SURVEY OF TEACHER PREPARATION FOR VARIOUS SUBJECT

COMBINATIONS WITH HOME ECONOMICS IN OKLAHOMA

1937-1938

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by

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PREFACE

The data contained in this thesis have been secured from a statistical survey of all home economics teachers in the State of Oklahoma who teach this specialized field in combination with some other subject. This study will be concerned chiefly with the smaller high schools of Oklahoma.

According to Bulletin number one hundred thirty seven issued by the Oklahoma State Department of Education, twenty-eight per cent of the high school teachers in Oklahoma are teaching in three, four, and five teacher schools. It is clearly seen that it is a matter of necessity for these small high schools to have teachers who must teach more than one subject. Therefore, the training of high school teachers for these small schools is one of the most responsible tasks of all colleges and universities in the state and it is their duty to help guide the prospective teacher in the selection and preparation for combination fields.

This study should prove of value not only to institutions training high school teachers, but also to superintendents and principals in the making of assignments of teachers in the high school program.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

In making this study the author has endeavored to throw some light upon the present situation existing in Oklahoma concerning the subjects taught with home economics and the preparation of the teachers in these fields.

Before improvement can be made in secondary education it is necessary properly to prepare teachers in that field. In previous years it was thought that the preparation of a secondary teacher was no different from that of any other teacher. The purpose of the high school then was to prepare the fortunate few to enter college, but there has been a great transition from selective college preparation to common, universal education. Never before has there been a greater need for the organization of teacher-preparation curricula than is prevalent today.

In recent years there has been made a number of surveys interested in the better preparation of high school teachers and in the subjects that they are preparing to teach. Below is presented a brief account of some of the more intensive surveys on this matter.

A Modern Foreign Language Study has gone into the subject of teacher preparation in its field very

thoroughly.[1] The report made on Modern Foreign Language
Study is restricted to the immediate instruction of
modern foreign language and takes into account conditions
that necessarily limit the time that high school students
can give to foreign language. This immediately brings
to attention the necessity for teachers to be prepared
to teach in more than one subject. The most significant
recommendation made in the report of the Modern Foreign
Language is that adequate preparation for a teaching
field in this subject should provide for at least five
years' work after high school, including residence and
study in a foreign country.[2]

William C. Bagley and Thomas Alexander make this
statement in their book The Teacher of the Social
Studies.[3]

> The improvement of the teaching service in
> general and particularly improvement in the
> teaching of the social studies depends primari-
> ly upon attracting to the schools men and women
> of broad culture and effective personalties
> who are willing to make the work of teaching a
> life career. Until the public attitude toward
> teaching and the material rewards of the teach-
> ing service permit this condition to be ful-
> filled in a generous measure the best plans
> for the education of teachers cannot be fully
> effective.

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[1]
    C. M. Purin, The Training of Teachers in the
Modern Foreign Languages, Volume XIII of the Reports,
pp. 37-56.

[2]
    R. H. Fife, Chairman, A Summary of Reports on
the Modern Foreign Languages, pp. 53-68.

[3]
    W. C. Bagley and Thomas Alexander, The Teacher of
the Social Studies, p. 74.

The report made by the Mathematical Association of America gives emphasis to the need of proper teacher preparation in the subject of mathematics and cites several means of obtaining this proper teacher preparation.[4] It realizes the importance of a general education for teachers, the necessity for prospective mathematics teachers to be qualified to teach additional subjects and it also attempts to advise the prospective mathematics teachers in the courses necessary for teaching this subject as well as related subjects.

The Final Report of the Committee on the Subject Matter Preparation of Secondary School Teachers gave consideration to issues considered at the University of Illinois under the direction of Dean E. Benner and Edward F. Potthuff.[5]

> The fact was recognized that well-trained teachers should be prepared to carry a full teaching load, consisting of a group of subjects most or all of which were related in some way and that preparation for a given teaching combination should doubtless qualify a teacher to offer instruction in all of the subjects commonly taught in any particular field thus permitting the concentration of such subjects under a minimum number of teachers.

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[4] "Report on the Training of Teachers of Mathematics," American Mathematical Monthly, XLII, May, 1935, pp. 263-277.

[5] The Final Report of the Committee on the Subject Matter Preparation of Secondary School Teachers, The North Central Association Quarterly, XII (April, 1938), pp. 456-466.

In volume two of the National Survey of the Education
of Teachers are found some very interesting facts on
teacher personnel in the United States.[6] There were
studied 3,117 cases of home economics teachers and of
this total number 23.7 per cent taught home economics in
combination with biological science. This was the highest
percentage found of all of the various combinations.
English combined with home economics made up 19.7 per
cent of the total. This was second in rank of the var-
ious combinations. Physical science was third in rank
with a per cent of 17.4. The fourth in rank was 10.7
per cent, giving the combination of home economics and
history, sociology and economics. The Survey indicates
a most pressing need for more insight into the prepara-
tion of secondary school teachers and the selection of
the most desirable combinations.

Professor C. L. Kezer reports interesting results
in his study of Subject Combinations in High School
Teachers' Programs in Oklahoma, 1928.[7] There were 111
cases studied of two subject matter combinations, home
economics and one other subject. Of these cases studied
it was found that 37 teachers combined home economics

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[6] E. S. Everden, G. C. Gamble and H. G. Blue,
National Survey of the Education of Teachers, p. 70.

[7] C. L. Kezer, Subject Combinations in High School
Teachers' Program in Oklahoma, pp. 23-25.

with science, 27 combined home economics with social
studies, and 25 combined home economics with English.
The next combination in order was mathematics and home
economics with six cases reported. The other combina-
tions reported were very few in number.

The brief summaries of the reports given above all
show the necessity for proper subject combinations and
the chaos that was existing at the time of the various
reports. The report by the author will give the situation
as it exists in Oklahoma at the present time, 1937-1938
and the various subjects that continue to be united with
home economics.

The data used in this study were collected from the
1937-1938 Application for Accrediting in the office of
the high school inspection division of the State
Superintendent's office, Oklahoma City, Oklahoma. There
are two hundred sixty-one cases in the study and these
include all of the high schools over the State of Okla-
homa employing home economics teachers who teach this
specialized subject in combination with other subjects.

Each Application for Accrediting sent to the office
of the high school inspection division of the State
Superintendent's office was examined and those were used
which listed the above described teacher. The records
of the Certificate Clerk, State Board of Education, were
also examined to verify the number of college hours

listed in the <u>Applications</u> <u>for</u> <u>Accrediting</u> of the various subjects taught by each individual teacher cited in each case.

Those reports which listed home economics teachers who taught this subject with some additional subject were studied in detail. From these particular <u>Applications</u> <u>for</u> <u>Accrediting</u> the names were drawn off and the following information was gathered under these headings: county, district number, A. D. A. (average daily attendance), population group (size of town), teacher's name, teacher's age, teacher's salary, colleges attended, certificates, total experience, tenure in present position, subject matter fields taught with sub-headings of (1) subject, (2) preparation in the field, (3) experience in the field.

The data from the sources listed above were then coded according to the standard code used by the State Statistician. After the procedure of coding, the data were punched on special cards used in running calculations from the Hollerith machine. These cards were then run through the machine for the various combinations of data.

Tables have been compiled considering the following items: (1) subjects combined with home economics, (2) preparation in the various fields in terms of college hours, (3) number of years' experience and

number of teachers, (4) relationship of total college
hours to total experience, (5) relationship of tenure
and combination subjects taught with home economics
(6) total years' experience and tenure in present posi-
tion, (7) number of years' experience and number of
teachers, (8) total college hours showing number of
teachers in each group and average experience in each
group, (9) salary in relation to combination subjects
taught with home economics, (10) salary and average home
economics training for each salary interval, (11) re-
lationship of age and average salary of each age group,
(12) colleges attended and number attending these.

CHAPTER II

TABULATION AND ANALYSIS OF THE REPORT

The most pertinent data are tabulated here. The particular tables listed in this chapter are those which are primarily concerned with topics of subject-combinations and teacher-preparation. Due to the lack of time and space the remaining tables are given in the Appendix.

The tables are presented with relatively little comment, but they are in most cases quite simple and may be easily interpreted by those interested in the data presented. In general the methods of presenting the tables are very similar to those used in Oklahoma Bulletin Number 137.[1]

Table I presents teaching combinations of home economics with a second field, and also the combinations where a third field is included. To interpret third field combinations, the table should be read as follows: To find the number of teachers teaching any combination locate the combination at the top of the table and the left side of the table. For example, if you wish to know the number of teachers teaching English and Social studies with home economics, locate English on the left side of the table and locate social studies at the top of the table. Run the columns across and down to the

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[1] Marshall Gregory, Statistics Pertaining to the Oklahoma Teaching Personnel, 1931-1932, Bulletin 137, 1934.

TABLE I

SUBJECTS COMBINED WITH HOME ECONOMICS AS THE FIRST FIELD* IN OKLAHOMA 1937-1938

3d Field 2d Field	Elem.	Gen. Sci.	Speech	Hist.	Bio.	Soc. Stud.	Art	Math.	Music App.	English	Phys. Geog.	no 3d Field
Elem.		1										54
English		1	1	1	1	2						78
Speech												2
Math.												10
History					2		1	1				22
Soc. Studies	1		1					2				6
Spanish												1
Phys. Geog.												1
Biology												6
Gen. Science			1		2				2	2	1	35
Commerce												11
Phys. Ed.												1
Librarian												1
Art												4
Music Theory							1					4
Music App.												1

*Explanation: "First Field" constitutes that teaching field which shows the greatest number of preparatory college hours. "Second field" is that teaching field which shows the next greatest number of preparatory college hours, etc.

point of intersection and the number in the square at this point of intersection is the number of teachers teaching these three subjects in combination.

An analysis of the table showing subjects combined with home economics as the first field show the greatest number of teachers, 78, teaching home economics with English. This constitutes 29 per cent of the total number of 261 cases.

Home economics and elementary school work is second with 54 teachers listed. This is 20 per cent of the total number of cases.

General science and home economics is listed third with 35 teachers teaching this combination, therefore giving 13 per cent of the total number.

History and home economics is listed fourth with 22 teachers, thus making 8 per cent of the total number of cases.

There are 24 teachers of the 261 who are teaching three fields with home economics as the first field. This is 9 per cent of the total number of cases. The above table will show the various other combinations.

Table II presents the home economics preparation in terms of college hours. This does not include pre-requisites or allied subjects. The first column gives the number of college hours of home economics training, and each interval has a range of nine hours. The

second column gives the number of cases of the study
which fall in each particular interval.

TABLE II
PREPARATION IN COLLEGE HOURS OF HOME ECONOMICS
TRAINING

Number of Hours of Home Economics Training	Number of Cases in Each Group
No report*	2
10-19	4
20-29	25
30-39	82
40-49	86
50-59	29
60-69	24
70-79	8
80-89	0
90-99	1

*No report: data was unavailable on these
cases.

Table II classifies teachers according to the pre-
paration in home economics training. The great majority
of teachers have between 30 and 50 semester hours of   .
credit, 83 per cent have 30 or more hours of credit
in home economics. The average or mean of all teachers
is 42.5 semester hours of home economics. This is
slightly above the state requirement for a home eco-
nomics certificate and is perhaps what should be ex-
pected. The number that are below this requirement
is compensated by the group that completed a curriculum
where home economics was the only field.

Tables III, IV, and V show the number of cases in
the various first, second, and third fields (see

explanation under Table I), and the hours of college
preparation in each field.

TABLE III
PREPARATION IN COLLEGE HOURS OF FIRST FIELDS

College hours										
First Field	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	N.*R.
Elem.										1
English	1	1								
Home Ec.	4	25	82	86	29	24	8	0	1	2

*N.R.: No report (see explanation under Table II)

Table III shows the first fields in the left
column and the top of the table gives the preparation of
college hours of each field listed in the left column.

It readily can be seen by the above table that
home economics is the first field listed in nearly all
the total number of cases.

Table IV presents an analysis of the second fields
listed in this survey and should be read in the same
manner as Table III. It will be noted that by far the
greatest frequency is between 20 and 30 hours of pre-
paration, while that for home economics was between
40 and 50. In fact 44 per cent of all the cases belong
to this group. The average or mean number of hours for
the group was 25.1 which as a group may be considered
quite adequate as a second teaching field, since the
number of hours required for a life certificate in
most of the fields is 24 hours. The mean of the whole

TABLE IV

PREPARATION IN COLLEGE HOURS OF ALL SECOND FIELDS

College Hours Second Field	4-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	N.R.	Total
Elementary			1							55	56
English		18	39	20	2					2	81
Speech		2									2
Math.		7	3								10
History	2	13	8	2						1	26
Soc. Studies	1	2	4	3							10
Spanish		1									1
Phys. Geog.		2	4								6
Ind. Geog.										1	1
Gen. Science		11	19	6	3	2	1		1		43
Home Ec.			1	2							3
Commerce	1		6	1						3	11
Phys. Ed.	1										1
Librarian	1										1
Art	1		3								4
Music Theory		1		2		1				1	5
Total Number	7	57	88	36	5	3	1		1	63	261
Percentage	03	28	44	18	02	oo.1	000.5		000.5		

Mean 25.1

group is therefore slightly higher. As in the case of
home economics, the minimum state requirements for a
life certificate has presumably determined this average.
Whether this teaching field was complete at the time
of graduation or whether it was built up later on cannot be determined by the data at hand.

The table also shows the number of second fields
that are combined with home economics and the frequency of each such field. Perhaps the most important
generalization to make is that there are 16 second

fields. This means that home economics is combined with practically every conventional subject in the high school curriculum.

There are 81 teachers teaching English as a second field. This constitutes 31 per cent of the total number of cases. This is a large number considering the fact that there are fifteen other second fields.

Elementary school work is the next most frequent second field with 56 teachers constituting 21 per cent of the total number of cases.

General science is the third on the list with 44 teachers constituting 16 per cent of the total number of cases.

History as a second field shows the small number of 26 teachers, constituting 9 per cent of the total number of cases.

Commerce and social studies rank next in order of frequency, but the rest are fairly well scattered among geography, music, art, speech, Spanish, physical education and library work.

Table V shows that there are only 24 teachers who are teaching a third field or in other words there are 24 teachers who are teaching home economics and two other subjects in combination. In the cases studied it was found that home economics did not exist as a third field.

TABLE V

PREPARATION IN COLLEGE HOURS OF THIRD FIELD

College Hours Third Field	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	N.R.
No Third Field										235
Elem										2
English		1	1							
Speech	1									
Math.		2								
History		1	1	1						
Soc. Studies		2								
Phys. Geog.	2	1								
Biology	1	2	1							
Gen. Sci.		1								1
Art		1		1						
Music Applied		1								

The mean number of hours preparation in the third teaching field was slightly below that of the second fields listed. The mean was 15 college hours. However, there are too few cases to generalize.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

This chapter of the thesis seeks to summarize and
interpret the data gathered and used in Chapter II,
which reveal the nature of the problem of improving the
subject-matter preparation of home economics high school
teachers and the possible subject combinations.

The cases studied in this survey show that the
teacher of home economics must teach one, two, or three
other subjects in conjunction with this specialized
field. This may be due to several reasons: (1) the
cases studied are mostly those of small high schools;
(2) even small high schools offer several curricula
with elective privileges for the students, resulting
in small classes and a great range of courses to be
taught; (3) as high school teachers move from one
position to another it is improbable that they will find
exactly the same combinations of subjects to teach, as
a result they frequently find themselves with an addi-
tional subject for which their predecessor was adequate-
ly prepared but in which they may be poorly prepared.

Of the 261 cases studied there were found to be
sixteen other fields listed with home economics. The
survey shows these 16 subject-matter fields combined
in such a way that there are 34 different combinations
of them. This fact shows that home economics is

combined with practically every other subject-matter
field of a high school curriculum. It most forcibly
presents the fact of combination of unrelated subject-
matter fields. Chaos would have to exist when this
great number of subject-matter combinations are present
over an entire state.

English and home economics indicated the most
frequent combinations with 29 per cent of the total
number of cases. This combination is not considered
so good because the relationship between home economics
and English is rather remote. The combination may be
explained, however, by the fact that a teacher, in order
to fulfill general certificate requirement, may have
practically the minimum number of hours in English to
teach this subject according to state requirements.
This general requirement is then developed into a minor
teaching field by additional work in summer schools,
by extension or correspondence courses. Such a method
for developing a teaching field is not often satis-
factory. The field is not adequately covered nor well
integrated. What perhaps is still more objectionable
is that English likely was never of particular interest
to the teacher as a teaching field, but had to be

developed as such,* and has always been regarded as distinctly secondary to the highly specialized field of home economics. A properly integrated program of teacher training would obviate this since it would articulate appropriate teaching combinations, and would standardize all small school teaching programs on this principle, making shifts from one school system to the other relatively easy.

Elementary school work and home economics in combination has the second greatest number of frequencies of cases, the data showing 20 per cent of the total number of cases. This may be considered a poor combination because of the wide chasm between elementary teaching and high school teaching. The arrangement of a class schedule for such a combination adds to the difficulty of the combination. What happens likely is that it was easier until recently for a home economics teacher to secure an additional elementary certificate than a certificate for a special field in high school teaching.

Table VI in the Appendix shows that over 200 teachers have more credit hours than required for graduation. The median is approximately 141 semester hours. This indicates that the second field might have been developed after graduation.

The combination of home economics and general science has the third greatest number of cases, the data showing 13 per cent of the total number of cases. At first glance this may seem a very good combination, but in order to be an adequate general science teacher, preparation is needed in both physical and biological sciences. Usually if a teacher has majored in home economics there is insufficient time and preparation for an adequate general science field, but only a partial background and preparation for this combination. Because of the prerequisites of science required by most schools or departments of home economics, this, however, is logically one of the best combinations.

The data show 8 per cent of the total number of cases teaching the combination of home economics and history. Table IV shows that the preparation for history teaching falls mostly in the interval of 12-20 preparatory college hours, which is considered the minimum of hours for teaching history. This is a very weak combination as there is lack of relationship of the two fields as well as inadequate preparation.

A teacher who prepares to teach home economics is so occupied with this preparation that there is often little time left to make adequate preparation in a second field. This tends to weaken the

preparation in the second field. The subject combinations with home economics are mostly of unrelated fields which also tends to weaken the second field.

The data in Table II show that the preparation in the field of home economics has a mean of 42.5 preparatory college hours which may be considered adequate. This may be due to the fact that more and more schools are requiring their home economics teachers to have a special certificate in this field. It is probable that a teacher of home economics has chosen this field through a selective process, and, therefore, must have adequate preparation due to the pressure of our colleges and the standards of our high school programs in relation to that field. The term selective process in this study means that the teacher of home economics has selected this field of her own accord as no courses of home economics are required for a degree. In other words, there is no sampling course offered in home economics which is required for a degree so the candidate selects the field of home economics by her own choice.

Table IV shows 65 per cent of the various fields falling somewhere in the interval of 12-35 preparatory college hours, which is a wide divergence of preparation for these subjects. However, the mean for the entire group of second fields is 25.1 preparatory college hours which is considered quite adequate for

a second field. This mean is slightly higher than the required 24 preparatory college hours to receive a life certificate in most of the fields. Whether this teaching field was complete at the time of graduation or whether it was built up after the teacher had entered this as a second field cannot be determined by the data at hand.

It is fitting to set forth some recommendations from a survey of this nature, as it is obvious that some are necessary. The burden of improving the existing condition set forth rests with both teacher-training colleges and supervisors for making high school programs.

It will be necessary for teacher-training colleges to develop a new curriculum based upon the specific needs of teachers. Such a curriculum should have as its objectives: (1) a broad understanding of the major fields of learning; (2) wide cultural contacts that will insure a liberal education; (3) capacity to assume intelligently the responsibilities of citizenship; (4) the complete mastery of two or more teaching fields; (5) attitudes essential for success in teaching; (6) interests broad enough to insure a rich and satisfying life. This trend is advocated by

William S. Gray of the University of Chicago.[1] He feels
that the secondary school teacher should possess a
general education which is truly liberal in character.

Of first importance is a general education in the
preparation of teachers for the teaching in secondary
schools. The failures of our teacher-training col-
leges is that of stressing specialized study first
before an adequate background has been obtained. Cer-
tainly our teachers should not be the leaders of young
people if they themselves do not have an adequate
background of general education. These young people
are striving for the attainment of a general education-
al background and the folly of the situation is soon
seen if they are not provided with teachers who are
prepared.

A broad, general, and educational background
should place emphasis on work in the following fields:
(1) the social sciences; (2) literature; (3) the
biological sciences; (4) the physical sciences; (5)
philosophy; (6) art and music; (7) oral and written
expression; (8) speech and religion.[2]

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[1] William S. Gray, "The Preparation Recommended by
School Officers and Teachers," North Central Association
Quarterly, XI, January, 1937, pp. 281-288.

[2] Ibid.

If the great purpose of education is to teach
students how to live happy, harmonious, and useful
lives, then the best teacher is one who can inspire
an appreciation of the fine things of life and present
them with materials of his own particular specialized
field. In order for a teacher to do justice to his own
subject, he must understand and fit into the whole
educational plan. A student does not necessarily get
his education from books alone, but from contact with
his teachers as well as other agencies. However, the
teacher plays a very important part in shaping his
educational background.

A new concept of the word specialization must be
formulated before progress can be made in preparing
teachers for secondary schools. The word specializa-
tion should be defined in terms of fields rather than
subjects - for example, social studies. In recommend-
ing preparation for two or more fields of specializa-
tion, it must be kept in mind that the fields of
specialization selected should be related - for example,
social studies and English. This particular combination
is recommended by Dean Thomas E. Benner and Edward F.
Potthuff of the University of Illinois. There should
be an effort to break down specific subject divisions,
especially between subjects that are felt to be closely
related or belong to the same division. Teachers of

home economics who must teach in one or more other fields should be assigned to those fields which are closely related to home economics. This would tend to break down the weakness of the second fields.

The most important problem of the present time is to find subjects that are considered related to the field of home economics and to prepare teachers to handle these subjects. General science is the subject that is felt to be most closely related to the field of home economics because of the science courses required as a background for the major in home economics. However, in order for a home economics teacher to be adequately prepared to teach general science it is necessary to take other additional science courses. But with the science courses required of a major in home economics it is not so difficult to add these additional courses.

Social studies is also considered a related field to home economics. The teacher of home economics who has a major in home economics also has some courses which are felt to be very good subjects as a background for social studies. Additional preparation will be necessary before a complete teaching field is obtained in social studies. However, there is a close relationship between the fields of home economics and social studies.

This survey found the most frequent combination of
home economics and English. This presents the question,
"Is this a related combination?" Dean Nora Talbot,
Head of the School of Home Economics at Oklahoma Agri-
cultural and Mechanical College, Stillwater, Oklahoma,
expresses the opinion that perhaps this is as good a
combination as others mentioned above. According to
Dean Talbot, English is certainly a subject that helps
us to live and is closely related to home making which
is our foundation for living. Therefore, to follow her
argument, why wouldn't the combination of home economics
and English be considered a good combination and one which
is related? The situation that exists in Oklahoma at the
present time indicated by this study shows this combina-
tion is predominant and it must be rejected or accepted.

It has been pointed out that a broad general
education is necessary for all teachers, to serve as
a rich background for teaching in some specific field.
Some recommendations for a home economics teacher,
which can be applied to any field of specialization,
are: (1) understanding of what is to be taught at the
various levels of this field, (2) a knowledge of
instructions on the elementary level in order to be
familiar with the foundation upon which to build,
(3) a thorough knowledge of the materials of instruc-
tion. Harl R. Douglass of the University of Minnesota

indicates this same trend of thought in that he feels
that it is desirable for teachers to be well trained
in the field of knowledge in which they work.

The problem of subject-combinations is a vast one
and is gaining more and more attention as such. Since
there has been no agreement as to what subjects should
be combined, hundreds of different teaching combinations
have resulted. The most important recommendation that
can be made is for supervisors of high school programs
to place their teachers in work of related fields, for
which it is hoped they have prepared themselves. Of
course this places the responsibility fundamentally
on the teacher-training colleges to prepare teachers
adequately in related fields.

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APPENDIX

TABLE VI
NUMBER OF TEACHERS AND AVERAGE EXPERIENCE
IN TERMS OF TOTAL COLLEGE HOURS

Total College Hours	Number of Teachers	Average Experience for Each Group
Under 124	8	7.1
124-131	61	6.0
132-139	52	5.1
140-147	51	6.3
148-155	6	5.0
156-163	24	5.2
164-171	22	8.4
172-179	14	7.4
180-187	4	2.2
188-195	9	9.3
196-203	3	4.3
204-211	1	12.0
212-219	2	7.5
220-227	4	9.5

TABLE VII
NUMBER OF YEARS OF EXPERIENCE AND THE
NUMBER OF TEACHERS IN EACH GROUP

Total Experience	Frequency of Teachers	
0	36	
1	32	
2	21	
3	16	
4	11	
5	17	
6	15	Median of total
7	15	experience
8	15	equals 6.2
9	12	years
10	19	
11	14	
12	7	
13	5	
14	4	
15	7	
16	2	
17	4	
18	2	
20	3	
21	1	
26	1	
28	1	
32	1	

TABLE VIII
RELATIONSHIP OF TOTAL COLLEGE HOURS TO TOTAL EXPERIENCE

Col. hour T. Ex.	Under 124	124-131	132-139	140-147	148-155	156-163	164-171	172-179	180-187	188-195	196-203	204-211	212-219	220-227
0	2	11	10	7	1	0		1	1		1			
1		10	7	8		4	1		1		1			
2		6	7	3	1	1	2	1						
3		2	2	5		3	3		1					
4	2	3	1	2		1	1	1						
5		3	3	2	1	4	1			1	2			
6		1	4	2	1	1	1	2					1	1
7	1	3	5	2		1	1	1		1				
8		5	1	3	1	2	1	2						
9		2	1	3	1		1	2		1			1	
10	1	2	5	2		3	2	3						1
11		3	1	4			3			1				2
12	1			2		1				1	1	1		
13		1	1				2			1				
14		2		2										
15		3	1	1		1		1						
16							2							
17			2	1						1				
18		2												
19														
20	1		1											
21							1							
22														
23														
24														
25														
26														
27														
28		1												
29														
30														
31														
32														
Totals	8	61	52	51	6	24	22	14	4	9	3	1	2	4

TABLE IX

TOTAL YEARS EXPERIENCE AND TENURE IN PRESENT POSITION

Tenure

Total Exp.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	36																	
1	12	20																
2	11	4	6															
3	9	1	3	3														
4	5	1	1		4													
5	6	2	2	3	2	2												
6	8	3	1	1	1		1											
7	4	3	2		3		2	1										
8	4	3	3	2	1	1		1										
9	4	1		1		1		3	1	1								
10	2	3	2	5	2	2		1		2								
11	2	4							2	2	2	2						
12	3	1		1	1		1											
13	2							1		1				1				
14				1		2								1				
15	3	1	1		2													
16			1	1														
17	2											1						1
18		1		1														
20							1	1						1				
21															1			
26					1													
28																	1	
32							1											

TABLE X

NUMBER OF YEARS EXPERIENCE AND NUMBER OF TEACHERS IN ALL FIRST FIELDS INCLUDED IN THE COMBINA-NATIONS, OKLAHOMA 1937-1938

Exp. in Field First Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Elementary														
English										1				
Home Ec.	37	39	16	18	15	14	11	15	12		9	4	2	

TABLE X CONTINUED

Exp. in Field First Field	15	16	17	18	19	20	22	23	24	25	26	27	28	0	Av.
Elementary														1	0
English														1	5.
Home Ec.	1			1										1 63	.58

TABLE XI

NUMBER OF YEARS EXPERIENCE AND NUMBER OF TEACHERS IN ALL SECOND FIELDS INCLUDED IN THE COMBINATIONS OKLAHOMA 1937-1938

Second Field Exp. in Field	0	1	2	3	4	5	6	7	8	9	10	11	12	14	16	17	18	19
Elementary	52	2					1		1									
English	19	7	13	10	6	4	6	4	1	3	5		1	1			1	
Speech				2														
Mathematics			1		4		1	1	2									1
History	6	5	4		2	1	1		2		2	1	1		1			
Social Studies	2	4		2					1	1								
Spanish				1														
Phys. Geo.																		
Biology	2	2		1					1									
Gen. Sci.	10	6		6	5	2	5	1		4	2	1	1					
Home Ec.	1	1									10							
Commerce	5	1	1	2	1								1					
Phys. Ed.				1														
Teacher Librarian					1													
Art	1	1			1				1									
Music Theory	3	1	1															

TABLE XII
NUMBER OF YEARS EXPERIENCE AND NUMBER OF TEACHERS IN ALL THIRD FIELDS INCLUDED IN THE COMBINATIONS OKLAHOMA 1937-1938

Third Field												
Exp. in Field	0	1	2	3	4	5	6	7	8	9	10	Av.
No Third Field	236											0
Elementary		1			1							2.5
English	2											0
Speech	1											0
Mathematics	1					1						3.
History	2	1										.66
Social Studies		1				1						3.0
Phys. Geog.			1					1		1		6.0
Biology	2	1		1			1					2.0
Gen. Sci.	1		1									1.0
Art		1									1	5.0
Music Applied					1							5.0

TABLE XIII
RELATIONSHIP OF TENURE AND COMBINATION SUBJECTS
TAUGHT WITH HOME ECONOMICS IN OKLAHOMA 1937-1938

Tenure Interval

Combinations with Home Ec.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Average
Elementary	29	9	5	3	2		1		2	1	1		1						1.74
Elem. Gen. Sci.	1																		0
English	29	16	6	6	5	2	1	4	1	1		1			1		1	1	2.47
English Speech	1																		0
English History	1																		0
English Biology		1																	1
English Gen. Sci.			1																2
English Art		1	1																1.5
Speech		1							1										4.5
Mathematics	3			2	2	2	1												3.1
History	6	4	4	1	2	1		2	1							1			3.04
History Mathematics	1																		0
History Biology		1					1												3.5
History Music Applied		1																	1
Social Studies	3	1			1				1										2.16
Social Studies Elementary									1										8
Social Studies History	1	1																	.5
Social Studies Phys. Geog.			1																2.
Spanish	1																		0
Phys. Geography	1																		0
Biology	4			1		1													1.5
Gen. Sci.	17	5	3	3	2	1		1	1		1			1					2.02
Gen. Science English	2																		0
Gen. Science History	1																		0

TABLE XIII (CONTINUED)

RELATIONSHIP OF TENURE AND COMBINATION SUBJECTS
TAUGHT WITH HOME ECONOMICS IN OKLAHOMA 1937-1938

Tenure Interval

Combinations with Home Ec.	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Average
Gen. Sci. Soc. Studies							1												6
Gen. Sci. Phys. Geog.						1				1									7
Gen. Sci. Biology	1	1																	.5
Commerce	3	4			1	1	1			1									2.54
Phys. Ed.				1															3
Teacher Librarian	1																		0
Art	3		1																.5
Music Theory	1	1		1								1							3.75
Music Theory, Math.	1																		0
Music Applied	1																		0

Home Economics is first field.
Second field listed second.
Third field listed third.

TABLE XIV
SALARY IN RELATION TO COMBINATION SUBJECTS TAUGHT
WITH HOME ECONOMICS IN OKLAHOMA, 1937-1938

Salary Interval

Combinations Home Economics with	$400	500	600	700	800	900	1000	1100	1200	1300	1400	Average Salary
Elementary	1		15	8	24		3	1	2			$ 876
Elem. Gen. Sci.					1							990
English		12	11	43	2	4	3					899
English, Speech						1						1035
English, History			1									810
English, Biology				1								990
English, Gen. Science			1									810
English, Art				1		1						1012
Speech					1					1		1192
Mathematics			1	7		1	1					956
History		3	4	13	1				1			889
History, Mathematics		1										720
History, Biology				1		1						1032
History, Music App.				1								930
Social Studies		2		3					1			919
Elementary, Social Studies				1								945
Social Studies, History				1								900
Social Studies, Phys. Geog.		1		1								752
Spanish				1								900
Physical Geography		1										765
Biology		3	1	2								832
General Science		5	3	20	2	3			1		1	935
General Science, English				1	1							855
General Science, History				1								855
General Science, Social Studies					1							900
General Sci., Phys. Geog.					1		1					1020
General Sci., Biology			1							1		1055

TABLE XIV (CONTINUED)

SALARY IN RELATION TO COMBINATION SUBJECTS TAUGHT WITH HOME ECONOMICS IN OKLAHOMA, 1937-1938

Salary Interval

Home Economics Combined with	$400.	500.	600.	700.	800.	900.	1000	1100	1200	1300	1400	Average Salary
Commerce			1	2	1	6	1					$ 879
Physical Education						1						900
Teacher Librarian						1						900
Art						2	1	1				990
Music Theory				1		2		1				945
Music Theory, Mathematics						1						900
Music, Applied				1								765

TABLE XV
SALARY AND AVERAGE HOME ECONOMICS TRAINING
FOR EACH SALARY INTERVAL

Salary Interval	Average College Hours Home Economics	Number Teachers in Each Group
$ 400	36.0	1
600	38.0	2
700	41.2	46
800	41.3	34
900	43.2	138
1000	41.4	7
1100	45.3	17
1200	42.2	5
1300	50.6	6
1400	49.0	2

TABLE XVI
RELATIONSHIP OF AGE AND AVERAGE SALARY
OF EACH AGE GROUP

Age	Average Salary	Frequency
No report	$ 932.	7
20	765	4
21	830	12
22	767	18
23	793	22
24	877	16
25	853	14
26	928	19
27	904	18
28	953	19
29	940	23
30	866	11
31	958	9
32	963	12
33	956	8
34	900	6
35	972	5
36	990	4
37	913	7
38	1226	4
39	900	3
40	911	4
41	1005	3
42	900	3
43	1097	3
45	923	2
46	990	1
48	990	1
49	900	1
50	945	2

TABLE XVII
ORDER OF COLLEGES ATTENDED

First College Attended	Number Attending or Frequency 1st Col.	2d Col.	3d Col.
Georgia	1		
Illinois	1		
Kansas	14	1	1
Michigan	1	1	
Missouri	1	3	1
Nebraska	1	1	
New York	2		1
Tennessee	1	2	2
Texas	7	4	
Arkansas		3	2
Colorado		5	8
Iowa		1	2
Mississippi		1	
Arizona			1
Connecticut			1
Wisconsin			1
University of Okla.	18	30	8
A & M, Oklahoma	34	42	14
O. C. W.	35	3	1
Panhandle A & M	1	2	2
C. S. T. C.	32	16	3
E. C. S. T. C.	22	10	2
N. E. S. T. C.	25	8	1
N. W. S. T. C.	13	2	
S. E. S. T. C.	16	6	
S. W. S. T. C.	26	7	1
Cameron School of Agric.	1	2	1
Connor School of Agric.	1		1
Murray School of Agric.	1	3	
Eastern Okla. College	2		
N. E. Junior College	1		
Bethany-Peneil	2	2	
Okla. Baptist Univ.	7		1
O. C. U.	1		
Phillips Univ.	1	4	
No Report		102	205

Typist:

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