State Department of Education.

Findings and Conclusions. There has been a decided increase in the total number of schools offering general business during the ten years between 1936-1937 and 1945-1946. The number of schools offering general business increased from 14 in 1936-1937 to a maximum of 145 in 1944-1945.

²² Glenn D. Overman, "Status and Trends of the Course in General Business in the Schools of Oklahoma." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1946.

The number of students enrolled in general business in both junior and senior high schools increased from 864 in 1936-1937 to a maximum of 4,201 in 1944-1945. At the beginning of the ten-year period, approximately three-fourths of the students enrolled in general business were in the junior high schools. However, at the close of this period, 77.5 per cent of the general business enrollment in Oklahoma was in the senior high schools.

The majority of the junior high schools offering general business for each of the selected years were the large schools, while senior high schools offering general business were, for the most part, small schools with total enrollments under 200. Small schools with total enrollments of less than 200 accounted for 92, or 82.9 per cent, of the number of senior high schools offering general business in 1945-1946.

A total of 203 different schools, or more than one-fifth of the total approved junior high schools and accredited senior high schools in the state, offered general business during the two-year period, 1944-1945 and 1945-1946. Of this number, 187 were senior high schools which were located in 71 of the 77 counties of Oklahoma.

The course in general business was offered on all grade levels and combinations of grade levels. Although the modal practice in senior high schools was to offer the course on the tenth grade level or below, during the four years studied the course was offered in senior high schools on every grade level and on many combinations of grade levels.

Nine different course titles were used by junior high schools and 16 different titles were used by senior high schools during the four years studied. "General Business" was the course title most frequently used in the senior high schools.

A majority of the general business teachers in the senior high schools in each of the years studied had commerce majors. More than three-fourths of the teachers reported each year had some commerce credit. During the first half of the ten-year period, 1936-1937 to 1940-1941, all of the senior high school general business teachers had either commerce credit or social science teaching fields. However, during 1944-1945, 11 general business teachers, and in 1945-1946, 12 teachers, or approximately 10 per cent each year, had neither commerce credit nor social science teaching fields.

For an extended discussion of the origin, growth, and development of the course in general business in the United States, the reader is referred to Overman's thesis.

Opinions of Teachers and Administrators

A study made by Coonrad²³ seeks to determine the opinions of Oklahoma general business teachers concerning certain aspects of the general business course as offered in the schools of Oklahoma during the school year 1946-1947. The opinions of a selected group of school administrators are also examined. Specifically, the study sought to determine the background of the general business teacher in Oklahoma with regard to teaching experience and subject-matter field preparation; the rank of general business in the scale of teachers' preferences for teaching the subjects assigned to them; the grade level, or levels, on which the course should be offered; whether general business classes composed of pupils from upper and lower grades can be administered satisfactorily; the department of the school

²³ Harold A. Coonrad, "A Survey of the Opinions of Administrators and General Business Teachers Regarding Selected Aspects of the Course in General Business in the Schools of Oklahoma." Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1947.

administering the course; and other questions concerning certain phases of the course.

Procedure and Sources of Data. The findings of the study are based on information concerning 94 accredited high schools and 8 approved junior high schools that were offering general business during the school year 1946-1947. To provide a primary source of data, a questionnaire was prepared and mailed to 119 general business teachers and 73 school administrators. The mailing list for the questionnaire was compiled from the "Applications for High School Accrediting" and "Applications for Junior High School Approval" on file in the State Department of Education, Oklahoma City, Oklahoma. These forms served also as a secondary source of data, providing information regarding grade level of the course, subject-matter field preparation and degree held by the teacher, and size of school.

Selected Findings. Of the 102 teachers reporting in this study, 95, or 93 per cent, had either commerce or social science teaching fields.

Of the 97 teachers who taught 2 or more subjects, including general business, only 7 assigned first preference to the course in general business.

The teachers reporting in this study preferred the teaching of type-writing, shorthand, and bookkeeping to the teaching of general business.

There was general agreement among the teachers that general business should be offered on some grade level, or combination of grade levels, from 8 to 10, and that eleventh and twelfth grade pupils should be excluded from the class.

Ninety-one of the 100 teachers reporting believed the commerce department should be responsible for the organization, administration, and supervision of the course in general business.

Of the 91 teachers who believed that the commerce department should be responsible for the general business course, 44 checked the following reason for their opinion: "General business is more closely related to other courses in that department, and should be correlated with them." The same number of teachers, 44, checked the following reason for believing the commerce department should be charged with organization, administration, and supervision of the general business course: "The teachers in that department are, by training and experience, more conversant with business principles and practice."

Eighty-nine of 100 teachers reporting believed that the subject-matter field of commerce should best qualify an individual to teach general business.

Forty-three, or nearly one-half, of the 89 teachers who believed commerce to be the most desirable field of study for the general business teacher checked the following reason for their opinion: "The course in general business should be taught by one who, by training and experience, has an intimate insight into business." Twenty-four of the 89 respondents who recommended commerce checked: "General business is offered to all pupils regardless of their curriculum; a teacher with a commerce major should be most conversant with the methodology of presenting a course of this nature." Twenty-one of the 89 teachers who believed the subject-matter field of commerce to be most desirable for the general business teacher checked: "One purpose of the course is to develop certain skills; the teacher with a commerce major is best qualified by training to develop these particular skills."

Seventy-seven, or about three-fourths, of the 102 teachers reporting in this study indicated that they believed the major purpose of the course in general business to be "general business information"; 23 of the 102

teachers checked the major purpose of the course as "pre-vocational"; and 2 of the teachers indicated that they believed the "vocational" aspects of the course to be most important.

General business teachers in Oklahoma appear to attach relatively little importance to the guidance function of the course in general business. This is not in line with the opinions of many leaders in business education who believe guidance to be a major purpose of the course.

Differences in years of general teaching experience, years of general business teaching experience, subject-matter field preparation of the teacher, grade level on which general business is offered, and size of school (enrollment) have little influence in the teachers' evaluation of the objectives of the course in general business.

For an extended discussion of these data, the reader is referred to Coonrad's thesis.

Business Education in the Large High Schools

Musselman,²⁴ in a study of five phases of business education in 53 large high schools of Oklahoma, included departmental organization and administration, the curriculum, school co-operation with the community, adequacy of class rooms and equipment, and training and experience of teaching personnel. The last two phases were also studied in 131 small schools for the purpose of making comparisons with the large schools.

Scope and Method of Procedure. Two methods of procedure were followed in assembling the primary data: the uniform interview and the questionnaire. Supplementary data were taken from the records in the offices of

²⁴ Vernon A. Musselman, "Business Education in the Large High Schools of Oklahoma," Unpublished Doctor of Education thesis, University of Oklahoma, 1946.

the State Department of Education. Of the 53 schools studied, 41 were visited and a uniform interview was held with the chairman of the business department.

Selected Finding. Each teacher interviewed was asked for an opinion on what business subjects should receive greater emphasis in the future programs of the secondary schools in Oklahoma. General business led the list, being suggested by nineteen teachers.

Selected Recommendation. There are several problems in business education which are in need of further research:

A more effective use of the general business course in junior high school as an exploratory and foundational course for the high school business program.

CHAPTER II

NATURE OF THE PERSONAL DATA

The information presented in this chapter concerns the educational qualifications, and the teaching and business experiences of the 85 general business teachers who returned the problems check list and personal data sheet. Other factors which may have an influence on the problems confronted are also presented.

Educational Qualifications of the
General Business Teachers

The educational qualifications of general business teachers were obtained from two sources of information. The data concerning college degrees, subject-matter field preparation, and teaching fields were obtained from the "Applications for High School Accrediting" on file at the State Department of Education. The personal data sheet which was attached to the problems check list was the source of the information concerning specific or special training received for teaching general business.

Table I shows that 12, or 14.1 per cent, of the general business teachers had a master's degree; 69, or 81.2 per cent, had a bachelor's degree; and 4, or 4.7 per cent, did not have a college degree. In other words, 81, or better than 95 per cent, of the teachers who taught general business during the school year 1947-1948 had a college degree.

Information concerning the different colleges from which the degrees were granted was not complete; therefore, these data will not be presented. The majority of the general business teachers, however, did receive degrees from colleges in the State of Oklahoma.

TABLE I

EDUCATIONAL QUALIFICATIONS OF GENERAL BUSINESS TEACHERS
TEACHING THE COURSE DURING THE SCHOOL YEAR 1947-1948

<u>Educational Qualification</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Master's Degree	12	14.1
Bachelor's Degree	69	81.2
Less than Degree	<u>4</u>	<u>4.7</u>
Total	85	100.

This table should be read as follows: Twelve, or 14.1 per cent, of the general business teachers had a master's degree.

Subject-matter field preparation. The requirements for a major and minor vary with individual schools. In a study of 94 accredited teachers' colleges and normal schools, however, Sipe found that

The modal amount of credit for a major in business education is...from 21 to 25 semester hours of credit....The modal amount of credit for a minor...is from 11 to 15 semester hours.¹

On the basis of this information, in this study teachers with 21 or more semester hours of commerce credit were considered to have commerce majors. Teachers with more than 11 but less than 21 semester hours of commerce credit were considered to have commerce minors. Teachers with less than 11 semester hours of commerce credit were assumed to have less than a minor. This same procedure was followed in Coonrad's study² and it was thought applicable to this study.

¹ John Marvin Sipe, Commercial Teacher-Training Curricula in 94 Accredited Teachers Colleges and Normal Schools in 1938, National Association of Business Teacher-Training Institutions, Bulletin No. 23, 1941, pp. 17-18.

² Coonrad, op. cit., p. 15.

TABLE II
SUBJECT-MATTER FIELD PREPARATION
OF GENERAL BUSINESS TEACHERS

<u>Subject-Matter Field Preparation</u>	<u>Teachers</u>	
	<u>Number</u>	<u>Per Cent</u>
Commerce major	35	41.1
Commerce minor	3	3.5
Commerce major and Mathematics major	4	4.7
Commerce major and English major	3	3.5
Commerce major and Social Science major	2	2.3
Commerce major and Home Economics major	2	2.3
Commerce major and Elementary major	2	2.3
Commerce major and Science major	1	1.2
Commerce major and Music major	1	1.2
Commerce major and Social Science minor	2	2.3
Commerce major and English minor	2	2.3
Commerce major and Physical Education minor	1	1.2
Commerce major and Home Economics minor	1	1.2
Commerce major and Mathematics minor	1	1.2
Social Science major	6	7.1
Social Science major and English major	3	3.5
Social Science major and Music major	1	1.2
Social Science major and Commerce minor	2	2.3
Social Science major and English minor	1	1.2
Social Science major and Mathematics minor	1	1.2
Social Science major and German minor	1	1.2
English major and Spanish major	1	1.2
English major and commerce minor	2	2.3
Science major and Mathematics major	1	1.2
Elementary major and Commerce minor	2	2.3
Commerce minor and Social Science minor	1	1.2
Commerce minor and English minor	1	1.2
Mathematics minor	1	1.2
Science minor and Commerce-less than minor	1	1.2
Total	85	100.

This table should be read as follows: Thirty-five, or 41.1 per cent, of the general business teachers had commerce majors only.

The subject-matter field preparation for the 85 teachers who taught general business during the school year 1947-1948 is shown in detail in Table II.

As shown in Table II, 35, or 41.1 per cent, of the general business teachers who reported had commerce as the only subject-matter field preparation. An additional 22, or 25.9 per cent, of the teachers had not only a commerce major, but either a major or minor in another subject-matter field. Three, or 3.5 per cent, of the teachers had a commerce minor only; an additional 8, or 9.4 per cent, had, in addition to a commerce minor, a major or minor in another subject; 1 teacher had less than a minor in commerce. In summarizing briefly, 69, or slightly over 81 per cent, of the teachers who taught general business in 1947-1948 had had some commerce training.

Fifteen, or approximately 18 per cent, of the 85 general business teachers had social science majors. Of the 15, 6, or 40 per cent, had only the social science major, while 9, or 60 per cent, had preparation in another subject. The Annual High School Bulletin states, with reference to the requirements for teaching the course in general business: "A special certificate is required in the commercial field or social science field with emphasis placed on economics."³ Of the 85 teachers who reported in this study, 82, or better than 96 per cent, had had some training in the commerce or social science fields. Other subjects represented were English, mathematics, science, home economics, music, physical education, Spanish, German, and elementary education.

³ State of Oklahoma, Department of Education, Annual High School Bulletin, June 30, 1948, p. 18.

Teaching Fields. In analyzing the data concerning teaching fields, as shown in Table III, it was found that commerce was reported as a first and only teaching field by 35, or 41.2 per cent, of the 85 general business teachers. Six, or 7.1 per cent, of the 85 general business teachers had commerce as a first teaching field and English as a second teaching field. Five, or 5.9 per cent, of the 85 general business teachers had commerce as a first teaching field and social science as a second teaching field. Commerce was reported as a first teaching field by an additional 14, or 16.5 per cent, with another subject as a second teaching field. In summarizing briefly, it was found that commerce was reported as a first teaching field by 60, or about three-fourths, of the 85 general business teachers. English was reported by 3 as a first teaching field; elementary education, 2; mathematics, 4; social science, 11; physical education, 1; home economics, 1; music, 1; science, 1; and Spanish, 1.

Forty-four, or 51.8 per cent, of the 85 general business teachers had a second teaching field. Of the 44, 8 had commerce as a second teaching field; 11, English; 9, social science; 4, elementary education; 4, mathematics; 2, home economics; 2, science; 2, physical education; 1, speech; and 1, German. It is evident from the foregoing information that English ranked first as a second teaching field, social science ranked second, and commerce ranked third.

A third teaching field was reported by 7, or 8.2 per cent, of the general business teachers--commerce and mathematics, 2 each; and science, Spanish, and music, 1 each.

In summarizing, a little less than half the respondents in this study had commerce only as a first teaching field, and about 5 per cent had social science only as a first teaching field. A little over half had second teaching fields, while not quite a tenth had third teaching fields.

TABLE III
TEACHING FIELDS OF GENERAL BUSINESS TEACHERS

<u>First Teaching Field</u>	<u>Second Teaching Field</u>	<u>Third Teaching Field</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Commerce			35	41.2
Commerce	English		6	7.1
Commerce	Social Science		5	5.9
Commerce	Elementary Education		3	3.5
Commerce	Mathematics		2	2.3
Commerce	Home Economics		2	2.3
Commerce	Science		2	2.3
Commerce	Physical Education		2	2.3
Commerce	Speech	Music	1	1.2
Commerce	English	Spanish	1	1.2
Commerce	Social Science	Mathematics	1	1.2
English	Commerce		2	2.3
Elementary Education	Commerce		2	2.3
Mathematics	Commerce		1	1.2
Social Science	Commerce		1	1.2
Physical Education	Commerce		1	1.2
Mathematics	Commerce	Science	1	1.2
Home Economics	Elementary Education	Commerce	1	1.2
Mathematics	Social Science	Commerce	1	1.2
Social Science			5	5.9
Social Science	English		2	2.3
Social Science	German		1	1.2
Social Science	Mathematics		1	1.2
Social Science	English	Mathematics	1	1.2
English	Social Science		1	1.2
Music	Social Science		1	1.2
Mathematics			1	1.2
Science	Mathematics		1	1.2
Spanish	English		1	1.2
Total			85	100.

This table should be read as follows: Thirty-five, or 41.2 per cent, of the teachers teaching the course in general business during the school year 1947-1948 had commerce as their first and only teaching field.

Specific or special training received for teaching general business.

In the personal data sheet which accompanied the problems check list, each respondent was asked to give the number of courses and semester hours of specific or special training received for teaching general business. This special training was divided into two parts, those courses dealing with content material and those dealing with methods of teaching. As an aid to the teachers in reporting this information, a list of courses dealing with the various phases of the course in general business was given.

Courses listed are as follows: accounting, business law, business mathematics, business English, principles of economics, problems of economics, money and banking, insurance, communications, consumer economics, typewriting, retail business, introduction to business, office practice, advertising, salesmanship, and merchandising.

Additional space was provided for the teachers to give other courses which aided in training for the teaching of general business.

Since the number of semester hours of credit given for a course varies a great deal among different colleges, it was thought the number of courses rather than the semester hours would better show the specific training received by the respondents. These data are shown in Table IV.

Five, or 5.9 per cent, of the 85 general business teachers did not report on number of courses in content material which aided in teaching the course in general business. Three, of the 5, indicated that transcripts were not available, and 2 made no indication of the reason for not reporting on this part of the personal data sheet.

Twelve, or 14.1 per cent, of the teachers reported no training in accounting. It seems significant that 34, or 40 per cent, of the teachers reported two courses in accounting and 17, or 20 per cent, reported three

TABLE IV
NUMBER OF TEACHERS REPORTING COLLEGE COURSES IN CONTENT MATERIAL WHICH AIDED IN
TEACHING GENERAL BUSINESS

Course Title	Number of Courses													
	No Reply		None Given		1 Course		2 Courses		3 Courses		4 or More Courses		Total	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent
Accounting	5	5.9	12	14.1	10	11.8	34	40.0	17	20.0	7	8.2	85	100
Business Law	5	5.9	18	21.2	33	38.8	24	28.2	5	5.9	0	0	85	100
Business Mathematics	5	5.9	18	21.2	55	64.7	6	7.0	1	1.2	0	0	85	100
Business English	5	5.9	22	25.9	52	61.2	6	7.0	0	0	0	0	85	100
Principles of Economics	5	5.9	22	25.9	35	41.2	17	20.0	3	3.5	3	3.5	85	100
Problems of Economics	5	5.9	51	60.0	24	28.2	3	3.5	2	2.3	0	0	85	100
Money and Banking	5	5.9	57	67.1	21	24.7	2	2.3	0	0	0	0	85	100
Insurance	5	5.9	68	80.0	11	13.0	1	1.2	0	0	0	0	85	100
Communications	5	5.9	73	85.9	6	7.0	1	1.2	0	0	0	0	85	100
Consumer Economics	5	5.9	66	77.6	12	14.1	2	2.3	0	0	0	0	85	100
Typewriting	5	5.9	13	15.3	9	10.6	32	37.6	16	18.9	10	11.9	85	100
Retail Business	5	5.9	73	85.9	4	4.7	3	3.5	0	0	0	0	85	100
Introduction to Business	5	5.9	66	77.6	14	16.5	0	0	0	0	0	0	85	100
Office Practice	5	5.9	46	54.1	30	35.3	3	3.5	1	1.2	0	0	85	100
Advertising	5	5.9	71	83.5	7	8.2	1	1.2	1	1.2	0	0	85	100
Salesmanship	5	5.9	65	76.5	14	16.5	1	1.2	0	0	0	0	85	100
Merchandising	5	5.9	76	89.4	3	3.5	1	1.2	0	0	0	0	85	100
Others	5	5.9	65	76.5	8	9.4	4	4.7	1	1.2	2	2.3	85	100

This table should be read as follows: Five, or 5.9 per cent, of the 85 general business teachers did not report on number of courses in content material which aided in teaching the course in general business. Twelve, or 14.1 per cent, reported no courses in accounting; 10, or 11.8 per cent, reported one course; 34, or 40 per cent, reported two courses; 17, or 20 per cent, reported three courses; and 7, or 8.2 per cent, reported four or more courses.

courses. A total of 68, or 80 per cent, of the respondents had had training in accounting.

Three-fourths of the teachers received training in business law, business mathematics, and business English. Better than half of the teachers had had courses in principles and problems of economics. Approximately one-fourth had had courses in money and banking and insurance. Fifteen per cent of the teachers had had courses in each of the following: consumer economics, retail business, introduction to business, advertising, salesmanship, communications, and merchandising. Three-fourths, or 75 per cent, had had typewriting, while less than half had had training in office practice.

Other courses listed as being significant in training for general business were theory of finance, statistics, corporation finance, mathematics, public speaking, journalism, shorthand, business machines, history, consumer buying, and business ethics.

The Course of Study in Business Education makes this recommendation:

The varied nature of business studies demands that the teacher be more broadly and thoroughly trained than the teacher in most of the other departments. The teacher of bookkeeping and the general business subjects should have a thorough background in law, economics, sociology, geography, and government, as well as competency in his teaching subjects.⁴

It seems apparent from the data presented that not all the general business teachers have a thorough background for teaching the course in general business.

The second part of the personal data sheet asked the general business teachers to list the methods of teaching courses which helped in the

⁴ Course of Study in Business Education, Bulletin No. 42-C-4, June, 1943, Oklahoma State Department of Education, p. 3.

preparation for teaching general business. To aid in this listing, the following subjects were given with additional space provided for those courses the respondents thought significant: general business, bookkeeping, business law, social science, business mathematics, business English, typewriting, general methods courses (specify what subjects), and others.

Table V shows the number of teachers who reported college courses in methods of teaching. In analyzing the data given, it was found that 5, or 5.9 per cent, of the 85 general business teachers did not report on number of courses in methods of teaching. One of the 5 reported, in a letter accompanying the data sheet, a major in social science with practically all work in vocal and instrumental music; one reported transcript not available; one reported thorough training with 197 credits of related business training; and two gave no explanation.

Thirteen, or 15.3 per cent, of the 85 teachers reported one course in methods of teaching general business. One, or 1.2 per cent, reported two courses in methods of teaching general business. Of the 13 teachers who reported courses in methods of teaching general business, all but 2 had other courses in methods of teaching.

Seventeen, or 20 per cent, of the teachers reported courses in methods of teaching bookkeeping. Eight, or 9.4 per cent, had had methods courses in teaching business law, and an equal number had had courses in teaching business mathematics. Approximately the same number had had methods courses in business English. Methods courses in social science were reported by 12, or 14.1 per cent, of the respondents. One-fourth of the teachers reported methods courses in teaching typewriting.

Forty-seven, or 55.3 per cent, of the 85 general business teachers reported methods courses other than those listed on the data sheet. Of

TABLE V
NUMBER OF TEACHERS REPORTING COLLEGE COURSES IN METHODS OF TEACHING

Subject of Methods Course	Number of Courses													
	No Reply		None Given		1 Course		2 Courses		3 Courses		4 or More Courses		Total	
	Number of Teach- ers	Per Cent	Number of Teach- ers	Per Cent	Number of Teach- ers	Per Cent	Number of Teach- ers	Per Cent	Number of Teach- ers	Per Cent	Number of Teach- ers	Per Cent	Number of Teach- ers	Per Cent
General Business	5	5.9	66	77.6	13	15.3	1	1.2	0	0	0	0	85	100
Bookkeeping	5	5.9	63	74.1	14	16.5	3	3.5	0	0	0	0	85	100
Business Law	5	5.9	72	84.7	7	8.2	1	1.2	0	0	0	0	85	100
Social Science	5	5.9	68	80.0	6	7.1	2	2.3	3	3.5	1	1.2	85	100
Business Mathematics	5	5.9	72	84.7	7	8.2	1	1.2	0	0	0	0	85	100
Business English	5	5.9	73	85.9	7	8.2	0	0	0	0	0	0	85	100
Typewriting	5	5.9	57	67.1	19	22.3	4	4.7	0	0	0	0	85	100
Other Subjects and General Methods	5	5.9	33	38.5	23	27.2	10	11.9	2	2.4	12	14.1	85	100

This table should be read as follows: Five, or 5.9 per cent, of the 85 general business teachers did not report on number of courses in methods of teaching. Sixty-seven, or 78.8 per cent, reported no methods course in general business; 12, or 14.1 per cent, reported one course in methods of teaching general business; 1, or 1.2 per cent, reported two courses in methods of teaching general business.

the 47 respondents who reported additional courses, 23, or about one-half, reported methods courses in the subjects listed on the data sheet. Twenty-four, or the other one-half, did not have methods courses in subjects listed on the data sheet, but reported courses in other subjects. The other subjects which were thought to be significant in the preparation for teaching general business, and the number of teachers who reported each subject, are as follows: methods of teaching shorthand, 6; methods of teaching mathematics, 5; methods of teaching commercial subjects, 10; methods of teaching English, 3; methods of teaching science, 3; methods of teaching physical education, 1; elementary methods, 5; methods of teaching secretarial subjects, and home economics, 1 each; and general methods courses, 16. Education courses which were specifically mentioned were, tests and measures, statistics, supervised study, guidance, Oklahoma school law, psychology, problems of business education, class management, high school administration, school economics, library economics, principles of teaching, and observation of teaching. One teacher reported having had practice teaching in general business and bookkeeping.

Seventeen, or 20 per cent, of the 85 teachers who reported in this study had had no methods of teaching courses which, in their opinion, specifically aided in the teaching of general business.

Teaching Experience of General Business Teachers

Table VI presents information regarding the number of semesters of teaching experience of the general business teachers who reported in this study.

In analyzing these data it was found that the school year 1947-1948 was the first year of teaching for 6, or 7.1 per cent, of the 85 respondents in this study. Five, or 5.9 per cent, of the 85 respondents had taught from 3 to 5 semesters; 16, or 18.9 per cent, had had from 6 to 10

TABLE VI

LENGTH OF TEACHING EXPERIENCE OF TEACHERS OF GENERAL BUSINESS

Number of Semesters	All Teaching Experience		General Business Teaching Experience		High School Teaching Experience		Elementary Teaching Experience	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent
None							39	45.9
1	0	0	4	4.7	0	0	1	1.2
2	6	7.1	34	40.0	7	8.2	7	8.2
3	1	1.2	9	10.6	2	2.3	3	3.5
4	3	3.5	16	18.9	5	5.9	6	7.1
5	1	1.2	1	1.2	1	1.2	1	1.2
6	2	2.3	5	5.9	8	9.4	11	13.0
7	2	2.3	0	0	1	1.2	0	0
8	5	5.9	5	5.9	9	10.6	2	2.3
9	1	1.2	0	0	1	1.2	0	0
10	6	7.1	2	2.3	9	10.6	3	3.5
11	0	0	1	1.2	1	1.2	0	0
12	3	3.5	5	5.9	6	7.1	5	5.9
13	0	0	0	0	1	1.2	0	0
14	5	5.9	0	0	4	4.7	0	0
15	2	2.3	0	0	0	0	0	0
16	9	10.6	1	1.2	6	7.1	3	3.5
17	1	1.2	0	0	0	0	0	0
18	2	2.3	1	1.2	2	2.3	0	0
19	1	1.2	0	0	1	1.2	1	1.2
20	9	10.6	0	0	5	5.9	0	0
21-25	8	9.4	0	0	2	2.3	1	1.2
Over 25	17	20.0	0	0	13	15.3	1	1.2
No Reply	1	1.2	1	1.2	1	1.2	1	1.2
Total	85	100.	85	100.	85	100.	85	100.

This table should be read as follows: Four, or 4.7 per cent, of the 85 general business teachers taught the course in general business for only one semester.

semesters of all teaching experience; 10, or 11.8 per cent, had had from 11 to 15 semesters of all teaching experience; 22, or about 26 per cent, from 16 to 20 semesters of all teaching experience; 8, or 9.4 per cent, from 21 to 25 semesters of all teaching experience; 17, or 20 per cent, had had over 25 semesters of all teaching experience. One made no reply as to the number of semesters of all teaching experience.

From the complete tabulation containing the exact number of semesters of all teaching experience for the 84 general business teachers who reported their teaching experience, it was found that the range was from 2 semesters to 62 semesters of all teaching experience. The median represented in the array of data was 16 semesters, and the average number of semesters of all teaching experience for the 84 respondents was 18.8 semesters. The largest number of teachers represented in any one group was 9, who reported 16 semesters of all teaching experience and 9, who reported 20 semesters of all teaching experience.

It seemed significant from these data that one-fourth of the 84 teachers who reported their experience have had less than 5 years of teaching experience.

Four, or 4.7 per cent, of the respondents had taught general business for only 1 semester. Thirty-four, or 40 per cent, of the teachers who reported had taught the course two semesters, or only 1 year; 9, or 10.6 per cent, had had 3 semesters of general business teaching experience; 16, or 18.8 per cent, had taught general business 4 semesters, or 2 years; 13, or 15.3 per cent, had taught general business from 5 to 10 semesters; and the remaining 8, or 9.4 per cent, had taught general business from 11 to 18 semesters. One teacher did not report the number of semesters of general business teaching experience. Only one teacher reported teaching the

course in general business for 18 semesters, or 9 years, which is the maximum general business teaching experience reported in the study.

In further analyzing these data it was found that the average number of semesters of general business teaching experience was 4.3 semesters. The median was 3 semesters of general business teaching experience, and the greatest number represented in any one group was 34, with 2 semesters of general business teaching experience. The range was from 1 semester to 18 semesters of general business teaching experience.

Approximately three-fourths of the teachers reporting in this study had taught the course in general business for only 2 years or less, while only 10 teachers, or about one-eighth, had only 2 years or less all teaching experience.

The high school teaching experience of the general business teachers who reported in this study was distributed fairly evenly over a range from 7 teachers who had taught in high school only 2 semesters, to 13 who had taught in high school over 25 semesters.

A little over half the general business teachers had had some teaching experience in the elementary grades.

A few teachers reported other teaching experience. Two reported college teaching experience, 7 reported service teaching experience, 2 reported C C C teaching experience, and 1 reported business college teaching experience.

In order to compare the general business teaching experience with the all teaching experience of the 85 respondents, Table VII was prepared. Four teachers had had only one semester of general business teaching experience, but 1 of the 4 had had 3 semesters of all teaching experience; 1 had had 6 semesters of all teaching experience; 1 had had between 16 and

TABLE VII

NUMBER OF TEACHERS REPORTING LENGTH OF GENERAL BUSINESS TEACHING EXPERIENCE
COMPARED WITH ALL TEACHING EXPERIENCE

Number of Semesters Experience Teaching General Business	Number of Semesters of All Teaching Experience														Total No. of Tchr.
	1	2	3	4	5	6	7	8	9	10	11-15	16-20	21-25	Over	
	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	
	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	No. of Tchr.	
1 Semester	0	0	1	0	0	1	0	0	0	0	0	1	0	1	4
2 Semesters	0	6	0	3	0	1	1	4	0	4	4	6	1	4	34
3 Semesters	0	0	0	0	1	0	0	1	0	1	2	4	0	0	9
4 Semesters	0	0	0	0	0	0	1	0	1	1	2	5	3	3	16
5 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
6 Semesters	0	0	0	0	0	0	0	0	0	0	2	2	1	0	5
7 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 Semesters	0	0	0	0	0	0	0	0	0	0	0	2	1	2	5
9 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
11 Semesters	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
12 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	1	4	5
13 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16 Semesters	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
17 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18 Semesters	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
No Reply															1
Total	0	6	1	3	1	2	2	5	1	6	10	22	8	17	85

This table should be read as follows: One teacher who had 3 semesters of all teaching experience, had only one semester of general business teaching experience.

20 semesters of all teaching experience; and 1 had had over 25 semesters of all teaching experience. Thirty-four teachers had had only two semesters of general business teaching experience. Of the 34, 6 had had only 2 semesters of all teaching experience; 3 had had 4 semesters of all teaching experience; 1 had had 6 semesters; 1 had had 7 semesters; 4 had had 8 semesters; 4 had had 10 semesters; 4 had had between 11 and 15 semesters; 6 had had between 16 and 20 semesters; 1 had had between 21 and 25 semesters; and 4 had had over 25 semesters of all teaching experience. It seems significant that over half of the 34 teachers with only two semesters of general business teaching experience had had 10 or more semesters of all teaching experience. It seems apparent that the more experienced teachers were teaching the course in general business for the first time. It must not be overlooked, however, that 10 teachers with all teaching experience of from 2 to 4 semesters, inclusive, had taught general business for only 1 or 2 semesters.

The distribution of the all teaching experience as compared with the general business teaching experience of the remaining 46 teachers is shown in Table VII. One teacher made no reply as to the number of semesters of teaching experience.

Business Experience of General Business Teachers

Table VIII shows the nature of the business experience and the length of time in months for the 85 general business teachers who reported in this study.

Twenty-three, or about one-fourth, of the respondents did not report any business experience.

Of the 62 general business teachers who reported that they had had business experience, 30, or about half, had the experience within the last

TABLE VIII

BUSINESS EXPERIENCE REPORTED BY 62 GENERAL BUSINESS TEACHERS

Nature of Work		Number of Teachers Reporting Length of Time Given in Months								
		None Given	1 to 5 Months	6 to 10 Months	11 to 15 Months	16 to 20 Months	21 to 30 Months	31 to 40 Months	41 to 50 Months	Over 50 Months
Typist	Experience gained within 5 years	34	6	6	4	4	3	1		
	Experience gained over 5 years ago			4		1	1			
Stenographer	Experience gained within 5 years	51	4	1	2	1	1			
	Experience gained over 5 years ago		3					1		
Bookkeeper	Experience gained within 5 years	45	4	2	1		3		1	
	Experience gained over 5 years ago		2	3	1					2
Sales	Experience gained within 5 years	47	1	2	4		1	1		
	Experience gained over 5 years ago		1	1	1		2	1		2
Secretary	Experience gained within 5 years	53	2				3			
	Experience gained over 5 years ago		1	2	2	1	1	4		

TABLE VIII
(CONTINUED)

Nature of Work		None Given	1 to 5 Months	6 to 10 Months	11 to 15 Months	16 to 20 Months	21 to 30 Months	31 to 40 Months	41 to 50 Months	Over 50 Months
General Office	Experience gained within 5 years	46	1	2	2	1	1	4		
	Experience gained over 5 years ago		2	1	1	1	2			
Telephone Switch- board Operator	Experience gained within 5 years	53	1	1	1					
	Experience gained over 5 years ago		3	1	1				1	
Cashier	Experience gained within 5 years	57	3	1	1					
	Experience gained over 5 years ago									
Other	Experience gained within 5 years	45	3	2	1		2	3		2
	Experience gained over 5 years ago		3	1						

Note: In this table a general business teacher is counted separately for each occupation in which he reported that he had had experience. In any occupation in which a teacher who reported that he had had experience within the last five years and also that he had had experience over five years ago, is counted in each of the time classifications.

This table should be read as follows: Thirty-four of the 62 general business teachers did not report any experience as a typist. Six of the 62 general business teachers reported obtaining from 1 to 5 months experience as a typist within the last five years. Four of the 62 general business teachers reported obtaining from 1 to 5 months experience as a typist over five years ago.

5 years; 19, or about one-third, had the experience over 5 years ago; 13, or about one-sixth, had part of their business experience within the last 5 years and part over 5 years ago.

In Table VIII a general business teacher is counted separately for each occupation in which he reported that he had had experience. In an occupation in which a teacher, who reported that he had had experience within the last five years and also that he had had experience over five years ago, is counted in each of the time classifications. That is, the 13 teachers who reported that they had had part of their experience within the last five years and part of their experience over five years ago, are counted in each of the time classifications.

The respondents were asked to give the nature of the business experience reported. The following list was provided in the personal data sheet to aid the respondents: typist, stenographer, bookkeeper, sales work, secretary, general office, telephone switchboard operator, and cashier. Additional space was provided for the listing of other types of work. Table VIII gives a detailed report of the nature of the business experiences given by the respondents.

Thirty-four of the 62 general business teachers reported no experience as a typist, while 6 reported from 1 to 5 months of experience within the last 5 years. Six reported from 6 to 10 months experience as a typist within the last 5 years, and 4 reported from 6 to 10 months experience as a typist over 5 years ago. More respondents reported typing experience than any other type of work. Nineteen teachers reported experience as a bookkeeper. Eleven, of the 19, had the bookkeeping experience within the last five years, while 8 reported the experience was obtained over 5 years ago.

Other types of work reported are as follows: accountant, auditor, Ediphone operator, insurance sales experience, blue print machine operator and blue print file clerk, assistant postmaster, file clerk, field representative for American Red Cross, and personally owned retail business.

In summarizing briefly the business experience of the 85 general business teachers who reported in this study, it can be said that about three-fourths of the teachers reported any such experience. The nature of the business experience varies considerably with more teachers reporting typing experience than any other type of work. More teachers reported business experience obtained within the last 5 years than reported business experience obtained more than 5 years ago.

Other Factors

There are several factors, other than the educational qualifications and the teaching and business experience of the respondents, which may have an influence on the problems of the general business teachers. One of these is the size of the schools in terms of enrollment.

Enrollment. As shown in Table IX, 6, or 7.1 per cent, of the 85 schools represented in this study, all of which offered general business during 1947-1948, had less than 50 total high school enrollment. Thirty-six, or 42.3 per cent, of the schools had between 51 and 100 total high school enrollment; 21, or 24.7 per cent, had between 101 and 150 total high school enrollment; 7, or 8.2 per cent, had between 151 and 200 total high school enrollment; 3, or 3.5 per cent, had between 201 and 250 total high school enrollment. Only 3 schools represented in this study had over 500 total high school enrollment.

Over half the schools represented in this study had a total high school enrollment of less than 100.

TABLE IX

TOTAL HIGH SCHOOL ENROLLMENT OF SCHOOLS TEACHING
GENERAL BUSINESS DURING THE SCHOOL YEAR 1947-1948

<u>Total High School Enrollment</u>	<u>Number of Schools Offering General Business</u>	<u>Per Cent of Total</u>
0-50	6	7.1
51-100	36	42.3
101-150	21	24.7
151-200	7	8.2
201-250	3	3.5
251-300	3	3.5
301-350	2	2.4
351-400	1	1.2
401-450	1	1.2
451-500	2	2.4
Over 500	<u>3</u>	<u>3.5</u>
Total	85	100.

This table should be read: During the school year 1947-1948, 6, or 7.1 per cent, of senior high schools offering general business had total student enrollments between 0 and 50.

As a large proportion of the high schools that offered general business during 1947-1948 are represented in these data, it is evident that there are more smaller schools offering general business than there are larger high schools offering general business in the state of Oklahoma.

Closely related to the size of schools in terms of total enrollment is the distribution of student enrollment in the general business course. Table X shows the distribution of student enrollment in general business in 44 Oklahoma senior high schools according to size of school.

In examining the data obtained from the "Applications for High School Accrediting," it was found the 41, or slightly less than half, of the 85 schools represented in this study, offered the course in general business during the school year 1947-1948 but did not offer the course during the school year 1946-1947. It seems apparent, at first glance, that there was a wide expansion in the introduction of the course in general business in the schools of Oklahoma, but further study reveals that the plan for combining and alternating high school subjects in the smaller high schools, as was reported in Chapter I, accounts for a part of the apparent increase.

Table X shows the distribution of student enrollment in general business in the remaining 44 Oklahoma senior high schools which offered the course in both 1946-1947 and 1947-1948. In the 44 schools, 1,323 students enrolled in the course in 1946-1947, and 1,148 students enrolled in the course in 1947-1948. This shows a decrease in enrollment in these 44 schools over this two-year period.

As is indicated in Table X, the majority of senior high school students enrolled in general business in either 1946-1947 or 1947-1948 were attending schools of 150 or less total school enrollment. About 12 per cent of the students enrolled in general business, in either of the two

TABLE X

DISTRIBUTION OF STUDENT ENROLLMENT IN GENERAL BUSINESS
COURSES IN 44 OKLAHOMA SENIOR HIGH SCHOOLS ACCORDING TO
SIZE OF SCHOOL

Total High School Enrollment	Number of Schools	Per Cent	School Year 1946-1947		School Year 1947-1948	
			Number of Students	Per Cent	Number of Students	Per Cent
0-50	1	2.2	15	1.1	13	1.1
51-100	13	29.6	257	19.4	245	21.3
101-150	12	27.3	385	29.1	340	29.6
151-200	3	6.8	104	7.9	74	6.5
201-250	3	6.8	113	8.5	78	6.8
251-300	3	6.8	67	5.1	75	6.5
301-350	2	4.5	65	5.0	59	5.2
351-400	1	2.2	37	2.8	14	1.2
401-450	1	2.2	30	2.2	42	3.7
451-500	2	4.5	85	6.4	67	5.9
Over 500	3	6.8	165	12.5	141	12.2
Total	44	100.	1,323	100.	1,148	100.

This table should be read as follows: One school with less than 50 total high school enrollment had 15, or 1.1 per cent, of the 1,323 students enrolled in general business during the school year 1946-1947.

school years reported, were attending schools with a total enrollment of 500 or over.

Table XI shows the distribution of student enrollment in general business courses in the 85 schools represented in this study according to size of school. It was found that 6, or 7.1 per cent, of the 85 schools with less than 50 total high school enrollment accounted for 92, or 4.7 per cent, of the 1,979 students enrolled in the course in 1947-1948; 36, or 42.3 per cent, of the schools with between 51 and 100 total high school enrollment accounted for 695, or 35.1 per cent, of the students; 21, or 24.7 per cent, of the schools with between 101 and 150 total high school enrollment accounted for 552, or 27.8 per cent, of the students; 7, or 8.2 per cent, of the schools with between 151 and 200 total high school enrollment accounted for 164, or 8.3 per cent, of the students; 6, or 7.0 per cent, of the schools with between 201 and 300 total high school enrollment, accounted for 153, or 7.7 per cent, of the students; 7, or 8.2 per cent, of the schools with between 301 and 500 total high school enrollment, accounted for 172, or 9.3 per cent, of the students; and 3, or 3.5 per cent, of the schools with over 500 total high school enrollment, accounted for the remaining 141, or 7.1 per cent, of the students enrolled in the course.

In summarizing these data, it is evident that about three-fourths of the schools represented in this study have total high school enrollment of 150 or less, and account for about three-fourths of the student enrollment in the course in general business. It can be concluded, then, that the majority of the students enrolled in the course in general business are attending the smaller high schools.

TABLE XI

DISTRIBUTION OF STUDENT ENROLLMENT IN GENERAL BUSINESS COURSES IN 85 OKLAHOMA SENIOR HIGH SCHOOLS FOR THE SCHOOL YEAR 1947-1948 ACCORDING TO SIZE OF SCHOOL

Total High School Enrollment	Number of Schools	Per Cent	School Year 1947-1948	
			Number of Students	Per Cent
0-50	6	7.1	92	4.7
51-100	36	42.3	695	35.1
101-150	21	24.7	552	27.8
151-200	7	8.2	164	8.3
201-250	3	3.5	78	3.9
251-300	3	3.5	75	3.8
301-350	2	2.4	59	3.0
351-400	1	1.2	14	.7
401-450	1	1.2	42	2.2
451-500	2	2.4	67	3.4
Over 500	<u>3</u>	<u>3.5</u>	<u>141</u>	<u>7.1</u>
Total	85	100.	1,979	100.

This table should be read as follows: Six of the 85 high schools represented in this study had an enrollment of 0-50 students during the school year 1947-1948. Of a total of 1,979 students who were enrolled in general business during the school year 1947-1948, 92, or 4.7 per cent, were attending schools in the 0-50 enrollment classification.

Grade Level. Another factor which may have some influence on the problems of general business teachers is the grade level on which the course is offered.

The State Department of Education indicates in the Annual High School Bulletin⁵ that general business should be offered in the ninth or tenth grade, with the tenth grade being preferable.

The Course of Study in Business Education⁶ recommends that the course in general business be offered in the ninth and tenth grades only.

In Table XII data are presented which show the grade levels represented in the course in general business during 1947-1948. Data were not available to show the proportion of each grade classification.

As shown in Table XII, 17, or 20 per cent, of the schools had both the ninth and tenth grade levels represented; 36, or 42.4 per cent, had only the tenth grade represented; 3, or 3.5 per cent, had only the ninth grade represented; and 25, or 29.4 per cent, had various grade combinations represented in the general business course.

About one-fourth of the schools had both the upper grade levels and the lower grade levels represented in the same course in general business. As had been said before, data were not available concerning the number represented in each of these grade classifications, that is, the number of students on the twelfth grade level or the number of students on the tenth grade level or any other grade combination that were enrolled in the same course, nor were there data to indicate whether the students represented in each of these grades were of normal intelligence or above or below normal intelligence.

⁵ Annual High School Bulletin, pp. 16-17.

⁶ State Course of Study in Business Education, p. 5.

TABLE XII

GRADE LEVELS REPRESENTED IN THE COURSE IN GENERAL
BUSINESS AS OFFERED IN OKLAHOMA SCHOOLS DURING THE
SCHOOL YEAR 1947-1948

<u>Grade Level Represented in General Business Course</u>	<u>Number of Schools</u>	<u>Per Cent of Total</u>
9	3	3.5
9, 10	17	20.0
9, 10, 11	1	1.2
9, 10, 11, 12	2	2.3
9, 11, 12	1	1.2
10	36	42.4
10, 11	3	3.5
10, 12	3	3.5
10, 11, 12	6	7.1
11, 12	8	9.4
12	1	1.2
Record Incomplete	<u>4</u>	<u>4.7</u>
Total	85	100.

This table should be read as follows: During the school year 1947-1948, 3, or 3.5 per cent, of the schools offering the course in general business, had only the ninth grade represented in the enrollment.

It is evident from the data available that the majority of Oklahoma high schools are following the recommendations of the State Department of Education with regard to the grade level on which the course in general business is offered.

Summary

In this study 81, or 95 per cent, of the general business teachers who reported had a college degree. The majority received degrees from colleges in the state of Oklahoma.

Sixty-nine, or slightly over 80 per cent, of the general business teachers who reported had some commerce training. Fifteen, or approximately 18 per cent, had had social science training. Either commerce or social science training were reported by 82, or better than 96 per cent, of the teachers reporting. This indicates that general business teachers conform to the recommendations of the State Department of Education as to subject-matter field preparation.

Over half the general business teachers had a second teaching field. Not quite a tenth of the general business teachers had a third teaching field.

Since only about three-fourths of the general business teachers had had training in business law, business mathematics, and business English; and only about half had had training in courses in economics, it seems apparent that not all the general business teachers have a thorough background for teaching the course in general business as recommended in the State Course of Study for Business Education.

Only 14 teachers reported that they had taken courses in methods of teaching general business.

Approximately three-fourths of the teachers who reported in this study had taught the course in general business for 2 years or less. Over half the teachers with only 2 semesters of general business teaching experience had 10 or more semesters of all teaching experience.

Sixty-two, or about three-fourths, of the general business teachers reported that they had had business experience. The nature of the business experience reported varies considerably, with more teachers reporting experience as typists than any other kind of work.

Over half the 85 schools represented had high school enrollments of less than 100.

The majority of the students enrolled in the course in general business during 1947-1948 were attending the smaller high schools of Oklahoma.

Most of the schools represented in the study offer the course in general business on the ninth or tenth grade level, or a combination of the two.

CHAPTER III

ANALYSIS OF PROBLEMS CONFRONTED

The problem check-lists which were received from 85 of the 134 general business teachers who taught the course during 1947-1948, are the main source of data for this study. An analysis of the 46 problems contained in the check-list is presented in this chapter.

As has been stated, the purpose of this study is to assemble the problems of the general business teacher and to determine the degree of importance, the degree of difficulty, and the frequency of occurrence, of these problems.

Forty-six problems were listed on the check-list and space was provided for the addition of any others. On the basis of personal experience, the teachers were asked to indicate whether each problem was of major, minor, or of no importance in the teaching of the course in general business. The teachers were also asked to indicate the degree of difficulty of solving and the frequency of occurrence of these problems.

The teachers were asked to indicate their opinion as to the percentage of the problems of teaching general business that were included in the check-list. Table XIII shows that 73, of the 85 general business teachers represented in the study, responded to this request. Fourteen, or 16.5 per cent, of the 85 general business teachers, indicated that in their opinion 100 per cent of the problems confronted in teaching general business were included in the check-list; 26, or 30.6 per cent, indicated that 95 per cent of the problems were included; 14, or 16.5 per cent, indicated that 90 per cent of the problems were included; 14, or 16.5 per cent, indicated that 85 per cent of the problems were included; 3, or 3.5

NUMBER AND PER CENT OF TEACHERS REPORTING OPINION
AS TO PERCENTAGE OF THE PROBLEMS OF TEACHING
GENERAL BUSINESS WHICH HAD BEEN INCLUDED
IN THE CHECK-LIST

<u>Percentage</u>	<u>Number of Teachers</u>	<u>Per Cent</u>
100	14	16.5
95	26	30.6
90	14	16.5
85	14	16.5
80	3	3.5
75	2	2.3
70	0	0
65	0	0
60	0	0
55	0	0
50	0	0
No Reply	<u>12</u>	<u>14.1</u>
Total	85	100.

This table should be read as follows: Fourteen, or 16.5 per cent, of the 85 general business teachers reporting in this study, indicated that in their opinion, 100 per cent of the problems confronted in teaching general business were included in the check-list.

per cent, indicated that 80 per cent of the problems were included; and 2, or 2.3 per cent, indicated that 75 per cent of the problems were included in the check-list. The range of these percentages extended from 75 per cent to 100 per cent; the average was approximately 92 per cent, and 95 per cent represented the median and the mode.

In summarizing these data, it can be said that, in the opinion of the 73 respondents, a greater percentage of the problems of teaching general business were included in the check-list. This finding is not too significant, yet it does validate the instrument in the opinion of the general business teachers included in the study.

A scatter diagram was used in tabulating the number of times each part of each problem was answered. Forty-six diagrams were constructed, one for each problem, for tabulating and weighting purposes.¹

Table XIV shows the opinions of the teachers as to which of these problems are of major importance. The problem that the greatest number of teachers thought to be of major importance is listed first.

The problems that were selected by 50 per cent or more of the 85 general business teachers as of major importance are as follows:

Developing arithmetic skills

Developing spelling skills

Developing business vocabulary

Caring for individual differences

Giving personal and consumer use values that
are needed by the students

Providing proper motivation

Developing speaking skills

¹ Copies are included in the Appendix.

TABLE XIV
PROBLEMS SELECTED AS OF MAJOR IMPORTANCE
BY 85 GENERAL BUSINESS TEACHERS

<u>Problem</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Developing arithmetic skills	59	69.4
Developing spelling skills	58	68.2
Developing business vocabulary	53	62.3
Caring for individual differences	49	57.6
Giving personal and consumer use values that are needed by the students	47	55.3
Providing proper motivation	46	54.1
Developing speaking skills	45	53.0
Developing reading habits	45	53.0
Organizing materials	44	51.8
Developing writing skills	43	50.6
Applying units to need of local community	43	50.6
Giving guidance training	43	50.6
Developing skill in using library	42	49.4
Applying units to need of students enrolled	42	49.4
Selecting teaching devices	40	47.1
Selecting class projects	39	45.8
Using visual aids	39	45.8
Selecting subject matter	39	45.8
Collecting materials	38	44.7
Making course exploratory	37	43.5
Obtaining student interest	36	42.3
Selecting meaningful activities	36	42.3
Determining approach to daily lesson	36	42.3
Choosing supplementary materials	35	41.1
Selecting individual projects	34	40.0
Making lesson plans	34	40.0
Maintaining student interest	32	37.6
Choosing textbook	32	37.6
Setting proper standards	31	36.4
Do not like to teach the course	29	34.1
Determining objectives of the course	28	32.9
Constructing tests	28	32.9
Organizing subject matter (units of learning)	28	32.9
Evaluating class activities	27	31.8
Do not feel qualified to teach the course	26	30.6
Determining grade level placement of the course	26	30.6
Text material too easy	23	27.1

TABLE XIV (CONTINUED)

PROBLEMS SELECTED AS OF MAJOR IMPORTANCE
BY 85 GENERAL BUSINESS TEACHERS

<u>Problem</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Text material too general	20	23.5
Lack experience in teaching subject of this nature	20	23.5
Determining grades	20	23.5
Selecting pupils (composition of class)	19	22.3
Handling discipline	16	18.8
Overlapping of subject matter	16	18.8
Lack experience in teaching pupils on this grade level	14	16.5
Text material abstract in content	6	7.1
Text material too difficult	2	2.3

This table should be read as follows: Fifty-nine, or 69.4 per cent, of the 85 general business teachers selected "Developing arithmetic skills" as a major problem.

Developing reading habits
 Organizing materials
 Developing writing skills
 Applying units to need of local community
 Giving guidance training

The problems selected by the 85 general business teachers as of minor importance are shown in Table XV. Forty-two, or 49.4 per cent, of the teachers selected "overlapping of subject matter" as of minor importance. More teachers selected this problem to be of minor importance than any other.

Table XVI shows the problems selected by the 85 general business teachers as of no importance in the teaching of general business. Those problems selected by 50 per cent or more of the general business teachers as being of no importance are as follows:

Text material too difficult
 Lack experience in teaching pupils on this
 grade level
 Text material abstract in content
 Lack experience in teaching subject of this nature
 Handling discipline
 Do not feel qualified to teach the course
 Do not like to teach the course
 Selecting pupils (composition of class)

For the purpose of handling the data, all problems that the teachers did not check as to importance were considered to be of no importance in the teaching of general business.

Thirty-four of the 85 general business teachers who returned the check-list gave additional problems in teaching the course in general

TABLE XV
PROBLEMS SELECTED AS OF MINOR IMPORTANCE
BY 85 GENERAL BUSINESS TEACHERS

<u>Problem</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Overlapping of subject matter	42	49.4
Evaluating class activities	36	42.3
Choosing supplementary materials	34	40.0
Determining objectives of the course	34	40.0
Developing writing skills	32	37.6
Making course exploratory	31	36.5
Text material too general	31	36.5
Collecting materials	30	35.3
Maintaining student interest	30	35.3
Developing speaking skills	29	34.0
Developing reading habits	29	34.0
Selecting teaching devices	29	34.0
Determining grades	29	34.0
Text material abstract in content	29	34.0
Text material too easy	29	34.0
Determining approach to daily lesson	27	31.8
Obtaining student interest	27	31.8
Selecting individual projects	27	31.8
Selecting class projects	27	31.8
Developing skill in using library	27	31.8
Setting proper standards	27	31.8
Giving personal and consumer use values that are needed by students	26	30.6
Selecting subject matter	25	29.4
Applying units to need of local community	25	29.4
Selecting meaningful activities	25	29.4
Organizing materials	24	28.2
Caring for individual differences	24	28.2
Giving guidance training	24	28.2
Applying units to need of students enrolled	23	27.1
Using visual aids	23	27.1
Determining grade level placement of the course	22	25.9
Selecting pupils (composition of class)	22	25.9
Constructing tests	22	25.9
Developing spelling skills	22	25.9
Handling discipline	22	25.9
Developing arithmetic skills	21	24.7
Providing proper motivation	21	24.7
Organizing subject matter (units of learning)	20	23.5

TABLE XV (CONTINUED)

PROBLEMS SELECTED AS OF MINOR IMPORTANCE
BY 85 GENERAL BUSINESS TEACHERS

<u>Problem</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Text material too difficult	20	23.5
Developing business vocabulary	19	22.3
Making lesson plans	18	21.2
Lack experience in teaching subject of this nature	17	20.0
Lack experience in teaching pupils on this grade level	14	16.5
Do not feel qualified to teach the course	13	15.3
Choosing text book	13	15.3
Do not like to teach the course	12	14.1

This table should be read as follows: Forty-two, or 49.4 per cent, of the 85 general business teachers selected "Overlapping of subject matter" as a minor problem.

TABLE XVI
PROBLEMS SELECTED AS OF NO IMPORTANCE
BY 85 GENERAL BUSINESS TEACHERS

<u>Problem</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Text material too difficult	63	74.2
Lack experience in teaching pupils on this grade level	57	67.0
Text material abstract in content	50	58.8
Lack experience in teaching subject of this nature	48	56.5
Handling discipline	47	55.3
Do not feel qualified to teach the course	46	54.1
Do not like to teach the course	44	51.8
Selecting pupils (composition of class)	44	51.8
Choosing textbook	40	47.1
Organizing subject matter (units of learning)	37	43.5
Determining grade level placement of the course	37	43.5
Determining grades	36	42.4
Constructing tests	35	41.2
Text material too general	34	40.0
Making lesson plans	33	38.8
Text material too easy	33	38.8
Setting proper standards	27	31.8
Overlapping of subject matter	27	31.8
Selecting meaningful activities	24	28.2
Selecting individual projects	24	28.2
Using visual aids	23	27.1
Maintaining student interest	23	27.1
Determining objectives of the course	23	27.1
Obtaining student interest	22	25.9
Determining approach to daily lesson	22	25.9
Evaluating class activities	22	25.9
Selecting subject matter	21	24.7
Applying units to needs of students enrolled	20	23.5
Selecting class projects	19	22.3
Providing proper motivation	18	21.2
Giving guidance training	18	21.2
Organizing materials	17	20.0
Applying units to need of local community	17	20.0
Collecting materials	17	20.0
Making course exploratory	17	20.0
Developing skill in using library	16	18.9
Selecting teaching devices	16	18.9

TABLE XVI (CONTINUED)

PROBLEMS SELECTED AS OF NO IMPORTANCE
BY 85 GENERAL BUSINESS TEACHERS

<u>Problem</u>	<u>Number of Teachers</u>	<u>Per Cent of Total</u>
Choosing supplementary materials	16	18.9
Developing business vocabulary	13	15.4
Caring for individual differences	12	14.1
Giving personal and consumer use values that are needed by students	12	14.1
Developing reading habits	11	13.0
Developing speaking skills	11	13.0
Developing writing skills	10	11.8
Developing spelling skills	5	5.9
Developing arithmetic skills	5	5.9

This table should be read as follows: Sixty-three, or 74.2 per cent, of the 85 general business teachers selected "Text material too difficult" as a problem of no importance.

business or made comments on the course. No effort has been made to analyze these problems or comments. A number of them are quoted as follows:

"Class was too small. Not enough opportunity to visit business, plants, stores, etc."

"For small country high school:

1. Lack of plentiful supply of actual examples and situations.
2. Available tests much too easy.
3. Lack of business machines for demonstration."

"Most books are too general and overlap."

"I don't believe there is a real good book for use in teaching general business. It is too elementary at times and much too difficult and uninteresting other times. The way the course is set up now there are others that would be more beneficial to high school students, such as business math., business English, etc."

"How to teach it to a class of girls the last period in the day when all my earlier periods have been taken up with math. and science. I believe that it is an excellent course but my school and myself are not prepared to handle the course as it should be taught."

"The greatest problem I encountered in teaching general business was the notebook work. There are mathematical problems in the notebook that have no explanatory material in the directions. Of course, the author's assumption is that the student learns how to work all types of percentage in the math. classes. Unfortunately, too many haven't learned math., so the class was constantly getting 'bogged down' because they didn't know how to figure out the charts and math. problems contained in the notebook."

"No supplementary texts."

"Available material and collecting it has been my greatest problem."

"Very, very hard to get supplementary material."

"Seniors, juniors, sophomores, freshmen, all in the same class - (even ex G. I's). A wide gap in general knowledge."

"My greatest problem has been that of too much difference in the grade level of the students taking the course. My classes have always been composed of sophomores and seniors and most of the seniors are so much more mature in thinking than those of sophomore level, that it is sometimes difficult to teach both at the same time."

"The grade levels vary too much. The subject is offered to sophomores, juniors, and seniors."

"Some of the subject matter is too difficult and involves more complicated business conditions than pupils in the sophomore year can understand. Such a chapter as the one on stocks and bonds and finance in general."

"Determining grades for students who do not have the mental capacity to do high school level work."

"Getting pupils to see the need of such a subject."

"My major problem was finding visual aids which were good and which were appropriate. Also, the community is very small so there is no opportunity to correlate business training and actual practice."

"The only problem I have found in teaching this course is obtaining visual aids."

"General business is too easy, I think. I use it more to develop reading, writing, speaking, and research skills. I try to bring in other commercial subjects so they will know the advantages of taking more commercial work."

"I was not really qualified to teach this course last year since I had never studied it in high school or college."

"I think general business is an excellent course for freshman in high school providing the teacher does not become a slave to a stiff, formal atmosphere and lets problems of interest grow out of class discussions."

"All of these problems seem to have been of major importance to me. My class was very odd. It was a mixed group. My discipline is usually all right but in this class I had to be very firm and determined in what I said all the time."

"The proof of effective teaching of this course does not show up until the students have left school and established themselves. This has been a source of satisfaction to me as I have watched these students from classes of past years develop in community life..."

"Seems a very minor course."

"General business is one of the easiest and most interesting subjects--for students--and teacher."

Weighted Values of Problems

In order to rank the problems according to their importance, it was necessary to give each factor involved a certain weight. An arbitrary system of weighting was used. Problems that were considered of major importance were given a weight of two. Problems that were considered of minor importance were given a weight of one. Problems that were considered of no importance were not regarded as having any weight other than zero. The numerical weight of each classification was multiplied by the number representing the total frequency for that classification. The sum of the products thus obtained by the three classifications for each problem divided by total frequency of all of the classifications, gave the weight of each problem according to the importance to the teacher.

For example, Table XVII shows the number and percentage of teachers judging the 46 problems as to importance. The first problem, selecting subject matter, was judged to be of major importance by 39 teachers; of minor importance by 25 teachers; and of no importance by 21 teachers. Thus, the composite weighting of this problem as to importance was determined in the following manner: The weight of 2 times 39 teachers plus the weight of 1 times 25 teachers plus the weight of 0 times 21 teachers divided by 85, the total teachers.
$$\frac{(2 \times 39) + (1 \times 25) + (0 \times 21)}{85} = 1.2$$
 The composite weightings of the 46 problems on the factor of importance were determined in the same manner.

Table XVIII shows the number and percentage of teachers judging problems as to difficulty of solving. The same arbitrary system of weighting was used for ranking the problems as to difficulty of solving as was used for ranking the problems as to importance. The weight of three was given for those problems judged as of great difficulty in solving. A weight of

TABLE XVII

NUMBER AND PERCENTAGE OF TEACHERS JUDGING PROBLEMS AS TO IMPORTANCE

Problems	Major		Minor		No Importance	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Selecting subject matter	39	45.9	25	29.4	21	24.7
Collecting materials	38	44.7	30	35.3	17	20.0
Organizing materials	44	51.8	24	28.2	17	20.0
Choosing supplementary materials	35	41.1	34	40.0	16	18.9
Text material too easy	23	27.1	29	34.1	33	38.8
Text material too difficult	2	2.3	20	23.5	63	74.2
Text material too general	20	23.5	31	36.5	34	40.0
Text material abstract in content	6	7.1	29	34.1	50	58.8
Making lesson plans	34	40.0	18	21.2	33	38.8
Determining approach to daily lesson	36	42.3	27	31.8	22	25.9
Providing proper motivation	46	54.1	21	24.7	18	21.2
Obtaining student interest	36	42.3	27	31.8	22	25.9
Maintaining student interest	32	37.6	30	35.3	23	27.1
Caring for individual differences	49	57.6	24	28.2	12	14.2
Making course exploratory	37	43.5	31	36.5	17	20.0
Overlapping of subject matter	16	18.8	42	49.4	27	31.8
Selecting teaching devices	40	47.1	29	34.0	16	18.9
Selecting class projects	39	45.9	27	31.8	19	22.3
Selecting individual projects	34	40.0	27	31.8	24	28.2
Selecting meaningful activities	36	42.4	25	29.4	24	28.2
Organizing subject matter (units of learning)	28	32.9	20	23.5	37	43.6
Constructing tests	28	32.9	22	25.9	35	41.2
Handling discipline	16	18.8	22	25.9	47	55.3
Applying units to need of students enrolled	42	49.4	23	27.1	20	23.5
Applying units to need of local community	43	50.6	25	29.4	17	20.0
Determining grades	20	23.5	29	34.1	36	42.4
Selecting pupils (composition of class)	19	22.3	22	25.9	44	51.8

TABLE XVII (CONTINUED)

NUMBER AND PERCENTAGE OF TEACHERS JUDGING PROBLEMS AS TO IMPORTANCE

Problems	Major		Minor		No Importance	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Determining grade level placement of the course	26	30.6	22	25.9	37	43.5
Determining objectives of the course	28	32.9	34	40.0	23	27.1
Setting proper standards	31	36.4	27	31.8	27	31.8
Choosing textbook	32	37.6	13	15.3	40	47.1
Using visual aids	39	45.8	23	27.1	23	27.1
Evaluating class activities	27	31.8	36	42.3	22	25.9
Developing business vocabulary	53	62.3	19	22.3	13	15.4
Developing reading habits	45	53.0	29	34.0	11	13.0
Developing arithmetic skills	59	69.4	21	24.7	5	5.9
Developing writing skills	43	50.6	32	37.6	10	11.8
Developing speaking skills	45	53.0	29	34.0	11	13.0
Developing spelling skills	58	68.2	22	25.9	5	5.9
Developing skill in using library	42	49.4	27	31.8	21	18.8
Giving guidance training	43	50.6	24	28.2	18	21.2
Giving personal and consumer use values that are needed by students	47	55.3	26	30.6	12	14.1
Do not feel qualified to teach the course	26	30.6	13	15.3	46	54.1
Do not like to teach the course	29	34.1	12	14.1	44	51.8
Lack experience in teaching pupils on this grade level	14	16.5	14	16.5	57	67.0
Lack experience in teaching subject of this nature	20	23.5	17	20.0	48	56.5

This table should be read as follows: Thirty-nine, or 45.9 per cent, of the 85 general business teachers judged "selecting subject matter" as a problem of major importance.

TABLE XVIII

NUMBER AND PERCENTAGE OF TEACHERS JUDGING PROBLEMS AS TO
DIFFICULTY OF SOLVING

Problems	Great		Some		Little		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Selecting subject matter	6	7.1	36	42.3	22	25.9	0	0
Collecting materials	15	17.7	31	36.5	22	25.9	0	0
Organizing materials	13	15.3	27	31.8	26	30.6	2	2.3
Choosing supplementary materials	20	23.5	29	34.1	19	22.3	1	1.2
Text material too easy	16	18.9	24	28.2	10	11.8	2	2.3
Text material too difficult	2	2.3	7	8.2	12	14.1	1	1.2
Text material too general	12	14.1	24	28.2	12	14.1	3	3.5
Text material abstract in content	4	4.7	24	28.2	5	5.9	2	2.3
Making lesson plans	6	7.1	30	35.3	14	16.5	2	2.3
Determining approach to daily lesson	10	11.8	32	37.6	20	23.5	1	1.2
Providing proper motivation	22	25.9	35	41.1	10	11.8	0	0
Obtaining student interest	10	11.8	37	43.5	16	18.9	0	0
Maintaining student interest	13	15.3	34	40.0	14	16.5	1	1.2
Caring for individual differences	25	29.4	31	36.5	16	18.9	1	1.2
Making course exploratory	22	25.9	33	38.8	13	15.3	0	0
Overlapping of subject matter	6	7.1	32	37.6	18	21.2	2	2.3
Selecting teaching devices	18	21.2	40	47.1	9	10.6	2	2.3
Selecting class projects	20	23.5	36	42.4	8	9.4	2	2.3
Selecting individual projects	21	24.7	28	32.9	10	11.3	2	2.3
Selecting meaningful activities	18	21.2	37	43.5	5	5.9	1	1.2
Organizing subject matter (units of learning)	9	10.6	23	27.1	15	17.7	1	1.2
Constructing tests	13	15.3	26	30.6	10	11.8	1	1.2
Handling discipline	3	3.5	11	13.0	23	27.1	1	1.2
Applying units to need of students enrolled	18	21.2	31	36.5	15	17.7	1	1.2
Applying units to need of local community	21	24.7	35	41.1	11	13.0	1	1.2
Determining grades	7	8.2	27	31.8	15	17.7	0	0
Selecting pupils (composition of class)	11	13.0	19	22.3	10	11.8	1	1.2
Determining grade level placement of the course	9	10.6	25	29.4	12	14.1	2	2.3

TABLE XVIII (CONTINUED)

NUMBER AND PERCENTAGE OF TEACHERS JUDGING PROBLEMS AS TO
DIFFICULTY OF SOLVING

Problems	Great		Some		Little		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Determining objectives of the course	4	4.7	39	45.9	18	21.2	1	1.2
Setting proper standards	7	8.2	37	43.5	12	14.1	2	2.3
Choosing textbook	10	11.8	12	14.1	22	25.9	1	1.2
Using visual aids	26	30.6	21	24.7	14	16.5	1	1.2
Evaluating class activities	11	13.0	39	45.9	12	14.1	1	1.2
Developing business vocabulary	29	34.1	31	36.4	10	11.8	2	2.3
Developing reading habits	32	37.6	37	43.5	4	4.7	1	1.2
Developing arithmetic skills	38	44.7	35	41.1	6	7.1	1	1.2
Developing writing skills	24	28.2	43	50.6	7	8.2	1	1.2
Developing speaking skills	25	29.4	40	47.1	8	9.4	1	1.2
Developing spelling skills	43	50.6	28	32.9	6	7.1	2	2.3
Developing skill in using library	27	31.8	35	41.1	5	5.9	2	2.3
Giving guidance training	20	23.5	33	38.8	12	14.1	2	2.3
Giving personal and consumer use values that are needed by students	19	22.3	46	54.1	7	8.2	1	1.2
Do not feel qualified to teach the course	7	8.2	12	14.1	16	18.8	4	4.7
Do not like to teach the course	10	11.8	10	11.8	12	14.1	9	10.6
Lack experience in teaching pupils on this grade level	6	7.1	10	11.8	9	10.6	3	3.5
Lack experience in teaching subject of this nature	10	11.8	11	13.0	12	14.1	4	4.7

This table should be read as follows: Six, or 7.1 per cent, of the 85 general business teachers judged "Selecting subject matter" as a problem of great difficulty in solving.

two was given those problems judged as of some difficulty of solving. A weight of one was given those problems judged as of little difficulty of solving. Those problems which were judged as having no importance were not judged as having any difficulty of solving, therefore the weight of these problems would be zero. Those problems which were judged of major or minor importance but were not judged as to difficulty were also considered as having a weight of zero.

For example, as indicated on Table XVI, the problem, selecting subject matter, was judged by 6 teachers as of being of great difficulty in solving; by 36 teachers as being of some difficulty of solving; and by 22 teachers as being of little difficulty in solving. Twenty-one teachers considered the problem, selecting subject matter, as of no importance, therefore it would have no weight as to difficulty. Thus, the composite weighting of this problem as to difficulty of solving was determined in the following manner. The weight of 3 times 6 teachers plus the weight 2 times 36 teachers plus the weight 1 times 22 teachers plus the weight 0 times 21 teachers divided by 85 teachers.

$$\frac{(3 \times 6) + (2 \times 36) + (1 \times 22) + (0 \times 21)}{85} = 1.2$$

The composite weightings of the 46 problems on the factor of difficulty of solving were determined in the same manner.

The number and percentage of teachers judging problems as to frequency of occurrence is shown in Table XIX. Not all the problems were judged for frequency of occurrence as some were considered to be constants. For example, to judge such problems as "do not feel qualified to teach the course" for frequency of occurrence seemed to have no value for this study.

The same procedure for weighting was used for ranking the problems for frequency of occurrence as was used for difficulty of solving.

TABLE XIX

NUMBER AND PERCENTAGE OF TEACHERS JUDGING PROBLEMS AS TO
FREQUENCY OF OCCURRENCE

Problems	Frequently, or much of the time		Occasionally, or some of the time		Rarely, or little of the time		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Selecting subject matter	20	23.5	30	35.3	14	16.5	0	0
Collecting materials	24	28.2	30	35.3	14	16.5	0	0
Organizing materials	18	21.2	32	37.6	14	16.5	4	4.7
Choosing supplementary materials	20	23.5	37	43.5	8	9.4	4	4.7
Text material too easy	19	22.3	23	27.1	8	9.4	2	2.3
Text material too difficult	1	1.2	9	10.6	11	13.0	1	1.2
Text material too general	11	13.0	25	29.4	11	13.0	4	4.7
Text material abstract in content	1	1.2	27	31.8	4	4.7	3	3.5
Making lesson plans	13	15.3	27	31.8	9	10.6	3	3.5
Determining approach to daily lesson	20	23.5	30	35.3	11	13.0	2	2.3
Providing proper motivation	33	38.8	27	31.8	5	5.9	2	2.3
Obtaining student interest	20	23.5	29	34.1	12	14.1	2	2.3
Maintaining student interest	17	20.0	34	40.0	10	11.8	1	1.2
Caring for individual differences	30	35.3	29	34.1	12	14.1	2	2.3
Making course exploratory	19	22.3	38	44.7	8	9.4	3	3.5
Overlapping of subject matter	8	9.4	33	38.8	15	17.7	2	2.3
Selecting teaching devices	22	25.9	38	44.4	7	8.2	2	2.3
Selecting class projects	21	24.7	39	45.9	4	4.7	2	2.3
Selecting individual projects	24	28.2	29	34.1	6	7.1	2	2.3

TABLE XIX (CONTINUED)

NUMBER AND PERCENTAGE OF TEACHERS JUDGING PROBLEMS AS TO
FREQUENCY OF OCCURRENCE

Problems	Frequently, or much of the time		Occasionally, or some of the time		Rarely, or little of the time		No Reply	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Selecting meaningful activities	19	22.3	34	40.0	7	8.2	1	1.2
Organizing subject matter (units of learning)	12	14.1	23	27.1	10	11.8	3	3.5
Constructing tests	14	16.5	24	28.2	11	13.0	1	1.2
Handling discipline	4	4.7	14	16.5	19	22.3	1	1.2
Applying units to need of students enrolled	24	28.2	29	34.1	9	10.6	3	3.5
Applying units to need of local community	30	35.3	27	31.8	8	9.4	3	3.5
Determining grades	11	13.0	28	32.9	9	10.6	1	1.2

This table should be read as follows: Twenty, or 23.5 per cent, of the 85 general business teachers judged "selecting subject matter" as a problem frequent in occurrence.

Table XX shows the weighted value of the problems according to importance, difficulty and frequency. A summary of the weighted rank order of all the problems is given in Table XXI.

Eight of the problems which ranked among the highest places were the following:

- Developing arithmetic skills
- Developing spelling skills
- Developing business vocabulary
- Caring for individual differences
- Giving personal and consumer use values that are
needed by students
- Developing reading habits
- Developing speaking skills
- Developing writing skills

Some similarities are found among those problems which ranked highest in importance. Developing skills in arithmetic, spelling, business vocabulary, reading, speaking, and writing are problems which seemed to be of most importance to the general business teacher. One of the guiding principles of the course in general business, as stated in the Handbook for High School Courses, is:

An excellent opportunity for skill maintenance in arithmetic, penmanship, and English is provided in Everyday Business. Adequate drill in these skills should be introduced wherever necessary and in connection with each unit of work.²

Among the desirable outcomes of the course, according to the Handbook for High School Courses, should be:

² Handbook for High School Courses, Bulletin No. 120 D, Oklahoma Department of Education, 1940, p. 80.

Skills of arithmetic, penmanship, and English should be maintained at the level at which they were before entering upon the course and, if possible they should be improved.³

Eight of the problems which ranked among the highest places according to the difficulty of solving were the following:

Developing arithmetic skills

Developing spelling skills

Developing reading skills

Developing business vocabulary

Developing speaking skills

Developing writing skills

Caring for individual differences

Giving personal and consumer use values that are
needed by students

Since the problems pertaining to developing skills in arithmetic, penmanship, and English are ranked among the highest both in importance and in difficulty of solving by the general business teachers, and also are considered among the desirable outcomes of the course, it would seem that these are problems of teaching general business, are important in the teaching of general business, are difficult for the teachers to solve, and should have additional study.

The problems, caring for individual differences, and giving personal and consumer use values that are needed by students, were ranked by the teachers among the highest in importance and difficulty of solving. These problems will receive further study later in this chapter.

In analyzing the weighted rank of the problems as to frequency of

³ Ibid., p. 82.

TABLE XX

WEIGHTED RANKS OF PROBLEMS ACCORDING TO IMPORTANCE,
DIFFICULTY AND FREQUENCY

<u>Problems</u>	<u>Importance</u>	<u>Difficulty</u>	<u>Frequency</u>
Developing arithmetic skills	1.6	2.2	
Developing spelling skills	1.6	2.2	
Developing business vocabulary	1.5	1.9	
Caring for individual differences	1.4	1.8	1.9
Giving personal and consumer use values that are needed by students	1.4	1.8	
Developing reading habits	1.4	2.1	
Developing speaking skills	1.4	1.9	
Developing writing skills	1.4	1.9	
Providing proper motivation	1.3	1.7	1.9
Organizing materials	1.3	1.4	1.6
Developing skill in using library	1.3	1.8	
Applying units to need of local community	1.3	1.7	1.8
Giving guidance training	1.3	1.6	
Selecting teaching devices	1.3	1.6	1.8
Applying units to need of students enrolled	1.3	1.5	1.6
Collecting materials	1.2	1.5	1.7
Making course exploratory	1.2	1.7	1.7
Selecting class projects	1.2	1.6	1.7
Choosing supplementary materials	1.2	1.6	1.7
Selecting subject matter	1.2	1.2	1.6
Using visual aids	1.2	1.6	
Determining approach to daily lesson	1.2	1.3	1.5
Obtaining student interest	1.2	1.4	1.5
Selecting meaningful activities	1.1	1.6	1.6
Selecting individual projects	1.1	1.5	1.6
Maintaining student interest	1.1	1.4	1.5
Determining objectives of the course	1.1	1.3	
Evaluating class activities	1.1	1.4	
Setting proper standards	1.0	1.3	
Making lesson plans	1.0	1.1	1.2
Constructing tests	0.9	1.2	1.2
Choosing textbook	0.9	0.9	
Organizing subject matter (units of learning)	0.9	1.0	1.1
Text material too easy	0.9	1.2	1.3
Overlapping of subject matter	0.9	1.2	1.2
Determining grade level placement of the course	0.9	1.1	
Text material too general	0.9	1.1	1.1

TABLE XX (CONTINUED)

WEIGHTED RANKS OF PROBLEMS ACCORDING TO IMPORTANCE,
DIFFICULTY AND FREQUENCY

<u>Problems</u>	<u>Importance</u>	<u>Difficulty</u>	<u>Frequency</u>
Do not like to teach the course	0.8	0.7	
Determining grades	0.8	1.1	1.1
Do not feel qualified to teach the course	0.8	0.7	
Selecting pupils (composition of class)	0.7	1.0	
Lack experience in teaching subject of this nature	0.7	0.8	
Handling discipline	0.6	0.6	0.7
Lack experience in teaching pupils on this grade level	0.5	0.6	
Text material abstract in content	0.5	0.8	0.7
Text material too difficult	0.3	0.4	0.4

This table should be read as follows: The problem, developing arithmetic skills, had a weighted rank of 1.6 in importance to the 85 general business teachers.

TABLE XXI

SUMMARY OF THE WEIGHTED RANK ORDER OF PROBLEMS AS TO IMPORTANCE,
DIFFICULTY AND FREQUENCY FOR ALL TEACHERS

<u>Problem</u>	<u>Rank as to Importance</u>	<u>Rank as to Difficulty</u>	<u>Rank as to Frequency</u>
Developing arithmetic skills	1	1	
Developing spelling skills	1	1	
Developing business vocabulary	2	3	
Caring for individual differences	3	4	1
Giving personal and consumer use values that are needed by students	3	4	
Developing reading habits	3	2	
Developing speaking skills	3	3	
Developing writing skills	3	3	
Providing proper motivation	4	5	1
Organizing materials	4	8	4
Developing skill in using library	4	4	
Applying units to need of local community	4	5	2
Giving guidance training	4	6	
Selecting teaching devices	4	6	2
Applying units to need of students enrolled	4	7	4
Collecting materials	5	7	3
Making course exploratory	5	5	3
Selecting class projects	5	6	3
Choosing supplementary materials	5	6	3
Selecting subject matter	5	10	4
Using visual aids	5	6	
Determining approach to daily lesson	5	9	5
Obtaining student interest	5	8	5
Selecting meaningful activities	6	6	4
Selecting individual projects	6	7	4
Maintaining student interest	6	8	5
Determining objectives of the course	6	9	
Evaluating class activities	6	8	
Setting proper standards	7	9	
Making lesson plans	7	11	7
Constructing tests	8	10	7
Choosing textbook	8	13	
Organizing subject matter (units of learning)	8	12	8
Text material too easy	8	10	6
Overlapping of subject matter	8	10	7
Determining grade level placement of the course	8	11	
Text material too general	8	11	8

TABLE XXI (CONTINUED)

SUMMARY OF THE WEIGHTED RANK ORDER OF PROBLEMS AS TO IMPORTANCE,
DIFFICULTY AND FREQUENCY FOR ALL TEACHERS

<u>Problem</u>	<u>Rank as to Importance</u>	<u>Rank as to Difficulty</u>	<u>Rank as to Frequency</u>
Do not like to teach the course	9	15	
Determining grades	9	11	8
Do not feel qualified to teach the course	9	15	
Selecting pupils (composition of class)	10	12	
Lack experience in teaching subject of this nature	10	14	
Handling discipline	11	16	9
Lack experience in teaching pupils on this grade level	12	16	
Text material abstract in content	12	14	9
Text material too difficult	13	17	10

This table should be read as follows: The problem, developing arithmetic skills, was ranked first in importance by the 85 general business teachers.

occurrence, it was found that the following problems were among the highest in rank:

- Caring for individual differences
- Providing proper motivation
- Applying units to need of local community
- Selecting teaching devices
- Collecting materials
- Making course exploratory
- Selecting class projects
- Choosing supplementary materials

Only one of these problems, "caring for individual differences," ranked among the highest in importance and difficulty of solving.

The problems which ranked among the lowest in importance were the following:

- Text material too difficult
- Text material abstract in content
- Lack experience in teaching pupils on this grade level
- Handling discipline
- Lack experience in teaching subject of this nature
- Selecting pupils (composition of class)

The problems which ranked among the lowest in difficulty in solving were the following:

- Text material too difficult
- Lack experience in teaching pupils on this grade level
- Handling discipline
- Do not feel qualified to teach the course

Text material abstract in content

Lack experience in teaching subject of this nature

In comparing the problems that had the lowest weighted rank in importance to the problems that had the lowest weighted rank in difficulty of solving, it seemed apparent that, as in the case of the highest ranking, the majority of the problems were the same.

It would seem, therefore, that the teachers considered the most important problems to be generally the most difficult of solving and the least important problems to be the least difficult of solving. This was not true with the ranking as to frequency of occurrence.

In determining the problems which were major, minor or of no importance, an arbitrary method was used. Problems which had weighted values from 1.3 to 1.6, inclusive, were considered problems of major importance; those which had weighted values of 0.8 to 1.2, inclusive, were considered problems of minor importance; and those which had weighted values of 0.3 to 0.7, inclusive, were considered problems of no importance in the teaching of general business.

The problems which were classified on this basis as major problems in importance were:

Developing arithmetic skills

Developing spelling skills

Developing business vocabulary

Caring for individual differences

Giving personal and consumer use values that are
needed by students

Developing reading habits

Developing speaking skills

- Developing writing skills
- Providing proper motivation
- Organizing materials
- Developing skill in using library
- Applying units to need of local community
- Giving guidance training
- Selecting teaching devices
- Applying units to need of students enrolled

The problems which were classified on this basis as minor problems in importance were:

- Collecting materials
- Making course exploratory
- Selecting class projects
- Choosing supplementary materials
- Selecting subject matter
- Using visual aids
- Determining approach to daily lesson
- Obtaining student interest
- Selecting meaningful activities
- Selecting individual projects
- Maintaining student interest
- Determining objectives of the course
- Evaluating class activities
- Setting proper standards
- Making lesson plans
- Constructing tests
- Choosing textbook

Organizing subject matter (units of learning)

Text material too easy

Overlapping of subject matter

Determining grade level placement of the course

Text material too general

Do not like to teach the course

Determining grades

Do not feel qualified to teach the course

The problems which were classified as of no importance were:

Selecting pupils (composition of class)

Lack experience in teaching subject of this nature

Handling discipline

Lack experience in teaching pupils on this grade level

Text material abstract in content

Text material too difficult

An arbitrary method was also used in determining the problems which were of great difficulty in solving, of some difficulty in solving, and of little difficulty in solving. Problems which had weighted values from 1.7 to 2.2, inclusive, were considered problems of great difficulty in solving; those which had weighted values of from 1.0 to 1.6, inclusive, were considered problems of some difficulty in solving; and those which had weighted values of from 0.4 to 0.9, inclusive, were considered to be of little difficulty in solving.

The problems which were classified on this basis as of great difficulty in solving were:

Developing arithmetic skills

Developing spelling skills

- Developing reading habits
- Developing business vocabulary
- Developing speaking skills
- Developing writing skills
- Caring for individual differences
- Giving personal and consumer use values that are needed by students
- Developing skill in using library
- Providing proper motivation
- Applying units to need of local community
- Making course exploratory

The problems which were classified on this basis as of some difficulty in solving were:

- Giving guidance training
- Selecting teaching devices
- Selecting class projects
- Choosing supplementary materials
- Using visual aids
- Selecting meaningful activities
- Applying units to need of students enrolled
- Collecting materials
- Selecting individual projects
- Organizing materials
- Obtaining student interest
- Maintaining student interest
- Evaluating class activities
- Determining approach to daily lesson
- Determining objectives of the course
- Setting proper standards

Selecting subject matter
 Constructing tests
 Text material too easy
 Overlapping of subject matter
 Making lesson plans
 Determining grade level placement of the course
 Text material too general
 Determining grades
 Organizing subject matter (units of learning)
 Selecting pupils (composition of class)

The problems which were classified on this basis as of little difficulty in solving were:

Choosing textbook
 Lack experience in teaching subject of this nature
 Text material abstract in content
 Do not like to teach the course
 Do not feel qualified to teach the course
 Handling discipline
 Lack experience in teaching pupils on this grade level
 Text material too difficult

In determining the frequency of occurrence of the problems the same arbitrary procedure was used. Problems were considered to be of frequent occurrence or present most of the time if the weighted values were between 1.5 to 1.9, inclusive; those which had weighted values from 1.0 to 1.4, inclusive, were considered as occasional or present some of the time; and those which had weighted values from 0.4 to 0.9, inclusive, were considered rare or present little of the time.

The problems which were classified on this basis as of being present most of the time or frequently were:

- Caring for individual differences
- Providing proper motivation
- Applying units to need of local community
- Selecting teaching devices
- Collecting materials
- Making course exploratory
- Selecting class projects
- Choosing supplementary materials
- Organizing materials
- Applying units to need of students enrolled
- Selecting subject matter
- Selecting meaningful activities
- Selecting individual projects
- Determining approach to daily lesson
- Obtaining student interest
- Maintaining student interest

Those problems which happened occasionally or were present some of the time were:

- Making lesson plans
- Constructing tests
- Text material too easy
- Overlapping of subject matter
- Text material too general
- Determining grades
- Organizing subject matter (units of learning)

Those problems which happened rarely or were present little of the time were:

Handling discipline

Text material abstract in content

Text material too difficult

In summarizing briefly, it was found that in most instances the problems that were considered of major importance were also of great difficulty in solving, and some that were considered of major importance were of frequent occurrence. Those problems that were of minor importance were usually of some difficulty in solving.

The problems which were presented to the general business teachers to be checked as to importance in teaching, difficulty in solving, and frequency of occurrence may be divided or grouped into several classifications. For example, the problems might be grouped as follows: problems concerning teaching materials, problems dealing with instruction and methods, problems concerning student outcomes, and administrative problems.

In examining the weighted rank order of the problems as to importance, difficulty and frequency for all teachers, as shown in Table XXI, the majority of the problems which ranked among the highest were those that could be classified as problems concerning student outcomes.

Table XXII and Table XXIII show the number and percentage of teachers classifying the problems as of major or minor importance in terms of difficulty of solving and frequency of occurrence, respectively.

Thirty-nine teachers classified the problem, selecting subject matter, as a major problem. Six, or 15.4 per cent, of the 39 teachers believed it to be of great difficulty in solving; 20, or 51.3 per cent, believed it to be of some difficulty in solving; and 13, or 33.3 per cent,

TABLE XXII

NUMBER AND PERCENTAGE OF GENERAL BUSINESS TEACHERS CLASSIFYING THE
MAJOR AND MINOR PROBLEMS IN TERMS OF DIFFICULTY OF SOLVING

Problem	Major Problem								Minor Problem							
	Great		Some		Little		Not Stated		Great		Some		Little		Not Stated	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Selecting subject matter	6	15.4	20	51.3	13	33.3	0	0	0	0	16	64.0	9	36.0	0	0
Collecting materials	13	34.2	15	39.5	10	26.3	0	0	2	6.7	16	53.3	12	40.0	0	0
Organizing materials	12	27.3	15	34.1	15	34.1	2	4.5	1	4.2	12	50.0	11	45.8	0	0
Choosing supple- mentary materials	17	48.6	10	28.6	7	20.0	1	2.8	3	8.8	25	73.5	5	14.7	0	0
Text material too easy	15	65.2	5	21.7	2	8.7	1	4.4	1	3.4	19	65.6	8	27.6	1	3.4
Text material too difficult	1	50.0	0	0	1	50.0	0	0	1	5.0	7	35.0	11	55.0	1	5.0
Text material too general	11	55.0	5	25.0	3	15.0	1	5.0	1	3.2	19	61.3	9	29.1	2	6.4
Text material abstract in content	3	50.0	1	16.7	1	16.7	1	16.6	1	3.4	23	79.4	4	13.8	1	3.4
Making lesson plans	6	17.6	16	47.1	10	26.5	2	5.8	0	0	14	77.8	4	22.2	0	0
Determining approach to daily lesson	10	27.8	13	36.1	12	33.3	1	2.8	0	0	19	70.4	8	29.6	0	0
Providing proper motivation	21	45.7	19	41.3	6	13.0	0	0	1	4.8	16	76.2	4	19.0	0	0
Obtaining student interest	9	25.0	18	50.0	9	25.0	0	0	1	3.7	19	70.4	7	25.9	0	0
Maintaining student interest	12	37.5	12	37.5	7	21.9	1	3.1	1	3.3	22	73.4	7	23.3	0	0
Caring for individual differences	25	51.0	17	34.7	6	12.3	1	2.0	0	0	14	58.3	10	41.7	0	0
Making course exploratory	19	51.4	13	35.1	5	13.5	0	0	3	9.7	20	64.5	8	25.8	0	0
Overlapping of subject matter	6	37.5	4	43.8	3	18.7	0	0	0	0	25	59.5	15	35.7	2	4.8

TABLE XXII (CONTINUED)

NUMBER AND PERCENTAGE OF GENERAL BUSINESS TEACHERS CLASSIFYING THE
MAJOR AND MINOR PROBLEMS IN TERMS OF DIFFICULTY OF SOLVING

Problem	Major Problem								Minor Problem							
	Great		Some		Little		Not Stated		Great		Some		Little		Not Stated	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Selecting teaching devices	17	42.5	17	42.5	4	10.0	2	5.0	1	3.4	23	79.3	5	17.3	0	0
Selecting class projects	19	48.7	14	35.9	5	12.8	1	2.6	1	3.7	22	81.5	3	11.1	1	3.7
Selecting individual projects	19	55.9	8	23.5	5	14.7	2	5.9	2	7.4	20	74.1	5	18.5	0	0
Selecting meaningful activities	16	44.4	15	41.7	4	11.1	1	2.8	2	8.0	22	88.0	1	4.0	0	0
Organizing subject matter (units of learning)	9	32.1	8	28.6	10	35.7	1	3.6	0	0	15	75.0	5	25.0	0	0
Constructing tests	13	46.4	9	32.2	5	17.8	1	3.6	0	0	17	77.3	5	22.7	0	0
Handling discipline	3	18.7	3	18.7	9	56.3	1	6.3	0	0	8	36.4	14	63.6	0	0
Applying units to need of students enrolled	17	40.5	17	40.5	7	16.7	1	2.3	1	4.3	14	60.9	8	34.8	0	0
Applying units to need of local community	21	48.9	17	39.5	4	9.3	1	2.3	0	0	18	72.0	7	28.0	0	0
Determining grades	6	30.0	8	40.0	6	30.0	0	0	1	3.5	19	65.5	9	31.0	0	0
Selecting pupils (composition of class)	10	52.6	6	31.5	2	10.6	1	5.3	1	4.5	13	59.1	8	36.4	0	0
Determining grade level placement of the course	8	30.7	11	42.3	6	23.1	1	3.9	1	4.5	14	63.6	6	27.4	1	4.5
Determining objectives of the course	4	14.3	11	39.3	12	42.8	1	3.6	0	0	28	82.4	6	17.6	0	0
Setting proper standards	7	22.6	15	48.4	8	25.8	1	3.2	0	0	22	81.5	4	14.8	1	3.7
Choosing textbook	9	28.1	7	21.9	15	46.9	1	3.1	1	7.7	5	38.5	7	53.8	0	0
Using visual aids	22	56.4	11	28.2	5	12.8	1	2.6	4	17.4	10	43.5	9	39.1	0	0
Evaluating class activities	11	40.8	10	37.0	6	22.2	0	0	0	0	29	80.6	6	16.7	1	2.7

TABLE XXII (CONTINUED)

NUMBER AND PERCENTAGE OF GENERAL BUSINESS TEACHERS CLASSIFYING THE
MAJOR AND MINOR PROBLEMS IN TERMS OF DIFFICULTY OF SOLVING

Problem	Major Problem								Minor Problem							
	Great		Some		Little		Not Stated		Great		Some		Little		Not Stated	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Developing business vocabulary	28	52.8	16	30.2	8	15.1	1	1.9	1	5.3	15	78.9	2	10.5	1	5.3
Developing reading habits	30	66.7	12	26.7	2	4.4	1	2.2	2	6.9	25	86.2	2	6.9	0	0
Developing arithmetic skills	37	62.8	18	30.5	3	5.1	1	1.6	1	4.7	17	81.0	3	14.3	0	0
Developing writing skills	23	53.5	18	41.9	1	2.3	1	2.3	1	3.1	25	78.1	6	18.8	0	0
Developing speaking skills	23	51.1	19	42.2	2	4.5	1	2.2	2	6.9	21	72.4	6	20.7	0	0
Developing spelling skills	43	74.1	12	20.7	2	3.5	1	1.7	1	4.5	16	72.8	4	18.2	1	4.5
Developing skill in using library	27	64.3	14	33.3	0	0	1	2.4	0	0	21	77.8	5	18.5	1	3.7
Giving guidance training	20	46.5	15	34.9	6	13.9	2	4.7	0	0	18	75.0	6	25.0	0	0
Giving personal and consumer use values that are needed by students	17	36.2	25	53.2	4	8.5	1	2.1	2	7.7	21	80.8	3	11.5	0	0
Do not feel qualified to teach the course	7	26.9	4	15.4	11	42.3	4	15.4	0	0	8	61.6	5	38.4	0	0
Do not like to teach the course	9	31.0	1	3.5	10	34.5	9	31.0	1	8.3	9	75.0	2	16.7	0	0
Lack experience in teaching pupils on this grade level	6	42.9	0	0	6	42.9	2	14.2	0	0	10	71.4	3	21.4	1	7.2
Lack experience in teaching subject of this nature	9	45.0	2	10.0	7	35.0	2	10.0	1	5.9	9	52.9	5	29.4	2	11.8

TABLE XXIII

NUMBER AND PERCENTAGE OF GENERAL BUSINESS TEACHERS CLASSIFYING THE
MAJOR AND MINOR PROBLEMS IN TERMS OF FREQUENCY OF OCCURRENCE

Problems	Major Problem								Minor Problem							
	Frequently		Occa- sionally		Rarely		Not Stated		Frequently		Occa- sionally		Rarely		Not Stated	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Selecting sub- ject matter	19	48.7	13	33.3	7	18.0	0	0	0	0	16	64.0	9	36.0	0	0
Collecting materials	21	55.3	11	28.9	6	15.8	0	0	2	6.7	16	53.3	12	40.0	0	0
Organizing materials	17	38.6	18	40.9	6	13.6	3	6.9	1	4.2	12	50.0	11	45.8	0	0
Choosing supplementary materials	16	45.7	12	34.3	3	8.5	4	11.5	4	11.8	25	73.5	5	14.7	0	0
Text material too easy	15	65.2	5	21.7	2	8.7	1	4.4	4	13.8	18	62.1	6	20.7	1	3.4
Text material too difficult	1	50.0	0	0	1	50.0	0	0	0	0	9	45.0	10	50.0	1	5.0
Text material too general	10	50.0	3	15.0	5	25.0	2	10.0	1	3.2	22	71.0	6	19.4	2	6.4
Text material abstract in content	1	16.7	3	50.0	1	16.7	1	16.6	0	0	24	82.8	3	10.3	2	6.9
Making lesson plans	12	35.3	12	35.3	7	20.6	3	8.8	1	5.6	15	83.3	2	11.1	0	0
Determining approach to daily lesson	18	50.0	11	30.6	5	13.9	2	5.5	2	7.4	19	70.4	6	22.2	0	0
Providing proper motivation	30	65.2	12	26.0	2	4.4	2	4.4	3	14.3	15	71.4	3	14.3	0	0

TABLE XXIII (CONTINUED)

NUMBER AND PERCENTAGE OF GENERAL BUSINESS TEACHERS CLASSIFYING THE
MAJOR AND MINOR PROBLEMS IN TERMS OF FREQUENCY OF OCCURRENCE

Problems	Major Problem								Minor Problem							
	Frequently		Occa- sionally		Rarely		Not Stated		Frequently		Occa- sionally		Rarely		Not Stated	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Obtaining student interest	16	44.4	12	33.3	6	16.7	2	5.6	4	14.8	17	63.0	6	22.2	0	0
Maintaining student interest	16	50.0	13	40.6	2	6.3	1	3.1	1	3.3	21	70.0	8	26.7	0	0
Caring for individual differences	29	59.2	15	30.6	3	6.1	2	4.1	1	4.2	14	58.3	9	37.5	0	0
Making course exploratory	18	48.6	13	35.2	3	8.1	3	8.1	1	3.2	25	80.7	5	16.1	0	0
Overlapping of subject matter	7	43.8	7	43.8	2	12.4	0	0	1	2.4	26	61.9	13	30.9	2	4.8
Selecting teaching devices	21	52.5	16	40.0	1	2.5	2	5.0	1	3.4	22	75.9	6	20.7	0	0
Selecting class projects	18	46.1	20	51.3	0	0	1	2.6	3	11.1	19	70.4	4	14.8	1	3.7
Selecting individual projects	20	58.8	11	32.4	1	2.9	2	5.9	4	14.8	18	66.7	5	18.5	0	0
Selecting meaningful activities	15	41.7	16	44.4	4	11.1	1	2.8	4	16.0	18	72.0	3	12.0	0	0

TABLE XXIII (CONTINUED)

NUMBER AND PERCENTAGE OF GENERAL BUSINESS TEACHERS CLASSIFYING THE
MAJOR AND MINOR PROBLEMS IN TERMS OF FREQUENCY OF OCCURRENCE

Problems	Major Problem								Minor Problem							
	Frequently		Occa- sionally		Rarely		Not Stated		Frequently		Occa- sionally		Rarely		Not Stated	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Organizing subject matter (units of learning)	10	35.7	10	35.7	7	25.0	1	3.6	2	10.0	13	65.0	3	15.0	2	10.0
Constructing tests	11	39.3	11	39.3	5	17.8	1	3.6	3	13.6	13	59.1	6	27.3	0	0
Handling discipline	4	25.0	2	12.5	9	56.3	1	6.2	0	0	12	54.5	10	45.5	0	0
Applying units to need of students enrolled	24	57.2	12	28.5	4	9.5	2	4.8	0	0	17	73.9	5	21.8	1	4.3
Applying units to need of local community	28	65.1	11	25.6	3	7.0	1	2.3	2	8.0	16	64.0	5	20.0	2	8.0
Determining grades	6	30.0	9	45.0	4	20.0	1	5.0	5	17.2	19	65.6	5	17.2	0	0

believed it to be of little difficulty in solving. Twenty teachers classified the problem, selecting subject matter, as a minor problem. None of the 20 teachers believed it to be of great difficulty in solving; 16, or 64.0 per cent, believed it to be of some difficulty in solving; and 9, or 36 per cent, believed it to be of little difficulty in solving. All teachers indicating the problem, selecting subject matter, to be a major or minor problem stated the degree of difficulty in solving.

Nineteen, or 48.7 per cent, of the 39 teachers indicated that selecting subject matter was a problem which occurred frequently; 13, or 33.3 per cent, indicated that it occurred occasionally; 7, or 18 per cent, indicated that it occurred rarely. None of the 21 teachers who indicated selecting subject matter as a minor problem thought it occurred frequently; while 16, or 64 per cent, of the 21 teachers thought it occurred occasionally; 9, or 36 per cent, thought that it occurred rarely. All teachers who indicated the problem, selecting subject matter, as a major or minor problem, checked the problem for frequency of occurrence.

All 46 problems can be analyzed in the same manner from Table XXII and Table XXIII.

Analysis of Selected Problems According to Educational
Qualifications of the General Business Teachers, Teaching Experience
of the General Business Teachers, and the Grade Levels
Represented in the Classes

The check-lists were grouped first, according to certain educational qualifications; second, according to teaching experience; and third, according to grade levels represented in the general business classes, for the purpose of determining the effect such factors might have on the judgments of the teachers as to the importance of the problem, difficulty of solving and frequency of occurrence.

Comparisons according to educational qualifications. Three problems were chosen arbitrarily for comparison on the basis of educational qualifications of the teachers. These problems were: selecting subject matter, providing proper motivation, and developing arithmetic skills.

The check-lists were divided into three groups: (1) those from teachers who reported one or more courses in teaching general business, (2) those from teachers who reported methods of teaching courses in shorthand and typewriting, and (3) those from teachers who reported no courses in methods of teaching.

Tables XXIV, XXV, and XXVI show the number and percentage of teachers judging the three problems mentioned above, as to degree of importance, degree of difficulty, and frequency of occurrence. Each table will be discussed separately.

In comparing the judgments of the teachers in regard to the problem of selecting subject matter, it was found that 10, or 71.4 per cent, of the 14 teachers who reported courses in methods of teaching general business thought this problem to be of major importance; 7, or 43.7 per cent, of the 16 teachers who reported methods of teaching courses in the skill subjects, typewriting and shorthand, thought this problem to be of major importance; and 5, or 29.4 per cent, of the 17 teachers who reported no methods of teaching courses thought this problem to be of major importance.

Two, or 14.3 per cent, of those receiving general business methods of teaching courses judged "selecting subject matter" as a minor problem; 6, or 37.5 per cent, of those receiving methods of teaching courses in the skill subjects thought it to be a minor problem; while 4, or 23.5 per cent, of those reporting no methods of teaching courses thought it to be a minor problem. The problem, selecting subject matter, was of no importance to

2, or 14.5 per cent, of the teachers reporting methods of teaching general business; of no importance to 3, or 18.0 per cent, of those receiving methods of teaching skill subjects; and considered of no importance by 8, or 47.1 per cent, of those reporting no methods of teaching courses. If the problem was not checked by the respondent, it was considered as a problem of no importance.

In the comparison as to difficulty of solving and frequency of occurrence, there seemed to be very little difference among the three groups.

In view of the comparison just made, it seems that those teachers having had training in methods of teaching general business were more concerned about the subject matter to be presented in the general business course.

"Providing proper motivation" was the second problem to be analyzed on the basis of certain educational qualifications. This information is shown in Table XXV.

It was found that 7, or approximately half, of the teachers in all three groups considered "providing proper motivation" a major problem. However, 2, or 14.3 per cent, of the teachers having general business methods thought the problem to be of minor importance; while 6, or better than a third, in the remaining groups thought "providing proper motivation" a minor problem.

Four, or 28.5 per cent, of the teachers receiving general business methods teaching courses reported great difficulty in solving the problem; 4, or another 28.5 per cent, reported some difficulty in solving the problem; and 1, or 7.1 per cent, reported little difficulty. The teachers who reported receiving skill subjects methods of teaching courses indicated the following: 3, or 18.8 per cent, great difficulty; 8, or 50 per cent, some

TABLE XXIV

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
SELECTING SUBJECT MATTER, AS TO THE IMPORTANCE OF THE PROBLEM,
DIFFICULTY OF SOLVING, AND FREQUENCY OF OCCURRENCE, IN TERMS OF METHODS
OF TEACHING COURSES IN GENERAL BUSINESS, SKILL SUBJECTS,
AND NO METHODS COURSES

	Received General Business Methods of Teaching Courses		Received Skill Subjects Methods of Teaching Courses		Reported No Methods of Teaching Courses	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent
<u>Importance</u>						
Major	10	71.4	7	43.7	5	29.4
Minor	2	14.3	6	37.5	4	23.5
No Importance	2	14.3	3	18.8	8	47.1
<u>Difficulty</u>						
Great	1	7.1	1	6.3	0	0
Some	7	50.0	7	43.7	8	47.1
Little	4	28.5	5	31.2	1	5.9
Not Stated	0	0	0	0	0	0
<u>Frequency</u>						
Frequently, or most of the time	4	28.5	2	12.5	2	11.8
Occasionally, or some of the time	5	35.7	6	37.5	7	41.2
Rarely, or lit- tle of the time	3	21.4	5	31.2	0	0
Not Stated	0	0	0	0	0	0

This table should be read as follows: Ten, or 71.4 per cent, of the 14 teachers reporting courses in methods of teaching general business judged the problem, selecting subject matter, as a problem of major importance.

TABLE XXV

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
 PROVIDING PROPER MOTIVATION, AS TO THE IMPORTANCE OF THE PROBLEM,
 DIFFICULTY OF SOLVING, AND FREQUENCY OF OCCURRENCE, IN TERMS OF METHODS
 OF TEACHING COURSES IN GENERAL BUSINESS, SKILL SUBJECTS,
 AND NO METHODS COURSES

	Received General Business Methods of Teaching Courses		Received Skill Subjects Methods of Teaching Courses		Reported No Methods of Teaching Courses	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent	Number of Teachers	Per Cent
<u>Importance</u>						
Major	7	50.0	7	43.7	7	41.2
Minor	2	14.3	6	37.5	6	35.3
No Importance	5	35.7	3	18.8	4	23.5
<u>Difficulty</u>						
Great	4	28.5	3	18.8	4	23.5
Some	4	28.5	8	50.0	7	41.2
Little	1	7.1	2	12.5	2	11.8
Not Stated	0	0	0	0	0	0
<u>Frequency</u>						
Frequently, or most of the time	5	35.7	4	25.0	6	35.3
Occasionally, or some of the time	4	28.5	7	43.7	5	29.4
Rarely, or lit- tle of the time	0	0	0	0	2	11.8
Not Stated	0	0	2	12.5	0	0

This table should be read as follows: Seven, or 50.0 per cent, of the 14 teachers reporting courses in methods of teaching general business judged the problem, providing proper motivation, as a problem of major importance.

TABLE XXVI

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
DEVELOPING ARITHMETIC SKILLS, AS TO IMPORTANCE OF THE
PROBLEM, AND DIFFICULTY OF SOLVING, IN TERMS OF METHODS
OF TEACHING COURSES IN GENERAL BUSINESS, SKILL SUBJECTS,
AND NO METHODS COURSES

	<u>Received General Business Methods of Teaching Courses</u>		<u>Received Skill Subjects Methods of Teaching Courses</u>		<u>Reported No Methods of Teaching Courses</u>	
	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Number of Teachers</u>	<u>Per Cent</u>
<u>Importance</u>						
Major	8	57.1	13	81.2	11	64.7
Minor	5	35.7	3	18.8	2	11.8
No Importance	1	7.1	0	0	4	23.5
<u>Difficulty</u>						
Great	5	35.7	7	43.7	7	41.2
Some	5	35.7	8	50.0	6	35.3
Little	3	21.4	0	0	0	0
Not Stated	0	0	1	6.3	0	0

This table should be read as follows: Eight, or 57.1 per cent, of the 14 teachers reporting courses in methods of teaching general business judged the problem, developing arithmetic skills, as a problem of major importance.

difficulty; and 2, or 12.5 per cent, little difficulty. The teachers who reported no methods courses indicated the following: 4, or 23.5 per cent, great difficulty; 7, or 41.2 per cent, some difficulty; and 2, or 11.8 per cent, little difficulty.

In analyzing the data concerning degree of difficulty, it is evident that teachers with methods of teaching general business courses had less trouble in solving the problem, providing proper motivation, than did either those who reported methods in skill subjects or those who reported no methods of teaching courses.

There seemed to be very little difference in the judgment of the three groups as to frequency of occurrence.

Table XXVI shows the comparison of the three groups regarding the problem, developing arithmetic skills, as to importance of the problem and difficulty of solving. This problem was not judged by the teachers for frequency of occurrence.

Eight, or 57.1 per cent, of the 14 teachers who reported courses in methods of teaching general business judged the problem as of major importance. Thirteen, or 81.2 per cent, of the 16 teachers who reported methods of teaching skill subjects judged the problem as of major importance; while 11, or 64.7 per cent, of the 17 teachers who reported no methods courses judged the problem to be of major importance.

In making the comparison as to minor importance between the three groups, it was evident that about one-third of the teachers who had had methods of teaching general business courses thought it to be of minor importance; about one-fifth of the teachers who had received methods in skill subjects, and a little over one-tenth of the teachers who reported no methods courses placed it in the minor degree.

As was evident from the data presented in Table XXVI, the teachers not having methods courses in teaching general business considered the problem, developing arithmetic skills, to be of greater importance and had more difficulty in solving the problem than did the teachers with methods of teaching courses in general business.

Comparisons according to teaching experience. Another basis for comparing problems was from the standpoint of general business teaching experience. Two problems, developing business vocabulary, and giving personal and consumer use values that are needed by students, were analyzed on this basis.

The number and percentage of teachers judging these problems as to the importance of the problem, and the difficulty of solving the problem are shown in Table XXVII and Table XXVIII.

There were 38 teachers who had had two semesters or less of general business teaching experience and 37 who had had four semesters or more of general business teaching experience. A comparison was made between these two groups as to the importance and difficulty of the two problems, developing business vocabulary, and giving personal and consumer use values that are needed by students.

Twenty-one, or 55.3 per cent, of group one, the 38 teachers who had had 2 semesters or less of general business teaching experience, judged the problem, developing business vocabulary, as a major problem. In group two, the 37 teachers with 4 semesters or more of general business teaching experience, 26, or 70.3 per cent, judged the problem to be of major importance. It was judged a minor problem by 8, or 21.1 per cent, by group one and by 8, or 21.6 per cent, by group two. Nine, or 23.6 per cent, of the teachers in group one and 3, or 8.1 per cent, of the teachers in group two considered the problem as of no importance.

TABLE XXVII

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
DEVELOPING BUSINESS VOCABULARY, AS TO THE IMPORTANCE OF THE
PROBLEM AND DIFFICULTY OF SOLVING, IN TERMS OF TEACHING EXPERIENCE

	General Business Teaching Experience			
	2 Semesters or Less		4 Semesters or More	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
<u>Importance</u>				
Major	21	55.3	26	70.3
Minor	8	21.1	8	21.6
No Importance	9	23.6	3	8.1
<u>Difficulty</u>				
Great	10	26.3	16	43.2
Some	15	39.2	14	37.8
Little	4	10.5	2	5.4
Not Stated	0	0	2	5.4

This table should be read as follows: Twenty-one, or 55.3 per cent, of the 38 teachers who had 2 semesters or less of general business teaching experience, judged the problem, developing business vocabulary, as a problem of major importance.

TABLE XXVIII

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
GIVING PERSONAL AND CONSUMER USE VALUES THAT ARE NEEDED BY STUDENTS,
AS TO THE IMPORTANCE OF THE PROBLEM AND DIFFICULTY OF SOLVING, IN
TERMS OF TEACHING EXPERIENCE

	<u>2 Semesters or Less</u>		<u>4 Semesters or More</u>	
	<u>Number of</u> <u>Teachers</u>	<u>Per Cent</u>	<u>Number of</u> <u>Teachers</u>	<u>Per Cent</u>
<u>Importance</u>				
Major	21	55.3	23	62.2
Minor	10	26.3	11	29.7
No Importance	7	18.4	3	8.1
<u>Difficulty</u>				
Great	7	18.4	11	29.7
Some	20	52.6	21	56.7
Little	4	10.5	1	2.7
Not Stated	0	0	1	2.7

This table should be read as follows: Twenty-one, or 55.3 per cent, of the 38 teachers who had 2 semesters or less of general business teaching experience, judged the problem, giving personal and consumer use values that are needed by students, as a problem of major importance.

In analyzing the difficulty of solving, it was found that 10, or 26.3 per cent, of group one, and 16, or 43.2 per cent, of group two, considered the problem of great difficulty in solving; 15, or 39.2 per cent, of group one, and 14, or 37.8 per cent, of group two considered the problem of some difficulty in solving; while 4, or 10.5 per cent, of group one, and 2, or 5.4 per cent, of group two, considered the problem of little difficulty in solving. Two teachers of group two did not indicate the degree of difficulty.

From these data it is evident that the more experienced teachers considered the problem, developing business vocabulary, a major problem. The more experienced teachers reported greater difficulty in solving the problem, developing business vocabulary. No data are available to give reasons for this finding. It would seem logical that the less experienced teacher should have more difficulty in solving the problem; however, that was not true of this group.

Table XVIII shows the comparison between the two groups judging the problem, giving personal and consumer use values that are needed by students. Twenty-one, or 55.3 per cent, of group one, the 38 teachers who had had 2 semesters or less of general business teaching experience, judged the problem to be of major importance; 10, or 26.3 per cent, of minor importance, and 7, or 18.4 per cent, of no importance. Twenty-three, or 62.2 per cent, of group two, the 37 teachers who had had 4 semesters or more of general business teaching experience, judged the problem to be of major importance; 11, or 29.7 per cent, of minor importance; and 3, or 8.1 per cent, of no importance.

In judging the problem as to difficulty, 7, or 18.4 per cent, of group one considered it of great difficulty; 20, or 52.6 per cent, of some

difficulty; and 4, or 10.5 per cent, of little difficulty. Eleven, or 29.7 per cent, of group two considered the problem of great difficulty in solving; 21, or 56.7 per cent, of some difficulty; and 1, or 2.7 per cent, of little difficulty. One of the teachers in group two did not indicate the degree of difficulty.

A greater percentage of the teachers with 4 semesters or more of teaching experience in general business considered the problem, giving personal and consumer use values that are needed by students, to be of more importance and of greater difficulty in solving than did the teachers with 2 semesters or less of teaching experience in general business.

Comparisons according to grade levels represented in general business classes. It was thought that the variation of grade levels within the general business classes might have an effect upon the nature of the problems confronted by the teachers. Therefore, three problems were selected for the purpose of comparison on this basis. These problems were: text material too easy, caring for individual differences, and determining grade level placement of the course.

The 36 teachers having only the tenth grade students represented in their classes comprised group one. The 25 teachers having all combinations of grade levels, such as the tenth and twelfth, or ninth, tenth, eleventh, and twelfth, etc., comprised group two. The responses as to importance, difficulty of solving, and frequency of occurrence of the problems mentioned above were compared. These data are shown in Tables XXIX, XXX, and XXXI.

In analyzing the data given in Table XXIX, it was found that 12, or 33.3 per cent, of the teachers having tenth grade only represented in their classes, judged the problem, text material too easy, as a major problem;

TABLE XXIX

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
TEXT MATERIAL TOO EASY; AS TO THE IMPORTANCE OF THE PROBLEM, THE
DIFFICULTY OF SOLVING, AND FREQUENCY OF OCCURRENCE, IN TERMS OF
GRADE LEVELS REPRESENTED IN THE CLASS IN GENERAL BUSINESS

	Grade Levels Represented			
	Tenth Grade Only		All Combinations of Ninth, Tenth, Eleventh, and Twelfth	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
<u>Importance</u>				
Major	12	33.3	7	28.0
Minor	8	22.2	9	36.0
No Importance	16	44.5	9	36.0
<u>Difficulty</u>				
Great	5	13.8	7	28.0
Some	10	27.7	8	32.0
Little	3	8.3	1	4.0
Not Stated	2	5.5	0	0
<u>Frequency</u>				
Frequently, or most of the time	7	19.4	8	32.0
Occasionally, or some of the time	8	22.2	8	32.0
Rarely, or little of the time	3	8.3	0	0
Not Stated	2	5.5	0	0

This table should be read as follows: Twelve, or 33.3 per cent, of the 36 teachers who had only the tenth grade represented in their classes, judged the problem, text material too easy, as a problem of major importance.

TABLE XXX

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
CARING FOR INDIVIDUAL DIFFERENCES, AS TO THE IMPORTANCE OF THE PROBLEM,
THE DIFFICULTY OF SOLVING, AND FREQUENCY OF OCCURRENCE, IN TERMS OF
GRADE LEVELS REPRESENTED IN THE CLASS IN GENERAL BUSINESS

	Grade Levels Represented			
	Tenth Grade Only		All Combinations of Ninth, Tenth, Eleventh, and Twelfth	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
<u>Importance</u>				
Major	17	47.2	17	68.0
Minor	13	36.1	6	24.0
No Importance	6	16.7	2	8.0
<u>Difficulty</u>				
Great	10	27.7	8	32.0
Some	9	25.0	10	40.0
Little	10	27.7	5	20.0
Not Stated	1	2.8	0	0
<u>Frequency</u>				
Frequently, or most of the time	12	33.3	11	44.0
Occasionally, or some of the time	8	22.2	9	36.0
Rarely, or little of the time	8	22.2	3	12.0
Not Stated	2	5.5	0	0

This table should be read as follows: Seventeen, or 47.2 per cent, of the 36 teachers who had only the tenth grade represented in their classes, judged the problem, caring for individual differences, as a problem of major importance.

TABLE XXXI

NUMBER AND PERCENTAGE OF TEACHERS JUDGING THE PROBLEM,
DETERMINING GRADE LEVEL PLACEMENT OF THE COURSE, AS TO THE IMPORTANCE
OF THE PROBLEM AND DIFFICULTY OF SOLVING, IN TERMS OF GRADE LEVELS
REPRESENTED IN THE CLASS IN GENERAL BUSINESS

	Grade Levels Represented			
	Tenth Grade Only		All Combinations of Ninth, Tenth, Eleventh, and Twelfth	
	Number of Teachers	Per Cent	Number of Teachers	Per Cent
<u>Importance</u>				
Major	8	22.2	13	52.0
Minor	11	30.5	5	20.0
No Importance	17	47.2	7	28.0
<u>Difficulty</u>				
Great	2	5.5	5	20.0
Some	7	19.4	11	44.0
Little	9	25.0	2	8.0
Not Stated	1	2.8	0	0

This table should be read as follows: Eight, or 22.2 per cent, of the 36 teachers who had only the tenth grade represented in their classes, judged the problem, determining grade level placement of the course, as a problem of major importance.

8, or 22.2 per cent, as a minor problem; and 16, or 44.5 per cent, as a problem of no importance. In group two, 7, or 28.0 per cent, considered the problem of major importance; 9, or 36.0 per cent, of minor importance; and 9, or 36.0 per cent, of no importance.

Five, or 13.8 per cent, of the teachers in group one indicated the problem to be of great difficulty in solving; 10, or 27.7 per cent, of some difficulty; and 3, or 8.3 per cent, of little difficulty. Two teachers did not indicate degree of difficulty. In group two, 7, or 28.0 per cent, considered the problem of great difficulty in solving; 8, or 32.0 per cent, of some difficulty; and 1, or 4.0 per cent, of little difficulty.

In analyzing the data concerning frequency of occurrence, it was found that 16, or 64.0 per cent, of the teachers in group two as compared with 15, or 41.6 per cent, of the teachers in group one, confronted the problem either frequently or occasionally.

In summarizing the data presented, comparison according to grade levels represented in the general business classes, it was found that grade level was a factor that affected the nature of the problem, text material too easy. While the difference in percentage was not great, it was enough to indicate that the teachers with all combinations of grade levels represented in their classes had greater difficulty with the text material being too easy than did those with only tenth grade students represented. As the state adopted text in general business was written for ninth or tenth grade level students, this finding was logical and as it should be.

Table XXX shows the comparison between the two groups concerning the problem, caring for individual differences.

Thirty, or 83.3 per cent, of the teachers in group one; as compared

with 23, or 92.0 per cent, of the teachers in group two, considered the problem of major or minor importance.

In comparing the groups on difficulty of solving the problem, it was found that 19, or 52.7 per cent, of group one, while 18, or 72.0 per cent, of group two, had either great difficulty or some difficulty in solving the problem. Ten, or 27.7 per cent, of group one as compared with 5, or 20.0 per cent, of group two had little difficulty in solving the problem.

The problem, caring for individual differences, confronted 12, or 33.3 per cent, of the teachers in group one frequently; and 11, or 44.0 per cent, of the teachers in group two, frequently. Eight, or 22.2 per cent, of group one, and 9, or 36.0 per cent, of group two, considered that the problem occurred occasionally. Another 8, or 22.2 per cent, of group one, considered that the problem occurred rarely, as compared with 3, or 12.0 per cent, of group two who considered that the problem occurred rarely.

In analyzing these data presented concerning the problem, caring for individual differences, it was evident that those teachers with all combinations of grade levels represented in the general business classes considered the problem of more importance, of greater difficulty in solving, and occurring with greater frequency than did those teachers with only the tenth grade students represented in the general business classes.

The problem, determining grade level placement of the course, was considered as to importance of the problem and difficulty of solving. The problem was not judged by the teachers as to frequency of occurrence.

As shown in Table XXXI, 8, or 22.2 per cent, of the teachers in group one as compared with 13, or 52.0 per cent, of the teachers in group two, considered this problem of major importance. Seventeen, or nearly half of the teachers in group one considered the problem of no importance, as compared with 7, or only one-fourth of the teachers in group two, who con-

sidered the problem of no importance.

Two, or only 5.5 per cent, of the teachers in group one had great difficulty in solving the problem. Five, or 20.0 per cent, of the teachers in group two had great difficulty in solving the problem. Seven, or 19.4 per cent, of group one, and 11, or 44.0 per cent, of group two, had some difficulty in solving the problem. Nine, or 25 per cent, of group one, as compared with 2, or 8 per cent, of group two, had little difficulty in solving the problem.

It is evident from this comparison that the teachers with only tenth grade students in their classes had little concern for the problem, determining grade level placement of the course. The problem was of great importance and great difficulty for the teachers who had all combinations of grade levels in their classes.

Summary

The 46 problems on the check-lists were tabulated according to the importance of the problems, the difficulty of solving the problems, and the frequency of occurrence of the problems as judged by the 85 general business teachers, the respondents in this study.

The problems were ranked according to number and percentage of teachers selecting the problems of major, minor, or no importance. The problem, developing arithmetic skills, ranked highest with 59, or 69.4 per cent, of the 85 teachers selecting it as a major problem. "Overlapping of subject matter" ranked highest as a minor problem and the problem, text material too difficult, ranked highest as a problem of no importance.

Additional problems and comments of the general business teachers were reported, but no attempt was made to analyze these problems.

An arbitrary method was used in weighting the problems in order to determine the rank of each problem as to importance, difficulty, and frequency.

In analyzing the rank order, it was found that problems concerning student outcomes ranked among the highest as to importance, difficulty, and frequency.

The major and minor problems were classified according to difficulty and frequency.

The check-lists were grouped according to certain educational qualifications and teaching experience of the teachers and according to the grade levels represented in the general business classes to determine the effect of such factors on the judgments of the teachers as to importance, difficulty and frequency.

It was found that teachers with methods of teaching general business courses had less trouble in solving certain problems than did those teachers who reported courses in methods of teaching the skill subjects or who reported no methods at all.

Teachers having had 4 or more semesters of teaching experience classified certain problems as major and with a greater degree of difficulty than did the teachers with 2 semesters or less of teaching experience.

Teachers having all combinations of grade levels in their general business classes classified certain problems as of major importance and with a greater degree of difficulty in solving than did the teachers with only tenth grade students in their general business classes.

A complete summary of the findings and conclusions follows in Chapter IV.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to assemble the problems of general business teachers; to determine the degree of importance, degree of difficulty, and frequency of occurrence of these problems; and to analyze these problems in the light of the preparation and experience of the teachers.

This study was based on an analysis of the replies to a problems check-list and personal data sheet which were returned by 85 of the 134 general business teachers who taught the course during the school year 1947-1948 in the schools of Oklahoma. Supplementary data were taken from the "Applications for High School Accrediting" which are on file at the State Department of Education, Oklahoma City, Oklahoma.

Findings

Twelve, or 14.1 per cent, of the general business teachers had a master's degree; 69, or 81.2 per cent, had a bachelor's degree, and 4, or 4.7 per cent, did not have a college degree.

Of the 85 teachers who reported in this study, 82, or better than 96 per cent, had had training in commerce or social science. Eighty per cent had had some training in the field of commerce.

Commerce was reported as a first teaching field by three-fourths of the teachers reporting. English, elementary education, mathematics, physical education, home economics, music, science, Spanish, and social science were reported as first teaching fields by the teachers reporting.

Forty-four, or 51.8 per cent, of the 85 general business teachers had second teaching fields, and 7, or 8.2 per cent, had third teaching fields.

A total of 68, or 80 per cent, of the teachers had had training in

accounting. Three-fourths had had training in business mathematics, business law, and business English. Better than half the teachers had had courses in economics.

Since only about three-fourths of the general business teachers had had training in business law, and only about half had had training in courses in economics, it seems apparent that not all the general business teachers have a thorough background for teaching the course as is recommended in the State Course of Study for Business Education.

Fourteen, or 16.5 per cent, of the teachers reported that they had had methods of teaching courses in general business. Other methods of teaching courses reported included bookkeeping, business law, business mathematics, business English, social science, typewriting, and others.

Approximately three-fourths of the teachers who reported in this study had taught the course in general business for only 4 semesters or less.

A little over half the general business teachers had had some teaching experience in the elementary grades.

Over half of the 34 teachers with only two semesters of general business experience had had 10 or more semesters of all-teaching experience.

Sixty-two of the 85 general business teachers reported that they had had business experience. About half of the business experience had been obtained within the last five years. There was considerable variation in the type of the experience reported.

Over half the schools represented in this study had a high school enrollment of less than 100.

In the school year 1947-1948, 1,979 senior high school students enrolled in general business. The majority of these students were attending

schools of less than 150 total school enrollment.

Approximately one-fourth of the schools had all combinations of grade levels, such as the tenth and twelfth, or ninth, tenth, eleventh and twelfth, etc., represented in the general business classes. Twenty per cent of the schools had both the ninth and tenth grades represented. Thirty-six, or 42.4 per cent, of the 85 schools had only the tenth grade represented in the general business classes.

Twelve problems were selected by half or more of the 85 general business teachers as of major importance. They are:

- Developing arithmetic skills
- Developing spelling skills
- Developing business vocabulary
- Caring for individual differences
- Giving personal and consumer use values that
are needed by the students
- Providing proper motivation
- Developing speaking skills
- Developing reading habits
- Organizing materials
- Developing writing skills
- Applying units to need of local community
- Giving guidance training.

Fifteen problems were ranked as problems of major importance; 25 were ranked as problems of minor importance; and 6 were ranked as problems of no importance on the basis of weighted values.

Of the 15 problems that were ranked as of major importance, 11 were ranked as of great difficulty in solving; and 4 were ranked as occurring frequently or being present most of the time. All the problems were not

judged by the teachers for frequency of occurrence.

Ten problems which were ranked among the highest by weighted values as major problems in importance and problems of great difficulty in solving were also among the twelve which were selected as major by over half the 85 general business teachers. They are:

Developing arithmetic skills

Developing spelling skills

Developing business vocabulary

Caring for individual differences

Giving personal and consumer use values that
are needed by the students

Providing proper motivation

Developing speaking skills

Developing reading skills

Developing writing skills

Applying units to need of local community

The problems which are of major importance and of great difficulty in solving could be classified as problems concerning student outcomes in most instances.

Teachers having had training in methods of teaching general business were more concerned about the subject matter to be presented in the general business course.

Teachers not having had methods courses in teaching general business considered the problem, developing arithmetic skills, to be of greater importance and had more difficulty in solving the problem than did the teachers with methods of teaching courses in general business.

The more experienced teachers considered the problem, developing

business vocabulary, a major problem and reported greater difficulty in solving the problem.

A greater percentage of the teachers with 4 semesters or more of teaching experience in general business considered the problem, giving personal and consumer use values that are needed by students, to be of more importance and greater difficulty in solving than did the teachers with 2 semesters or less of teaching experience in general business.

The teachers with all combinations of grade levels represented in their general business classes had greater difficulty with the text material being too easy than did teachers with only the tenth grade represented in their classes.

In analyzing the data concerning the problem, caring for individual differences, it was evident that those teachers with all combinations of grade levels represented in the general business classes considered the problem of more importance, of greater difficulty in solving, and occurring with greater frequency than did those teachers with only the tenth grade represented in the general business classes.

The teachers with only tenth grade students represented in the general business classes had little concern for the problem, determining grade level placement of the course. The problem was of major importance and great difficulty for the teachers who had all combinations of grade levels in the general business classes.

Conclusions

On the basis of the findings of this study, the following conclusions appear to be warranted:

Of the 85 teachers who reported in this study, 82, or 96 per cent, had had training in commercial or social science. This conforms to the

recommendation made in the Annual High School Bulletin that the general business teacher should have a commerce or social science field.

The majority of the students enrolled in the course in general business during 1947-1948 were attending the smaller high schools of Oklahoma.

Approximately one-fourth of the schools had all combinations of grade levels, such as the tenth, and twelfth grades, or ninth, tenth, eleventh, and twelfth, etc., represented in the general business course.

The major problems of the general business teacher found in this study are:

- Developing arithmetic skills
- Developing spelling skills
- Developing business vocabulary
- Caring for individual differences
- Giving personal and consumer use values that are
needed by the students
- Providing proper motivation
- Developing speaking skills
- Developing reading skills
- Developing writing skills
- Applying units to need of local community

The major problems found in this study could be classified as problems concerned with student outcomes.

The teachers with courses in methods of teaching general business attached more importance to certain teaching problems but had less difficulty in solving these problems.

The teachers with more general business teaching experience considered certain problems as having greater importance than did the teachers with less experience.

The grade level represented in the general business classes has considerable influence upon the problems of the general business teacher.

Recommendations

In the light of the findings and conclusions, the following recommendations are suggested:

More emphasis should be placed on the course in general business in the methods of teaching courses in our teacher-training institutions. It is recommended that the teacher-training institutions plan the general business methods courses so as to acquaint the teachers with specific problems which will confront them in their teaching.

Further inquiry should be made concerning the types of subject matter material available to the general business teacher. It was indicated in this study that the general business teachers, especially in the smaller schools, are having trouble locating supplementary materials for use in the course.

In order that the course in general business may effectively serve the needs of the students and of the community, further study should be made in order to solve the problems presented in this study.

Since 34 per cent of the teachers reporting in this study indicated a dislike for the course, inquiry should be made as to the reasons for this dislike.

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A P P E N D I X

DATA SHEET

INFORMATION TAKEN FROM APPLICATION FOR HIGH SCHOOL
ACCREDITING

Name of School _____

Post Office _____ County _____

Superintendent _____ Principal _____

Total H. S. Enrollment _____ No. in Gen. Bus. _____
last yr. this yr.Grade level for Gen. Bus.: 7 8 9 10 11 12
(encircle grades included)Gen. Bus. Teacher's Name: Mr. _____
Mrs. _____
Miss _____

Address _____

Degrees: _____

Certificates: _____

Teaching fields: First _____ Hrs. _____

Second _____ Hrs. _____

Third _____ Hrs. _____

Teaching Load:

1st hr.	2nd hr.	3rd hr.	4th hr.	5th hr.	6th hr.	7th hr.

CERTIFICATE OF ACCURACY

I hereby certify that the information contained in the following report is complete and correct.

D. or St..... Date..... (Please sign here) Superintendent-Principal.

rintendent..... Principal

k of Board..... Scholastic Enumeration, 1947 Date regular term of school opened.....

Students received by transfer: Grades..... H. S. Are pupils transported to your school?.....

Do all teachers, principals, and superintendents now hold proper Okla. State certificates valid during school year?.....

Do the superintendents and principals have standard degrees?..... Number of teachers who have standard degrees..... Number who do not have.....

Are official transcripts showing H. S. and College work of all teachers on file in office of Prin. or Supt.?.....

Name of librarian: Full time..... Part-time..... Teacher..... Other adults.....

Is library catalogued according to Dewey Decimal System?..... Are library books recorded in accession book?.....

Does library have regular charging system showing by whom and when books are withdrawn?..... returned?.....

Do your records show by years, all units of pupils with teachers' marks?

Are official transcripts of advanced standing credit allowed pupils from other H. S. on file in Prin's. office?.....

Are credits transferred from other schools properly entered on pupils' permanent records?.....

Are permanent H. S. records kept in fire-proof safe?..... Where are duplicate records kept?.....

Was a "High School Summer Term" (Not a split term) held during June and July?

Was it authorized by the local superintendent and board of education?

Was an application for accrediting the Summer High School made to this Department?

Did you have a split term this summer?..... Number of weeks between split term and fall term.....

North Central schools give actual number of days taught for school year, 1946-1947

Give type of organization (8-4),..... (6-2-4),..... (6-3-3),.....

PUPIL ENROLLMENT										Average daily attendance last year (Not %)	20. HIGH SCHOOL PUPIL-TEACHER RATIO	
Grade	At close of 1st 6 weeks this year		Total last year		Number promoted last year		Number retained last year					
	1		2		3		4		5			
	B	G	B	G	B	G	B	G	B	G		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

a.	Total number of teachers in the school system..... (Account for all high school and elementary teachers, including superintendent and principal)
b.	Number of full-time high school teachers..... (Give all teachers, including superintendent and principal, who teach only in high school)
c.	Number of part-time high school teachers..... (Account here for each member, not included in "b" above, who teaches one high school class or more)
d.	Full-time equivalency of part-time high school teachers (Divide total number of periods taught daily by all part-time teachers by the average number of periods taught by all full-time teachers. Calculate to the first decimal place.)
e.	Sum of "b" and "d" (above).....
f.	What is your pupil-teacher ratio?..... (Divide pupil enrollment, table 17, Col. 1 by 20 "e". In computing Item 20 "f" be sure that your teaching staff and pupil enrollments are computed for the same grade; e.g., 9-10-11-12 or 10-11-12)
g.	State which grades are used in 20 "f" above.....

ity..... Dist. No..... School..... Post Office.....

APPLICATION FOR HIGH SCHOOL ACCREDITING, 1947-1948

PART II. THE ELEMENTARY INSTRUCTIONAL PROGRAM

White

Colored

The improvement of instruction is the ultimate objective of the school improvement program in the elementary school as in the high school. Therefore, this report has to do with this phase of your school program. It is a part of and must be submitted in with the Annual Application for Accrediting to the Inspection Division of the State Department of Education, State Capitol Building, Oklahoma City, Oklahoma, prior to November 1, 1947.

Are bulletins pertaining to instruction made available to all elementary teachers?.....

Is there evidence that these bulletins are being used?

Do all teachers have access to Elementary School Bulletin 118-S, 1947?

Does the administrative head of the school devote his special attention and care to checking the instruction?.....

Do the teachers keep registers of attendance at the school and are proper entries made daily?.....

Are grades of pupils entered on the records before pupils' report cards are sent to parents?..... Are grades or marks entered regularly on the daily classroom record?.....

Do the teachers give special emphasis to the mastery of study skills as illustrated in Bulletin 118-S?.....

Does the teacher recognize individual differences of pupils and provide for individual and group teaching?.....

Does the teacher group pupils and integrate subject matter?.....

Does the teacher provide frequent and meaningful reviews on fundamentals?

Does the teacher provide opportunities for pupils to do critical thinking?

Does the teacher give definite and specific instruction in the principles of democracy?

Are definite plans of instruction followed in art and music?.....

Does the teacher provide constructive seat work for the pupils enrolled in the primary grades?.....

Do first year pupils read at least four pre-primers, four primers and five first readers during the first year in school?.....

Do pupils in the other elementary grades read at least the minimum number of supplementary readers required for their respective grades? (See requirements under Library)

Do they make use of community resources and materials for the enrichment of learning as suggested in Bulletin 118-S, "Vitalized Teaching"?

Are pupils trained in the use of the dictionary?..... Reference books?

Does each teacher display some work of each pupil?.....

Does each teacher make use of radio educational broadcasts?.....

Is an adequate program of physical fitness provided for all of the pupils? Is the playtime properly supervised?

Does each grade sponsor programs to which parents are invited? Do all pupils participate?.....

Do the teachers take part in curriculum study programs?

Is the outside reading program stimulated by means of the reading certificates offered by the State Department of Education, the County Superintendent or other sources?

Are all teachers regularly at school 15 minutes before school opens?

Are standardized or some approved form of tests used?..... If so, state the average score made by each grade as a result of the last test given.

1st gr..... 2nd gr..... 3d gr..... 4th gr..... 5th gr..... 6th gr..... 7th gr..... 8th gr.....

Do the pupils and teachers give proper respect to the flag?.....

PART III SUBJECT-MATTER FIELD PREPARATION

Colored.....

[illegible]

Teachers of Social Studies, should list all semester hours in Government, Economics and Sociology separately. Do not list the above with History.

(Over)

Check item applicable to the following schedule: Gds. 7-12....., Gds. 9-12....., Gds. 10-12.....

[illegible]

32. Size of Class or Section

[illegible]

*Indicate extra-curricular activities for each teacher.

PROBLEM	IMPORTANCE			DIFFICULTY			FREQUENCY		
	Of how much importance is the problem in your teaching of General Business?			How much difficulty do you encounter in solving the problem?			How often, or during how much of the time, is the problem present?		
	Major	Minor	None	Great	Some	Little	Frequently, or much of the time	Occasionally, or some of the time	Rarely, or little of the time
Overlapping of subject matter									
Selecting teaching devices									
Selecting class projects									
Selecting individual projects									
Selecting meaningful activities									
Organizing subject matter (units of learning)									
Constructing tests									
Handling discipline									
Applying units to need of students enrolled									
Applying units to need of local community									
Determining grades									
Selecting pupils (composition of class)									
Determining grade level placement of the course									
Determining objectives of the course									
Setting proper standards									
Choosing textbook									
Using visual aids									
Evaluating class activities									
Developing business vocabulary									
Developing reading habits									
Developing arithmetic skills									

Do not write
in this space.

PROBLEM	IMPORTANCE			DIFFICULTY			FREQUENCY
	Of how much importance is the problem in your teaching of General Business?			How much difficulty do you encounter in solving the problem?			How often, or during how much of the time, is the problem present?
	Major	Minor	None	Great	Some	Little	Frequently, or much of the time Occasionally, or some of the time Rarely, or little of the time
Developing writing skills							
Develop speaking skills							
Developing spelling skills							
Developing skill in using library							
Giving guidance training							
Giving personal and consumer use values that are needed by students							
Do not feel qualified to teach the course							
Do not like to teach the course							
Lack experience in teaching pupils on this grade level							
Lack experience in teaching subject of this nature							

In your opinion what percentage of the problems of teaching general business has been included in this checklist? Indicate your answer by circling one of the following:

100% 95% 90% 85% 80% 75% 70% 65% 60% 55% 50%

If you have had problems in teaching general business that are not included in this checklist, please list them below.

INFORMATION GIVEN BY TEACHER IN INTERVIEW

Specific or special training received for teaching General Business

Courses dealing with content material:

Name of course	No. of courses	Sem. hrs.	Name of course	No. of courses	Sem. hrs.
Accounting			Retail Business		
Business Law			Intro. to Bus.		
Business Math.			Office Practice		
Business Eng.			Advertising		
Prin. of Economics			Salesmanship		
Prob. of Economics			Merchandising		
Money & Banking					
Insurance					
Communications					
Consumer Economics					
Typewriting					

Methods of Teaching:

General Business		Business Eng.	
Bookkeeping		Typewriting	
Business Law		Others	
Social Science			
Business Math.			
General Methods Courses			
(Specify what subjects)			

Teaching Experience:

	Total Semesters
All teaching experience	
Teaching General Business	
Teaching in High School	
Teaching in Elementary Grades	
Other teaching experience (Please specify)	

Business Experience:

Nature of Work	Length of time in months	Has this exp. been within the last 5 years?	Name and Address of employer
Typist			
Stenographer			
Bookkeeper			
Sales			
Secretary			
General Office			
Telephone switchboard operator			
Cashier			
Other			

Box 1407
Pryor, Oklahoma
August 3, 1948

(Name and address of teacher)

It is my desire to assemble the problems of teachers in teaching the course in general business. I found at the state department that you taught the course during the school year 1947-1948.

Will you please check the enclosed list of problems on the basis of your personal experience in teaching the course in general business? Please indicate on the last sheet the specific courses you have had that you think has helped to prepare you for teaching general business. Also indicate your teaching and business experience.

Your contribution will definitely strengthen the study I am making of these problems. Your filling in these forms and returning them to me as soon as possible shall be greatly appreciated.

An addressed and stamped envelope is enclosed for your convenience.

Yours sincerely,

Pearl Ramsey

Tonkawa, Oklahoma
November 4, 1948

(Name and address of teacher)

It is my desire to contact every teacher who taught the course in general business in the schools of Oklahoma during the year 1947-1948. I am making a study of the problems in teaching this course.

During August I mailed to you a check list of these problems. Perhaps it has been mislaid or failed to reach you, so I am enclosing another. Will you please check these problems using your own experience with the course as a guide?

Your opinion shall be greatly appreciated. I earnestly ask for your cooperation and assistance.

Yours respectfully,

Pearl Ramsey

PROBLEM: Selecting subject matter

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	6	15.4	
Some	20	51.3	
Little	13	33.3	
Not stated	<u>0</u>	<u>0</u>	
Total	39	100.	45.9

Frequency

Frequently, or much of the time	19	48.7	
Occasionally, or some of the time	13	33.3	
Rarely, or little of the time	7	18.0	
Not stated	<u>0</u>	<u>0</u>	
Total	39	100.	

MINORDifficulty

Great	0	0	
Some	16	64.0	
Little	9	36.0	
Not stated	<u>0</u>	<u>0</u>	
Total	25	100.	29.4

Frequency

Frequently, or much of the time	1	4.0	
Occasionally, or some of the time	17	68.0	
Rarely, or little of the time	7	28.0	
Not stated	<u>0</u>	<u>0</u>	
Total	25	100.	

NO IMPORTANCE

No importance	<u>21</u>	<u>24.7</u>	
Total	85	100.	

PROBLEM: Collecting materials

MAJOR

<u>Difficulty</u>	<u>Number or Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	13	34.2	
Some	15	39.5	
Little	10	26.3	
Not stated	<u>0</u>	<u>0</u>	
Total	38	100.	44.7

Frequency

Frequently, or much of the time	21	55.3	
Occasionally, or some of the time	11	28.9	
Rarely, or little of the time	6	15.8	
Not stated	<u>0</u>	<u>0</u>	
Total	38	100.	

MINORDifficulty

Great	2	6.7	
Some	16	53.3	
Little	12	40.0	
Not stated	<u>0</u>	<u>0</u>	
Total	30	100.	35.3

Frequency

Frequently, or much of the time	3	10.0	
Occasionally, or some of the time	19	63.3	
Rarely, or little of the time	8	26.7	
Not stated	<u>0</u>	<u>0</u>	
Total	30	100.	

NO IMPORTANCE

No importance	<u>17</u>		<u>20.0</u>
Total	85		100.

PROBLEM: Organizing materials

MAJOR

<u>Difficulty</u>	<u>Number or Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	12	27.3	
Some	15	34.1	
Little	15	34.1	
Not stated	<u>2</u>	<u>4.5</u>	
Total	44	100.	51.8

Frequency

Frequently, or much of the time	17	38.6	
Occasionally, or some of the time	18	40.9	
Rarely, or little of the time	6	13.6	
Not stated	<u>3</u>	<u>6.9</u>	
Total	44	100.	

MINORDifficulty

Great	1	4.2	
Some	12	50.0	
Little	11	45.8	
Not stated	<u>0</u>	<u>0</u>	
Total	24	100.	28.2

Frequency

Frequently, or much of the time	1	4.2	
Occasionally, or some of the time	14	58.3	
Rarely, or little of the time	8	33.3	
Not stated	<u>1</u>	<u>4.2</u>	
Total	24	100.	

NO IMPORTANCE

No importance	<u>17</u>	<u>20.0</u>	
Total	85	100.	

PROBLEM: Choosing supplementary materials

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	17	48.6	
Some	10	28.6	
Little	7	20.0	
Not stated	<u>1</u>	<u>2.8</u>	
Total	35	100.	41.1

Frequency

Frequently, or much of the time	16	45.7	
Occasionally, or some of the time	12	34.3	
Rarely, or little of the time	3	8.5	
Not stated	<u>4</u>	<u>11.5</u>	
Total	35	100.	

MINORDifficulty

Great	3	8.8	
Some	25	73.5	
Little	5	14.7	
Not stated	<u>0</u>	<u>0</u>	
Total	34	100.	40.0

Frequency

Frequently, or much of the time	4	11.8	
Occasionally, or some of the time	25	73.5	
Rarely, or little of the time	5	14.7	
Not stated	<u>0</u>	<u>0</u>	
Total	34	100.	

NO IMPORTANCE

No importance	<u>16</u>		<u>18.9</u>
Total	85		100.

PROBLEM: Text material too easy

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	15	65.2	
Some	5	21.7	
Little	2	8.7	
Not stated	<u>1</u>	<u>4.4</u>	
Total	23	100.	27.1

Frequency

Frequently, or much of the time	15	65.2	
Occasionally, or some of the time	5	21.7	
Rarely, or little of the time	2	8.7	
Not stated	<u>1</u>	<u>4.4</u>	
Total	23	100.	

MINORDifficulty

Great	1	3.4	
Some	19	65.6	
Little	8	27.6	
Not stated	<u>1</u>	<u>3.4</u>	
Total	29	100.	34.1

Frequency

Frequently, or much of the time	4	13.8	
Occasionally, or some of the time	18	62.1	
Rarely, or little of the time	6	20.7	
Not stated	<u>1</u>	<u>3.4</u>	
Total	29	100.	

NO IMPORTANCE

No importance	<u>33</u>		<u>38.8</u>
Total	85		100.

PROBLEM: Text material too difficult

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	1	50.0	
Some	0	0	
Little	1	50.0	
Not stated	<u>00</u>	<u>0</u>	
Total	2	100.	2.3

Frequency

Frequently, or much of the time	1	50.0	
Occasionally, or some of the time	0	0	
Rarely, or little of the time	<u>1</u>	<u>50.0</u>	
Total	2	100.	

MINORDifficulty

Great	1	5.0	
Some	7	35.0	
Little	11	55.0	
Not stated	<u>1</u>	<u>5.0</u>	
Total	20	100.	23.5

Frequency

Frequently, or much of the time	0	0	
Occasionally, or some of the time	9	45.0	
Rarely, or little of the time	10	50.0	
Not stated	<u>1</u>	<u>5.0</u>	
Total	20	100.	

NO IMPORTANCE

No importance	<u>63</u>		<u>74.2</u>
Total	85		100.

PROBLEM: Text material too general

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	11	55.0	
Some	5	25.0	
Little	3	15.0	
Not stated	<u>1</u>	<u>5.0</u>	
Total	20	100.	23.5

Frequency

Frequently, or much of the time	10	50.0	
Occasionally, or some of the time	3	15.0	
Rarely, or little of the time	5	25.0	
Not stated	<u>2</u>	<u>10.0</u>	
Total	20	100.	

MINORDifficulty

Great	1	3.2	
Some	19	61.3	
Little	9	29.1	
Not stated	<u>2</u>	<u>6.4</u>	
Total	31	100.	36.5

Frequency

Frequently, or much of the time	1	3.2	
Occasionally, or some of the time	22	71.0	
Rarely, or little of the time	6	19.4	
Not stated	<u>2</u>	<u>6.4</u>	
Total	31	100.	

NO IMPORTANCE

No importance	<u>34</u>		<u>40.0</u>
Total	85		100.

PROBLEM: Text material abstract in content

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	3	50.0	
Some	1	16.7	
Little	1	16.7	
Not stated	<u>1</u>	<u>16.6</u>	
Total	6	100.	7.1

Frequency

Frequently, or much of the time	1	16.7	
Occasionally, or some of the time	3	50.0	
Rarely, or little of the time	1	16.7	
Not stated	<u>1</u>	<u>16.6</u>	
Total	6	100.	

MINORDifficulty

Great	1	3.4	
Some	23	79.4	
Little	4	13.8	
Not stated	<u>1</u>	<u>3.4</u>	
Total	29	100.	34.1

Frequency

Frequently, or much of the time	0	0	
Occasionally, or some of the time	24	82.8	
Rarely, or little of the time	3	10.3	
Not stated	<u>2</u>	<u>6.9</u>	
Total	29	100.	

NO IMPORTANCE

No importance	<u>50</u>	<u>58.8</u>	
Total	85	100.	

PROBLEM: Making lesson plans

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	6	17.6	
Some	16	47.1	
Little	10	26.5	
Not stated	<u>2</u>	<u>5.8</u>	
Total	34	100.	40.0

Frequency

Frequently, or much of the time	12	35.3	
Occasionally, or some of the time	12	35.3	
Rarely, or little of the time	7	20.6	
Not stated	<u>3</u>	<u>8.8</u>	
Total	34	100.	

MINORDifficulty

Great	0	0	
Some	14	77.8	
Little	4	22.2	
Not stated	<u>0</u>	<u>0</u>	
Total	18	100.	21.2

Frequency

Frequently, or much of the time	1	5.6	
Occasionally, or some of the time	15	83.3	
Rarely, or little of the time	2	11.1	
Not stated	<u>0</u>	<u>0</u>	
Total	18	100.	

NO IMPORTANCE

No importance	<u>33</u>		<u>38.8</u>
Total	85		100.

PROBLEM: Determining approach to daily lesson

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	10	27.8	
Some	13	36.1	
Little	12	33.3	
Not stated	<u>1</u>	<u>2.8</u>	
Total	36	100.	42.3

Frequency

Frequently, or much of the time	18	50.0	
Occasionally, or some of the time	11	30.6	
Rarely, or little of the time	5	13.9	
Not stated	<u>2</u>	<u>5.5</u>	
Total	36	100.	

MINORDifficulty

Great	0	0	
Some	19	70.4	
Little	8	29.6	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	31.8

Frequency

Frequently, or much of the time	2	7.4	
Occasionally, or some of the time	19	70.4	
Rarely, or little of the time	6	22.2	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	

NO IMPORTANCE

No importance	<u>22</u>		<u>25.9</u>
Total	85		100.

PROBLEM: Providing proper motivation

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	21	45.7	
Some	19	41.3	
Little	6	13.0	
Not stated	<u>0</u>	<u>0</u>	
Total	46	100.	54.1

Frequency

Frequently, or much of the time	30	65.2	
Occasionally, or some of the time	12	26.0	
Rarely, or little of the time	2	4.4	
Not stated	<u>2</u>	<u>4.4</u>	
Total	46	100.	

MINOR

Difficulty

Great	1	4.8	
Some	16	76.2	
Little	4	19.0	
Not stated	<u>0</u>	<u>0</u>	
Total	21	100.	24.7

Frequency

Frequently, or much of the time	3	14.3	
Occasionally, or some of the time	15	71.4	
Rarely, or little of the time	3	14.3	
Not stated	<u>0</u>	<u>0</u>	
Total	21	100.	

NO IMPORTANCE

No importance	<u>18</u>		<u>21.2</u>
Total	85		100.

PROBLEM: Obtaining student interest

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	9	25.0	
Some	18	50.0	
Little	9	25.0	
Not stated	<u>0</u>	<u>0</u>	
Total	36	100.	42.3

Frequency

Frequently, or much of the time	16	44.4	
Occasionally, or some of the time	12	33.3	
Rarely, or little of the time	6	16.7	
Not stated	<u>2</u>	<u>5.6</u>	
Total	36	100.	

MINORDifficulty

Great	1	3.7	
Some	19	70.4	
Little	7	25.9	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	31.8

Frequency

Frequently, or much of the time	4	14.8	
Occasionally, or some of the time	17	63.0	
Rarely, or little of the time	6	22.2	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	

NO IMPORTANCE

No importance	<u>22</u>		<u>25.9</u>
Total	85		100.

PROBLEM: Maintaining student interest

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	12	37.5	
Some	12	37.5	
Little	7	21.9	
Not stated	<u>1</u>	<u>3.1</u>	
Total	32	100.	37.6

Frequency

Frequently, or much of the time	16	50.0	
Occasionally, or some of the time	0	0	
Rarely, or little of the time	2	6.3	
Not stated	<u>1</u>	<u>3.1</u>	
Total	32	100.	

MINORDifficulty

Great	1	3.3	
Some	22	73.4	
Little	7	23.3	
Not stated	<u>0</u>	<u>0</u>	
Total	30	100.	35.3

Frequency

Frequently, or much of the time	1	3.3	
Occasionally, or some of the time	21	70.0	
Rarely, or little of the time	8	26.7	
Not stated	<u>0</u>	<u>0</u>	
Total	30	100.	

NO IMPORTANCE

No importance	<u>23</u>		<u>27.1</u>
Total	85		100.

PROBLEM: Caring for individual differences

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	25	51.0	
Some	17	34.7	
Little	6	12.3	
Not stated	<u>1</u>	<u>2.0</u>	
Total	49	100.	57.6

Frequency

Frequently, or much of the time	29	59.2	
Occasionally, or some of the time	15	30.6	
Rarely, or little of the time	3	6.1	
Not stated	<u>2</u>	<u>4.1</u>	
Total	49	100.	

MINORDifficulty

Great	0	0	
Some	14	58.3	
Little	10	41.7	
Not stated	<u>0</u>	<u>0</u>	
Total	24	100.	28.2

Frequency

Frequently, or much of the time	1	4.2	
Occasionally, or some of the time	14	58.3	
Rarely, or little of the time	9	37.5	
Not stated	<u>0</u>	<u>0</u>	
Total	24	100.	

NO IMPORTANCE

No importance	<u>12</u>		<u>14.2</u>
Total	85		100.

PROBLEM: Making course exploratory

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	19	51.4	
Some	13	35.1	
Little	5	13.5	
Not stated	<u>0</u>	<u>0</u>	
Total	37	100.	43.5

Frequency

Frequently, or much of the time	18	48.6	
Occasionally, or some of the time	13	35.2	
Rarely, or little of the time	3	8.1	
Not stated	<u>3</u>	<u>8.1</u>	
Total	37	100.	

MINORDifficulty

Great	3	9.7	
Some	20	64.5	
Little	8	25.8	
Not stated	<u>0</u>	<u>0</u>	
Total	31	100.	36.5

Frequency

Frequently, or much of the time	1	3.2	
Occasionally, or some of the time	25	80.7	
Rarely, or little of the time	5	16.1	
Not stated	<u>0</u>	<u>0</u>	
Total	31	100.	

NO IMPORTANCE

No importance	<u>17</u>		<u>20.0</u>
Total	85		100.

PROBLEM: Overlapping of subject matter

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	6	37.5	
Some	4	43.8	
Little	3	18.7	
Not stated	<u>0</u>	<u>0</u>	
Total	16	100.	18.8

Frequency

Frequently, or much of the time	7	43.8	
Occasionally, or some of the time	7	43.8	
Rarely, or little of the time	2	12.4	
Not stated	<u>0</u>	<u>0</u>	
Total	16	100.	

MINORDifficulty

Great			
Some	25	59.5	
Little	15	35.7	
Not stated	<u>2</u>	<u>4.8</u>	
Total	42	100.	49.4

Frequency

Frequently, or much of the time	1	2.4	
Occasionally, or some of the time	26	61.9	
Rarely, or little of the time	13	30.9	
Not stated	<u>2</u>	<u>4.8</u>	
Total	42	100.	

NO IMPORTANCE

No importance	<u>27</u>		<u>31.8</u>
Total	85		100.

PROBLEM: Selecting teaching devices

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	17	42.5	
Some	17	42.5	
Little	4	10.0	
Not stated	<u>2</u>	<u>5.0</u>	
Total	40	100.	47.1

Frequency

Frequently, or much of the time	21	52.5	
Occasionally, or some of the time	16	40.0	
Rarely, or little of the time	1	2.5	
Not stated	<u>2</u>	<u>5.0</u>	
Total	40	100.	

MINORDifficulty

Great	1	3.4	
Some	23	79.3	
Little	5	17.3	
Not stated	<u>0</u>	<u>0</u>	
Total	29	100.	34.0

Frequency

Frequently, or much of the time	1	3.4	
Occasionally, or some of the time	22	75.9	
Rarely, or little of the time	6	20.7	
Not stated	<u>0</u>	<u>0</u>	
Total	29	100.	

NO IMPORTANCE

No importance	<u>16</u>		<u>18.9</u>
Total	85		100.

PROBLEM: Selecting class projects

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	19	48.7	
Some	14	35.9	
Little	5	12.8	
Not stated	<u>1</u>	<u>2.6</u>	
Total	39	100.	45.9

Frequency

Frequently, or much of the time	18	46.1	
Occasionally, or some of the time	20	51.3	
Rarely, or little of the time	0	0	
Not stated	<u>1</u>	<u>2.6</u>	
Total	39	100.	

MINORDifficulty

Great	1	3.7	
Some	22	81.5	
Little	3	11.1	
Not stated	<u>1</u>	<u>3.7</u>	
Total	27	100.	31.8

Frequency

Frequently, or much of the time	3	11.1	
Occasionally, or some of the time	19	70.4	
Rarely, or little of the time	4	14.8	
Not stated	<u>1</u>	<u>3.7</u>	
Total	27	100.	

NO IMPORTANCE

No Importance	<u>19</u>		<u>22.3</u>
Total	85		100.

PROBLEM: Selecting individual projects

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	19	55.9	
Some	8	23.5	
Little	5	14.7	
Not stated	<u>2</u>	<u>5.9</u>	
Total	34	100.	40.0

Frequency

Frequently, or much of the time	20	58.8	
Occasionally, or some of the time	11	32.4	
Rarely, or little of the time	1	2.9	
Not stated	<u>2</u>	<u>5.9</u>	
Total	34	100.	

MINORDifficulty

Great	2	7.4	
Some	20	74.1	
Little	5	18.5	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	31.8

Frequency

Frequently, or much of the time	4	14.8	
Occasionally, or some of the time	18	66.7	
Rarely, or little of the time	5	18.5	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	

NO IMPORTANCE

No importance	<u>24</u>		<u>28.2</u>
Total	85		100.

PROBLEM: Selecting meaningful activities

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	16	44.4	
Some	15	41.7	
Little	4	11.1	
Not stated	<u>1</u>	<u>2.8</u>	
Total	36	100.	42.4

Frequency

Frequently, or much of the time	15	41.7	
Occasionally, or some of the time	16	44.4	
Rarely, or little of the time	4	11.1	
Not stated	<u>1</u>	<u>2.8</u>	
Total	36	100.	

MINORDifficulty

Great	2	8.0	
Some	22	88.0	
Little	1	4.0	
Not stated	<u>0</u>	<u>0</u>	
Total	25	100.	29.4

Frequency

Frequently, or much of the time	4	16.0	
Occasionally, or some of the time	18	72.0	
Rarely, or little of the time	3	12.0	
Not stated	<u>0</u>	<u>0</u>	
Total	25	100.	

NO IMPORTANCE

No importance	<u>24</u>		<u>28.2</u>
Total	85		100.

PROBLEM: Organizing subject matter (units of learning)

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	9	32.1	
Some	8	28.6	
Little	10	35.7	
Not stated	<u>1</u>	<u>3.6</u>	
Total	28	100.	32.9

Frequency

Frequently, or much of the time	10	35.7	
Occasionally, or some of the time	10	35.7	
Rarely, or little of the time	7	25.0	
Not stated	<u>1</u>	<u>3.6</u>	
Total	28	100.	

MINORDifficulty

Great	0	0	
Some	15	75.0	
Little	5	25.0	
Not stated	<u>0</u>	<u>0</u>	
Total	20	100.	23.5

Frequency

Frequently, or much of the time	2	10.0	
Occasionally, or some of the time	13	65.0	
Rarely, or little of the time	3	15.0	
Not stated	<u>2</u>	<u>10.0</u>	
Total	20	100.	

NO IMPORTANCE

No importance	<u>37</u>		<u>43.6</u>
Total	85		100.

PROBLEM: Constructing tests

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	13	46.4	
Some	9	32.2	
Little	5	17.8	
Not stated	<u>1</u>	<u>3.6</u>	
Total	28	100.	32.9

Frequency

Frequently, or much of the time	11	39.3	
Occasionally, or some of the time	11	39.3	
Rarely, or little of the time	5	17.8	
Not stated	<u>1</u>	<u>3.6</u>	
Total	28	100.	

MINORDifficulty

Great	0	0	
Some	17	77.3	
Little	5	22.7	
Not stated	<u>0</u>	<u>0</u>	
Total	22	100.	25.9

Frequency

Frequently, or much of the time	3	13.6	
Occasionally, or some of the time	13	59.1	
Rarely, or little of the time	6	27.3	
Not stated	<u>0</u>	<u>0</u>	
Total	22	100.	

NO IMPORTANCE

No importance	35		41.2
Total	85		100.

PROBLEM: Handling discipline

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	3	18.7	
Some	3	18.7	
Little	9	56.3	
Not stated	<u>1</u>	<u>6.3</u>	
Total	16	100.	18.8

Frequency

Frequently, or much of the time	4	25.0	
Occasionally, or some of the time	2	12.5	
Rarely, or little of the time	9	56.3	
Not stated	<u>1</u>	<u>6.2</u>	
Total	16	100.	

MINORDifficulty

Great	0	0	
Some	8	36.4	
Little	14	63.6	
Not stated	<u>0</u>	<u>0</u>	
Total	22	100.	25.9

Frequency

Frequently, or much of the time	0	0	
Occasionally, or some of the time	12	54.5	
Rarely, or little of the time	10	45.5	
Not stated	<u>0</u>	<u>0</u>	
Total	22	100.	

NO IMPORTANCE

No importance	<u>47</u>	<u>55.3</u>	
Total	85	100.	

PROBLEM: Applying units to need of students enrolled

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	17	40.5	
Some	17	40.5	
Little	7	16.7	
Not stated	<u>1</u>	<u>2.3</u>	
Total	42	100.	49.4

Frequency

Frequently, or much of the time	24	57.2	
Occasionally, or some of the time	12	28.5	
Rarely, or little of the time	4	9.5	
Not stated	<u>2</u>	<u>4.8</u>	
Total	42	100.	

MINORDifficulty

Great	1	4.3	
Some	14	60.9	
Little	8	34.8	
Not stated	<u>0</u>	<u>0</u>	
Total	23	100.	27.1

Frequency

Frequently, or much of the time	0	0	
Occasionally, or some of the time	17	42.9	
Rarely, or little of the time	5	21.8	
Not stated	<u>1</u>	<u>4.3</u>	
Total	23	100.	

NO IMPORTANCE

No importance	<u>20</u>		<u>23.5</u>
Total	85		100.

PROBLEM: Applying units to need of local community

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	21	48.9	
Some	17	39.5	
Little	4	9.3	
Not stated	<u>1</u>	<u>2.3</u>	
Total	43	100.	50.6

Frequency

Frequently, or much of the time	28	65.1	
Occasionally, or some of the time	11	25.6	
Rarely, or little of the time	3	7.0	
Not stated	<u>1</u>	<u>2.3</u>	
Total	43	100.	

MINORDifficulty

Great	0	0	
Some	18	72.0	
Little	7	28.0	
Not stated	<u>0</u>	<u>0</u>	
Total	25	100.	29.4

Frequency

Frequently, or much of the time	2	8.0	
Occasionally, or some of the time	16	64.0	
Rarely, or little of the time	5	20.0	
Not stated	<u>2</u>	<u>8.0</u>	
Total	25	100.	

NO IMPORTANCE

No importance	<u>17</u>		<u>20.0</u>
Total	85		100.

PROBLEM: Determining grades

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	6	30.0	
Some	8	40.0	
Little	6	30.0	
Not stated	<u>0</u>	<u>0</u>	
Total	20	100.	23.5

Frequency

Frequently, or much of the time	6	30.0	
Occasionally, or some of the time	9	45.0	
Rarely, or little of the time	4	20.0	
Not stated	<u>1</u>	<u>5.0</u>	
Total	20	100.	

MINORDifficulty

Great	1	3.5	
Some	19	65.5	
Little	9	31.0	
Not stated	<u>0</u>	<u>0</u>	
Total	29	100.	34.1

Frequency

Frequently, or much of the time	5	17.2	
Occasionally, or some of the time	19	65.6	
Rarely, or little of the time	5	17.2	
Not stated	<u>0</u>	<u>0</u>	
Total	29	100.	

NO IMPORTANCE

No importance	<u>36</u>		<u>42.4</u>
Total	85		100.

PROBLEM: Selecting pupils (composition of class)

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	10	52.6	
Some	6	31.5	
Little	2	10.6	
Not stated	<u>1</u>	<u>5.3</u>	
Total	19	100.	22.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	4.5	
Some	13	59.1	
Little	8	36.4	
Not stated	<u>0</u>	<u>0</u>	
Total	22	100.	25.9

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>44</u>	<u>51.8</u>	
Total	85	100.	

PROBLEM: Determining grade level placement of the course

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	8	30.7	
Some	11	42.3	
Little	6	23.1	
Not stated	<u>1</u>	<u>3.9</u>	
Total	26	100.	30.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	4.5	
Some	14	63.6	
Little	6	27.4	
Not stated	<u>1</u>	<u>4.5</u>	
Total	22	100.	25.9

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	37	43.5	
Total	85	100.	

PROBLEM: Determining objectives of the course

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	4	14.3	
Some	11	39.3	
Little	12	42.8	
Not stated	<u>1</u>	<u>3.6</u>	
Total	28	100.	32.9

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	0	0	
Some	28	82.4	
Little	6	17.6	
Not stated	<u>0</u>	<u>0</u>	
Total	34	100.	40.0

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>23</u>	<u>27.1</u>
Total	85	100.

PROBLEM: Setting proper standards

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	7	22.6	
Some	15	48.4	
Little	8	25.8	
Not stated	<u>1</u>	<u>3.2</u>	
Total	31	100.	36.4

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	0	0	
Some	22	81.5	
Little	4	14.8	
Not stated	<u>1</u>	<u>3.7</u>	
Total	27	100.	31.8

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>27</u>		<u>31.8</u>
Total	85		100.

PROBLEM: Choosing textbook

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	9	28.1	
Some	7	21.9	
Little	15	46.9	
Not stated	<u>1</u>	<u>3.1</u>	
Total	32	100.	37.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	7.7	
Some	5	38.5	
Little	7	53.8	
Not stated	<u>0</u>	<u>0</u>	
Total	13	100.	15.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>40</u>		<u>47.1</u>
Total	85		100.

PROBLEM: Using visual aids

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	22	56.4	
Some	11	28.2	
Little	5	12.8	
Not stated	<u>1</u>	<u>2.6</u>	
Total	39	100.	45.8

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	4	17.4	
Some	10	43.5	
Little	9	39.1	
Not stated	<u>0</u>	<u>0</u>	
Total	23	100.	27.1

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>23</u>	<u>27.1</u>
Total	85	100.

PROBLEM: Evaluating class activities

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	11	40.8	
Some	10	37.0	
Little	6	22.2	
Not stated	<u>0</u>	<u>0</u>	
Total	27	100.	31.8

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	0	0	
Some	29	80.6	
Little	6	16.7	
Not stated	<u>1</u>	<u>2.7</u>	
Total	36	100.	42.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>22</u>	<u>25.9</u>
Total	85	100.

PROBLEM: Developing business vocabulary

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	28	52.8	
Some	16	30.2	
Little	8	15.1	
Not stated	<u>1</u>	<u>1.9</u>	
Total	53	100.	62.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	5.3	
Some	15	78.9	
Little	2	10.5	
Not stated	<u>1</u>	<u>5.3</u>	
Total	19	100.	22.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>13</u>		<u>15.4</u>
Total	85		100.

PROBLEM: Developing reading habits

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	30	66.7	
Some	12	26.7	
Little	2	4.4	
Not stated	<u>1</u>	<u>2.2</u>	
Total	45	100.	53.0

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	2	61.9	
Some	25	86.2	
Little	2	6.9	
Not stated	<u>0</u>	<u>0</u>	
Total	29	100.	34.0

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>11</u>		<u>13.0</u>
Total	85		100.

PROBLEM: Developing arithmetic skills

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	37	62.8	
Some	18	30.5	
Little	3	5.1	
Not stated	<u>1</u>	<u>1.6</u>	
Total	59	100.	69.4

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	4.7	
Some	17	81.0	
Little	3	14.3	
Not stated	<u>0</u>	<u>0</u>	
Total	21	100.	24.7

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>5</u>	<u>5.9</u>	
Total	85	100.	

PROBLEM: Developing writing skills

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	23	53.5	
Some	18	41.9	
Little	1	2.3	
Not stated	<u>1</u>	<u>2.3</u>	
Total	43	100.	50.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	3.1	
Some	25	78.1	
Little	6	18.8	
Not stated	<u>0</u>	<u>0</u>	
Total	32	100.	37.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>10</u>	<u>11.8</u>	
Total	85	100.	

PROBLEM: Developing speaking skills

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	23	51.1	
Some	19	42.2	
Little	2	4.5	
Not stated	<u>1</u>	<u>2.2</u>	
Total	45	100.	53.0

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	2	6.9	
Some	21	72.4	
Little	6	20.7	
Not stated	<u>0</u>	<u>0</u>	
Total	29	100.	34.0

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>11</u>		<u>13.0</u>
Total	85		100.

PROBLEM: Developing spelling skills

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	43	74.1	
Some	12	20.7	
Little	2	3.5	
Not stated	<u>1</u>	<u>1.7</u>	
Total	58	100.	68.2

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	4.5	
Some	16	72.8	
Little	4	18.2	
Not stated	<u>1</u>	<u>4.5</u>	
Total	22	100.	25.9

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>5</u>		<u>5.9</u>
Total	85		100.

PROBLEM: Developing skill in using library

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	27	64.3	
Some	14	33.3	
Little	0	0	
Not stated	<u>1</u>	<u>2.4</u>	
Total	42	100.	49.4

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	0	0	
Some	21	77.8	
Little	5	18.5	
Not stated	<u>1</u>	<u>3.7</u>	
Total	27	100.	31.8

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>16</u>	<u>18.8</u>	
Total	85	100.	

PROBLEM: Giving guidance training

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	20	46.5	
Some	15	34.9	
Little	6	13.9	
Not stated	<u>2</u>	<u>4.7</u>	
Total	43	100.	50.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	0	0	
Some	18	75.0	
Little	6	25.0	
Not stated	<u>0</u>	<u>0</u>	
Total	24	100.	28.2

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>18</u>	<u>21.2</u>	
Total	85	100.	

PROBLEM: Giving personal and consumer use values that
are needed by students

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	17	36.2	
Some	25	53.2	
Little	4	8.5	
Not stated	<u>1</u>	<u>2.1</u>	
Total	47	100.	55.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	2	7.7	
Some	21	80.8	
Little	3	11.5	
Not stated	<u>0</u>	<u>0</u>	
Total	26	100.	30.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>12</u>		<u>14.1</u>
Total	85		100.

PROBLEM: Do not feel qualified to teach the course

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	7	26.9	
Some	4	15.4	
Little	11	42.3	
Not stated	<u>4</u>	<u>15.4</u>	
Total	26	100.	30.6

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINOR

Difficulty

Great	0	0	
Some	8	61.6	
Little	5	38.4	
Not stated	<u>0</u>	<u>0</u>	
Total	13	100.	15.3

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>46</u>	<u>54.1</u>	
Total	85	100.	

PROBLEM: Do not like to teach the course

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	9	31.0	
Some	1	3.5	
Little	10	34.5	
Not stated	<u>9</u>	<u>31.0</u>	
Total	29	100.	34.1

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINOR

Difficulty

Great	1	8.3	
Some	9	75.0	
Little	2	16.7	
Not stated	<u>0</u>	<u>0</u>	
Total	12	100.	14.1

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>44</u>	<u>51.8</u>	
Total	85	100.	

PROBLEM: Lack experience in teaching pupils on this grade level

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	6	42.9	
Some	0	0	
Little	6	42.9	
Not stated	<u>2</u>	<u>14.2</u>	
Total	14	100.	16.5

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINOR

Difficulty

Great	0	0	
Some	10	71.4	
Little	3	21.4	
Not stated	<u>1</u>	<u>7.2</u>	
Total	14	100	16.5

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>57</u>	<u>67.0</u>
Total	85	100.

PROBLEM: Lack experience in teaching subject of this nature

MAJOR

<u>Difficulty</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Per Cent of Total</u>
Great	9	45.0	
Some	2	10.0	
Little	7	35.0	
Not stated	<u>2</u>	<u>10.0</u>	
Total	20	100.	23.5

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

MINORDifficulty

Great	1	5.9	
Some	9	52.9	
Little	5	29.4	
Not stated	<u>2</u>	<u>11.8</u>	
Total	17	100.	20.0

Frequency

Frequently, or
much of the time
Occasionally, or
some of the time
Rarely, or little
of the time
Not stated

Total

NO IMPORTANCE

No importance	<u>48</u>	<u>56.5</u>	
Total	85	100.	

Typist: Harold A. Coonrad