

DIFFICULTIES MET BY BEGINNING TEACHERS

by

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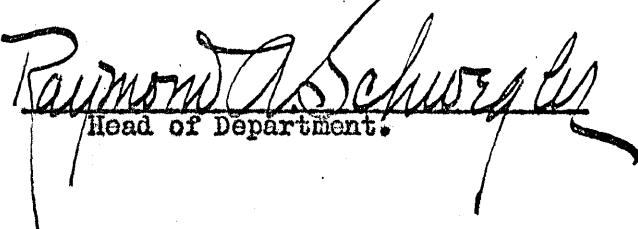
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July 29, 1921.

Submitted to the Department
of Education and the Faculty
of the Graduate School of
the University of Kansas in
partial fulfillment of the
requirements for the degree
of Master of Science. *in Education.*

Approved by:


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July, 1927.

Dedicated to

My Wife

Luella Stonecipher

who has made this study possible
through constant cooperation and
ready encouragement.

Acknowledgments.

The author is deeply indebted to many people for direction, assistance, and encouragement in carrying the study to the place reported here. First in recognition should come the teachers who have cooperated by giving a considerable amount of time and energy in supplying the data. The list should include those who willingly assisted in the two preliminary studies carried on by the author, the results of which are not included in this thesis. In its final form, the investigation could not have been carried on without the interest of Dean R. A. Schwegler and the official cooperation of the Education Department of the University of Kansas. The warm interest and encouragement of Dr. H. P. Smith and Dr. J. W. Twente have done much to carry the author through the difficult and often discouraging phases of the problem. Dr. Douglas Waples of the University of Chicago not only gave ready permission to use the copyrighted material which forms the basis for the checking list, but also took time to write encouragingly and appraisingly regarding the worth of the study. His contribution carried the investigation through its most difficult and vital phase, the collection of the data. Finally, the author is deeply indebted to his adviser, Dr. Earl W. Anderson, for his interest, his kindly advice and criticism, and for his official cooperation in collecting the data through the Teachers' Appointment Bureau office.

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CHAPTER I

PRELIMINARY MATERIALS

Introduction

A fundamental concept of our modern educational philosophy is that our formal educational training shall be in terms of specific life situations. Scarcely a beginning has been made in setting up an educational procedure to meet this practical goal. This statement is particularly true of teacher-training. Training schools are of great value in teacher preparation, but they do not obviate the need for analysis of the actual teaching situation. Such an analysis should serve as an important criterion for the selection and the evaluation of the material included in the teacher-training curriculum. This study represents a beginning in the field of difficulty analysis of the beginning teacher's job. It embodies original procedure, worked out after three years of preliminary experimentation upon a small scale in the attempt to get at the problem. It makes use of the two previous and more general studies in the field. A list of many difficulties common to the group represented by this sampling of teachers is one outcome. The development of a technique which may be refined and applied more generally may be a second. One of these outcomes is sufficient to justify the study.

The Preliminary Statement of the Problem and Its Origin.

The subject of this thesis, stated in very general terms, is, "Difficulties Met by Beginning Teachers." The specific definition and delimitation of the problem is given in Chapter II.

The need for an investigation of the specific problems the beginning teacher may expect to face was brought to the attention of the author in a compelling manner. In 1921 he attempted to build a practical course of study for preparing high school seniors in the Cherokee County Community High School for their first year of teaching. A fair library was available, teaching conditions were excellent, and a very high type of student was enrolled in the course. The teacher was not required to give attention to any other field of teaching, and the task seemed plausible and practical. However, little or no specific material was found to serve as the basis for an effective course. Two chief difficulties were met immediately.

- (a) The materials found in text-books and writings upon the subject were couched in general terms and dealt largely in aphorisms.
- (b) When specific situations were considered they were selected on the basis of the empirical judgment of the authors. That many or all of these were applicable is not questioned, but there was little to guarantee that these were the difficulties that really arose most frequently and were of greatest importance to the teachers.

The course was of necessity planned along the same line of empirical judgment as the material at hand, but it left a growing conviction that a study of the actual difficulties which trouble teachers should be an important part of a teacher-training program.

A more comprehensive survey of the literature showed the importance that the problem of just what should be considered in training teachers occupied in the thinking of educators. The quotations which follow will indicate the trend of thinking on the subject.

W. C. Reavis¹ (17, School Review, 32:27-35, January, 1924) says "Training institutions cannot retain their self-respect or the respect of the high schools if they continue simply to add courses to the traditional curriculums as new needs or requirements arise, and to label the resulting experiences professional training. We face a task that requires more scientific treatment. Our objectives must be determined by the definite activities for which training is given, and by the common and specific need of the various positions to be occupied by those in training. The curriculum of the four year course should be arranged, not with the idea of giving complete professional training.... but with the purpose in mind of insuring a much higher degree of success in the first teaching job."

Marvin S. Pittman (16, Educational Review, 67:80-85, February, 1924) discusses the necessity of taking our rural schools as they are and of training the teachers who will go there rather than the teachers who ought, to meet the specific needs of the job.

The most apparent fact in the discussions is that little has been done about the matter save to present the needs and the difficulties.

1. The number 17 refers to the number given this particular reference in the bibliography at the close of the thesis. The references are given in this manner throughout the thesis, thus avoiding extensive use of footnotes.

The investigation in its present form was undertaken in September, 1926, in cooperation with the Department of Education of the University of Kansas and through the office of the Teachers' Appointment Bureau. The letter requesting the cooperation of the beginning teachers was written by Dean R. A. Schwegler and sent out over his signature.

A Survey of Related Literature

Three general fields were investigated in the search for related studies as guides, the field of teacher-rating, teacher-training theory and teacher-training practice. The educational literature reveals little consciousness of the need for such studies before 1924. The few related studies which could be found were incidental and of limited proportions. There was little or no uniformity of technique or of aim, and the aid from the general literature was slight.

Writings in the field of teacher rating were found to deal with the person of the teacher and the reactions of the teacher to the difficulties and situations, rather than a functional analysis of the job. The points considered were general and indefinite. Such items as, "Skill in maintaining interest", offer little help in functional analysis. F. B. Knight's dissertation (11, Teachers College Contributions to Education, No. 120) is referred to as an example of the most valuable literature in this field.

The most encouraging findings in the earlier phases of this study were from the field of the theory of curriculum making for teacher-training. The series of papers read before the National

Society of College Teachers of Education, February, 1924, reported in full in the Journal of Educational Research, October, 1924, (1, 3, 6, 9, 10, 13, 22 in Bibliography) did more to encourage the continuance of this study than any other finding in the field of the related literature. In these discussions Bobbitt, Charters, Curtis, Knight, Koos, Arthur J. Jones, Withers and others presented clearly the need for a job-analysis of teaching. At the same time, however, they pointed out the pitfalls and the almost insurmountable difficulties attendant upon a competent job-analysis. It is significant that practically every attempt that lays any claim to be scientific in procedure has taken place since this meeting.

The most hopeful suggestion, and the one which encouraged the writer to proceed upon the problem already attempted, is the following quotation from the paper of Dr. W. W. Charters (3, Journal of Educational Research, 10:214, October, 1924). "In complex vocations which involve superior intelligence and skill, such as teaching, where a duty analysis is highly difficult to make, a difficulty analysis may be substituted with practical success. Very frequently where it is impossible for the follower of a vocation to list the duties he is called upon to perform in the pursuance of the vocation, it is comparatively easy for him to list the duties with which he has had difficulty, because the duties may become routinized and slip from his memory, while the difficulties are the basis of his attention and thought."

In 1925 Charters began the task of directing a complete activity analysis of the teaching job under a grant from the Commonwealth Fund, assisted by Douglas Waples of Chicago University. This analysis has not been completed in its final form, but a practical forecasting of the use to which the results may be put is given by Charters, (4), in the Journal of Educational Research (15:176-180, March 1927). From six thousand teachers enrolled in summer schools throughout the country in 1925 they secured in the neighborhood of three hundred thousand duties. The large number of lists was relied upon to safeguard against the incompleteness of each list. When twelve thousand of these duties has been carded they were classified. To them were added all the observers reports that could be discovered. Lists derived from these two sources were submitted to twelve hundred teachers in service for suggested additions. The literature of each of the fields was searched for new duties. New memory lists were read until no new types of duties appeared. The product of these steps is a list of about six hundred type activities which is believed to be a master list of the duties performed by teachers." In conclusion, it may be said that by the use of these techniques, a teacher-training faculty can decide upon the kind of teachers it is going to prepare, the traits that are to distinguish its graduates, the objectives that they should have in mind, the duties they are to perform, the difficulties they will encounter, the methods of overcoming these difficulties, and the basic principles underlying the methods used. This will provide the raw material for a curriculum in teacher-training."

The most direct benefit to this investigation was found in the

mimeographed teacher-training material of Douglas Waples, of Chicago University. Issued in 1926 (20, Waples, Solving Classroom Difficulties by Analysis), this material suggested new possibilities for securing data concerning specific difficulties. It embodied a collection of sixty nine type difficulties with 424 specific difficulties included under these types. These difficulties had been selected from those reported by student teachers and by teachers in actual school situations. The types are grouped under six general headings. The classifications were accepted and used in the construction of the checking list shown on pages 18 to 21 in this thesis. The checking list for securing the data for this study was based upon the specific difficulties listed by Waples in the material described here. He also presented suggested procedures for meeting the difficulties he listed and described a technique for locating the difficulties that were most valid.

The Bureau of Educational Research of Ohio State University sponsored an investigation of problems in high school administration and supervision which have their origin in the classroom. The facts and findings of general interest were reported by Harlan C. Koch, who wrote a doctor's dissertation on the subject, in bulletins number 5, 8, 11, 13, 17, and 18 of volume V of the Educational Research Bulletin published by the university. (Bibliography reference number 12). Koch's study is so nearly like the early plans of the investigation for this thesis, although, of course, on a much larger scale, that it is reported at some length. The teachers and supervisors such as principals, vice-principals, special supervisors, department heads, and deans of forty three first grade high schools in the five states of New York, Pennsylvania, Ohio, Indiana, and Illinois were asked early in September,

1925, to cooperate for a continuous period of eight weeks. The high schools were distributed in forty one cities whose populations range from 2,667 to 401,247, excluding New York City, in which three schools participated. The teachers were asked to mention such matters as they might care to discuss with supervisors or superiors. The administrative and supervisory officers were asked to report only such matters as were discussed with them by teachers. The list thus assumed the characteristics of a diary of difficulties written in the teachers' own words. A total of approximately five thousand problems was submitted by 676 teachers. These were classified and analyzed, and the data used for drawing conclusions as to the effect of experience upon classroom problems, differences of the problems of men and women teachers, relative frequency of the sources of problems, the influence of training upon teachers' problems, and the influence of a teacher's subject upon his problems, among others. This report was available too late to be used in the planning of the thesis, but it constitutes the most comprehensive study in the field of difficulty analysis of the teaching job and deserves the attention given in this survey of the related literature. It indicates the trend of the thinking of teacher-training leaders in the direction of a specific analysis of the teaching job.

Douglas Waples made a limited study of teachers' problems in 1925 (21, *Journal of Educational Research*, 11:254, April, 1925). He asked five hundred teachers to write the three problems that confronted them most vividly in their teaching. The replies were classified, tabulated, and studied. His study is very suggestive as to technique, and emphasizes the necessity of going directly to the original source of the information, the teacher who is experiencing the difficulty.

In 1913-14 Buellesfield (2, Educational Administration and Supervision, 1:439-52, September, 1915) mailed a questionnaire to three hundred school men with the request that they indicate what, in their judgment, were the causes of failure among teachers. Both elementary and high school teachers were included in the investigation. A ranking by superintendents and principals of the twenty-seven causes of failure is included. Weakness in discipline stands first.

S. P. Mannings (15, School and Society, 19:79-85, January, 1924) made a questionnaire inquiry as to the causes of the failure of high school teachers in cities of 2,500 or over in Kansas, Nebraska, Oregon, and Washington. His study and the one preceding are reported as types of the studies that have been made in the field of teacher-training. The results are of value but offer little help in discovering the specific problems faced by the teacher.

Colvin (5, Eighteenth Yearbook of the National Society for the Study of Education, Part I, p. 262-72) collected data from 112 beginning teachers over a period of years by requesting a letter from each at the close of the first year of teaching. He secured by this method an interesting array of problems. The four main problems emphasized by these teachers were: the control and discipline of their classes, personal attitude toward the class, methods of teaching, and their own inadequacy, lack of preparation, and need of improvement.

In the first seven issues of the Journal of the National Educational Association for 1924 (7) appeared selections of letters written by teachers to the Committee of One Hundred on Classroom Problems of which Mary C. C. Bradford was chairman. No tabulation or analysis of the problems was presented, and the letters published represent a miscellaneous

array of opinions of small value in a scientific way.

The Committee of One Hundred on Classroom Teachers' Problems devised a questionnaire of eight inquiries which was mailed to several hundred teachers throughout the country in 1924 (18, Riddle, Anna. National Education Association Proceedings and Addresses, 1925, p. 200-202). Such items were included as the number of daily preparations, time demanded by supervisors for their special subjects, the adequacy of the length of the school day, the classification of pupils, and the most helpful form of course of study. The replies were tabulated and reported in 1925.

In November, 1924, C. L. Hughes reported the results of an inquiry among forty five junior and senior students at the University of Oregon (8, Educational Administration and Supervision, 10:519-23, November, 1924). They were asked to state in ten questions the problems they expected to meet as teachers. Pupil management ranked first in the list of anticipated problems.

Dean A. Worcester, then of Ohio State University (23, Educational Administration and Supervision, 11:550-555, November, 1925) asked the experienced members of his class in educational psychology to submit information on what they considered the greatest difficulties in teaching. The handling of children of varying ability constituted 51% and discipline 34% of all problems.

William E. Stark in his book, "Every Teacher's Problems" (19, American Book Company, 1922), represents a type of educational literature on teaching problems more prevalent than the studies previously mentioned. He selected, out of a rich experience and on the basis of

his own judgment, a list of problems for analysis and discussion. The book is valuable and the problems are certainly applicable in building up desirable attitudes on the part of teachers, but we have no certainty that these are the most common problems confronting teachers. This single reference will suffice to represent a type of related literature which offered little help in this study.

This survey of related literature indicates the importance attached by those responsible for the training of teachers to the problem of discovering specific difficulties which prospective teachers should be trained to meet. The magnitude of making a complete analysis has made educational scientists reluctant to attack the problem directly. The conviction seems to be growing, however, that the investigators must go directly to the actual teaching situation and to the teacher for specific data of the most worth. Marked progress has been made since the comprehensive statement of the needs was made in April of 1924.

CHAPTER II

THE PROBLEM DEFINED AND EVALUATED.

The problem of this study, stated specifically, is: A discovery, tabulation, and classification of the difficulties reported by beginning junior and senior high school teachers as met by them in the actual teaching situation. The study is limited to beginning teachers who graduated from the University of Kansas in the spring previous to the school year 1926-1927.

The extent of the problem is purposely limited. The group selected has met the requirements of the University of Kansas and of the State Board of Education for certification. Their training is, therefore, similar in so far as one may expect to obtain similarity in training. It is expected that the findings may be of value in modifying future training procedure in the institution for which the study is made. The number of teachers going into secondary school work is small enough that a representative sampling is within the range of possibility for a master's thesis. The beginning teacher is the one who may be expected to profit most by a prognosis of her difficulties and the building up of a procedure for avoiding them or for attacking them with more confidence and success. Furthermore, the beginning teacher may be expected to feel the difficulties more keenly and be willing to give time to report them.

There is some question as to the advisability of limiting the investigation to beginning teachers. Doubt has been expressed as to the ability of beginners to recognize their problems. Koch (12, Educational research Bulletin, No. 13, 5:383-386, December, 1926) in an analysis of 4,385 problems presented by 657 contributing classroom

teachers, found a correlation of only 0.06 between the number of problems and the years of experience, with the factor of training held constant. He found some very significant differences in the types of difficulties emphasized by beginning teachers and by experienced teachers. The younger teachers' interests are more comprehensive and include many items of mechanical classroom procedure such as lesson plans, position of student while reciting, notebooks, and so on, which tend to disappear as problems with longer experience. Whether this disappearance is absolute or merely an inuredness to the problem is not known. The fact remains that beginning teachers do recognize many problems. The writer feels, moreover, that the most crucial problems from the standpoint of the teaching success, and the greatest amount of trial and error procedure occur during the first year of teaching. Certainly many of these may be anticipated and prepared for if they can be isolated and an effort made to definitely forewarn and direct the beginner in the attack of them. The experienced teacher is assuredly better prepared to meet the difficulties raised by familiarity with the job than is the beginner to face difficulties unforeseen.

It is believed that the data found in this investigation offer answers more definite than pre-existing information permits, to the following questions:

- (1) What are the difficulties met and recognized as difficulties by beginning teachers of secondary school grades who have received their training in the University of Kansas?
- (2) How may these difficulties be classified and grouped for further analysis?

(3) How many of these difficulties are common to a considerable proportion of these teachers?

(4) What is the relative importance of the more or less common difficulties in the opinion of those who are meeting them?

Such a study should be of value for teacher-training in giving specific problems as a basis for the preparation of prospective teachers.

Douglas Waples, who is in charge of the Commonwealth Fund study directed by Dr. W. W. Charters for developing a teacher-training curriculum based upon activity analysis, writes in a personal letter the following encouraging evaluation: "I personally hope very much that you will continue with your present plan of collecting checks on the difficulty list. No one has ever done this, to the best of my knowledge, and certainly not with my particular list of difficulties. It will be an important contribution to the technique to compare the returns you secure from your difficulty check list with those which we secure from our activity check list. I am by no means sure that ours is the more efficient, though it does seem as though we should secure more complete returns. I should not wonder at all if yours were the more useful."

CHAPTER III

THE METHOD OF PROCEDURE.

The Checking List of Teaching Difficulties.

With the exception of the cooperating teachers themselves, the checking list of teaching difficulties is the most vital factor in this investigation. The comprehensiveness of the list determines the value of the findings. In the first experimental collection of data, teachers were asked to keep a daily diary of difficulties. This seemed to be expecting too much of the teacher. A second and somewhat successful trial was made in which a difficulty listing sheet was used. Attention was directed in turn to four phases of the teaching job and the teacher was asked to phrase the outstanding difficulties in her own words. When the inventory of difficulties developed by Waples appeared, it was recognized at once that a checking list held some distinct advantages and that here was a possible basis for such a list. The two former methods involved the teacher's recognition of the difficulty, the statement in adequate words, and the interpretation and classification on the part of the investigator. A checking list, once made up, involved only the recognition of the teacher that a certain statement embodied a felt difficulty. Thus only one interpretation of meaning was necessary. Furthermore, the analysis incorporated into the check list simplifies the analysis of the findings. The analysis by different phases of the teaching job serves also to center the attention of the teacher upon that phase of the job when a given section is being checked. A check list lessened the time required for a cooperating teacher to go over the difficulties and insured that a repetition of the same difficulty would be stated alike and recognized by the investigator

as identical with former checkings.

The Checking List of Teaching Difficulties developed for this study makes use of the technique employed by Harvey C. Lehman of the University of Kansas in his Play Quiz. It makes possible the presentation of a large number of items in simple and readily understandable form. The checking plan is very simple and easily interpreted. Pages 18, 19, 20 and 21 show the checking list as used and obviate further explanation of the mechanical make-up of the tool relied upon for getting the data for this thesis.

To Douglas Waples of the University of Chicago must go the credit for the inventory of difficulties which form the basis of the checking list. From the 424 specific items included in "Solving Classroom Problems by Analysis" were selected 185 of the 192 difficulties included in the checking list. The writer assumes responsibility for the selection included in the 185, for the addition of the seven not specifically included in Waples' list, and for the wording and rearrangement, and, in some cases, the reclassification of those selected. The selection was subjective, based on the opinion of the writer. No other basis was available. It was obviously inadvisable to offer 424 difficulties for consideration. Some of these overlapped considerably in meaning. Where this was the case, the most representative statement was sought. The checking list, therefore, represents nothing more than the author's best judgment as to the items selected from Dr. Waples' inventory.

The following list of items was added upon the responsibility of the author:

B51 - How to handle the supervised study period effectively?

C13 - How to train pupils when and how to use a dictionary?

- C23 - Should comments on pupils' papers be indicated in symbols or written in longhand?
- F15 - How to establish congenial relations with other members of the staff?
- F16 - How to get needed equipment or supplies to the attention of the proper authorities without seeming unduly persistent?
- F17 - How to meet patrons who come to criticize the teacher's methods?
- F20 - To what extent should invitations from pupil's parents be accepted?

Section G was included for the purpose of getting pointed criticisms of the preparation the teacher had received for her specific task. It is reported as a supplementary study.

The classification as given by Waples was adopted exactly as he gave it. In many cases similar difficulties were listed under two or more classifications. Where this occurred, the most representative wording was placed under the classification which seemed most apropos. No claim can be made that the classification is absolute or exclusive. Most of the difficulties arise from the classroom itself. There is, therefore, much overlapping in that a specific difficulty may partake of the nature of two or more classifications. The effort at classification is justifiable in that it directs the attention of the cooperating teacher to first one phase of his work, then another, and centers attention upon a particular part of his job. It likewise offers an analysis of the difficulties as they are checked. This method is at least as valid as the subjective analysis of the difficulties reported on the job as a whole by one who must interpret the statements reported without regard to classification.

In the checking list which follows, the directions for checking and evaluating the difficulties are more clearly shown than is possible by description.

Name.....

Checking List of Teaching Difficulties.

Adapted from "Solving Classroom Difficulties by Analysis," Douglas Waples, University of Chicago.

The items below constitute a partial inventory of difficulties met by teachers.

Draw a ring around the number in front of each one of the difficulties which you have faced during the period since you last checked this list. When you have gone through each section, add below any other difficulties you have had, but which are not listed here. List all you can recall. A good way is to keep a daily diary of difficulties.

Fill out this blank without regard to earlier ones. Mark on each list that is sent you all the difficulties which you have met since you last filled the blank. Mark only difficulties which YOU have met.

Section A. Difficulties in the selection, emphasis, and presentation of subject matter.

How to—

1. "Study up" a subject in which previous training has been meager.
2. Prepare for a given unit so as to see and teach it in relation to the course as a whole.
3. Prepare for the work of a given class period so that all of the essential facts are held in mind.
4. Collect experiences from daily life which serve to reinforce and justify the subject matter.
5. Hold the attention and arouse interest in the course at the first meeting of the class.
6. Plan the first laboratory exercise.
7. Introduce a new textbook.
8. Lead pupils to want to study a new unit in the course.
9. Find pupil-experiences which contribute to the content of the course or unit.
10. Determine what parts of a course are most useful to a given class.
11. Determine what parts of a course are most difficult for a given class.
12. Determine how well each topic must be learned.
13. Simplify a given topic to the mental level of a given class.
14. Determine the amount of new material to be presented in a given period.
15. Determine what emphasis of prescribed subject matter is desirable for pupils who must leave school early to earn money.
16. Determine the amount of work which should be assigned for the next class period.
17. Most clearly assign outside study and give directions for doing it.
18. Check the understanding of assignments before pupils start to study them.
19. Determine at what time in the period the assignment should be made.
20. Vary the form of assignment in such a way as will arouse the greatest interest, and meet individual needs to the fullest possible extent.
21. Add meaning to a given course by relating it to other courses in the pupils' programs.
22. Use to advantage in class work the pupil's interest in extra-curricular activities.
23. Utilize in a given course the information picked up by a part of the pupils in other courses.
24. Supply background other than by assigning special topics for individual reports.
25. Inter-relate the preceding topics of the course.
26. Deal effectively and tactfully with the variety of methods which the class has been taught by former teachers.
27. Induce the pupil to read beyond the course requirements.
28. Determine the amount of reference reading to be required.
29. Organize the reporting, checking, and application of reference reading.
30. Turn to useful account in the appreciation of good literature a pupil's habit of extensive reading in trashy books.
31. Know when to present the rule before the example and when to reverse the order.
32. Use personal experiences effectively to illustrate the principles.
33. Lead pupils to generalize a rule from concrete problems or examples.
34. Find more popular and generalized treatment of topics which the textbook treats in confusing detail or in tabloid statements.
35. Obtain illustrative objects, as in art or science.
36. Keep bright pupils' interest during the second explanation needed by duller pupils.
37. Make clear explanations, avoiding unnecessary and confusing details.
38. Determine appreciations which the given subject should develop.
39. Teach ideals related to given subject matter.
40. Develop traits such as courtesy, honesty, and good sportsmanship in a given class.
41. Present abstract principles in concrete terms when the class represents a wide range in ability to see the significance of the concrete illustration.
42. Find specific illustrations of the principles contained in the text.

Section B. Difficulties in the planning and direction of classroom learning activities.

How to—

1. Plan daily work in accordance with an outline for the term.
2. Tell when to abandon a lesson plan in favor of a lead supplied by the pupils.
3. Lead pupils to plan the development of a given topic.
4. Ask questions that are stimulating to a majority of the class.
5. Avoid the necessity of repeating questions.
6. Adapt questions to pupils of different abilities.
7. Encourage pupils to ask questions about points not clear.
8. Make questions converge on the same point and hang together.
9. Criticize pupils' answers constructively.
10. Criticize pupils' oral reports and other contributions so that it is helpful to other pupils.
11. Select the pertinent element in a pupil's statement and use it in developing the topic under discussion.
12. Prevent inaccurate or erroneous statements passing unnoticed in a pupil's recitation.
13. Encourage worthwhile criticisms and challenges of unsound statements.
14. Secure thoughtful criticisms of oral reports.
15. Keep all pupils' attention to the subject.
16. Permit digressions enough to keep the discussion alive without wasting time or confusing the point at issue.
17. Bring home to pupils tactfully that their remarks are irrelevant.
18. Restrict the teacher's participation to the minimum.
19. Emphasize the conclusions reached so that the pupils may be clearly conscious of them.
20. Assign reports on special topics.
21. Increase the value of individual reports to the other members of the class.
22. Alternate oral recitation with written and study exercises as a means of avoiding monotony.
23. Check for grading purposes the results of recitation and oral exercises at the end of the period.
24. Get the class to assume more responsibility for the conduct of oral recitations.
25. Use oral recitation as a means of improving pupils' every day English.
26. Emphasize importance of form without sacrificing interest in substance, notably in English exercises.
27. Criticize written exercises most helpfully and most efficiently for the entire class.
28. Supervise pupil's work on written exercises most efficiently.
29. Make word study effective.
30. Help pupils recognize principles previously studied when they reappear in new material.
31. Handle the situation when the class has failed to understand the assignment.
32. Encourage pupils to take notes useful to them.
33. Provide for differences in rate and comprehension of reading in making assignments of reading material.
34. Teach pupils how to study effectively.
35. Alternate explanation and study effectively.
36. Know what to do when unable to answer a pupil's question.
37. Check the adequacy of explanations.
38. Tell when a point should be explained by the teacher and when the pupils should be required to work out the explanation for themselves.
39. Train pupils to organize their written work by outlining it in advance.
40. Help pupils organize and summarize reading matter by outlining.
41. Add interest to drill work.
42. Find drill material to supplement the textbook.
43. Teach pupils to select the most essential points.
44. Know what constitutes an efficient review procedure.
45. Discover points on which the pupils feel the need of review.
46. Train pupils to review work for themselves.
47. Use informal tests to find out pupils' weaknesses of study.
48. Use tests to find how much a class knows about a subject before it is taken up in class.
49. Make a test cover all essential phases of the material tested.
50. Induce pupils to complete assignments on time.
51. Handle the supervised study period effectively.

Section C. Difficulties in the mechanical duties of class management.

How to—

1. Avoid book-line phrasing and a stilted manner of speech.
2. Correct slovenly articulation.
3. Develop a carrying voice, with effective modulation.
4. Get a class down to business without loss of time at the beginning of a period.
5. Introduce the work of the period so as to establish some humor in the classroom.
6. Direct the work of different pupil groups when each group is engaged in different work during the period.
7. Avoid loss of time while part of the group is putting work on the board.
8. Supervise experiments efficiently in laboratory sciences.
9. Handle pupils who fail to bring textbooks to class.
10. Supply pupils with supplementary material when no mimeograph is available.
11. Prevent confusion from pupils borrowing material from other pupils.
12. Make collateral readings available during the class study period.
13. Train pupils when and how to use a dictionary.
14. Make the rest of the class responsible for the information given by pupils who have prepared special assignments.

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- 15. Help pupils make efficient use of notebooks.
- 16. Induce pupils to keep their notebooks up to date.
- 17. Determine what form of test will be most useful in connection with the given material.
- 18. Find out the best system of marking.
- 19. Decide how many and what mistakes should be corrected in written papers and reports.

- 20. Decide when a teacher should himself correct the statement and when ask the pupil to correct.
- 21. Enable the teacher to reduce the drudgery of correcting pupils' written work to a minimum.
- 22. Know how much and under what conditions pupils should be put upon their honor in written tests.
- 23. Should comments on pupils' papers be indicated by symbols or written in longhand.

Section D. Difficulties arising from a lack of cooperative spirit on the part of the class.

How to—

- 1. Win the respect of the class.
- 2. Draw pupils of all grades of ability into the discussion.
- 3. Make the indifferent pupil cooperate in a class exercise or in laboratory work.
- 4. Direct "socialized recitations" effectively.
- 5. Maintain familiarity with pupils without loss of dignity.
- 6. Praise a pupil without subjecting him to the ridicule of his classmates.
- 7. Decide when to attend to matters of discipline and when to problems of instruction.
- 8. Prevent pupils from asking apparently useless or diverting questions.
- 9. Combat the inertia just before and just after a holiday.
- 10. Enliven a class on the last period in the day.
- 11. Stimulate pupils to connect class work with their out of class activities voluntarily.
- 12. Develop pupils' initiative in suggesting class plays and other activities for school organizations.
- 13. Develop pupils' initiative in finding references for individual reports.
- 14. Develop pupils' initiative in calling attention to difficulties in the assignment and other work of the course.
- 15. Discourage contradictions.
- 16. Champion a conscientious and intelligent but unpopular pupil who seems to antagonize other pupils.
- 17. Discourage sullen and undertone protests after a pupil has been mildly reproved.

- 18. Train pupils to enter and leave the room with some decorum.
- 19. Deal with the many crudities of behavior on the part of pupils with fewer home advantages.
- 20. Combat the sentiment among boys that slovenliness is a manly virtue.
- 21. Cooperate to the best advantage with the English department in the collection and correction of mistakes.
- 22. Train less able pupils to come for help rather than shirk assigned work that appears too difficult.
- 23. Prevent absence of pupils who have to give oral reports or debates.
- 24. Handle the work of a large number of pupils who have been absent from the same class at the same time.
- 25. Deal effectively with tardy pupils.
- 26. Quell a disorderly class when a tumult has arisen before the teacher enters the room or after an amusing incident has occurred.
- 27. Meet the attempts of a few pupils to antagonize the teacher.
- 28. Render bluffing unsportsmanlike no matter how cleverly it is done.
- 29. How to handle a case of very evident dishonesty in a test where there is no objective proof, without producing an undesirable effect upon the class as a whole.
- 30. Discipline two pupils whose papers are duplicates.
- 31. Discourage plagiarism in written work.

Section E. Difficulties arising from the personal characteristics of individual pupils.

How to—

- 1. Approach bright pupils who lack self confidence.
- 2. Draw timid and bashful pupils into the class discussion.
- 3. Restrain an over-zealous pupil without killing his interest.
- 4. Discourage a pupil who continually offers unimportant criticisms and tends to monopolize the class period.
- 5. Organize the class so that able and zealous pupils may be allowed to work at their own rates of speed.
- 6. Stimulate the bright loafer.

- 7. Utilize extra-curricular activities as a means of getting the bright loafer to assume school duties.
- 8. Arouse a failing pupil who is indifferent to his own failures.
- 9. Proceed with a delinquent pupil who refuses to remain after school to complete work he should have brought to class, saying that he has to work for wages after school or giving a similar excuse.
- 10. Prevent a dull child who anticipates failure from becoming permanently discouraged.
- 11. Find out the immediate causes of a pupil's failure.

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12. Help a bright but dishonest pupil.
13. Discipline a pupil who is insolent.
14. Assist a pupil who fails examinations but who does excellent work in daily recitations and reports.
15. Smooth out personal dislikes among members of a class.
16. Prevent expressions of snobbery on the part of the more wealthy toward the less wealthy.
17. Discover the inscriber of indecent inscriptions on classroom desks.
18. Bring about a suitable open discussion of the various sex allusions found in literature which pupils are apt to repress or distort.
19. "Counter" when a pupil seeks to embarrass the teacher by a direct question concerning sex matters.
20. Manage pupils with marked peculiarities in the most kindly and helpful way.
21. Help a pupil who has some peculiarity which brings ridicule or amusement to the less considerate members of the class.
22. Help a deaf or otherwise defective pupil keep up with the class.
23. Set a pupil right who believes that the teacher bears a grudge against him.
24. Deal with class clowns and humorists.
25. Proceed with the industrious but apparently dull child.

Section F. Difficulties arising from the personal characteristics of the teacher.

How to—

1. Shorten the period of stage-fright when confronting a new class.
2. Appear self-confident as a means of becoming self-confident.
3. Acquire the ability to meet a pupil's bluff in matters of discipline.
4. Acquire the ability to develop an idea in class without undue reference to notes.
5. Establish the authority of the beginning teacher at the outset.
6. Know what traits are best calculated to win pupils' respect.
7. Express real interest in individual pupils without appearing to discriminate.
8. Control justifiable anger at rebellious pupils.
9. Acquire necessary poise to see problems of discipline in proper perspective.
10. Get to know individual pupils on a basis which has as little as possible to do with their school work.
11. Overcome prejudices against pupils of sullen and vindictive temperament.
12. Prevent likes and dislikes from influencing estimates of pupils' abilities.
13. Collect objective evidence for use in dealing with backward and disorderly pupils.
14. Lead a supervisor to give frank and helpful criticism.
15. Establish congenial relationships with other members of the staff.
16. Get needed equipment or supplies to the attention of the proper authorities without seeming unduly insistent.
17. Meet patrons who come to criticize the teacher's methods.
18. Decide what use of anecdotes is justifiable just to be funny.
19. Talk up a subject outside of class without being preachy.
20. To what extent should invitations from pupils' parents be accepted?

Section G. List in this section any points in which, in your judgment, your professional training was deficient in preparing you for your job

Will you go back over the difficulties you have circled? Add others if you wish. Then mark before each number you have circled or statement you have added as follows:

Roman numeral I if you consider the difficulty of vital importance in your teaching success.

Roman numeral II if you consider the difficulty important.

Roman numeral III if you regard the difficulty of slight importance.

Securing the Data.

This investigation was made under the direction and supervision of the School of Education of the University of Kansas. The responsibility for obtaining the cooperation of beginning teachers and for cooperating in a large measure in securing the data was assumed by the Teachers' Appointment Bureau. All correspondence with the cooperating teachers was carried on through the Appointment Bureau.

Requests for cooperation were mailed to 101 teachers over the signature of Dean R. A. Schwegler. The blank for reporting willingness to cooperate and for giving needed information is shown on page 91 of the appendix. Forty nine teachers returned the questionnaire signifying their willingness to cooperate. Eight of these were not used because of teaching experience previous to college graduation or because the teacher was working in an elementary school. Of the forty one remaining, seven failed to return any of the eight checking lists mailed to them. Some of the teachers failed to evaluate any of the items checked. Others evaluated some of the lists but not all. Some of the lists indicate perfunctory checking. A majority indicate serious thought and consistent effort to cooperate whole-heartedly. The method of tabulation shows the checkings that were evaluated and those that were not ranked. A consistent effort is made throughout this study to avoid attaching undue significance to any of the findings or to read unwarranted meanings into the checkings.

The log of the study is reported below.

List No.

- 1 40 copies mailed October 30.
2. 40 copies mailed November 20 with enclosure No. 1.

List No.

- 3 40 copies mailed December 12
- Three new cooperating teachers were mailed lists January 3 with the request that they check the difficulties they could recall having met up to the holidays. ¹ Enclosure No. 2
- Twelve blanks were mailed on January 10 to teachers who had neglected to return any check list. ¹ Enclosure No. 3
4. 43 copies mailed January 20.
5. 43 copies mailed February 20. ¹ Enclosure No. 4.
6. 43 copies mailed March 20.
7. 43 copies mailed April 15.
8. 43 copies mailed May 8. ¹ Appreciative enclosure No. 6.

The same list was mailed each time. A more valid checking probably is obtained as a result of continuing the investigation throughout a major portion of the first year of teaching, collecting repeated checkings from the same group of teachers.

1. See Appendix, pages 96 and 97 for copies of all inclosures made with the check lists.

Tabulation

A running tabulation sheet was devised to record the difficulties as they were received. (Appendix, p. 85-87). A separate tabulation was made for each section of the checking list. A separate tabulation was made for each set of checking lists returned. This tabulation showed the number of times each item of the checking list was ranked I, or of first importance, II, or very important, III, or of lesser importance, and checked but no ranking given. When all checking lists had been received, these were totalled to obtain the number of checkings each item had received under each ranking, under no ranking, and the total number of times each item had been checked.

When all checking lists had been received, they were sorted by teachers. A tabulation was made of all difficulties checked or added by each teacher. This tabulation was made for each section of the list separately (Appendix, p. 88). Each difficulty reported by a teacher was checked once for that teacher, whether he had checked it once or eight times, the maximum number possible. From this tabulation was computed the percentage of cooperating teachers who had met each difficulty and reported it.

All tabulations and computations were made by the writer, and care was exercised to make them accurate. Cross checks were used wherever possible and long column additions were verified with an adding machine. The rankings and tabulations involved a multitude of small calculations and countings, for most of which no definite checks are possible. It is too much to hope that no errors occur. It is believed that no significant errors will be found.

Data sheets were devised as included in the Appendix, pages 77-84. These include all the data used in the report of the specific items; the number of times each item was checked under each rank, the number of times

reported but not ranked, the total number of times reported, the Index of Importance, the total number of teachers reporting, and the percentage of the cooperating teachers reporting.

The Index of Importance.

The Index of Importance is an arbitrary device used to weight the various rankings given by teachers who checked the difficulty. Items ranked I were given a value of 5, those ranked II a value of 3, and those ranked III a value of 1. The products of these values multiplied by the number of times each item was checked under the respective rankings were added to secure the Index of Importance. Good argument exists for including the number of times checked but not ranked. It was decided not to include these as they are taken into account in the total number of times checked, and in the percentage of teachers checking. It can be said, therefore, that the Index of Importance represents the relative importance of the various difficulties in the opinion of those who checked them, without adding any interpretation or assumption of the investigator. The numerical value of the Index of Importance is an arbitrary assignment of weightings and has no significance save for the comparison of items within this study.

The Use of Frequency Tables and Rankings.

Frequency distribution tables are used to present the items of each section upon each of the three bases considered. These are, the total number of times checked, the computed Index of Importance, and the percentage of cooperating teachers checking each item. The purpose of using the frequency distribution is to discover the items falling within the upper fifty percentile by each basis of distribution.

Some method was needed whereby the three significant bases for comparison might be thrown together in a single index. The plan of ranking each of the difficulties falling in the upper half of the frequency distribution was adopted. The three ranks were added for each item and the difficulties re-ranked on the basis of the sum of the three rankings. This plan yields a composite ranking which includes and gives equal weight to each of the significant bases selected for judging the importance of the difficulty.

In many cases two or more difficulties tied for the same rank. Where this was the case the ranks were added and the average ranking assigned to each tying difficulty. Example: four difficulties in the same section were checked by 53 per cent of the teachers. The first of these would receive the rank of 8, the others 9, 10 and 11, respectively. Adding these ranks the sum is 38. Dividing by 4, the number of equal difficulties, yields a quotient of 9.5, which is the rank assigned to each of the four. The next difficulty in rank, 52 per cent, would receive a rank of 12 if it were the only difficulty having that percentage. It is on the basis of these rankings that the conclusions of this study are drawn.

The Scope of the Investigation.

The tables presented under this heading show the representative character of the sampling of teachers who supplied the data for this study. It will be noted that the group is fairly comprehensive from any of the standpoints presented.

TABLE I. TOTAL NUMBER OF DIFFICULTY CHECKINGS.

Section	Rankings			No Rank	Total Checking
	I	II	III		
A	267	523	181	211	1182
B	267	561	199	201	1228
C	119	239	122	74	554
D	107	322	131	113	673
E	146	301	103	92	642
F	69	124	46	52	291
Total	975	2070	782	743	4570
Per cent of Total	21.3	45.3	17.1	16.3	100

Read as follows: In Section A of the checking List of Teaching Difficulties, 267 different checkings were evaluated by the teachers checking them as very important, 523 were important, 181 were of lesser importance, and 211 checkings were not evaluated. A total of 1182 checkings were received under the classification of Section A, Difficulties in the selection, emphasis and presentation of subject matter. A grand total of 4570 checkings was obtained and used in the study.

The number of checkings as shown in Table I is large enough to compare favorably with other studies in the field. The number of items assigned to the different ranks of importance is some indication that the teachers thoughtfully evaluated the difficulties they checked. If all items had been evaluated, the probabilities are that the percentages would have approximated 25 per cent of the total for Rank I, 50 per cent for Rank II, and 25 per cent for Rank III. A number of the teachers consistently failed to evaluate any of the difficulties checked.

TABLE II. NUMBER OF CHECKING LISTS RECEIVED FROM TEACHERS

Number of lists checked by each teacher.	Number of teachers	Total number of lists returned.
8	8	64
7	6	42
6	4	24
5	5	25
4	1	4
3	4	12
2	2	4
1	4	4
<hr/>		
Total	34	179

Read as follows: Eight teachers checked and returned the checking list eight times, sending in a total of 64 checking lists. Six teachers checked and returned the list seven times, sending in a total of 42 lists. In all, 34 different teachers checked and returned the list 179 times.

The data in Table II shows that 25 of the teachers returned from five to eight lists. This should give a reasonably valid picture of the difficulties experienced during the entire year for almost three-fourths of the group cooperating. They returned a total of 155 check lists during the year.

TABLE III. TYPES OF COMMUNITIES REPRESENTED IN THE INVESTIGATION

Type	Number of schools	Number of teachers
Cities of first class	4	6
Cities of second class	5	6
Cities of third class	12	12
Rural high school community	9	9
Training school	1	1
Total	31	34

Read as follows: From four different cities of the first class (defined in Kansas as a city having a population of 15,000 or more), six teachers cooperated in this study. Thirty one different schools, representing as many communities, had one or more teachers who cooperated in supplying data.

TABLE IV. TYPES OF SCHOOL ORGANIZATION REPRESENTED IN INVESTIGATION.

Type of school organization	Number of teachers
Junior college and senior high school	1
Senior high school, four-year type	24
Senior-junior high school, six-year type	5
Junior and senior high, part time in each	1
Junior high, three-year type	4
Seventh and eighth grades	1
Total	34

Read as follows: One beginning teacher was teaching part time in junior college and part time in senior high school. Twenty four teachers who taught full time in four-year senior high schools cooperated.

Table III and Table IV are introduced to show that the 4570 checkings were not obtained from a single type of school. One teacher was

included who was teaching seventh and eighth grade work not organized as junior high school. One was included who was teaching three classes in the four year type Oread Training High School connected with the University of Kansas.

TABLE V. MAJOR DEPARTMENTS OF TEACHING OF COOPERATING TEACHERS.

Department	Number of teachers
English	12
Social Science	8
Mathematics	3
General (Four or more departments)	3
Physical Education	2
Home Economics	2
Commercial	2
Manual Training	1
Languages	<u>1</u>
Total	34

Read as follows: Twelve of the cooperating teachers were doing more work in the English department than in any other department.

Table V is significant only in that it shows the comprehensiveness of the sampling. A majority of the teachers taught in one or more departments in addition to their major assignments.

It is of some significance to note that the group of cooperating teachers included 5 men and 29 women. The men returned a total of 27 and the women 152 checking lists. Men and women returned about the same average number per teacher.

Limitations of the Procedure.

The following statements present admitted loopholes or limitations of the procedure. All findings are offered with these limitations in mind.

1. The checking list does not contain all the difficulties a teacher may meet. It is only a partial inventory. Some of the most vital difficulties may be omitted. It should be pointed out that the check list specifically asks each teacher to add any items and provides space for such additions.
2. The teacher must interpret the statement of the difficulty. The statement found in the list may not mean the same thing to two teachers checking the same item. In defense of this phase of the procedure, it is felt that the single interpretation each teacher must make is more valid than requiring each teacher to recognize the difficulty and to phrase it in words which the investigator must again interpret and classify.
3. The teacher may check the list perfunctorily and with little interest.
4. The list may suggest difficulties which the teacher may check because of the suggestion. Charters sums up the ^{case} ~~class~~ against the check list in analysis, (3, Journal of Educational Research, 10:214, October, 1924). "Check lists of difficulties are dangerous and must be handled with skill. If we present a list of duties to an individual and ask him what else he does, the check list is likely to inhibit further thought. Consequently, the list, when used, should always be presented in person and care should be taken that the initial inhibition is over-come." The specific

caution given in the instructions to the checking list is intended to aid in avoiding this criticism. The number of lists sent to each individual is a further safeguard. The validity of this criticism is admitted and the findings are presented in the light of the statement quoted.

5. The items of the list were selected on a subjective basis. The list presented by Waples, however, was arrived at by objective means. He asked student teachers and former teachers enrolled in his classes over a period of years to report difficulties to him. These were carded and classified, and when a sufficient number has been collected were used as the material for his list. The checkings and the rankings in this thesis are interpreted and evaluated objectively, although the materials are selected subjectively. No other basis was available.
6. A limited number of teachers participated. All who could cooperate were used within the specific delimitations of the study. The checkings were collected over a full year of school work. They represent a more intensive study of a few cases than has previously been attempted.

CHAPTER IV.

THE FACTS PRESENTED

The Fifty Most Important Difficulties

The fifty most important difficulties represent the final work done with the data. They are presented without regard to the section in which they appeared in the checking list. This group of difficulties is regarded as the most important finding of the study and is given first for that reason.

Table VI shows the code number of the difficulty, the total number of times checked, the Index of Importance, the percentage of teachers checking, the rank by each of these three criteria considering all difficulties regardless of section classification, the sum of the three rankings, and the final or composite rank. The data are presented in detail that the statements of difficulty may be kept as closely associated as possible with the actual data, which are more important in the final consideration than are the interpretative figures of the rankings. Table VI is read: Difficulty number 8 under Section E was checked 73 times, ranking first by this criterion; received an Index of Importance of 193, ranking third; and was met by 82 per cent of the cooperating teachers, ranking first. The sum of the rankings, 5, is less than the sum of the ranks of any other difficulty. This specific difficulty is accorded first rank among all the 204 difficulties included in the list with the additions made by reporting teachers.

TABLE VI. THE FIFTY MOST IMPORTANT DIFFICULTIES REPORTED BY BEGINNING TEACHERS.

Code number	No. times checked	Index of Importance	% of teachers checking	Rank by column I	Rank by column II	Rank by column III	Sum of Ranks	Composite Rank
	I	II	III	I	II	III		
E8	73	193	82	1	3	1	5	1
E6	69	206	76	3	2	4	9	2
A20	68	191	79	4	4.5	2.5	11	3
A36	67	191	79	5	4.5	2.5	12	4
B15	71	209	65	2	1	11	14	5
E2	60	166	74	7	10	5.5	22.5	6
A3	59	180	65	8	7	11	26	7
A13	55	174	71	11.5	8	7	26.5	8
B50	53	167	65	13	9	11	33	9
A27	57	117	74	9	22	5.5	36.5	10.5
C21	49	136	68	14.5	14	8	36.5	10.5
B18	62	185	56	6	6	26.5	38.5	12
B5	56	148	59	10	12	20	42	13
A10	47	159	62	16.5	11	15	42.5	14
B4	47	128	65	16.5	17.5	11	45	15
A16	55	139	56	11.5	13	26.5	51	16
B34	46	131	59	19	16	20	55	17
B24	42	117	65	27	22	11	60	18
B7	46	108	62	19	27.5	15	61.5	19
A40	49	133	53	14.5	15	35	64.5	20
C9	43	116	59	24	24	20	68	21
A12	46	107	59	19	29.5	20	68.5	22
D8	42	120	56	27	20	26.5	73.5	23
E24	42	97	62	27	34	15	76	24
E4	43	126	53	24	19	35	78	25

TABLE VI. (Continued) THE FIFTY MOST IMPORTANT DIFFICULTIES REPORTED BY BEGINNING TEACHERS.

' Code number	' No. times checked	' Index of Importance	' % of teachers checking	' Rank by column I	' Rank by column II	' Rank by column III	' Sum of Ranks	' Composite Rank
	I	II	III	I	II	III		
A8	44	128	50	22	17.5	44	83.5	26
D17	39	107	56	30	29.5	26.5	86	27
C14	45	111	50	21	25	44	90	28
C15	38	92	56	32.5	41	26.5	100	29.5
B32	43	104	50	24	32	44	100	29.5
A1	38	97	53	32.5	34	35	101.5	31
F7	36	106	53	37.5	31	35	103.5	32
A29	38	94	53	32.5	37.5	35	105	33
D2	34	108	53	44	27.5	35	106.5	34.5
E3	34	96	56	44	36	26.5	106.5	34.5
A14	40	90	53	29	43	35	107	36
E11	35	110	47	40	26	51.5	117.5	37
B46	38	91	50	32.5	42	44	118.5	38
C11	37	70	59	35.5	65	20	120.5	39
C4	36	82	53	37.5	50	35	122.5	40
B17	34	73	59	44	59.5	20	123.5	41
D22	35	97	47	40	34	51.5	125.5	42
A11	37	117	47	35.5	22	51.5	129	43
F3	30	89	53	56	44	35	135	44
B38	33	68	59	48	68	20	136	45
D3	35	86	47	40	46	51.5	137.5	46
E13	34	87	47	44	45	51.5	140.5	47
A17	32	73	53	50	59.5	35	144.5	48
B9	33	94	41	48	37.5	62.5	148	49
D5	33	93	41	48	39.5	62.5	150	50

The fifty most important difficulties indicated in Table VI are written in the order of their rank.

How to:

1. (E8) Arouse a failing pupil who is indifferent to his own failures.
2. (E6) Stimulate the bright loafer.
3. (A20) Vary the form of assignment in such a way as will arouse the greatest interest, and meet individual needs to the fullest possible extent.
4. (A36) Keep bright pupils' interest during the second explanation demanded by duller pupils.
5. (B15) Keep all pupils attention to the subject.
6. (E2) Draw timid and bashful pupils into the class discussion.
7. (A3) Prepare for the work of a given class period so that all of the essential facts will be held in mind.
8. (A13) Simplify a given topic to the mental level of a given class.
9. (B50) Induce pupils to complete assignments on time.
- 10.5 (A27) Induce the pupil to read beyond the course requirements.
- 10.5 (C21) Enable the teacher to reduce the drudgery of correcting pupils' written work to a minimum.
12. (B18) Restrict the teacher's participation to a minimum.
13. (B5) Avoid the necessity of repeating questions.
14. (A10) Determine what parts of a course are most useful to a given class.
15. (B4) Ask questions that are stimulating to a majority of class.
16. (A16) Determine the amount of work which should be assigned for the next class period.
17. (B34) Teach pupils how to study effectively.
18. (B24) Get the class to assume more responsibility for the conduct of oral recitations.

19. (B7) Encourage pupils to ask questions about points not clear.
20. (A40) Develop traits such as honesty, courtesy, and good sportsmanship in a given class.
21. (C9) Handle pupils who fail to bring textbooks to class.
22. (A12) Determine how well each topic should be learned.
23. (D8) Prevent pupils from asking apparently useless or diverting questions.
24. (E24) Deal with class clowns and humorists.
25. (E4) Discourage a pupil who continually offers unimportant criticisms and tends to monopolize the class period.
26. (A8) Lead pupils to want to study a new unit in the course.
27. (D17) Discourage sullen and undertone protests after a pupil has been mildly reprovved.
28. (C14) Make the rest of the class responsible for the information given by pupils who have prepared special assignments.
- 29.5 (C15) Discourage contradictions.
- 29.5 (B32) Encourage pupils to take notes useful to them.
31. (A1) "Study up" a subject in which previous training has been meager.
32. (F7) Express real interest in individual pupils without appearing to discriminate.
33. (A29) Organize the reporting, checking, and application of reference reading.
34. (D2) Draw pupils of all grades of ability into the discussion.
- 34.5 (E5) Restrain an over-zealous pupil without killing his interest.
36. (A14) Determine the amount of new material to be presented in a given period.
37. (E11) Find out the immediate causes of a pupil's failure.

38. (B46) Train pupils to review work for themselves.
39. (C11) Prevent confusion from pupils borrowing material from other pupils.
40. (C4) Get a class down to business without loss of time at the beginning of a period.
41. (B17) Bring home to pupils tactfully that their remarks are irrelevant.
42. (D22) Train less able pupils to come for help rather than shirk assigned work that appears too difficult.
43. (A11) Determine what parts of a course are most difficult for a given class.
44. (F3) Acquire the ability to meet a pupil's bluff in matters of discipline.
45. (B38) Tell when a point should be explained by the teacher and when the pupils should be required to work out the explanation for themselves.
46. (D3) Make the indifferent pupil cooperate in a class exercise or in laboratory work.
47. (E13) Discipline a pupil who is insolent.
48. (A17) Most clearly assign outside study and give directions for doing it.
49. (B9) Criticize pupils' answers constructively.
50. (D5) Maintain familiarity with pupils without loss of dignity.

Some significant facts may be pointed out with regard to Table VI and the list of difficulties accompanying it. B15, the fifth difficulty in order of composite rank, was ranked second in number of times checked, first by the Index of Importance, but eleventh in the percentage of teachers reporting, indicating that it is a very important difficulty for 65 per cent of the group, but that it is not so common to all as eight others. The same observation is true to a greater extent with difficulty B18, the twelfth in order of importance. This difficulty ranks sixth and sixth by the first two criteria stated above, but 26.5 by the percentage of teachers reporting it. Slightly more than half the group recognized this as a very important difficulty. To a lesser degree the same condition exists for A16, the sixteenth in order, A40, the twentieth, A8, the twenty-sixth, and C14, the twenty-eighth.

A different type is shown in A27, tying for tenth. It was reported by 74 per cent of the teachers a total of 57 times. But, in the opinion of the teachers as to importance, it ranked twenty-second, lowering the composite rank from about sixth to tenth place. This characteristic is true in rather marked degree of B7, the nineteenth, C15, the twenty-ninth, A14, the thirty-sixth, and C4, the fortieth.

A third type is exemplified in B24, the eighteenth in composite rank. It was reported by 65 per cent of the group for a rank of 11, but in number of times reported and by Index of Importance it ranked twice as low, or 27 and 22 respectively. This indicates that the difficulty is fairly common, but not met repeatedly by the same teacher or regarded as of crucial importance. Other difficulties showing the same characteristic are B4, the fifteenth, E24, the twenty-fourth, C11, the thirty-ninth, B17, the forty-first, B38, the forty-fifth, and A17, the forty-eighth.

Still another important variation is shown by B34, the seventeenth, B7, the nineteenth, and A12, the twenty-second. These were each reported 46 times, but using the other two criteria, particularly the Index of Importance, they received the varying composite ranks stated above. Several other examples may be found to show this characteristic. D17, the twenty-seventh, and B46, the thirty-eighth are among them. D2 and E3, tying for thirty-fourth, B17, the forty-first, and E13, the forty-seventh, all were reported 34 times; the variation of eleven places in composite rank being caused either by the percentage of teachers reporting or by the Index of Importance. This indicates that the teachers did recognize differences in the degree of difficulty of the items they reported.

TABLE VII. CLASSIFICATION OF THE FIFTY MOST IMPORTANT DIFFICULTIES BY CHECKING LIST SECTIONS.

Section	Number	Per cent
A. Selection, emphasis, presentation of subject matter	15	30
B. Planning, direction, classroom learning activities	13	26
C. Mechanical duties of class management	6	12
D. Lack of cooperative spirit on part of class	6	12
E. Personal characteristics of individual pupils	8	16
F. Personal characteristics of the teacher	2	4
Total	50	100

Read as follows: Fifteen of the fifty most important difficulties, or 30 per cent were in Section A, Difficulties in the selection, emphasis, and presentation of subject matter.

Over half of the most important difficulties have to do with the subject matter and the learning activities. Mechanical duties of class management and the lack of cooperative spirit on the part of the class as a whole receive 12 per cent each. Section E, dealing with the personal characteristics of the pupil has 16 per cent, three of these being almost at the top of the list. Section F deals with the personal characteristics of the teacher. These difficulties are probably hard to discover.

TABLE VIII. ANALYSIS OF THE FIFTY MOST IMPORTANT DIFFICULTIES BY SOURCES.

Source of difficulty	Number of difficulties	Per cent of the fifty
Pupils		
Motivation and interest in subjects	9	18
Discipline	11	22
Individual differences	8	16
Total from pupils	28	56
Course of study	4	8
Method	9	18
Teacher	9	18
Total	50	100

Read as follows: Of the fifty most important difficulties, 9 or 18 per cent have to do with interest and motivation of the pupils, 11 or 22 per cent have to do with some type of discipline or control of pupils, and 8 or 16 per cent with individual differences. A total of 28, or 56 per cent arose from problems centering about the pupil.

The classification on this basis is quite subjective. Certain difficulties might be placed in either of two or more categories with almost equal applicability. This analysis is of general interest, despite its subjective quality. It indicates the importance of the pupil in the thinking of the teacher when 56 per cent of the difficulties center about him. It points out also that the beginning teacher is aware of the problem of individual differences.

Several other bases for analysis are pointed out as supplementary problems in Chapter V. They will not be taken up in this study.

Difficulties by Sections of Checking List.

The highest fifty per cent of the difficulties in each section are stated as a partial analysis of the difficulties. Each section is presented by frequency tables, by rankings, and by the text of the more important half of the difficulties in that section, selected by the method of composite ranking.

Section A. Difficulties in the selection, emphasis, and presentation of subject matter.

Tables ^{IX}VIIIa, ^{IX}VIIIb, and ^{IX}VIIIc present the frequency distributions for Section A. Table ^{IX}VIIIa shows a distribution of the specific items according to the total number of times checked, and indicates the step interval in which each item falls. Table ^{IX}VIIIb shows the distribution of the same items by Index of Importance. Table ^{IX}VIIIc shows the distribution according to the percentage of teachers checking each difficulty.

Table IXa. FREQUENCY BY TOTAL NUMBER OF TIMES CHECKED. SECTION A.

Number of times checked	Code number	Frequency
65-70	20 36	2
60-65		0
55-60	3 13 16 27	4
50-55		0
45-50	10 12 40	3
40-45	8 14	2
35-40	1 11 29	3
30-35	4 17 37	3
25-30	2 24 28	3
20-25	9 26 30 33	4
15-20	18 22 32 34 39 41 42	7
10-15	19 23 25 31 25	5
5-10	5 15 21 38 43 44	6
0-5	6 7	2
		<hr/> 44
	Median	22.5

Read as follows: Difficulties number 20 and 36 in Section A. were checked between 65 and 70 times. The median number of checkings for this section was 22.5 times.

TABLE IXb. FREQUENCY BY INDEX OF IMPORTANCE. SECTION A.

Index of Importance	Code Number	Frequency
200-210		
190-200	20, 36	2
180-190	3	1
170-180	13	1
160-170		0
150-160	10	1
140-150		0
130-140	16 40	2
120-130	1	1
110-120	11 27	2
100-110	12	1
90-100	1 14 29 37	4
80-90	2	1
70-80	4 17 24	3
60-70	26 28 50	3
50-60	9 42	2
40-50	22 53 55 59	4
30-40	18 32 34 41	4
20-30	15 23 25 31	4
10-20	5 19 21 38	4
0-10	6 7 43 44	4
	Total	44
	Median	60

Read as follows: Difficulties number 20 and 36 in Section A have an Index of Importance between 190 and 200. The median Index of Importance is 60.

TABLE IXc. FREQUENCY BY PERCENTAGE OF TEACHERS CHECKING. SECTION A.

Percentage of teachers	Code number	Frequency
75-80	20 56	2
70-75	13 27	2
65-70	3	1
60-65	10	1
55-60	12 16	2
50-55	1 8 14 17 29 40	6
45-50	11	1
40-45	4 24	2
35-40	2 9 18 26 28 37 39 41	8
30-35	30 33 42	5
25-30	22 54	2
20-25	23 31 35	3
15-20	5 15 21 25 32 38	6
10-15	19	1
5-10		0
0-5	6 7 43 44	4
	Total	44
	Median	36.88%

Read as follows: Difficulties number 20 and 36 in Section A were checked once or oftener by from 75 to 80 per cent of the group of cooperating teachers. The median percentage of teachers checking was 36.88

TABLE X. HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES. SECTION A.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by % of teachers checking	Sum of Ranks	Composite Rank
20	1	1.5	1.5	4	1
36	2	1.5	1.5	5	2
3	3	3	5	11	3
13	5.5	4	4	13.5	4
27	4	9.5	3	16.5	5
16	5.5	6	8	19.5	6
10	9	5	6	20	7
12	7	11	7	25	8
40	8	7	11	26	9
8	10	8	14	32	10
1	12.5	12	11	35.5	11
29	12.5	13	11	36.5	12
14	11	15	11	37	13
11	14	9.5	15	38.5	14
17	15	18	11	44	15
37	17	14	19	50	16
4	16	19	16.5	51.5	17.5
24	18	17	16.5	51.5	17.5
2	19	16	19	54	19
26	21.5	22	19	62.5	20
28	20	21	23	64	21
9	21.5	23	23	67.5	22

Read as follows: Difficulty number 20, Section A, ranked first in the number of times checked, tied for first with a ranking of 1.5 by the Index of Importance, and tied for first with a ranking of 1.5 by the percentage of teachers checking it. The sum of the ranks is 4, which is lower than any other in this section. It is ranked first by the composite ranking.

The statements of the highest ranking fifty per cent of difficulties in Section A are given here in the order of their importance as shown by Table X.

How to -

1. (20) Vary the form of assignment in such a way as will arouse the greatest interest, and meet individual needs to the fullest possible extent.
2. (36) Keep bright pupils' interest during the second explanation needed by duller pupils.
3. (3) Prepare for the work of a given class period so that all the essential facts are held in mind.
4. (13) Simplify a given topic to the mental level of a given class.
5. (27) Induce the pupil to read beyond the course requirements.
6. (16) Determine the amount of work which should be assigned for the next class period.
7. (10) Determine what parts of a course are most useful to a given class.
8. (12) Determine how well each topic must be learned.
9. (40) Develop traits such as courtesy, honesty, and good sportsmanship in a given class.
10. (8) Lead pupils to want to study a new unit in the course.
11. (1) "Study up" a subject in which previous training has been meager.
12. (29) Organize the reporting, checking, and application of reference reading.
13. (14) Determine the amount of new material to be presented in a given period.
14. (11) Determine what parts of a course are most difficult for a given class.
15. (13) Most clearly assign outside study and give directions for doing it.

16. (37) Make clear explanations, avoiding unnecessary and confusing detail.
- 17.5 (4) Collect experiences from daily life which serve to re-inforce and justify the subject matter.
- 17.5 (24) Supply background other than by assigning special topics for individual reports.
19. (2) Prepare for a given unit so as to see and teach it in relation to the course as a whole.
20. (26) Deal effectively and tactfully with the variety of methods which the class has been taught by former teachers.
21. (28) Determine the amount of reference to be required.
22. (9) Find pupil-experiences which contribute to the content of the course or unit.

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Section B. Difficulties in the planning and direction of classroom learning activities.

Tables X1a, X1b, and X1c show the frequency distributions for Section B. Table X1a shows the distribution of the specific items of difficulty according to the total number of times checked and indicates the step interval in which each item falls. Table X1b shows the distribution of the items according to the computed Index of Importance. Table X1c shows the distribution according to the percentage of teachers checking the specific difficulties of Section B.

TABLE XIa. FREQUENCY BY TOTAL NUMBER OF TIMES CHECKED. SECTION B.

Number of times checked	Code number	Frequency
70-75	15	1
65-70		0
60-65	18	1
55-60	5	1
50-55	50	1
45-50	4 7 34	3
40-45	24 32	2
35-40	46	1
30-35	9 17 38 43	4
25-30	1 10 12 16 23 25	6
20-25	3 6 13 14 39 49 51	7
15-20	2 19 26 27 30 31 36 41 44	9
10-15	21 29 33 40 42 45	6
5-10	8 11 20 22 28 35 37 47	8
0-5	48	1
Total		<u>51</u>
	Median -	21.07

Read as follows: Difficulty number 15, Section B, was checked from 70 to 75 times. The median number of checkings for this section is 21.07.

TABLE XIb. FREQUENCY BY INDEX OF IMPORTANCE. SECTION B.

Index of Importance	Code number	Frequency
200-210	15	1
190-200		0
180-190	18	1
170-180		0
160-170	50	1
150-160		0
140-150	5	1
130-140	34	1
120-130	4	1
110-120	24	1
100-110	7 32	2
90-100	9 46	2
80-90	1	1
70-80	16 17 23 43	4
60-70	6 10 12 14 38 39 49 51	8
50-60	25 27	2
40-50	3 19 30 31 41	5
30-40	2 13 21 26 36 40 42 44	8
20-30	8 22 29 33 37 45	6
10-20	11 20 28 35 47 48	6
Total		<u>51</u>
	Median -	52.5

Read Table Xib as follows: Difficulty number 15, Section B, has an Index of Importance of from 200 to 210. The median Index of Importance is 52.5

TABLE XIc. FREQUENCY BY PERCENTAGE OF TEACHERS CHECKING. SECTION B.

Percentage of teachers	Code number	Frequency
65-70	4 15 24 50	4
60-65	7	1
55-60	5 17 18 34 38	5
50-55	32 43 46	3
45-50		0
40-45	3 6 9 16 23	5
35-40	10 12 25 31	4
30-35	14 42 51	3
25-30	1 13 19 21 27 30,36 39 40 44 49	11
20-25	2 8 26 29 41 45	6
15-20	11 20 22 28 33 37 47	7
10-15	35	1
5-10	48	1
Total		51
	Median -	29.77 %

Read as follows: Difficulties number 4, 15, 24, and 50, Section B, were checked by from 65 to 70 per cent of the teachers. The median percentage for this group is 29.77.

TABLE XII. HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES. SECTION B.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by % of teachers checking	Sum of Ranks	Composite Rank
15	1	1	2.5	4.5	1
50	4	3	2.5	9.5	2
4	5	6	2.5	13.5	3
18	2	2	10	14	4
5	3	4	7.5	14.5	5
24	9	7	2.5	18.5	6
34	6.5	5	7.5	19	7
7	6.5	8	5	19.5	8

TABLE XII. (Continued) HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES.
SECTION B.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by % teachers checking	Sum of Ranks	Composite Rank
32	8	9	12	29	9
46	10	11	12	33	10
17	11	15	7.5	33.5	11
38	12.5	18	7.5	38	12
9	12.5	10	16.5	39	13.5
43	14	13	12	39	13.5
23	16.5	14	16.5	47	15
16	18	16	14	48	16
10	16.5	20	20	56.5	17
1	19.5	12	27.5	59.5	18.5
12	15	24	20	59	18.5
6	23	22.5	16.5	62	20
25	19.5	25	20	64.5	21
51	23	18	24	65	22
14	25.5	18	24	67.5	23
39	21	21	27.5	69.5	24
49	23	22.5	27.5	73	25
31	29.5	27.5	22	79	26
13	25.5	32	27.5	85	27

Head as follows: Difficulty number 15, page 48, under Section B ranked first according to the total number of times checked, first by Index of Importance, and tied with four others for first rank according to the percentage of teachers checking, receiving a ranking of 2.5. The sum of the three ranks is 4.5, which is lower than any other sum of ranks in Section B. It is ranked first by the composite ranking.

The statements of the highest ranking fifty per cent of difficulties in Section B are given in the order of their importance as shown by Table XII.

How to-

1. (15) Keep all Pupils' attention to the subject.
2. (50) Induce pupils to complete assignments on time.
3. (4) Ask questions that are stimulating to a majority of the class.
4. (18) Retract the teacher's participation to the minimum.
5. (5) Avoid the necessity of repeating questions.
6. (24) Get the class to assume more responsibility for the conduct of oral recitations.
7. (34) Teach pupils how to study more effectively.
8. (7) Encourage pupils to ask questions about ^{points} not clear.
9. (32) Encourage pupils to take notes useful to them.
10. (46) Train pupils to review work for themselves.
11. (17) Bring home to pupils tactfully that their remarks are irrelevant.
12. (38) Tell when a point should be explained by the teacher and when the pupils should be required to work out the explanation for themselves.
- 13.5(9) Criticize pupils' answers constructively.
- 13.5(43) Teach pupils to select the most essential points.
15. (23) Check for grading purposes the results of recitation and oral exercises at the end of the period.
16. (16) Permit digressions enough to keep the discussion alive without wasting time or confusing the point at issue.
17. (10) Criticize pupils' oral reports and other contributions so that it is helpful to other pupils.
- 18.5(11) Select the pertinent element in a pupil's statement and use it in developing the topic under discussion.

- 18.5(12) Prevent inaccurate or erroneous statements passing unnoticed
ina pupil's recitation.
20. (6) Adapt questions to pupils of different abilities.
21. (25) Use oral recitations as a means of improving pupils' every day
English.
22. (51) Handle the supervised study hour effectively.
23. (14) Secure thoughtful criticisms of oral reports.
24. (39) Train pupils to organize their written work by outlining it in
advance.
25. (49) Make a test cover all essential phases of the material tested.
26. (51) Handle the situation when a class has failed to understand the
assignment.
27. (13) Encourage worthwhile criticisms and challenges of unsound
statements.

Section C. Difficulties in the mechanical duties of class management.

Tables XIIIa, XIIIb, and XIIIc show the frequency distributions for
Section C. Table XIIIa presents a distribution of the specific items of
difficulty according to the total number of times checked and indicates
the step interval in which each item falls. Table XIIIb shows in the
same manner the distribution according to the computed Index of Importance.
Table XIIIc shows the distribution according to the percentage of teachers
checking the specific difficulties of Section C.

TABLE XIIIa. FREQUENCY BY TOTAL NUMBER OF TIMES CHECKED. SECTION C.

Number of times checked	Code Number	Frequency
45-50	14 21	2
40-45	9	1
35-40	4 11 15	3
30-35	16 19	2
25-30	2 7 20 22	4
20-25	10 17	2
15-20	5 12	2
10-15	3 18 23	3
5-10	1 8 13	3
0-5	6 24 25	3
	Total	25
	Median	23.75

Read as follows: Difficulties number 14 and 21, Section C, were checked from 45 to 50 times each. The median number of times checked in this section is 23.75.

TABLE XIIIb. FREQUENCY BY INDEX OF IMPORTANCE. SECTION C.

Index of Importance	Code Number	Frequency
130-140	21	1
120-130		0
110-120	9 14	2
100-110		0
90-100	15	1
80-90	4 16	2
70-80	2 11 17 19 20	5
60-70	7 22	2
50-60	10 12	2
40-50	5	1
30-40	3 18	2
20-30	1 13	2
10-20	6 23	2
0-10	8 24 25	3
	Total	25
	Median	62.5

Read as follows: Difficulty number 21, Section C, received an Index of Importance of from 130 to 140. The median Index of Importance for this section is 62.5.

TABLE XIIIc. FREQUENCY BY PERCENTAGE OF TEACHERS CHECKING. SECTION C.

Percentage of teachers	Code Number	Frequency
65-70	21	1
60-65		0
55-60	9 11 15	3
50-55	4 14 20	3
45-50		0
40-45	16 22	2
35-40	17 19	2
30-35	2 5 10	3
25-30	7 12	2
20-25	3	1
15-20	13 18 23	3
10-15	1	1
5-10	6 8	2
0-5	24 25	2
		25
		32.5

Read as follows: Difficulty number 21, Section C, was checked by from 65 to 70 per cent of the cooperating teachers. The median percentage of teachers checking items in this section is 32.5

TABLE XIV. HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES. SECTION C.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by per cent teachers checking	Sum of Ranks	Composite Rank
21	1	1	1	3	1
9	3	2	2.5	7.5	2
14	2	3	7	12	3.5
15	4	4	4	12	3.5
4	6	5.5	5.5	17	5
11	5	10.5	2.5	18	6
16	7	5.5	8.5	21	7
20	9	7	5.5	21.5	8
19	8	8	10	26	9
22	11	12	8.5	31.5	10
17	14	9	11	34	11
2	11	10.5	13	34.5	12
7	11	13	15	40	13.5
10	13	14	13	40	13.5

Read as follows: Difficulty number 21, Section C, ranked first according to the total number of times checked, first by Index of Importance, and first by the percentage of teachers checking. The sum of the ranks is three, the lowest sum in this section. It is ranked first by the composite ranking.

The statements of the highest ranking fifty per cent of difficulties in Section C are given in the order of their importance as shown by Table XIV.

How to-

1. (21) Enable the teacher to reduce the drudgery of correcting pupil's written work to a minimum.
2. (9) Handle pupils who fail to bring text-books to class.
- 3.5 (14) Make the rest of the class responsible for the information given by pupils who have prepared special assignments.
- 3.5 (15) Help pupils make efficient use of notebooks.
5. (4) Get a class down to business without loss of time at the beginning of a period.
6. (11) Prevent confusion from pupils borrowing material from other pupils.
7. (16) Induce pupils to keep their notebooks up to date.
8. (20) Decide when a teacher should himself correct the statement and when ask the pupil to correct.
9. (19) Decide how many and what mistakes should be corrected in written papers and reports.
10. (22) Know how much and under what conditions pupils should be put upon their honor in written tests.
11. (17) Determine what form of test will be most useful in connection with the given material.
12. (2) Correct slovenly articulation.
- 13.5(7) Avoid loss of time while part of the group is putting work on the board.
- 13.5(10) Supply pupils with supplementary material when no mimeograph is available.

Section D. Difficulties arising from a lack of cooperative spirit on the part of the class.

Tables XVa, XVb, and XVc present the frequency distributions for Section D. Table XVa shows the distribution of the specific difficulties according to the number of times checked and indicates the stop interval in which each item falls. Table XVb shows in the same manner the distribution according to the computed Index of Importance. Table XVc shows the distribution according to the percentage of cooperating teachers checking the specific difficulties of Section D.

TABLE XVa. FREQUENCY BY NUMBER OF TIMES CHECKED. SECTION D.

Number of times checked	Code number	Frequency
40-45	8	1
35-40	3 17 22	3
30-35	2 6 10 19 30	5
25-30	7 9 13 15	4
20-25	18 25 28	3
15-20	4 6 14 24 26 27	6
10-15	21 23 29 31	4
5-10	1 11 12 16 20	5
0-5	52 53	2
		53
	Total	53
	Median	19.58

Read as follows: Difficulty number 8 in Section D was checked between 40 times and 50 times. The median number of times checked for this section is 19.58.

TABLE XVb. FREQUENCY BY INDEX OF IMPORTANCE. SECTION D.

Index of Importance	Code number	Frequency
120-130	8	1
110-120		0
100-110	2 17	2
90-100	5 22	2
80-90	3 10	2
70-80	7 15 30	3
60-70	13 19	2
50-60	9 18	2
40-50	4 14 25 28	4
30-40	6 26 29 31	4
20-30	11 21 23 24 27	5
10-20	1 12 16	3
0-10	20 32 33	3
	Total	33
	Median	43.75

Read as follows: Difficulty number 8, Section D, received an Index of Importance of 120-130. The median Index of Importance for Section D is 43.75.

TABLE XVc. FREQUENCY BY PERCENTAGE OF TEACHERS CHECKING. SECTION D.

Percentage of teachers	Code number	Frequency
55-60	8 17	2
50-55	2 19	2
45-50	3 9 10 22 30	5
40-45	5 7	2
35-40	15 26	2
30-35	13 18 24 27 28 29	6
25-30	4 6 11 25 31	5
20-25	14	1
15-20	1 12 16 20 21 25	6
10-15		0
5-10	32 33	2
	Total	33
	Median	34.17

Read as follows: Difficulties number 8 and 17 were checked by 55 to 60 per cent of the cooperating teachers one or more times. The median percentage of teachers checking the difficulties of this section is 34.17.

TABLE XVI. HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES IN SECTION D.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by per cent teachers checking	Sum of Ranks	Composite Rank
8	1	1	1.5	3.5	1
17	2	3	1.5	6.5	2
2	5.5	2	3	10.5	3
22	3.5	4	7	14.5	4
3	3.5	6	7	16.5	5
19	5.5	12	4	21.5	6
10	8	7	7	22	7
5	7	5	10.5	22.5	8
30	9	8	7	24	9
15	10.5	9	12	31.5	10
9	12	13	7	32	11
7	13	10	10.5	33.5	12
13	10.5	11	16.5	38	13
18	14	14	16.5	44.5	14
28	15.5	18	16.5	50	15.5
26	20	17	13	50	15.5
4	17	15	22.5	54.5	17

Read as follows: Difficulty number 8, Section D, ranked first according to the total number of times checked, first by the Index of Importance, and tied with difficulty number 17 for first rank according to the percentage of teachers checking. The sum of the ranks is 3.5, the lowest sum in this section. It is ranked first in Section D by the composite ranking.

The statements of the highest ranking fifty per cent of the difficulties in Section D are given in the order of their importance as shown by Table XVI.

How to -

1. (8) Prevent pupils asking apparently useless or diverting questions.
2. (17) Discourage sullen and undertone protests after a pupil has been mildly reproved.
3. (2) Draw pupils of all grades of ability into the discussion.
4. (22) Train less able pupils to come for help rather than shirk assigned work that appears too difficult.
5. (5) Make the indifferent pupil cooperate in a class exercise or in laboratory work.
6. (19) Deal with the many crudities of behavior on the part of pupils with fewer home advantages.
7. (10) Enliven a class on the last period of the day.
8. (5) Maintain familiarity with pupils without loss of dignity.
9. (30) Discipline two pupils whose papers are duplicates.
10. (15) Discourage contradictions.
11. (9) Combat the inertia just before and just after a holiday.
12. (7) Decide when to attend to matters of discipline and when to problems of instruction.
13. (13) Develop pupils' initiative in finding references for individual reports.
14. (18) Train pupils to enter and leave the room with some decorum.
- 15.5 (28) Render bluffing unsportsmanlike no matter how cleverly it is done.
- 15.5 (26) Quell a disorderly class when tumult has arisen before the teacher enters the room or after an amusing incident has occurred.
17. (4) Direct "socialized recitations" effectively.

Section E. Difficulties arising from the personal characteristics of individual pupils.

Tables XVIIa, XVIIb, and XVIIc show the frequency distributions for Section E. Table XVIIa presents the distribution of specific difficulties according to the total number of times checked and indicates the step interval in which each item falls by its code number. Table XVIIb shows in like manner the distribution according to the Index of Importance. Table XVIIc shows the distribution by percentage of teachers checking. The most important fifty per cent in this section are presented in Table XVIII and immediately following.

TABLE XVIIa. FREQUENCY BY TOTAL NUMBER OF TIMES CHECKED SECTION E.

Number of times checked	Code number	Frequency
70-75	8	1
65-70	6	1
60-65	2	1
55-60		0
50-55		0
45-50		0
40-45	4 24	2
35-40	11	1
30-35	3 13	2
25-30	23	1
20-25	10 14 20 22 25	5
15-20	5 9 15 21	4
10-15	1 18	2
5-10	7 17	2
0-5	12 16 19 26 27	5
	Total	27
	Median	20.5

Read as follows: Difficulty number 8, Section E, was checked 70 to 75 times. The median number of times checked for Section E is 20.5.

TABLE XVIIb. FREQUENCY BY INDEX OF IMPORTANCE. SECTION E.

Index of Importance	Code number	Frequency
200-210	6	1
190-200	8	1
180-190		0
170-180		0
160-170	2	1
150-160		0
140-150		0
130-140		0
120-130	4	1
110-120	11	1
100-110		0
90-100	3 24	2
80- 90	13	1
70- 80	10	1
60- 70	20 22 25	3
50- 60	14 25	2
40- 50	5 21	2
30- 40	1 9 15	3
20- 30	18	1
10- 20	7	1
0- 10	12 16 19 26 27 17	6
	Total	27
	Median -	52.5

Read as follows: Difficulty number 6, Section E, received an Index of Importance of 200 to 210, the highest of the entire list, as well as for this section. The median Index of Importance is 52.5.

TABLE XVIc. FREQUENCY BY PERCENTAGE OF TEACHERS CHECKING.
SECTION E.

Percentage of Teachers	Code number	Frequency
80-85	8	1
75-80	6	1
70-75	2	1
65-70		0
60-65	24	1
55-60	3	1
50-55	4	1
45-50	11 13	2
40-45	14 23	2
35-40	10 25	2
30-35	21	1
25-30	1 5 9 15	4
20-25	18 22	2
15-20	20	1
10-15	7 17	2
5-10	12 16	2
0-5	19 26 27	3
Total		<hr/> 27
	Median	29.38

Read as follows: Difficulty number 8, Section E, was checked by between 80 and 85 per cent of cooperating teachers. The median percentage for this section is 29.38.

TABLE XVIII. HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES. SECTION E.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by per cent teachers checking	Sum of Ranks	Composite Rank
8	1	2	1	4	1
6	2	1	2	5	2
2	3	3	3	9	3
4	4	4	6	14	4
24	5	6	4	15	5
11	6	5	7.5	18.5	6
3	7.5	7	5	19.5	7
13	7.5	8	7.5	23	8
23	9	11	9.5	29.5	9
10	11	9	12	32	10
14	11	13	9.5	33.5	11
25	14	14	11	39	12
20	11	10	20	41	13
22	13	12	18	43	14

Read as follows: Difficulty number 8, Section E, ranked first in the number of times checked, second by the Index of Importance, and first according to the percentage of teachers checking it. The sum of the ranks is 3, which is lower than any other in this section. It is ranked first by the composite ranking.

The statements of the highest ranking fifty per cent of difficulties in Section E are given in the order of their importance as shown by the composite ranking in Table XVIII.

How to -

1. (8) Arouse a failing pupil who is indifferent to his own failures.
2. (6) Stimulate the bright loafer.
3. (2) Draw timid and bashful pupils into the class discussion.
4. (4) Discourage a pupil who continually offers unimportant criticisms and tends to monopolize the class period.
5. (24) Deal with class clowns and humorists.
6. (11) Find out the immediate causes of a pupil's failure.
7. (3) Restrain an over-zealous pupil without killing his interest.
8. (13) Discipline a pupil who is insolent.
9. (23) Set a pupil right who believes that the teacher bears a grudge against him.
10. (10) Prevent a dull child who anticipates failure from becoming permanently discouraged.
11. (14) Assist a pupil who fails examinations but who does excellent work in daily recitations and reports.
12. (25) Proceed with the industrious but apparently dull child.
13. (20) Manage pupils with marked peculiarities in the most kindly and helpful way.
14. (22) Help a deaf or otherwise defective pupil keep up with the class.

It is worthy of note that the first and second of this list also rank highest among the entire group of difficulties checked in the study. They have to do with the difficult task of pupil motivation.

Section F. Difficulties arising from the personal characteristics of the teacher.

Tables XIXa, XIXb, and XIXc present the frequency distributions from Section F. Table XIXa shows a distribution of the specific difficulties according to the number of times checked, and indicates the step interval in which each item falls. Table XIXb in like manner shows the distribution by Index of Importance. Table XIXc shows the distribution according to the percentage of teachers checking each difficulty. The rankings are given in Table XX, followed by the statement of the highest ranking fifty per cent in this section.

TABLE XIXa. FREQUENCY BY TOTAL NUMBER OF TIMES CHECKED. SECTION F.

Number of times checked	Code number	Frequency
35-40	7	1
30-35	3	1
25-30	6	1
20-25	8 9	2
15-20	10 11 12 16 20	5
10-15	4 5	2
5-10	2 13 15 17 18 19	6
0-5	1 14 21 22 23 24	6
	Total	<u>24</u>
	Median	10

Read as follows: Difficulty number 7, Section F, was checked between 35 and 40 times. The median number of times checked for this section is 10.

TABLE XIXb. FREQUENCY BY INDEX OF IMPORTANCE. SECTION F.

Index of Importance	Code number	Frequency
100-110	7	1
90-100		0
80-90	3 6	2
70-80		0
60-70	8 9	2
50-60		0
40-50	11 12	2
30-40	4 10 16	3
20-30	5 13 20 }	3
10-20	2 15 17 19 22	5
0-10	1 14 18 21 23 24	6
		<hr/>
	Total	24
	Median	23.35

Read as follows: Difficulty number 7, Section F, received and Index of Importance of 100 to 110. The median Index of Importance for this section is 23.35.

TABLE XIXc. FREQUENCY BY PERCENTAGE OF TEACHERS CHECKING. SECTION F.

Percentage of teachers	Code number	Frequency
50-55	3 6 7	3
45-50		0
40-45		0
35-40	11	1
30-35	9 10	2
25-30	8 12	2
20-25	16 19 20	3
15-20	4 5 13 17 18	5
10-15	15	1
5-10	1 2 14 22	4
0-5	21 23 24	3
		<hr/>
	Total	24
	Median	19.0

Read as follows: Difficulties 3, 6, and 7 in Section F were checked by 50 to 55 per cent of the cooperating teachers. The median percentage for this section is 19.

It will be noted that this section has fewer checkings than any other, and fewer difficulties in the fifty most important. It is to be expected that the teacher will recognize fewer difficulties arising from his own characteristics than from other sources. It should be pointed out that a number of the difficulties in other sections are founded in a felt deficiency on the part of the teacher and that many of these were recognized and checked by the teachers.

TABLE XX. HIGHEST RANKING FIFTY PER CENT OF DIFFICULTIES. SECTION F.

Code number	Rank by total times checked	Rank by Index of Importance	Rank by per cent teachers checking	Sum of Ranks	Composite Rank
7	1	1	1.5	3.5	1
3	2	2	1.5	5.5	2
6	3	3	3	9	3
9	4.5	4.5	5.5	14.5	4
8	4.5	4.5	7.5	16.5	5
11	6.5	7	4	17.5	6
12	6.5	6	7.5	20	7
10	8.5	10	5.5	24	8
16	10	8	9	27	9
20	8.5	12	10.5	31	10
4	11	9	14	34	11
5	12	11	14	37	12

Read as follows: Difficulty number 7, Section F, ranked first in the number of times checked, first by the Index of Importance, and tied for first by the percentage of teachers checking it. The sum of the ranks is 3.5, the lowest sum in this section. It is ranked first by the composite ranking.

The statements of the highest ranking fifty per cent of difficulties in Section F are given in the order of their importance as shown by the composite ranking in Table XX.

How to-

1. (7) Express real interest in pupils without appearing to discriminate
2. (30) Acquire the ability to meet a pupil's bluff in matters of discipline.
3. (6) Know what traits are best calculated to win pupils respect.
4. (9) Acquire necessary poise to see problems of discipline in proper perspective.
5. (8) Control justifiable anger at rebellious pupils.
6. (11) Overcome prejudices against pupils of sullen and vindictive temperament.
7. (12) Prevent likes and dislikes from influencing estimates of pupils' abilities.
8. (10) Get to know individual pupils on a basis which has as little as possible to do with their school work.
9. (16) Get needed equipment or supplies to the attention of the proper authorities without seeming unduly insistent.
10. (20) Know to what extent invitations from pupils' parents should be accepted.
11. (4) Acquire the ability to develop an idea in class without undue reference to notes.
12. (5) Establish the authority of the beginning teacher at the outset.

CHAPTER V.

Supplementary Comment.

As is the case with most studies, a number of interesting and perhaps valuable subsidiary questions and possibilities suggest themselves in connection with the main purpose of this study. Some of the most valid are suggested in this chapter.

Section G of the checking list, (Appendix p. 95), is included because of the desire expressed by those sponsoring the study to get potent criticisms from teachers who were close enough to their training to remember rather clearly the courses presented to them, and who were facing the teaching situation for which their training had presumably fitted them. The attention given to this phase of the checking list was somewhat disappointing, but the criticisms reported are given in this chapter as a supplementary study.

A total of fifteen criticisms of their training were written into the check list by the teachers. This number is too small to have great value as a study, and little attempt has been made to analyze and classify them. It will be noted that most of the criticisms indicate the felt need for more specific and practical preparation for the actual teaching situation. These statements emphasize the need for a job-analysis, or at least a difficulty analysis as an important part of the basis of training for the teaching job.

In reporting the criticisms, number one or equivalent statements was listed three times, number two, twice, and the remaining points once only.

Section G. Points in which, in the opinions of the cooperating teachers, their professional training was deficient in preparing them for their job.

1. Too much general theory. Not enough of specific "how to teach". Mentioned specifically three times.
2. Preparation was along ideal lines with not enough attention to meeting the practical and less than ideal situations. Mentioned twice.
3. Real methods of dealing with inferior children of high school age were not given.
4. Not enough direction given for meeting the problem of adjusting the class work to the needs of the inferior pupil where homogeneous grouping is not possible.
5. Not enough study of the child and the child psychology of the high school age.
6. Insufficient study of high school age discipline.
7. Did not give a sufficient idea of the importance of aims and objectives in a course.
8. Not enough training for meeting problems of individual discipline and individual instruction.
9. Not definite enough training for real classroom work.
10. Not enough review and study of practical grammar in training of English teacher.
11. Not enough training in how to do just grading.
12. No training in organizing locker room procedure.

Many subsidiary questions and ramifications of the study presented themselves in the working out of the problem undertaken. Some of them are so closely related that they would seem worth while as a completion of this study. They, however, seem beyond the limits which should be observed in a master's thesis. Some of these questions are suggested.

- A. Analysis of the most important difficulties upon the following bases:
 - a. Training of the teachers reporting them.
 - b. Sources such as the pupil, the felt lack of the teacher, the curriculum, method.
 - c. The persistence of difficulties throughout the year.
 - d. The incidence of certain types of difficulties.
 - e. The difference between difficulties reported by men and by women teachers.
 - f. The size of the school in which the teacher is working.
 - g. Subjects or types of subjects taught.
- B. Additional studies suggested.

What difficulties persist into the second year of experience or longer?

Would beginners who are graduates of teachers colleges, working in the same types of schools as those represented in this study, report the same list of difficulties?

Would expansion of the number represented in this study change the ranking of the difficulties materially?

What subjects or courses in the teacher-training curriculum should shoulder the responsibility for each of the most important of these difficulties?

What procedures may be suggested for preparing teachers to meet the problems emphasized in this study?

Summary.

This thesis presents the results of an investigation to discover the most important difficulties met by beginning teachers of secondary school grades by going to the teachers themselves while they are facing the problems. A checking list of 192 difficulties was devised and sent to cooperating teachers during the last six months of the school year 1926-1927. The 4570 checkings on this list, made by 34 teachers, were tabulated and evaluated, the rankings obtained on the bases of frequency of checkings, opinions of the teachers who checked them as to the importance of the difficulty, and the percentage of teachers reporting. By a composite ranking the fifty most important difficulties were isolated. Using the same method, the highest fifty per cent of difficulties under each of six categories were discovered and stated. These difficulties are the primary aim of the investigation and are presented in Chapter IV as the conclusions sought in this thesis.

It was found that 21.5 per cent of the difficulties were reported as being very important, 45.3 per cent were important, and 17.1 per cent of lesser importance in their teaching success in the opinion of the teachers who checked them. A total of 16.3 per cent were reported without being ranked. The teachers reporting were distributed in a wide variety of schools, types of communities, and departments of teaching.

Fifty six per cent of the most important difficulties have to do with Sections A and B of the checking list, the selection, emphasis, and presentation of subject matter, and the classroom learning activities. Difficulties in the mechanical duties of class management, Section C, make up 12 per cent of this list, and the lack of cooperative spirit on the part of the class as a whole, section D, 12 per cent. Section E, difficulties arising from the personal characteristics of individual pupils constitute 16 per cent of the fifty most important, while those due to the personal characteristics of the teacher comprise only 4 per cent.

Analyzed from another standpoint, 56 per cent of the fifty most important difficulties are centered about the pupil, either in problems of motivation and interest, discipline and control, or individual differences. The course of study is the source of 8 per cent, method 18 per cent, and the teacher, either in felt deficiencies or in relations with pupils, 18 per cent of this selected list.

The difficulties are also analyzed by the six classifications of the checking list and presented by sections.

The teachers were asked to state criticisms of their training as to lack of applicability to the teaching task as they found it. Fifteen criticisms are presented in Chapter V. They emphasize the lack of definite preparation for specific problems.

Supplementary analyses and related studies are suggested in Chapter V.

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APPENDIX

Section A. Difficulties in the selection, emphasis, and presentation of subject matter.

Difficulty	Frequency of checking by rankings					In- dex	Different teachers checking	
	I	II	III		To- tal		No.	Per cent.
How to—								
1. "Study up" a subject in which previous training has been meager.	10	14	5	9	38	97	18	53
2. Prepare for a given unit so as to see and teach it in relation to the course as a whole.	8	13	3	4	28	82	13	38
3. Prepare for the work of a given class period so that all of the essential facts are held in mind.	19	26	7	7	59	180	22	65
4. Collect experiences from daily life which serve to reinforce and justify the subject matter.	5	13	6	7	31	70	14	41
5. Hold the attention and arouse interest in the course at the first meeting of the class.	0	4	1	3	8	13	6	18
6. Plan the first laboratory exercise.	0	0	0	0	0	0	0	0
7. Introduce a new textbook.	0	0	0	0	0	0	0	0
8. Lead pupils to want to study a new unit in the course.	11	23	4	6	44	128	17	50
9. Find pupil-experiences which contribute to the content of the course or unit.	5	9	4	6	24	56	12	35
10. Determine what parts of a course are most useful to a given class.	14	21	6	6	47	159	21	62
11. Determine what parts of a course are most difficult for a given class	14	14	5	4	37	117	16	47
12. Determine how well each topic must be learned.	13	12	6	15	46	107	20	59
13. Simplify a given topic to the mental level of a given class.	20	23	5	7	55	174	24	71
14. Determine the amount of new material to be presented in a given period.	5	19	8	8	40	90	18	53
15. Determine what emphasis of prescribed subject matter is desirable for pupils who must leave school early to earn money.	2	4	1	2	9	23	5	15
16. Determine the amount of work which should be assigned for the next class period.	8	29	12	6	55	139	19	56
17. Most clearly-assign outside study and give directions for doing it.	5	13	9	5	32	73	18	53
18. Check the understanding of assignments before pupils start to study them.	1	10	4	4	19	39	12	35
19. Determine at what time in the period the assignment should be made.	0	3	6	1	10	15	4	12
20. Vary the form of assignment in such a way as will arouse the greatest interest, and meet individual needs to the fullest possible extent.	21	27	7	13	68	191	27	79
21. Add meaning to a given course by relating it to other courses in the pupils' programs.	2	1	3	1	7	16	5	15
22. Use to advantage in class work the pupil's interest in extra-curricular activities.	3	8	1	6	18	40	10	29

Section A. (Continued) Difficulties in the selection, emphasis, and presentation of subject matter.

Difficulty	Frequency of checking by rankings					In- dex	Different teachers checking	
	I.	II.	III.		To- tal.		No.	Per- cent
23. Utilize in a given course the information picked up by a part of the pupils in other courses.	0	7	4	0	11	25	7	21
24. Supply background other than by assigning special topics for individual reports.	6	15	4	4	29	79	14	41
25. Inter-relate the preceding topics of the course.	0	8	2	4	14	26	6	18
26. Deal effectively and tactfully with the variety of methods which the class has been taught by former teachers.	3	13	7	1	24	61	13	38
27. Induce the pupil to read beyond the course requirements.	5	28	8	16	57	117	25	74
28. Determine the amount of reference reading to be required.	3	16	4	4	27	67	12	35
29. Organize the reporting, checking, and application of reference reading.	8	17	3	10	38	94	18	53
30. Turn to useful account in the appreciation of good literature a pupil's habit of extensive reading in trashy books.	5	14	1	1	21	68	11	32
31. Know when to present the rule before the example and when to reverse the order.	0	8	4	2	14	28	8	24
32. Use personal experiences effectively to illustrate the principles.	4	4	5	2	15	37	6	18
33. Lead pupils to generalize a rule from concrete problems or examples.	2	9	6	4	21	43	11	32
34. Find more popular and generalized treatment of topics which the textbook treats in confusing detail or in tabloid statements.	4	4	2	7	17	34	10	29
35. Obtain illustrative objects, as in art or science.	5	5	1	0	11	41	7	21
36. Keep bright pupils' interest during the second explanation needed by duller pupils.	19	29	9	10	67	191	27	79
37. Make clear explanations, avoiding unnecessary and confusing details.	12	10	3	5	30	93	13	38
38. Determine appreciations which the given subject should develop.	0	6	1	1	8	19	5	15
39. Teach ideals related to given subject matter.	3	8	2	5	18	41	12	35
40. Develop traits such as courtesy, honesty, and good sportsmanship in a given class.	13	21	5	10	49	133	18	53
41. Present abstract principles in concrete terms when the class represents a wide range in ability to see the significance of the concrete illustration.	1	9	1	4	15	33	12	35
42. Find specific illustrations of the principles contained in the text.	6	6	6	1	19	54	11	32
43. Quickly and efficiently cover a given unit without lecturing, where books for reference are insufficient.	1	0	0	0	1	5	1	3
44. Compensate by "make-up" work what a pupil has missed in class discussion during absence.	1	0	0	0	1	5	1	3

Section B. Difficulties in the planning and direction of classroom learning activities.

Difficulty	Frequency of checking by rankings					In-dex	Different teachers checking	
	I	II	III		To-tal		No.	Per cent
How to—								
1. Plan daily work in accordance with an outline for the term.	8	13	3	1	25	82	10	29
2. Tell when to abandon a lesson plan in favor of a lead supplied by the pupils.	1	9	3	2	15	35	8	24
3. Lead pupils to plan the development of a given topic.	3	9	4	4	20	46	14	41
4. Ask questions that are stimulating to a majority of the class.	15	16	5	11	47	128	22	65
5. Avoid the necessity of repeating questions.	10	29	11	6	56	148	20	59
6. Adapt questions to pupils of different abilities.	4	13	3	3	23	62	14	41
7. Encourage pupils to ask questions about points not clear.	9	19	6	12	46	108	21	62
8. Make questions converge on the same point and hang together.	2	4	1	1	8	23	7	21
9. Criticize pupils' answers constructively.	12	9	7	5	33	94	14	41
10. Criticize pupils' oral reports and other contributions so that it is helpful to other pupils.	4	14	5	4	27	67	13	38
11. Select the pertinent element in a pupil's statement and use it in developing the topic under discussion.	1	4	2	2	9	19	6	18
12. Prevent inaccurate or erroneous statements passing unnoticed in a pupil's recitation.	2	15	5	6	28	60	13	38
13. Encourage worthwhile criticisms and challenges of unsound statements.	1	9	7	4	21	39	10	29
14. Secure thoughtful criticisms of oral reports.	8	8	4	1	21	68	11	32
15. Keep all pupils' attention to the subject.	22	31	6	12	71	209	22	66
16. Permit digressions enough to keep the discussion alive without wasting time or confusing the point at issue.	6	13	3	4	26	72	15	44
17. Bring home to pupils tactfully that their remarks are irrelevant.	5	13	9	7	34	73	20	59
18. Restrict the teacher's participation to the minimum.	20	27	4	11	62	185	19	56
19. Emphasize the conclusions reached so that the pupils may be clearly conscious of them.	5	6	4	2	17	47	9	26
20. Assign reports on special topics.	0	4	3	1	8	15	6	18
21. Increase the value of individual reports to the other members of the class.	4	5	1	3	13	36	9	26
22. Alternate oral recitation with written and study exercises as a means of avoiding monotony.	1	5	1	1	8	21	6	18
23. Check for grading purposes the results of recitation and oral exercises at the end of the period.	7	12	4	4	27	75	14	41
24. Get the class to assume more responsibility for the conduct of oral recitations.	13	16	4	9	42	117	22	65
25. Use oral recitation as a means of improving pupils' every day English.	3	13	5	4	25	59	13	38

Section B. (Continued) Difficulties in the planning and direction of classroom learning activities.

Difficulty	Frequency of checking by rankings					In-dex	Different teachers checking	
	I	II	III		To-tal		No.	Per cent
26. Emphasize importance of form without sacrificing interest in substance, notably in English exercises.	1	7	4	3	15	30	8	24
27. Criticize written exercises most helpfully and most efficiently for the entire class.	5	7	5	1	18	51	9	26
28. Supervise pupil's work on written exercises most efficiently.	2	1	2	2	7	15	6	18
29. Make word study effective.	1	5	3	2	11	23	8	24
30. Help pupils recognize principles previously studied when they reappear in new material.	1	10	5	3	19	40	9	26
31. Handle the situation when the class has failed to understand the assignment.	2	11	4	0	17	47	12	35
32. Encourage pupils to take notes useful to them.	4	25	9	5	43	104	17	50
33. Provide for differences in rate and comprehension of reading in making assignments of reading material.	1	6	3	0	10	26	5	15
34. Teach pupils how to study effectively.	19	11	3	13	46	131	20	59
35. Alternate explanation and study effectively.	1	4	1	0	6	18	4	12
36. Know what to do when unable to answer a pupil's question.	0	10	2	3	15	32	10	29
37. Check the adequacy of explanations.	2	4	1	1	8	23	5	15
38. Tell when a point should be explained by the teacher and when the pupils should be required to work out the explanation for themselves.	2	16	10	5	33	68	20	59
39. Train pupils to organize their written work by outlining it in advance.	6	9	7	2	24	64	10	29
40. Help pupils organize and summarize reading matter by outlining.	2	8	3	0	13	37	9	26
41. Add interest to drill work.	1	11	2	2	16	40	8	24
42. Find drill material to supplement the textbook.	3	5	2	4	14	32	11	32
43. Teach pupils to select the most essential points.	5	16	5	4	30	78	17	50
44. Know what constitutes an efficient review procedure.	1	8	4	2	15	33	9	26
45. Discover points on which the pupils feel the need of review.	1	7	0	2	10	26	7	21
46. Train pupils to review work for themselves.	6	19	4	9	38	91	17	50
47. Use informal tests to find out pupils' weaknesses of study.	0	3	0	3	6	15	5	15
48. Use tests to find how much a class knows about a subject before it is taken up in class.	2	1	1	0	4	14	3	9
49. Make a test cover all essential phases of the material tested.	8	6	4	4	22	62	10	29
50. Induce pupils to complete assignments on time.	16	28	3	6	53	167	22	65
51. Handle the supervised study period effectively.	9	7	2	5	23	68	11	32

Section C. Difficulties in the mechanical duties of class management.

Difficulty	Frequency of checking by rankings					In- dex	Different teachers checking	
	I	II	III		To- tal		No.	Per cent.
How to--								
1. Avoid book-line phrasing and a stilted manner of speech.	3	4	0	1	8	27	4	12
2. Correct slovenly articulation.	3	17	4	1	25	70	11	32
3. Develop a carrying voice, with effective modulation.	2	9	1	0	12	38	7	21
4. Get a class down to business without loss of time at the beginning of a period.	8	11	9	8	36	82	18	53
5. Introduce the work of the period so as to establish some humor in the classroom.	3	8	6	1	18	45	11	32
6. Direct the work of different pupil groups when each group is engaged in different work during the period.	0	3	1	0	4	16	3	9
7. Avoid loss of time while part of the group is putting work on the board.	4	14	2	5	25	64	10	29
8. Supervise experiments efficiently in laboratory sciences.	0	2	3	0	5	9	2	6
9. Handle pupils who fail to bring textbooks to class.	13	13	12	5	43	116	20	59
10. Supply pupils with supplementary material when no mimeograph is available.	5	7	11	1	24	57	11	32
11. Prevent confusion from pupils borrowing material from other pupils.	6	8	16	7	37	70	20	59
12. Make collateral readings available during the class study period.	5	9	3	1	18	55	9	26
13. Train pupils when and how to use a dictionary.	2	4	2	1	9	24	6	18
14. Make the rest of the class responsible for the information given by pupils who have prepared special assignments.	8	22	5	10	45	111	17	50
15. Help pupils make efficient use of notebooks.	9	13	8	8	38	92	19	56
16. Induce pupils to keep their notebooks up to date.	8	11	9	3	31	82	14	41
17. Determine what form of test will be most useful in connection with the given material.	4	17	0	2	23	71	12	35
18. Find out the best system of marking.	2	7	2	0	11	33	6	18
19. Decide how many and what mistakes should be corrected in written papers and reports.	4	16	8	2	30	76	13	38
20. Decide when a teacher should himself correct the statement and when ask the pupil to correct.	11	6	6	5	28	79	18	53
21. Enable the teacher to reduce the drudgery of correcting pupils' written work to a minimum.	14	20	6	9	49	136	23	68
22. Know how much and under what conditions pupils should be put upon their honor in written tests.	3	16	4	2	25	67	14	41
23. Should comments on pupils' papers be indicated by symbols or written in longhand.	1	1	4	2	8	12	6	18
24. Provide for competition and interest when classes are very small	0	1	0	0	1	3	1	3
25. Determine how and when notebooks have been useful without drudgery in grading	1	0	0	0	1	5	1	3

Section D. Difficulties arising from a lack of cooperative spirit on the part of the class.

Difficulty	Frequency of checking by rankings					In- dex	Different teachers checking	
	I	II	III		Total		No.	Per cent
How to--								
1. Win the respect of the class.	1	3	3	1	8	17	5	15
2. Draw pupils of all grades of ability into the discussion.	12	16	0	6	34	108	18	53
3. Make the indifferent pupil cooperate in a class exercise or in laboratory work.	5	20	1	9	35	86	16	47
4. Direct "socialized recitations" effectively.	5	7	2	5	19	48	9	26
5. Maintain familiarity with pupils without loss of dignity.	6	20	3	4	33	93	14	41
6. Praise a pupil without subjecting him to the ridicule of his classmates.	2	5	8	1	16	33	10	29
7. Decide when to attend to matters of discipline and when to problems of instruction.	7	10	5	4	26	70	14	41
8. Prevent pupils from asking apparently useless or diverting questions.	8	26	2	6	42	120	19	56
9. Combat the inertia just before and just after a holiday.	2	11	9	6	28	52	16	47
10. Enliven a class on the last period in the day.	2	23	3	3	31	82	16	47
11. Stimulate pupils to connect class work with their out of class activities voluntarily.	11	6	0	1	8	23	9	26
12. Develop pupils' initiative in suggesting class plays and other activities for school organizations.	1	3	4	0	8	18	6	18
13. Develop pupils' initiative in finding references for individual reports.	3	13	10	3	29	64	11	32
14. Develop pupils' initiative in calling attention to difficulties in the assignment and other work of the course.	2	12	0	4	18	46	8	24
15. Discourage contradictions.	4	16	4	5	29	72	13	38
16. Champion a conscientious and intelligent but unpopular pupil who seems to antagonize other pupils.	1	1	3	3	8	11	5	15
17. Discourage sullen and undertone protests after a pupil has been mildly reprovved.	10	17	6	6	39	107	19	56
18. Train pupils to enter and leave the room with some decorum.	1	9	9	4	23	51	11	32
19. Deal with the many crudities of behavior on the part of pupils with fewer home advantages.	0	16	14	4	34	62	17	50
20. Combat the sentiment among boys that slovenliness is a manly virtue.	0	1	3	1	5	6	6	18
21. Cooperate to the best advantage with the English department in the collection and correction of mistakes.	1	6	2	1	10	25	5	15
22. Train less able pupils to come for help rather than shirk assigned work that appears too difficult.	12	10	7	6	35	97	16	47
23. Prevent absence of pupils who have to give oral reports or debates.	3	4	2	1	10	29	5	15
24. Handle the work of a large number of pupils who have been absent from the same class at the same time.	0	7	8	1	16	29	11	32
25. Deal effectively with tardy pupils.	2	9	5	4	20	42	9	26
26. Quell a disorderly class when a tumult has arisen before the teacher enters the room or after an amusing incident has occurred.	1	7	4	4	16	30	12	35
27. Meet the attempts of a few pupils to antagonize the teacher.	1	7	3	4	15	29	11	32
28. Render bluffing unsportsmanlike no matter how cleverly it is done.	2	8	6	4	20	40	11	32
29. How to handle a case of very evident dishonesty in a test where there is no objective proof, without producing an undesirable effect upon the class as a whole.	3	6	1	3	13	34	11	32
30. Discipline two pupils whose papers are duplicates.	6	15	3	6	30	78	16	47
31. Discourage plagiarism in written work.	1	8	1	3	13	30	9	26
32. Get pupils to bring excuses when they have been absent.	1	0	0	0	1	5	1	3
33. Develop cooperation and observance of good classroom etiquette where classes are very small, as five or less.	1	0	0	0	1	5	1	3

Section E. Difficulties arising from the personal characteristics of individual pupils.

Difficulty	Frequency of checking by rankings					In- dex	Different teachers checking	
	I	II	III		To- tal		No.	Per- cent
How to—								
1. Approach bright pupils who lack self confidence.	2	6	5	1	14	33	10	29
2. Draw timid and bashful pupils into the class discussion.	18	27	5	10	60	166	25	74
3. Restrain an over-zealous pupil without killing his interest.	8	18	22	6	34	96	19	56
4. Discourage a pupil who continually offers unimportant criticisms and tends to monopolize the class period.	12	20	6	5	43	126	18	53
5. Organize the class so that able and zealous pupils may be allowed to work at their own rates of speed.	4	8	2	1	15	46	10	29
6. Stimulate the bright loafer.	22	30	6	11	69	206	26	76
7. Utilize extra-curricular activities as a means of getting the bright loafer to assume school duties.	1	3	2	0	6	16	4	12
8. Arouse a failing pupil who is indifferent to his own failures.	19	30	8	16	73	193	28	82
9. Proceed with a delinquent pupil who refuses to remain after school to complete work he should have brought to class, saying that he has to work for wages after school or giving a similar excuse.	3	7	3	4	17	39	9	26
10. Prevent a dull child who anticipates failure from becoming permanently discouraged.	8	11	3	2	24	76	12	35
11. Find out the immediate causes of a pupil's failure.	11	17	4	3	35	110	16	47
12. Help a bright but dishonest pupil.	0	2	0	0	2	6	2	6
13. Discipline a pupil who is insolent.	7	15	7	5	34	87	16	47
14. Assist a pupil who fails examinations but who does excellent work in daily recitations and reports.	4	11	3	6	24	56	15	44
15. Smooth out personal dislikes among members of a class.	1	6	8	2	17	31	10	29
16. Prevent expressions of snobbery on the part of the more wealthy toward the less wealthy.	1	1	1	0	3	9	3	9
17. Discover the inscriber of indecent inscriptions on classroom desks.	0	3	0	3	6	9	4	12
18. Bring about a suitable open discussion of the various sex allusions found in literature which pupils are apt to repress or retort.	1	5	2	2	10	22	7	21
19. "Counter" when a pupil seeks to embarrass the teacher by a direct question concerning sex matters.	0	0	0	0	0	0	0	0
20. Manage pupils with marked peculiarities in the most kindly and helpful way.	4	15	4	1	24	69	6	18
21. Help a pupil who has some peculiarity which brings ridicule or amusement to the less considerate members of the class.	1	13	2	2	18	46	11	32
22. Help a deaf or otherwise defective pupil keep up with the class.	4	12	4	3	23	60	8	24
23. Set a pupil right who believes that the teacher bears a grudge against him.	3	14	6	2	25	63	15	44
24. Deal with class clowns and humorists.	6	18	13	5	42	97	21	62
25. Proceed with the industrious but apparently dull child.	4	9	7	2	22	54	13	38
26. Handle pupil who is mature and older than the teacher.	1	0	0	0	1	5	1	3
27. Conduct project or socialized recitation when class is made up of groups varying widely in ability.	1	0	0	0	1	5	1	3

Section F. Difficulties arising from the personal characteristics of the teacher.

Difficulty	Frequency of checking by rankings					Index	Different teachers checking	
	I	II	III		Total		No.	Per cent
How to—								
1. Shorten the period of stage-fright when confronting a new class.	1	0	1	2	4	6	2	6
2. Appear self-confident as a means of becoming self-confident.	3	1	1	0	5	19	3	9
3. Acquire the ability to meet a pupil's bluff in matters of discipline.	9	14	2	5	30	89	18	53
4. Acquire the ability to develop an idea in class without undue reference to notes.	5	4	0	2	11	37	6	18
5. Establish the authority of the beginning teacher at the outset.	2	6	0	2	10	28	6	18
6. Know what traits are best calculated to win pupils' respect.	11	8	4	5	28	83	17	50
7. Express real interest in individual pupils without appearing to discriminate.	10	18	2	6	36	106	18	53
8. Control justifiable anger at rebellious pupils.	5	13	0	4	22	64	10	29
9. Acquire necessary poise to see problems of discipline in proper perspective.	6	10	4	2	22	64	11	32
10. Get to know individual pupils on a basis which has as little as possible to do with their school work.	2	7	4	3	16	35	11	32
11. Overcome prejudices against pupils of sullen and vindictive temperament.	2	10	2	4	18	42	13	38
12. Prevent likes and dislikes from influencing estimates of pupils' abilities.	2	6	6	4	18	44	10	29
13. Collect objective evidence for use in dealing with backward and disorderly pupils.	1	5	1	0	7	21	6	18
14. Lead a supervisor to give frank and helpful criticism.	0	0	1	1	2	1	2	6
15. Establish congenial relationships with other members of the staff.	1	1	2	1	5	10	4	12
16. Get needed equipment or supplies to the attention of the proper authorities without seeming unduly insistent.	0	12	2	1	15	38	8	24
17. Meet patrons who come to criticize the teacher's methods.	2	1	2	1	6	15	6	18
18. Decide what use of anecdotes is justifiable just to be funny.	0	2	2	2	6	8	6	18
19. Talk up a subject outside of class without being preachy.	1	2	3	3	9	14	7	21
20. To what extent should invitations from pupils' parents be accepted?	1	4	7	4	16	24	7	21
21. Find out constructive criticism and help from patrons and pupils.	1	0	0	0	1	5	1	3
22. Command courtesy and respect from pupils	2	0	0	0	2	10	2	6
23. Gain pupils' comradeship and confidence outside of class without loss of dignity	1	0	0	0	1	5	1	3
24. Combat a flat refusal in matters of discipline when supervisor fails to uphold teacher.	1	0	0	0	1	5	1	3

Samples of the blanks used for each section in tabulating the data for this thesis.

CITIES AND TYPES OF SCHOOLS REPRESENTED BY COOPERATING TEACHERS.

Junior college and senior high school (Part time in each).
Independence, Kansas

Senior high schools, four-year type

Cities of first class

Independence, Missouri

Cities of second class

Yates Center, Kansas

Garden City, Kansas

Cities of third class

Breckenridge, Colorado

Eagle, Colorado

Halstead, Kansas

McCune, Kansas

Mound City, Kansas

Mulvane, Kansas

Neosho Falls, Kansas

Tuscumbia, Missouri

Vermillion, Kansas

Wilson, Kansas

Woodruff, Kansas

Rural high schools

Adams, Kansas

Burdette, Kansas

Gridley, Kansas

Diamond Valley, Burdick, Kansas

Inman, Kansas

Lecompton, Kansas

Pretty Prairie, Kansas

Reece, Kansas

Westphalia, Kansas

Training school

Oread Training High School, Lawrence, Kansas

Senior-junior high school, six-year type

Atchison, city of the first class, 3 teachers

Junior and senior high school (Part time in each)

Fredonia, city of the second class

Junior high school, three-year type

Cities of the first class

Hutchinson

Coffeyville

Cities of the second class

Chanute

Fredonia

7th and 8th grades, not organized as junior high

De Soto

The following teachers cooperated in supplying the data for this thesis.

Lillian Baidgman
 Harriet Boles
 Elizabeth Bolinger
 Helen Bone
 Dora Booth

Theon Bowman
 Roy W. Browning
 Irma Cipra
 Clifford Dean
 Corinne Dixon
 Janet Dyer

Ella B. Fanning
 Gladys G. Ferris
 Vida J. Gates
 Dorothy George
 Mildred W. Heine

Nell Holtman
 Katharine Klein
 Frances Mack
 Edith Mary Martin
 Helen McFerron

Ruth Millikin
 Arthur L. Mills
 Nell Pontius
 Emma Premauer
 Margaret Preston

Leroy W. Reynolds
 Paul B. Rider
 Joanna Seiler
 Frances C. Smith
 Lois E. Toxalinson

Laura B. McGaffey
 Alice L. Nixon
 Desse B. Cox

Hilda Koehler and Hannah Morrison cooperated throughout the reporting period but their checkings were not used when it was found that they did not come within the group studied in this investigation.

Name.....

Checking List of Teaching Difficulties.

Adapted from "Solving Classroom Difficulties by Analysis," Douglas Waples, University of Chicago.

The items below constitute a partial inventory of difficulties met by teachers.

Draw a ring around the number in front of each one of the difficulties which you have faced during the period since you last checked this list. When you have gone through each section, add below any other difficulties you have had, but which are not listed here. List all you can recall. A good way is to keep a daily diary of difficulties.

Fill out this blank without regard to earlier ones. Mark on each list that is sent you all the difficulties which you have met since you last filled the blank. Mark only difficulties which YOU have met.

Section A. Difficulties in the selection, emphasis, and presentation of subject matter.

How to—

1. "Study up" a subject in which previous training has been meager.
2. Prepare for a given unit so as to see and teach it in relation to the course as a whole.
3. Prepare for the work of a given class period so that all of the essential facts are held in mind.
4. Collect experiences from daily life which serve to reinforce and justify the subject matter.
5. Hold the attention and arouse interest in the course at the first meeting of the class.
6. Plan the first laboratory exercise.
7. Introduce a new textbook.
8. Lead pupils to want to study a new unit in the course.
9. Find pupil-experiences which contribute to the content of the course or unit.
10. Determine what parts of a course are most useful to a given class.
11. Determine what parts of a course are most difficult for a given class.
12. Determine how well each topic must be learned.
13. Simplify a given topic to the mental level of a given class.
14. Determine the amount of new material to be presented in a given period.
15. Determine what emphasis of prescribed subject matter is desirable for pupils who must leave school early to earn money.
16. Determine the amount of work which should be assigned for the next class period.
17. Most clearly assign outside study and give directions for doing it.
18. Check the understanding of assignments before pupils start to study them.
19. Determine at what time in the period the assignment should be made.
20. Vary the form of assignment in such a way as will arouse the greatest interest, and meet individual needs to the fullest possible extent.
21. Add meaning to a given course by relating it to other courses in the pupils' programs.
22. Use to advantage in class work the pupil's interest in extra-curricular activities.
23. Utilize in a given course the information picked up by a part of the pupils in other courses.
24. Supply background other than by assigning special topics for individual reports.
25. Inter-relate the preceding topics of the course.
26. Deal effectively and tactfully with the variety of methods which the class has been taught by former teachers.
27. Induce the pupil to read beyond the course requirements.
28. Determine the amount of reference reading to be required.
29. Organize the reporting, checking, and application of reference reading.
30. Turn to useful account in the appreciation of good literature a pupil's habit of extensive reading in trashy books.
31. Know when to present the rule before the example and when to reverse the order.
32. Use personal experiences effectively to illustrate the principles.
33. Lead pupils to generalize a rule from concrete problems or examples.
34. Find more popular and generalized treatment of topics which the textbook treats in confusing detail or in tabloid statements.
35. Obtain illustrative objects, as in art or science.
36. Keep bright pupils' interest during the second explanation needed by duller pupils.
37. Make clear explanations, avoiding unnecessary and confusing details.
38. Determine appreciations which the given subject should develop.
39. Teach ideals related to given subject matter.
40. Develop traits such as courtesy, honesty, and good sportsmanship in a given class.
41. Present abstract principles in concrete terms when the class represents a wide range in ability to see the significance of the concrete illustration.
42. Find specific illustrations of the principles contained in the text.

Section B. Difficulties in the planning and direction of classroom learning activities.

How to—

1. Plan daily work in accordance with an outline for the term.
2. Tell when to abandon a lesson plan in favor of a lead supplied by the pupils.
3. Lead pupils to plan the development of a given topic.
4. Ask questions that are stimulating to a majority of the class.
5. Avoid the necessity of repeating questions.
6. Adapt questions to pupils of different abilities.
7. Encourage pupils to ask questions about points not clear.
8. Make questions converge on the same point and hang together.
9. Criticize pupils' answers constructively.
10. Criticize pupils' oral reports and other contributions so that it is helpful to other pupils.
11. Select the pertinent element in a pupil's statement and use it in developing the topic under discussion.
12. Prevent inaccurate or erroneous statements passing unnoticed in a pupil's recitation.
13. Encourage worthwhile criticisms and challenges of unsound statements.
14. Secure thoughtful criticisms of oral reports.
15. Keep all pupils' attention to the subject.
16. Permit digressions enough to keep the discussion alive without wasting time or confusing the point at issue.
17. Bring home to pupils tactfully that their remarks are irrelevant.
18. Restrict the teacher's participation to the minimum.
19. Emphasize the conclusions reached so that the pupils may be clearly conscious of them.
20. Assign reports on special topics.
21. Increase the value of individual reports to the other members of the class.
22. Alternate oral recitation with written and study exercises as a means of avoiding monotony.
23. Check for grading purposes the results of recitation and oral exercises at the end of the period.
24. Get the class to assume more responsibility for the conduct of oral recitations.
25. Use oral recitation as a means of improving pupils' every day English.
26. Emphasize importance of form without sacrificing interest in substance, notably in English exercises.
27. Criticize written exercises most helpfully and most efficiently for the entire class.
28. Supervise pupil's work on written exercises most efficiently.
29. Make word study effective.
30. Help pupils recognize principles previously studied when they reappear in new material.
31. Handle the situation when the class has failed to understand the assignment.
32. Encourage pupils to take notes useful to them.
33. Provide for differences in rate and comprehension of reading in making assignments of reading material.
34. Teach pupils how to study effectively.
35. Alternate explanation and study effectively.
36. Know what to do when unable to answer a pupil's question.
37. Check the adequacy of explanations.
38. Tell when a point should be explained by the teacher and when the pupils should be required to work out the explanation for themselves.
39. Train pupils to organize their written work by outlining it in advance.
40. Help pupils organize and summarize reading matter by outlining.
41. Add interest to drill work.
42. Find drill material to supplement the textbook.
43. Teach pupils to select the most essential points.
44. Know what constitutes an efficient review procedure.
45. Discover points on which the pupils feel the need of review.
46. Train pupils to review work for themselves.
47. Use informal tests to find out pupils' weaknesses of study.
48. Use tests to find how much a class knows about a subject before it is taken up in class.
49. Make a test cover all essential phases of the material tested.
50. Induce pupils to complete assignments on time.
51. Handle the supervised study period effectively.

Section C. Difficulties in the mechanical duties of class management.

How to—

1. Avoid book-line phrasing and a stilted manner of speech.
2. Correct slovenly articulation.
3. Develop a carrying voice, with effective modulation.
4. Get a class down to business without loss of time at the beginning of a period.
5. Introduce the work of the period so as to establish some humor in the classroom.
6. Direct the work of different pupil groups when each group is engaged in different work during the period.
7. Avoid loss of time while part of the group is putting work on the board.
8. Supervise experiments efficiently in laboratory sciences.
9. Handle pupils who fail to bring textbooks to class.
10. Supply pupils with supplementary material when no mimeograph is available.
11. Prevent confusion from pupils borrowing material from other pupils.
12. Make collateral readings available during the class study period.
13. Train pupils when and how to use a dictionary.
14. Make the rest of the class responsible for the information given by pupils who have prepared special assignments.

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15. Help pupils make efficient use of notebooks.
16. Induce pupils to keep their notebooks up to date.
17. Determine what form of test will be most useful in connection with the given material.
18. Find out the best system of marking.
19. Decide how many and what mistakes should be corrected in written papers and reports.
20. Decide when a teacher should himself correct the statement and when ask the pupil to correct.
21. Enable the teacher to reduce the drudgery of correcting pupils' written work to a minimum.
22. Know how much and under what conditions pupils should be put upon their honor in written tests.
23. Should comments on pupils' papers be indicated by symbols or written in longhand.

Section D. Difficulties arising from a lack of cooperative spirit on the part of the class.

How to—

1. Win the respect of the class.
2. Draw pupils of all grades of ability into the discussion.
3. Make the indifferent pupil cooperate in a class exercise or in laboratory work.
4. Direct "socialized recitations" effectively.
5. Maintain familiarity with pupils without loss of dignity.
6. Praise a pupil without subjecting him to the ridicule of his classmates.
7. Decide when to attend to matters of discipline and when to problems of instruction.
8. Prevent pupils ~~from~~ asking apparently useless or diverting questions.
9. Combat the inertia just before and just after a holiday.
10. Enliven a class on the last period in the day.
11. Stimulate pupils to connect class work with their out of class activities voluntarily.
12. Develop pupils' initiative in suggesting class plays and other activities for school organizations.
13. Develop pupils' initiative in finding references for individual reports.
14. Develop pupils' initiative in calling attention to difficulties in the assignment and other work of the course.
15. Discourage contradictions.
16. Champion a conscientious and intelligent but unpopular pupil who seems to antagonize other pupils.
17. Discourage sullen and undertone protests after a pupil has been mildly reprovved.
18. Train pupils to enter and leave the room with some decorum.
19. Deal with the many crudities of behavior on the part of pupils with fewer home advantages.
20. Combat the sentiment among boys that slovenliness is a manly virtue.
21. Cooperate to the best advantage with the English department in the collection and correction of mistakes.
22. Train less able pupils to come for help rather than shirk assigned work that appears too difficult.
23. Prevent absence of pupils who have to give oral reports or debates.
24. Handle the work of a large number of pupils who have been absent from the same class at the same time.
25. Deal effectively with tardy pupils.
26. Quell a disorderly class when a tumult has arisen before the teacher enters the room or after an amusing incident has occurred.
27. Meet the attempts of a few pupils to antagonize the teacher.
28. Render bluffing unsportsmanlike no matter how cleverly it is done.
29. How to handle a case of very evident dishonesty in a test where there is no objective proof, without producing an undesirable effect upon the class as a whole.
30. Discipline two pupils whose papers are duplicates.
31. Discourage plagiarism in written work.

Section E. Difficulties arising from the personal characteristics of individual pupils.

How to—

1. Approach bright pupils who lack self confidence.
2. Draw timid and bashful pupils into the class discussion.
3. Restrain an over-zealous pupil without killing his interest.
4. Discourage a pupil who continually offers unimportant criticisms and tends to monopolize the class period.
5. Organize the class so that able and zealous pupils may be allowed to work at their own rates of speed.
6. Stimulate the bright loafer.
7. Utilize extra-curricular activities as a means of getting the bright loafer to assume school duties.
8. Arouse a failing pupil who is indifferent to his own failures.
9. Proceed with a delinquent pupil who refuses to remain after school to complete work he should have brought to class, saying that he has to work for wages after school or giving a similar excuse.
10. Prevent a dull child who anticipates failure from becoming permanently discouraged.
11. Find out the immediate causes of a pupil's failure.

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12. Help a bright but dishonest pupil.
13. Discipline a pupil who is insolent.
14. Assist a pupil who fails examinations but who does excellent work in daily recitations and reports.
15. Smooth out personal dislikes among members of a class.
16. Prevent expressions of snobbery on the part of the more wealthy toward the less wealthy.
17. Discover the inscriber of indecent inscriptions on classroom desks.
18. Bring about a suitable open discussion of the various sex allusions found in literature which pupils are apt to repress or distort.
19. "Counter" when a pupil seeks to embarrass the teacher by a direct question concerning sex matters.
20. Manage pupils with marked peculiarities in the most kindly and helpful way.
21. Help a pupil who has some peculiarity which brings ridicule or amusement to the less considerate members of the class.
22. Help a deaf or otherwise defective pupil keep up with the class.
23. Set a pupil right who believes that the teacher bears a grudge against him.
24. Deal with class clowns and humorists.
25. Proceed with the industrious but apparently dull child.

Section F. Difficulties arising from the personal characteristics of the teacher.

How to—

1. Shorten the period of stage-fright when confronting a new class.
2. Appear self-confident as a means of becoming self-confident.
3. Acquire the ability to meet a pupil's bluff in matters of discipline.
4. Acquire the ability to develop an idea in class without undue reference to notes.
5. Establish the authority of the beginning teacher at the outset.
6. Know what traits are best calculated to win pupils' respect.
7. Express real interest in individual pupils without appearing to discriminate.
8. Control justifiable anger at rebellious pupils.
9. Acquire necessary poise to see problems of discipline in proper perspective.
10. Get to know individual pupils on a basis which has as little as possible to do with their school work.
11. Overcome prejudices against pupils of sullen and vindictive temperament.
12. Prevent likes and dislikes from influencing estimates of pupils' abilities.
13. Collect objective evidence for use in dealing with backward and disorderly pupils.
14. Lead a supervisor to give frank and helpful criticism.
15. Establish congenial relationships with other members of the staff.
16. Get needed equipment or supplies to the attention of the proper authorities without seeming unduly insistent.
17. Meet patrons who come to criticize the teacher's methods.
18. Decide what use of anecdotes is justifiable just to be funny.
19. Talk up a subject outside of class without being preachy.
20. To what extent should invitations from pupils' parents be accepted?

Section G. List in this section any points in which, in your judgment, your professional training was deficient in preparing you for your job

Will you go back over the difficulties you have circled? Add others if you wish. Then mark before each number you have circled or statement you have added as follows:

Roman numeral I if you consider the difficulty of vital importance in your teaching success.

Roman numeral II if you consider the difficulty important.

Roman numeral III if you regard the difficulty of slight importance.

Copies of Inclosures Mailed During the Year.

No. 1. (Mailed to all, November 20)

We are endeavoring to get three checkings of our difficulty list before the Christmas holidays. To do this it is necessary to send out the list at intervals of about two weeks. After the holidays the list will be sent about every four weeks. We are deeply appreciative of the time and interest you give in this attempt to discover the outstanding difficulties of the beginner. Only through your cooperation may we secure the type of information we seek.

No. 2. (Mailed to new cooperating teachers, January 3).

Your reply indicating your willingness to cooperate in the study of teaching difficulties now being made through the Appointment Bureau office of the University of Kansas was received too late to send out blanks for you to check before the holiday recess. Will you please indicate on the enclosed blank, according to the instructions printed thereon, the difficulties you can recall having met up to the beginning of the holidays? This will give approximately the information that has been secured from the other cooperating teachers. The blanks will then be mailed you regularly each four weeks, beginning in about two weeks. Be assured that your cooperation in making this information available is sincerely appreciated. The particular difficulties you check or contribute can be secured from no other source.

No. 3. (Mailed to those who had failed to return any blanks up to the holiday recess, January 10).

Early in the school year you indicated your willingness to cooperate with the Appointment Bureau of the University of Kansas in an investigation to discover the most common difficulties of beginning teachers. Three check lists of possible teaching difficulties were mailed you prior to the holiday recess. None of these has reached the Appointment Office in return. Perhaps you filled the blanks and misplaced them. We should be very glad to receive them now if this has occurred. If you have not filled the blanks, will you not go over the enclosed blank and indicate the difficulties you have met up to the holiday dismissal and mail it to us soon? This will give us an approximation of the information obtained from the other cooperating teachers. Another check list will be sent you in about two weeks for the period following the holidays. Subsequent checkings will be asked for but once each month.

You may be assured that the information given by you is valued and appreciated.

No. 4. (Mailed to those who had not returned any blank or who had neglected the last two blanks). (February 20).

May we make one more appeal to you for cooperation in the study of teaching difficulties in which you indicated your willingness to assist last October? No other person can make your particular contribution. It is expected that this investigation will be useful in teacher-training work in the University of Kansas. The list of cooperating teachers is under observation of staff members to check the validity of the findings. The more comprehensive and representative the group, the more valid are the conclusions drawn from the investigation. Will you not check and return the enclosed blank and the succeeding three blanks to be sent?

No. 5. (Mailed to 43 teachers with the last blank, May 8)

You will find enclosed the last of the difficulty listing sheets that will be sent you this year. May we once more express our appreciation for your valuable cooperation in this investigation. We realize that those who have carefully checked each blank and evaluated the difficulties thereon have given a considerable amount of time and energy. We hope that the value of the self-analysis encouraged by so doing has repaid in some measure the effort expended.

The closing of the school year is a busy time. It is something of an imposition to ask favors at this time. But no time is so propitious as the end of the year for a backward glance at the problems and difficulties just experienced. Will you not, then, fill this last blank very carefully and evaluate each difficulty thoughtfully? If you have failed to send in the last few blanks, will you not try to cover the period for which we have no checking from you in this last one? Our records show that a few have sent in only one or two check sheets. May we again appeal to you for as complete a list as you can give us?

May we offer our sincere wishes for a most successful second year of teaching in which you may profit by the difficulties you have surmounted during this, your first year of experience in the great work of teaching.