

THE PROBLEMS OF THE TEACHERS OF FIRST
YEAR SHORTHAND IN OKLAHOMA

STRATFORDMORE PARSONS

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YEAR SHORTHAED IN OKLAHOMA

By

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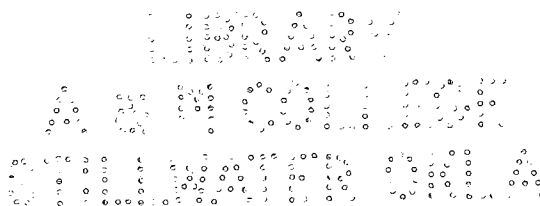
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S. C. R.

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CHAPTER I

NEED, PURPOSE AND PROCEDURES OF THE STUDY

Purpose of the Study

The purpose of this study is first, to determine the problems which might be representative of those which confront the senior high school teachers of first-year shorthand in Oklahoma; second, to determine the importance, the degree of difficulty, and the frequency of occurrence of these problems, based on the judgments of the teachers; third, to analyze these problems in the light of the personal qualifications of the teachers, such as their educational background, experience in teaching, business experience where shorthand was used and other factors which might affect the nature of the problems met. Another purpose is to make recommendations for the training of shorthand teachers based upon conclusions drawn from the data gathered.

Need for the Study

Shorthand is one of our most universally taught business subjects. More than one-half million students are enrolled in shorthand classes, taught by approximately fourteen thousand teachers. The teaching of a subject that concerns such large numbers of students and teachers should be constantly and critically evaluated in the light of best educational theory and practice.¹

Because of the great enrollment of students and the large number of teachers of shorthand this subject is being given more emphasis in education. Since this is true a need for further improvement in the teaching of shorthand is felt by those in the teaching field. This may be accomplished in some measure by assisting the teachers in solving

¹Lomax, Paul S., John V. Walsh, Problems of Teaching Shorthand, p. iii, Prentice-Hall, Inc., 1932.

their problems. Before this may be done, however, a study should be made of just what problems the teachers are meeting.

The very specific nature of shorthand learning makes it peculiarly adaptable to modern educational treatment. Chiefly because of this very reason, shorthand should tend to be one of the best taught subjects of the business curriculum. Consequently, with the rapidly increasing professionalization of American shorthand teachers, they have a golden opportunity ever to be leaders of better teaching theory and practice among all subjects taught in the schools of this nation.²

Since shorthand learning is adaptable to modern educational treatment, there is a need to analyze some of the problems confronted in the light of certain qualifications of the teachers, such as their educational background and experience. Another factor which might affect the nature of the problems confronted is the size of the school and this factor should be studied.

There is also a need for the teacher training institutions to become aware of points upon which certain emphases should be placed in order that these institutions may give helpful solutions to the problems of the prospective teachers in their teacher-training courses.

Scope

This study is confined to seventy-three present teachers of first-year shorthand in senior high schools of Oklahoma, who responded to questionnaires sent to them. Questions answered were limited to those suggested in the personal data sheet and the problems blank.³

Method and Procedures

The method and procedure used in this study is the normative-

²Ibid, p. iii.

³Copies are included in the Appendix.

survey method.

The normative-survey approach is appropriate wherever the objects of any class vary among themselves and one is interested in knowing the extent to which different conditions obtain among these objects. Normative-survey research is directed toward ascertaining the prevailing conditions. The compound adjective "normative-survey" is applied to this method in order to suggest the two closely related aspects of this kind of study. The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining what is the normal or typical condition or practice.⁴

Since the purpose of this study is to determine the normal or typical conditions over a given area, it was thought appropriate that the survey type of research be employed.

Also it was desired to discover likenesses or common factors which might produce different problems confronting the teachers for which certain analytical techniques were used. This was accomplished by comparisons made of the teacher judgments of certain problems according to the teachers' experience, the amount of shorthand studied and the enrollment of the high school.

The data were obtained from questionnaire responses from high school teachers of first-year shorthand in the State of Oklahoma.

The first step was the construction of the questionnaire to be used in securing the desired data. This was done by an examination of available literature and by interviews with teachers in the shorthand field for the purpose of determining a preliminary list of the problems confronted in the teaching of first-year shorthand which should be included in the questionnaire. Twelve exploratory letters were sent out

⁴Good, Carter V., A. S. Barr, Douglas Scates, The Methodology of Educational Research, p. 287, 289, D. Appleton-Century Company, 1935.

to shorthand teachers in the state, asking them to list the problems which confront them in their teaching. Two forms, the check-list of problems and the personal data sheet, were then devised. The tentative questionnaire was submitted to six shorthand teachers for criticism in phrasing, form, completeness and coherency. The questionnaire was then revised on the basis of such criticisms. In a revised form, the questionnaire was then submitted to four other teachers to determine the clearness of each statement before being put into actual use.

After the final revision the questionnaire and an explanatory letter⁶ were mailed to 250 Oklahoma commercial teachers in towns and schools of all sizes. The names of these teachers were taken at random from a mailing list obtained from the Department of Business Education at the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. Replies were received from 101 teachers, a return of 31 per cent. Only 73 or 29.2 per cent of the 250 questionnaires were useable.

The explanatory letter which was sent to each teacher explained the purpose of the study and the need for cooperation from them in order that the study might be more complete. Information was also given in regard to filling in the blanks enclosed. The teachers were told that their names were not required on the questionnaires and that all information would be treated confidentially.

The information requested on the personal data blanks included the following items which were believed might affect the type of problems confronted by the teachers. Some of these items, such as the educational qualifications of the teachers, their teaching experience and enrollment of the high school, were studied relative to the nature of problems

⁶A copy is included in the Appendix.

confronted. All of the items on the personal data blank, except the location of the school, were tabulated, however, to show the qualifications of the teachers and to give a more complete picture of the school in which they taught.

1. Location of School
2. Total enrollment of the high school
3. Names of schools and colleges from which the teachers were graduated
4. Degrees held by the teachers
5. Shorthand studied by the teacher in high school
6. Shorthand studied by the teacher in college
7. Shorthand studied by the teacher in business college
8. Shorthand methods courses studied by the teacher
9. Total months of business experience in which the teacher used shorthand
10. Average rate of speed at which the teacher takes dictation
11. Shorthand teaching experience
12. Number of different schools in which the teacher has taught
13. Total number of teachers of shorthand employed this year in the school
14. Number of first-year shorthand classes taught by the teacher this year
15. Enrollment in first-year shorthand classes
16. Total enrollment of first-year shorthand classes
17. Grade placement of students enrolled in first-year shorthand
18. Name of text books used
19. Length of shorthand periods

Instructions for checking the problems were given in detail on

the problems blank. This request was made in the following language:

The following list is composed of problems which may confront the high school teacher of beginning shorthand. In the columns below check each item as to whether it has been a major, minor, or incidental problem to you. Check the degree of difficulty in solving and the frequency of its occurrence. Use your own experience as a basis for judging these problems. Space is available for listing and rating additional problems you may have confronted. Use reverse side if necessary.

Since one of the purposes of the study was to assemble the problems of the teachers of first-year shorthand in the high schools of the state, additional space was provided so that the problems might be representative of all they are meeting. One desired outcome of the study was the collection of a complete list of the problems in teaching first-year shorthand as experienced and reported by teachers in typical senior high schools of Oklahoma.

As the blanks were returned, the personal data sheet and checklist were given identical numbers for the purpose of comparison and identification.

After a period of several weeks, follow-up cards were sent out to those teachers who had not responded to the first letter. It was hoped that this would increase the percentage of returns; however, the results were disappointing.

The problems were tabulated into major, minor and incidental groups, as judged by the teachers, and then sub-divided as to the degree of difficulty and frequency of occurrence.

A study of the personal data was made, including an analysis of the educational qualifications of the teachers in regard to the schools they attended, the degrees held, the amount of shorthand studied, and shorthand methods courses studied and the rate of speed at which the teachers take dictation. A further analysis was made of the years of

teaching experience, the number of different schools in which they taught shorthand, and the months of business experience during which they used shorthand. Other factors which were thought might affect the problems confronting the shorthand teachers then were studied. These included a study of the judgments of teachers in different size schools based on enrollment, years of teaching experience, and shorthand studied.

DEFINITION OF TERMS

The word "problems" as used in this study refers to any difficulty which confronts the teacher that requires solution and which has arisen in connection with or grown out of his work as a shorthand teacher.

The word "teachers" in this study refers to those who teach at least one or more classes in first-year shorthand.

The "high schools" of Oklahoma refer to senior high schools in which first-year shorthand is taught.

The word "qualifications" refer to the preparation for teaching and experience of the teachers.

"Preparation" refers to the number of semester hours, degrees held and recency of study.

"Experience" relates to the number of years the teachers have taught shorthand and months of business experience in which they used shorthand.

CHAPTER II

NATURE OF PERSONAL DATA

This chapter relates to the educational qualifications of the shorthand teachers, their teaching and business experience and other factors which may affect problems confronted.

Educational Qualifications of Teachers

All of the 73 teachers reporting held a bachelor's degree. Some received their degrees from schools within the state while others held degrees from schools in other states.

Table I

NUMBER AND PER CENT OF TEACHERS HOLDING BACHELOR DEGREES FROM
STATE AND OUT-OF-STATE COLLEGES

Schools from Which Degrees Were Conferred	Number of Teachers	Per Cent
Oklahoma State Teachers Colleges	42	57.6
Other Oklahoma Colleges and Universities	23	31.5
Out-Of-State Colleges and Universities	8	10.9
Total	73	100.0

Table I shows that 42, or a little more than one-half of the teachers received their degrees from one of the teacher's colleges in Oklahoma. A little more than one-fourth or 23 received their degrees from other colleges or universities within the state. Eight of the 73 teachers obtained their bachelor degrees from institutions in other states.

Only 11 teachers or a little more than one-eighth of the total teachers reporting have master's degrees. Of these six received them from an Oklahoma college or university. The remaining five received their master's degrees from colleges and universities in other states.

Three sources for receiving shorthand training were indicated on

the questionnaire, namely, the high school, college, and business college. Several teachers received training in all three types of educational institutions. Table II gives additional data concerning the number and per cent of teachers receiving shorthand instruction in different types of schools.

Table II

NUMBER AND PER CENT OF TEACHERS WHO RECEIVED SHORTHAND TRAINING IN THE DIFFERENT TYPES OF SCHOOLS

Types of Schools	Number of Teachers	Per Cent
High School and College	23	31.5
High School, College and Business College	4	5.5
College Only	29	39.7
College and Business College	16	21.9
Business College Only	<u>1</u>	<u>1.4</u>
Total	73	100.0

A little less than one-third of the teachers, or 23, had received shorthand training in both high school and college. Over one-third, or 29, had shorthand courses in college solely, while all of the teachers had some or all shorthand training in college. Sixteen other teachers received training in both college and business college.

Of the total number of 73 teachers, 1 had from one to four hours of college credit in shorthand; 39 had from five to eight hours of college credit; 27 had from nine to twelve hours of college credit; and 6 from thirteen to sixteen hours of college credit. The median number of college hours of credit of those who had shorthand is 8.0.

Of the 21 teachers who had business college training in shorthand, 3 had three months; 9 had five to six months; 4 had seven to nine months; 4 had ten to thirteen months; and 1 had fifteen months. The least amount of training was three months and the greatest amount was fifteen, as reported by each of two teachers. The median length of training of

those who had shorthand in business college is 6.0 months.

Table III

NUMBER OF TEACHERS WITH COLLEGE HOURS OF CREDIT IN
METHODS COURSES

College Hours of Credit	Number of Teachers	Per Cent
None	23	31.5
1 to 3	28	38.4
4 to 6	20	27.4
7 to 9	2	2.7
Total	73	100.0

A little more than two-thirds, or 50, of the teachers reporting had from two to eight hours of college credit in shorthand methods courses. The remaining 23 indicated that they had not had any courses in shorthand methods. The median number of hours reported by those who had one or more courses is 3.0.

All but three teachers reported their average rate of shorthand speed as measured in net words a minute. Table IV gives a summary of the replies of the remaining 70.

Table IV

NUMBER AND PER CENT OF TEACHERS REPORTING THEIR AVERAGE RATE
OF SHORTHAND SPEED

Rate of Shorthand Speed (Words a Minute)	Number of Teachers	Per Cent
Not Stated	3	4.1
60 to 79	3	4.1
80 to 99	21	28.8
100 to 119	28	38.4
120 to 139	16	21.9
140 to 159	2	2.7
Total	73	100.0

A little more than one-third of the teachers reported that they could take dictation between 100 and 119 words a minute. The lowest

rate of speed in dictation was 60 words while the highest was 140. The median rate was 100.0 words a minute. As indicated by Table IV, a majority of the teachers reported that they took dictation between 80 and 120 words a minute.

Business Teaching Experience

Table V shows the amount of teaching experience in shorthand as reported by all the teachers.

Table V

Years of Shorthand Teaching Experience	Number of Teachers	Per Cent
1 to 4	53	72.6
5 to 9	15	20.5
10 to 14	4	5.5
15 to 19	<u>1</u>	<u>1.4</u>
Total	73	100.0

Two-thirds, or 53, of the teachers reporting had 4 years or less of shorthand teaching experience. Of these 53, almost one-half reported that this was their first year of shorthand teaching experience. A little more than one-fifth of the total group reporting were engaging in their first-year of shorthand teaching experience. The greatest number of years of shorthand teaching experience reported is 15 years. The median number is 2.0 years. This shows that the problems of teachers used in this study were checked by teachers who in a large part had had very little teaching experience.

Table VI shows the number of different schools in which the teachers had taught shorthand.

Table VI

NUMBER AND PER CENT OF TEACHERS WITH REFERENCE TO THE NUMBER OF DIFFERENT SCHOOLS IN WHICH EACH HAD TAUGHT SHORTHAND

Number of Different Schools	Number of Teachers	Per Cent
1	39	53.4
2	22	30.1
3	6	8.2
4	5	6.9
5	<u>1</u>	<u>1.4</u>
Total	73	100.0

A little more than one-half of the teachers, or 39, had taught shorthand in only one school. Of the remaining 34, two-thirds had taught shorthand in two schools. Six teachers reported they had taught in three schools; five in four; and 1 in five.

Table VII shows the range of business experience in which shorthand was used. A little more than one-third of the teachers reporting had had no business experience in which shorthand was used.

Table VII

NUMBER AND PER CENT OF TEACHERS WITH BUSINESS EXPERIENCE IN WHICH SHORTHAND WAS USED

Number of Months Business Experience	Number of Teachers	Per Cent
None	26	35.6
1 to 19	29	39.7
20 to 39	11	15.0
40 to 59	3	4.1
60 to 79	2	2.8
Over 80	<u>2</u>	<u>2.8</u>
Total	73	100.0

Of the 47 teachers who reported business experience, 29, or about two-thirds, reported nineteen months of experience or less. Fourteen reported between two and five years experience; 7 more than five years

experience. One month was the least amount of experience reported and the greatest was 96 months. The median number of months was 15.0.

A summary of the number and per cent of teachers in relation to the total school enrollments is given in Table VIII, which reveals that a great majority of the teachers taught in medium-sized and small high schools.

Table VIII

NUMBER AND PER CENT OF TEACHERS ACCORDING TO
SCHOOLS OF DIFFERENT SIZES

Enrollments of Schools	No. of Teachers Reporting	Per Cent
Not Reported	5	6.8
Less than 199	38	52.1
200 to 499	19	26.0
500 to 999	5	6.9
Over 1000	6	8.2
Total	73	100.0

Of the total of 73 teachers reporting, only 5 did not report the enrollments of their schools. As indicated, over one-half of the teachers reporting, or 38, were from schools with enrollments of less than 199. Nineteen teachers reported that they taught in schools with enrollments from 200 to 499; and six with enrollments over 1000. The smallest enrollment reported was 31 and the greatest was 1700. The median enrollment was 180.

Over nine-tenths of the teachers, or 67, reported that they were the only shorthand teacher in the school in which they taught. A little less than one-twentieth, or 4, reported 2 teachers of shorthand. Two other teachers indicated that they taught in systems that had three shorthand teachers. Since one-third of the teachers indicated their school enrollments were less than 300, a small number of teachers in

each system would be expected. Table IX gives a summary of the findings in regard to the different size schools.

Table IX

NUMBER AND PER CENT OF TEACHERS WITH RELATION TO THE NUMBER OF
TEACHERS OF SHORTHAND IN THE SCHOOL

Number of Shorthand Teachers in the Schools	No. of Teachers Reporting	Per Cent
1	67	91.8
2	4	5.5
3	2	2.7
Total	73	100.0

A report of the teachers as to the number of classes taught each day is given in Table X.

Table X

NUMBER AND PER CENT OF TEACHERS REPORTING THE NUMBER OF CLASSES
TAUGHT EACH DAY IN FIRST-YEAR SHORTHAND

Number of Classes Taught	No. of Teachers Reporting	Per Cent
1	65	89.0
2	8	11.0
Total	73	100.0

A little more than six-sevenths, or 65, of the teachers reported that they taught only one class in first-year shorthand. The remaining 8 indicated they taught two classes.

Table XI shows the enrollment of the 81 first-year shorthand classes, as reported by the teachers.

Over one-half of the classes of first-year shorthand, taught by teachers reporting, had enrollments of 19 students or less. One-third of the classes which were reported had enrollments from 20 to 39 students and 2 classes had enrollments of 40 students. The smallest class

Table XI
ENROLLMENT REPORTED IN EACH OF THE FIRST-YEAR
SHORTHAND CLASSES

Enrollment in Each Class	No. of Classes Reported	Per Cent
1 to 19	48	59.3
20 to 39	31	38.3
40 to 59	2	2.4
Total	81	100.0

reported in first-year shorthand had an enrollment of 5 students. Two classes with enrollments of 40 pupils each were the largest reported. The median class enrollment reported was 16 pupils.

The length of class periods for the first-year shorthand classes are given in Table XII.

Table XII
LENGTH OF FIRST-YEAR SHORTHAND CLASS PERIOD

Number of Minutes in Class Periods	No. of Teachers Reporting	Per Cent
40 to 49	12	16.4
50 to 59	24	32.9
60 to 69	37	50.7
Total	73	100.0

About one-sixth, or 12, of the classes reported had class periods from 40 to 49 minutes. One-third, or 24, teachers indicated class periods between 50 and 59 minutes in length. Thirty-seven, or a little more than one-half, of the teachers reported class periods from 60 to 69 minutes. It was assumed that double periods were not used in the teaching of first-year shorthand. The median length of the periods was 60 minutes.

All the teachers reporting indicated that they used the Gregg

Manual with supplementary material, such as the 5,000 Most-Used Words, Great Sacred Studies, etc.

Summary

All of the 73 teachers who reported in this study had bachelor's degrees. A little more than one-half received them from one of the teachers colleges in the state. Approximately one-fourth obtained their degrees from other colleges or universities in the state. Eight of the teachers received degrees from institutions in other states. A little more than one-eighth of the total teachers had master's degrees.

Of the three sources of receiving shorthand training indicated on the questionnaire, a little less than one-third had received training in both high school and college. Over one-third had shorthand courses in college solely, while all of the teachers had some or all college training in shorthand. Sixteen other teachers received training in both colleges and business colleges. The median number of college hours of credit of those who had training in shorthand in college was 8.0. The median length of those who had shorthand in business college was 6.0 months.

Approximately two-thirds of the teachers had from 2 to 6 semester hours of college credit in shorthand methods courses. The median number of hours of those who had 1 or more courses was 3.0.

A majority of teachers reported that they were capable of taking dictation between 80 and 120 words a minute. The median rate was 100.0.

The range of shorthand teaching experience was from 1 to 15 years. Two-thirds of the teachers had 4 years or less of shorthand teaching experience. The median number of years was 2.0.

A little more than one-half of the teachers had taught shorthand in only 1 school. One teacher had taught in 5 different school systems.

A little more than one-third of the teachers reported that they had had no business experience in which shorthand was used. Of the 17 teachers who had business experience, about two-thirds reported experience ranging from 1 to 19 months. The remaining one-third indicated they had experience of more than 2 years. The median number of months of business experience for those who held positions in which shorthand was used was 15.0.

Over one-half of the teachers reporting were from schools with enrollments of less than 199. Six teachers taught in schools that had over 1000 students. The median enrollment was 150.

A large majority of the teachers indicated that they were the only shorthand teacher in their school system. The remaining reported 2 or 3 teachers in their departments.

All of the teachers reported they taught only 1 or 2 shorthand classes. A little more than six-sevenths taught only 1; the remaining 8 taught only 2.

The size of the classes varied from 5 to 40 pupils. The median class enrollment was 16 pupils.

The length of the class periods varied from 45 to 60 minutes in length, the median being 60 minutes.

All of the teachers indicated they used the Gregg Manual with some supplementary material.

CHAPTER III

ANALYSIS OF PROBLEMS CONFRONTED

A personal data sheet and a check-list of 31 problems which might be confronted by the teacher in teaching first-year shorthand were sent with the questionnaire to 250 commerce teachers in the state. The teachers were asked to judge the problems as to their importance, difficulty of solving and frequency of occurrence and to list any additional problems which they may have met. It was hoped that additional problems would be listed in order that the problems would be representative of all those confronted.

Four teachers listed additional problems as follows:

1. Selecting dictation material
2. Lack of interest among the students
3. Students incapable of learning shorthand
4. Spelling in transcription
5. Getting proper sentence construction in transcripts

No analysis was made of these problems since they were mentioned only on the check-lists.

The problems listed on the check-list were analyzed according to importance, difficulty of solving and occurrence as judged by the teachers. Comparisons were also made of the judgments of certain problems according to the qualifications of the teachers and the enrollment of the school in which the teachers were teaching. It was thought the judgments of teachers with varying qualifications and experience might differ.

Weighted Values of Problems

In order to rank the problems according to their difficulty of

solving, it was necessary to give each factor involved a certain weight. It was decided that difficulty of solving might be weighted by giving a numerical value of three to the problems judged to be of considerable difficulty, a weight of two to problems judged to be somewhat difficult to solve and a weight of one to problems of little or no difficulty. The numerical weight of each classification was multiplied by the number representing the total frequency for that classification. The sum of the products thus obtained by the three classifications for each problem divided by total frequency of all of the classifications, gave the weight of each problem according to difficulty of solving.

For example, problem No. 1, determining grade placement, was judged to be a major problem by 15 teachers. Of these 15 teachers, 9 considered it of considerable difficulty and 6 teachers considered it of some difficulty. Not any teachers considered it as of little or no difficulty.

Thus, the composite weighting of this problem as to its difficulty was determined in the following manner: $\frac{(9 \times 3) + (6 \times 2) + (0 \times 1)}{15} = 2.7$. The composite weightings of the other problems on the factor of difficulty were determined in the same manner.

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

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

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Developing vocabulary
4. Training of proper movement

5. Training for pre-transcription

6. Remedial instruction

Some similarities are found among these problems which ranked highest in difficulty. The problems pertaining to the actual teaching of shorthand seemed to be highest difficulty; for example, such problems as developing vocabulary, training of proper movement, remedial instruction, etc. The problem ranking the most difficult was that of determining the criteria for measuring one's own work as a teacher. This indicates a widespread desire on the part of teachers of first-year shorthand to improve their own teaching skills.

Six of the problems which were ranked among the lowest six places in difficulty were the following:

1. Making out lesson plans
2. Handling disciplinary problems
3. Selecting approach
4. Choosing texts and supplementary material
5. Using the blackboard
6. Aiding in the development of desirable character traits

Evidently teachers do not feel that making lesson plans and taking care of discipline problems are very difficult in teaching first-year shorthand. Also, the problem of choosing texts is not one which the teacher individually can do much about in a state where uniform state adoptions are made. The choice of teaching aids from among the wealth of supplementary material available for use in connection with the state adopted texts apparently causes the teacher no particular difficulty. However, the judgment of teachers that the problem of aiding in the development of desirable character traits is not relatively as difficult

Table XIII

WEIGHTED RANKS OF PROBLEMS ACCORDING TO IMPORTANCE,
DIFFICULTY AND FREQUENCY

Problems	Importance	Difficulty	Occurrence
Determining the criteria for measuring one's own work as a teacher	2.5	2.5	2.5
Developing careful proof-reading ability	2.5	2.4	2.5
Training for pre-transcription	2.3	2.1	2.2
Developing vocabulary	2.3	2.3	2.4
Training of proper movement	2.1	2.2	2.3
Remedial instruction	2.1	2.0	2.1
Providing proper motivation	2.0	1.7	2.1
Getting students to relax	2.0	2.0	2.1
Error analysis	2.0	2.0	2.0
Directing homework	1.9	1.9	2.2
Developing reading skill	1.9	1.8	1.9
Grading shorthand notes	1.9	1.9	2.0
Grading Speed in dictation	1.9	1.7	2.0
Determining grade placement	1.8	1.6	1.7
Aiding in the development of desirable character traits	1.8	2.0	2.0
Determining the objectives of the course	1.8	1.6	1.6
Determining the standards for promotion to the next course	1.8	1.6	1.4
Determining final grades	1.7	1.7	1.8
Constructing various kinds of tests	1.7	1.8	1.9
Presenting new material	1.7	1.6	1.8
Using the blackboard	1.7	1.5	1.7
Selecting pupils	1.6	1.6	1.6
Selecting approach	1.6	1.4	1.5
Choosing texts and supplementary material	1.6	1.5	1.6
Utilizing the results of diagnostic tests	1.6	1.8	1.7
Utilizing the results of achievement tests	1.6	1.8	1.7
Utilizing the results of prognostic tests	1.5	1.7	1.6
Administering various kinds of tests	1.5	1.6	1.3
Construction of progress charts	1.5	1.8	1.9
Making out lesson plans	1.4	1.3	1.6
Handling disciplinary problems	1.4	1.3	1.3

as other problems in the list is probable evidence either of the lack of appreciation of trait development as an objective of first-year shorthand, or a frank admission of a lack of understanding concerning effective methods for developing desirable character traits.

The same method was used for ranking the problems according to importance as was used for ranking problems as to difficulty of solving.

Six problems which were ranked among the highest in importance are the following:

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Developing vocabulary
4. Training for pre-transcription
5. Training of proper movement
6. Remedial instruction

In making comparisons of the six problems as to their ranking in difficulty and importance, it is seen that they rank among the highest in both difficulty and importance. It would seem, therefore, that the teachers considered the most important problems to be generally the most difficult of solution.

"Determining the criteria for measuring one's own work as a teacher," was ranked in first place both as to importance and as to difficulty. This is significant and no doubt indicates a sensitivity on the part of teachers to the need for better ways of judging their own teaching.

Six of the problems which were ranked among the lowest in importance were the following:

1. Handling disciplinary problems
2. Making out lesson plans

3. Choosing texts and supplementary material
4. Selecting approach
5. Using the blackboard
6. Selecting pupils

These problems which were ranked as low in importance were also ranked as low in difficulty. It should be noted that these problems pertain primarily to the planning of instruction and to selecting and controlling pupils rather than to problems of teaching method in the classroom.

The rank of the problems as to frequency of occurrence was determined in the same way as that of difficulty and importance. The ranking was made by giving a specified numerical value to each classification and by determining the weighted value as indicated previously in this chapter.

Six of the problems which were ranked among the highest in frequency were the following:

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Developing vocabulary
4. Training of proper movement
5. Training for pre-transcription
6. Remedial instruction

These six problems were also ranked among the first six places in importance and difficulty. Thus it would seem that the problems which teachers thought were important were also considered to be difficult to solve and were met most frequently.

A corresponding agreement may be seen in comparing the rank of problems ranked low in frequency of occurrence with their rank in difficulty

and importance.

Among the problems ranking lowest in frequency of occurrence were the following:

1. Handling disciplinary problems
2. Administering various kinds of tests
3. Determining the standards for promotion to the next course
4. Selecting approach
5. Determining the objectives of the course
6. Selecting pupils

There is some relation between the ranking of these problems as to their importance, difficulty and occurrence; however, the agreement apparently is not as great as in the case of judgments concerning the importance, difficulty and frequency of occurrence of those problems which were ranked high on these factors.

The problem of handling disciplinary problems was ranked low in frequency of occurrence and also in importance and difficulty of solving. The problem of administering various kinds of tests was ranked low in importance, difficulty and occurrence; however, it was ranked lowest in occurrence. The same is true in analyzing the correspondence of the remaining problems as to importance, difficulty of solving and occurrence.

In comparing the problems as to rank in importance, difficulty and occurrence, it may be said the teachers tended to judge as most difficult those problems which were also rated most important and which were met most frequently. Likewise, problems rated as least important generally were judged less difficult and were confronted less often.

It is logical to expect that some agreement between importance and difficulty would be found. However, it is less logical to expect the

degree of correspondence found in this study among first-year shorthand problems judged as to importance, difficulty and frequency of occurrence.

The problems pertaining to utilizing the results of diagnostic, achievement and prognostic tests were found to rank low in importance, difficulty and occurrence. This fact is more easily understood when it is related to the fact that a number of the teachers reported that they made no use of such tests in their teaching. Apparently, since these teachers have not used such tests, they feel that problems related to the utilization of such tests results are unimportant, of little difficulty and of infrequent occurrence.

In determining the problems which were major, minor or incidental in importance, an arbitrary method was used. Problems which had weighted values from 2.1 to 2.5, inclusive, were considered major problems in importance; those which had values of 1.5 to 2.0, inclusive, were considered minor problems in importance; and those which had weighted values of 1.1 to 1.5, inclusive, were considered incidental problems in importance, it was assumed those which were not checked were considered as incidental in importance.

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

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Training for pre-transcription
4. Developing vocabulary
5. Training of proper movement
6. Remedial instruction

The problems which were classified as minor problems in importance were:

1. Providing proper motivation
2. Getting students to relax
3. Error analysis
4. Directing homework
5. Developing reading skill
6. Grading shorthand notes
7. Grading speed in dictation
8. Determining grade placement
9. Aiding in the development of desirable character traits
10. Determining the objectives of the course
11. Determining the standards for promotion to the next course
12. Determining final grades
13. Constructing various kinds of tests
14. Presenting new material
15. Using the blackboard
16. Selecting pupils
17. Selecting approach
18. Choosing texts and supplementary material

19. Utilizing the results of diagnostic tests
20. Utilizing the results of achievement tests

The problems which were classified as incidental problems according to importance were the following:

1. Utilizing the results of prognostic tests
2. Administering various kinds of tests
3. Construction of progress charts
4. Making out lesson plans
5. Handling disciplinary problems

Two of these problems, those of making out lesson plans and handling disciplinary problems, were also ranked low in difficulty. Two problems were ranked low in occurrence, namely, problems of administering various kinds of tests and problems of handling discipline.

The same method was used for determining problems of considerable difficulty. Those with weighted values of 2.1 to 2.5 inclusive, in difficulty, were considered problems of considerable difficulty; those with weighted values of 1.6 to 2.0, inclusive, in difficulty, were considered problems somewhat difficult to solve; and those with a weighted value of 1.1 to 1.5, inclusive, in difficulty, were considered problems of little or no difficulty.

The problems which were classified as of considerable difficulty were the following:

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Training for pre-transcription
4. Developing vocabulary
5. Training of proper movement

The problems which were classified as of somewhat difficulty to solve were:

1. Remedial instruction
2. Providing proper motivation
3. Getting students to relax
4. Error analysis
5. Directing homework
6. Developing reading skill
7. Grading shorthand notes
8. Grading speed in dictation
9. Determining grade placement
10. Aiding in the development of desirable character traits
11. Determining the objectives of the course
12. Determining the standards for promotion
13. Determining final grades
14. Constructing various kinds of tests
15. Presenting new material
16. Selecting pupils
17. Utilizing the results of diagnostic tests
18. Utilizing the results of achievement tests
19. Utilizing the results of prognostic tests
20. Administering various kinds of tests
21. Constructing progress charts

The problems which were deemed to be of little or no difficulty were the following:

1. Using the blackboard
2. Selecting approach

3. Choosing texts and supplementary material
4. Making out lesson plans
5. Handling disciplinary problems

In determining the frequency of the problems the same method was used as was used in determining the importance and difficulty.

The problems classified by the teachers to be of frequent occurrence on the basis of their weighted values were the following:

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Training for pre-transcription
4. Developing vocabulary
5. Training of proper movement
6. Remedial instruction
7. Providing proper motivation
8. Getting students to relax
9. Directing homework

The problems considered to be of occasional frequency of occurrence were the following:

1. Error analysis
2. Developing reading skill
3. Grading shorthand notes
4. Grading speed in dictation
5. Determining grade placement
6. Aiding in the development of desirable character traits
7. Determining the objectives of the course
8. Determining final grades
9. Constructing various kinds of test

10. Presenting new material
11. Using the blackboard
12. Selecting pupils
13. Choosing texts and supplementary material
14. Utilizing the results of diagnostic tests
15. Utilizing the results of achievement tests
16. Utilizing the results of prognostic tests
17. Construction of progress charts
18. Making out lesson plans

Problems considered to be of infrequent occurrence were the following:

1. Determining the standards for promotion to the next course
2. Selecting approach
3. Administering various kinds of tests
4. Handling disciplinary problems

The problems which were ranked as of major importance, considerable difficulty and frequent in occurrence based on their weightings were:

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Training for pre-transcription
4. Developing vocabulary
5. Training of proper movement

The problems judged to be of minor importance, somewhat difficult to solve and of occasional occurrence based on their weighting were the following:

1. Error analysis
2. Developing reading skill

3. Grading shorthand notes
4. Grading speed in dictation
5. Determining grade placement
6. Aiding in the development of desirable character traits
7. Determining the objectives of the course
8. Determining final grades
9. Constructing various kinds of tests
10. Presenting new material
11. Selecting pupils

The only problem which could be classed as of incidental importance, little difficulty and infrequent occurrence was that of handling disciplinary problems. This is significant since it bears out the statement made frequently in the literature of teaching shorthand and other commercial subjects that when students are kept busy and interested there is no discipline problem.

Number and Per Cent of Teachers Judging Problems

The problems which were judged by the teachers as to their importance, difficulty of solving and frequency of occurrence may be classified into several groups. For example, the problems might be grouped as follows: problems of teaching methodology, i. e., developing skills; problems of providing for individual differences; problems of testing; and problems of grading.

A comparison of the per cents of teachers judging these problems as to importance, difficulty of solving and occurrence was made among these groups of problems as to their importance, difficulty and occurrence in order that the relation of certain problems could be determined.

The problems which were considered major problems in importance of

considerable difficulty and of frequent occurrence in the classification of teaching were the following:

1. Developing careful proof-reading ability
2. Training for pre-transcription
3. Developing vocabulary
4. Training of proper movement

All except one of these problems which were considered as of major importance might be classified as teaching problems. The remaining problem concerned the criteria for measuring one's own work as a teacher.

Tables IV, XVI AND XVII show the number and per cent of teachers judging the problems as to importance, difficulty and occurrence. The analysis of the data of certain problems shown in these tables is interpreted as follows:

The problem of developing careful proof-reading ability was judged to be a major problem in importance by 44, or 60.3 per cent of the teachers reporting. It was considered to be of considerable difficulty by 33, or 47.9 per cent, of the teachers, while 40, or 54.8 per cent of the teachers judged this problem to be of frequent occurrence. It was ranked by 20, or 27.4 per cent of the teachers, as of minor importance; 21, or 28.8 per cent of the teachers, considered it to be somewhat difficult to solve; while 17, or 23.4 per cent of the teachers, thought it was of occasional occurrence. The same problem was judged as an incidental problem by 9, or 12.3 per cent of the teachers; 6, or 13.7 per cent of the teachers reporting, thought it to be of little or no difficulty, and 3, or 10.9 per cent of the teachers, thought it to be of infrequent occurrence. The remaining teachers did not judge the problem according to importance, difficulty and occurrence.

The problem of training for pre-transcription was considered to be

Table XIV

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

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Problem	Rank as to Importance	Rank as to Difficulty	Rank as to Occurrence
1 Determining the criteria for measuring one's own work as a teacher	1	1	1
2 Developing careful proof-reading ability	1	2	1
3 Training for pre-transcription.	2	5	4
4 Developing vocabulary	2	3	2
5 Training of proper movement	3	4	3
6 Remedial instruction	3	6	5
7 Providing proper motivation	4	9	5
8 Getting students to relax	4	6	5
9 Error analysis.	4	6	6
10 Directing homework	5	7	4
11 Developing reading skill.	5	8	7
12 Grading shorthand notes	5	7	6
13 Grading speed in dictation	5	9	6
14 Determining grade placement	6	10	9
15 Aiding in the development of desirable character traits.	6	6	6
16 Determining the objectives of the course.	6	10	10
17 Determining the standards for promotion to the next course	6	10	12
18 Determining final grades.	7	9	8
19 Constructing various kinds of tests	7	8	7
20 Presenting new material	7	10	8
21 Presenting new material	7	11	9
22 Selecting pupils	8	10	10
23 Selecting approach	8	12	11
24 Choosing texts and supplementary material	8	11	10
25 Utilizing the results of diagnostic tests	8	8	9
26 Utilizing the results of achievement tests	8	8	9
27 Utilizing the results of prognostic tests	9	9	10
28 Administering various kinds of tests (standardized)	9	10	13
29 Construction of progress charts	9	8	7
30 Making out lesson plans	10	13	10
31 Handling disciplinary problems.	10	13	13

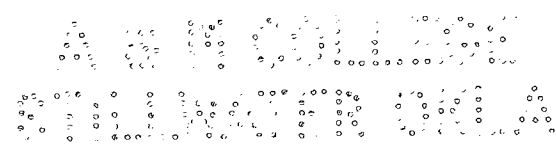


Table XV

NUMBER AND PER CENT OF TEACHERS JUDGING PROBLEMS AS TO IMPORTANCE

Problems	Major		Minor		Incidental	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Determining grade placement.	15	20.6	27	37.0	31	42.4
Selecting pupils.	13	17.8	19	26.0	41	56.2
Directing homework.	23	31.5	22	30.1	28	38.3
Selecting approach.	11	15.1	25	34.2	37	50.7
Training for pre-transcription	38	52.1	19	26.0	16	21.9
Providing proper motivation.	22	30.1	29	39.7	22	30.1
Developing careful proof-reading ability	44	60.3	20	27.4	9	12.3
Training of proper movement	26	35.6	28	38.3	19	26.0
Developing vocabulary	38	52.1	20	27.3	15	20.6
Getting students to relax	24	32.9	22	30.1	27	37.0
Making out lesson plans	5	6.8	21	28.8	47	63.9
Developing reading skill.	20	27.4	27	37.0	26	35.6
Presenting new material	9	12.3	36	49.3	28	38.3
Using the blackboard	6	8.2	30	41.1	37	50.7
Remedial instruction	28	38.3	24	32.9	21	28.8
Aiding in the development of desirable character traits.	20	27.4	22	30.1	31	42.5
Handling disciplinary problems.	3	4.1	19	26.0	51	69.9
Determining the objectives of the course.	13	17.8	32	43.9	28	38.3
Determining the standards for promotion to the next course	14	19.2	18	24.6	41	56.2
Grading shorthand notes	20	27.4	23	31.5	30	41.1
Grading speed in dictation	22	30.1	25	34.3	26	35.6
Determining final grades.	12	16.4	29	39.7	32	43.9
Error analysis.	23	31.5	24	32.9	26	35.6
Construction of progress charts	10	13.7	17	23.3	46	63.0
Choosing texts and supplementary material.	11	15.1	25	34.2	37	50.7
Utilizing the results of diagnostic tests.	9	12.3	23	31.5	41	56.2
Utilizing the results of achievement tests	8	10.9	29	39.7	36	49.3
Utilizing the results of prognostic tests	8	10.9	24	32.9	41	56.2
Administering various Standardized tests	8	11.0	20	27.4	45	61.6

Table XV
(cont'd)

Problems	Major		Minor		Incidental	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Constructing various kinds of tests.	15	20.6	24	32.9	34	46.5
Determining the criteria for measuring one's own work as a teacher . . .	45	61.7	18	24.6	10	13.7

Table XVI

NUMBER AND PER CENT OF TEACHERS JUDGING THE PROBLEMS AS TO DIFFICULTY OF SOLVING

Problems	Difficulty							
	Considerable		Somewhat		Little or No		Not Stated	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Determining grade placement	9	12.3	17	23.4	34	46.5	13	17.8
2. Selecting pupils	10	13.7	13	17.8	30	41.1	20	27.4
3. Directing homework	16	21.9	23	31.5	23	31.5	11	15.1
4. Selecting approach	6	8.2	12	16.4	39	53.5	16	21.9
5. Training for pre-transcription	24	32.9	25	34.2	15	20.6	9	12.3
6. Providing proper motivation	16	21.9	26	35.6	21	28.8	10	13.7
7. Developing careful proof-reading ability	35	47.9	21	28.8	10	13.7	7	9.6
8. Training of proper movement	23	31.5	20	28.4	10	13.7	12	16.4
9. Developing vocabulary	31	42.5	24	32.9	12	16.4	6	8.2
10. Getting students to relax	16	21.9	27	37.0	17	23.3	13	17.8
11. Making out leas on plans	5	6.8	7	9.6	46	63.0	15	20.6
12. Developing reading skill	15	20.7	22	30.1	29	39.3	9	10.9
13. Presenting new material	3	4.1	29	39.7	23	31.3	13	17.9
14. Using the blackboard	7	9.6	14	19.2	40	54.8	12	16.4
15. Remedial instruction	19	26.0	20	28.3	15	20.6	11	15.1
16. Aiding in the development of desirable character traits	14	19.2	27	37.0	18	24.6	14	19.2
17. Handling disciplinary problems	4	5.5	5	6.8	52	71.2	12	16.5
18. Determining the objectives of the course	6	8.2	22	30.1	33	45.2	12	16.5
19. Determining the standards for promotion to the next course	13	17.8	11	15.1	34	46.5	15	20.6
20. Grading shorthand notes	17	23.3	19	26.0	23	31.5	14	19.2
21. Grading speed in dictation	19	26.0	20	27.4	15	20.6	9	12.4
22. Determining final grades	12	16.4	21	28.8	29	39.7	11	15.1
23. Error analysis	20	27.4	21	28.8	19	26.0	13	17.8
24. Constructing progress charts	11	15.1	12	16.4	31	42.5	19	26.0
25. Choosing texts and supplementary material	9	10.9	16	21.9	37	50.7	12	16.5
26. Utilizing the results of diagnostic tests	9	12.3	20	27.4	20	27.4	24	32.9
27. Utilizing the results of achievements tests	9	12.4	22	30.1	18	24.6	24	32.9
28. Utilizing the results of prognostic tests	7	9.6	21	28.8	19	26.0	26	35.6
29. Administering various standardized tests	9	12.4	12	16.4	27	37.0	25	34.3
30. Constructing various kinds of tests	15	20.6	20	27.4	23	31.5	15	20.6
31. Determining the criteria for measuring one's own work as a teacher	37	50.7	21	28.8	5	6.8	10	13.7

Table XVII

NUMBER AND PER CENT OF TEACHERS JUDGING THE PROBLEMS AS TO FREQUENCY OF OCCURRENCE

Problems	Occurrence							
	Frequent		Occasional		Infrequent		Not Stated	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Determining grade placement	12	16.4	17	23.4	28	38.3	15	21.9
2. Selecting pupils	8	10.9	15	20.6	23	31.3	22	30.1
3. Directing homework	26	35.6	17	23.3	17	23.3	13	17.8
4. Selecting approach	8	10.9	13	17.8	33	45.3	19	26.0
5. Training for pre-transcription	26	35.6	29	39.4	12	16.4	15	20.7
6. Providing proper motivation	23	31.5	23	31.4	19	26.0	11	15.1
7. Developing careful proof-reading ability	40	54.8	17	23.4	8	10.9	3	4.1
8. Training of proper movement	32	43.9	13	17.6	12	16.4	11	15.1
9. Developing vocabulary	37	50.7	20	27.4	9	12.3	7	9.6
10. Getting students to relax	22	30.1	22	30.2	16	21.9	13	17.8
11. Making out lesson plans	13	17.8	9	12.3	32	43.9	19	26.0
12. Developing reading skill	17	23.3	22	30.1	24	32.9	10	13.7
13. Presenting new material	11	15.1	24	32.8	24	32.9	14	19.2
14. Using the blackboard	15	20.6	13	17.7	31	42.5	14	19.2
15. Remedial instruction	22	30.1	23	31.5	15	20.6	13	17.8
16. Aiding in the development of desirable character traits	19	26.0	23	31.5	19	26.1	12	16.4
17. Handling disciplinary problems	5	6.8	8	10.9	49	67.2	11	15.1
18. Determining the objectives of the course	8	10.9	22	30.1	29	39.7	14	19.2
19. Determining the standards for promotion to the next course	6	8.3	12	16.4	39	53.4	16	21.9
20. Grading shorthand notes	21	28.8	18	24.6	19	26.0	15	20.6
21. Grading speed in dictation	21	28.8	19	26.0	21	28.8	12	16.4
22. Determining final grade	11	15.1	24	32.9	24	32.9	14	19.2
23. Error analysis	21	28.8	21	28.8	13	17.6	13	17.8
24. Constructing progress charts	12	16.4	10	13.7	30	41.1	21	28.8
25. Choosing texts and supplementary material	10	13.7	13	17.8	34	46.6	15	21.9
26. Utilizing the results of diagnostic tests	10	13.7	13	17.7	25	34.3	25	34.3
27. Utilizing the results of achievement tests	7	9.6	18	24.6	22	30.1	26	35.6
28. Utilizing the results of prognostic tests	5	6.8	18	24.6	22	30.2	23	31.4
29. Administering various standardized tests	7	9.6	12	16.4	26	35.6	23	31.4
30. Constructing various kinds of tests	15	21.9	10	13.7	22	30.1	17	23.3
31. Determining the criteria for measuring one's own work as a teacher	34	46.6	19	26.0	5	6.8	15	20.6

a major problem by 38 or 52.1 per cent of the teachers. In judging the difficulty of this problem, 24 or 32.9 per cent of the teachers thought it was of considerable difficulty and 26 or 35.6 per cent of the teachers judged it to be of frequent occurrence. It was considered to be a minor problem by 19 or 26.0 per cent of the teachers. Of the teachers reporting, 25 or 34.2 per cent considered the problem of training for pre-transcription to be somewhat difficulty to solve and 20 or 27.4 per cent thought it to be of occasional occurrence. This same problem was judged to be of incidental importance by 16 or 21.9 per cent of the teachers. It also was considered of little or no difficulty by 15 or 20.6 per cent of the teachers. The remaining teachers did not judge this problem as to difficulty and occurrence.

Another problem judged to be of major importance was that of developing the vocabulary. Of the teachers reporting, 38 or 52.1 per cent judged it to be a major problem; 31 or 42.5 per cent judged it to be of considerable difficulty and 37 or 50.7 per cent thought it was of frequent occurrence. This may be compared with the 20 or 27.3 per cent of the teachers who thought it was of minor importance; 24 or 32.9 per cent who thought it to be somewhat difficult to solve and the 20 or 27.4 per cent of the teachers who thought it was of occasional occurrence. The problem of developing the vocabulary was judged by 15 or 20.6 per cent of the teachers to be of incidental importance; 12 or 16.4 per cent of the teachers judged it to be of little or no difficulty and 10 or 13.3 per cent thought it was of infrequent occurrence.

Of the teachers reporting 26 or 35.6 per cent thought the problem of training of proper movement to be of major importance; 23 or 31.5 per cent considered it of considerable difficulty and 32 or 43.9 per cent of the teachers considered it of frequent occurrence. This may be

compared with 28 or 38.3 per cent of the teachers who judged this problem to be of minor importance; 28 or 38.4 per cent who judged it to be somewhat difficult to solve and 18 or 24.6 per cent who thought it was of occasional occurrence. The problem of training of proper movement was judged by 19 or 26.0 per cent of the teachers to be of incidental importance; 10 or 13.7 per cent thought it was of little or no difficulty and 12 or 16.4 per cent considered it of infrequent occurrence. The remaining teachers did not indicate their judgments as to difficulty and occurrence.

The problems which were considered to be minor problems in importance, of somewhat difficulty and occasional occurrence were those chiefly concerned with grading, testing, selection and placement of students and methods of presenting shorthand. They were the following:

1. Error analysis
2. Developing reading skill
3. Grading shorthand notes
4. Grading speed in dictation
5. Determining grade placement
6. Aiding in the development of desirable character traits
7. Determining the objectives of the course
8. Determining final grades
9. Constructing various kinds of tests
10. Presenting new material
11. Selecting pupils

The only problem which was considered as an incidental problem in importance, of little difficulty and of infrequent occurrence was that of handling disciplinary problems. It was rated by 51 or 69.9 per cent of

the teachers to be of incidental importance; 52 or 71.2 per cent of the teachers thought it was of little or no difficulty and 49 or 67.2 per cent of the teachers thought it was of infrequent occurrence.

Table XVIII and Table XIX show the number and per cent of teachers judging the problems as to difficulty and occurrence according to major, minor and incidental problems. For example, problem No. 1, that of grade placement, was judged to be a major problem by 15 teachers. of these 15 teachers, 9 thought it was of considerable difficulty and 6 thought it was somewhat difficult to solve. In judging occurrence of the 15 teachers who considered it a major problem, 9 thought it was of frequent occurrence; 3 of occasional occurrence; 1 of infrequent occurrence and 2 did not indicate their judgments as to its occurrence.

Analysis of Problems According to Personal Qualifications
Of The Teachers and Enrollment
Of The High School

The check-lists were grouped (1) according to the number of college semester hours in shorthand training of the teacher; (2) according to the years of teaching experience; and (3) according to the size of schools based on enrollment in which they taught for the purpose of determining the effect such factors might have on the judgments of the teachers as to the importance, difficulty of solving and frequency of occurrence.

Four problems were arbitrarily chosen for comparison on the basis of teaching experience. These problems were developing proper motivation, getting students to relax, choosing texts and supplementary material and determining the criteria for measuring one's own work as a teacher. The check-lists were classified in two groups: (1) those with one year teaching experience and (2) those of teachers with two or more year's experience.

Table XVII

NUMBER AND PER CENT OF PROBLEMS CLASSIFIED AS TO IMPORTANCE AND DIFFICULTY OF SOLVING

Problems	Major												Minor				Incidental							
	Considerable		Somewhat		Little or None		Not Stated		Considerable		Somewhat		Little or None		Not Stated		Considerable		Somewhat		Little or None		Not Stated	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Determining Grade placement	9	60.0	6	40.0	0		0		0		10	37.0	16	59.3	1	3.7	0		1	3.2	18	59.1	12	38.7
2. Selecting pupils	10	76.9	3	23.1	0		0		0		7	36.8	12	63.2	0		0		3	7.3	18	43.9	20	48.8
3. Directing homework	13	56.5	10	43.5	0		0		3	13.6	11	50.0	8	36.4	0		0		2	7.1	15	53.6	11	39.3
4. Selecting approach	4	36.4	3	27.2	2	18.2	2	18.2	2	8.0	8	32.0	15	60.0	0		0		1	2.7	22	59.5	14	37.8
5. Training for pre-transcription	23	60.5	11	28.9	2	5.3	2	5.3	1	5.3	13	68.4	5	26.3	0		0		1	6.3	8	50.0	7	43.7
6. Providing proper motivation	14	63.6	8	36.4	0		0		2	6.8	16	76.5	10	34.4	1	3.3	0		2	9.1	11	50.0	9	40.9
7. Developing careful proof-reading ability	34	77.2	8	18.2	1	2.3	1	2.3	1	5.0	12	60.0	6	30.0	1	5.0	0		1	11.1	3	33.3	5	55.6
8. Training of proper movement	20	76.9	5	19.3	0			3.8	3	10.7	19	67.8	4	14.3	2	7.2	0		4	21.1	6	31.6	9	47.3
9. Developing vocabulary	29	76.3	9	23.7	0		0		2	10.0	14	70.0	4	20.0	0		0		1	6.7	8	53.3	6	40.0
10. Getting students to relax	16	66.7	6	25.0	0		2	8.3	0		18	81.8	4	18.2	0		0		3	11.1	13	48.1	11	40.8
11. Making out lesson plans	4	80.0	1	20.0	0		0		1	4.8	4	19.0	15	71.4	1	4.8	0		2	4.3	31	65.9	14	29.8
12. Developing reading skill	15	75.0	4	20.0	1	5.0	0		0		16	59.3	11	40.7	0		0		2	7.7	16	61.5	8	30.8
13. Presenting new material	3	33.3	4	44.5	1	11.1	1	11.1	0		22	61.1	11	30.6	3	8.4	0		3	10.8	16	57.1	9	32.1
14. Using the blackboard	5	83.3	0		1	16.7	0		2	6.6	11	36.7	15	50.0	2	6.7	0		3	8.1	24	64.9	10	27.0
15. Remedial instruction	19	67.8	8	28.6	1	3.6	0		0		18	75.0	5	20.0	1	4.2	0		2	9.5	9	42.9	10	47.6
16. Aiding in the development of desirable character traits	12	60.0	4	20.0	3	15.0	1	5.0	2	9.9	18	81.8	2	9.1	0		0		5	16.2	13	41.9	13	41.9
17. Handling disciplinary problems	3	100.0	0		0		0		1	5.3	4	21.0	14	73.7	0		0		1	2.0	38	74.5	12	23.5
18. Determining the objectives of the course	6	46.1	6	46.2	1	7.7	0		0		15	46.9	14	43.8	3	8.3	0		1	3.6	18	64.3	9	32.1
19. Determining the standards for promotion to the next course	10	71.5	1	7.1	3	21.4	0		3	16.7	19	50.0	6	33.3	0		0		1	2.4	25	61.0	15	36.6
20. Grading shorthand notes	16	80.0	1	5.0	1	5.0	2	10.0	1	4.4	16	69.6	6	26.0	0		0		2	6.7	16	53.3	12	40.0
21. Grading speed in dictation	19	86.4	3	13.6	0		0		0		16	64.0	7	28.0	2	8.0	0		1	3.8	18	69.3	7	26.9
22. Determining final grades	9	75.0	3	25.0	0		0		2	6.9	16	55.2	9	31.0	2	6.9	1	3.1	2	6.3	20	62.5	9	28.1
23. Error analysis	17	71.0	6	26.0	0		0		2	8.3	14	58.4	5	20.8	3	12.5	1	3.8	1	3.9	14	53.8	10	38.5
24. Constructing progress charts	9	90.0	1	10.0	0		0		2	11.8	10	58.8	4	23.5	1	5.9	0		1	2.2	27	58.7	19	39.1
25. Choosing texts and supplementary material	6	54.6	2	18.1	2	18.2	1	9.1	2	8.0	13	52.0	9	36.0	1	4.0	0		1	2.7	26	30.3	10	27.0
26. Utilizing the results of diagnostic tests	9	100.0	0		0		0		0		17	74.0	3	13.0	3	13.0	0		3	7.3	17	41.5	21	51.2
27. Utilizing the results of achievements tests	8	100.0	0		0		0		1	3.4	21	72.4	4	13.8	3	10.4	0		1	2.8	14	38.9	21	58.3
28. Utilizing the results of prognostic tests	7	87.5	1	12.5	0		0		0		17	70.8	4	16.7	3	12.5	0		3	7.4	15	36.5	23	56.1
29. Administering various standardized tests	7	87.5	0		1	12.5	0		2	10.0	10	50.0	6	30.0	2	10.0	0		2	4.5	20	44.4	23	51.1
30. Constructing various kinds of tests	14	93.3	0		0		1	6.7	1	4.2	19	79.1	3	12.5	1	4.2	0		1	2.9	20	58.8	13	38.3
31. Determining the criteria for measuring one's own work as a teacher	35	77.8	8	17.8	0		2	4.4	2	11.1	12	66.7	2	11.1	2	11.1	0		1	10.0	3	30.0	6	60.0

Table XIX

NUMBER AND PER CENT OF PROBLEMS CLASSIFIED AS TO IMPORTANCE AND FREQUENCY OF OCCURRENCE

Problems	Major												Minor				Incidental							
	Frequent		Occasional		Infrequent		Not Stated		Frequent		Occasional		Infrequent		Not Stated		Frequent		Occasional		Infrequent		Not Stated	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Determining grade placement	9	60.0	3	20.0	1	6.7	2	13.3	1	3.7	13	48.1	12	44.5	1	3.7	2	6.5	1	3.2	15	43.4	13	41.9
2. Selecting pupils	8	51.5	3	13.0	1	7.7	1	7.8	0		8	42.1	11	57.9	0		0		4	9.8	16	39.0	21	51.2
3. Directing homework	19	92.6	3	13.1	0		1	4.3	5	22.7	11	50.0	6	27.3	0		2	7.1	3	10.7	11	39.3	12	42.9
4. Selecting approach	5	45.5	2	18.1	2	27.3	1	9.1	3	12.0	10	40.0	10	40.0	2	8.0	0		1	2.7	20	54.1	16	43.2
5. Training for pre-transcription	23	60.5	8	21.1	2	5.3	5	13.1	3	15.8	10	52.7	4	21.0	2	10.5	0		2	12.5	6	37.5	8	50.0
6. Providing proper motivation	16	72.7	6	27.3	0		0		7	24.1	12	41.4	8	27.6	2	6.9	0		2	9.1	11	50.0	9	40.9
7. Developing careful proof-reading ability	35	79.5	6	13.6	1	2.3	2	4.6	5	25.0	11	55.0	3	15.0	1	5.0	0		0		4	44.4	5	55.6
8. Training of proper movement	22	84.6	1	3.8	2	7.7	1	3.9	10	35.6	14	50.0	3	10.7	1	3.6	0		3	15.8	7	36.8	9	47.4
9. Developing vocabulary	30	78.9	7	18.5	1	2.6	0		5	25.0	12	60.0	3	15.0	0		2	13.3	1	6.7	5	33.3	7	46.7
10. Getting students to relax	18	75.0	4	17.7	0		2	8.3	3	13.6	14	63.9	5	22.7	0		1	3.7	4	14.8	11	40.7	11	40.8
11. Making out lesson plans	4	80.0	1	20.0	0		0		7	33.3	6	28.6	7	33.3	1	4.8	2	4.3	2	4.3	25	53.2	18	38.2
12. Developing reading skill	10	50.0	7	35.0	2	10.0	1	5.0	6	22.2	13	48.1	8	29.7	0		1	3.8	2	7.7	14	53.8	9	34.7
13. Presenting new material	4	44.4	4	44.5	0		1	11.1	7	19.5	18	50.0	8	22.2	3	8.3	0		2	7.1	16	57.1	10	35.7
14. Using the blackboard	5	83.3	1	16.7	0		0		9	30.0	11	36.7	6	20.0	4	13.3	1	2.7	1	2.7	25	67.6	10	27.0
15. Remedial instruction	17	60.7	8	28.6	2	8.1	1	3.6	4	16.7	14	58.3	5	20.8	1	4.2	1	4.8	1	4.8	8	33.1	11	52.3
16. Aiding in the development of desirable character traits	13	65.0	4	20.0	2	10.0	1	5.0	4	18.2	15	68.2	3	13.6	0		2	6.5	4	12.9	14	45.1	11	35.5
17. Handling disciplinary problems	3	100.0	0		0		0		2	10.5	8	42.1	9	47.4	0		0		0		40	78.4	11	21.6
18. Determining the objectives of the course	5	33.5	5	38.5	3	23.0	0		2	6.3	16	50.0	9	28.1	5	15.6	1	3.6	1	3.6	17	60.7	9	32.1
19. Determining the standards for promotion to the next course	5	35.7	3	21.4	5	35.8	1	7.1	1	5.6	7	38.9	9	50.0	1	5.5	0		2	4.9	25	61.0	14	34.1
20. Grading shorthand notes	14	70.0	3	15.0	0		3	15.0	7	30.5	13	56.5	3	13.0	0		0		2	6.7	16	53.3	12	40.0
21. Grading speed in dictation	15	63.2	4	18.2	1	4.5	2	9.1	4	16.0	15	60.0	5	20.0	1	4.0	2	7.7	0		15	55.7	9	34.6
22. Determining final grades	7	58.3	5	41.7	0		0		4	13.8	16	55.2	5	17.2	4	13.8	0		3	9.4	19	59.4	10	31.2
23. Error analysis	17	73.0	6	26.1	0		0		3	12.5	14	58.3	5	20.8	2	8.3	1	3.8	1	3.9	13	50.0	11	42.3
24. Constructing progress charts	8	80.0	1	10.0	0		1	10.0	4	23.5	8	47.1	4	23.5	1	5.9	0		1	2.2	26	56.5	19	41.3
25. Choosing texts and supplementary material	4	36.4	3	27.3	3	27.3	1	9.0	6	24.0	8	32.0	6	24.0	5	20.0	0		2	5.4	25	67.6	10	27.0
26. Utilizing the results of diagnostic tests	7	77.8	0		2	22.2	0		3	13.0	12	52.2	5	21.8	3	13.0	0		1	2.4	18	43.9	22	53.7
27. Utilizing the results of achievement tests	4	50.0	2	25.0	2	25.0	0		3	10.3	15	51.7	7	24.2	4	13.8	0		1	2.8	13	36.1	22	61.1
28. Utilizing the results of prognostic tests	4	50.0	1	12.5	3	37.5	0		1	4.2	14	58.3	5	20.8	4	16.7	0		3	7.3	14	34.1	24	58.5
29. Administering various standardized tests	4	50.0	2	25.0	1	12.5	1	12.5	3	15.0	8	40.0	5	25.0	4	20.0	0		2	4.4	20	44.4	23	51.1
30. Constructing various kinds of tests	10	66.7	3	20.0	1	6.7	1	6.6	5	20.9	14	58.3	2	8.3	3	12.5	1	2.9	1	3.0	19	55.9	13	38.2
31. Determining the criteria for measuring one's own work as a teacher	31	63.9	7	15.6	1	2.2	6	13.3	3	16.7	11	61.1	2	11.1	2	11.1	0		1	10.0	2	20.0	7	70.0

Tables XX, XXI, XXII and XXIII show the number and per cent of teachers judging these problems as to importance, difficulty of solving and occurrence according to the number of years' experience held by each teacher.

In comparing the judgments of the teachers in regard to the problem of providing proper motivation, it was found that 16 or 45.5 per cent of the teachers having one year of teaching experience thought this was a problem of major importance while only 12 or 23.5 per cent of the teachers who had two years or more teaching experience considered this a major problem. Of the latter group, 22 or 43.1 per cent judged this problem to be one of minor importance; while only 7 or 31.8 per cent of those with one year of teaching experience judged it as minor in importance. This problem was considered to be one of incidental importance by 12 or 23.6 per cent of the teachers who had taught more than two years and only 2 or 9.1 per cent of the first-year teachers judged it to be of incidental importance.

There were 3 or 13.6 per cent of the first-year teachers and 5 or 9.8 per cent of the more experienced teachers who did not indicate the importance of this problem.

In judging the difficulty of providing proper motivation, 8 or 36.4 per cent of the first-year teachers considered this problem to be of considerable difficulty, while only 7 or 13.7 per cent of the teachers with two or more years teaching experience considered it as such. The per cent of teachers who considered this problem to be one somewhat difficult to solve was practically the same in the two groups; the per cent being approximately 35.0 per cent.

Of the teachers with one year of teaching experience, 9 or 40.9

Table XX

NUMBER AND PER CENT OF TEACHERS ON THE BASIS OF TEACHING EXPERIENCE
JUDGING THE IMPORTANCE, DIFFICULTY AND OCCURRENCE OF PRO-
VIDING PROPER MOTIVATION

Importance	One Year		Two or More Years	
	No.	Per Cent	No.	Per Cent
Major	10	45.5	12	23.5
Minor	7	31.8	22	43.1
Incidental	2	9.1	12	23.6
Not Stated	3	13.6	5	9.8

Difficulty				
	One Year		Two or More Years	
	No.	Per Cent	No.	Per Cent
Considerable	8	36.4	7	13.7
Somewhat	8	36.4	18	35.3
Little or None	3	13.6	18	35.3
Not Stated	3	13.5	8	15.7

Occurrence				
	One Year		Two or More Years	
	No.	Per Cent	No.	Per Cent
Frequent	9	40.9	14	27.4
Occasional	6	27.3	14	27.5
Infrequent	4	18.2	17	33.3
Not Stated	3	13.6	6	11.8

Table XXI

NUMBER AND PER CENT OF TEACHERS ON THE BASIS OF TEACHING
EXPERIENCE AS TO THE IMPORTANCE, DIFFICULTY
AND OCCURRENCE OF GETTING THE STUDENT
TO RELAX

Importance	1 Year		Two or more Years	
	No.	Per Cent	No.	Per Cent
Major	10	45.5	15	29.4
Minor	7	31.8	16	31.4
Incidental	3	13.6	14	27.5
Not Stated	2	9.1	6	11.7

Difficulty				
	No.	Per Cent	No.	Per Cent
Considerable	7	31.8	9	17.6
Somewhat	10	45.5	16	31.4
Little or None	3	13.6	15	29.4
Not Stated	2	9.1	11	21.6

Occurrence				
	No.	Per Cent	No.	Per Cent
Frequent	10	45.5	14	27.5
Occasional	7	31.8	13	25.5
Infrequent	3	13.6	13	25.5
Not Stated	2	9.1	12	23.5

Table XXII

NUMBER AND PER CENT OF TEACHERS JUDGING THE IMPORTANCE, DIFFICULTY
AND OCCURRENCE OF CHANGING TESTS ON THE BASIS OF TEACH-
ING EXPERIENCE

Importance	1 Year		2 or More Years	
	No.	Per Cent	No.	Per Cent
Major	5	22.7	7	13.7
Minor	6	27.3	20	39.3
Incidental	10	45.5	17	33.3
Not Stated	1	4.5	7	13.7

Difficulty	1 Year		2 or More Years	
	No.	Per Cent	No.	Per Cent
Considerable	3	13.6	5	9.8
Somewhat	7	31.8	10	19.6
Little or None	10	45.5	26	54.9
Not Stated	2	9.1	8	15.7

Occurrence	1 Year		2 or More Years	
	No.	Per Cent	No.	Per Cent
Frequent	3	13.6	8	15.7
Occasional	7	31.8	8	15.7
Infrequent	9	30.9	24	47.1
Not Stated	3	13.6	13	25.5

Table XXIII

NUMBER AND PER CENT OF TEACHERS ACCORDING TO TEACHING EXPERIENCE WHO
 JUDGED THE FOLLOWING PROBLEMS AS TO IMPORTANCE, DIFFICULTY
 AND FREQUENCY OF OCCURRENCE: DETERMINING THE CURRICULA
 FOR REACHING THE STANDARD ON A SILE

Importance	1 Year		2 or More Years	
	No.	Per Cent	No.	Per Cent
Major	15	68.2	32	62.9
Minor	4	18.2	13	25.5
Incidental	1	4.5	4	7.9
Not Stated	2	9.1	2	3.9
<u>Difficulty</u>				
Considerable	14	63.6	23	45.1
Somewhat	5	22.7	16	31.4
Little or None	1	4.5	5	9.8
Not Stated	2	9.1	7	13.7
<u>Occurrence</u>				
Frequent	12	54.5	22	43.1
Occasional	6	27.3	13	25.5
Infrequent	1	4.5	6	11.8
Not Stated	3	13.6	10	19.6

per cent, judged the problem of providing proper motivation to be one of frequent occurrence, while only 14 or 27.4 per cent of the teachers with more than two years teaching experience judged it to be of frequent occurrence. This problem was considered to be of occasional occurrence by 6 or 27.3 per cent of the first group and 14 or 27.5 per cent of the second group. Of the first-year teachers 4 or 12.2 per cent judged it to be of infrequent occurrence and 17 or 33.3 per cent of the more experienced teachers considered it of infrequent occurrence.

It is concluded from this information, that a larger per cent of teachers with less experience than those with longer teaching experience considered this problem to be a major one and of frequent occurrence. In the judgments of the teachers with more experience, it was considered to be one of minor importance and of infrequent occurrence. These data lead to the conclusion: that the teachers who had taught more than one year thought they experienced less difficulty in providing proper motivation than did those teachers with one year of teaching experience.

Getting students to relax was another problem which was analyzed on the basis of the teaching experience. The information concerning this is found on Table XXI.

It was found that this problem was considered by 10 or 45.6 per cent of the first-year teachers to be a major problem. The same per cent of first-year teachers judged it to be somewhat difficult to solve and of occasional occurrence. Among the teachers who had taught two years or more, there was a difference in judgments concerning this problem. Of this group, 15 or 29.4 per cent of the teachers judged this problem to be one of major importance; 16 or 31.4 per cent judged it to be somewhat difficult to solve and 14 or 27.5 per cent judged it to be of frequent occurrence.

Getting students to relax seems to be a major problem for a large per cent of the first-year teachers while 16 or 31.4 per cent judged it to be a minor problem.

It is concluded then that the teachers with more experience in teaching report less trouble getting students to relax than those with only one year of teaching experience.

The problem of choosing texts and supplementary materials was judged to be an incidental problem by 10 or 45.5 per cent of the first-year teachers, while 20 or 39.3 per cent of the teachers with two years or more experience indicated it was of minor importance.

A large per cent of both groups of teachers considered the problem of choosing texts and supplementary materials to be one of little or no difficulty to solve and to be one of infrequent occurrence.

It would seem then the major differences in judgments of the first-year teachers and the teachers with two or more years of experience were found in judging the importance of the problem. The first-year teachers might have considered the problem of choosing texts and supplementary material one of incidental importance due to the fact they may not have had a choice in choosing texts or they may have been inexperienced in methods of obtaining supplementary material.

The problem of determining the criteria for measuring one's own work as a teacher was considered by a majority of all the teachers as a major problem. It was also judged to be of considerable difficulty and of frequent occurrence by a majority of the teachers. This is indicative that the years of teaching experience have very little effect on the judgment of the teachers concerning this problem.

Another basis for comparing problems confronted was the number of semester hours of college credit in shorthand held by each teacher. Three problems were analyzed on this basis. They were error analysis,

Table XXIV

NUMBER AND PER CENT OF TEACHERS ACCORDING TO TEACHING EXPERIENCE WHO JUDGED THE FOLLOWING PROBLEMS AS TO IMPORTANCE, DIFFICULTY AND FREQUENCY OF OCCURRENCE: REWAR ANALYSIS

Importance	1 to 8 Hours		9 to 16 Hours	
	No.	Per Cent	No.	Per Cent
Major	9	22.5	13	39.5
Minor	15	37.5	10	30.3
Incidental	10	25.0	5	15.1
Not Stated	6	15.0	5	15.1
<u>Difficulty</u>				
Considerable	9	22.5	11	33.5
Somewhat	12	30.0	9	27.2
Little or None	12	30.0	6	24.2
Not Stated	7	17.5	5	15.1
<u>Occurrence</u>				
Frequent	10	25.0	10	30.4
Occasional	10	25.0	9	27.2
Infrequent	13	32.5	5	15.1
Not Stated	7	17.5	9	27.3

developing reading skill and remedial instruction.

The number and per cent of teachers judging these problems as to importance, difficulty and frequency of occurrence, according to the number of semester hours of college credit in shorthand, are shown in Tables XXIV, XXV, and XXVI.

There were 40 teachers reporting who had from 1 to 8 hours inclusive, in shorthand training and 33 teachers who had from 9 to 16 hours inclusive, in shorthand training. Table XXV shows the number and per cent of teachers with varying amounts of shorthand training who considered the problem of error analysis one of major importance, minor importance and incidental importance. It also shows the degree of difficulty and frequency of occurrence given to the problem by the teachers with varying amounts of shorthand training.

In comparing the judgments of the teachers in the two groups as to the importance of error analysis, it was found that this problem was considered a major problem by 9 or 22.5 per cent of the teachers in the first group and 13 or 39.5 per cent of the second group. This problem was considered a minor problem by 15 or 37.5 per cent of the teachers who had 1 to 8 hours inclusive of shorthand and by 10 or 30.3 per cent of those who had more than 8 hours. It was judged as an incidental problem by 10 or 25.0 per cent of the teachers who had 1 to 8 hours, inclusive, in shorthand and by 5 or 15.1 per cent of the teachers who had more than 8 hours.

It can be concluded from this information that the teachers who had more shorthand training considered this problem of more importance than those who had less training. The differences are greater in the judgments of the two groups as to whether or not the problem is of major importance. This does not signify necessarily a cause-effect relationship.

Table XXV

JUDGMENT OF TEACHERS IN NUMBER AND PER CENT AS TO THE IMPORTANCE,
DIFFICULTY AND OCCURRENCE OF DEVELOPING READING SKILL ON
BASIS OF SHORTHAND TRAINING

Importance	1 to 8 hours		9 to 16 hours	
	No.	Per Cent	No.	Per Cent
Major	13	32.5	6	6.1
Minor	16	40.0	12	36.4
Incidental	7	17.5	13	39.4
Not Stated	4	10.0	2	6.1
<u>Difficulty</u>				
Considerable	9	22.5	5	15.1
Somewhat	15	37.5	8	24.3
Little or None	12	30.0	17	51.5
Not Stated	4	10.0	3	9.1
<u>Occurrence</u>				
Frequent	9	22.5	8	24.2
Occasional	13	32.5	8	24.2
Infrequent	13	32.5	11	33.4
Not Stated	5	12.5	6	18.2

Table XXVI

JUDGMENT OF TEACHERS IN NUMBERS AND PER CENT AS TO THE IMPORTANCE,
DIFFICULTY AND OCCURRENCE OF REMEDIAL INSTRUCTION ON BASIS
OF GROWTH AND TRAINING

Importance	1 to 8 hours		9 to 16 hours	
	No.	Per Cent	No.	Per Cent
Major	12	30.0	16	48.5
Minor	13	32.5	11	33.2
Incidental	8	20.0	3	9.1
Not Stated	7	17.5	3	9.1
<u>Difficulty</u>				
Considerable	7	17.5	12	36.4
Somewhat	16	40.0	13	39.4
Little or None	10	25.0	5	15.1
Not Stated	7	17.5	3	9.1
<u>Occurrence</u>				
Frequent	8	20.0	14	42.4
Occasional	12	30.0	10	30.3
Infrequent	13	32.5	4	12.2
Not Stated	7	17.5	5	15.1

All that can be said is that differences are observed and that those differences appear significant. No statistical analysis was made, however, to determine the significance of the differences.

In comparing the judgments of these same two groups of teachers as to the importance of the problem of developing reading skill, it was found that 13 or 32.5 per cent of the teachers who completed from 1 to 8 hours inclusive of shorthand considered this a major problem; while 6 or 6.1 per cent of the teachers who had more than 8 semester hours of college shorthand judged it a major problem. This difference is one of the greatest of any observed between the two groups of teachers. A large per cent of the teachers in both groups thought it was a minor problem. Of the first group, 16 or 40.0 per cent and 12 or 36.4 per cent of the second group considered it as such. However, 13 or 39.4 per cent of the teachers who had more than 8 hours of shorthand considered it only an incidental problem, while 7 or 17.5 per cent of those who had less shorthand training judged it as incidental.

The problem of remedial instruction was considered by the teachers with the greater number of hours of shorthand training to be of major importance. In this group of 33 teachers, 16 or 48.6 per cent considered it a major problem, while 12 or 30.0 per cent of the teachers with less than eight hours of shorthand training judged it so. However, it was found to be a problem somewhat difficult to solve by a greater per cent of each group. It would seem then that the group with less training in shorthand considered remedial instruction a minor problem somewhat difficult to solve; while the teachers with more than 8 hours judged it a major problem somewhat difficult to solve.

In summarizing the possible effect which the amount of shorthand training has on the teacher's judgment, the teachers with more hours of

shorthand tend to emphasize the importance of problems more than those with less training. It is therefore concluded that the more semester hours of shorthand training in college a teacher has the more readily she is apt to recognize the importance of certain problems in shorthand teaching.

It was thought that the size of the school might affect the nature of the problems confronted by the teachers. Therefore, two problems were selected for the purpose of comparing the judgments of teachers on the basis of enrollment in the schools in which they taught. The problems chosen were (1) the selecting of pupils and (2) grade placement. The check-lists were grouped according to the schools which enrolled from 31 to 199 pupils, from 200 to 499 pupils, from 500 to 999 pupils and 1000 and above. These classifications are the same as those set up by the North Central Association of Colleges and Secondary Schools for the purpose of reporting its data relative to the size of schools in the territory served by this association. It was thought this classification would reflect differences in judgments, if any, with regard to problems confronted by the teachers.

Tables XXVII and XXVIII show the judgments of the teachers in number and per cent as to the importance, difficulty and frequency of occurrence of these problems according to the size of schools.

There were 38 teachers or a little over one-half of the teachers reporting who taught in schools of less than 200 pupils. Of these 38 teachers 5 or 13.2 per cent thought the selection of pupils was a major problem; 13 or 34.2 per cent thought it was a problem of minor importance and 13 or 34.2 per cent of the teachers thought it was of incidental importance. The remaining 7 teachers did not indicate the importance of it. This may be compared with the judgments of the teachers who taught

in large schools. There were 19 teachers reporting who taught in schools with 200 to 499 pupils enrolled. Of these 19 teachers 3 or 15.8 per cent thought the selection of pupils was of major importance; 4 or 21.1 per cent thought it was of minor importance; 8 or 42.1 per cent thought it of incidental importance and 4 of the teachers did not indicate the importance of the problem.

In comparing the judgments of the teachers in the different size schools concerning the importance of this problem, it was found that a majority of the teachers who taught in schools of less than 200 pupils considered it of minor or incidental importance while a majority of the teachers in schools with 200 to 499 students judged it entirely as of incidental importance.

In judging the difficulty of solving the problem of selecting pupils, 4 or 10.5 per cent of the 38 teachers in schools of less than 200 in enrollment thought it of considerable difficulty. Nine or 23.7 thought it was somewhat difficult to solve; 15 or 39.5 per cent of the teachers thought it was of little or no difficulty while 10 did not state their judgments of the difficulty of solving.

The difficulty of solving this problem as judged by the teachers teaching in schools of 200 to 499 enrollment was approximately the same as the importance. Two or 10.5 per cent of the teachers thought it was of considerable difficulty; 4 or 21.1 per cent indicated it was somewhat difficult to solve; 8 or 42.1 per cent indicated it was of little or no difficulty and 5 or 26.3 per cent did not state the difficulty of solving.

It may be seen in comparing the judgments of the teachers in both groups concerning the difficulty of solving of this problem, that a large

Per cent of both groups consider this a problem of little or no difficulty in solving.

Of the teachers who taught in schools with 0 to 199 pupils enrolled, 3 or 7.9 per cent indicated that the problem of selecting pupils occurred frequently, 8 or 21.1 per cent thought it was of occasional occurrence and 16 or 42.1 per cent indicated that it occurred infrequently. The remaining teachers did not state the occurrence.

In judging the frequency of occurrence of this problem, 7 or 36.8 per cent of the teachers who taught in schools with enrollments of 200 to 499 thought it was of infrequent occurrence.

Because of the smallness of the number of schools reporting in the last two groups, the data were thrown together for analysis. In the schools whose enrollment was of 500 pupils or more, there were 11 teachers reporting. Of these 11 teachers, 5 or almost one-half thought the selection of pupils was of incidental importance, 3 indicated it was of major importance and 1 thought it was of minor importance.

Of this same group of teachers there was very little difference in their judgments of its difficulty of solving. Two or 18.1 per cent of the teachers thought the selection of pupils to be of considerable difficulty; 3 or 27.3 per cent thought it to be somewhat difficult to solve; 3 or 27.3 per cent indicated it was of little or no difficulty and 3 teachers failed to state the difficulty.

The frequency of occurrence of the problem as judged by the teachers who taught in schools with enrollments above 500 was as follows: Three or 27.3 per cent considered the selection of pupils as of frequent occurrence; 3 or 27.3 per cent judged it as of occasional occurrence; 2 or 18.1 per cent judged it as of infrequent occurrence, while 3 did not indicate the frequency of occurrence.

Table XXVIII shows the judgment of teachers as to the importance, difficulty, and occurrence of the problem of selection of pupils on the basis of enrollment.

In considering the problem of grade placement on the basis of enrollment, 16 or 42.1 per cent of the teachers who taught in the small high schools of 199 pupils or less, indicated this was a minor problem; 19 or 50.0 per cent thought it was of little or no difficulty in solving and 13 or 34.0 per cent thought it was of infrequent occurrence. In the schools of 200 or more pupils and less than 500 pupils, 8 or 42.1 per cent of the 19 teachers thought grade placement was a minor problem; 5 or 26.3 per cent thought it was a major problem and 6 or 31.5 per cent indicated it to be an incidental problem. In judging the difficulty of solving of this group of 19 teachers, 8 or 42.1 per cent considered it of little or no difficulty. It was also considered as of infrequent occurrence by 42.1 per cent of the teachers and 4 or 21.1 per cent indicated it occurred frequently and 4 indicated it occurred occasionally.

It may be noted that 42.1 per cent of the teachers who taught in schools with 199 pupils or less and 42.1 per cent of the teachers who taught in schools with 200 to 499 pupils considered the problem of grade placement of minor importance. In both groups the larger per cent considered this to be a problem of little difficulty in solving and of infrequent occurrence.

In the schools of 500 pupils or more, 4 of the 11 teachers considered grade placement an incidental problem; 3 thought it a major problem; 1 a minor problem and 3 teachers did not state its importance.

In judging the occurrence of the problem of grade placement, 4 of the 11 teachers thought it was of infrequent occurrence and 3 indicated it was of frequent occurrence.

Table XXVII

JUDGMENT OF TEACHERS IN NUMBER AND PER CENT AS TO THE IMPORTANCE,
DIFFICULTY AND OCCURRENCE OF SELECTING PUPILS ON BASIS
OF ENROLLMENT

Importance	0-199		200-499		500-999		Above 1000	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Major	5	13.2	3	15.8	1	20.0	2	33.3
Minor	13	34.2	4	21.1	1	20.0	0	00.0
Incidental	13	34.2	8	42.1	3	60.0	2	33.4
Not Stated	7	18.4	4	21.0	0	00.0	2	33.3
<u>Difficulty</u>								
Considerable	4	10.5	2	10.5	1	20.0	1	16.7
Somewhat	9	23.7	4	21.1	1	20.0	2	33.3
Little or None	15	39.5	8	42.1	3	60.0	0	00.0
Not Stated	10	26.3	5	26.3	0	00.0	3	50.0
<u>Occurrence</u>								
Frequent	3	7.9	3	15.8	2	40.0	1	16.7
Occasional	8	21.1	4	21.1	1	20.0	2	33.3
Infrequent	16	42.1	7	36.8	2	40.0	0	00.0
Not Stated	11	28.9	5	21.3	0	00.0	3	50.0

Table XIII

JUDGMENT OF TEACHERS IN NUMBER AND PER CENT AS TO THE IMPORTANCE,
DIFFICULTY AND OCCURRENCE OF GRADE PLACEMENT ON BASIS OF
ENROLLMENT

Importance	0-199		200-499		500-999		Above 1000	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Major	6	15.8	5	26.3	1	20.0	2	33.3
Minor	16	42.1	8	42.1	1	20.0	0	00.0
Incidental	11	28.9	6	31.5	2	40.0	2	33.3
Not Stated	5	13.2	0	00.0	1	20.0	2	33.4
<u>Difficulty</u>								
Considerable	3	7.9	3	15.8	1	20.0	1	16.7
Somewhat	9	23.7	6	31.6	0	00.0	1	16.7
Little or None	19	50.0	8	42.1	3	60.0	2	33.3
Not Stated	7	18.4	2	10.5	1	20.0	2	33.3
<u>Occurrence</u>								
Frequent	5	13.2	4	21.0	2	40.0	1	16.7
Occasional	12	31.5	4	21.1	0	00.0	0	00.0
Infrequent	13	34.2	8	42.1	2	40.0	2	33.3
Not Stated	8	21.1	3	15.8	1	20.0	3	50.0

Grade placement as a problem in the small high schools seems to be of more importance than in the larger schools. However, even in the small schools it is of minor importance while in the larger schools it is only an incidental problem.

According to the comparison made of the two problems on the basis of enrollment, it is concluded that the enrollment of the schools has very little, if any, affect on the problems confronted by the first-year shorthand teachers.

Summary

The problems on the check-lists were tabulated according to the importance, difficulty of solving and frequency of occurrence as judged by the teachers. An arbitrary method was used to give each factor involved a certain weight by which a value of three, two and one was assigned problems considered as major, minor and incidental importance respectively. These values were also used in weighting the judgments as to the difficulty of solving and frequency of occurrence of the problems.

The problems were classified according to those of major importance, minor importance and incidental importance. They were also classified as to considerable difficulty, somewhat difficult and of little or no difficulty. The third classification was made as to frequency, such as frequent occurrence, occasional occurrence and infrequent occurrence. This procedure was for the purpose of comparing differences in teacher judgments.

The problems were then classified in groups of three; those which were of major importance, considerable difficulty and frequent occurrence; those which were of minor importance, somewhat difficult to

solve and of occasional occurrence; and those of incidental importance, little or no difficulty and infrequent occurrence.

There were 5 problems which were judged to be of major importance, considerable difficulty and of frequent occurrence. They were the following:

1. Determining the criteria for measuring one's own work as a teacher
2. Developing careful proof-reading ability
3. Training for pre-transcription
4. Developing vocabulary
5. Training of proper movement

The problems which were judged to be of minor importance, somewhat difficult and of occasional occurrence based on their weightings were the following:

1. Error analysis
2. Developing reading skill
3. Grading shorthand notes
4. Grading speed in dictation
5. Determining grade placement
6. Aiding in the development of desirable character traits
7. Determining the objectives of the course
8. Determining final grades
9. Constructing various kinds of tests
10. Presenting new material
11. Selecting pupils

The only problem which could be classed as one of incidental importance, little difficulty and of infrequent occurrence was that of handling disciplinary problems.

The check-lists were then grouped according to the number of college semester hours of shorthand training held by the teacher, years of teaching experience and size of school in which each teacher taught. This grouping was for the purpose of determining the possible effect such factors might have on the judgments of the teachers as to the importance, difficulty of solving and frequency of occurrence of the problems. The teachers with less experience found it more difficult to solve problems of securing relaxation and providing proper motivation than did those teachers with more training and more experience. However, teachers with more training in shorthand found the problems of remedial instruction to be more important, more difficult to solve and more frequent in occurrence than did those teachers with less training.

It was found that the size of the school had very little effect on the importance, difficulty or frequency of occurrence of problems which confronted teachers of first-year shorthand.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chief purposes of this study were to determine the problems which might be representative of those which confront the teachers of first-year shorthand and to analyze the importance, difficulty of solving and frequency of occurrence of each problem.

Questionnaires which included a personal data blank and a check-list of problems were sent to 250 high school teachers of first-year shorthand in Oklahoma. The teachers were asked to check these problems as to their importance, difficulty of solving, and frequency of occurrence and to list additional problems which confronted them. These judgments then were compared according to the qualifications of the teachers and according to the size of the schools in which the teachers were teaching.

This study is based on an analysis of the replies to the questionnaires which were filled in by 73 first-year shorthand teachers. The analysis was made of the judgments of the teachers as to the importance, difficulty of solving and frequency of occurrence of the problems which confronted the teachers of first-year shorthand. An arbitrary method of weighting was used to determine the value of each problem according to importance, difficulty and occurrence. This was accomplished by assigning a numerical value of 3 to problems considered as major; a numerical value of 2 to problems considered as minor; and a value of 1 to problems considered as of incidental importance. The weight of each classification was multiplied by the number representing the frequency of each classification. The sum of the products thus obtained for the three classifications divided by the number representing the total frequency of all groups gave the composite weight of each problem

according to importance. The same method was used for determining the weighted value of each problem according to difficulty of solving and frequency of occurrence.

Four problems were arbitrarily chosen to be analyzed in the light of the teaching experience of the teachers; three problems were chosen to be analyzed on the basis of the number of semester hours of college credit in shorthand held by the teacher; and two problems were chosen to be analyzed on the basis of the enrollment in the school in which the teacher was employed.

Summary

A summary of information pertaining to the size of the schools and to the qualifications and experience of the teachers included in this study follows:

1. Seventy-two teachers of the 73 reporting had Bachelor degrees. Eleven of the 73 teachers had Master's degrees.
2. Forty teachers had from 1 to 8 semester hours inclusive, of college credit in shorthand; 33 teachers had from 9 to 16 semester hours inclusive, of college credit in shorthand.
3. Fifty teachers had courses in shorthand methods while 23 did not.
4. Twenty-two or 30.1 per cent of the 73 teachers reporting were engaged in their first year of shorthand teaching experience, while 53 or 72.6 per cent of the total teachers had 4 years or less of shorthand teaching experience.
5. Two-thirds or 29 of the 37 teachers who reported having had business experience, reported 19 months of experience or less.
6. Thirty-eight or over one-half of the teachers reporting the enrollments of their school, were from schools with enrollments less than 200 pupils.

A summary of the judgments of the teachers as to the importance, difficulty of solving and frequency of occurrence of problems encountered in teaching first-year shorthand follows:

7. Six problems were ranked as problems of major importance;

20 as of minor importance and 5 as of incidental importance on the basis of the weighted values of each problem.

8. The same six problems which were ranked as problems of major importance were also ranked as problems of considerable difficulty and of frequent occurrence. These six problems are: (1) determining the criteria for measuring one's own work as a teacher; (2) developing careful proof-reading ability; (3) training for pre-transcription; (4) developing vocabulary; (5) training of proper movement; (6) remedial instruction.
9. A surprising point here is that the majority of the teachers included in this study judged the problems concerning the utilization of test results in teaching first-year shorthand as of little or no importance.
10. The teachers were very consistent in checking the problem, "Determining the criteria for measuring one's own work as a teacher," to be of major importance, considerable difficulty and of frequent occurrence.
11. The judgments of the teachers as to the importance, difficulty of solving, and occurrence vary little as to the size of schools in which the teachers were working, showing that within the limitations of this study the size of the school has little or no influence upon the problems confronted.
12. The teachers with less than 1 year teaching experience considered the problems concerning motivation and relaxation to be of more difficulty in solving than did those teachers with 2 or more years of teaching experience.
13. Teachers with more than 9 hours of shorthand training considered the problem of remedial instruction to be more important than did those with more than 9 hours shorthand training.

Conclusions

The following conclusions seem to be warranted by the findings presented in this study:

1. Five of the six problems considered as major in importance are concerned primarily with developing shorthand skills in the students.
2. Four of the five problems considered as of incidental importance are concerned with utilizing test results, planning motivation and handling discipline.
3. The teachers with more shorthand training attach greater importance than do teachers with less training to certain problems, such as remedial instruction.

4. The more teaching experience of teachers the less difficult the teachers considered such problems as of motivation and relaxation.

Recommendations

It is recommended that the teacher-training institutions plan their shorthand methods courses so as to acquaint the teachers with specific problems which will confront them in their teaching in order that they may be better qualified teachers.

A majority of the teachers indicated that the problems of utilization of diagnostic, achievement and prognostic tests were unimportant. At the same time a number of the teachers indicated on the check-list that they made no use of these tests in their teaching. It would be well, therefore, for the methods courses to emphasize the administering of such tests and the interpreting and utilizing the results obtained.

Since the problem of determining the criteria for measuring one's own work as a teacher is considered of major importance and of considerable difficulty to solve, score cards might be set up within the methods course whereby the teachers might learn to evaluate their own teaching.

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Stillwater, Oklahoma
April 9, 1941

Dear Fellow Shorthand Teacher:

How do your problems in teaching first-year shorthand compare with those of other teachers in the state? An analysis of these problems is being made, according to their importance, occurrence, and difficulty of solving, in order to improve shorthand instruction in Oklahoma. This study necessitates getting information from the shorthand teachers.

You will find enclosed two blank forms. The first page is a check list of some of the problems which possibly have confronted you as a teacher of beginning shorthand. The second page is a personal data sheet. Your name is not required on either sheet, and all information will be treated confidentially.

If you do not teach beginning shorthand, will you please give this letter to a teacher in your school who has charge of these beginning classes.

Your contribution will definitely strengthen this study, and I shall appreciate very much your filling in these forms and returning them to me by April 20, if possible.

An addressed and stamped envelope is enclosed for your convenience.

Very truly yours,

Mervyn Rogers

2 Enclos.

STRATHMORE PARCHMENT

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PROBLEMS BLANK

The following list is composed of problems which may confront the high school teacher of beginning shorthand.

In the columns below check each item as to whether it has been a major, minor, or incidental problem to you. Check the degree of difficulty in solving and the frequency of its occurrence. Use your own experience as a basis for judging these problems.

Space is available for listing and rating additional problems you may have confronted. Use reverse side if necessary.

Problems	Problem		Diff. in Solving			Occurrence	
	Major	Minor	Inci- dent- al	Con- sider- able	Some what or None	Little or None	Fre- quency Occas. In- fre.
Determining grade Placement							
Selecting pupils							
Directing homework							
Selecting approach (direct, manual, functional)							
Training for pre- transcription							
Providing proper motivation							
Developing careful proofreading ability							
Training of proper movement							
Developing vocabulary							
Getting students to relax							
Making out lesson plans							
Developing reading skill (shorthand plates)							
Presenting new material							
Using the black- board							
Remedial Instruction							
Aiding in the Devel- opment of desir- able character traits							
Handling Discipli- nary problems							
Determining the ob- jectives of the course							

Determining the
standards for pro-
motion to the next
course

Grading shorthand
notes

Grading speed in
dictation

Determining final
grade

Error analysis

Construction progress
charts

Choosing texts and
supplementary
material

Utilizing the re-
sults of diagnos-
tic tests

Utilizing the results
of achievement
tests

Administering var-
ious standardized
tests

Constructing various
kinds of tests

Determining criteria
for measuring
one's own work as
a teacher

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PERSONAL DATA BLANK

Location of School: City _____

Total Enrollment of high school _____ Encircle grades included 7, 8, 9,
10, 11, 12.

Name of schools and colleges from which you were graduated:

_____ Degree: _____ Date _____

_____ Degree: _____ Date _____

Shorthand Studied: High School (units) _____ College (Sem. hours) _____

Business College (Months) _____

Shorthand Methods Courses studied: Undergraduate (sem. hours) _____

Graduate (sem. hours) _____

Total Months of business experience in which you used shorthand: _____

Average rate of speed at which you take dictation (net words a minute) _____

Shorthand teaching experience (include this year): _____

Number of different schools in which you have taught shorthand: _____

Total number of teachers of shorthand employed this year in your school:

Number of first-year shorthand classes you teach this year: _____

Enrollment in these class sections: (1) _____ (2) _____ (3) _____

(4) _____ (5) _____ (6) _____

Total number of students now enrolled in first-year shorthand: _____

Total enrollment in first-year shorthand distributed by grades:

Grade 8 _____; 9 _____; 10 _____; 11 _____; 12 _____

Titles of first-year shorthand texts used this year: _____

Length of shorthand periods: _____ minutes.

PROBLEM NO. 1
Determining Grade Placement

Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
9	60.0	6	40.0	0		0		15
Frequent		Occasional		Infrequent		Not Stated		Total
9	60.0	3	20.0	1	6.7	2	13.3	15

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
0		10	37.0	16	59.3	1	3.7	27
Frequent		Occasional		Infrequent		Not Stated		Total
1	3.7	13	48.1	12	44.5	1	3.7	27

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
0		1	3.2	18	58.1	12	38.7	31
Frequent		Occasional		Infrequent		Not Stated		Total
2	6.5	1	3.2	15	48.4	13	41.9	31

PROBLEM NO. 2
Selecting Pupils

Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
10	76.9	3	23.1	0	00.0	0	00.0	13
Frequent		Occasional		Infrequent		Not Stated		Total
8	51.5	3	23.0	1	7.7	1	7.8	13

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
0	00.0	7	36.8	12	63.2	0	00.0	19
Frequent		Occasional		Infrequent		Not Stated		Total
0	00.0	8	42.1	11	57.9	0	00.0	19

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
0	00.0	3	7.3	18	43.9	20	48.8	41
Frequent		Occasional		Infrequent		Not Stated		Total
0	00.0	4	9.8	16	39.0	21	51.2	41

PROBLEM NO. 3
Directing Homework

Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
13	56.5	10	43.5	0	00.0	0	00.0	23
Frequent		Occasional		Infrequent		Not Stated		Total
19	82.6	3	13.1	0	00.0	1	4.3	23

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
3	13.6	11	50.0	8	36.4	0	00.0	22
Frequent		Occasional		Infrequent		Not Stated		Total
5	22.7	11	50.0	6	27.3	0	00.0	22

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
0	00.0	2	7.1	15	53.6	11	39.3	28
Frequent		Occasional		Infrequent		Not Stated		Total
2	7.1	3	10.7	11	39.3	12	42.9	28

PROBLEM NO. 4
Selecting Approach

Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
4	36.4	3	27.2	2	18.2	2	18.2	11
Frequent		Occasional		Infrequent		Not Stated		Total
5	45.5	2	18.1	3	27.3	1	9.1	11

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
2	8.0	8	32.0	15	60.0	0	00.0	25
Frequent		Occasional		Infrequent		Not Stated		Total
3	12.0	10	40.0	10	40.0	2	8.0	25

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
0	00.0	1	2.7	22	59.5	14	37.8	37
Frequent		Occasional		Infrequent		Not Stated		Total
0	00.0	1	2.7	20	54.1	16	43.2	37

PROBLEM NO. 8
Training of Proper Movement

Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
20	76.9	5	19.3	0	00.0	1	3.8	26
Frequent		Occasional		Infrequent		Not Stated		Total
22	84.6	1	3.8	2	7.7	1	3.9	26

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
3	10.7	19	67.8	4	14.3	2	7.2	28
Frequent		Occasional		Infrequent		Not Stated		Total
10	35.6	14	50.0	3	10.7	1	3.6	28

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
0	00.0	4	21.1	6	31.6	9	47.3	19
Frequent		Occasional		Infrequent		Not Stated		Total
0	00.0	3	15.8	7	36.8	9	47.4	19

PROBLEM NO. 9
Developing Vocabulary

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent 29 76.3	No. Per Cent 9 23.7	No. Per Cent 0 00.0	No. Per Cent 0 00.0	38
Frequent	Occasional	Infrequent	Not Stated	Total
30 78.9	7 18.5	1 2.6	0 00.0	38

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 10.0	14 70.0	4 20.0	0 00.0	20
Frequent	Occasional	Infrequent	Not Stated	Total
5 25.0	12 60.0	3 15.0	0 00.0	20

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 6.7	8 53.3	6 40.0	15
Frequent	Occasional	Infrequent	Not Stated	Total
2 13.3	1 6.7	5 33.3	7 46.7	15

PROBLEM NO. 10
Getting Students To Relax

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent 16 66.7	No. Per Cent 6 25.0	No. Per Cent 0 00.0	No. Per Cent 2 8.3	24
Frequent	Occasional	Infrequent	Not Stated	Total
18 75.0	4 17.7	0 00.0	2 8.3	24

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	18 81.8	4 18.2	0 00.0	22
Frequent	Occasional	Infrequent	Not Stated	Total
3 13.6	14 63.9	5 22.7	0 00.0	22

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	3 11.1	13 48.1	11 40.8	27
Frequent	Occasional	Infrequent	Not Stated	Total
1 3.7	4 14.8	11 40.7	11 40.8	27

PROBLEM NO. 11
Making Out Lesson Plans

Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
4	80.0	1	20.0	0	00.0	0	00.0	5
Frequent		Occasional		Infrequent		Not Stated		Total
4	80.0	1	20.0	0	00.0	0	00.0	5

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
1	4.8	4	19.0	15	71.4	1	4.8	21
Frequent		Occasional		Infrequent		Not Stated		Total
7	33.3	6	28.6	7	33.3	1	4.8	21

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
0	00.0	2	4.3	31	65.9	14	29.8	47
Frequent		Occasional		Infrequent		Not Stated		Total
2	4.3	2	4.3	25	53.2	18	38.2	47

PROBLEM NO. 12
Developing Reading Skill

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent 15 75.0	No. Per Cent 4 20.0	No. Per Cent 1 5.0	No. Per Cent 0 00.0	20
Frequent	Occasional	Infrequent	Not Stated	Total
10 50.0	7 35.0	2 10.0	1 5.0	20

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	16 59.3	11 40.7	0 00.0	27
Frequent	Occasional	Infrequent	Not Stated	Total
6 22.2	13 48.1	8 29.7	0 00.0	27

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	2 7.7	16 61.5	8 30.8	26
Frequent	Occasional	Infrequent	Not Stated	Total
1 3.8	2 7.7	14 53.8	9 34.7	26

PROBLEM NO. 13
Presenting New Material

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent 3 33.3	No. Per Cent 4 44.5	No. Per Cent 1 11.1	No. Per Cent 1 11.1	9
Frequent	Occasional	Infrequent	Not Stated	Total
4 44.4	4 44.5	0 00.0	1 11.1	9

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	22 61.1	11 30.8	3 8.1	36
Frequent	Occasional	Infrequent	Not Stated	Total
7 19.5	18 50.0	8 22.2	3 8.3	36

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	3 10.8	16 57.1	9 32.1	28
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	2 7.1	16 57.1	10 35.7	28

PROBLEM NO. 14
Using The Blackboard

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent 5 83.3	No. Per Cent 0 00.0	No. Per Cent 1 16.7	No. Per Cent 0 00.0	6
Frequent	Occasional	Infrequent	Not Stated	Total
5 83.3	1 16.7	0 00.0	0 00.0	6

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 6.6	11 36.7	15 50.0	2 6.7	30
Frequent	Occasional	Infrequent	Not Stated	Total
9 30.0	11 36.7	6 20.0	4 13.3	30

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	3 8.1	24 64.9	10 27.0	37
Frequent	Occasional	Infrequent	Not Stated	Total
1 2.7	1 2.7	25 67.6	10 27.0	37

PROBLEM NO. 15
Remedial Instruction
Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
19	67.8	8	28.6	1	3.6	0	00.0	28
Frequent		Occasional		Infrequent		Not Stated		Total
17	60.7	8	28.6	2	7.1	1	3.6	28

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
0	00.0	18	75.0	5	20.9	1	4.2	24
Frequent		Occasional		Infrequent		Not Stated		Total
4	16.7	14	58.3	5	20.9	1	4.2	24

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
0	00.0	2	9.5	9	42.9	10	47.6	21
Frequent		Occasional		Infrequent		Not Stated		Total
1	4.8	1	4.8	8	38.1	11	52.3	21

PROBLEM NO. 16
 Aiding In The Development of Desirable Character
 Traits
 Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
12 60.0	4 20.0	3 15.0	1 5.0	20
Frequent	Occasional	Infrequent	Not Stated	Total
13 65.0	4 20.0	2 10.0	1 5.0	20

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 9.1	13 61.8	2 9.1	0 00.0	22
Frequent	Occasional	Infrequent	Not Stated	Total
4 18.2	15 68.2	3 13.6	0 00.0	22

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	5 16.2	13 41.9	13 41.9	31
Frequent	Occasional	Infrequent	Not Stated	Total
2 6.5	4 12.9	14 45.1	11 35.5	31

PROBLEM NO. 17
Handling Disciplinary Problems
Major

Considerable		Somewhat		Little or None		Not Stated		Total
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
3	100.0	0	00.0	0	00.0	0	00.0	3
Frequent		Occasional		Infrequent		Not Stated		Total
3	100.0	0	00.0	0	00.0	0	00.0	3

Minor

Considerable		Somewhat		Little or None		Not Stated		Total
1	5.3	4	21.0	14	73.7	0	00.0	19
Frequent		Occasional		Infrequent		Not Stated		Total
2	10.5	8	42.1	9	47.4	0	00.0	19

Incidental

Considerable		Somewhat		Little or None		Not Stated		Total
0	00.0	1	2.0	38	74.5	12	23.5	51
Frequent		Occasional		Infrequent		Not Stated		Total
0	00.0	0	00.0	40	78.4	11	21.6	51

PROBLEM NO. 18

Determining The Objectives of The Course

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
6 46.1	6 46.2	1 7.1	0 00.0	13
Frequent	Occasional	Infrequent	Not Stated	Total
5 38.5	5 38.5	3 23.0	0 00.0	13

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	15 46.9	14 43.8	3 9.3	32
Frequent	Occasional	Infrequent	Not Stated	Total
2 6.3	16 50.0	9 28.1	5 15.6	32

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 3.6	18 64.3	9 32.1	28
Frequent	Occasional	Infrequent	Not Stated	Total
1 3.6	1 3.6	17 60.7	9 32.1	28

PROBLEM NO. 19

Determining The Standards for Promotion to The Next Course

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
10 71.5	1 7.7	3 21.4	0 00.0	14
Frequent	Occasional	Infrequent	Not Stated	Total
5 35.7	3 21.4	5 35.8	1 7.1	14

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
3 16.7	9 50.0	6 33.3	0 00.0	18
Frequent	Occasional	Infrequent	Not Stated	Total
1 5.6	7 38.9	9 50.0	1 5.5	18

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 2.4	25 61.0	15 36.6	41
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	2 4.9	25 61.0	14 34.1	41

PROBLEM NO. 20
Grading shorthand notes
Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
16 80.0	1 5.0	1 5.0	2 10.0	20
Frequent	Occasional	Infrequent	Not Stated	Total
14 70.0	3 15.0	0 00.0	3 15.0	20

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
1 4.4	16 69.6	6 26.0	0 00.0	23
Frequent	Occasional	Infrequent	Not Stated	Total
7 30.5	13 56.5	3 13.0	0 00.0	23

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	2 6.7	16 53.3	12 40.0	30
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	2 6.7	16 53.3	12 40.0	30

PROBLEM NO. 21
Grading speed in Dictation

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
19 86.4	3 13.6	0 00.0	0 00.0	22
Frequent	Occasional	Infrequent	Not Stated	Total
15 68.2	4 18.2	1 4.5	2 9.1	22

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	16 64.0	7 28.0	2 8.0	25
Frequent	Occasional	Infrequent	Not Stated	Total
4 16.0	15 60.0	5 20.0	1 4.0	25

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 3.8	18 69.3	7 26.9	26
Frequent	Occasional	Infrequent	Not Stated	Total
2 7.7	0 00.0	15 55.7	9 34.6	26

PROBLEM NO. 22
Determining Final Grades

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
9 75.0	3 25.0	0 00.0	0 00.0	12
Frequent	Occasional	Infrequent	Not Stated	Total
7 58.3	5 41.7	0 00.0	0 00.0	12

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 6.9	16 55.2	9 31.0	2 6.9	29
Frequent	Occasional	Infrequent	Not Stated	Total
4 13.8	16 55.2	5 17.2	4 13.8	29

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
1 3.1	2 6.3	20 62.5	9 28.1	32
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	3 9.4	19 59.4	10 31.2	32

PROBLEM NO. 23

Error Analysis

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
17 74.0	6 26.0	0 00.0	0 00.0	23
Frequent	Occasional	Infrequent	Not Stated	Total
17 73.9	6 26.1	0 00.0	0 00.0	23

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 8.3	14 58.4	5 20.8	3 12.5	24
Frequent	Occasional	Infrequent	Not Stated	Total
3 12.5	14 58.3	5 20.8	2 8.3	24

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
1 3.8	1 3.9	14 53.8	10 38.5	26
Frequent	Occasional	Infrequent	Not Stated	Total
1 3.8	1 3.9	13 50.0	11 42.3	26

PROBLEM NO. 24
Construction of Progress Charts

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
9 90.0	1 10.0	0 00.0	0 00.0	10
Frequent	Occasional	Infrequent	Not Stated	Total
8 80.0	1 10.0	0 00.0	1 10.0	10

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 11.8	10 58.8	4 23.5	1 5.9	17
Frequent	Occasional	Infrequent	Not Stated	Total
4 23.5	8 47.1	4 23.5	1 5.9	17

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 2.2	27 58.7	18 39.1	46
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	1 2.2	26 56.5	19 41.3	46

PROBLEM NO. 25

Choosing Texts and Supplementary Material

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
6 54.6	2 18.1	2 18.2	1 9.1	11
Frequent	Occasional	Infrequent	Not Stated	Total
4 36.4	3 27.3	3 27.3	1 9.0	11

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 8.0	13 52.0	9 36.0	1 4.0	25
Frequent	Occasional	Infrequent	Not Stated	Total
6 24.0	8 32.0	6 24.0	5 20.0	25

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 2.7	26 70.3	10 27.0	37
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	2 5.4	25 67.6	10 27.0	37

PROBLEM NO. 26

Utilizing the Results of Diagnostic Tests

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
9 100.0	0 00.0	0 00.0	0 00.0	9
Frequent	Occasional	Infrequent	Not Stated	Total
7 77.8	0 00.0	2 22.2	0 00.0	9

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	17 74.0	3 13.0	3 13.0	23
Frequent	Occasional	Infrequent	Not Stated	Total
3 13.0	12 52.2	5 21.8	3 13.0	23

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	3 7.3	17 41.5	21 51.2	41
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	1 2.4	18 43.9	22 53.7	41

PROBLEM NO. 27
Utilizing the Results of Achievement Tests

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
8 100.0	0 00.0	0 00.0	0 00.0	8
Frequent	Occasional	Infrequent	Not Stated	Total
4 50.0	2 25.0	2 25.0	0 00.0	8

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
1 3.4	21 72.4	4 13.8	3 10.4	29
Frequent	Occasional	Infrequent	Not Stated	Total
3 10.3	15 51.7	7 24.2	4 13.8	29

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 2.8	14 38.9	21 58.3	36
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	1 2.8	13 36.1	22 61.1	36

PROBLEM NO. 28

Utilizing the Results of Prognostic Tests

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent 7 87.5	No. Per Cent 1 12.5	No. Per Cent 0 00.0	No. Per Cent 0 00.0	8
Frequent	Occasional	Infrequent	Not Stated	Total
4 50.0	1 12.5	3 37.5	0 00.0	8

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	17 70.8	4 16.7	3 12.5	24
Frequent	Occasional	Infrequent	Not Stated	Total
1 4.2	14 58.3	5 20.8	4 16.7	24

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	3 7.4	15 36.5	23 56.1	41
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	3 7.3	14 34.1	24 58.5	41

PROBLEM NO. 29

Administering Various Kinds of Tests

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
7 87.5	0 00.0	1 12.5	0 00.0	8
Frequent	Occasional	Infrequent	Not Stated	Total
4 50.0	2 25.0	1 12.5	1 12.5	8

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 10.0	10 50.0	6 30.0	2 10.0	20
Frequent	Occasional	Infrequent	Not Stated	Total
3 15.0	8 40.0	5 25.0	4 20.0	20

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	2 4.5	20 44.4	23 51.1	45
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	2 4.4	20 44.4	23 51.1	45

PROBLEM NO. 30

Constructing various kinds of tests

Major

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
14 93.3	0 00.0	0 00.0	1 6.7	15
Frequent	Occasional	Infrequent	Not Stated	Total
10 66.7	3 20.0	1 6.7	1 6.6	15

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
1 4.2	19 79.1	3 12.5	1 4.2	24
Frequent	Occasional	Infrequent	Not Stated	Total
5 20.9	14 58.3	2 8.3	3 12.5	24

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 2.9	20 58.8	13 38.3	34
Frequent	Occasional	Infrequent	Not Stated	Total
1 2.9	1 3.0	19 55.9	13 38.2	34

PROBLEM NO. 31

**Determining the Criteria for Measuring One's Own work
As a Teacher
Major**

Considerable	Somewhat	Little or None	Not Stated	Total
No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
35 77.8	8 17.8	0 00.0	2 4.4	45
Frequent	Occasional	Infrequent	Not Stated	Total
31 68.9	7 15.6	1 2.2	6 13.3	45

Minor

Considerable	Somewhat	Little or None	Not Stated	Total
2 11.1	12 66.7	2 11.1	2 11.1	18
Frequent	Occasional	Infrequent	Not Stated	Total
3 16.7	11 61.1	2 11.1	2 11.1	18

Incidental

Considerable	Somewhat	Little or None	Not Stated	Total
0 00.0	1 10.0	3 30.0	6 60.0	10
Frequent	Occasional	Infrequent	Not Stated	Total
0 00.0	1 10.0	2 20.0	7 70.0	10

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