

STATUS AND TRENDS OF THE COURSE IN ECONOMICS IN OKLAHOMA
ACCREDITED SENIOR HIGH SCHOOLS

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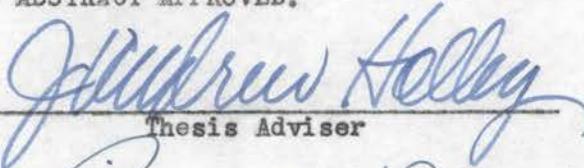
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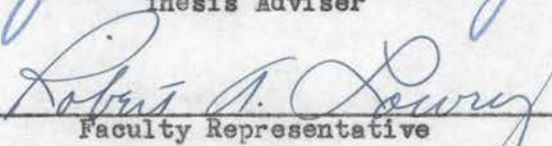
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THESIS AND ABSTRACT APPROVED:



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CHAPTER I

PURPOSE, SCOPE, AND METHODS OF THIS STUDY

Introduction

This study is intended to present facts to show the status of the course in economics in Oklahoma accredited senior high schools with regard to extent of offering, grade placement, and subject-matter field preparation of economics teachers.

An investigation of the "Thesis Card Index" file in the reference room of the Main Library, Oklahoma A. and M. College; and the University of Oklahoma Bulletin, issue of "Abstracts of Theses" by the Office of Publications, University of Oklahoma Press, Norman, Oklahoma, May 15, 1947, revealed that no recent studies had been made of Oklahoma accredited senior high schools concerning the status and trends of the course in economics.

There is no present state course of study for the course in economics; however, there is a State adopted textbook to be used during the school years 1948-1949 and 1949-1950. The title of the text is Getting a Living by Lutz, Foote, and Stanton.¹ This text was adopted by the Oklahoma State Textbook Committee for grades eleven and twelve in Oklahoma senior high schools.

Need for the Study

Since there has not been a recent study of the course in economics in Oklahoma accredited senior high schools, it is believed that this study will be helpful in determining the status and recent trends of the course in economics.

¹Official List of All Textbooks, State Board of Education, Oklahoma City, Oklahoma, 1948-1949, p. 34.

Information obtained from this study should be useful to the staff of teacher-training institutions, to principals and superintendents of senior high schools, and to teachers who have taught or may teach the course in economics.

This information should be helpful to the State Department of Education in its curriculum planning by presenting information showing the status and trends in the offering of the course in economics in Oklahoma accredited senior high schools.

Definition of Terms

The following terms are defined as used throughout this study.

1. Economics. "The branch of social study that deals with the production, distribution, and consumption of commodities having exchange value and with social phenomena arising from such activities."²
2. Accredited high school. Any high school listed as accredited in the Annual High School Bulletin, published annually by the Division of Secondary Education, Oklahoma State Department of Education.
3. School. "An organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers, usually housed in one building or group of buildings."³
4. Grade. "A major division of the instructional program of an elementary school or secondary school, representing the work of one school year."⁴

² Carter V. Good, Dictionary of Education, p. 144.

³ Ibid., p. 358.

⁴ Ibid., p. 187.

5. Grade level. "A measure of educational maturity stated in terms of the school grade attained by an individual pupil or a group of pupils at a given time."⁵
6. Economics teacher. "The individual giving the classroom instruction in the economics course, as shown in the schedule of classes on the "Application for High School Accrediting."
7. Secondary school organization plan. "Any plan followed in assigning school grades to the secondary school administration unit, such as the 3-4 plan or the 6-3-3 plan."⁶
8. Senior high school. "The upper part of a divided reorganized secondary school, comprising usually grades ten to twelve inclusive, or nine to twelve, inclusive."⁷
9. School year. "The standard school year for unqualifiedly recommended and fully accredited high schools shall consist of thirty-six weeks of five days each, which shall be maintained both in the elementary grades and in high school. A term of one hundred and seventy-five days of actual classroom work is interpreted as meeting the requirements for accreditation."⁸

Purpose

It is the purpose of this study to determine, from official records of the Oklahoma State Department of Education, the status of the course in economics in Oklahoma accredited senior high schools and to present

⁵Carter V. Good, Dictionary of Education, p. 133.

⁶Ibid., p. 233.

⁷Ibid., p. 367.

⁸Annual High School Bulletin, Bulletin No. 112-X, Division of Secondary Education, Oklahoma State Department of Education, Oklahoma City, Oklahoma, (June 30, 1949), p. 11.

facts for selected years during the past fifteen years to reveal trends of the course in economics in Oklahoma accredited senior high schools.

An attempt has been made to secure and to present information that will help answer the following questions pertaining to the course in economics in Oklahoma accredited senior high schools for the school years 1935-1936, 1940-1941, 1945-1946, and 1949-1950.

1. How many of the Oklahoma accredited senior high schools offer the course in economics?
2. What per cent of the total number of Oklahoma accredited senior high schools offer the course in economics?
3. How many of the Oklahoma accredited senior high schools which are members of the North Central Association of Colleges and Secondary Schools offer the course in economics?
4. How many of the Oklahoma accredited senior high schools which are not members of the North Central Association of Colleges and Secondary Schools offer the course in economics?
5. What is the total number of students enrolled in the course in economics in the Oklahoma accredited senior high schools?
6. What per cent of the total number of students enrolled in Oklahoma accredited senior high schools are enrolled in the course in economics?
7. What is the per cent of the total number of Oklahoma accredited senior high schools offering the course in economics which offer the course on each grade level or levels?
8. On what grade level or levels is the course in economics offered in Oklahoma accredited senior high schools which are members of the North Central Association of Colleges and Secondary Schools?

9. On what grade level or levels is the course in economics offered in Oklahoma accredited senior high schools which are not members of the North Central Association of Colleges and Secondary Schools?
10. What is the number of Oklahoma accredited senior high schools offering economics according to number of units accredited?
11. What is the number of Oklahoma accredited senior high schools offering the course in economics according to type of secondary school organization plan?
12. What is the subject-matter field preparation of the teachers teaching the course in economics in Oklahoma accredited senior high schools?

Scope and Delimitations

All Oklahoma senior high schools accredited by the Division of Secondary Education of the Oklahoma State Department of Education for the school years 1935-1936, 1940-1941, 1945-1946, and 1949-1950 are included in this study.

As a basis for analyzing trends in the offering and enrollment of the course in economics, the fifteen-year period between 1935 and 1950 was chosen. The past decade and a half was selected upon the assumption that these fifteen years would show the recent trends of the course in economics. The school year 1935-1936 was studied to determine the status of the course in economics at the beginning of the period covered in this study. The school year 1940-1941, a prewar year, was selected to show the status of the course in economics before the Second World War. The school year 1945-1946 was selected to show the status of the course in economics immediately following the Second World War. The school year 1949-1950 was the last year data could be obtained to show the status

of the course in economics.

Only grade levels nine, ten, eleven, and twelve were considered in this study, since the course in economics is usually considered a subject to be taken in the upper grade levels of a secondary school. The upper grade levels of a secondary school are usually comprised of grades ten to twelve inclusive, or nine to twelve inclusive.

The study was further limited to information available from the official records, reports, and publications of the Oklahoma State Department of Education. No effort was made to contact individual schools. Investigation of the records of the Division of Secondary Education of the Oklahoma State Department of Education revealed that information adequate for the purpose of this study was available in the State Capitol, Oklahoma City, Oklahoma.

No attempt was made to study the aims, objectives, or methods of teaching the course, although a study of such would be highly desirable.

Sources of Data

The data upon which this study is based were obtained from the official records of the Division of Secondary Education of the Oklahoma State Department of Education. The primary source of data was the files containing the "Application for High School Accrediting," which must be submitted annually to the Division of Secondary Education of the Oklahoma State Department of Education, State Capitol, Oklahoma City, Oklahoma.

These application forms are certified to be complete and correct by the superintendent or principal of the individual high schools when submitted to the Oklahoma State Department of Education. The forms are then checked by the Division of Secondary Education and used as one of the bases for accrediting or approving the high schools.

Method of Study

The normative-survey method of research was employed. "The normative-survey research is directed toward ascertaining the prevailing conditions. It seeks to answer the question, 'What are the real facts with regard to the existing conditions?'"⁹

An attempt was made to determine the status and trends of the course in economics in Oklahoma accredited senior high schools. A list of questions concerning various aspects of the course was prepared and arranged in the same sequence as the information appeared on the "Application for High School Accrediting," in order to facilitate gathering of the data. A mimeograph data sheet was prepared from the list of questions. A copy of the data sheet is included in the Appendix as Appendix A. Data were obtained for each question in line with the objectives for which this study was undertaken.

Interviews with the State Superintendent of Public Instruction for Oklahoma and the Director of the Secondary Education Division in the State Department of Education revealed that all data needed for this study were on file, but had not been compiled by the Oklahoma Department of Education.

An individual International Business Machines punch card was punched for each Oklahoma accredited senior high school offering the course in economics. Each International Business Machines punch card included a coded number for every topic of data on the punched card. This coding was done to reduce the number of punch cards needed to tabulate the data. The International Business Machines tabulating machine was used to tabulate the data.

⁹ Carter V. Good, A. S. Barr, Douglas E. Seates, The Methodology of Educational Research, p. 287.

The information was then summarized in fourteen tables and two charts that are used in this study.

Chapter II presents the introduction and development of economies in the high schools of the United States and the State of Oklahoma.

Chapter III presents the findings of this study. A summary of the findings and conclusions reached from this study are included in Chapter IV.

CHAPTER II

GROWTH AND DEVELOPMENT OF THE COURSE IN ECONOMICS

Early Origin of Economics

Since early Greek history economics has been a branch of human knowledge. The ancient Greeks, particularly Aristotle, thought of economics as a branch of politics, which was but a division of the study of philosophy. These early Greek philosophers made the first contributions to economic thought. During the Commercial Revolution of the sixteenth and seventeenth centuries, economics came to the foreground and received serious consideration; during this period, economics was first realized as being a basic science in man's existence. In 1776, Adam Smith, who is credited as being the father of the subject of economics, published his book entitled An Inquiry into the Nature and Causes of the Wealth of Nations. Economists such as Ricardo, Marx, and Say, further developed the works of Adam Smith.

Introduction and Growth of Economics in the High Schools of the United States

The study of economics in the United States was first called "Political Philosophy." The English Classical School of Boston, which opened in May, 1821 with an enrollment of over 100 students, listed a course entitled "Political Philosophy."¹ About 1850 the name "Political Philosophy" changed to "Political Economy." Under this latter name the offering of a course in economics was required by law from 1857 to 1898 in the State of Massachusetts for all high schools located in towns having a population of 4,000 or more.²

¹ Nelson L. Bossing, Principles of Secondary Education, p. 108.

² Alexander Inglis, Principles of Secondary Education, p. 564.

Between the years 1850 and 1900 the name "Political Economy" gradually changed to "Economics." "According to the New York Regents report of 1860, out of 170 secondary schools reporting, 28, or 16 per cent, reported the study of 'Political Economy'."³ "The Committee of Ten of the National Education Association found that in 1893 one-twentieth of the schools they had studied were offering economics as a school subject."⁴ "From 1894 to 1910, the number of schools in Minnesota giving economics increased from 12 to 46."⁵

Haynes found in 1921 that out of 5,300 pupils who were graduates of 63 schools, 36.0 per cent had taken economics.⁶ "In 1915, Inglis found that out of 7,197 schools studied, 2,064, or 28.7 per cent, offered courses in economics."⁷

A study in 1922 showed that out of 6,624 high schools in the Northeast section of the United States, a total of 2,707, or 41.0 per cent, of the high schools offered the course in economics during the school year 1921-1922.⁸

Walter S. Monroe found in 1922 that out of 475 reporting high schools which were members of the North Central Association of Colleges and Secondary

³Herbert G. Davis, A Survey of Economics in the Public Secondary Schools of Ohio, Unpublished Master's Thesis, Ohio, University, (August 1940), p. 13.

⁴Paul S. Lomax and Herbert A. Tonne, Problems of Teaching Economics, p. 7.

⁵John Haynes, Economics in the Secondary School, p. 21.

⁶Ibid., p. 20.

⁷Herbert G. Davis, op. cit. p. 13.

⁸U. S. Bureau of Education, U. S. Department of Interior, Bulletin No. 45, Study of 1922, p. 10.

Schools, 316, or 66.5 per cent, reported as offering economics and 159, or 33.5 per cent, reported as not offering economics.⁹

In a study of New York high schools made in 1928, it was found that out of 113 high schools replying, 34 offered economics and 79 did not offer economics. The most frequent reason given for not including economics as a subject in the curriculum was the small size of the school.¹⁰

Carl A. Jessen found that in 1922, 4.8 per cent of the total number of high school students in the United States were enrolled in a course in economics. The number of high school students in the United States which were enrolled in economics increased from 103,540 in 1922 to 221,850 in 1934. During the year 1934, 4.93 per cent of the total number of high school students in the United States were enrolled in economics.¹¹

Herbert G. Davis found that out of a total of 1,106 high schools in Ohio during the school year 1939-1940, 217, or 19.5 per cent, of the high schools included economics in their curriculum.¹²

Fredrick G. Nichols, reporting on the status of economics in the State of Connecticut for the year 1948, found that out of 47,209 business

⁹Walter S. Monroe and I. O. Foster, The Status of the Social Sciences in the High Schools of the North Central Association of Colleges and Secondary Schools. University of Illinois, Urbana, Illinois, (January 1, 1923), University of Illinois Bulletin No. 13, Vol. XX, No. 18, p. 14.

¹⁰Raymond S. Kidder, The Present Status of Economics in the High Schools of New York State, An Unpublished Thesis, New York University, (June, 1928), p. 5.

¹¹Carl A. Jessen, Offerings and Registrations in High School Subjects, United States Office of Education, United States Department of Interior, Bulletin No. 6, Table 1, 1938, p. 28.

¹²Herbert G. Davis, op. cit. p. 22.

subject enrollments there were only 819, or 1.75 per cent, of these business subject enrollments in the course in economics.¹³

From the available data, it can be seen that the offering of economics in the high schools increased from 1850 to 1922 and then started to decrease. During the period from 1922 to 1934, approximately 4.8 per cent of the total number of high school students in the United States were enrolled in a course in economics. Since 1934 the number of students in the United States enrolled in a course in economics has gradually decreased.

Early Offerings of Economics in the High Schools of Oklahoma

Economics was offered in the curriculum of the early Oklahoma high schools. During the school year 1921-1922, Oklahoma had a total of 16,990 students enrolled in the high schools with 1,152, or 6.8 per cent, of the students enrolled in the course in economics.¹⁴

Herbert Patterson made a study in 1933 in which he discovered that of all high schools in Oklahoma during the school year 1920-1921, exclusive of schools which were members of the North Central Association of Colleges and Secondary Schools, 134, or 34.4 per cent, were offering the course in economics.¹⁵ The study further revealed that during the school year 1930-1931, 128, or 17.9 per cent, of the high schools were offering the course

¹³Fredrick G. Nichols, "Criticism, Comment and Challenge," The Journal of Business Education, (October, 1949), p. 9.

¹⁴United States Bureau of Education, United States Department of Interior, Bulletin No. 45. Study of 1922, p. 11.

¹⁵Herbert Patterson, "Trends in the Offerings of Oklahoma High Schools, from 1921 to 1931." Peabody Journal of Education, Vol. IX, No. 6, (May, 1932), p. 350.

in economics. From this study Patterson found there had been a decrease of 6 schools in the number of high schools offering the course in economics over the ten-year period studied.

Caro Caldwell Hatcher found that out of a total of 874 high schools in Oklahoma during the school year 1931-1932, a total of 134 schools, or 15.3 per cent, were offering the course in economics.¹⁶

Carl A. Jessen made a study in 1938 which shows that during the school year 1933-1934 only 2.7 per cent of all Oklahoma high school students were enrolled in the course in economics. Jessen's study also revealed that there were 109 high schools offering the course in economics in the State of Oklahoma during the school year 1933-1934.¹⁷

The status and trends of the course in economics in Oklahoma accredited senior high schools from the school years 1935-1936 to 1949-1950, inclusive, will be presented in Chapter III of this Study.

¹⁶Caro Caldwell Hatcher, The Status of Social Science in the High Schools of Oklahoma, Unpublished Master's Thesis, Oklahoma A. and M. College, 1933, p. 21.

¹⁷Carl A. Jessen, op. cit., p. 60.

CHAPTER III

FINDINGS

The purpose, scope, limitations, methods, and procedure of this study are stated and outlined in Chapter I. The introduction and development of economics in the high schools of the United States and Oklahoma are reviewed in Chapter II. In Chapter III the findings of this study are presented, analyzed, and discussed.

The schools included in this study consist of all senior high schools in Oklahoma which are accredited by the Division of Secondary Education of the Oklahoma State Department of Education.

In Chapter III, when the occasion arises to discuss the Oklahoma accredited senior high schools which were or were not members of the North Central Association of Colleges and Secondary Schools, the term "North Central high schools" shall mean those Oklahoma accredited senior high schools which were members of the North Central Association of Colleges and Secondary Schools. The term "Non-North Central high schools" shall refer to those Oklahoma accredited senior high schools which were not members of the North Central Association of Colleges and Secondary Schools.

To determine the status and trends of the course in economics in Oklahoma accredited senior high schools, data were gathered for the school years 1935-1936, 1940-1941, 1945-1946, and 1949-1950. These data were assembled, tabulated, and analyzed in order to find the answers to the following questions:

1. What is the number and per cent of Oklahoma accredited senior high schools offering economics?
2. What is the number and per cent of senior high school students enrolled in a course in economics?

3. What is the grade level placement of the economics course in the Oklahoma accredited senior high schools?
4. What is the subject-matter field preparation of the Oklahoma accredited senior high school economics teachers?

Extent of Offerings According to Number of Schools

As shown by the data in Table I, there has been a decrease in the number of senior high schools offering economics during the period covered by this study. The number of senior high schools offering economics decreased from 127 senior high schools during the school year 1935-1936 to 56 senior high schools during the school year 1949-1950. The per cent of the total number of Oklahoma accredited senior high schools which offered economics decreased from 15.1 during the school year 1935-1936 to 10.8 during the school year 1945-1946. During the school year 1940-1941, 104 schools, or 11.8 per cent of the total number of Oklahoma accredited senior high schools offered the course in economics. Since the total number of Oklahoma accredited senior high schools is not determined until the end of the school year, the per cent of the total number of Oklahoma accredited senior high schools which were offering economics during the school year 1949-1950 could not be obtained.

The decrease in the number of Oklahoma accredited senior high schools offering the course in economics during each of the selected school years included in this study is shown graphically in Chart 1. Chart 1 shows that the decrease in the number of senior high schools offering economics has been gradual from the first school year studied, 1935-1936 to the school year, 1949-1950.

Extent of Offerings in North Central Schools

Data in Table II show the extent of offerings of economics in the

TABLE I

NUMBER AND PER CENT OF OKLAHOMA ACCREDITED SENIOR
HIGH SCHOOLS OFFERING ECONOMICS DURING THE SCHOOL
YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-
1950

School Year	Total Schools in Oklahoma ^a	Schools Offering Economics	
		Number	Per Cent
1935-1936	843	127	15.1
1940-1941	884	104	11.8
1945-1946	848 ^b	91	10.8
1949-1950	xxx ^b	56	

This table should be read as follows: During the school year 1935-1936, there were 843 Oklahoma accredited senior high schools in Oklahoma; 127, or 15.1 per cent, offered the course in economics.

^a Obtained from the Foreword in the Annual High School Bulletin published by the State of Oklahoma Department of Education, for the years indicated.

^b This information could not be obtained until after June 30, 1950.

CHART 1

THE NUMBER OF OKLAHOMA ACCREDITED NORTH CENTRAL AND NON-NORTH CENTRAL SENIOR HIGH SCHOOLS OFFERING ECONOMICS DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950.

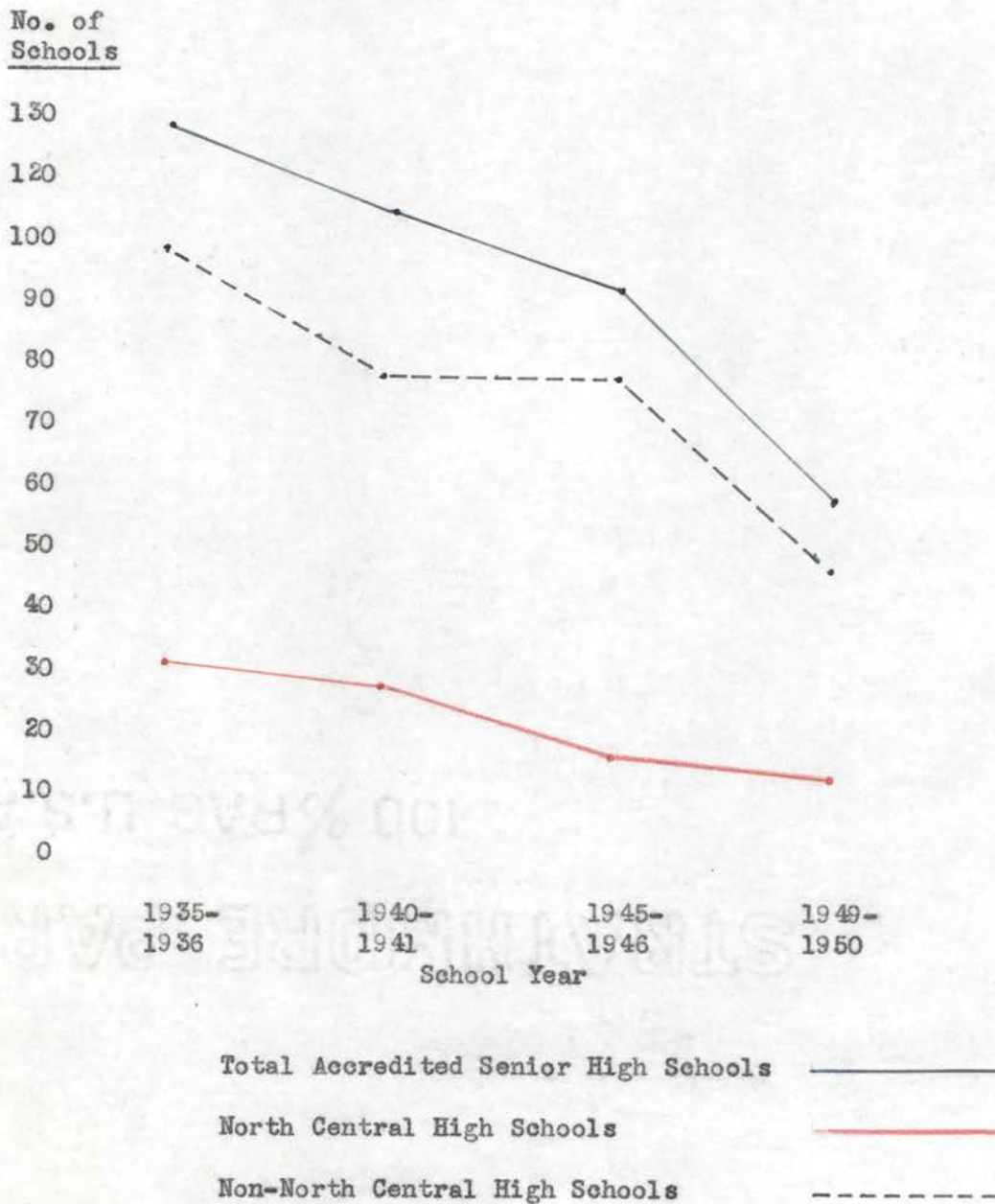


TABLE II

NUMBER AND PER CENT OF THE TOTAL NUMBER OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS OFFERING ECONOMICS WHICH WERE MEMBERS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950

School Year	Total Schools in Oklahoma ^a	Total Schools Offering Economics		North Central Schools Offering Economics	
		Number	Per Cent	Number	Per Cent
1935-1936	843	127	15.1	30	23.6
1940-1941	884	104	11.8	27	26.0
1945-1946	848 ^b	91	10.8	14	15.4
1949-1950	xxx ^b	56		11	19.6

This table should be read as follows: During the school year 1935-1936, there were 843 Oklahoma accredited senior high schools; 127, or 15.1 per cent, were offering economics. Of these 127 Oklahoma accredited senior high schools, 30, or 23.6 per cent were members of the North Central Association of Colleges and Secondary Schools

^a Obtained from the Foreword in the Annual High School Bulletin published by the State of Oklahoma Department of Education, for the years indicated.

^b This information could not be obtained until after June 30, 1950.

North Central high schools for the four selected school years included in this study. The number of North Central high schools offering economics decreased from 30 senior high schools during the school year 1935-1936 to 11 senior high schools during the school year 1949-1950. The proportion of the total number of Oklahoma accredited senior high schools offering economics which were North Central high schools decreased from 23.6 per cent during the school year 1935-1936 to 19.6 per cent during the school year 1949-1950.

There were 27 North Central high schools offering economics during the school year 1940-1941. This number decreased to 14 schools during the school year 1945-1946. Of the 104 Oklahoma accredited senior high schools offering economics during the school year 1940-1941, 27 schools, or 26.0 per cent were North Central high schools. During the school year 1945-1946, 14 schools, or 15.4 per cent of the 91 Oklahoma accredited senior high schools offering economics were North Central high schools.

The greatest decrease in the number of North Central high schools offering the course in economics for the fifteen-year period included in this study occurred between the school years 1940-1941 and 1945-1946.

It can be seen from the data presented in Table II that as the total number of Oklahoma accredited senior high schools offering economics decreased, the number of North Central high schools offering economics also decreased, but not proportionally.

The number of North Central high schools offering the course in economics during each of the four selected school years included in this study is shown graphically in Chart 1.

Extent of Offerings in Non-North Central High Schools

Data in Table III show the offerings of economics in the Non-North

TABLE III

NUMBER AND PER CENT OF THE TOTAL NUMBER OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS OFFERING ECONOMICS WHICH WERE NOT MEMBERS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946 AND 1949-1950

School Year	Total Schools in Oklahoma ^a	Total Schools Offering Economics		Non-North Central Schools Offering Economics	
		Number	Per Cent	Number	Per Cent
1935-1936	843	127	15.1	97	76.4
1940-1941	884	104	11.8	77	74.0
1945-1946	848	91	10.8	77	84.6
1949-1950	xxx ^b	56		45	80.4

This table should be read as follows: During the school year 1935-1936, there were 843 Oklahoma accredited senior high schools; 127, or 15.1 per cent, were offering economics. Of these 127 Oklahoma accredited senior high schools, 97, or 76.4 per cent were not members of the North Central Association of Colleges and Secondary Schools.

^a Obtained from the Foreword in the Annual High School Bulletin published by the State of Oklahoma Department of Education, for the years indicated.

^b This information could not be obtained until after June 30, 1950.

Central high schools for the four school years included in this study. The number of Non-North Central high schools offering economics decreased from 97 senior high schools during the school year 1935-1936 to 45 senior high schools during the school year 1949-1950. The greatest decrease in the number of Non-North Central high schools offering the course in economics for the fifteen-year period included in this study occurred between the school years 1945-1946 and 1949-1950.

The proportion of the total number of Oklahoma accredited senior high schools offering economics which were Non-North Central high schools was 76.4 per cent during the school year 1935-1936; the proportion was 80.4 per cent during the school year 1949-1950.

There were 77 Non-North Central high schools offering economics during both the school years 1940-1941 and 1945-1946. Of the 104 Oklahoma accredited senior high schools offering economics during the school year 1940-1941, 74.0 per cent were Non-North Central high schools. During the school year 1945-1946, 84.6 per cent of the 91 Oklahoma accredited senior high schools offering economics were Non-North Central high schools.

It can be seen from the data presented in Table III that as the total number of Oklahoma accredited senior high schools offering economics decreased the number of Non-North Central high schools offering economics also decreased, but not proportionally.

The number of Non-North Central high schools offering the course in economics during each of the four selected school year included in this study is shown graphically in Chart 1.

Extent of Offerings in Schools Classified According to Number
of Students Enrolled

Data in Table IV show the number of senior high school students enrolled in the course in economics during each of the four selected

TABLE IV

STUDENTS ENROLLED IN ECONOMICS IN OKLAHOMA ACCREDITED
SENIOR HIGH SCHOOLS DURING THE SCHOOL YEARS 1935-1936,
1940-1941, 1945-1946, AND 1949-1950

School Year	Total Students All Schools ^a	Senior High School Students Enrolled in Economics	
		Number	Per Cent
1935-1936	127,243	12,067	9.5
1940-1941	132,288	10,993	8.3
1945-1946	116,946 ^b	5,410	5.1
1949-1950	XXXXXXXX	4,351	XXX

This table should be read as follows: During the school year 1935-1936, there were 127,243 students enrolled in the Oklahoma accredited high schools; 12,067 or 9.5 per cent, were enrolled in the course in economics.

^a Obtained from the Biennial Report of the State Department of Education of Oklahoma, for the years indicated.

^b This information could not be obtained until after June 30, 1950.

school years included in this study. The data show a marked decrease in the number of senior high school students enrolled in the course in economics during the fifteen-year period included in this study. The total number of students enrolled in all Oklahoma accredited senior high schools decreased slightly from the school year 1935-1936 to the school year 1945-1946. The records were not available when this study was made to show the total number of students enrolled in the Oklahoma accredited senior high schools during the school year 1949-1950.

There were 12,067 senior high school students enrolled in economics during the school year 1935-1936. This number decreased to 10,993 during the school year 1940-1941; to 5,410 during the school year 1945-1946; and to 4,351 during the school year 1949-1950.

Between the school year 1935-1936 and 1949-1950, the enrollment in the course in economics decreased from 12,067 to 4,351. This decrease represents a decrease of slightly less than two-thirds in the number of senior high school students enrolled in the course in economics over the fifteen-year period.

During the school year 1935-1936, 9.5 per cent of the 127,243 Oklahoma accredited senior high school students were enrolled in economics. During the school year 1945-1946, only 5.1 per cent of the 116,946 Oklahoma accredited senior high school students were enrolled in economics. The per cent of the total number of Oklahoma accredited senior high school students which were enrolled in economics could not be obtained for the school year 1949-1950.

Chart 2 illustrates graphically the number of students enrolled in the course in economics in the Oklahoma accredited senior high

schools for the four selected school years included in this study.

Extent of Offering According to Number of Units of Accrediting

The data for Oklahoma accredited senior high schools were analyzed by schools, according to three classes of accredited schools. Oklahoma senior high schools are accredited each year by the Division of Secondary Education according to standards set up by the Oklahoma State Department of Education and printed in the Annual High School Bulletin each year. Recommendation concerning the number of units of accrediting of each senior high school is made to the State Board of Education by the Director of the Division of Secondary Education. These recommendations are based upon the data reported in the "Application for High School Accrediting" submitted by each senior high school, and upon information obtained by personal visitation by a member of the Division of Secondary Education to each senior high school were possible.

Standards for accrediting for the senior high schools are given on page 20 of the 1949-1950 edition of the Annual High School Bulletin.

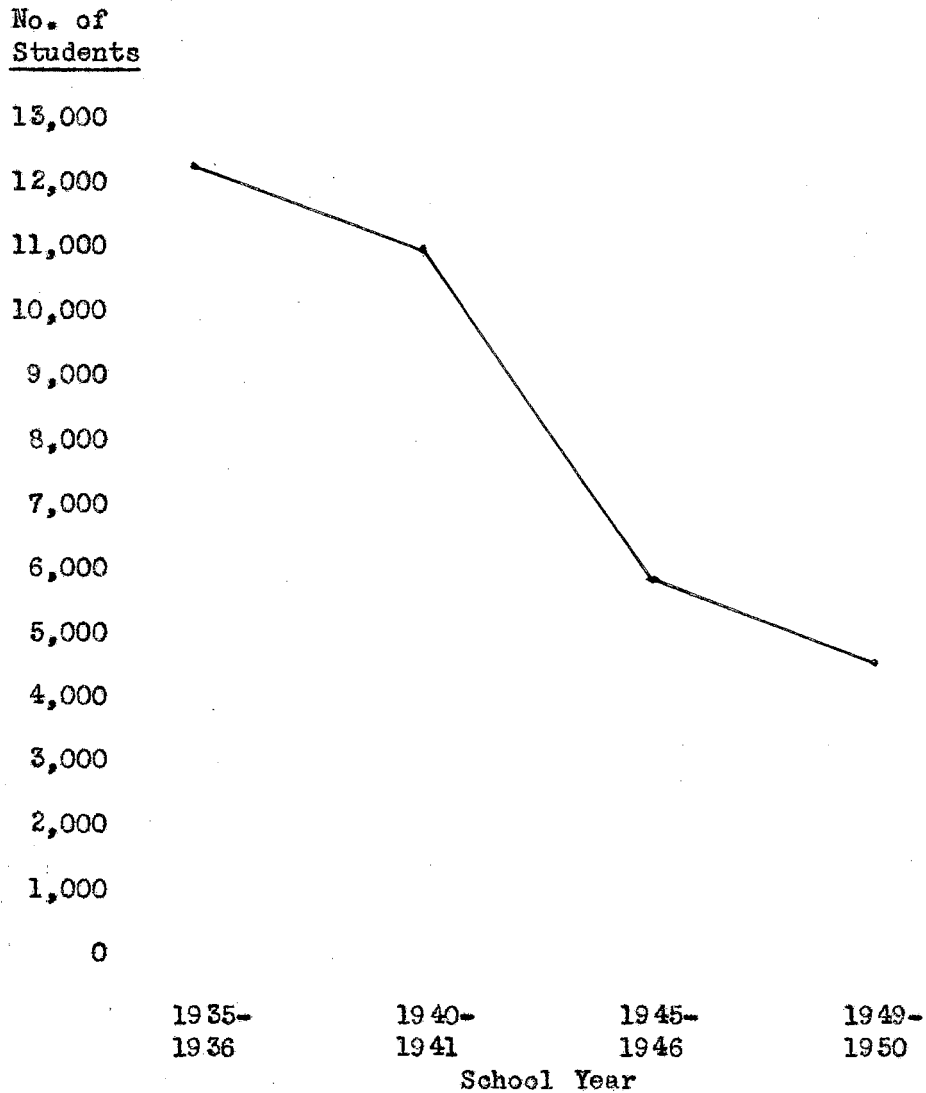
The following statements set forth the requirements to be met by each senior high school for a specified number of units of accrediting.

1. The real efficiency of a school system is measured by its quality of work rather than its quantity. It is evident that the quantity of work attempted should be closely related to the number of teachers in high school. Two-year high schools may be listed for eight units; three-year high schools for thirteen units; and four-year high schools for eighteen units. A school may be accredited for more units as additional teachers are employed and additional courses are offered.

2. High schools providing two full-time teachers in the high school department may be accredited for a maximum of thirteen units. Schools employing the equivalent to two and one-half teachers in high school may be accredited for a maximum of fifteen and one-half units. To be eligible for sixteen or more units, it is necessary to use three high school teachers or the equivalent. Schools providing two teachers for the eighth, ninth and tenth grades may be listed for a maximum of eight units and schools employing two teachers for the seventh, eighth, and ninth grades may be listed for four units. At least three teachers should be employed in the

CHART 2

THE NUMBER OF STUDENTS ENROLLED IN THE COURSE IN ECONOMICS
IN THE OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS DURING THE
SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950



elementary grades but in schools located in communities inaccessible to another high school, some exception may be made. Schools providing three teachers for the first seven grades and three teachers for the eighth grade and high school may be accredited for fifteen units.¹

The number and per cent of Oklahoma accredited senior high schools offering economics, distributed by units of accrediting, are shown in Table V.

Data in Table V show that, although economics was offered in Oklahoma accredited senior high schools of all three groups of accrediting during each of the four selected school years, the largest number of schools offering the course in economics was in the group accredited for 16 to $24\frac{1}{2}$ units. The total number of senior high schools offering economics and accredited for 25 or more units during all four selected school years was approximately one-half of the total number of senior high schools which offered economics and which were accredited for 16 to $24\frac{1}{2}$ units.

During the school year 1935-1936, 31, or 24.4 per cent, of the 127 senior high schools offering economics were accredited by the Division of Secondary Education of the State Department of Education for 9 to $15\frac{1}{2}$ units. The number of Oklahoma accredited senior high schools accredited for 9 to $15\frac{1}{2}$ units offering the course in economics decreased from 31 schools during the school year 1935-1936 to 2 schools during the school year 1949-1950. It may be that the reason the number of senior high schools offering economics which were accredited for 9 to $15\frac{1}{2}$ units is decreasing is that the total number of Oklahoma accredited senior high schools which are accredited for 9 to $15\frac{1}{2}$ units is decreasing.

¹ Annual High School Bulletin, Division of Secondary Education of the State Department of Education, 1949-1950, p. 20.

TABLE V

NUMBER AND PER CENT OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS
OFFERING ECONOMICS BY UNITS OF ACCREDITING DURING THE SCHOOL
YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950

Units of Accrediting	Oklahoma High Schools Offering Economics							
	1935-1936		1940-1941		1945-1946		1949-1950	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
9 to 15 $\frac{1}{2}$	31	24.4	17	16.4	14	15.4	2	3.6
16 to 24 $\frac{1}{2}$	61	48.1	50	48.0	57	62.6	36	64.3
25 or more	35	27.5	37	35.6	20	22.0	18	32.1
TOTAL	127	100.0	104	100.0	91	100.0	56	100.0

This table should be read as follows: During the school year 1935-1936, 31, or 24.4 per cent, of the 127 Oklahoma accredited senior high schools offering economics were accredited by the Division of Secondary Education of the State Department of Education for 9 to 15 $\frac{1}{2}$ units.

Extent of Offering According to Size of School

The size of a school determines to some extent the number of subjects that are offered. One measure of the size of a school is the number of students enrolled. In order to determine what size schools offered the course in economics, Table VI was prepared. Data in Table VI show the distribution of Oklahoma accredited senior high schools offering the course in economics according to the number of students enrolled.

Data in Table VI show that the course in economics was offered in senior high schools of all sizes. The number of Oklahoma accredited senior high schools offering economics which were in the enrollment group of less than 100 students decreased from 60 schools during the school year 1935-1936 to 35 schools during the school year 1949-1950. Nearly one-half of the 127 high schools offering economics in 1935-1936 were high schools enrolling less than 100 students. Nearly three-fourths of the high schools offering economics during 1935-1936 were high schools enrolling less than 200 students. It should be noted, however, that the typical high school in Oklahoma is the small high school.

The number of senior high schools offering economics which were in the enrollment group of more than 500 students decreased from 7 schools during the school year 1935-1936 to 3 schools during the school year 1949-1950. Data in Table VI show that, while the course in economics was offered in schools of each enrollment interval, there has been a slight trend toward offering the course in the senior high schools which have enrollments of less than 100 students.

TABLE VI

DISTRIBUTION OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS OFFERING ECONOMICS ACCORDING TO SIZE OF SCHOOL BASED ON TOTAL ENROLLMENT DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950

School Enrollment By Size	Oklahoma High Schools Offering Economics							
	1935-1936		1940-1941		1945-1946		1949-1950	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0- 99	60	47.3	51	49.1	62	68.1	35	62.5
100-199	31	24.4	18	17.3	14	15.4	10	17.8
200-299	14	11.0	14	13.4	6	6.6	3	5.4
300-499	15	11.8	16	15.4	5	5.5	5	8.9
Over 500	7	5.5	5	4.8	4	4.4	3	5.4
TOTAL	127	100.0	104	100.0	91	100.0	56	100.0

This table should be read as follows: During the school year 1935-1936, 60 or 47.3 per cent of a total of 127 Oklahoma accredited senior high schools offering economics had student enrollment between 0 and 99.

Placement of the Economics Course on Grade Level or Levels

The grade levels of eleven and twelve combined seem to be the choice of the greatest number of the Oklahoma accredited senior schools offering economics, as the most favorable grade level or levels on which to offer economics.

During the school year 1935-1936, 26, or 20.4 per cent of the 127 senior high schools offering economics, offered the course on the twelfth grade level. During the last school year studied, 1949-1950, 7, or 12.5 per cent of the 56 senior high schools offering economics, offered the course on the twelfth grade level. This information is presented in Table VII.

During the school year 1935-1936, about two-thirds of the senior high schools offered the course to the eleventh and twelfth grades combined. During the last three school years studied, 1940-1951, 1945-1946, and 1949-1950, approximately three-fourths of the total senior high schools offering the course in economics, offered the course to the eleventh and twelfth grades combined.

Paul S. Lomax and Herbert A. Tonne state in their book, Problems of Teaching Economics; "High School students will rarely be equipped to study economics, as such, until their senior year."² Data in Table VII presents the fact that the grade placement of the course in economics in the Oklahoma accredited senior high schools accords with this point of view.

During the school year 1949-1950, there were 3 senior high schools that offered economics to students of the ten, eleventh, and twelfth grades. This indicates that the tenth, eleventh, and twelfth grade

² Paul S. Lomax and Herbert A. Tonne, Problems of Teaching Economics, p. 12

TABLE VII

NUMBER AND PER CENT OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS OFFERING ECONOMICS ON INDICATED GRADE LEVEL OR LEVELS DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950

Grade Level or Levels	Oklahoma High Schools Offering Economics							
	1935-1936		1940-1941		1945-1946		1949-1950	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
9	1	.8						
10	3	2.4			1	1.1	2	3.6
11	5	3.9	4	3.8	3	3.3	2	3.6
12	26	20.4	12	11.5	9	9.9	7	12.5
9-10			1	1.0				
9-10-11								
9-10-11-12	2	1.6	1	1.0				
10-11	2	1.6	3	2.8			1	1.8
10-11-12	2	1.6	2	1.9	5	5.5	3	5.3
11-12	84	66.1	81	78.0	72	79.1	41	73.2
No Record	2	1.6			1	1.1		
TOTAL	127	100.0	104	100.0	91	100.0	56	100.0

This table should be read as follows: 1, or .8 per cent, of the 127 senior high schools offering economics during the school year 1935-1936 offered the course on the ninth grade level.

students were probably grouped together in the same classroom. This condition might present a rather difficult teaching situation. The students of all three grade levels would be together in the same class, using a textbook designed for the eleventh and twelfth grade level of study.

During the last two school years studied, 1945-1946 and 1949-1950, there were no Oklahoma accredited senior high schools offering the course in economics on the ninth grade level.

Grade Level Placement by North Central and Non-North
Central High Schools

The number of Oklahoma accredited senior high schools offering the course in economics on the various grade levels is analyzed in Table VIII by North Central and Non-North Central high schools. The definitions of North Central and Non-North Central senior high schools, as used in this study, was explained earlier in this chapter. The grade level on which the course in economics was offered varied widely within the North Central and Non-North Central high schools. The greatest number of senior high schools offering the course was found in the Non-North Central high schools.

Data in Table VIII reveal that, during the school year 1935-1936, 62 of the 97 Non-North Central schools offering the course offered it to students of the eleventh and twelfth grade combined. During the school year, 22 of the 30 North Central schools offered the course to students of the eleventh and twelfth grades combined.

During the school year 1949-1950, 33 of the 46 Non-North Central schools offering the course in economics offered the course on the eleventh and twelfth grade levels combined. Eight of the 10 North

TABLE VIII

NUMBER OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS OFFERING ECONOMICS ON INDICATED GRADE LEVEL OR LEVELS ACCORDING TO NORTH CENTRAL AND NON-NORTH CENTRAL HIGH SCHOOLS DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND 1949-1950

Grade Level or Levels	Oklahoma High Schools Offering Economics								
	1935-1936		1940-1941		1945-1946		1949-1950		
	N.C.	Non-N.C.	N.C.	Non-N.C.	N.C.	Non-N.C.	N.C.	Non-N.C.	
9		1							
10		3				1			2
11	1	4	1	3	1	2	1		1
12	4	22	2	10	2	7	1		6
9-10				1					
9-10-11									
9-10-11-12	2			1					
10-11		2		1					1
10-11-12	1	1		2	2	3			3
11-12	22	62	24	57	9	63	8		33
No Record	—	2	—	—	—	1	—	—	—
TOTAL	30	97	27	99	14	77	10		46
PER CENT OF TOTAL	23.6	76.4	26.0	74.0	15.4	84.6	19.6		80.4

This table should be read as follows: During the school year 1935-1936, there was 1 Oklahoma accredited senior high school offering economics on grade level nine and this school was not a member of the North Central Association of Colleges and Secondary Schools.

Central schools offering economics offered the course on the combination of the eleventh and twelfth grade levels during the school year 1949-1950.

There seems to be very little, if any, relationship between the grade level on which the course is offered and whether the senior high school is a North Central or Non-North Central school.

Data were not available to show on what grade level or levels two schools during the school year 1935-1936 and one school during the school year 1945-1946 offered the course in economics.

Extent of Offering According to Type of Organization Plan

Data in Table IX show the total number of three-year and four-year Oklahoma accredited senior high schools offering the course in economics during each of the four selected school years presented in this study. A four-year senior high school includes the grade levels nine to twelve, inclusive. A three-year senior high school includes the grade levels ten to twelve, inclusive.

One six-year approved high school is included in the total of four-year senior high schools during the school year 1935-1936. One approved high school, offering the twelfth grade only, is included in the total of three-year senior high schools during the school year 1940-1941.

During the school year 1940-1941, there were 13 three-year senior high schools offering the course in economics. This was the largest number of three-year Oklahoma accredited senior high schools offering the course in economics during any of the four selected school years included in this study.

TABLE IX

NUMBER AND PER CENT OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS
OFFERING ECONOMICS ACCORDING TO TYPE OF SCHOOL ORGANIZATION PLAN
DURING THE SCHOOL YEARS 1935-1936, 1940-1941, 1945-1946, AND
1949-1950

School Year	Total Schools		Three-Year Schools		Four-Year Schools	
	No.	Pct.	No.	Pct.	No.	Pct.
1935-1936	127	100	8	6.2	119 ^a	93.8
1940-1941	104	100	13 ^b	12.5	91	87.5
1945-1946	91	100	12	13.2	79	86.8
1949-1950	56	100	4	7.1	52	92.9

This table should be read as follows: During the school year 1935-1936, 8, or 6.2 per cent, of the 127 Oklahoma accredited senior high schools offering economics were three-year high schools.

^a Includes one six-year approved high school.

^b Includes one approved high school, offering the twelfth grade only.

As revealed in Table IX, 119 of the 127 Oklahoma accredited senior high schools offering the course in economics during the school year 1935-1936 were four-year senior high schools. Fifty-two of the 56 senior high schools offering economics during the school year 1949-1950 were four-year high schools.

Subject-Matter Field Preparation of the Economics Teacher

Page 4 of the "Application for High School Accrediting" contains sections that show the number of college semester hours in each subject and the teaching fields of the Oklahoma accredited senior high school teachers. These data were compiled and presented in Table X to XIV, inclusive, in order to show the qualifications of the teachers of the course in economics. For the purposes of this study, the teachers of economics who had college credit in economics were divided into four groups: those teachers with less than 3 semester hours of economics; those teachers with 3 to $5\frac{1}{2}$ semester hours of economics; those teachers with 6 to $8\frac{1}{2}$ semester hours of economics; and those teachers with 9 or more semester hours of economics. The first and second teaching fields of the Oklahoma accredited senior high schools economics teachers are given in this study in an attempt to show the subject-matter field preparation of the economics teachers.

The Oklahoma State Department of Education in the bulletin entitled General Requirements for Teacher's Certificates, does not state specifically what requirements a teacher must have in order to be approved as a teacher of economics. From the number of different teaching fields reported for teachers of the course in economics, it may be said that the course in economics does not belong to any one department in the senior high school. It would seem that special qualifications should

be necessary to teach this course, the same as any other course in the curriculum, and that it might be worth while for the State Department of Public Instruction to give consideration to this matter.

The Oklahoma State Department of Education lists a course in economics as one of several required electives for completion of three types of high school teaching certificates. These three teaching certificates are industrial geography, history, and home economics. Four semester hours of economics are required for completion of a teaching certificate in social science. However, a teacher holding a teaching certificate in any one of the varied teaching fields listed by the State Department of Education may or may not have several semester hours in economics.

The data in Table X show the first teaching field of the economics teachers in the Oklahoma accredited senior high schools during the school year 1945-1946 and 1949-1950. The data show that 26, or 28.5 per cent, of the 91 economics teachers listed social science as their first teaching field during the school year 1945-1946. During the school year 1949-1950, 18, or 32.1 per cent, of the 56 economics teachers listed economics as their first teaching field. There were 24 economics teachers during the school year 1945-1946 and 14 economics teachers during the school year 1949-1950 which listed history as the first teaching field. Ten economics teachers during the school year 1945-1946 and 4 economics teachers during the school year 1949-1950 listed English as the first teaching field. Ten different first teaching fields were reported by the Oklahoma accredited senior high school economics teachers during the school year 1945-1946. There were 7 different first teaching

TABLE X

NUMBER AND PER CENT OF ECONOMICS TEACHERS IN OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS WITH INDICATED FIRST TEACHING FIELD DURING THE SCHOOL YEARS 1945-1946 AND 1949-1950

First Teaching Field of Teacher	1945-1946		1949-1950	
	No.	Pct.	No.	Pct.
Social Science	26	28.5	18	32.1
Home Economics	3	3.3	3	5.3
History	24	26.4	14	25.0
Mathematics	9	9.9	5	8.9
Business or Commerce	7	7.7	6	10.7
Science ^a	4	4.4	4	7.2
Agriculture	1	1.1		
Economics	1	1.1		
Industrial Arts	1	1.1		
English ^b	10	11.0	4	7.2
No Record	5	5.5	2	3.6
TOTAL	91	100.0	56	100.0

This table should be read as follows: During the school year 1945-1946, 26 or 23.5 per cent of the Oklahoma accredited senior high school economics teachers were listed as having their First Teaching Field in Social Science.

^a The first teaching field of Science includes the sciences of general science, biological science, physics, and chemistry.

^b During the school year 1945-1946, one high school listed both music and English as the first teaching field of the economics teacher.

fields reported by the senior high school economics teachers during the school year 1949-1950. Five senior high schools during the school year 1945-1946 and 2 senior high schools during the school year 1949-1950 did not indicate on the "Application for High School Accrediting" what the first teaching fields were for the economics teachers.

The data in Table XI show the second teaching fields of the economics teachers in the Oklahoma accredited senior high schools during the school years 1945-1946 and 1949-1950. The data show that 16, or 17.6 per cent, of the 91 economics teachers listed social science as the second teaching field during the school year 1945-1946. During the school year 1949-1950, 12 or 21.4 per cent, of the 56 economics teachers listed social science as the second teaching field. There were 11 economics teachers during the school year 1945-1946 and 6 economics teachers during the school year 1949-1950 which listed history as the second teaching field. Eight economics teachers during the school year 1945-1946 and 4 economics teachers during the school year 1949-1950 listed science as the second teaching field. Ten different second teaching fields were reported by the Oklahoma accredited senior high school economics teachers during the school year 1945-1946. There were 9 different second teaching fields reported by the senior high school economics teachers during the school year 1949-1950. There were 38 senior high schools during the school year 1945-1946 and 21 senior high schools during the school year 1949-1950 which did not indicate on the "Application for High School Accrediting" what the second teaching fields were for the economics teachers.

TABLE XI

NUMBER AND PER CENT OF ECONOMICS TEACHERS IN OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS WITH INDICATED SECOND TEACHING FIELD DURING THE SCHOOL YEARS 1945-1946 AND 1949-1950

Second Teaching Field of Teacher	1945-1946		1949-1950	
	No.	Pct.	No.	Pct.
Social Science	16	17.6	12	21.4
Home Economics	1	1.1		
History	11	12.1	6	10.7
Mathematics	4	4.4	4	7.1
Business or Commerce	3	3.3	1	1.8
Science ^a	8	8.8	4	7.1
Agriculture	1	1.1	1	1.8
Economics	2	2.2	2	3.6
Industrial Arts	1	1.1	1	1.8
English	6	6.6	4	7.1
No Record	38	41.7	21	37.6
TOTAL	91	100.0	56	100.0

This table should be read as follows: During the school year 1945-1946, 16 or 17.6 per cent of the Oklahoma accredited senior high school economics teachers were listed as having their second teaching field in social science.

^a The second teaching field of science includes the sciences of general science, biological science, physics, and chemistry.

Tables XII and XIII were prepared to present the information showing the first teaching fields of the economics teachers according to the second teaching fields. Data in Table XII present this information for the school year 1945-1946 and data in Table XIII present this information for the school year 1949-1950.

During the school year 1945-1946, 6 economics teachers were listed as having history as the first teaching field and social science as the second teaching field. During this same school year, 4 economics teachers were listed as having English as the first teaching field and history as the second teaching field. Thirteen, of the 26 economics teachers during the school year 1945-1946 which were listed as having social science as the first teaching field, did not have any record of the second teaching field.

During the school year 1949-1950, 6 economics teachers were listed as having history as the first teaching field and social science as the second teaching field. During this same school year, 3 economics teachers were listed as having social science as the first teaching field and history as the second teaching field. Nine, of the 18 economics teachers during the school year 1949-1950 which were listed as having social science as their first teaching field, did not have any record of the second teaching field.

Table XIV was prepared to show the number and per cent of economics teachers in the Oklahoma accredited senior high schools according to the number of semester hours of economics the teachers had completed in an institution of higher education.

Data in Table XIV show that during the school year 1945-1946, 31, or 34.0 per cent, of the 91 economics teachers had from 3 to

TABLE XII

NUMBER OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOL ECONOMICS TEACHERS WITH INDICATED FIRST TEACHING FIELD, ACCORDING TO SECOND TEACHING FIELD DURING THE SCHOOL YEAR 1945-1946

First Teaching Field of Teacher	Number of Teachers With Indicated Second Teaching Field										No Record	TOTAL
	Soc. Sci.	Home Ec.	Hist.	Math.	Comm ^a	Sci. ^b	Agri.	Econ.	Ind. Arts.	Eng.		
Social Science			2 ⁵	1	1	2		1		3	13	26
Home Economics	2										1	3
History	6			1	2	1	1	1		2	10	24
Mathematics	3	1	1			1				1	4 ⁰	7 ¹¹
Commerce or Business Science ^b			1			1				1	4	7
Science ^b	2			2								4
Agriculture									1			1
Economics											1	1
Industrial Arts											1	1
English ^c	3		4			1					2	10
No Record											5	5
TOTAL	16	1	11	4	3	8 ¹⁰	1	2	1	6 ⁷	38 ⁴¹	91

This table should be read as follows: Of a total of 91 economics teachers, 5 of these teachers reported their first teaching field as social science and their second teaching field as history.

^a

For the second teaching field of the economics teacher, commerce also includes business.

^b For the first and second teaching fields of the economics teacher, science includes general science, biological science, physics and chemistry.

^c One high school listed both music and English as the first teaching field of the economics teacher.

TABLE XIII

NUMBER OF OKLAHOMA ACCREDITED SENIOR HIGH SCHOOL ECONOMICS TEACHERS WITH INDICATED FIRST TEACHING FIELD, ACCORDING TO SECOND TEACHING FIELD DURING THE SCHOOL YEAR 1949-1950

First Teaching Field of Teacher	Number of Teachers With Indicated Second Teaching Field											
	Soc. Sci.	Home Ec.	Hist.	Math.	Comm. ^a	Sci. ^b	Agri.	Econ.	Ind. Arts	Eng.	No Record	TOTAL
Social Science			3	2		1		1		2	9	18
Home Economics	1		1								1	3
History	6			1	1	1	1		1		3	14
Mathematics	1		1			2		1				5
Commerce or Business	1			1						1	3	6
Science ^b	1		1								2	4
Agriculture												
Economics												
Industrial Arts												
English	2									1	1	4
No Record											2	2
TOTAL	12		6	4	1	4	1	2	1	4	21	56

This table should be read as follows: Of a total of 56 economics teachers, 3 of these teachers reported their first teaching field as social science and their second teaching field as history.

^a For the second teaching field of the economics teacher, commerce also includes business.

^b For the first and second teaching fields of the economics teacher, science includes general science, biological science, physics and chemistry.

TABLE XIV

NUMBER AND PER CENT OF ECONOMICS TEACHERS IN THE OKLAHOMA ACCREDITED SENIOR HIGH SCHOOLS ACCORDING TO THE NUMBER OF SEMESTER HOURS OF ECONOMICS COMPLETED IN AN INSTITUTION OF HIGHER LEARNING

No. of Hours Completed	1945-1946		1949-1950	
	No. Teachers	Pct.	No. Teachers	Pct.
$\frac{1}{2}$ to $2\frac{1}{2}$	4	4.4	1	1.8
3 to $5\frac{1}{2}$	31	34.0	21	37.5
6 to $8\frac{1}{2}$	14	15.4	12	21.4
9 to 30	8	8.8	6	10.7
No Record	34	37.4	16	28.6
TOTAL	91	100.0	56	100.0

This table should be read as follows: During the school year 1945-1946, 4, or 4.4 per cent, of the total 91 teachers teaching economics in Oklahoma accredited senior high schools had one-half to two and one-half hours of economics completed in an institution of higher learning.

$5\frac{1}{2}$ semester hours of economics. During the school year 1949-1950, 21, or 37.5 per cent, of the 56 economics teachers had from 3 to $5\frac{1}{2}$ semester hours of economics. Eight, or 8.8 per cent of the total number of economics teachers during the school year 1945-1946 had completed from 9 to 30 semester hours of economics. There were 6, or 10.7 per cent of the total number of economics teachers during the school year 1949-1950 who had completed from 9 to 30 semester hours of economics.

During the school year 1945-1946, 34 teachers did not report any semester hours of economics. There were 16 economics teachers during the school year 1949-1950 who did not report any semester hours of economics.

By referring to Table XIV it can be seen that 4.4 per cent of the 91 economics teachers during the school year 1945-1946 and 1.8 per cent of the 56 economics teachers during the school year 1949-1950 had less than three semester hours of economics.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study, as set forth in Chapter I, is to determine from official records of the Division of Secondary Education of the State Department of Education, the present status of the course in economics in Oklahoma accredited senior high schools, and to present facts for selected years during the past fifteen years to reveal current practices and trends with reference to offerings, enrollment, grade level placement, and teacher preparation.

From the official records on file in the Division of Secondary Education of the State Department of Education, data were collected concerning certain aspects of the course in economics in the Oklahoma accredited senior high schools during the school year 1935-1936, 1940-1941, 1945-1946, and 1949-1950.

In Chapter III, these data were presented in tabular form and the findings set forth.

FINDINGS

A summary of the more important findings follows:

1. There has been a decrease in the total number of Oklahoma accredited senior high schools offering the course in economics during the fifteen years between 1935-1936 and 1949-1950. The number of senior high schools offering economics decreased from 127 during the school year 1935-1936 to 56 during the school year 1949-1950. During the school year 1935-1936, 14.1 per cent of the 843 Oklahoma accredited senior high schools offered economics. During the school year 1945-1946, 10.8 per cent of the 843 Oklahoma accredited senior high schools offered economics.

2. The number of Oklahoma accredited senior high schools offering economics which were members of the North Central Association of Colleges and Secondary Schools decreased from 30 during the school year 1935-1936 to 11 during the school year 1949-1950. During the school year 1935-1936, 23.6 per cent of the 127 Oklahoma accredited senior high schools offering economics were members of the North Central Association of Colleges and Secondary Schools. During the school year 1949-1950, 19.6 per cent of the 56 Oklahoma accredited senior high schools offering economics were members of the North Central Association of Colleges and Secondary Schools.

3. The number of Oklahoma accredited senior high schools offering economics which were not members of the North Central Association of Colleges and Secondary Schools decreased from 97 during the school year 1935-1936 to 45 during the school year 1949-1950. During the school year 1935-1936, 76.4 per cent of the 127 Oklahoma accredited senior high schools offering economics were not members of the North Central Association of Colleges and Secondary Schools. During the school year 1949-1950, 80.4 per cent of the 56 Oklahoma accredited senior high schools offering economics were members of the North Central Association of Colleges and Secondary Schools.

4. The number of students enrolled in the course in economics decreased from 12,067 during the school year 1935-1936 to 4,351 during the school year 1949-1950. During the school year 1935-1936, 9.5 per cent of the 127,243 students enrolled in the Oklahoma accredited senior high schools were enrolled in a course in economics. This percentage decreased to 5.1 of the 116,946 students enrolled in the senior high schools, during the school year 1945-1946.

5. Oklahoma accredited senior high schools of all sizes, based on the total number of students enrolled, offered the course in economics during the selected school years covered in this study. The majority of the Oklahoma accredited senior high schools offering economics during each of the selected school years in this study were small schools with enrollments of 199 or less. Small high schools with total student enrollments of 199 or less accounted for 71.7 per cent of the 127 Oklahoma accredited senior high schools offering economics during the school year 1935-1936. Small high schools with total student enrollments of 199 or less accounted for 80.3 per cent of the 56 Oklahoma accredited senior high schools offering economics during the school year 1949-1950.

6. During the four selected school years studied, the course in economics was offered in the Oklahoma accredited senior high schools on all grade levels and combinations of grade levels, except for the combination of grade levels nine, ten, and eleven. During the four school years studied, approximately nine-tenths of the senior high schools offered economics on the grade level eleven or twelve or the combination of grade levels eleven and twelve. During the school year 1949-1950, the Oklahoma accredited senior high schools which were members of the North Central Association of Colleges and Secondary Schools offered the course in economics only on the grade levels eleven and twelve. A gradual upgrading in the grade placement of the course in economics was indicated during the fifteen-year period.

7. The number of Oklahoma accredited senior high schools offering economics which were accredited for 9 to 15½ units decreased from

31 schools during the school year 1935-1936 to 2 schools during the school year 1949-1950. During the school year 1935-1936, 48.1 per cent of the 127 Oklahoma accredited senior high schools offering economics were accredited for 16 to $24\frac{1}{2}$ units while during the school year 1949-1950, 64.3 per cent of the 56 Oklahoma accredited senior high schools offering economics were accredited for 16 to $24\frac{1}{2}$ units.

8. Although economics was offered in senior high schools with all types of school organization plans during the school year 1935-1936, 93.0 per cent of the 127 senior high schools offering economics were four-year high schools. During the school year 1940-1941, 91, or 87.5 per cent of the 104 senior high schools offering economics were four-year high schools. Fifty-two, or 92.9 per cent of the 56 senior high schools offering economics during the school year 1949-1950, were four-year high schools.

9. During the school years 1945-1946 and 1949-1950, a majority of the economics teachers in the Oklahoma accredited senior high schools listed either social science or history as their first teaching fields. During the school year 1945-1946, 16, or 17.6 per cent of the 91 economics teachers listed social science as the second teaching field. During the school year 1949-1950, 12, or 21.4 per cent of the 56 economics teachers listed social science as the second teaching field.

10. During the school year 1945-1946, approximately two-thirds of the 91 economics teachers reported their first or second teaching fields as one of the following: social science, history, commerce or business, or economics. During the school year 1949-1950, 36

economics teachers out of a total of 56, reported their first or second teaching fields as one of the following: social science, history, commerce or business, or economics. Thus, there were 36.2 per cent of the 91 economics teachers during the school year 1945-1946 and 35.7 per cent of the 56 economics teachers during the school year 1949-1950 who did not have a first or second teaching field which included social science, history, business or commerce, or economics. Examples of the teaching fields reported for these teachers were mathematics, agriculture, industrial arts, and English.

11. The majority of the economics teachers in Oklahoma accredited senior high schools reported having completed some semester hours of economics in an institution of higher learning. During the school year 1945-1946, 34.0 per cent of the 91 Oklahoma accredited senior high school economics teachers had completed from 3 to $5\frac{1}{2}$ semester hours, inclusive, of economics in an institution of higher education. During the school year 1949-1950, 37.5 per cent of the 56 senior high school economics teachers had completed from 3 to $5\frac{1}{2}$ semester hours, inclusive, of economics.

CONCLUSIONS

Based on the findings summarized for this study, the following conclusions may be drawn concerning the status and trends of the course in economics in the Oklahoma accredited senior high schools.

1. There has been a decrease in the offerings and registrations in the course in economics throughout the Oklahoma accredited senior high schools during the past fifteen years. However, while the number and per cent of senior high schools offering economics decreased during the fifteen-year period covered by this study, one cannot necessarily conclude that the study of economic problems was emphasized

less thereby. For example, the introduction of a new senior high school course, "Problems of Democracy," provides opportunities for the study of economic problems in the senior high schools. A suggested guide for the teaching of "Problems of Democracy" was distributed by the Oklahoma State Department of Education during the year 1949.¹

2. The Oklahoma accredited senior high schools reported varied grade-placement practices in connection with the offering of the course in economics. The questionable practice of offering the course in economics on every grade level and combination of grade levels from the ninth grade to the twelfth grade is decreasing. However, it may be that the variation in grade placement of economics is justified by the objectives of the course as taught in individual schools. Therefore, until a detailed study of the objectives and content of individual courses is made, no specific conclusion can be reached concerning the disadvantages of offering the course on various grade levels in any single senior high school.

3. There was a wide variation in the subject-matter field preparation of the economics teacher in the Oklahoma accredited senior high schools. This variation may be due to the fact that definite specific qualifications for the teachers of economics are not outlined by the Oklahoma State Board of Education in the bulletin General Requirements for Teacher's Certificates.

¹ A Suggested Guide for the Teaching of Social Studies, Oklahoma State Department of Education, Bulletin No. 104, 1949, pp. 119-139.

RECOMMENDATIONS

The following are recommendations for studies to be made concerning the study of economic problems and the course in economics in the Oklahoma accredited senior high schools.

1. A study should be made of what constitutes adequate subject-matter field preparation of the economics teacher with a view to establishing definite standards of teacher preparation.

2. There should be a minimum number of semester hours of economics completed in an institution of higher education by the economics teachers who teach the course in economics in Oklahoma accredited senior high schools.

3. A study should be made to determine to what extent economic problems are now being emphasized in the Oklahoma accredited senior high schools.

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APPENDIX

APPENDIX A

DATA SHEET

Name of School _____

Location _____

County _____

	1935- 1936	1940- 1941	1945- 1946	1949- 1950
1. Type of Organization of H. S.				
2. No. Students Enrolled in H. S.				
3. No. Students Enrolled in Course				
4. Grade Level or Levels of Course				
5. Type of Accrediting				
6. No. Units H. S. is Accredited				
7. First Teaching Field Teacher				
8. Second Teaching Field Teacher				
9. Semester Hours in Economics				

County..... Dist. No..... School..... Post Office.....

APPLICATION FOR SCHOOL ACCREDITING, 1949-1950

STATE OF OKLAHOMA
DEPARTMENT OF EDUCATION

White.....

File Copy for
State Department of Education

PART I. GENERAL INFORMATION
DIVISION OF SECONDARY EDUCATION

Colored.....

This application is to be filed with the Division of Secondary Education, State Department of Education, State Capitol, Oklahoma City, Oklahoma, prior to November 15. A copy is to be kept on file in the office of the local superintendent.

CERTIFICATE OF ACCURACY

Please Use Typewriter.

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

O.

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

Superintendent..... Principal

Member of Board..... Scholastic Enumeration, 1949..... Date regular term of school opened.....

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

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

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

Are official transcripts of all teachers on file in office of Prin., Supt. or Co. Supt.?.....

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

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

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

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

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

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

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

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

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

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

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

Number of days school was actually taught for the school year 1948-1949.....

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

7. PUPIL ENROLLMENT				Number promoted last year	Average daily attendance last year (Not %)				
Grade	At close of 1st 6 weeks this year		Total last year		3		4		
	B	G	B		G	B	G	B	G
1									
2									
3									
4									
5									
6									
Total Gds.									
7									
8									
Total J.H.									
9									
10									
11									
12									

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

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

- 25. No. High School teachers teaching daily
 - a. Fewer than 141 pupils
 - b. 141-150 pupils
 - c. 151-160 pupils
 - d. More than 160 pupils.....
 - e. Total No. High School teachers.....
- 26. No. Elementary teachers having an Average Daily Attendance of
 - a. Fewer than 30 pupils
 - b. 30-39 pupils
 - c. More than 39 pupils.....
 - d. Total No. Elementary teachers.....
- 27. Audio-Visual Program
 - a. Equipment (indicate no. owned)
 - 1. 16 mm projector
 - 2. 35 mm comb. filmstrip projector.....
 - 3. 3 1/4x4 slide projector
 - 4. Opaque projector
 - 5. Recorders — turntable____ wire____ tape.
 - 6. Radio
 - 7. Others
 - b. Materials (indicate no. owned)
 - 1. Filmstrips owned
 - 2. 16 mm films owned
 - 3. Records owned
- Check:

Does your school participate in a regional _____ county _____ school district _____ film library?
 Name of person in charge of the audio-visual program.....
- 28. Check Activities sponsored by school
 - a. Club
 - b. Newspaper
 - c. Handbook
 - d. Student Council
 - e. Annual
- 29. Does school provide for
 - a. Guidance
 - b. Library instruction
 - c. Health and Physical Education

PROGRESS REPORT

24. LIBRARY (Use invoices)

Department	No. volumes added since last report	Cost of volumes added	Total No. usable volumes
English fiction			
English non-fiction			
European History			
American History			
Other social studies			
Science			
Vocational Agriculture			
Home Economics			
Dictionaries			
Encyclopedias			
Other general books			
No. library books for grades			
TOTAL			

30. LABORATORIES (Use invoices)

Subject and department	Cost of Equip. added since last report	Cost of equipment now available
General Agriculture		
Biology		
Botany		
Zoology		
Chemistry		
General Science		
Physics		
Physiology		
Geography		
Voc. Agrl.		
Home Econ.		
Ind. Arts		
Drawing		
Commerce		
Music		

31. Below briefly state the manner in which you have carried out recommendations made by the inspector when your school was last visited.

County..... Dist. No..... School..... Post Office.....

APPLICATION FOR SCHOOL ACCREDITING, 1949-1950

PART II. THE ELEMENTARY INSTRUCTIONAL PROGRAM

White
Colored

The improvement of instruction is the ultimate objective of the school improvement program in the elementary school as well as in the high school. Therefore, this report has to do with this phase of your school program. It is a part of and must be sent in with the Annual Application for Accrediting to the Division of Secondary Education, State Department of Education, State Capitol Building, Oklahoma City, Oklahoma, prior to November 15, 1949.

1. Are bulletins pertaining to instruction made available to all elementary teachers?.....
2. Is there evidence that these bulletins are being used?
3. Do all teachers have access to the Handbook for Rural and Elementary Schools 118-U, 1949?.....
4. Does the administrative head of the school devote his special attention and care to checking the instruction?.....
5. Do the teachers keep registers of attendance at the school and are proper entries made daily?.....
6. Are grades of pupils entered on the records before pupils' report cards are sent to parents?..... Are grades or marks entered regularly on the daily classroom record?.....
7. Do the teachers give special emphasis to the mastery of study skills as illustrated in the Handbook 118-U?.....
8. Does the teacher recognize individual differences of pupils and provide for individual and group teaching?.....
9. Does the teacher group pupils and integrate subject matter?.....
10. Does the teacher provide frequent and meaningful reviews on fundamentals?
11. Does the teacher provide opportunities for pupils to do critical thinking?
12. Does the teacher give definite and specific instruction in the principles of democracy?
13. Are definite plans of instruction followed in art and music?.....
14. Does the teacher provide constructive seat work for the pupils enrolled in the primary grades?.....
15. Do first year pupils read at least four pre-primers, four primers and five first readers during the first year in school?.....
Do pupils in the other elementary grades read at least the minimum number of supplementary readers required for their respective grades? (See requirements under Library)
16. Do they make use of community resources and materials for the enrichment of learning as suggested in the Handbook 118-U, "Vitalized Teaching"?
17. Are pupils trained in the use of the dictionary?..... Reference books?
18. Does each teacher display some work of each pupil?.....
19. Does each teacher make use of radio educational broadcasts?.....
20. Is an adequate program of physical fitness provided for all of the pupils?Is the playtime properly supervised?
21. Does each grade sponsor programs to which parents are invited?Do all pupils participate?.....
22. Do the teachers take part in curriculum study programs?
23. Is the outside reading program stimulated by means of the reading certificates offered by the State Department of Education, the County Superintendent or other sources?
24. Are standardized or some approved form of tests used?..... If so, state the average score made by each grade as a result of the last test given.
1st gr..... 2nd gr..... 3d gr..... 4th gr..... 5th gr..... 6th gr..... 7th gr..... 8th gr.....
25. Do the pupils and teachers give proper respect to the flag?.....

27. The Elementary School Library:

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

Grades									
Pre-Primer	Primer	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
X	X								
3	3	4	4	4	1	1			

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

- School has at least two current and usable books per child in average daily attendance.....
- Minimum annual expenditure for books is \$1.50 per child in A.D.A. in schools of less than 100 A.D.A., provided that this may be reduced 25¢ per child for each 100 additional in A.D.A. except that not less than 75¢ per child is to be spent regardless of the size of the school.....
- Books for library are selected with the following factors in mind: (a) Needs of pupils, (b) Interest of pupils, (c) Information needed by pupils, (d) Budget allowance, (e) Enrollment, (f) Relationship to course of study, (g) General Reference.....
- Books are catalogued and available from open shelves.....
- Pupils are taught to use dictionary, indexes, and encyclopedias.....
- Pupils are taught to take notes and use information.....
- Library center is provided in each classroom.....
- Library materials are changed frequently to satisfy pupil interest

School provides intermediate or elementary dictionaries (one dictionary for every five children). Give names or titles and state how many are available.....

Reference sets and encyclopedias owned by the elementary school:

Name of Set	No. of Vols.	Copyright Date	Name of Set	No. of Vols.	Copyright Date
.....
.....
.....

The elementary school subscribes for the following magazines and newspapers: (Library should have 5 to 20 periodicals.)

Name of Publications	Name of Publications
.....
.....
.....

B Answer the following Yes or No:

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

(Sign here) Superintendent—Principal

APPLICATION FOR SCHOOL ACCREDITING, 1949-1950

PART III SUBJECT-MATTER FIELD PREPARATION

White.....

Colored.....

This report is for all individuals who teach in high school and in the elementary grades of this school system. It is a part of and must be sent in with the annual application for high school accrediting to the Division of Secondary Education, State Department of Education, State Capitol, Oklahoma City, Oklahoma, prior to November 15.

TEACHERS NAME AND ADDRESS <small>[Note: Indicate All New Teachers With an Asterisk (*)]</small>	Degree and Name of Certificate Now in Force	Annual Salary	HIGH SCHOOL FIELDS TAUGHT THIS YEAR						Elementary Grades Taught 1 to 8
			FIRST FIELD		SECOND FIELD		THIRD FIELD		
			Name of Teaching Field	Semester Hours in Field	Name of Teaching Field	Semester Hours in Field	Name of Teaching Field	Semester Hours in Field	
a	b	c	d	e	f	g	h	i	j
Example: Susie Mae Smith 100 East 20th St. Oklahoma City, Okla.	A. B. Soc. Sci. Gen. Sci.	\$990	Gen. Sci.	Chem. 8 Phys. 4 Biol. 4	Soc. Sci.	Eco. 4 Soc. 4 Gov. 4	Math.	12	Grades 1 to 3
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

NOTE—Teachers of General Science should list all semester hours in Chemistry, Biology and Physics separately.

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

(Over)

TEACHERS NAME AND ADDRESS [Note: Indicate All New Teachers With an Asterisk (*)]	Degree and Name of Certificate Now in Force	Annual Salary	HIGH SCHOOL FIELDS TAUGHT THIS YEAR						Elementary Grades Taught 1 to 8
			FIRST FIELD		SECOND FIELD		THIRD FIELD		
			Name of Teaching Field	Semester Hours in Field	Name of Teaching Field	Semester Hours in Field	Name of Teaching Field	Semester Hours in Field	
a	b	c	d	e	f	g	h	i	j
Example: Susie Mae Smith 100 East 20th St. Oklahoma City, Okla.	A. B. Soc. Sci. Gen. Sci.	\$990	Gen. Sci.	Chem. 8 Phys. 4 Biol. 4	Soc. Sci.	Eco. 4 Soc. 4 Gov. 4	Math.	12	Grades 1 to 3
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									

Subject	No. units of credit	No. enrolled		Grades in which subject is offered	Number finishing course last yr.	Number retained in course last yr.	Subject	No. units of credit	No. enrolled		Grades in which subject is offered	Number finishing course last yr.	Number retained in course last yr.
		This yr.	Last yr.						This Yr.	Last Yr.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
English							Science						
English I							Physics						
English II							Chemistry						
English III							Phy. Geog.						
English IV							Com. Geog.						
Public Spkg.							Biology						
Mathematics							Gen. Science						
Comp. Math.							Agriculture						
Algebra I							Conservation						
Algebra II							Health & Phy. Educ.						
Pl. Geometry							Applied Science						
S. Geometry							Voc. Agri. I						
Trigonometry							Voc. Agri. II						
Arithmetic							Voc. Agri. III						
Social Studies							Voc. Agri. IV						
O. H. & Civics							Home Ec. I						
Modern Hist.							Home Ec. II						
General Hist.							Home Ec. III						
Am. Hist.							Home Ec. IV						
A. & M. Hist.							Mech. Draw.						
English Hist.							F. H. Drawing						
Economics							Indust'l Arts						
Economics							Pre-flight						
Sociology							T. and I.						
Prob. in Dem.							Driver's Educ.						
Foreign Language							Commerce						
Latin I							Com. Law						
Latin II							Business Eng.						
French I							Bookkeeping						
French II							Shorthand						
Spanish I							Typewriting						
Spanish II							Gen. Business						
Miscellaneous							Psychology						
							Music (Th'y.)						
							Music (Ap'd.)						

Comment: Do not write in this space

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

Do not write in following spaces

Length of term in days.....
 School inspected by.....
 Date of inspection....., 19.....
 Action taken by Board of High School Examiners
 Date of approval....., 19.....
 Approved forUnits

Typist

Mary Ann Kreig