

STATUS AND TRENDS OF THE COURSE IN GENERAL BUSINESS
IN THE SCHOOLS OF OKLAHOMA

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INTRODUCTION

Although a few schools in Oklahoma have been offering a basic course in general business information for several years, it is only within the last decade that the course has been generally recommended to all schools. The Course of Study in Business Education, published by the Department of Education of the State of Oklahoma in 1943, outlines such a course under the title of "General Business."

Specific recommendations have been made in the Course of Study with regard to extent of offering, grade placement, and title of course, as well as aims and objectives, methods, and content. However, an investigation of recent research at the University of Oklahoma, Norman, and at the Oklahoma Agricultural and Mechanical College, Stillwater, reveals that no studies have been made concerning the actual practice of Oklahoma schools in relation to these recommendations.

A survey is needed to present facts pertinent to the course in general business as offered in Oklahoma schools and to analyze trends. Such information should be helpful to business teachers, school administrators, and officials in the State Department of Education when business curricula are revised to meet post-war needs. A study of present practices should assist directors of teacher-training programs in preparing prospective Oklahoma teachers to meet existing conditions and to plan needed improvements in this subject-matter field.

CHAPTER I

PURPOSE, SCOPE, AND METHODS OF THE STUDY

Purpose. The purpose of this study is to determine from official records of the State Department of Education, the present status of the course in general business in Oklahoma secondary schools and to present facts for selected years during the past decade to reveal current practices and trends. Specifically, the study seeks answers to the following questions concerning the course in general business in the junior and senior high schools of Oklahoma:

1. How extensively is general business offered?
2. Is the course one year or one semester in length?
3. What is the grade placement of the course?
4. Under what title is the course offered?
5. What other commerce courses are taught in schools offering general business?
6. What is the subject-matter field preparation of the Oklahoma general business teacher?

Scope. 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. The total number of these junior and senior high schools was 990 in 1936-1937, 955 in 1940-1941, and 961 in 1944-1945. These totals include white, colored, Indian, and parochial junior and senior high schools in Oklahoma.

As a basis for analyzing trends of the course in general business, the ten-year period between 1936-1937 and 1945-1946 was chosen. The past decade was selected upon the assumption that the major growth and development of the course in Oklahoma has been within that period. The United

States Office of Education shows that in the school year 1933-1934 only eleven Oklahoma schools were offering elementary business training.¹

From this ten-year period, four school years were chosen for detailed study. The school year 1936-1937 was studied to determine the status of general business at the beginning of the period covered. The school year ending in 1941, which was a pre-war year, was the mid-point of the interval and was selected as the next year to be studied. Data for the consecutive school years 1944-1945 and 1945-1946 were included to complete the study of trends and to provide a more accurate basis for an analysis of the present status. By selecting two consecutive school years provision would be made for including schools that might be offering general business in alternate years.

This study is limited to information available from the official records, reports, and publications of the State Department of Education. No effort was made to contact individual schools. It was assumed that information available from the State Department of Education would be adequate for the purpose of this study.

No attempt is made to consider aims and objectives of the course as taught in individual schools. It is admitted that aims and objectives, as well as methods and procedures, are worthy of consideration and warrant research. However, a detailed study of these phases of the general business course is not within the limits of this study.

Definitions. The following definitions are accepted for this study and are listed below for clarity:

¹ Carl A. Jessen, "Offerings and Registrations in High School Subjects, 1933-1934," Department of Interior, Office of Education, Bulletin 1938, No. 6, p. 74.

General business, as used in this study, is a first course in business designed primarily to acquaint pupils with the economic goods and services which are available for the use of everyone.² Authorities agree that basic business courses are offered under various titles, such as, "Everyday Business," "Junior Business Training," "Introduction to Business," "Elementary Business," and "Business Life."³ Therefore, courses bearing such titles are considered to be courses in general business for purposes of this study. Courses titled "Vocational Guidance," "Clerical Practice," "Senior Business Training," "Consumer Economics," and "Business Education" are not included.

A course is the "organized subject matter which is offered within a given period of time and for which credit toward graduation or certification is usually given."⁴

A general business teacher is considered to be the individual responsible for classroom instruction in the general business course as defined in this study.

An accredited high school is defined as any high school listed as accredited in the Annual High School Bulletin, published annually by the Oklahoma Department of Education.

Certain other terms, as defined in the Dictionary of Education, are used throughout this study.

A school is "an organized group of pupils pursuing defined studies

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

³ Benjamin R. Haynes, "The Teaching of Everyday Business," National Commercial Teachers Federation, Sixth Yearbook, 1940, p. 422.

⁴ Carter V. Good, Dictionary of Education, p. 106.

at defined levels and receiving instruction from one or more teachers . . . usually housed in one building or group of buildings."⁴

A school, as considered in this study, differs from a school system, which is defined as "all the schools operated by a given board of education or central administrative authority."⁵

A grade is "a major division of the instructional program, representing the work of one school year."⁶ Likewise, grade level is "a measure of educational maturity stated in terms of the school grade attained by the individual pupil or a group of pupils at any time."⁷

State course of study is 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."⁸ Throughout this study, the state course of study referred to is the State Course of Study in Business Education.

Source of Data. The data upon which this study is based were obtained from the official records, reports, and publications of the Department of Education of the State of Oklahoma. The primary sources of data were "Applications for High School Accrediting" and "Applications for Junior High School Approval." These forms must be submitted annually to the State Department of Education.

"No school shall be considered for accrediting unless the regular annual application blank furnished for the purpose for both the high school and elementary grades shall have been properly and completely filled out and placed on file with the State Department of Education, prior to November 1."⁹

⁴ Ibid., p. 358.

⁵ Ibid., p. 360.

⁶ Ibid., p. 187.

⁷ Ibid., p. 188.

⁸ Ibid., p. 107.

⁹ Annual High School Bulletin, Oklahoma Department of Education, June 30, 1945, p. 6.

These application forms are certified by the superintendent or principal of the individual high schools to be complete and correct. The forms are then checked by the State High School Inspection Division and used as one of the bases for accrediting or approving the school.

Primarily from information contained on the "Applications for High School Accrediting" and the "Applications for Junior High School Approval," an Annual High School Bulletin is prepared and published by the High School and Elementary School Inspection Division of the State Department of Education.

Summaries based on official data submitted in these applications are included in a Biennial Report of the State Department of Education of Oklahoma, showing the status and progress of education in Oklahoma.

The junior high school applications include sections for "General Information," "School Program," "Subject-Matter Field Preparation," and "Program of Studies." The senior high school applications include the same sections except that the section on "School Program" is called "Daily Schedule."

Methods and Procedure. In attempting to determine the status and trends of the course in general business in Oklahoma, a list of questions concerning various aspects of the course was prepared. The normative-survey method of research was selected as most practicable for obtaining answers to these questions. Records of the State Department of Education, on file in the State Capitol Building, Oklahoma City, were chosen as the source of data. These records are the most readily accessible source of information covering an extended period of time about all schools of Oklahoma.

Interviews with the State Superintendent of Public Instruction and the Chief High School Inspector revealed that the data needed for the

study had not been compiled and analyzed by the Department of Education but were available from the records.

Samples of the forms on file were obtained for examination. The "Application for High School Accrediting" and the "Application for Junior High School Approval" were found to contain data of the type needed for this study. A list of information to be taken from the blanks submitted by schools offering general business was prepared in tentative check-list form. This list included the following items:

- Name of school
- Address
- Length of general business course
- Grade level on which general business is offered
- Exact title of the course in general business
- Other commercial courses offered
- General business teachers' earned credit in commercial subjects
- Type of school accrediting
- Number of units for which school is accredited
- Pupil enrollment in the school
- Pupil enrollment in the grade level on which general business is offered
- Pupil enrollment in general business
- School organization plan

The items on this check list were rearranged in the same sequence as the information appeared on the application forms, in order to facilitate gathering of the data.

The final form of the check list was mimeographed as a data sheet. The data sheet was designed to provide space for recording the desired information about each individual school for each of the four years selected for study. A copy of the data sheet is included in the Appendix.

After the needed information had been taken from the records, the data sheets were then sorted into various groups to facilitate the tabulating of data regarding the following topics:

1. Extent of offering of general business

- a. Total number of schools offering general business during selected years of the ten-year period and the division of the total according to junior and senior high schools
 - b. Total student enrollment in general business in all schools and distribution of enrollment in general business according to junior and senior high schools
 - c. Number of senior high schools offering general business according to size of school, class of accrediting, and type of organization
 - d. The extent of offering in various types of junior and senior high schools according to size and type of organization and extent of offering for senior high schools according to type of accrediting
 - e. The cumulative total of junior and senior high schools offering general business during the two-year period, 1944-1945 and 1945-1946, and distribution of schools offering general business by counties
2. Length of course in junior and senior high schools
 3. Grade placement of general business
 - a. In junior high schools
 - b. In senior high schools according to size of school, class of accrediting, and type of organization
 4. Course titles used for general business
 - a. In junior high schools
 - b. In senior high schools according to size of school, class of accrediting, and type of organization
 5. Other business subjects taught in schools offering general business in junior and senior high schools

6. Subject-matter field preparation of the general business teacher
 - a. In junior high schools
 - b. In senior high schools according to size of school, class of accrediting, and type of organization.

The data were then summarized in tabular form and findings analyzed and reported.

CHAPTER II

ORIGIN, GROWTH, AND DEVELOPMENT OF GENERAL BUSINESS

Early Development in the United States. The course in general business, as it is now generally known, is a development of earlier courses offered under various course titles and with different objectives. The primary aims of the first courses in general business were vocational.¹ A large number of pupils were ending their formal education with the ninth grade, and general business courses were designed to give these pupils training for junior business jobs.

"Probably one of the first schools to incorporate such a course into its program of studies was the Washington Junior High School of Rochester, New York, in 1915. In September, 1920, some of the newly organized part-time or continuation schools in New York State offered a subject called vocational business training. In 1925 the University of the State of New York issued a printed syllabus in elementary business training for use in the public schools in the state. Undoubtedly the first methods course in the subject was offered in the School of Education, New York University, 1925 . . .

"Perhaps the titles used most frequently for the subject in its beginning stages were: first lessons in business, elements of business training, and junior business training."²

The content of the course as first offered in the junior high school at Rochester, New York, included such topics as:³

- Demands of Business
- Applications for positions
- The Messenger or Junior Office Assistant
- The Mail Department
- The Billing Department
- The Shipping Department
- Supplementary Office Machines
- Commercial Terms

¹ McKee Fisk, National Business Teachers Association, Ninth Yearbook, 1943, p. 198.

² Benjamin R. Haynes, "The Teaching of Everyday Business," National Commercial Teachers Federation, Sixth Yearbook, 1940, p. 422.

³ Ibid., p. 425.

Although many of the topics included in the content of these early courses were not retained, the basic course in general business has expanded rapidly since its origin in 1915. "Everyday business has shown more rapid development since it was first introduced into the business curriculum than any other business subject."⁴

The United States Office of Education first lists the course as elementary business training in the school year ending in 1928 with an enrollment in the United States of 86,629, or 2.99 per cent of the total public high school enrollment. By the end of the school year 1933-1934, the national enrollment had increased to 275,338, or 6.12 per cent of the total public high school enrollment.⁵

Objectives. The objectives of the course in general business have undergone considerable change since the course was first introduced:

"With the advent of the depression some ten years ago and the consequent raising of the age requirement for employment in business, the course in 'junior business training' changed from its primary objective of vocational training to that of providing basic business knowledge, habits, and attitudes that would be useful to every person in his contacts with business, regardless of what his occupation might be."⁶

A study based on the opinions of a carefully selected list of 78 prominent business educators revealed that "The major emphasis of a course in elementary business should not be placed on its vocational value."⁷

⁴ Ibid., p. 422.

⁵ Carl A. Jessen, "Offerings and Registrations in High School Subjects, 1933-1934, Department of Interior, Office of Education, Bulletin 1938, No. 6, p. 29.

⁶ Fisk, loc. cit.

⁷ J. M. Hanna, "Trends of Thought in Business Education," Business Education World, XXI (January 1941), 377-379.

However, this same group of authorities did not agree on what should be a major emphasis of the course. Whether the primary objective should be pre-vocational, personal use, or exploratory is still highly controversial.⁸

Content. The exact content of the general business course may vary somewhat in individual schools. However, a suggested topical course of study, as outlined by Haynes, is given below to identify the content of the type of course as considered in this study.⁹

- I. Mail
- II. Telegraphing
- III. Telephoning
- IV. Traveling
- V. Credit operations
- VI. Recordkeeping
- VII. Insurance information and operations
- VIII. Banking information, services, and operation
- IX. Investments
- X. Business law information
- XI. Real estate operations

In devising a score card for the rating of junior business training texts, Kaufman made a study, during 1942, of the topics that should be included in the content of the textbook in this subject. A jury of twenty carefully selected general business teachers rated sixty-six topics as being, "essential," "desirable," "of little value," and "undesirable."¹⁰ Reference is made to Kaufman's study for more inclusive consideration of the content of the general business course.

⁸ Haynes, loc. cit.

⁹ Haynes, op. cit., p. 428.

¹⁰ Jack A. Kaufman, "A Score Card for the Rating of Junior Business Training Texts," pp. 17-25. Unpublished Master's thesis of Oklahoma Agricultural and Mechanical College, 1942.

Grade Level. "The course (in everyday business) was originally set up as a ninth-grade course."¹¹ However, it is evident from actual curricular practice and from statements by business educators that there is now no certainty concerning the grade placement of general business.¹²

In discussing the placement of general business in the curriculum, Haynes arbitrarily assumes "that a course in everyday business is best suited as a one-year course in the ninth grade of the junior high school or in the first year of a four-year high school."¹³

Fasnacht, in discussing the grade placement of general business, finds that; "The general objectives of this course lead educators to believe that the course ought to be placed on the sophomore level."¹⁴ This up-grading is based on the belief that general business logically should immediately precede the vocational subjects which, in most high schools, have been moved higher in the educational pattern, usually to the eleventh and twelfth grades.

Fasnacht also feels that "it is doubtful whether pupils of junior high school age are capable and mature enough to comprehend the full significance of an economic society and the place of our business activities in that society."¹⁵

¹¹ James M. Thompson, "Problems and Issues with Reference to Teaching Procedures in Everyday Business," National Business Teachers Association, Seventh Yearbook, 1941, p. 291.

¹² Harold G. Shields, "The Basic Business Subjects," National Business Teachers Association, Seventh Yearbook, 1941, p. 176.

¹³ Haynes, op. cit., p. 427.

¹⁴ Harold D. Fasnacht, "The Re-Placement of General Business Training," The Business Education World, XX, 229-230.

¹⁵ Fasnacht, Loc. cit.

In actual practice "The place of the subject (general business) in the curriculum varies considerably from the seventh grade to the eleventh and twelfth grade."¹⁶

Thompson points out the dangers of mixing pupils from all high school grades in the course in general business:

"Young freshmen feel out of place in the same class with older, more mature juniors and seniors and hesitate to express themselves. Juniors and seniors feel that the course is too elementary to require much of their attention and consequently fail to prepare their lessons. Thus the course may deteriorate from a potentially very valuable activity to a dumping ground for failures and loafers."¹⁷

Length of Course. A review of literature reveals that a one-year course in general business is preferred. Walters says, "Ordinarily one year is sufficient time to devote to the subject."¹⁸ Cress recommends a semester course in the eighth grade and a full-year course in the ninth grade.¹⁹

In a study made of 100 four-year senior high schools located in cities of from 2,500 to 2,000,000 population throughout the United States, Walters found 26 schools offering general business in the ninth grade. Of this total, 18 or approximately two-thirds offered a one-year course, with the remaining one-third offering a one-semester course."²⁰

¹⁶ Haynes, op. cit., p. 429.

¹⁷ Thompson, op. cit., p. 291.

¹⁸ R. G. Walters, The Commercial Curriculum, Cincinnati, Ohio: South-Western Publishing Co., 1937, Monograph 37, p. 13.

¹⁹ Carl C. Cress, "The Junior High School Business Curriculum," National Commercial Teachers Federation, Sixth Yearbook, 1940, pp. 63-64.

²⁰ Walters, op. cit., p. 15.

Course Titles. Although in this study the course title is referred to as "General Business," the most appropriate name for the subject is still controversial. Shields says, "The course in elementary business training is known by forty different titles."²¹

Walters recognizes this variation in titles and recommends the use of the title "General Business."

"In some localities it is spoken of as elementary business training, in some as introduction to business, in others as junior business training, and in still others as general business. The author prefers the term general business. In the first place, the name general business gives teachers and students alike a better concept of its purpose and content by enabling them to draw an analogy between it and other fields, especially general science and general mathematics . . .

"The author also believes it is also advisable to use a name for the subject which does not include the word training because this word is applicable only to the acquirement of skill . . . As general business not only includes skills, but also principles and information as well, the use of training in connection with the name is somewhat misleading."²²

This same point of view is held by Dr. Haynes:

"Although few teachers would defend training for junior business as one of the present objectives of this course, yet this title persists and its use is in violation of one of the generally accepted principles of curriculum construction, namely, that the title given to a course should be in line with the objectives of a course."²³

From the views expressed by these business educators, it may be concluded that no standardization of course titles for general business has yet been achieved.

Teacher Preparation. From data compiled from signed reports by

²¹ Shields, op. cit., p. 176.

²² Walters, op. cit., p. 13.

²³ Haynes, op. cit., pp. 422-423.

directors of certification in each state in the Union, Thompson concludes that general business is still relatively free from state certification requirements.²⁴ He reports that only four states, Connecticut, New Jersey, Pennsylvania, and West Virginia, impose a state minimum requirement of earned credit. Each requires a minimum of three semester hours of credit in specific units in everyday business, practice teaching, or methods courses.

Not only are there no specific earned credit requirements for the teacher of general business, but there is also no agreement as to the general subject-matter field preparation required of the teacher. "In some states both social studies and commercial teachers are certified to teach the subject (general business)."²⁵

Because of their more intimate insight into business, Haynes suggests that the business teacher should be most capable of carrying on instruction in general business.

"Because the content of the course is concerned with business principles and practices, it may be assumed that those teachers who, by training and experience, are most conversant with these business principles and practices should be charged with the responsibility of providing the instruction."²⁶

General Business in Oklahoma. During the decade, 1930 to 1940, general business was not offered extensively in Oklahoma as compared with the national average. The United States Office of Education reported that during the school year, 1933-1934, 6.1 per cent of secondary students in four-year high schools of the Continental United States were enrolled

²⁴ Thompson, op. cit., p. 294.

²⁵ Cress, op. cit., p. 66.

²⁶ Haynes, op. cit., p. 427.

in elementary business training. The percentage of students enrolled in elementary business training in Oklahoma for the same period was only .5 per cent.²⁷ At that time only eleven junior and senior high schools in Oklahoma reported offering the course.²⁸

No course of study for general business was published by the State Department of Education until 1940 when a revision of the commercial curriculum was made.

"In September, 1937, a State Central Committee for the Revision of the High School Course of Study in Commercial Subjects, consisting of sixteen members was appointed by the Director of Curriculum in the State Department of Education after consultation with leaders in commercial education . . .

"The State Central Committee developed the general plan and policies and suggested procedures for group study and evaluation committees . . .

"Of a total of about 400 commercial teachers in the state, about 80 were members of these study-discussion groups . . .

"The actual curriculum materials and suggestions were developed as a part of these study-discussion groups . . .

"These tentative courses were then tried out extensively during 1938-1939."²⁹

A brief outline for a course in everyday business, based on the material assembled by this curriculum revision group, was first published in 1940 by the State Department of Education in a Handbook for High School Courses.

In 1943, the detailed course of study in business education was completed and published by the State Department of Education. This course

²⁷ Jessen, op. cit., pp. 32-33.

²⁸ Ibid., p. 75.

²⁹ J. Andrew Holley, "State Programs of Curriculum Revision," National Commercial Teachers Federation, Sixth Yearbook, 1940, pp. 196-199.

of study includes a course titled "General Business" which is recommended for all schools.

"It is recommended that a course in general business be given for all students in the high school because it offers knowledge of sound economic living principles and general business, and basic vocational and pre-vocational training."³⁰

The Handbook, issued in 1940, states, "This course (Everyday Business) is recommended to be taught in grade ten."³¹ Although definite grade placement of general business is not specified in the Course of Study in Business Education, published in 1943, it is presented as a ninth- and tenth-grade subject.³² The Annual High School Bulletin, under "Subjects listed for credit," recommends that everyday business be offered as a one-year subject in the ninth or tenth grade, with the tenth grade listed as being preferable.³³

Listed below are the basic units outlined by the Course of Study in Business Education to be included in the general business course:³⁴

- I. Introduction to General Business
- II. The Use and Management of Money
- III. Buying and Selling Goods and Services
- IV. Travel and Transportation
- V. How Business is Organized to Serve the Community
- VI. How Our Economic Risks are Shared
- VII. Business Correspondence and Communications
- VIII. Occupational Guidance

³⁰ Course of Study in Business Education, Bulletin No. 42-C-4, June 1943, Oklahoma State Department of Education, p. 13.

³¹ Handbook for High School Courses, Bulletin No. 120 D, Oklahoma Department of Education, 1940, p. 80.

³² Course of Study in Business Education, op. cit., p. 13.

³³ Annual High School Bulletin, State Department of Education, 1945, p. 15.

³⁴ Course of Study in Business Education, loc. cit.

Numerous sub-topics, with teaching procedures and pupil activities, are also suggested in the Course of Study in Business Education to accompany the units given above.³⁵

No basic textbook has been adopted for use in the course in general business in Oklahoma. However, a suggested list of suitable textbooks is presented in the Course of Study in Business Education.³⁶

³⁵ Ibid., pp. 18-45.

³⁶ Ibid., pp. 14-15.

CHAPTER III

FINDINGS

In Chapter I the purpose of this study was stated, scope and limitations were defined, and methods and procedure were outlined. The origin, growth, and development of the course in general business in the United States and in Oklahoma were presented in Chapter II.

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

In determining the status and trends of the general business course in Oklahoma, data for the school years 1936-1937, 1940-1941, 1944-1945, and 1945-1946 were assembled, tabulated, and analyzed to find the answers to the following questions:

How extensively is general business offered?

Is the course one year or one semester in length?

What is the grade placement of the course?

Under what title is the course offered?

What other commercial courses are taught in schools offering
general business?

What is the subject-matter field preparation of the Oklahoma
general business teacher?

The findings are presented in the order in which these questions appear.

Extent of Offering According to Number of Schools. As shown in Table I, there has been a decided increase in the total number of schools offering general business during the past ten years. The number of schools offering general business increased more than tenfold, or from 14 in 1936-1937 to 145 in 1944-1945, while the total number of approved and

TABLE I

NUMBER AND PER CENT OF JUNIOR AND SENIOR HIGH SCHOOLS
OFFERING GENERAL BUSINESS IN OKLAHOMA

| School Year | Total Schools in Oklahoma ^a | Schools Offering General Business | |
|------------------------|---|--------------------------------------|----------|
| | | Number | Per cent |
| 1936-1937 | 990 | 14 | 1.4 |
| 1940-1941 | 955 | 59 | 6.1 |
| 1944-1945 | 961 | 145 | 15.1 |
| 1945-1946 ^b | XXX | 122 | XXX |

^aObtained from Annual High School Bulletin for the years indicated.

^bData not available. The total number of approved junior and accredited senior high schools will not be available until after June 1, 1946 when accreditation and approval of schools are completed by the State Department of Education.

This table should be read as follows: During the school year 1936-1937, there were 990 approved junior and accredited senior high schools in Oklahoma. Fourteen, or 1.4 per cent, offered general business.

accredited schools decreased from 990 at the beginning of the ten-year period to 961 in 1944-1945. In 1936-1937, only 1.4 per cent of the total schools offered general business. This percentage increased to 6.1 in 1940-1941 and to 15.1 in 1944-1945.

The data for total number of schools, as shown in Table I, include all approved or accredited white, negro, parochial, and Indian junior and senior high schools. The totals include 2 negro schools, Manual Training High School in Muskogee, which offered the general business course in 1944-1945 and 1945-1946, and Dungee High School at Boswell, which offered the course during 1944-1945; an Indian school, Chilocco Indian School, which offered the course in 1945-1946; and a parochial school, Oklahoma Bible Academy at Meno, which offered general business in 1944-1945 and 1945-1946. With these exceptions, all schools offering general business were white public schools.

Since the process of accreditation and approval of schools for the school year 1945-1946 will not be completed until after June 1, 1946, it was not possible at the time this study was made to compare the number of schools offering general business during that school year with the total number of approved junior and accredited senior high schools in Oklahoma.

Although there was a slight decrease in the number of schools offering general business in 1945-1946, this cannot be considered significant since there is a possibility that some schools offer general business in alternate years and that more of these schools offered the course in 1944-1945 than in 1945-1946.

Extent of Offering According to Students Enrolled. In considering the expansion of general business, the number of schools offering the course is not necessarily indicative of an increase in the number of students who pursue the course. Therefore, a study of number of students

actually enrolled in the subject must be included in an analysis of status and trends. Both factors, subject offerings and subject enrollments, are used in reports by the United States Office of Education as explained by Jessen:

"Two significant measures of curriculum trends are the subject offerings and the subject registrations as they exist from time to time in the schools. Obviously the offerings determine what subjects pupils have an opportunity to take, and the registrations indicate what subjects they do take."¹

Table II reveals that there has been a definite increase in the number of students enrolled in general business in the schools of Oklahoma during the past ten years. The total enrollment in general business in 1944-1945 was approximately 5 times as great as in 1936-1937. The number of students enrolled in general business increased from 864 in 1936-1937 to 2,182 in 1940-1941, although the total number of students enrolled in grades 7 through 12 in the state decreased from 231,003 to 222,559. The percentage of the total number of students enrolled in general business doubled during this five-year period, the increase being from .4 of one per cent of the total enrollment in 1936-1937 to .9 of one per cent in 1940-1941.

The maximum student enrollment in general business for the years studied was reported in 1944-1945, when 4,201 students were enrolled in the course in Oklahoma. The number decreased to 3,309 in 1945-1946.

The general business enrollment during 1944-1945 and 1945-1946 cannot be compared with total student enrollment in Oklahoma in grades 7 through 12 since statistics regarding total student enrollment by grades will not be available from the Statistical Division of the State Depart-

¹ Carl A. Jessen, Offerings and Registrations in High School Subjects, 1933-1934, Department of Interior, Office of Education, Bulletin 1938, No. 6, p. 1.

TABLE II
 NUMBER AND PER CENT OF STUDENTS ENROLLED IN
 GENERAL BUSINESS IN OKLAHOMA JUNIOR AND SENIOR HIGH SCHOOLS

| <u>School Year</u> | <u>Total Students Grades 7-12, inc.^a</u> | <u>Students Enrolled In General Business</u> | |
|------------------------|---|--|-----------------|
| | | <u>Number</u> | <u>Per cent</u> |
| 1936-1937 | 231,003 | 864 | .4 |
| 1940-1941 | 222,559 | 2182 | .9 |
| 1944-1945 ^b | XXX | 4201 | XXX |
| 1945-1946 ^b | XXX | 3309 | XXX |

^aObtained from Statistical Tables in the Biennial Report of the Superintendent of Public Instruction, 1938 and 1942.

^bData not available. The Statistical Division of the State Department of Education reports the tabulations of total enrollment by grades is in process, but data will not be available until after June 1, 1946 when the Biennial Report is prepared.

This table should be read as follows: During the school year 1936-1937, there were 231,003 students enrolled in grades 7-12, inclusive, in the schools of Oklahoma. Of this number, 864, or .4 per cent, were enrolled in general business.

ment of Education until after June 1, 1946.

Extent of Offering in Junior and Senior High Schools. Schools offering general business include both junior and senior high schools. In Table III, the total number of schools offering general business is distributed according to junior and senior high schools. From data given in this table, it is seen that the major increase in the number of schools offering general business has been in the senior high school group. In 1936-1937 only 5 senior high schools, or less than one per cent, offered general business. Within a period of nine years, from 1936-1937 to 1944-1945, the total number of junior and senior high schools offering general business increased 26 times. In 1944-1945, a total of 130, or 15 per cent, of the 849 accredited senior high schools in the state offered the course.

Although the number of junior high schools offering general business increased during the period covered by this study, the rate of increase was much less than that for senior high schools. The number of junior high schools offering the course grew from 9 in 1936-1937 to 13 in 1940-1941. The maximum number offering general business in the years studied was 15 in 1944-1945. The percentage of junior high schools offering general business declined from 19.2 per cent in 1936-1937 to 13.4 per cent in 1944-1945. It should be noted that the total number of junior high schools increased from 52 to 112 in the same period.

A graphic picture of the number of junior and senior high schools offering general business during selected years is given in Chart I. The red line represents the number of senior high schools offering the course, and the steep ascent of the line depicts the rapid growth in the number of these schools, particularly between the school years 1940-1941 and 1944-1945.

TABLE III

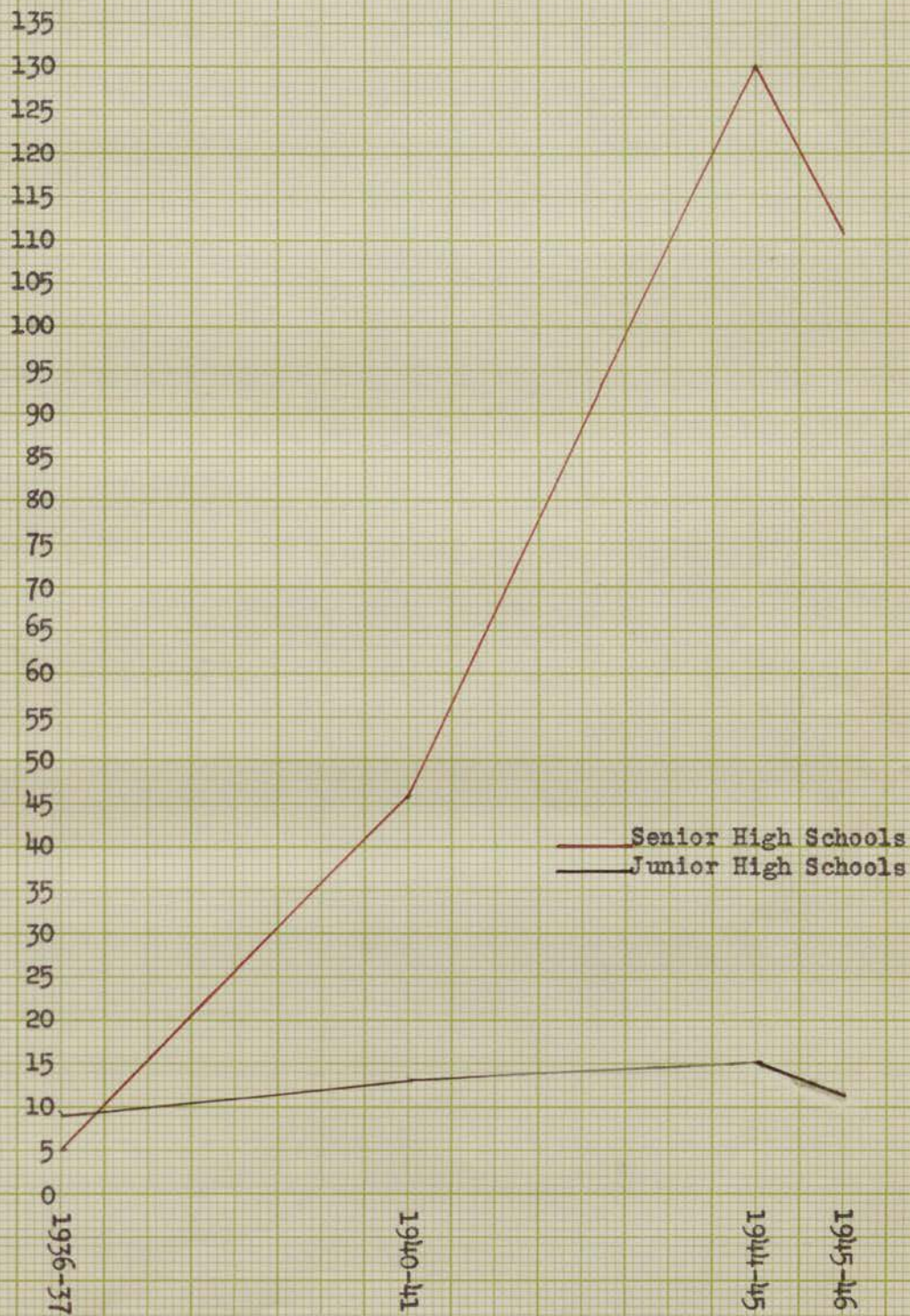
NUMBER AND PER CENT OF OKLAHOMA JUNIOR AND SENIOR HIGH SCHOOLS
OFFERING GENERAL BUSINESS

| School Year | Total Schools | Junior High Schools | | | Senior High Schools | | |
|------------------------|------------------|---------------------|------------------------------|------|---------------------|------------------------------|------|
| | | Total | Offering Gen. Bus. Number | Pct. | Total | Offering Gen. Bus. Number | Pct. |
| 1936-1937 | 990 | 52 | 9 | 19.2 | 838 | 5 | .6 |
| 1940-1941 | 955 | 71 | 13 | 18.3 | 884 | 46 | 5.2 |
| 1944-1945 | 961 | 112 | 15 | 13.4 | 849 | 130 | 15.3 |
| 1945-1946 ^a | XXX | XXX | 11 | XXX | XXX | 111 | XXX |

^aData not available.

This table should be read as follows: During the school year 1936-1937, there was a total of 990 approved or accredited junior and senior high schools in Oklahoma. Of these, 52 were junior high, of which 9, or 19.2 per cent, offered general business. Of the total, 838 were senior high schools. Five, or .6 per cent, of the senior high schools offered general business.

CHART I

THE NUMBER OF JUNIOR AND SENIOR HIGH SCHOOLS OF OKLAHOMA
OFFERING GENERAL BUSINESS

By means of the data in Table IV it is possible to compare student enrollment in general business in junior high schools and student enrollment in the subject in senior high schools with the total number of students enrolled in general business for each of the selected years. It is noted that at the beginning of the ten-year period, approximately three-fourths of the students enrolled in general business were in junior high schools, with only one-fourth in senior high schools. At the close of the ten-year period, the proportions were almost exactly reversed with only 22.5 per cent of the students enrolled in general business in junior high schools and 77.5 per cent in senior high schools. This increase in the percentage of enrollment in the senior high schools was not caused by a decrease in junior high school enrollment, but was due to the large increase in senior high school enrollment in general business. The junior high school enrollment in general business increased but not in the same proportion as the senior high school enrollment. The junior high school enrollment in general business increased from 639 in 1936-1937 to 1,179 in 1944-1945. However, in 1945-1946 the enrollment was only 743. The senior high school enrollment grew from 225 in 1936-1937 to 3,022 in 1944-1945, which represents an expansion of more than thirteenfold. However, the enrollment dropped to 2,566 in 1945-1946.

Chart II illustrates graphically the increases of student enrollments in general business in the junior and senior high schools for the years studied. The chart depicts the sharp increase in enrollment in senior high schools during the period between 1940-1941 and 1944-1945, in comparison with the slight increase in the junior high schools. Chart II indicates somewhat similar drops in student enrollments for 1945-1946 in both junior and senior high schools.

TABLE IV
STUDENTS ENROLLED IN GENERAL BUSINESS
IN OKLAHOMA JUNIOR AND SENIOR HIGH SCHOOLS

| School Year | Total Students All Schools | Jr. H.S. Students In General Business | | Sr. H.S. Students In General Business | |
|----------------|-------------------------------|--|---------------|--|---------------|
| | | Number | Pct. of Total | Number | Pct. of Total |
| 1936-1937 | 864 | 639 | 73.9 | 225 | 26.1 |
| 1940-1941 | 2182 | 907 | 41.6 | 1275 | 58.4 |
| 1944-1945 | 4201 | 1179 | 28.1 | 3022 | 71.9 |
| 1945-1946 | 3309 | 743 | 22.5 | 2566 | 77.5 |

This table should be read as follows: During 1936-1937, 864 students were enrolled in general business in all the approved junior and accredited senior high schools in Oklahoma. Of this total, 639, or 73.9 per cent, were in junior high schools, and 225, or 26.1 per cent, were in senior high schools.

CHART II

THE NUMBER OF STUDENTS ENROLLED IN GENERAL BUSINESS
IN JUNIOR AND SENIOR HIGH SCHOOLS OF OKLAHOMA



Extent of Offering by Size of School. Inasmuch as the size of school is related to the number of subjects offered, the data were next analyzed to determine the size of school in which general business is offered. Size of school may be measured in terms of the total number of students enrolled. The data were distributed by schools according to enrollment intervals of 100 students, up to and including schools with an enrollment of 500. All schools enrolling more than 500 were arbitrarily placed in one enrollment group for the purposes of this study.

Likewise an analysis of student enrollment in general business was made in the various sizes of junior and senior high schools, classified according to total enrollment.

Data concerning subject offering and subject enrollment in the different sizes of junior and senior high schools for the ten-year period beginning in 1936-1937 are presented in Tables V, VI, VII, and VIII.

In general, the data reveal that for each of the selected years, the majority of the junior high schools offering general business were the larger schools. On the other hand, of the senior high schools offering general business, the majority were smaller schools, except in 1936-1937 when only larger schools offered the subject.

Table V shows that in each year studied, roughly one-half of the junior high schools offering general business had total student enrollments over 500. In 1936-1937, 5 of the 9 schools offering general business had total student enrollments over 500, while in 1945-1946, 5 of the 11 schools were in this size range. There is no observable trend that more of the smaller junior high schools are introducing general business.

All of the senior high schools offering general business in 1936-1937 had total student enrollments in excess of 500, as shown in Table VI. This is evidence that at the beginning of the period only the larger

TABLE V
 DISTRIBUTION OF JUNIOR HIGH SCHOOLS IN OKLAHOMA
 OFFERING GENERAL BUSINESS ACCORDING TO
 SIZE OF SCHOOL

| Total School Enrollment | Number of Schools Offering General Business | | | |
|----------------------------|--|----------|----------|----------|
| | 1936-37 | 1940-41 | 1944-45 | 1945-46 |
| 0-100 | | | | |
| 101-200 | | | | |
| 201-300 | 2 | | 3 | 1 |
| 301-400 | 1 | 3 | | 1 |
| 401-500 | 1 | 3 | 3 | 4 |
| Over 500 | <u>5</u> | <u>7</u> | <u>9</u> | <u>5</u> |
| Total | 9 | 13 | 15 | 11 |

This table should be read as follows: During the school year 1936-1937, 2 out of a total of 9 junior high schools offering general business had total student enrollments between 201 and 300.

TABLE VI

DISTRIBUTION OF SENIOR HIGH SCHOOLS IN OKLAHOMA OFFERING
GENERAL BUSINESS ACCORDING TO SIZE OF SCHOOL
BASED ON TOTAL SCHOOL ENROLLMENT

| Total School Enrollment | Senior High Schools Offering General Business | | | | | | | |
|----------------------------|---|------|---------|------|---------|------|---------|------|
| | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 0-100 | | | 17 | 36.9 | 81 | 62.3 | 68 | 61.3 |
| 101-200 | | | 12 | 26.1 | 34 | 26.1 | 24 | 21.6 |
| 201-300 | | | 8 | 17.4 | 8 | 6.2 | 9 | 8.1 |
| 301-400 | | | 1 | 2.2 | 3 | 2.3 | 4 | 3.6 |
| 401-500 | | | 1 | 2.2 | | | 1 | .9 |
| Over 500 | 5 | 100. | 7 | 15.2 | 4 | 3.1 | 5 | 4.5 |
| Total | 5 | 100. | 46 | 100. | 130 | 100. | 111 | 100. |

This table should be read as follows: During the school year 1936-1937, 5, or 100 per cent, of the senior high schools offering general business had total student enrollments of 500 or above.

senior high schools offered general business. By 1940-1941, 29, or 63 per cent, of the 46 senior high schools teaching general business had total student enrollments of 200 or less. In 1944-1945, 115, or 88.4 per cent, of the 130 senior high schools offering general business were schools having 200 or less students enrolled. These smaller schools made up 82.9 per cent of the number of senior high schools offering general business in 1945-1946. During each of the last two years studied, approximately two-thirds of the senior high schools offering general business had total student enrollments of 100 or less.

Of the senior high schools offering general business, the number having total student enrollments over 500 remained approximately the same throughout the ten-year period.

The distributions of student enrollments in general business according to the size of junior and senior high schools are shown in Tables VII and VIII. From Table VII, it is seen that the majority of the students enrolled in general business in junior high schools are in the larger schools. Table VIII shows that, except in 1936-1937, the majority of students enrolled in general business in senior high schools are in the smaller schools. Data in Tables VII and VIII indicate relationship between number of students enrolled in general business in the various size groups and the number of schools offering general business in each size group.

In each of the years studied, more than 45 per cent of the students enrolled in general business were in schools with total student enrollments in excess of 500. It is noted that enrollments in general business increased steadily from 62 in 1936-1937 to 289 in 1945-1946 in schools having total student enrollments between 401 and 500. The percentage of junior high school students taking general business each year in this size

TABLE VII

DISTRIBUTION OF STUDENT ENROLLMENT IN GENERAL BUSINESS IN
OKLAHOMA JUNIOR HIGH SCHOOLS ACCORDING TO SIZE OF SCHOOL

| Total School Enrollment | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|----------------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 0-100 | | | | | | | | |
| 101-200 | | | | | | | | |
| 201-300 | 117 | 18.3 | | | 157 | 13.3 | 76 | 10.2 |
| 301-400 | 154 | 24.1 | 233 | 25.7 | | | 27 | 3.6 |
| 401-500 | 62 | 9.7 | 182 | 20.1 | 228 | 19.3 | 289 | 38.9 |
| Over 500 | <u>306</u> | <u>47.9</u> | <u>492</u> | <u>54.2</u> | <u>794</u> | <u>67.4</u> | <u>351</u> | <u>47.3</u> |
| Total | 639 | 100. | 907 | 100. | 1179 | 100. | 743 | 100. |

This table should be read as follows: During the school year 1936-1937, 117, or 18.3 per cent of the 639 students enrolled in general business in junior high schools were in schools having total enrollments between 201 and 300 students.

TABLE VIII

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

| Total School Enrollment | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|----------------------------|------------|-------------|------------|-------------|------------|------------|------------|-------------|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 0-100 | | | 309 | 24.2 | 1502 | 49.7 | 1210 | 47.2 |
| 101-200 | | | 302 | 23.7 | 1001 | 33.2 | 650 | 25.3 |
| 201-300 | | | 276 | 21.8 | 200 | 6.6 | 282 | 11.0 |
| 301-400 | | | 18 | 1.4 | 103 | 3.4 | 121 | 4.7 |
| 401-500 | | | 37 | 2.8 | | | 40 | 1.6 |
| Over 500 | <u>225</u> | <u>100.</u> | <u>333</u> | <u>26.1</u> | <u>216</u> | <u>7.1</u> | <u>263</u> | <u>10.2</u> |
| Total | 225 | 100. | 1275 | 100. | 3022 | 100. | 2566 | 100. |

This table should be read as follows: In 1936-1937, 225, or 100 per cent, of the 225 students enrolled in general business in Oklahoma senior high schools were in schools having total enrollments of 500 or above.

school increased from 9.7 in 1936-1937 to 38.9 in 1945-1946. In 1945-1946, 640, or 86.2 per cent, of a total of 743 students enrolled in general business were in schools having total student enrollments above 400.

In senior high schools in 1936-1937, the total enrollment in general business of 225 was found in large schools with total student enrollments in excess of 500. However, by 1945-1946 the majority of the students enrolled in general business were determined to be in small schools with total student enrollments of less than 200. During 1944-1945, 1,502, or 49.7 per cent, of the students enrolled in general business were in small schools of less than 100 total student enrollment. The following year, 1945-1946, 1,210, or 47.2 per cent, of the total enrollment in general business, were in these small schools enrolling less than 100 students.

Two-thirds of the number of schools offering general business during 1944-1945 and 1945-1946 were small schools enrolling 100 or less students; but these schools enrolled only one-half of the total students in general business. This indicates that the number of students enrolled in general business in a small school is less than the number of students enrolled in the course in a large school.

Extent of Offering by Class of Accrediting. In addition to analyzing the data in schools classified according to size, the data for senior high schools are analyzed by schools grouped into four classes, based on accreditation:

" . . . the distribution of all accredited high schools into four classes has been used through the previous biennial reports as a basis for comparisons, using the four classes, i.e., 'North Central,' '16 or more units,' '9 to 15-1/2 units,' and 'below 9 units.'"²

² Twentieth Biennial Report of the State Department of Education, 1933-1934, p. 6.

These classes are commonly referred to as "North Central schools," "fully-accredited schools," "partially-accredited three- and four-year schools," and "two-year high schools." Hereafter in this study the phrase "16 or more units" will be used to designate those schools which are not members of the North Central Association of Colleges and Secondary Schools but which are accredited for more than 16 units by the State High School Inspection Division. Schools which are members of the North Central Association are accredited for 16 or more units; however, these schools will be referred to in this study as North Central Schools.

A North Central high school is one which meets all the standards and regulations for accrediting prescribed by the State Department of Education, and in addition, the policies, regulations, and criteria of the North Central Association of Colleges and Secondary Schools.³ These schools belong in the highest class of state accredited schools. They are not listed in the Annual High School Bulletin for specific units of credit, but are relatively free to choose subjects to be included in the program of studies.

Individual schools in the following classes are accredited annually by the State Department of Education to offer specific courses: "16 or above," "9 to 15-1/2," and "less than 9."

In Table IX, the number and per cent of senior high schools offering general business are shown by classes of accreditation. The percentages indicate the proportion of schools within each classification that offer general business. In 1936-1937, all of the schools offering the subject were North Central high schools. However, that year only 5, or 4.7 per

³ Annual High School Bulletin, State Department of Education, 1940, p. 42.

TABLE IX

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS OFFERING GENERAL BUSINESS
BY CLASSES OF ACCREDITING

| School Year | Total Schools Offering Gen. Bus. | Class of School | | | | | | | | | | | |
|------------------------|--|-----------------|-----|------|-------------|-----|------|-------------|-----|------|-------------|-----|------|
| | | North Central | | | 16 or Above | | | 9 to 15-1/2 | | | Less than 9 | | |
| | | Total | No. | Pct. | Total | No. | Pct. | Total | No. | Pct. | Total | No. | Pct. |
| 1936-1937 | 5 | 108 | 5 | 4.7 | | | | | | | | | |
| 1940-1941 | 46 | 123 | 16 | 13.0 | 567 | 27 | 4.8 | 174 | 2 | 1.2 | 20 | 1 | 5.0 |
| 1944-1945 | 130 | 124 | 17 | 13.7 | 614 | 106 | 17.3 | 100 | 6 | 6.0 | 11 | 1 | 9.1 |
| 1945-1946 ^a | 111 | XXX | 21 | XXX | XXX | 86 | XXX | XXX | 4 | XXX | XXX | 0 | XXX |

^aData not available.

This table should be read as follows: There were 5 senior high schools offering general business in 1936-1937. These 5 were North Central schools and represented 4.7 per cent of the total of 108 Oklahoma schools which were members of North Central Association during that year.

cent, of the total North Central high schools in Oklahoma were offering the course. In each classification, the percentage of high schools offering general business increased during the school years 1940-1941 and 1944-1945.

In 1944-1945, a total of 17, or 13.7 per cent, of the 124 North Central schools were offering general business, while 106, or 17.3 per cent, of the 614 schools accredited for 16 or more units were offering the course. This reveals that a greater percentage of those schools accredited for specific subjects offer general business than do North Central schools which have more relative freedom in choosing their subject offerings, since such schools are not listed for specific units of credit in the Annual High School Bulletin.

Student enrollment in general business in senior high schools by classifications of schools is presented in Table X. At the beginning of the ten-year period, all the students taking general business were in North Central high schools. In 1940-1941, the total enrollment in general business was about evenly divided between North Central schools and those accredited for 16 or more units. At the close of the ten-year period, 1,876, or approximately three-fourths, of the total senior high school enrollment in general business was in schools accredited for 16 or more units. During the last three years studied, approximately 3 per cent of the general business enrollment was in schools accredited for 9 to 15-1/2 units.

Extent of Offering by Type of School Organization. Another basis for analysis of data is to classify schools by type of organization. The phrase, type of organization, refers to the combination of years included in each organized junior and senior high school. The Dictionary

TABLE X

NUMBER AND PER CENT OF STUDENTS ENROLLED IN GENERAL BUSINESS IN OKLAHOMA SENIOR HIGH SCHOOLS
BY CLASSES OF ACCREDITING

| School Year | Total Students in General Business | C l a s s o f S c h o o l | | | | | | | |
|-------------|--|---------------------------|------|--------------------|------|--------------------|------|--------------------|------|
| | | North Central | | 16 or Above | | 9 to 15-1/2 | | Less than 9 | |
| | | No. of Students | Pct. | No. of Students | Pct. | No. of Students | Pct. | No. of Students | Pct. |
| 1936-1937 | 225 | 225 | 100. | | | | | | |
| 1940-1941 | 1275 | 573 | 44.9 | 657 | 51.5 | 35 | 2.7 | 10 | .9 |
| 1944-1945 | 3022 | 575 | 19.0 | 2336 | 77.3 | 82 | 2.7 | 29 | 1.0 |
| 1945-1946 | 2566 | 634 | 24.7 | 1876 | 73.1 | 56 | 2.2 | | |

This table should be read as follows: There were 225 students enrolled in general business in 1936-1937. Of this number, 225, or 100 per cent, were in schools that were members of North Central Association during that year.

of Education defines school organization as "any plan followed in assigning school grades to the secondary school administrative units."⁴ For example, an 8-4 organization indicates that a school includes grades 1 through 8 in an elementary school and that the remaining four grades compose the high school. Similarly, a 6-3-3 organization indicates an elementary school of the first six grades, a junior high school composed of the next three grades, and a senior high school including the last three grades.⁵

Table XI shows that general business is offered in few junior high schools other than those with the three-year type of organization. This was evident through the four years studied. During the period studied, only 2 two-year junior high schools offered general business. These were Perry Junior High School, which offered the course only in 1936-1937, and Norman Junior High School, which offered the course each year. Likewise, only 1 four-year junior high, located in Bartlesville, offered general business. The Bartlesville school system is organized on a 6-4-4 plan.

The four-year senior high schools constitute more than 80 per cent of the schools offering general business in Oklahoma. However, the number of three-year high schools offering general business increased from zero in 1936-1937 to 13 in 1945-1946. This information is presented in Table XII. It is also noted that in 1940-1941 there was 1 two-year high school offering general business; in 1944-1945, a different two-year high school offered the course. These two-year high schools consisted of grades 9 and 10 only.

⁴ Carter V. Good, Dictionary of Education, p. 283.

⁵ J. Andrew Holley and others, Study of Local School Units in Oklahoma, 1937, pp. 85-87.

TABLE XI

NUMBER OF JUNIOR HIGH SCHOOLS IN OKLAHOMA OFFERING
GENERAL BUSINESS ACCORDING TO TYPE OF SCHOOL ORGANIZATION

| <u>School Year</u> | <u>Total Schools</u> | <u>2-year</u> | <u>3-year</u> | <u>4-year</u> |
|--------------------|--------------------------|---------------|---------------|---------------|
| 1936-1937 | 9 | 2 | 7 | |
| 1940-1941 | 13 | 1 | 11 | 1 |
| 1944-1945 | 15 | 1 | 13 | 1 |
| 1945-1946 | 11 | 1 | 9 | 1 |

This table should be read as follows: Of the 9 junior high schools offering general business in 1936-1937, 2 were two-year high schools and 7 were three-year high schools.

TABLE XII

NUMBER OF SENIOR HIGH SCHOOLS IN OKLAHOMA OFFERING
GENERAL BUSINESS ACCORDING TO TYPE OF SCHOOL ORGANIZATION

| <u>School Year</u> | <u>Total Schools</u> | <u>3-year</u> | | <u>4-year</u> | | <u>Other</u> | |
|--------------------|--------------------------|---------------|-------------|---------------|-------------|--------------|-------------|
| | | <u>No.</u> | <u>Pct.</u> | <u>No.</u> | <u>Pct.</u> | <u>No.</u> | <u>Pct.</u> |
| 1936-1937 | 5 | | | 5 | 100. | | |
| 1940-1941 | 46 | 7 | 15.4 | 38 | 82.6 | 1 | 2.0 |
| 1944-1945 | 130 | 9 | 6.9 | 120 | 92.3 | 1 | .8 |
| 1945-1946 | 111 | 13 | 11.7 | 98 | 88.3 | | |

This table should be read as follows: Of the 5 senior high schools offering general business in 1936-1937, 5, or 100 per cent, were four-year high schools.

Extent of Offering During Two-Year Period. A study of the status of the extent to which a course is offered based on data collected from any one school year may not give an accurate picture of the number of different schools that offer the course. Since some schools offer certain courses in alternate years, two consecutive years must be studied to obtain the number of different schools that include the course in their curricula. Therefore, for the purposes of this study, data were collected for the school year 1944-1945 and 1945-1946 in order to provide a more complete survey of the present status of the course in general business.

Table XIII shows the number of different junior and senior high schools offering general business during the two-year period, 1944-1945 and 1945-1946. From data presented in this table, it is seen that a total of 81 schools which offered the course in 1944-1945 did not offer it the following year. Likewise, a total of 58 schools offered the course only in 1945-1946. In 64 schools the course was offered both years. A total of 203 different schools, or more than one-fifth of the total approved junior high schools and accredited senior high schools in Oklahoma, offered the course during the two-year period. Of this number, 16 were junior high schools and 187 were senior high schools. Lists of the junior and senior high schools offering general business during 1944-1945 and 1945-1946, showing grade placement and number of students enrolled in the course, are included in the appendix. (See Tables XXXII and XXXIII).

In order to study the geographic distribution of the schools offering general business, maps were prepared with the number of schools indicated for each county.

Chart III shows the distribution by counties of the 16 junior high schools offering general business during the two-year period. These 16

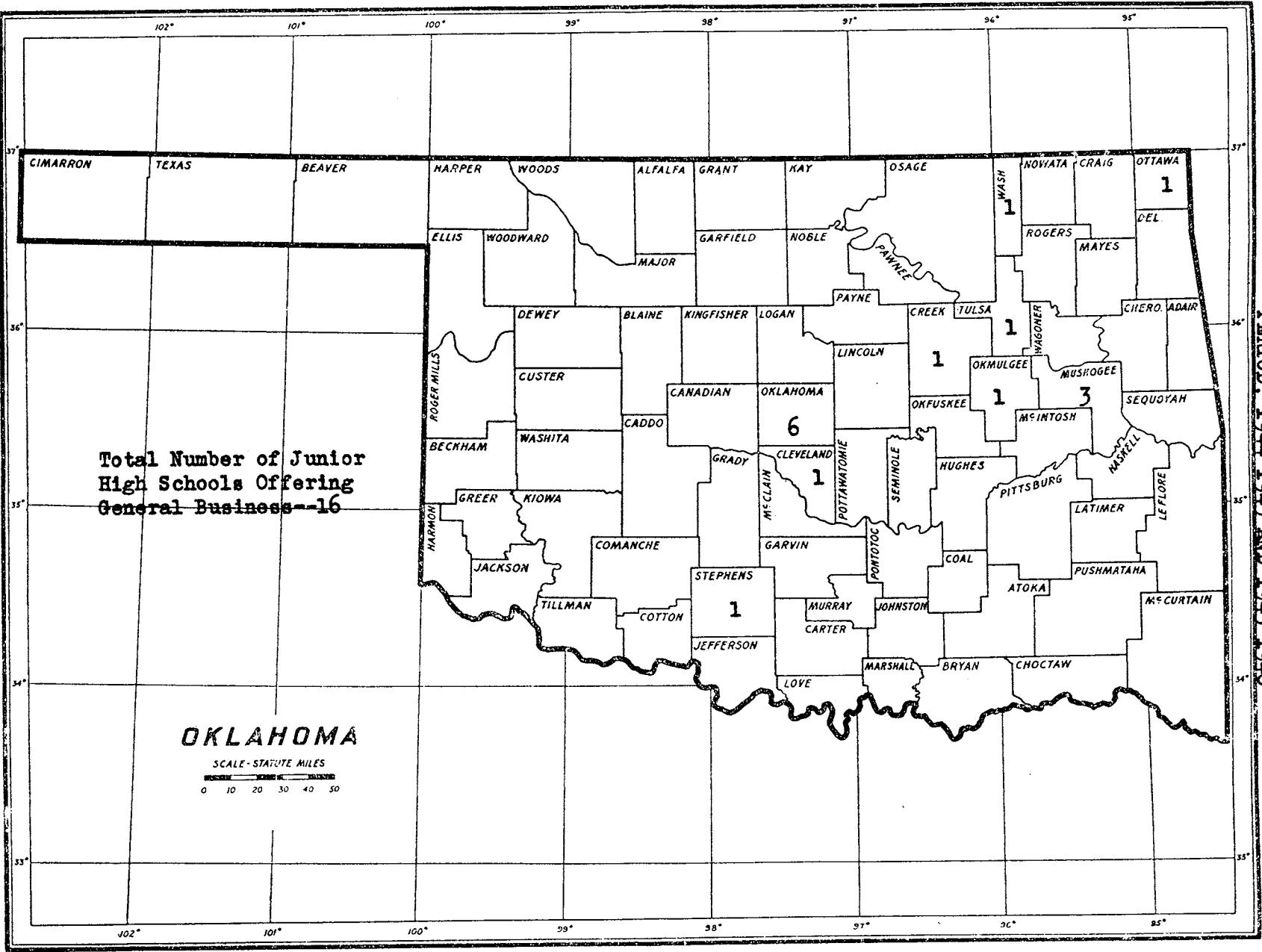
TABLE XIII

NUMBER OF DIFFERENT JUNIOR AND SENIOR HIGH SCHOOLS IN
OKLAHOMA OFFERING GENERAL BUSINESS DURING THE
TWO-YEAR PERIOD 1944-1945 and 1945-1946

| <u>Schools Offering</u> | <u>Total</u> | <u>Junior High School</u> | <u>Senior High School</u> |
|-------------------------|--------------|-------------------------------|-------------------------------|
| 1944-1945 only | 81 | 5 | 76 |
| 1945-1946 only | 58 | 1 | 57 |
| 1944-1945 and 1945-1946 | <u>64</u> | <u>10</u> | <u>54</u> |
| Cumulative Total | 203 | 16 | 187 |

This table should be read as follows: During the two-year period 1944-1945 and 1945-1946, 81 schools offered general business. During the school year 1944-1945, only 5 of these schools were junior high schools, and 76 were senior high schools.

DISTRIBUTION BY COUNTIES OF THE DIFFERENT JUNIOR HIGH SCHOOLS OF OKLAHOMA OFFERING GENERAL BUSINESS DURING THE TWO-YEAR PERIOD, 1944-1945 AND 1945-1946



junior high schools are located in 8 counties; 6 being located in Oklahoma County, 5 of which are in the Oklahoma City school system.

Distribution by counties of the senior high schools offering general business during the two-year period is given in Chart IV. The 187 senior high schools are located in 71 of the 77 counties of Oklahoma, which indicates a wide distribution of schools offering general business. The greatest number of schools for any one county is found in Bryan County, which had a total of 8. Creek County was next with a total of 7. Four counties, Texas, Kingfisher, Muskogee, and McIntosh, each had 5 schools. The remaining counties had 4 or less schools offering general business. No two of the senior high schools offering general business during the two-year period were in the same school system.

Length of Course. The number of junior high schools offering general business is about evenly divided between those offering a one-semester course and those offering a one-year course in the subject. These facts are observed from the data in Table XIV.

During the first year of the period studied, 1936-1937, the length of the course in 4 junior high schools was one semester; in 5 schools, it was one year. Of the 5 senior high schools offering general business, 2 offered a one-semester course and 3 a one-year course. During 1940-1941 and 1944-1945, there was an apparent shift in both the junior and senior high schools toward a one-year course offering. However, by 1945-1946, the last year studied, only 5 of the 11 junior high schools offered a one-year course, while every senior high school offering general business in that year reported a one-year course.

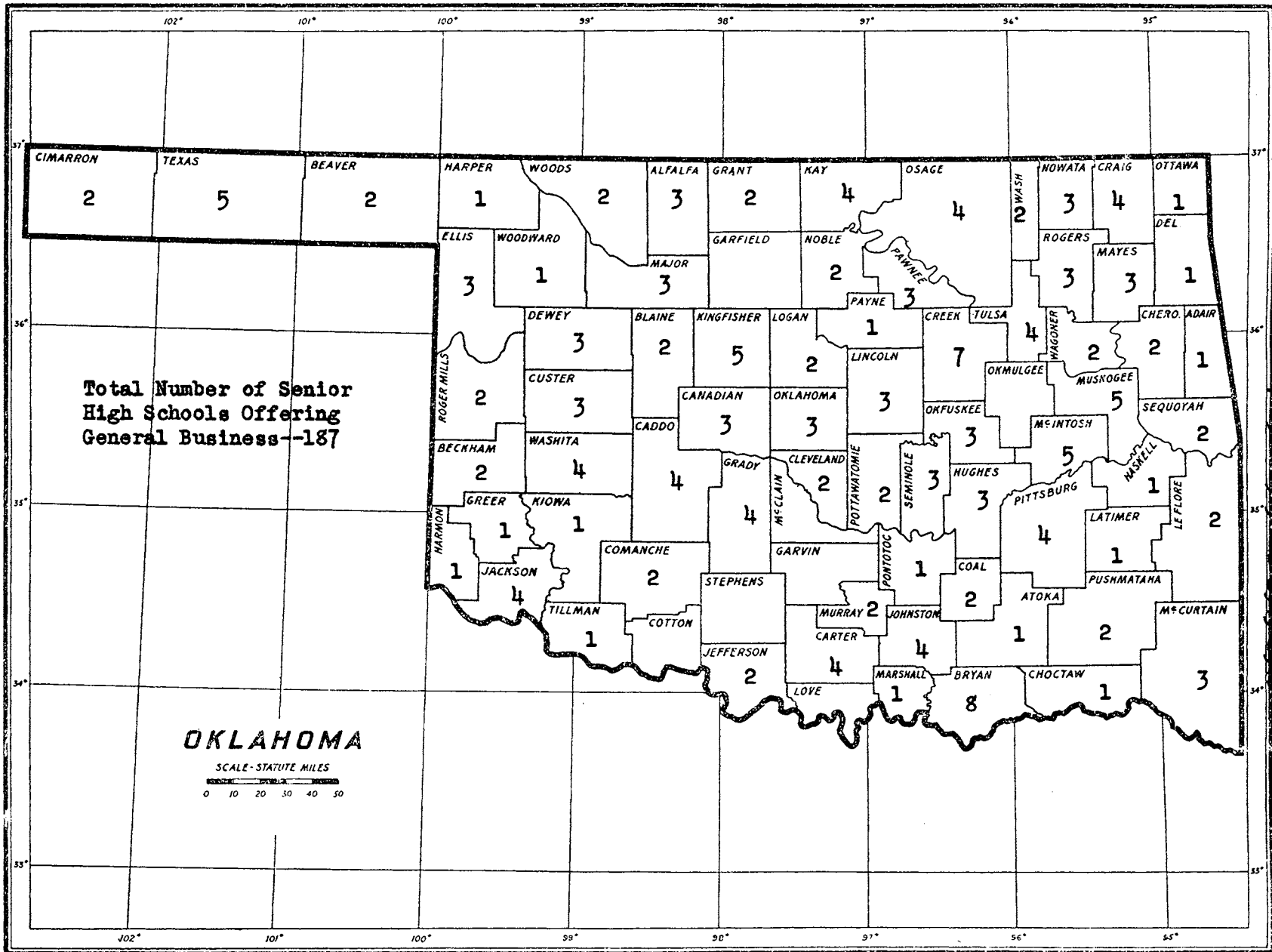
Grade Placement. The data reveal that the course in general business is offered on different grade levels or combinations of grades. As

TABLE XIV

NUMBER OF JUNIOR AND SENIOR HIGH SCHOOLS OFFERING ONE-SEMESTER AND
ONE-YEAR COURSES IN GENERAL BUSINESS

| <u>School Year</u> | <u>Junior High Schools</u> | | | <u>Senior High Schools</u> | | |
|--------------------|----------------------------|-------------------|---------------|----------------------------|-------------------|---------------|
| | <u>Total</u> | <u>1-semester</u> | <u>1-year</u> | <u>Total</u> | <u>1-semester</u> | <u>1-year</u> |
| 1936-1937 | 9 | 4 | 5 | 5 | 2 | 3 |
| 1940-1941 | 13 | 3 | 10 | 46 | 2 | 44 |
| 1944-1945 | 15 | 6 | 9 | 130 | 1 | 129 |
| 1945-1946 | 11 | 6 | 5 | 111 | | 111 |

This table should be read as follows: During the school year 1936-1937, a total of 9 junior high schools offered general business. Of this total, 4 offered a one-semester course and 5 offered a one-year course.



DISTRIBUTION BY COUNTIES OF THE DIFFERENT SENIOR HIGH SCHOOLS
 OF OKLAHOMA OFFERING GENERAL BUSINESS DURING THE TWO-YEAR
 PERIOD 1914-1915 AND 1915-1916

CHART IV

observable from Table XV, the general practice in the junior high schools during the four school years studied was to offer general business in the eighth or ninth, or in a combination of the two grades. Only one school offered the course as a seventh- and eighth-grade subject. This was Picher Junior High School which offered the course in 1940-1941 only. At the beginning of the period studied, 6, or two-thirds, of the junior high schools offered the course as an eighth-grade subject. By 1945-1946, 7 of the 11 schools offering general business placed the course above the eighth-grade level. This seems to indicate a gradual upgrading of the course in junior high schools.

Since the Course of Study in Business Education recommends that general business be offered in the ninth or tenth grade or in a combination of the two, it is logical to expect that the data would show that the course is placed in these two grades in most of the senior high schools. Table XVI discloses that during the four years studied, general business was offered on every grade level and in every possible combination of grade levels in the senior high school. However, during the last three years studied, a majority of the senior high schools offering general business placed the course within grade levels nine and ten. In 1940-1941, 24 schools, or approximately 52 per cent, of the schools offering general business scheduled the subject on these levels. By 1944-1945, the number and per cent of schools following this practice had increased to 97 and 74.6, respectively. By 1945-1946, of 111 schools offering general business, 71, or 64.0 per cent, offered the subject on grade levels nine and ten, as recommended in the state course of study.

Although the general practice is to offer the course on the tenth grade level or below, it is interesting to note that in each of the years

TABLE XV
 NUMBER OF JUNIOR HIGH SCHOOLS IN OKLAHOMA OFFERING
 GENERAL BUSINESS ON INDICATED GRADE LEVELS

| <u>School Year</u> | <u>Total Schools</u> | <u>7 & 8</u> | <u>8</u> | <u>9</u> | <u>8 & 9</u> | <u>10</u> | <u>9 & 10</u> |
|--------------------|--------------------------|------------------|----------|----------|------------------|-----------|-------------------|
| 1936-1937 | 9 | | 6 | 2 | 1 | | |
| 1940-1941 | 13 | 1 | 4 | 5 | 2 | | 1 |
| 1944-1945 | 15 | | 6 | 7 | 1 | 1 | |
| 1945-1946 | 11 | | 4 | 6 | | 1 | |

This table should be read as follows: Of the 9 junior high schools offering general business in 1936-1937, 6 schools offered the course as an eighth-grade subject, 2 schools offered the course as a ninth-grade subject, and 1 offered it as an eighth- and ninth-grade subject.

TABLE XVI

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

| Grade Level | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|----------------|---------|------|---------|------|---------|------|---------|------|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 9 | | | 3 | 6.5 | 2 | 1.5 | 6 | 5.4 |
| 10 | 1 | 20.0 | 18 | 39.1 | 47 | 36.2 | 42 | 37.9 |
| 9 & 10 | | | 3 | 6.5 | 48 | 36.9 | 23 | 20.7 |
| 9, 10 & 11 | | | | | 1 | .8 | 1 | .9 |
| 9, 10, 11 & 12 | | | 1 | 2.4 | 3 | 2.3 | 1 | .9 |
| 10 & 11 | 1 | 20.0 | 5 | 10.8 | 6 | 4.6 | 8 | 7.2 |
| 10, 11 & 12 | 2 | 40.0 | 2 | 4.3 | 8 | 6.2 | 7 | 6.3 |
| 11 | | | | | | | 2 | 1.8 |
| 12 | | | 2 | 4.3 | 2 | 1.5 | 6 | 5.4 |
| 11 & 12 | 1 | 20.0 | 12 | 26.1 | 13 | 10.0 | 14 | 12.6 |
| No Record | | | | | | | 1 | .9 |
| Total | 5 | 100. | 46 | 100. | 130 | 100. | 111 | 100. |

This table should be read as follows: One, or 20 per cent, of the five senior high schools offering general business in 1936-1937 offered the course as a tenth-grade subject.

studied the course was available in many schools to students in the eleventh and twelfth grades. During 1936-1937, 4 out of 5 schools reported the course open to juniors or seniors or to both years. In 1940-1941, 22 of the 46 schools scheduled the course for these students. By 1944-1945, one-fourth, or 33, of the 130 schools permitted enrollment of juniors and seniors in general business. During the last year studied, 1945-1946, 40 of 111 schools offering general business reported the course included the eleventh and twelfth grade levels. During each year studied, the number of schools offering general business exclusively to eleventh- and twelfth-grade students increased. In 1936-1937 there was 1 school, in 1940-1941 there were 14 schools, in 1944-1945 there were 15 schools, and in 1945-1946 there were 20 schools limiting enrollments in general business to juniors and seniors. It should be noted that in 1945-1946 the total number of schools offering general business decreased to 111 while the number of schools limiting enrollments in the course to eleventh- and twelfth-grade students increased to 71. The decided trend toward upgrading general business in senior high schools to the upper two grade levels is not in accordance with the recommendation of the state course of study.

In the last two years studied, 1944-1945 and 1945-1946, approximately one-tenth of the schools each year permitted enrollments in general business from three or more grades, a practice not generally approved by educators.

Table XVII indicates the grade level on which general business is offered in different sizes of senior high schools in Oklahoma. For purposes of analysis in this study, the schools offering general business were arbitrarily separated into three size groups. Schools with total student enrollments of 100 or less students were considered small schools;

TABLE XVII

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

| Grade Level | 1936-37 | | | 1940-41 | | | 1944-45 | | | 1945-46 | | |
|--------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 |
| 9 | | | | 1 | 1 | 1 | | | 2 | | 1 | 5 |
| 10 | 1 | | | 3 | 10 | 5 | 1 | 22 | 24 | 1 | 17 | 24 |
| 9 & 10 | | | | | 2 | 1 | | 8 | 40 | 2 | 6 | 15 |
| 9, 10 & 11 | | | | | | | | | 1 | | 1 | |
| 9,10,11 & 12 | | | | | | 1 | | 1 | 2 | | 1 | |
| 10 & 11 | 1 | | | | 4 | 1 | | 5 | 1 | | 1 | 7 |
| 10, 11 & 12 | 2 | | | 1 | 1 | | 2 | 4 | 2 | 3 | 2 | 2 |
| 11 | | | | | | | | | | | 2 | |
| 12 | | | | | 1 | 1 | | 1 | 1 | | 2 | 4 |
| 11 & 12 | 1 | | | 2 | 3 | 7 | 1 | 4 | 8 | | 4 | 10 |
| No Record | | | | | | | | | | | | 1 |
| Total | 5 | | | 7 | 22 | 17 | 4 | 45 | 81 | 6 | 37 | 68 |

This table should be read as follows: Of the 5 senior high schools offering general business during 1936-1937, 1 school having a total student enrollment over 500 offered the course on the tenth-grade level.

those with total student enrollments in excess of 500 were grouped together as large schools. All schools with enrollments ranging between 101 and 500 were combined into a third group. The number of schools in each of these size groups offering general business on the various grade levels is shown in Table XVII.

An examination of Table XVII reveals that 50.0 per cent or less of the large schools limit enrollments in general business to ninth- and tenth-grade students. The percentages of large schools offering the course either to ninth- or to tenth-grade students, or to students of both years, range from 20 per cent in 1936-1937 to 50 per cent in 1945-1946. A majority of small schools offered the course in the ninth and tenth grades or a combination of these two grades. The number of small schools offering general business on these two grade levels range from 7, or 41.2 per cent of 17 schools offering general business in 1940-1941, to 66, or 81.4 per cent of the 81 schools offering general business in 1944-1945. In schools with student enrollments between 101 and 500, approximately two-thirds of the schools limited enrollments in general business to the ninth and tenth grades during the last three years studied, a practice which accords with the recommendations of the state course of study.

During 1945-1946, 3 of the 6 large schools offering general business report the course open to eleventh- and twelfth-grade students. In this same year, 13 of the 37 schools in the middle group permitted enrollments in general business from the upper two classes of high school. In 8 of these schools, enrollments were limited exclusively to the eleventh- or to the twelfth-grade students, or to both eleventh- and twelfth-grade students.

In the small schools during 1945-1946, 24 of the 68 schools permitted upperclassmen to enroll in general business. In 14 of these 68 schools

general business was offered for only eleventh- and twelfth-grade students.

The number of schools offering general business on the various grade levels is analyzed in Table XVIII by classes of accrediting. There is no uniformity regarding the grade level on which general business is offered in the various schools within any class of accrediting. General business was reported as offered on each grade level in each class of school by at least one or more schools during the years included in this study.

During the school year 1945-1946, of the 21 North Central high schools offering general business, 13 offered it to ninth- and tenth-grade students, 4 schools offered it in the upper two grades, and 3 schools offered the course to sophomores, juniors, and seniors.

During 1945-1946, in 57 of the 86 schools accredited for 16 or more units, general business was offered to freshmen or sophomores, or to freshmen and sophomores only. Of these 57 schools, Table XVIII indicates that 36 listed the course for tenth-grade students only. In the class of schools accredited for 16 or more units, 15 schools limited general business enrollments to juniors or to seniors, or to juniors and seniors. There were 8 schools in this classification which offered general business to tenth- and eleventh-grade students during 1945-1946. This is almost twice as many schools offering the course in the upper grade levels as for any previous year studied.

In schools accredited for less than 16 units, 3 out of 4 schools offered the course in 1945-1946 in the eleventh and twelfth grades.

A distribution of the senior high schools according to type of organization, indicating the various grade levels on which general business is offered, is shown in Table XIX. In both three-year and four-year senior high schools the grade levels on which general business is offered varied

TABLE XVIII

NUMBER OF SENIOR HIGH SCHOOLS IN OKLAHOMA OFFERING GENERAL BUSINESS
ON INDICATED GRADE LEVELS BY CLASSES OF ACCREDITING

| Grade Level | 1936-37 | | | 1940-41 | | | 1944-45 | | | 1945-46 | | |
|----------------|------------------|----------------|----------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|
| | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units |
| 9 | | | | 3 | | | 1 | 1 | | 1 | 5 | |
| 10 | 1 | | | 5 | 13 | | 6 | 41 | | 6 | 36 | |
| 9 & 10 | | | | 1 | 1 | 1 ^a | 3 | 40 | 5 ^a | 6 | 16 | 1 |
| 9, 10 & 11 | | | | | | | | 1 | | 1 | | |
| 9, 10, 11 & 12 | | | | | 1 | | | 2 | 1 | | 1 | |
| 10 & 11 | 1 | | | 2 | 3 | | 1 | 5 | | | 8 | |
| 10, 11 & 12 | 2 | | | 2 | | | 4 | 4 | | 3 | 4 | |
| 11 | | | | | | | | | | 1 | 1 | |
| 12 | | | | | 2 | | | 2 | | 2 | 3 | 1 |
| 11 & 12 | 1 | | | 3 | 7 | 2 | 2 | 10 | 1 | 1 | 11 | 2 |
| No Record | | | | | | | | | | | 1 | |
| Total | 5 | | | 16 | 27 | 3 | 17 | 106 | 7 | 21 | 86 | 4 |

^aIncludes 1 school accredited for 9 or less units.

This table should be read as follows: In 1936-1937, 1 North Central senior high school offered general business in the tenth grade.

from the lowest to the highest grade level included in the school. However, in both the three-year and the four-year high schools, the course is offered most frequently to tenth-grade students. In each type of school organization, there were cases of schools offering general business exclusively to juniors and seniors. During the last two years studied, approximately one-third of the three-year high schools offered general business to students in every grade in the school.

From the data in Table XIX, it is seen that type of organization has little relationship to the grade level on which general business is offered, except for the omission of the ninth grade level in the three-year high schools. Furthermore, it is apparent that many schools are not following the grade placement recommended in the Course of Study in Business Education.

Course Titles. Publications of the State Department of Education have recommended two different course titles to designate the general business course. The Handbook for High School Courses, published in 1940, uses the title, "Everyday Business." The Course of Study in Business Education, published in 1943, refers to the course as "General Business." The data as reported in this study include the exact title of the course as listed on the daily schedule in the applications for accrediting or approval.

In each instance, when a school reported a course in general business as being included in the program of studies, the daily schedule for the school, as it appeared on Page 3 of the application form (See sample in Appendix.) was examined to determine the specific title used by the school. Course titles as reported by the schools are presented in Tables XX to XXIV, inclusive. Nine different course titles were used by junior high schools, and 16 titles were used by senior high schools.

TABLE XIX

NUMBER OF SENIOR HIGH SCHOOLS IN OKLAHOMA OFFERING GENERAL BUSINESS
ON INDICATED GRADE LEVELS ACCORDING TO TYPE OF ORGANIZATION

| Grade Level | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|-------------|---------|--------|---------|----------------|---------|-----------------|---------|--------|
| | 3-year | 4-year | 3-year | 4-year | 3-year | 4-year | 3-year | 4-year |
| 9 | | | | 3 | | 2 | | 6 |
| 10 | | 1 | 4 | 14 | 4 | 43 | 5 | 37 |
| 9-10 | | | | 3 ^a | | 48 ^a | | 23 |
| 9 to 11 | | | | | | 1 | | 1 |
| 9 to 12 | | | | 1 | | 3 | | 1 |
| 10-11 | | 1 | | 5 | 1 | 5 | 1 | 7 |
| 10 to 12 | | 2 | 1 | 1 | 3 | 5 | 4 | 3 |
| 11 | | | | | | | | 2 |
| 12 | | | | 2 | | 2 | | 6 |
| 11-12 | | 1 | 2 | 10 | 1 | 12 | 3 | 11 |
| No Record | — | — | — | — | — | — | — | 1 |
| Total | | 5 | 7 | 39 | 9 | 121 | 13 | 98 |

^aIncludes one two-year senior high school (Grades 9 and 10 only).

This table should be read as follows: During the school year 1936-1937, 1 senior high school with the four-year type of organization offered general business on the tenth-grade level.

Table XX shows that at the beginning of the ten-year period, 1936-1937, 8 of the 9 junior high schools referred to the general business course as "Junior Business Training," and 1 school listed the course as "Elementary Business."

Although more schools offered the course in 1940-1941, only 5 schools retained the title, "Junior Business Training," and 2 used the title, "Junior Business." A greater variety of course titles was used during this year than in any of the years covered in this study.

In 1944-1945, 6 of the 15 junior high schools reported the title, "Junior Business Training." It is noted that 5 of the schools adopted the title, "General Business," which is the title used in the Course of Study in Business Education, published in 1943.

In 1945-1946, an equal number of junior high schools used the titles, "General Business" and "Junior Business Training." Of the total of 11 schools offering the course, 3 schools used the title, "General Business," and 3 schools used the title, "Junior Business Training."

No junior high school, during any of the years studied, employed the course title, "Everyday Business." "Junior Business" was listed as the course title used by 2 schools in 1940-1941, 2 in 1944-1945, and 2 in 1945-1946. "Business," "Introduction to Business," "Intermediate Business," "Business Training," and "Elementary Business" were used only infrequently by junior high schools.

The 16 course titles as used by senior high schools are listed roughly in descending order of frequency in Table XXI. In 1936-1937, no two schools offering general business used the same course title. However, by 1940-1941, 30 of the 46 schools reported the course as "General Business." Only 4 schools referred to the course as "Everyday Business," although

TABLE XX

NUMBER OF OKLAHOMA JUNIOR HIGH SCHOOLS REPORTING VARIOUS TITLES
FOR THE COURSE IN GENERAL BUSINESS

| Course Title | Number of Junior High Schools | | | |
|--------------------------|-------------------------------|-----------|-----------|-----------|
| | 1936-37 | 1940-41 | 1944-45 | 1945-46 |
| Junior Business Training | 8 | 5 | 6 | 3 |
| General Business | | 1 | 5 | 3 |
| Junior Business | | 2 | 2 | 2 |
| Business | | 1 | | 1 |
| Occupations | | | 1 | 1 |
| Introduction to Business | | 1 | 1 | |
| Intermediate Business | | 1 | | 1 |
| Elementary Business | 1 | 1 | | |
| Business Training | | 1 | | |
| Total | 9 | 13 | 15 | 11 |

This table should be read as follows: During 1936-1937, 8 of a total of 9 junior high schools offering general business reported the course title, "Junior Business Training."

TABLE XXI

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

| Course Title | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|--------------------------|----------|-------------|-----------|-------------|------------|-------------|------------|-------------|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| General Business | 1 | 20.0 | 30 | 65.2 | 103 | 79.2 | 93 | 84.8 |
| Everyday Business | | | 4 | 8.7 | 13 | 10.0 | 9 | 8.1 |
| Business Training | 1 | 20.0 | 2 | 4.3 | 2 | 1.5 | 4 | 3.6 |
| Junior Business | | | 1 | 2.2 | 3 | 2.3 | 2 | 1.8 |
| Junior Business Training | | | 3 | 6.5 | 1 | .8 | 1 | .9 |
| Business | | | 1 | 2.2 | 2 | 1.5 | | |
| Business Science | | | 2 | 4.3 | 1 | .8 | | |
| Business Life | | | | | 2 | 1.5 | | |
| Introduction to Bus. | 1 | 20.0 | | | | | 1 | .9 |
| General Business Trg. | | | | | 1 | .8 | 1 | .9 |
| Business Methods | 1 | 20.0 | 1 | 2.2 | | | | |
| Business Principles | 1 | 20.0 | | | | | | |
| Int. Business | | | 1 | 2.2 | | | | |
| Our Business Life | | | 1 | 2.2 | | | | |
| Pre Business | | | | | 1 | .8 | | |
| Beginning Business | | | | | 1 | .8 | | |
| Total | 5 | 100. | 46 | 100. | 130 | 100. | 111 | 100. |

This table should be read as follows: During 1936-1937, 1, or 20 per cent, of the 5 senior high schools offering general business reported the course title, "General Business."

this was the title listed in the Handbook for High School Courses in September, 1940. Other course titles used during 1940-1941, in the order of descending frequency, were "Junior Business Training," "Business Training" and "Business Science." In 1944-1945, 103 of the 130 schools listed the course as "General Business." Of the remaining 27 schools, 13 titled the course "Everyday Business." Only one school listed "Junior Business Training." A wider variety of course titles was found in senior high schools during 1944-1945 than for any other year studied.

Of 111 schools offering the course in 1945-1946, a total of 93, or 84.8 per cent, scheduled the course as "General Business." "Everyday Business" was the title used by 2 schools, and "Junior Business Training," "Introduction to Business," and "General Business Training" were reported by one school each.

During the period studied, there was a steady increase in the percentage of senior high schools using the title, "General Business;" the increase being from 20 per cent in 1936-1937, to 65.2 in 1940-1941, to 79.2 in 1944-1945, to 84.8 per cent in 1945-1946.

Although "Junior Business Training" is the course title most frequently used by junior high schools, the greatest number of senior high schools using this title for any one year was 3 schools in 1940-1941. Only 1 school reported the title in 1944-1945 and 1945-1946.

It is noted that some of the course titles as reported in Table XXI are identical with titles of textbooks for the course. For example, "General Business," "Introduction to Business," and "Our Business Life" are all textbook titles.

Table XXII indicates the course titles used in different size senior high schools. At the beginning of the period, all schools offering general business were large schools with enrollments over 500. However,

TABLE XXII

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

| Course Title | 1936-37 | | | 1940-41 | | | 1944-45 | | | 1945-46 | | |
|---------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 |
| General Business | 1 | | | 2 | 18 | 10 | 2 | 37 | 64 | 4 | 31 | 58 |
| Everyday Business | | | | | 2 | 2 | | 2 | 11 | | 2 | 7 |
| Business Training | 1 | | | 1 | 1 | | 1 | 1 | | 1 | 2 | 1 |
| Junior Business | | | | | | 1 | | 1 | 2 | | 1 | 1 |
| Junior Business Training | | | | 2 | | 1 | 1 | | | | | 1 |
| Business | | | | | | 1 | | | 2 | | | |
| Business Science | | | | | 1 | 1 | | 1 | | | | |
| Business Life | | | | | | | | 1 | 1 | | | |
| Introduction to Business | 1 | | | | | | | | | 1 | | |
| General Business Training | | | | | | | | 1 | | | 1 | |
| Business Methods | 1 | | | 1 | | | | | | | | |
| Business Principles | 1 | | | | | | | | | | | |
| Int. Business | | | | 1 | | | | | | | | |
| Our Business Life | | | | | | 1 | | | | | | |
| Pre Business | | | | | | | | 1 | | | | |
| Beginning Business | | | | | | | | | 1 | | | |
| Total | 5 | | | 7 | 22 | 17 | 4 | 45 | 81 | 6 | 37 | 68 |

This table should be read as follows: During the school year 1936-1937, 1 school having a total enrollment over 500 reported the course title, "General Business."

there was no uniformity in the course titles adopted by them. During each of the last three years studied, in all three sizes of schools there was a variation of course titles. Although there was a trend toward the use of "General Business" as the course title in all three sizes of schools, a variety of titles persists throughout. Even some of the small schools continue to choose subject titles other than the one recommended in the Course of Study in Business Education. However, during the last three years studied, there is less variation in course titles used by the small schools.

In 1940-1941 and in 1944-1945, as observed in Table XXII, the percentage of schools in the middle-size group conforming to the course title suggested by the course of study was greater than the percentage found in either the large or the small schools. In 1945-1946, the percentages of small and middle groups of schools following the course title recommendation were approximately the same.

At no time during the years studied was the course title, "Everyday Business," reported by any of the large schools, although this title ranked second in order of frequency for all schools.

In Table XXIII, the number of senior high schools offering general business is shown according to types of accrediting and course titles used. There was no standardization of course titles in any of the classes of schools, except in 1945-1946 when the 4 schools accredited for less than 16 units reported the title, "General Business."

A comparison of the various course titles used in three-year and four-year senior high schools is presented in Table XXIV. There is no uniformity of course titles in schools having either type of organization. There is less variation of titles used in the three-year schools than in the four-year schools, due probably to the smaller number of schools. The

TABLE XXIII

NUMBER OF SENIOR HIGH SCHOOLS REPORTING VARIOUS COURSE TITLES
ACCORDING TO CLASSES OF ACCREDITING

| Course Title | 1936-37 | | | 1940-41 | | | 1944-45 | | | 1945-46 | | |
|----------------------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|
| | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units |
| General Business | 1 | | | 8 | 20 | 2 | 9 | 90 | 4 | 13 | 76 | 4 |
| Everyday Business | | | | 1 | 3 | | 1 | 11 | 1 | 2 | 7 | |
| Business Training | 1 | | | 2 | | | 1 | 1 | | 2 | 2 | |
| Junior Business | | | | | 1 | | 3 | | | 2 | | |
| Junior Business Trg. Business | | | | 3 | | | 1 | | 1 | | 1 | |
| Business Science | | | | | 1 | | | 1 | | | | |
| Business Life | | | | | 2 | | | 2 | | | | |
| Introduction to Bus. | 1 | | | | | | | | | 1 | | |
| General Business Trg. | | | | | | | | 1 | | | 1 | |
| Business Methods | 1 | | | 1 | | | | | | | | |
| Business Principles | 1 | | | | | | | | | | | |
| Int. Business | | | | 1 | | | | | | | | |
| Our Business Life | | | | | | 1 | | | | | | |
| Pre-Business | | | | | | | | 1 | | | | |
| Beginning Business | | | | | | | | | 1 | | | |
| Total | 5 | | | 16 | 27 | 3 | 15 | 108 | 7 | 20 | 87 | 4 |

This table should be read as follows: During 1936-1937, 1 North Central high school reported the course title, "General Business."

TABLE XXIV

NUMBER OF SENIOR HIGH SCHOOLS REPORTING VARIOUS COURSE TITLES
ACCORDING TO TYPE OF SCHOOL ORGANIZATION

| Course Title | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|-----------------------|---------|------|---------|----------------|---------|-----------------|---------|------|
| | 3-yr | 4-yr | 3-yr | 4-yr | 3-yr | 4-yr | 3-yr | 4-yr |
| General Business | | 1 | 4 | 26 | 8 | 95 ^a | 11 | 82 |
| Everyday Business | | | | 4 | | 13 | | 9 |
| Business Training | | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Junior Business | | | | 1 | | 3 | | 2 |
| Junior Business Trg. | | | | 3 | | 1 | | 1 |
| Business | | | | 1 | | 2 | | |
| Business Science | | | | 2 | | 1 | | |
| Business Life | | | | | | 2 | | |
| Introduction to Bus. | | 1 | | | | | | 1 |
| General Business Trg. | | | | | | 1 | | 1 |
| Business Methods | | 1 | 1 | | | | | |
| Business Principles | | 1 | | | | | | |
| Int. Business | | | 1 | | | | | |
| Our Business Life | | | | 1 ^a | | | | |
| Pre-Business | | | | | | 1 | | |
| Beginning Business | | | | | | 1 | | |
| Total | | 5 | 7 | 39 | 9 | 121 | 13 | 98 |

^aIncludes one two-year high school (Grades 9 & 10 only).

This table should be read as follows: During 1936-1937, 1 senior high school with the four-year type of organization reported the course title, "General Business."

greatest variety of titles reported for three-year schools was in 1940-1941 when 4 different titles were used by the 7 schools reporting the course. These 4 titles were the only ones used by three-year high schools throughout the years studied. No three-year high school reported using "Everyday Business" as a title, although this title ranked second in order of frequency for all schools. During the school year 1945-1946, 11 of the 13 three-year senior high schools offering the course used the title, "General Business." The remaining two schools reported using "Business Training." During this same year, 82 of the 98 four-year schools called the course "General Business," while 9 listed "Everyday Business" as the title. "Business Training," "Junior Business," and "Junior Business Training" were other titles listed less frequently by the four-year senior high schools.

Other Business Subjects Offered by Schools Offering General Business.

In order to determine whether general business is offered by schools with extensive business offerings or whether it is offered more frequently in schools with limited commercial curricula, data concerning other business subjects offered with general business are presented in Tables XXV and XXVI.

The interpretation of what constitutes business subjects varies. The Dictionary of Education lists the business subjects most commonly taught in secondary schools as bookkeeping, shorthand, typing, office practice, junior business training, salesmanship, retailing, advertising, business arithmetic, business English, economic geography, general economics, consumer economics, and business spelling.⁶ For this study, the above list of subjects was accepted, with the exception of economic geography and

⁶ Good, op. cit., p. 55.

general economics. These courses are listed in the social science field in the Annual High School Bulletin under "Subjects Listed for Credit," and therefore are not considered business subjects in this study.⁷

It was found that typing, bookkeeping, and shorthand predominate among the business offerings in schools which schedule general business. In summarizing the data, all other commerce courses reported are grouped under the general heading "Miscellaneous."

Table XXV shows that typing is the only other business subject reported by junior high schools offering general business during each of the years studied. In each year studied, except 1940-1941, more junior high schools offered only general business than offered general business and typing. During 1936-1937, 3 of the 9 schools offering general business offered typing. By 1940-1941, the number of schools offering both typing and general business had increased to 8 of the total of 13 schools offering the course that year. During the last two years studied, one-third or less of the schools offering general business also offered typing.

Table XXVI shows the number and per cent of senior high schools offering other business subjects or business-subject combinations with general business. The most frequently recurring combination of business subjects in schools offering general business for each of the four years studied was typing, shorthand, bookkeeping, and miscellaneous. The next most frequently recurring combination was typing, shorthand, and bookkeeping. Of the 5 schools offering general business in 1936-1937, 3 offered the former combination and two the latter. Although these two combinations predominate the business offerings throughout the years studied,

⁷ Annual High School Bulletin, State Department of Education, June 30, 1945, p. 15.

TABLE XXV
 NUMBER OF JUNIOR HIGH SCHOOLS OFFERING GENERAL BUSINESS
 AND OTHER BUSINESS SUBJECTS

| <u>Business Subjects</u> | <u>1936-37</u> | <u>1940-41</u> | <u>1944-45</u> | <u>1945-46</u> |
|--------------------------|----------------|----------------|----------------|----------------|
| Typing | 3 | 8 | 5 | 3 |
| None | 6 | 5 | 10 | 8 |

This table should be read as follows: During 1936-1937, 3 junior high schools offered general business and typing. During the same year, 6 junior high schools offered general business and no other business subject.

TABLE XXVI

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

| Business Subjects | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|--|----------|-------------|-----------|-------------|------------|-------------|------------|-------------|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| Typing | | | 7 | 15.2 | 14 | 10.8 | 13 | 11.8 |
| Bookkeeping | | | | | | | 2 | 1.8 |
| Typing-Shorthand | | | 2 | 4.3 | 25 | 19.2 | 20 | 18.0 |
| Typing-Bookkeeping | | | 8 | 17.5 | 19 | 14.6 | 14 | 12.6 |
| Typing-Misc. | | | 2 | 4.3 | 3 | 2.3 | 3 | 2.7 |
| Typing-Shorthand- Bookkeeping | 2 | 40.0 | 9 | 19.6 | 28 | 21.7 | 20 | 18.0 |
| Typing-Shorthand- Miscellaneous | | | | | 2 | 1.5 | 8 | 7.2 |
| Typing-Bookkeeping- Miscellaneous | | | | | 2 | 1.5 | 5 | 4.5 |
| Typing-Shorthand- Bookkeeping-Misc. | 3 | 60.0 | 13 | 28.3 | 32 | 24.6 | 23 | 20.7 |
| Miscellaneous | | | 2 | 4.3 | 3 | 2.3 | | |
| None | | | 3 | 6.5 | 2 | 1.5 | 3 | 2.7 |
| Total | 5 | 100. | 46 | 100. | 130 | 100. | 111 | 100. |

This table should be read as follows: During 1936-1937, 2, or 40 per cent, of the senior high schools offering general business also offered typing, shorthand and bookkeeping.

there is a steady decrease in the percentage of schools offering general business and either of these combinations.

Among the schools offering general business and one other business subject, typing is most frequently offered. In 1945-1946, 13 schools, or 11.8 per cent of the 111 schools offering general business, offered only general business and typing. Among the schools reporting general business and two other business subjects, typing and shorthand were offered most often during the last two years studied. The number of those schools offering general business and no other business subject varied as follows: none in 1936-1937, 3 in 1940-1941, 2 in 1944-1945, and 3 in 1945-1946. Schools offering general business are approximately evenly divided between those schools offering more complete business curricula, consisting of general business and at least three additional business subjects, and those schools having a more limited commercial offering.

Subject-Matter Field Preparation of the General Business Teacher.

Although Oklahoma has not set a state minimum requirement of earned credit in specific general business subjects for the general business teacher, the Annual High School Bulletin states with reference to the teacher of the course, "A special certificate is required in the commerce field or social science field with emphasis placed on economics."⁸

The "Application for Junior High School Approval" and the "Application for High School Accrediting" both contain special sections entitled "Subject-Matter Field Preparation." These sections contain space for the following information: name and address of teacher, degree and name of certificate now in force, and the names of first, second, and third

⁸ Ibid., p. 15.

teaching fields with the number of semester hours of earned credit in each field. From this source data concerning the preparation of the general business teacher were compiled and summarized in Tables XXVII to XXXI, inclusive.

For more detailed analysis, those teachers with commerce credit are divided into three groups: those with commerce majors, those with commerce minors, and those with some commerce credit but having less than a minor in the subject-matter field.

In a study of 94 accredited teachers' colleges and normal schools which are members of the National Association of Business Teacher-Training Institutions, Sipe found that requirements for a major and minor varied with individual schools. However, he 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."⁹

In accordance with these findings, those general business teachers with 21 or more semester hours commerce credit were considered to have a commerce major. Those with more than 11 but less than 21 hours were considered to have commerce minors. Those with less than 11 hours credit are assumed to have less than a minor.

In determining the total semester hours of credit earned in commerce by the general business teachers, the exact number of semester hours as reported on the applications for accrediting and approval was used in this study.

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

⁹ 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.

School Bulletin mentions specifically that a social science certificate is acceptable for the general business teacher, those teachers without commerce credit but who have social science teaching fields, as well as other teaching fields, are listed together under one subject-matter field, namely, social science. For those general business teachers having neither commerce nor social science teaching fields, all teaching fields as listed on the application for approval and accrediting were noted and are reported in this study.

From Table XXVII it is seen that less than one-third of the general business teachers in junior high schools in each of the years studied had commerce majors. Of those teachers who had no credit in commerce, more had social science teaching fields than any other. During the last two years studied, 1944-1945 and 1945-1946, a greater variety of teaching fields was reported than during the earlier part of the ten-year period as shown in Table XXVII. However, it should be noted that in 1940-1941, a pre-war year, only 8 of the 15 general business teachers had any commerce credit. It is interesting to note that in 1936-1937 there were as many general business teachers with science teaching fields as there were general business teachers who had any commerce credit. During this year, 1936-1937, there were 3 general business teachers with social science teaching fields, 2 with science teaching fields and 2 with some commerce credit. As late as 1944-1945, there was an equal number, 5, general business teachers with social science and commerce teaching fields. Among the teaching fields listed for junior high school general business teachers for whom no commerce or social science credit was reported, were art, Latin, English, elementary, and physical education.

In the senior high schools, a majority of the general business teachers had commerce majors during each year studied, as disclosed in Table

TABLE XXVII

NUMBER OF GENERAL BUSINESS TEACHERS IN JUNIOR HIGH SCHOOL
WITH INDICATED SUBJECT-MATTER FIELD PREPARATION

| <u>Subject-Matter Field Preparation</u> | <u>1936-37</u> | <u>1940-41</u> | <u>1944-45</u> | <u>1945-46</u> |
|---|----------------|-----------------|-----------------|-----------------|
| Commerce Major | 1 | 5 | 5 | 3 |
| Commerce Minor | 1 | 1 | | 2 |
| Commerce-Less than Minor | | 2 | | |
| Social Science | 3 | 2 | 5 | 1 |
| Science | 2 | | 1 | 1 |
| Mathematics | | 1 | 1 | |
| Mathematics & Science | | | 2 | |
| Physical Education | | | 1 | 1 |
| Elementary | | 1 | | 1 |
| Latin & English | | | 1 | |
| Art | | | | 1 |
| No Record | <u>2</u> | <u>3</u> | <u>1</u> | <u>2</u> |
| Total | 9 | 15 ^a | 17 ^a | 12 ^a |

^aTotal includes two general business teachers in one school.

This table should be read as follows: In 1936-1937, 1 of the 9 junior high school general business teachers had a commerce major.

XXVIII. More than three-fourths of the teachers listed each year had some commerce credit reported. During the years covered in this study, the number of general business teachers having social science teaching fields, but no commerce credit, ranged from 12 to 17. During the first half of the ten-year period, the general business teachers had either commerce credit or social science teaching fields, with the possible exception of one teacher for whom information was not available. However, during 1944-1945, 11 of 130 general business teachers, and in 1945-1946, 12 of 111 general business teachers, or approximately 10 per cent each year, had neither commerce credit nor social science teaching fields. Examples of the teaching fields reported in this group are home economics, mathematics, science, English, Latin, and elementary.

To interpret these findings concerning the subject-matter field preparation of the senior high school general business teacher, the data were further analyzed according to size of school, accrediting status, and organization of the school in which the teacher is employed. These data are presented in Tables XXIX, XXX, and XXXI.

Table XXIX reveals that in each size group for each year studied, with only one exception, the majority of general business teachers had commerce majors. The exception is in the small schools during 1940-1941 when only one-third of the teachers had commerce majors. The general business teachers having social science teaching fields are found only in the small and middle group of schools. The greater number of general business teachers with social science teaching fields was found in schools enrolling less than 100 students. The greatest variation in subject-matter field preparation reported during any of the four years studied was in 1945-1946 when the small schools, enrolling less than 100 students, reported 7 different

TABLE XXVIII

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

| Subject-Matter Field Preparation | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|-------------------------------------|----------|-------------|-----------|-------------|------------|-------------|------------|-------------|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| Commerce Major | 4 | 80.0 | 32 | 69.7 | 72 | 55.4 | 72 | 64.9 |
| Commerce Minor | | | 5 | 10.8 | 20 | 15.4 | 11 | 9.9 |
| Commerce-Less than Minor | | | 2 | 4.3 | 4 | 3.1 | 2 | 1.8 |
| Social Science | | | 7 | 15.2 | 23 | 17.6 | 14 | 12.6 |
| Mathematics | | | | | 5 | 3.8 | 2 | 1.8 |
| Mathematics & English | | | | | | | 1 | .9 |
| English | | | | | 1 | .8 | 4 | 3.6 |
| English & Elementary | | | | | 1 | .8 | 1 | .9 |
| Latin | | | | | 1 | .8 | | |
| Science | | | | | | | 1 | .9 |
| Home Economics | | | | | | | 1 | .9 |
| No Record | 1 | 20.0 | | | 3 | 2.3 | 2 | 1.8 |
| Total | 5 | 100. | 46 | 100. | 130 | 100. | 111 | 100. |

This table should be read as follows: In 1936-1937, 4 of the 5, or 80 per cent of the senior high school general business teachers had commerce majors.

TABLE XXIX

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

| Subject-Matter Field Preparation | 1936-37 | | | 1940-41 | | | 1944-45 | | | 1945-46 | | |
|-------------------------------------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|
| | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 | Over 500 | 101- 500 | 0- 100 |
| Commerce Major | 4 | | | 6 | 20 | 6 | 4 | 25 | 43 | 5 | 25 | 42 |
| Commerce Minor | | | | | 1 | 4 | | 4 | 16 | | 2 | 9 |
| Commerce-Less than Minor | | | | 1 | | 1 | | | 4 | | | 2 |
| Social Science | | | | | 1 | 6 | | 8 | 15 | | 6 | 8 |
| Mathematics | | | | | | | | 3 | 2 | | 1 | 1 |
| Mathematics and English | | | | | | | | | | | | 1 |
| English | | | | | | | | 1 | | 1 | 2 | 1 |
| English and Elementary | | | | | | | | 1 | | | | 1 |
| Latin | | | | | | | | 1 | | | | |
| Science | | | | | | | | | | | | 1 |
| Home Economics | | | | | | | | | | | | 1 |
| No Record | <u>1</u> | — | — | — | — | — | — | <u>2</u> | <u>1</u> | — | <u>1</u> | <u>1</u> |
| Total | 5 | | | 7 | 22 | 17 | 4 | 45 | 81 | 6 | 37 | 68 |

This table should be read as follows: In 1936-1937, 4 of the 5 general business teachers in schools with total student enrollments over 500 had commerce majors.

teaching fields exclusive of commerce. The fields reported for the teachers in these small schools were home economics, science, English, elementary, mathematics, social science, or combinations of these subjects. In only one case throughout the period studied did schools enrolling more than 500 students report a teacher with no commerce credit teaching general business.

An examination of Table XXX shows that even in the North Central high schools cases were reported of general business teachers with neither commerce credit nor social science teaching fields. The greatest variation, however, was in the class of schools accredited for 16 or more units. All teachers in schools accredited for less than 16 units had either some commerce credit or else had a social science or a mathematics teaching field. In this group during 1945-1946, all general business teachers had either commerce majors or minors. The majority of general business teachers with social science teaching fields and without commerce credit were found in the schools accredited for 16 units or above. During each of the last three years studied, however, there were teachers in North Central high schools who had no commerce credit, but who had social science teaching fields.

In each class of accrediting, senior high schools have employed general business teachers who have neither social science nor commerce teaching fields. This practice does not conform to the standards of subject-matter field preparation of the general business teacher as recommended by the State Department of Education. The greatest variation has been in the group of schools accredited for 16 or more units.

Table XXXI shows that there is little difference between the subject-matter field preparation of the general business teacher in three- and

TABLE XXX

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

| Subject-Matter Field Preparation | 1936-37 | | | 1940-41 | | | 1944-45 | | | 1945-46 | | |
|--|------------------|----------------|----------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|------------------|----------------|----------------------|
| | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units | North Central | 16 or Above | Below 16 Units |
| Commerce Major | 4 | | | 13 | 18 | 1 | 11 | 60 | 1 | 14 | 56 | 2 |
| Commerce Minor | | | | | 4 | 1 | | 19 | 1 | | 9 | 2 |
| Commerce-Less than Minor | | | | 1 | 1 | | | 3 | 1 | | 2 | |
| Social Science | | | | 2 | 4 | 1 | 3 | 18 | 2 | 2 | 12 | |
| Mathematics | | | | | | | 1 | 2 | 2 | 1 | 1 | |
| Mathematics and English | | | | | | | | | | | 1 | |
| English | | | | | | | | 1 | | 2 | 2 | |
| English and Elementary | | | | | | | 1 | | | | 1 | |
| Latin | | | | | | | 1 | | | | | |
| Science | | | | | | | | | | | 1 | |
| Home Economics | | | | | | | | | | | 1 | |
| No Record | 1 | | | | | | | 3 | | 1 | 1 | |
| Total | 5 | | | 16 | 27 | 3 | 17 | 106 | 7 | 20 | 87 | 4 |

This table should be read as follows: In 1936-1937, 4 of the 5 general business teachers in the North Central schools had commerce majors.

TABLE XXXI

NUMBER OF SENIOR HIGH SCHOOL GENERAL BUSINESS TEACHERS WITH INDICATED SUBJECT-MATTER FIELD PREPARATION ACCORDING TO TYPE OF SCHOOL ORGANIZATION

| Subject-Matter Field Preparation | 1936-37 | | 1940-41 | | 1944-45 | | 1945-46 | |
|--|---------|--------|---------|----------------|---------|----------------|---------|--------|
| | 3-year | 4-year | 3-year | 4-year | 3-year | 4-year | 3-year | 4-year |
| Commerce Major | | 4 | 6 | 26 | 4 | 68 | 9 | 63 |
| Commerce Minor | | | | 5 | | 20 | | 11 |
| Commerce-Less than Minor | | | 1 | 1 ^a | | 4 | | 2 |
| Social Science | | | | 7 | 2 | 21 | 2 | 12 |
| Mathematics | | | | | 1 | 4 ^a | | 2 |
| Mathematics and English | | | | | | | | 1 |
| English | | | | | 1 | | 2 | 2 |
| English and Elementary | | | | | | 1 | | 1 |
| Latin | | | | | 1 | | | |
| Science | | | | | | | | 1 |
| Home Economics | | | | | | | | 1 |
| No Record | | 1 | | | | 3 | | 2 |
| Total | | 5 | 7 | 39 | 9 | 121 | 13 | 98 |

^aIncludes one two-year high school (Grades 9 & 10 only).

This table should be read as follows: During 1936-1937, 4 general business teachers, employed in senior high schools with four-year type of organization, had commerce majors.

in four-year senior high schools. For each of the years studied, a majority of the general business teachers in both three- and four-year senior high schools had teaching fields in either commerce or social science. However, in the school years, 1944-1945 and 1945-1946, both three- and four-year schools employed teachers who had neither commerce credit nor social science teaching fields.

The subject-matter field preparation of the general business teacher in the junior and senior high schools varies, although a majority of the teachers have commerce credit or social science teaching fields as recommended by the State Department of Education. During 1944-1945 and 1945-1946, an increasing variation of subject-matter field preparation of the general business teachers is evident. The variation is found in senior high schools, regardless of size of school, class of accrediting, or type of organization.

CHAPTER IV

SUMMARY OF FINDINGS AND CONCLUSIONS

The purpose of this study, as set forth in Chapter I, is to determine the present status of the course in general business in Oklahoma junior and senior high schools and to present facts for selected years during the past decade, 1936 to 1946, to reveal current practices and trends.

From the official records on file in the State Department of Education, data were collected concerning certain aspects of the general business course as offered in the schools of Oklahoma during the school years 1936-1937, 1940-1941, 1944-1945, and 1945-1946.

In the preceding chapter these data were given in tabular form and the findings were presented and analyzed. The most significant findings and conclusions reached from the study of the findings are presented in this chapter. A summary of the more important findings follows:

1. 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. In 1936-1937 only 1.4 per cent of the total schools of Oklahoma offered general business; this percentage increased to 15.1 in 1944-1945.

2. The schools offering general business included both junior and senior high schools. The number of both junior and senior high schools offering general business shows an increase during the ten-year period. The number of junior high schools offering the course grew from 9 in 1936-1937 to a maximum of 15 schools in 1944-1945. However, the increase in the number of senior high schools offering general business was greater than the increase in the number of junior high schools offering general

business. This fact is evident from data indicating that the number of senior high schools offering general business increased from 5 in 1936-1937 to a maximum of 130, or 15 per cent of a total of 849 senior high schools in Oklahoma, in 1944-1945.

3. 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 larger increase in the percentage of enrollment in junior high schools over the increase in enrollment in senior high schools was due to the great increase in senior high school enrollments in the course.

4. The majority of the junior high schools offering general business for each of the selected years were the large schools, while among the senior high schools offering general business the majority were small schools with enrollments under 200, except in 1936-1937 when only large schools with enrollments over 500 offered the subject. Small schools with total student enrollments less than 200 accounted for 92, or 82.9 per cent, of the number of senior high schools offering general business in 1945-1946.

5. In 1936-1937, all senior high schools offering general business were high schools which were members of the North Central Association of Colleges and Secondary Schools. However, in 1944-1945, a total of 17, or 13.7 per cent, of the 124 North Central schools were offering general business, while 106, or 17.3 per cent of the 614 schools accredited for

16 or more units were offering the course. These data reveal that a greater percentage of those schools accredited for specific subjects offer general business than of North Central schools. In 1945-1946, at the close of the ten-year period, approximately three-fourths of the senior high school enrollment in general business was in schools accredited for 16 or more units but which were not North Central schools.

6. 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.

7. The number of junior high schools offering general business is about evenly divided between schools scheduling a one-semester course and schools offering a one-year course in the subject. Every senior high school offering general business during 1945-1946 reported the subject as a one-year course. There was an apparent trend toward a one-year course in both junior and senior high schools.

8. The course in general business was offered on all grade levels and combinations of grade levels. The general practice in the junior high schools was to offer general business in the eighth or ninth grade, or in a combination of the two grades. However, a gradual upgrading of the course in junior high schools was indicated. 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 every possible combination of grade levels. In each of the years studied, the course was available in many schools to students in the eleventh and twelfth grades. During each

year studied the number of schools offering general business exclusively to eleventh- and twelfth-grade students increased. In 1945-1946, 20 of the total of 111 schools limited enrollments in general business to juniors and seniors. In the last two years studied, one-tenth of the senior high schools permitted enrollments in general business from three or more grades.

9. 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. Although "Junior Business Training" was the course title most frequently used by junior high schools, "General Business" was the most frequently used in senior high schools. During the period studied, there was a steady increase in the percentage of senior high schools using the title "General Business." This percentage increased from 20 per cent in 1936-1937, to 65.2 per cent in 1940-1941, to 79.2 per cent in 1944-1945, to a maximum of 84.8 per cent in 1945-1946.

The title "Everyday Business" ranked second in order of frequency for senior high schools for each of the selected years from 1940-1941 to 1945-1946.

A variety of course titles persists without respect to the size of school, the type of organization, or the class of accrediting.

10. Typing was the only other business subject offered by junior high schools offering general business during each of the years studied. During the last two years studied, one-third or less of the schools offering general business also offered typing.

11. In senior high schools offering general business and only one other business subject, typing was the most frequently offered. Of the schools offering general business and two other business subjects, typing

and shorthand were most frequently offered during 1944-1945 and 1945-1946. Schools offering general business were approximately evenly divided between those schools offering more complete business curricula, consisting of general business and at least three additional business subjects, and those schools having a more limited commercial offering.

12. Less than one-third of the general business teachers in the junior high schools in each of the years studied had commerce majors. Of those teachers who had no credit in commerce, more teachers were reported as having social science teaching fields than any other teaching field.

13. 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, the senior high school general business teacher 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. Examples of the teaching fields reported for these teachers were home economics, mathematics, science, English, Latin, and elementary.

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

There has been a marked expansion in the offerings and registrations in general business throughout the schools of Oklahoma during the past ten years; the focal point of this growth has been in the senior high schools. This may be attributed in some measure to the publication and distribution in 1943 of the State Course of Study in Business Education

by the State Department of Education.

The rapid expansion in offering and registration in general business is evidence that there is a trend toward wider introduction of this subject. However, ample opportunity remains for further growth, inasmuch as four-fifths of the schools of Oklahoma have not offered general business during the past two years.

The development of general business in Oklahoma is characterized by variations in practices with regard to many phases of the course as offered in individual schools. The widest variation seems to be in grade placement as illustrated by the fact that the course was found to be offered on every grade level and on every possible combination of grade levels included in the junior and senior high schools. It may be that the variation in grade placement of general business is justified by the objectives of the course as taught in individual schools. Therefore, until detailed study of the objectives and content of individual courses is made, no specific conclusions can be reached concerning the dangers of offering the same course on various grade levels.

Lack of standardization is also apparent in the subject-matter field preparation of the general business teacher, especially during the last two years. This may be due, in part, to the limited supply of teachers during the war. However, such variation between the subject-matter preparation of general business teachers as now exists invites consideration of the establishment of more definite standards of teacher preparation.

Although numerous titles for the general business course exist, there is an obvious trend toward standardization on the title "General Business."

A more obvious trend toward uniformity is evident in the length of

the general business course in Oklahoma senior high schools where, almost without exception, one-year courses prevail.

A business curriculum, consisting of two or less commercial subjects in addition to general business, was found almost as often as a business curriculum of three or more business subjects in combination with general business. Therefore, it may be concluded that general business is being introduced as extensively in schools with more limited business offerings as in schools with a more complete business program. However, the course is rarely offered in senior high schools offering no other business subjects.

The course most often taught as junior business training ten years ago in the junior high school in Oklahoma has been upgraded to the senior high school where it is becoming established as a part of the business curriculum under the title "General Business."

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A P P E N D I X

DATA SHEET

Name of School _____ HS JrHS

Location _____

County _____

| | 1945-46 | 1944-45 | 1940-41 | 1936-37 |
|-------------------------------|---------|---------|---------|---------|
| 1. taught | | | | |
| 2. 1 sem. or 1 yr. | | | | |
| 3. no. enrolled in course | | | | |
| 4. gr. level offered | | | | |
| 5. title of course | | | | |
| 6. other com. taught | | | | |
| 7. type of accrediting | | | | |
| 8. no. units accredited | | | | |
| 9. tchg. field of tchr. | | | | |
| 10. hrs. of com. work | | | | |
| 11. no. enrolled in school | | | | |
| 12. no. enrolled in gr. level | | | | |

nty..... Dist. No..... School..... Post Office.....

APPLICATION FOR JUNIOR HIGH SCHOOL APPROVAL 194... , 194...

STATE OF OKLAHOMA

DEPARTMENT OF EDUCATION

White

Copy for State
Department of Education

DIVISION OF HIGH SCHOOL INSPECTION

Colored

This application is to be filed with the State High School Inspectors, State Capitol, Oklahoma City, Oklahoma, prior to
November 1. A copy is to be kept on file in the office of the local superintendent. Please Use Typewriter

JUNIOR HIGH SCHOOL STANDARDS

GENERAL INFORMATION

- 1. Type of organization (6-3-3, etc.)..... Grades included in Jr. H. S.....
Grades in building with Jr. H. S.....
2. Indicate Jr. H. S. classification desired: Class A Segregated..... Class A Combined..... Class B.....
3. Does your school meet all standards?..... If not, which does it fail to satisfy?.....

FACULTY

- 4. Total No. of Jr. H. S. Teachers (a) Full-time..... (b) Part-time..... Sum of a and b.....
Full-time equivalency
- 5. Number of Jr. H. S. teachers not now having at least 12 semester, or 18 term hours, in special professional training
for junior high school work.....
- 6. How many Jr. H. S. teachers now have degrees?.....
- 7. Are certificates on file in the principal's office for all of the Jr. H. S. teachers?.....

TEACHING LOAD (Do not count one activity period)

- 8. No. teachers teaching less than 251 minutes per day..... more than 250 and less than 301.....
more than 300.....
- 9. No. teachers teaching daily: Less than 150 pupil periods..... 151-175..... 176-200.....
more than 200.....
- 10. No. teachers teaching daily: Less than 4 periods..... 4 periods..... 5 periods.....
6 periods..... more than 6.....

II. BUILDINGS

- 11. No. buildings used exclusively by Jr. H. S..... In part..... Are all buildings on same
site?
- 12. Is there a gymnasium?..... Are laboratories provided for Ind. Arts..... Homemaking.....
General Science.....

LIBRARY

- 13. Amount set aside in current budget for library books..... No. usable books in Jr. H. S. library.....
- 14. No. librarians: Full-time..... Part-time..... Pupil..... Teacher..... Other adults.....
- 15. Is library catalogued according to Dewey Decimal System?..... Are library books recorded in accession book?.....
- 16. Does library have regular charging system showing by whom and when books are charged?..... Returned?.....

I. PROGRAM OF STUDIES

- 17. No. years work required in: English..... Social Studies..... Mathematics..... Gen. Science.....
Geog..... Agri..... Homemaking..... Ind. Arts..... Physical and Health education for all pupils.....
- 18. Min. per wk. devoted to each class in 9th grade: Gen. Sci..... Homemaking..... Ind. Arts..... Academic sub.....
- 19. No. hours in library instruction required of each pupil..... In what grade..... Separate class.....
- 20. No. weeks devoted to exploratory courses in: 7th grade..... 8th grade..... 9th grade..... List fields in
which exploratory courses are offered.....

II. ACTIVITY PROGRAM

- 21. Check activities sponsored by Jr. H. S.: Homeroom..... Assembly..... Clubs..... Student control..... Guidance.....
Check persons responsible for guidance: Homeroom teacher..... Prin..... Supt..... Special guidance counsellor.....
Write in other persons engaged in guidance activities.....

III. ADMISSION

- 22. No. pupils of each age admitted to grade 7: Under 10 years..... 10 yrs..... 11.....
12..... 13..... 14..... 15..... No. admitted because of overageness..... Age of youngest
pupil so admitted.....

IV. PROMOTION

- 23. No. pupils promoted from 9th to 10th grade because of overageness..... Are pupils promoted by grades?.....

.....JUNIOR-SENIOR HIGH SCHOOL PROGRAM*

(Write in name of school; cross out Junior or Senior whichever is not applicable)

Indicate half-unit subjects for both semesters. Do not attach copy of printed program. In large schools, use additional blanks furnished by department.

| Teachers | I Period Time to..... | No. in class | II Period Time to..... | No. in class | III Period Time to..... | No. in class | IV Period Time to..... | No. in class | V Period Time to..... | No. in class | VI Period Time to..... | No. in class | VII Period Time to..... | No. in class | VIII Period Time to..... | No. in class | Total enroll- ment in all classes |
|----------|-----------------------------|--------------|------------------------------|--------------|-------------------------------|--------------|------------------------------|--------------|-----------------------------|--------------|------------------------------|--------------|-------------------------------|--------------|--------------------------------|--------------|---|
| | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | |
| | | | | | | | | | | | | | | | | | |

Sizes of Classes or Sections

| Number of pupils in class | 1 to 5 | 6 to 10 | 11 to 15 | 16 to 20 | 21 to 25 | 26 to 30 | 31 to 35 | Over 35 | Total Number of classes |
|---------------------------|--------|---------|----------|----------|----------|----------|----------|---------|-------------------------|
| Number of classes | | | | | | | | | |

*Indicate extra-curricular activities for each teacher.

JUNIOR
APPLICATION FOR HIGH SCHOOL ACCREDITING, 1945-1946

PART III SUBJECT-MATTER FIELD PREPARATION

White.....

Colored.....

This report is for all individuals who teach in high school and in the elementary grades of this school system. North
tral schools need report only their high school teachers. It is a part of and must be sent in with the annual application
high school accrediting to the State High School Inspection Division, State Capitol, Oklahoma City, Oklahoma, prior to
ember 1.

| TEACHERS NAME AND ADDRESS [Note: Indicate All New Teachers With an Asterisk (*)] | Degree and Name of Certificate Now in Force | Annual Salary | HIGH SCHOOL FIELDS TAUGHT THIS YEAR | | | | | | Elementary Grades Taught 1 to 8 |
|--|--|------------------|-------------------------------------|-------------------------------|------------------------------|-------------------------------|------------------------------|-------------------------------|--|
| | | | FIRST FIELD | | SECOND FIELD | | THIRD FIELD | | |
| | | | Name of Teaching Field | Semester Hours in Field | Name of Teaching Field | Semester Hours in Field | Name of Teaching Field | Semester Hours in Field | |
| a | b | c | d | e | f | g | h | i | j |
| Example: Susie Mae Smith 100 East 20th St. Oklahoma City, Okla. | A. B. | \$990 | Gen. Sci. | Chem. 8 | Soc. Sci. | Eco. 4 | Math. | 12 | Grades 1 to 3 |
| | Soc. Sci. | | | Phys. 4 | | Soc. 4 | | | |
| | Gen. Sci. | | | Blol. 4 | | Gov. 4 | | | |
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TE—Teachers of General Science should list all semester hours in Chemistry, Biology and Physics separately. Teachers of Social Studies, should list all semester hours in Government, Economics and Sociology separately. Do not list the above with History.

Indicate half-unit subjects for both semesters. Do not attach copy of printed program. In large schools, use additional blanks furnished by department.

| Teachers | I Period Time to | No. in class | II Period Time to | No. in class | III Period Time to | No. in class | IV Period Time to | No. in class | V Period Time to | No. in class | VI Period Time to | No. in class | VII Period Time to | No. in class | VIII Period Time to | No. in class | Total enrollment in all classes |
|----------|------------------------|--------------|-------------------------|--------------|--------------------------|--------------|-------------------------|--------------|------------------------|--------------|-------------------------|--------------|--------------------------|--------------|---------------------------|--------------|---------------------------------|
| | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | |
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Sizes of Classes or Sections

| Number of pupils in class | 1 to 5 | 6 to 10 | 11 to 15 | 16 to 20 | 21 to 25 | 26 to 30 | 31 to 35 | Over 35 | Total Number of classes |
|---------------------------|--------|---------|----------|----------|----------|----------|----------|---------|-------------------------|
| Number of classes | | | | | | | | | |

*Indicate extra-curricular activities for each teacher.

PROGRAM OF STUDIES

| Subject 1 | Seventh Grade | | | | Eighth Grade | | | | Ninth Grade | | | |
|-------------------|-----------------------|----------------------|------------------------|------------------------|-----------------------|----------------------|------------------------|------------------------|------------------------|-----------------------|-------------------------|-------------------------|
| | Minutes per Week 2 | Number of Weeks 3 | Re-quired (Check) 4 | Elec-tive (Check) 5 | Minutes per Week 6 | Number of Weeks 7 | Re-quired (Check) 8 | Elec-tive (Check) 9 | Minutes per Week 10 | Number of Weeks 11 | Re-quired (Check) 12 | Elec-tive (Check) 13 |
| Literature | | | | | | | | | | | | |
| Gram. and Comp. | | | | | | | | | | | | |
| Spelling | | | | | | | | | | | | |
| Penmanship | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| General Science | | | | | | | | | | | | |
| Geography | | | | | | | | | | | | |
| Agriculture | | | | | | | | | | | | |
| Homemaking | | | | | | | | | | | | |
| Gen. Shop | | | | | | | | | | | | |
| Woodwork | | | | | | | | | | | | |
| Other Ind. Arts | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Shorthand | | | | | | | | | | | | |
| Typewriting | | | | | | | | | | | | |
| Bookkeeping | | | | | | | | | | | | |
| Jr. Business Tr. | | | | | | | | | | | | |
| World History | | | | | | | | | | | | |
| U. S. History | | | | | | | | | | | | |
| Oklahoma History | | | | | | | | | | | | |
| Community Civics | | | | | | | | | | | | |
| Vocational Civics | | | | | | | | | | | | |
| Physical Educ. | | | | | | | | | | | | |
| Latin | | | | | | | | | | | | |
| French | | | | | | | | | | | | |
| Spanish | | | | | | | | | | | | |
| Music | | | | | | | | | | | | |
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| 14. Pupil Enrollment | | | | | | | 15. Laboratory | | | |
|----------------------|----------------------------------|-----------------|------------------------|------------------------|-----------------------|------------------------------------|----------------|-----------------------------------|----------------------------------|--|
| Grade | At Close of First Month This Yr. | Total Last Year | No. Promoted Last Year | No. Retained Last Year | No. Dropped Last Year | Average Daily Attendance Last Year | Subject | Cost of Apparatus Added this Year | Cost of Supplies Added this Year | Cost of Equipment and Supplies Now Available |
| 7 | | | | | | | Agriculture | | | |
| 8 | | | | | | | Gen. Sci. | | | |
| 9 | | | | | | | Geography | | | |
| Total | | | | | | | Home Ec. | | | |
| 10 | | | | | | | Ind. Arts | | | |
| 11 | | | | | | | Drawing | | | |
| 12 | | | | | | | Commercial | | | |
| Total | | | | | | | | | | |

CERTIFICATE OF ACCURACY

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

Please sign here

Superintendent or Principal

Class for which school was approved last year.....

Do not write in following spaces.

Inspected by..... Date.....

Action taken by Board of High School Inspectors

Date..... Approved for.....

Comment

y..... Dist. No..... School..... Post Office.....

APPLICATION FOR HIGH SCHOOL ACCREDITING, 1945-1946

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION
PART I. GENERAL INFORMATION
DIVISION OF HIGH SCHOOL INSPECTION

White.....
Colored.....

Copy for
Department of Education

This application is to be filed with the State High School Inspection Division, State Capitol, Oklahoma City, Oklahoma, prior to **November 1**. A copy is to be kept on file in the office of the local superintendent. **Please Use Typewriter.**

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

Superintendent..... Principal

Member of Board..... Scholastic Enumeration, 1945..... 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 1944-1945.

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

| PUPIL ENROLLMENT | | | | | | | | | | 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 | | Average daily attendance last year (Not %) | | 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..... | | |
| | B | G | B | G | B | G | B | G | B | G | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | |
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| 11 | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | |

Graduates (last year) High School: Boys..... Girls..... Total.....

- No. High School pupils carrying for graduation credit
- a. Fewer than four units
 - b. Four units
 - c. More than 4 but less than 5 units.....
 - d. Five units
 - e. More than five units
 - f. Total High School enrollment.....
- No. Units required for graduation
- a. By local school
 - b. In college entrance units only.....
 - c. In English
 - d. In Mathematics
 - e. In American history
 - f. In laboratory science
 - g. In
 - h. In
 - i. In
- No. High School teachers teaching daily
- a. Fewer than four classes.....
 - b. Four classes
 - c. Five classes
 - d. Six classes
 - e. More than six classes.....
 - f. Total No. High School teachers.....

- 25. No. High School teachers teaching daily
 - a. Fewer than 141 pupils.....
 - b. 141-150 pupils
 - c. 151-160 pupils
 - d. More than 160 pupils.....
 - e. Total No. High School teachers.....
- 26. No. Elementary teachers having an Average Daily Attendance of
 - a. Fewer than 30 pupils
 - b. 30-39 pupils
 - c. More than 39 pupils
 - d. Total No. Elementary teachers.....
- 27. Check activities sponsored by school
 - a. Do you have a moving picture machine.....
Size film used, 16 mm..... 35 mm.....
 - b. What defense project is your school sponsoring
 - c. Club
 - d. Newspaper
 - e. Handbook
 - f. Student participation in government
- 28. Does school provide for
 - a. Guidance
 - b. Library instruction
 - c. Physical and Health Education.....

PROGRESS REPORT

| LIBRARY (Use invoices) | | | | 29. LABORATORIES (Use invoices) | | | 30. Below briefly state in manner in which you have carried out recommendations made by the inspector when your school was last visited. |
|-------------------------|-------------------------------------|-----------------------|--------------------------|---------------------------------|--|---------------------------------|--|
| Department | No. volumes added since last report | Cost of volumes added | Total No. usable volumes | Subject and department | Cost of Equip. added since last report | Cost of equipment now available | |
| English fiction | | | | General Agriculture | | | |
| English non-fiction | | | | Biology | | | |
| European History | | | | Botany | | | |
| American History | | | | Zoology | | | |
| Inter social studies | | | | Chemistry | | | |
| Science | | | | General Science | | | |
| National Agriculture | | | | Physics | | | |
| Home Economics | | | | Physiology | | | |
| Atlases | | | | Geography | | | |
| Cyclopedias | | | | Voc. Agri. | | | |
| Other general books | | | | Home Econ. | | | |
| Library books or grades | | | | Ind. Arts | | | |
| | | | | Drawing | | | |
| | | | | Commerce | | | |
| TOTAL | | | | Music | | | |

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

APPLICATION FOR HIGH SCHOOL ACCREDITING, 1945-1946

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 well as in the high school. This year we are especially concerned with a cooperative program of improvement of the instruction in elementary grades. 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, 1945.

- Are all bulletins and courses of study pertaining to instruction made available to all elementary teachers?.....
- Is there evidence that courses of study are being used?.....
- Do all teachers have access to Bulletin 1945-3, OKLAHOMA SCHOOLS MOVE FORWARD,; and Elementary School Bulletin 118-Q, 1945?
- 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 develop some work on the unit plan as outlined in the State Courses of Study Bulletins Nos. 5, 6, 7 and 43-C-7, and as suggested on Page 71 of Bulletin No. 1945-3?
- Do the teachers give special emphasis to the mastery of study skills as illustrated in Bulletin 118-Q and State Courses of Study Bulletins?
- 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-Q, "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?.....
- Do the pupils and teachers cooperate with defense agencies?

The Elementary School Library:

NOTE: The invoice and analysis of the library below should be carefully made with the assistance of the teachers and pupils in order that they may become acquainted with its contents and classifications. The library should be balanced as set out in the Elementary School Bulletin No. 118-Q.

Present enrollment by grades
 Sets of supplementary readers required
 Usable sets of supplementary readers owned by school

NOTE: Do not count any one volume more than one time in the following list:

| Grades | | | | | | | | | |
|--------------------------------|--------|-------|---------------------|-------|--------|----------------|-------|---------|--------|
| Pre-Primer | Primer | First | Second | Third | Fourth | Fifth | Sixth | Seventh | Eighth |
| x | x | | | | | | | | |
| 3 | 3 | 4 | 4 | 4 | 1 | 1 | | | |
| Number of Volumes Suitable for | | | | | | | | | |
| Primary Group | | | Inter-mediate Group | | | Advanced Group | | | |
| | | | x x x | | | x x x | | | |

other Goose rhymes, fairy stories and picture books for beginners
 number of volumes of poetry suitable for each group
 number of volumes of general literature including fiction suitable for each group
 number of volumes of geographical readers and travel stories suitable for each group..
 number of volumes of history and biography suitable for each group
 number of volumes of nature stories, science, and health suitable for each group
 number of volumes of music and art suitable for each group
 number of miscellaneous volumes suitable for each group
 total volumes
 do not include supplementary readers, encyclopedias, reference sets, dictionaries and (books)
 the total number of library volumes for all groups above
 the total enrollment in grades 1 to 8
 the average number of volumes per pupil
 school provides intermediate or elementary dictionaries. (Give names or titles and state how many are available)

reference sets and encyclopedias owned by the elementary school:

| Name of Set | No. of Vols. | Copyright Date | Name of Set | No. of Vols. | Copyright Date |
|-------------|--------------|----------------|-------------|--------------|----------------|
| | | | | | |
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the elementary school subscribes for the following magazines and newspapers:

| Name of Publications | Name of Publications |
|----------------------|----------------------|
| | |
| | |
| | |

Answer the following Yes or No:

1. acceptable system of classification used..... Accession book kept up to date..... Shelf list..... Bulletin
 check or file supplied with a selection of at least twelve bulletins..... The school will use a State Traveling Library dur
 g the year..... Books arranged on the shelves according to subject matter and reading levels..... Free reading
 period given at least once each week..... Encyclopedia kept on rack, desk or table where it is available for convenien
 ference..... Books are equipped with pocket and cards..... A record is kept of books read by each pupil.....
 the school provides an unabridged dictionary..... Books are removed from library after they become worn beyon
 e.....

(Sign here) Superintendent—Principal

APPLICATION FOR HIGH SCHOOL ACCREDITING, 1945-1946

PART III SUBJECT-MATTER FIELD PREPARATION

White.....

Colored.....

This report is for all individuals who teach in high school and in the elementary grades of this school system. Normal schools need report only their high school teachers. It is a part of and must be sent in with the annual application for high school accrediting to the State High School Inspection Division, State Capitol, Oklahoma City, Oklahoma, prior to February 1.

| TEACHERS NAME AND ADDRESS <small>[Note: Indicate All New Teachers With an Asterisk (*)]</small> | Degree and Name of Certificate Now in Force | Annual Salary | HIGH SCHOOL FIELDS TAUGHT THIS YEAR | | | | | | Elementary Grades Taught 1 to 8 |
|--|---|---------------|-------------------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|---------------------------------|
| | | | FIRST FIELD | | SECOND FIELD | | THIRD FIELD | | |
| | | | Name of Teaching Field | Semester Hours in Field | Name of Teaching Field | Semester Hours in Field | Name of Teaching Field | Semester Hours in Field | |
| a | b | c | d | e | f | g | h | i | j |
| Example: Susie Mae Smith 100 East 20th St. Oklahoma City, Okla. | A. B. | \$990 | Gen. Sci. | Chem. 8 | Soc. Sci. | Eco. 4 | Math. | 12 | Grades 1 to 3 |
| | Soc. Sci. | | | Phys. 4 | | Soc. 4 | | | |
| | Gen. Sci. | | | Biol. 4 | | Gov. 4 | | | |
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E—Teachers of General Science should list all semester hours in Chemistry, Biology and Physics separately.

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

An extra line is below the name of each teacher for listing half-unit subjects. Write in the subjects for both semesters. Do not attach copy or printed program. In large schools, use additional blanks furnished by this Department.

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

| Teacher's Full Name | I Period Time | No. in Class | II Period Time | No. in Class | III Period Time | No. in Class | IV Period Time | No. in Class | V Period Time | No. in Class | VI Period Time | No. in Class | VII Period Time | No. in Class | VIII Period Time | No. in Class | Total enrollment in all classes |
|---------------------|---------------|--------------|----------------|--------------|-----------------|--------------|----------------|--------------|---------------|--------------|----------------|--------------|-----------------|--------------|------------------|--------------|---------------------------------|
| |to..... | |to..... | |to..... | |to..... | |to..... | |to..... | |to..... | |to..... | | |
| | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | Subject | | |
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32. Size of Class or Section

| Number of Pupils in Class | 1 to 5 | 6 to 10 | 11 to 15 | 16 to 20 | 21 to 25 | 26 to 30 | 31 to 35 | Over 35 | Total Number of Classes |
|---------------------------|--------|---------|----------|----------|----------|----------|----------|---------|-------------------------|
| Number of Classes | | | | | | | | | |

*Indicate extra-curricular activities for each teacher.

| Subject | No. units of credit | No. enrolled | | Grades in which subject is offered | Number finishing course last yr. | Number retained in course last yr. | Subject | No. units of credit | No. enrolled | | Grades in which subject is offered | Number finishing course last yr. | Number retained in course last yr. |
|-------------------------|---------------------|--------------|----------|------------------------------------|----------------------------------|------------------------------------|------------------------|---------------------|--------------|----------|------------------------------------|----------------------------------|------------------------------------|
| | | This yr. | Last yr. | | | | | | This Yr. | Last Yr. | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Math | | | | | | | Science | | | | | | |
| Math I | | | | | | | Physics | | | | | | |
| Math II | | | | | | | Chemistry | | | | | | |
| Math III | | | | | | | Phy. Geog. | | | | | | |
| Math IV | | | | | | | Com. Geog. | | | | | | |
| Math Spkg. | | | | | | | Biology | | | | | | |
| Mathematics | | | | | | | Gen. Science | | | | | | |
| Algebra I | | | | | | | Gen. Agri. | | | | | | |
| Algebra II | | | | | | | Applied Science | | | | | | |
| Geometry | | | | | | | Voc. Agri. I | | | | | | |
| Trigonometry | | | | | | | Voc. Agri. II | | | | | | |
| Math Studies | | | | | | | Voc. Agri. III | | | | | | |
| Algebra & Civics | | | | | | | Voc. Agri. IV | | | | | | |
| American Hist. | | | | | | | Home Ec. I | | | | | | |
| World Hist. | | | | | | | Home Ec. II | | | | | | |
| U.S. Hist. | | | | | | | Home Ec. III | | | | | | |
| World Civics | | | | | | | Home Ec. IV | | | | | | |
| Government | | | | | | | Mech. Draw. | | | | | | |
| Political Science | | | | | | | F. H. Drawing | | | | | | |
| Economics | | | | | | | Indust'l Arts | | | | | | |
| Psychology | | | | | | | Pre-flight | | | | | | |
| Civics in Dem. | | | | | | | Commerce | | | | | | |
| Foreign Language | | | | | | | Com. Law | | | | | | |
| Spanish I | | | | | | | Business Eng. | | | | | | |
| Spanish II | | | | | | | Bookkeeping | | | | | | |
| French I | | | | | | | Shorthand | | | | | | |
| French II | | | | | | | Typewriting | | | | | | |
| German I | | | | | | | Miscellaneous | | | | | | |
| German II | | | | | | | Psychology | | | | | | |
| Latin I | | | | | | | Music (Th'y.) | | | | | | |
| Latin II | | | | | | | Music (Ap'd.) | | | | | | |

Comment: Do not write in this space

School accredited for.....units last year.
School applying for.....units this year.

Do not write in following spaces

Length of term in days.....

School inspected by.....

Date of inspection....., 19.....

Action taken by Board of High School Examiners

Date of approval....., 19.....

TABLE XXXII

OKLAHOMA SENIOR HIGH SCHOOLS OFFERING GENERAL BUSINESS DURING
THE SCHOOL YEARS 1944-1945 AND 1945-1946

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Achille High School | 20 | 11-12 | | |
| Adair High School | 32 | 10 | 32 | 10 |
| Agra High School | 20 | 10 | | |
| Alex High School | 41 | 9 | | |
| Alluwe High School | 34 | 9-10 | 21 | 10 |
| Alva High School | 24 | 9-10 | 14 | 9-10 |
| Alva, Northwestern High School | | | 10 | 9-10 |
| Ames High School | 29 | 10 | | |
| Amorita High School | | | 33 | 9-10 |
| Antlers High School | 22 | 10 | 24 | 10 |
| Arapaho High School | 30 | 10-11 | | |
| Arnett High School | 28 | 10 | 22 | 10 |
| Atwood High School | 12 | 10-11 | | |
| Bakersburg, Eureka High School | 14 | 9-10 | | |
| Battiest High School | | | 23 | 10 |
| Berlin High School | | | 25 | 9-10 |
| Big Cabin High School | 18 | 10 | 16 | 10 |
| Blackwell High School | | | 53 | 10 |
| Blair, Warren High School | | | 9 | 9-10 |
| Blanchard High School | | | 40 | 9-10 |
| Blue High School | 16 | 11-12 | | |
| Boise City High School | | | 18 | 10 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Bokchito High School | | | 32 | 11-12 |
| Boswell, Dungee High School | | | 29 | 9-10 |
| Bridgeport High School | | | 14 | 9-10 |
| Burlington High School | 9 | 10 | 7 | 10 |
| Burns Flat High School | 20 | 9 | | |
| Butler High School | | | 40 | 9-10 |
| Calera High School | 17 | 11-12 | 20 | 11-12 |
| Calument High School | 19 | 10 | 14 | 11-12 |
| Cameron High School | | | 5 | 9-11 |
| Cashion High School | | | 27 | 9-10 |
| Cement High School | | | 28 | 10-11 |
| Chattanooga High School | | | 6 | 12 |
| Checotah High School | 20 | 10 | | |
| Checotah, Central High School | | | 17 | 9-10 |
| Chelsea High School | 35 | 10 | | |
| Chilocco Indian School | 37 | 12 | | |
| Choctaw High School | 38 | 9-12 | 13 | 11-12 |
| Chouteau High School | 16 | 10 | 18 | 10 |
| Clarita High School | 29 | 9-10 | | |
| Cleo Springs High School | | | 18 | |
| Colbert High School | 11 | 12 | | |
| Collinsville High School | | | 19 | 9-10 |
| Commerce High School | 33 | 10 | 33 | 10 |
| Copan High School | 14 | 10 | 15 | 10 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Crawford High School | | | 8 | 10 |
| Crescent High School | | | 30 | 10 |
| Cushing High School | 40 | 9-10 | | |
| Custer High School | | | 13 | 9-10 |
| Davis High School | 12 | 10 | 25 | 10-12 |
| Delaware High School | 30 | 10-11 | | |
| Depew High School | | | 24 | 9-10 |
| Dougherty High School | 8 | 10 | | |
| Dover High School | 18 | 11-12 | | |
| Durant High School | 39 | 11-12 | 44 | 11-12 |
| Dustin High School | 22 | 10-11 | | |
| Eagletown High School | 13 | 12 | | |
| Edmond, Deer Creek High School | 30 | 9-10 | | |
| Eldorado, Louis Hill High School | | | 9 | 9-10 |
| El Reno High School | | | 33 | 11-12 |
| Erick, Hext High School | 11 | 9-10 | | |
| Eufaula High School | 15 | 10 | | |
| Fay High School | | | 17 | 9-10 |
| Fitzhugh High School | | | 16 | 9-10 |
| Fort Gibson High School | 29 | 10 | 19 | 10-11 |
| Fox High School | | | 39 | 10-11 |
| Gage High School | 15 | 10 | 21 | 10 |
| Gate High School | 29 | 9-10 | | |
| Gould High School | | | 34 | 9-10 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Graham High School | 15 | 10 | | |
| Grove High School | 15 | 9-10 | | |
| Guymon High School | 20 | 10 | | |
| Haileyville High School | 24 | 10 | 25 | 10 |
| Hanna High School | 14 | 11-12 | | |
| Hardesty High School | | | 13 | 9-10 |
| Hartshome High School | | | 30 | 9-12 |
| Hinton, East Walnut High School | 20 | 9-10 | | |
| Hitchita High School | 16 | 10 | | |
| Holdenville, Fairview High School | 25 | 9-10 | | |
| Homestead High School | | | 12 | 9-10 |
| Hominy High School | 40 | 9-10 | 49 | 9-10 |
| Hominy, Mound Valley High School | 9 | 9-10 | | |
| Hooker High School | | | 15 | 10 |
| Howe High School | 25 | 10-11 | 17 | 10 |
| Hulbert High School | | | 27 | 10 |
| Kenefic High School | 7 | 12 | | |
| Kenton High School | | | 6 | 9-12 |
| Ketchum High School | 28 | 10 | 19 | 10 |
| Keystone High School | 12 | 10-11 | | |
| Kingfisher, Big Four High School | | | 39 | 9-10 |
| Kinta High School | 23 | 10 | 8 | 10 |
| Lambert High School | 10 | 10 | 17 | 10 |
| Lawton High School | 41 | 10-12 | 21 | 10-12 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-45</u> | | <u>1945-46</u> | |
|------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Lenapah High School | 12 | 11-12 | | |
| Lexington High School | 38 | 10 | 25 | 10 |
| Lone Grove High School | | | 15 | 11-12 |
| Lone Wolf High School | 15 | 10-12 | | |
| Lookeba, Sickles High School | | | 17 | 9-10 |
| Mangum, City View High School | | | 18 | 10 |
| Manitou High School | | | 21 | 9-10 |
| Mannford High School | | | 17 | 10 |
| Mannsville High School | 24 | 9-10 | | |
| Martha High School | | | 27 | 9-10 |
| Mead High School | | | 18 | 10 & 12 |
| Meeker High School | | | 42 | 9-10 |
| Meno, Oklahoma Bible Academy | 26 | 10 | 16 | 9-10 |
| Morrison High School | 14 | 10 | 16 | 10 |
| Mounds High School | | | 26 | 9-10 |
| Mounds, Liberty High School | | | 22 | 9-10 |
| Muskogee, Manual Trg. High School | 21 | 11-12 | 6 | 12 |
| Nash High School | | | 23 | 9-10 |
| Newcastle High School | | | 32 | 9-10 |
| Ninnekah High School | 22 | 9-10 | | |
| Norman, University High School | 19 | 9 | 17 | 9 |
| Oilton High School | 21 | 11 | 27 | 10-12 |
| Okarche High School | | | 17 | 10-11 |
| Okay High School | 10 | 10-12 | 15 | 11-12 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|--|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Oklahoma City, Midwest City High School | 31 | 10 | 32 | 10 |
| Olustee, Victory High School | 15 | 9-10 | 15 | 9-10 |
| Omega High School | | | 18 | 10 |
| Orlando High School | 12 | 9-10 | | |
| Paden High School | 22 | 10-12 | 18 | 10 |
| Pharoah, Spring Hill High School | 28 | 10 | | |
| Piedmont High School | 5 | 10 | 11 | 10 |
| Ponca City High School | 31 | 10-12 | | |
| Pond Creek High School | 22 | 9-10 | | |
| Porum High School | 24 | 10 | | |
| Prague High School | 17 | 10-12 | 29 | 10-12 |
| Putnam High School | | | 28 | 9-10 |
| Quinton High School | 39 | 11-12 | | |
| Ralston High School | 16 | 9-10 | 26 | 9-10 |
| Ramona High School | 11 | 9-11 | | |
| Rattan High School | 28 | No Record | | |
| Ravia High School | 20 | 10 | 12 | 10-12 |
| Red Oak High School | 29 | 10-11 | | |
| Ringling High School | | | 26 | 10 |
| Ringwood High School | | | 21 | 10 |
| Rocky High School | 17 | 9 | | |
| Rush Springs High School | 32 | 10 | 42 | 10 |
| Ryan High School | | | 22 | 9-10 |
| Salina High School | 36 | 11-12 | 41 | 10-11 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|-------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Sallisaw High School | 18 | 10 | 9 | 10 |
| Sapulpa High School | 31 | 9-10 | | |
| Savanna High School | 26 | 11 | 28 | 11-12 |
| Sayre, New Liberty High School | 10 | 11-12 | | |
| Seiling High School | 14 | 9-10 | 26 | 10 |
| Selman High School | | | 16 | 9-10 |
| Seminole High School | 78 | 10 | 53 | 10 |
| Seminole, Mountain View High School | | | 20 | 9-12 |
| Sentinel High School | | | 15 | 10 |
| Sentinel, Port High School | | | 21 | 10 |
| Shamrock High School | 22 | 9-10 | | |
| Shattuck High School | | | 27 | 10-11 |
| Shawnee High School | 82 | 10-12 | 109 | 10-12 |
| Skedee High School | | | 21 | 9-10 |
| Southard High School | | | 20 | 9-10 |
| Supply High School | 14 | 9 | 21 | 9 |
| Tahlequah, Bagley High School | 12 | 9-10 | 7 | 10-12 |
| Talala High School | 19 | 9 | 20 | 9-10 |
| Tecumseh High School | 35 | 9-10 | 42 | 9-10 |
| Three Sands High School | | | 14 | 9-10 |
| Tishomingo High School | | | 32 | 10 |
| Tulsa, Berryhill High School | 13 | 10 | | |
| Tulsa, East Central High School | 11 | 9-10 | 27 | 9-10 |
| Tulsa, Mingo High School | | | 11 | 9-10 |

TABLE XXXII (Continued)

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|------------------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Tupelo High School | | | 15 | 10 |
| Turpin High School | | | 27 | 9-10 |
| Tushka High School | | | 14 | 9-10 |
| Tyrone High School | 10 | 9-10 | | |
| Verden High School | 24 | 11-12 | | |
| Verdigris High School | 16 | 10 | | |
| Vian High School | 33 | 10-11 | | |
| Vinita High School | 44 | 10 | 43 | 10 |
| Wagoner High School | | | 26 | 10 |
| Wapanucka High School | 20 | 11-12 | | |
| Warner High School | | | 47 | 11-12 |
| Wayne High School | 34 | 10 | 41 | 10 |
| Webb City-Shidler High School | 46 | 12 | | |
| Webbers Falls High School | | | 28 | 10 |
| Weleetka, Graham High School | 13 | 11-12 | | |
| Westville High School | 29 | 10 | 35 | 10 |
| Wewoka, Butner High School | | | 15 | 11-12 |
| White Oak High School | 21 | 11-12 | | |
| Wilson, Rexroat High School | | | 12 | 11-12 |
| Wright City High School | 16 | 10 | 16 | 10 |
| Wynona High School | 6 | 12 | | |

TABLE XXXIII

OKLAHOMA JUNIOR HIGH SCHOOLS OFFERING GENERAL BUSINESS
DURING THE SCHOOL YEARS 1944-1945 AND 1945-1946

| <u>Location and Name of School</u> | <u>1944-1945</u> | | <u>1945-1946</u> | |
|---|-------------------------|------------------------|-------------------------|------------------------|
| | <u>Enroll- ment</u> | <u>Grade Level</u> | <u>Enroll- ment</u> | <u>Grade Level</u> |
| Bartlesville, Central Junior High School | 74 | 10 | 56 | 10 |
| Bristow Junior High School | | | 40 | 9 |
| Duncan Junior High School | 182 | 8 | | |
| Miami Junior High School | 151 | 8 | 128 | 8 |
| Muskogee, Robertson Junior High School | 82 | 9 | 86 | 9 |
| West Junior High School | 113 | 9 | 75 | 9 |
| Norman Junior High School | 27 | 8 | 30 | 8 |
| Oklahoma City, Capitol Hill Junior High School | 58 | 9 | 70 | 9 |
| Harding Junior High School | 40 | 8 | 40 | 8 |
| Northeast Junior High School | 25 | 9 | 25 | 9 |
| Roosevelt Junior High School | | | 31 | 8 |
| Taft Junior High School | | | 26 | 8-9 |
| Oklahoma City, Crooked Oak Junior High School | 76 | 9 | 87 | 9 |
| Okmulgee Junior High School | 97 | 9 | 94 | 9 |
| Tulsa, Roosevelt Junior High School | | | 209 | 9 |

Typist: Harold A. Coonrad