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Background and Academic Preparation Of the Social Science Teachers in the High Schools of Kansas 1956-1957

By Harold V. Sare
with the assistance of
Wallace Browning

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Background and Academic Preparation of the Social Science Teachers in the High Schools Of Kansas 1956-1957

By **Harold V. Sare**
With the assistance of **Wallace Browning***

INTRODUCTION

Developments in space science have brought intensive examination of the educational system in the United States. To meet the immediate challenges of today, there has been a demand for increased emphasis in the schools upon the physical and biological sciences and upon mathematics. This current emphasis is understandable and certainly important. From these fields have come a more abundant life for more people, greater material conveniences, and the effective tools for defense of our society and its values. But balance in our educational program is essential, and there is little quarrel with the view that the sciences, humanities, and social sciences join in enriching the intellectual experiences of each individual in his quest for meaning in his life. Objects of material living and weapons of war, admittedly necessary, do not in themselves create nor solve the major problems with which we are confronted. The basic problems remain human and social. Man must continually search for realistic answers to the social problems he encounters, while maintaining a continuous advancement in science. To aid this search is in part the responsibility of the social scientist.

One of the most significant agencies through which the social scientist works is the educational system, including the elementary and secondary schools, the colleges, and universities. A solid core of education which will enable the citizen to develop a firm foundation for thinking through the social problems confronting society is mandatory in a democracy. The schools must also provide the basic tools for the potential social scientist to construct his specialty.

If our schools are going to meet the needs of a dynamic society, they must possess quality. This study is concerned with the academic quality of the teachers of Social Science at the secondary level in Kansas. Academic preparation, of course, is only a part of the preparation for teaching, but it is an important part. It thus becomes essential to find out the conditions of this preparedness. Knowledge of the academic status of the

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teacher should enable the colleges to locate weaknesses and on this basis improve the curriculum for the potential teacher. This knowledge should enable advisers of aspiring teachers to better inform the student about educational conditions within the state. This study should give the public a better idea of the status of social science instruction. Last but not least, it is hoped that this study will reassure us of our strength in social science instruction.

This study is not evaluative in character. It simply presents the statistical evidence about the academic preparation and other pertinent background information about social science teachers in Kansas. Material is presented that would, however, lend to a subjective evaluation of the adequacy of preparation. Some attention is given to the relationship between the teachers' preparation and the minimum requirements found in Kansas law.

Studies of this nature are not plentiful in the field of social science, or for that matter in any field. The Kansas State Teachers College of Emporia has recently published a study pertaining to the science teachers at the secondary level: Baker, Weldon N. and Brooks, Merle E., *Background and Academic Preparation of the Teachers of Science in the High Schools of Kansas, 1955-1956*.¹ Our study of the social science teachers has drawn much from this study in terms of technique. In 1953, the California Teachers Association published a study entitled "Academic Training of California High School Teachers" which evaluated the college preparation of the high school teachers of California. Professor Stephan Romine of the University of Colorado published in 1957 a study of academic preparation of high school teachers in Colorado. His study is entitled *The Subject Field Preparation of Colorado High School Teachers*. This study is based on the college transcripts submitted by the Colorado teachers at the time of their initial employment.

To our knowledge there are four additional studies in progress. One of these studies involves an analysis of all secondary teachers in the state of Kansas who taught in the academic year 1956-57. It is being made by Professor Andy E. Clark, Jr., formerly of the Division of Teacher Education at Kansas State Teachers College of Emporia, and presently Dean of Northwestern State College, Alva, Oklahoma. In New York, Mr. Franklin R. McElwain is conducting a study emphasizing the social science preparation of teachers teaching social science in grades seven through twelve in the New York public schools. Two studies similar to this one are being made: one of the business teachers in the state of Kansas by Miss Charline Brackeen of the Business Education Division of Kansas State Teachers College of Emporia, and one of the mathematics teachers in the state of

1. This study is being repeated for the academic year 1957-58 by Mr. Glenn Crumb and Mr. William A. Glass of the Physical Science Department of Kansas State Teachers College of Emporia.

Kansas by Professor John Burger, Head of the Department of Mathematics at Kansas State Teachers College of Emporia. These studies should be useful in providing a better understanding of the status of academic preparation in these fields.

METHODS

The records of 1,007 teachers of social science who taught on the secondary level (grades 9-12) in the public schools of Kansas during the academic year of 1956-57 were studied.² The data were compiled from the Principal's Organization Reports, which are official reports required by the Department of Public Instruction of Kansas, and the teachers' official college transcripts of courses and grades, which were also required to be filed in the Department of Public Instruction.

Data taken from the Principal's Organization Reports included: information about the school and community, teacher's salary, experience, and teacher's assignment. The official college transcript of courses and grades provided data on the teacher's academic preparation. The data from these sources were placed on I.B.M. cards and I.B.M. procedures were used to determine significant relationships.

A number of difficulties were encountered in gathering the data for this study. In the first place the transcripts on file in the Department of Public Instruction, in a number of cases, very likely did not represent the total preparation of the teacher. College work completed after the Bachelor's degree would not necessarily be filed unless the teacher received a Master's degree. Work that followed the master's degree in a number of cases very likely was not on file either, because such additional work did not affect the teacher's certification status.

It was also difficult to classify courses taken in college, since the various colleges, as it naturally would be, have not standardized their course titles. Often it was difficult to categorize particular courses. This should not, however, detract significantly from the validity of the study.

Another difficulty was in determining the college major of the teacher. Many transcripts failed to list this information. In these cases where it was not recorded a close analysis of the transcript was made to determine the field in which the teacher had completed most of his work.

Our analysis, as it was pointed out above, included a study of the relationship between the minimum certification requirements and the actual college work completed by the teacher. It should be kept in mind that there was some flexibility in reference to substituting courses for meeting the minimum requirements. This study did not provide in this analysis for that flexibility. This would have been impossible. Therefore, some teach-

2. There was a total of 1,026 teachers teaching social science on the secondary level during the academic year 1956-57.

ers were teaching subjects in which our study reveals they were not qualified to teach in reference to the minimum requirements.

Despite these limitations it is believed that this study is a valid one; that it does reveal the general nature of academic preparations of the teachers involved as well as providing other useful background information.

GENERAL BACKGROUND OF THE SOCIAL SCIENCE TEACHERS

SOCIAL SCIENCE COURSES TAUGHT IN KANSAS HIGH SCHOOLS

Course offerings in the high schools constitute a major factor in determining the academic requirements for secondary teachers. Thus, one of the first inquiries was: what courses in social science were offered in Kansas high schools during the academic year of 1956-57?

The inquiry revealed that Kansas schools emphasize United States history, United States government, and world history, a concentration reflected in the college program of the teacher. Five hundred twenty-one of the 603 schools offered United States history, 483 offered United States government, and 333 offered world history. Only 54 schools offered international relations, 60 offered geography, and 85 offered economics. Other courses in social science which were offered were citizenship and

TABLE I
SOCIAL SCIENCE COURSE OFFERINGS IN KANSAS HIGH SCHOOLS

Social Science Courses	Number of schools
General Social Science	
Marriage and Family	49
Sociology	168
Citizenship	83
Geography	
World	35
United States	0
Not Specified	25
History	
World	332
United States	521
Government	488
Economics	85
International Relations	54

Total Number of High Schools in Kansas: 603

general social science subjects, such as marriage and the family and sociology. (Table I)

The emphasis on courses in United States history, United States government, and world history is borne out by the number of teachers employed to teach these particular subjects as indicated in Table II. A perusal of Tables I and II will also indicate that some schools offered specific courses for which they did not designate a teacher in the Principal's Organization Report. For instance, 54 schools indicated that they were offering international relations, yet 22 of these schools did not report a teacher for the course. In this particular case, it is very likely that the government teacher was given the assignment, but it is not known definitely that this was done. In the case of American history there were 521 schools offering the subject while there were 532 teachers reported teaching American history. This can be explained by the existence of multiple sections of American history in the larger high schools, thus requiring more than one American history teacher in some high schools.

TABLE II
SOCIAL SCIENCE SUBJECTS
TAUGHT BY THE SOCIAL SCIENCE TEACHERS

Subjects	Number of Teachers
American History	532
Government	461
World History	315
General Social Science	139
Geography	61
Citizenship	55
Economics	42
International Relations	32
Others	7
Unknown	2

Total number of teachers involved: 1,007

TEACHING FIELDS³

At the present time in most Kansas high schools the teacher usually is expected to teach in two and even three different fields.⁴ This is particularly true in the smaller schools. A majority of the total number of social science teachers offered social science as their first teaching field accord-

3. The data offered here on teaching fields should be closely compared with the later consideration of academic preparation, because college preparation obviously should be related to the subject taught. See Tables XXI and XXVI below.

4. In comparing statistics in the Tables, slight discrepancies do occur because of this factor of teachers offering single courses in a third field. They are so negligible that they do not affect the basic information, however.

ing to the classification system used.⁵ This included 625 teachers or 62 per cent of the total. Other first teaching fields of significance given by teachers also offering social science courses were English and/or speech, physical education, and science and/or mathematics. (Table III)

TABLE III
FIRST TEACHING FIELDS OF THE SOCIAL SCIENCE TEACHERS

Teaching Field	Number of Teachers	Per cent of Total*
Social Science	625	62.0
English and/or Speech	89	8.8
Physical Education	78	7.7
Science and/or Mathematics	70	6.9
Business and Commerce	44	4.3
Industrial Arts	39	3.8
Home Economics	32	3.1
Library	4	.39
Psychology	2	.19
Other	23	2.2
Total Number of Teachers: 1,007		

*In all tables using percentages the figures were rounded out to the nearest whole number.

Concerning second teaching fields of social science teachers: 306 or 30 per cent offered only social science—that is, had no second teaching field (a number of whom had administrative positions, however); 346 or 34 per cent were giving social science courses as their second teaching field. In addition, a number of social science teachers were offering courses in other subjects as their second teaching field: physical education was the most significant with 150 teachers or almost 15 per cent of the total. Science and/or mathematics and English and/or speech were also represented as having some importance as second teaching fields. (Table IV)

5. The first and second teaching fields were determined by evaluating the courses taught by the teacher. If the teacher taught more social science than any other subject area, then social science was listed as his first teaching field. The second highest number of courses taught in a particular field other than in the first teaching field was listed as the teachers second teaching field. For instance, a teacher may teach mostly social science. This would be his first teaching field; but he may also teach two classes in science. The latter would be the second teaching field. In some instances teachers were teaching an equal number of courses in two fields, such as two courses in social science and two in science. In these cases, a distinction was made between first and second teaching fields by referring to the teacher's major in college. If the major corresponded with one of the fields, and most usually it did, then that field was classified as his first teaching field.

TABLE IV
SECOND TEACHING FIELDS OF THE SOCIAL SCIENCE TEACHERS

Teaching Fields	Number of Teachers	Per Cent of Total
No Second Teaching Field Listed	306	30.3
Social Science	346	34.3

Physical Education	150	14.8
Science and/or Mathematics	83	8.2
English and/or Speech	57	5.6
Industrial Arts	14	1.3
Business and Commerce	13	1.2
Psychology	6	.59
Home Economics	5	.49
Library	5	.49
Other	22	2.1

Total Number of Teachers: 1,007

COURSE COMBINATIONS

Combinations of social science courses taught were also analyzed. It was found that 529 teachers taught only one course in social science. This does not mean, however, that these teachers taught only one course in the schools where they were employed. Many of them taught other courses outside of the social science field and in some cases the principal taught one social science course. In the larger schools, however, a number of the teachers taught only one course such as American history or government. American history and government were the two predominant one-course teaching assignments.

The most predominant two-course combinations were American history and government—137 teachers; government and world history with 109 teachers; and American history and world history with 90 teachers. These courses constitute the major core of the social science curriculum in the Kansas High Schools, so it would be expected that they would be the most significant.

The most important three-course combination was government-world history-American history with 51 teachers involved. American history-government-general social science, and government-world history-general social science were two three-course combinations that followed as a poor second in significance.

The four-course combination in social science was not very common. Only 7 teachers had an assignment of this nature. (Table V)

TABLE V
NUMBER OF SOCIAL SCIENCE TEACHERS TEACHING
COURSE COMBINATIONS

Course Combinations	Number of Teachers
ONE COURSE	
American History	207
Government	158
World History	91
General Social Science	31
Geography	18
Citizenship	12
Economics	9
International Relations	3
TWO-COURSE COMBINATIONS	
Amer. Hist. & Government	137
Govt. & World Hist.	109
Amer. Hist. & World History	90
Govt. & Gen. So. Sci.	20
Govt. & Economics	15
Amer. Hist. & Geog.	12
Amer. Hist. & Gen. So. Sci.	12
Govt. & Citizenship	10
Govt. & Int'l. Relations.	6
Am. Hist. & Econ.	5
Amer. Hist. & Int'l. Rel.	5
Int'l. Rel. & World Hist.	1
Econ. & Geog.	1
Int'l. Rel. & Geog.	0
THREE-COURSE COMBINATIONS	
Govt.-World Hist.-Am. Hist.	51
Am. Hist.-Govt.-Gen. Sc. Sci.	12
Govt.-World Hist.-Gen. So. Sci.	12
Am. Hist.-Govt.-Int'l. Rel.	8
Econ.-Am. Hist.-Geog.	5
Am. Hist.-World Hist.-Geog.	5
Am. Hist.-Gen. So. Sci.-Econ.	2
FOUR-COURSE COMBINATIONS	
Govt.-W. H.-A. H.-Gen. So. Sci.	5
A. H.-W. H.-Govt.-Econ.	2

RELATIONSHIP BETWEEN SEX AND AGE OF
TEACHERS AND COURSES TAUGHT

A majority of all social science teachers were male and this same relationship prevailed in each of the social science courses taught in the high schools. Women most often taught history and government. (Table VI)

TABLE VI
RELATIONSHIP BETWEEN SEX OF THE
SOCIAL SCIENCE TEACHERS AND THE COURSES TAUGHT

Courses Taught	Male	Female
All Social Science Teachers	787	220
American History	412	119
Government	381	80
World History	246	69
General Social Science	108	31
Geography	52	9
Citizenship	47	8
Economics	38	4
International Relations	25	7

Not only were the male teachers more numerous, but they also seemed to be the youngest as a group. Four hundred sixty-one of the male teachers, or 59 per cent, were between the ages of 20 and 35, while only 27 per cent of the female teachers were in this age bracket.

The social science teachers as a group seemed to be relatively young, falling for the most part in the age bracket of 20 to 40. Six hundred thirty-

TABLE VII
RELATIONSHIP BETWEEN SEX AND AGE OF THE
SOCIAL SCIENCE TEACHERS

Age	Total	Per cent	Male	Per cent	Female	Per cent
20-25	95	9.4	74	9.4	21	9.5
26-30	224	22.2	206	26.1	18	8.2
31-35	202	20.1	181	23.0	21	9.5
36-40	112	11.1	91	11.6	21	9.5
41-45	84	8.3	66	8.4	18	8.2
46-50	98	9.7	57	7.2	41	18.6
51-55	79	7.9	43	5.5	36	16.4
56-60	52	5.2	30	3.8	22	10.0
Above 60	52	5.2	32	4.1	20	9.1
Unknown	9	.90	7	0.90	2	.90
Total	1,007	100.0	787	100.0	220	100.0

Percentages were figured in reference to the totals in each column. For instance, there were 74 male teachers in the age bracket of 20-25. This constituted 9.4 per cent of 787 male teachers.

three teachers, or 63 per cent of the total, were 40 years old or younger. (Table VII)

THE SCHOOL, COMMUNITY, AND TEACHER

The Teacher and Size of School

Kansas has a large number of small schools. Six hundred seventy-eight of the social science teachers, or 67 per cent of the total, taught in schools that had an enrollment between 25 and 200 hundred students. Forty-three teachers taught in schools that had an enrollment of less than 24 students, and only 61 teachers were employed in schools with over 1000 enrollment. (Table VIII)

TABLE VIII
ENROLLMENT OF THE SCHOOL IN WHICH
THE SOCIAL SCIENCE TEACHERS WERE EMPLOYED

School Enrollment	Number of Teachers	Per cent of Total
10-24	43	4.2
25-49	201	19.9
50-74	183	18.1
75-99	76	7.5
100-199	218	21.6
200-299	67	6.6
300-499	62	6.1
500-999	96	9.5
1000 and over	61	5.9

TABLE IX
POPULATION OF CITIES WHERE SOCIAL
SCIENCE TEACHERS WERE EMPLOYED

Population of City	Number of Teachers	Per Cent of Total
1-500	415	41.2
501-1,000	160	15.8
1,001-1,500	65	6.4
1,501-2,000	43	4.2
2,001-4,000	113	11.2
4,001-6,000	38	3.7
6,001-10,000	23	2.2
10,001-20,000	69	6.8
20,001-50,000	27	2.6
50,000-above	51	5.0
Unknown	3	.29

Small school enrollments imply small towns or communities, thus 575 teachers, or 57 per cent of the total Kansas social science faculty, taught in towns that had a population of less than 1,000 people. Seventy-nine per cent of the teachers taught in towns that had less than 4,000 people. Only 147 teachers or 14 per cent of the total, taught in towns or cities with a population of 10,000 people or over. (Table IX)

Classification of schools in which the teachers are employed.

Kansas high schools are classified by various criteria: class of school such as A, B, C, and M; High School Organization Law which includes Community High School, Rural High School, City High School, City 2 High School and the common school district; and the type of organization such as 8-4, 6-6, 6-3-3, 6-2-4, 6-4-4, 6-3-3-2 and 8-6 class of school. The Kansas State Department of Public Instruction accredits and classifies schools in accordance with policy established by that office. The major source of information for making the classification was the High School Principal's Organization Report; however, where feasible, personal visitations are made by the Department.

Class of Schools. The secondary schools are classified as A, B, or C, for an indefinite period; some are classified as minimum (M) schools. The class M schools are accredited for no more than two successive years. The criteria for making the classification are as follows:⁶

- (1) Size of school
- (2) Excellence of administration
- (3) Effectiveness of the school program in terms of curriculum, building and equipment, library and special services and teacher preparation.
- (4) Excellence of the relationship between faculty, students, board of education and the community.

TABLE X
CLASS OF SCHOOLS IN WHICH
THE SOCIAL SCIENCE TEACHERS WERE EMPLOYED

Class of school	Number of Schools	Number of Teachers	Per cent of Total
A	308	634	62.9
B	119	148	14.6
C	154	202	20.0
M	19	20	1.9
Provisional	3	3	.29

6. Department of Public Instruction, State of Kansas. *The Kansas Secondary School Handbook*, Issued by Adel F. Throckmorton, State Superintendent of Public Instruction, 1956, pp. 47-73.

A substantial majority of the teachers of social science taught in class A and class B schools. Seven hundred eighty-two teachers, or 78 per cent, taught in one or the other of these two types of classifications. Twenty per cent of the teachers taught in class C schools while only 20 teachers, or 2 per cent, taught in class M schools. (Table X)

High School districts in Kansas are determined by law and constitute a "body corporate and politic possessing the usual powers of a corporation for public purposes." There are various types of districts:

(1) Community High School District: The legal entity classified as a Community High School District includes all of the territory of a county not included in the territory of a district maintaining an accredited high school. The high schools within this district are called community high schools.

(2) Rural high schools: The Rural High School District may be within one county or may constitute two counties. The district must have at least 16 square miles and must contain tangible taxable property of an assessed valuation of not less than 4 million dollars. It must also have 50 children at the time of organization who are eligible for admission into high school. The schools established within these districts are called Rural High Schools.

(3) Cities of the First and Second Classes (City 1 and City 2): The school district in this case is classified in reference to the class of the city within which the district is located. Cities that are classified as first class cities have a population of 15,000 and over, while the second class cities are those that have a population between 2,000 and 15,000.

(4) Common school district: The common school districts include all school districts that are not community high school districts, rural high school districts, and schools located in cities of first and second class. The

TABLE XI
CLASSIFICATION BY HIGH SCHOOL ORGANIZATION LAW

High School Organization Law	Number of Teachers	Per cent of Total
Community	31	3.0
Rural	470	46.6
City 1	181	17.9
City 2	67	6.6
C.S.D. (Common School District)	256	25.4
Unknown	2	.19

7. Albert B. Martin, compiler, *Kansas School Laws*, Issued by Adel F. Throckmorton, State Superintendent of Public Instruction, 1953.

common school district may be wholly within one county or may be partly in two or more counties.

Almost one-half (47 per cent) of the social science teachers of Kansas taught in schools that were classified as Rural High Schools. One-fourth (25 per cent) were employed in the common school districts (C.S.D.) and about one-quarter (25 per cent) were employed in the City 1 and City 2 districts with the City 1 district being the most significant. (Table XI)

Type of Organization: The Kansas School system has several types of organizations represented throughout the state. The most significant in 1956-57 was the 8-4 type of organization, which means that there were 8 years of grade school and 4 years of high school. Seven hundred sixty-one teachers, or 76 per cent of the total Kansas Social Science faculty, taught in schools systems having this type of organization. Only 8 per cent of the teachers taught in systems with the 6-6 type of organization (6 years of grade school and 6 years of high school), while 10 per cent taught in systems having the 6-3-3 organization (6 years of grade school, 3 years of junior high and 3 years of high school). (Table XII)

TABLE XII
CLASSIFICATION ACCORDING TO THE TYPE OF
GRADE ORGANIZATION

Type of Organization	Number of Teachers	Per cent of Total
8-4	761	75.5
6-6	81	8.0
6-3-3	99	9.8
6-2-4	30	2.9
6-4-4	5	.49
6-3-3-2	29	2.8
8-6	2	.19

Size of the Town in which Teachers Received their High School Diploma

Of the 1,007 social science teachers studied for the academic year 1956-57, it was discovered that 738 of them received their high school diplomas in Kansas. Kansas employed 269 teachers that originally came from outside the state.

Most of the Kansas high school-graduated teachers came from small communities. Five hundred thirty-six, or 73 per cent of the Kansas-reared teachers, came from communities that had a population of 4,000 people or less. Three hundred eighteen, or 43 per cent came from cities or towns

with a population of 1,000 or less. Only 143 teachers were reared in towns that had a population above 10,000.⁸ (Table XIII)

TABLE XIII
SIZE OF TOWN IN WHICH HIGH SCHOOL WAS LOCATED FROM WHICH THE KANSAS HIGH SCHOOL-EDUCATED TEACHER WAS GRADUATED

Size of town or city	Number of Teachers	Per cent of Total
1-500	193	26.1
501-1,000	125	16.9
1,001-1,500	60	8.1
1,501-2,000	50	6.7
2,001-4,000	108	14.6
4,001-6,000	26	3.5
6,001-10,000	33	4.4
10,001-20,000	73	9.8
20,001-50,000	24	3.2
50,000 and over	46	6.2
Unknown	269	36.4
Total number of teachers from Kansas Communities	738	

Years of Teaching Experience

The teachers of social science, as it was previously indicated, were relatively young as a group. Naturally, they would have only a few years teaching experience. Three hundred fifty-nine teachers, or 36 per cent of the total, had from 1 to 5 years teaching experience.

TABLE XIV
TOTAL YEARS TEACHING EXPERIENCE OF SOCIAL SCIENCE TEACHERS

Number of Years	Number of Teachers	Per cent of Total
1-5	359	35.6
6-10	271	26.9
11-15	87	8.6
16-20	61	6.0
21-25	49	4.8
26-30	49	4.8
31-35	30	2.9
36-40	14	1.3
41 and Over	14	1.3

8. Population statistics based on the Kansas State Board of Agriculture census, dated March 1, 1949.

Six hundred thirty teachers, or 63 per cent, had 10 years or less teaching experience. Two hundred ninety teachers, or 28 per cent, had between 10 and 40 years teaching experience. (Table XIV)

The teachers studied were relatively young as a group; thus their total years of teaching experience was not too high. It would be expected, therefore, that the years of experience in the current school would be relatively low. Seven hundred twenty-six teachers or 72 per cent of the total have had experience of five years or less in their current schools. Eight hundred fifty-eight teachers or 85 per cent of the total had held their present positions (at the time the data were collected) for 10 years or less. (Table XV)

TABLE XV
YEARS OF TEACHING EXPERIENCE IN CURRENT SCHOOL

Number of Years	Number of Teachers	Per cent of Total
1-5	726	72.0
6-10	132	13.1
11-15	67	6.6
16-20	21	2.0
21-25	16	1.5
26-30	20	1.9
31-35	14	1.3
36-40	2	.19
41 and Over	1	.09
Unknown	8	.79

Salaries⁹

The average salary for all of the Kansas secondary teachers for the years 1956-57 was \$4,093. Most of the social science teachers received for that year a salary ranging between \$3,500 and \$5,500. Eight hundred fifty-six teachers, or 85 per cent, were in that salary category. Three hundred one teachers, or 30 per cent, received salaries ranging from \$3,500 to \$4,000 while 294 teachers, or 29 per cent received salaries ranging from \$4,000 to \$4,500. Six hundred two teachers, or 59 per cent, received a salary of \$4,000 or over, while 394 teachers, or 39 per cent, received less than \$4,000. (Table XVI)

9. It is probable, especially in the higher salary brackets, that social science teachers also held administrative and/or coaching positions. This must be considered in evaluating salaries of social science teachers. It would be difficult, if not impossible, to get the complete data on salaries offered for coaching and for classroom instruction.

TABLE XVI
ANNUAL SALARIES OF THE SOCIAL SCIENCE TEACHERS

Salary (in dollars)	Number of Teachers	Per cent of Total
Under 2,400	16	1.5
2,400-2,999	8	.79
3,000-3,499	69	6.8
3,500-3,999	301	29.8
4,000-4,499	294	29.1
4,500-4,999	156	15.4
5,000-5,499	105	10.4
5,500-5,999	33	3.2
6,000-6,499	9	.89
Over 6,500	5	.49
Unknown	11	1.5
Total Number of Teachers	1,007	

ACADEMIC PREPARATION OF THE SOCIAL SCIENCE TEACHER

SOURCE OF ACADEMIC DEGREES

One of the first items noted for the purpose of analyzing the academic background of the teacher was the institution which conferred the teacher's Bachelor's and Master's degrees. Of particular interest was the number of teachers the Kansas colleges and universities produced.

Baccalaureate Degrees.

Kansas trained 793, or 79 per cent, of the social science teachers studied. The 5 state colleges graduated 59 per cent of the Kansas educated teachers, while the Kansas independent colleges together furnished about 31 per cent. The two municipal universities were responsible for the remainder, or about 10 per cent, of the Kansas-schooled teachers. (Table XVII)

Two hundred twelve, or 29 per cent, of the teachers studied received their bachelor's degrees outside the state. Oklahoma was the greatest single contributor, with 85 teachers. Thirty-eight teachers completed their college training in Missouri colleges and universities, and 89 received their training in various other states throughout the nation. (Table XVII)

Since the teachers as a body were rather young, they received their degrees fairly recently. Six hundred five, or 60 per cent, of the total number of teachers received their degrees within the past 12 years. Only two teachers received their degrees over 45 years ago. (Table XVIII)

TABLE XVII
SOURCE OF BACCALAUREATE DEGREES

Colleges	No. of Teachers	Total for Each Group
KANSAS STATE COLLEGES AND UNIVERSITIES		465
Kansas State Teachers College of Emporia	103	
Kansas State Teachers College of Pittsburg	122	
Fort Hays Kansas State College	92	
Kansas State College	83	
University of Kansas	65	
KANSAS MUNICIPAL UNIVERSITIES		82
Washburn University	37	
Wichita University	45	
KANSAS INDEPENDENT COLLEGES		246
Baker University	31	
Bethany College	16	
Bethel College	13	
College of Emporia	21	
Friends University	11	
Hesston College		
Kansas Wesleyan College	35	
McPherson College	21	
Marymount College	1	
Mount St. Scholastica College	4	
Ottawa University	31	
St. Benedict's College	5	
St. Mary's College	1	
Southwestern College	42	
Sterling College	13	
Other Kansas Colleges	1	
OKLAHOMA COLLEGES AND UNIVERSITIES		85
Teachers Colleges	42	
Other State Colleges	30	
Independent Colleges	13	
MISSOURI COLLEGES AND UNIVERSITIES		38
Teachers Colleges	20	
University of Missouri	4	
Independent Colleges	14	
OTHER COLLEGES		89
Teachers Colleges	16	
State Colleges and Universities	41	
Independent Colleges	32	
UNKNOWN		2

TABLE XVIII
LENGTH OF TIME (IN YEARS)
SINCE TEACHERS RECEIVED BACHELOR'S DEGREES
 (as of 1956)

	Number of Teachers	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40	41-44	45-48	Unk.
All Social Science Teachers	1,007													
Kansas State Teachers College, Emporia	103	30	25	4	9	10	6	6	3	4	1	—	—	5
Kansas State Teachers College, Pittsburg	122	28	39	9	9	6	3	10	7	5	3	—	—	3
Fort Hays State College	92	25	25	8	5	11	3	4	5	1	1	—	—	4
Kansas State College	83	12	35	10	3	3	6	4	6	2	—	—	—	2
University of Kansas	65	10	14	7	2	2	5	10	4	5	3	—	2	1
Other Kansas Colleges	328	66	101	24	19	23	18	25	25	10	9	3	—	5
Oklahoma Colleges	85	41	17	11	3	5	3	1	3	—	1	—	—	—
Missouri Colleges	38	7	4	6	4	3	2	3	—	4	2	1	—	2
Other Colleges	89	12	22	12	6	10	4	7	7	8	1	—	—	—
Unknown	2	—	1	—	—	—	—	—	—	1	—	—	—	—

TABLE XIX
SOURCE OF MASTER'S DEGREES

Name of College	Number of Teachers	Per cent of 364
Kansas State Teachers College of Emporia	43	11.8
Kansas State Teachers College of Pittsburg	52	14.2
Fort Hays Kansas State College	42	11.5
Kansas State College	41	11.2
University of Kansas	67	18.4
Wichita University	12	3.2
Washburn University	1	.27
University of Colorado	8	2.1
Colorado State College of Education	7	1.9
Central Missouri State of Warrensburg	1	.27
Oklahoma State Colleges	4	1.0
Oklahoma Independent Colleges	3	.82
University of Missouri	8	2.1
Other out of state colleges and universities		
Teachers colleges	8	2.1
State colleges and universities	12	3.2
Independent colleges	55	15.1
Total with Master's Degrees	364	36.1

Master's Degrees.

Three hundred sixty-four, or 36 per cent, of the social science teachers have earned master's degrees. Two hundred fifty-eight, or 71 per cent, of these teachers received their advanced degrees in Kansas. The University of Kansas was the largest single contributor, graduating 67 or 18 per cent of the total. Kansas State Teachers College of Pittsburg graduated 52; Kansas State Teachers College of Emporia graduated 43 with Master's degrees. (Table XIX)

Since the bachelor's degrees were for the most part received rather recently, the master's degrees obviously have been even more recent. Two hundred six, or 57 per cent, of those having master's degrees received them within the last eight years. (Table XX)

TABLE XX
LENGTH OF TIME (IN YEARS)
SINCE RECEIVING MASTER'S DEGREES
 (as of 1956)

	Number Of Teachers	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	Unk.
All Social Science Teachers	1,007										
Kansas State Teachers College, Emporia	43	17	11	1	5	5	2	1	—	—	1
Kansas State Teachers College, Pittsburg	52	17	14	2	5	6	5	1	—	—	2
Fort Hays State College	42	14	16	4	—	5	3	—	—	—	—
Kansas State College	41	17	6	5	1	4	2	3	1	—	2
University of Kansas	67	13	14	8	5	7	8	8	2	1	1
Other Kansas Colleges	13	6	2	—	—	2	3	—	—	—	—
Oklahoma Colleges	7	2	1	—	2	—	1	1	—	—	—
Missouri Colleges	9	3	3	—	—	—	—	2	1	—	—
Other Colleges	90	27	23	11	5	13	2	4	3	—	2

ACADEMIC MAJORS AND CREDIT HOURS
IN SOCIAL SCIENCE

Determining the academic majors was rather difficult and uncertain. Many of the transcripts did not officially record a major or minor. In these cases where the information was not recorded, the transcripts were perused to determine the area in which the student seemed to have concentrated. The area in which the teacher had the most credit hours recorded became the major. The minor was impossible to determine with any degree of satisfaction, therefore it was not considered in this study.

TABLE XXI
ACADEMIC MAJORS OF SOCIAL SCIENCE TEACHERS

Majors	Number	Per cent of total
Social Science	452	44.8
Physical Education	202	20.0
English and/or Speech	71	7.0
Science and/or Mathematics	57	5.6
Industrial Arts	42	4.1
Business and Commerce	41	4.0
Home Economics	32	3.1
Psychology	3	.29
Library	2	.19
Other	102	10.1
Unknown	3	.29

It was found that 452, or 45 per cent, of the teachers of social science had a major in the social sciences. The next largest group of social science teachers—202, or 20 per cent—had a major in physical education. The remainder of the teachers had various other academic majors, as Table XXI indicates. The data offered here on academic majors should be closely compared with the earlier consideration of teaching fields, because college preparation obviously should be related to the subject taught. (Tables III and IV)

Academic Major by College.

The colleges and universities of Kansas produced teachers with academic majors in about every area considered in this study. The Kansas State Teachers College of Emporia graduated 52 teachers that had an academic major in social science. This was 50 per cent of the social science teachers contributed by Emporia State. The Kansas State Teachers College of Pittsburg contributed 44 teachers with majors in the social sciences. This represented 36 per cent of the teachers studied that were graduated

from Pittsburg. One hundred fifty-eight of the social science majors came from the Kansas municipal universities and the independent colleges. This number, however, must be apportioned among 18 different colleges and universities. A good number of the out-of-state teachers had majors in social science: 42 per cent of the teachers that came from Oklahoma and 55 per cent of those from Missouri were social science majors.

Physical education majors constituted the second largest group of social science teachers. Of the three teachers colleges, Emporia State produced the smallest number: 19 teachers, or 18 per cent of the total number of teachers that Emporia contributed. Pittsburg State Teachers College produced the greatest total number of physical education majors: 26 teachers, or 21 per cent of the total number contributed. Fort Hays State College produced 21, or 23 per cent of their total contribution to the secondary social science faculty of Kansas. Kansas State College graduated 20, and Kansas University graduated 11 of the teachers that had physical education majors. The out-of-state schools did not contribute too many in this category. For instance Oklahoma produced 9 and Missouri 7. The remainder of the teachers had various other academic majors and were widely distributed among the colleges as is indicated in Table XXII.

College Credit Hours in Social Science.

In Kansas, American history, world history, and United States government are courses that are most significant in the high school curriculum. It is understandable that 90 per cent of the social science teachers completed course work in American history, that 85 per cent took courses in government and that 80 per cent completed courses in world history. Eighty per cent of the teachers also had work in sociology and 70 per cent had work in economics. Only forty-four per cent completed courses in geography, however. Philosophy was the weakest subject of the social science faculty with only 23 per cent of the teachers having any credit in philosophy.

Table XXIII reflects that most of the teachers took either 3 hours or 6 hours credit in the various subjects. This undoubtedly was in response to the minimum certification requirements. To teach social science in a Class A high school in Kansas, a teacher must have completed 24 hours in the general area of social science and 6 hours in the specific subject. In those subjects that are most common in the high school curriculum—American history, world history, and United States government—a large number of teachers completed course work beyond the 6 hour minimum, however. Not many took college courses beyond the 24 level in these specific subjects. (For Kansas certification requirements see Appendix B.)

Age and College Courses Taken.

Most of the teachers were relatively young; only 153 were over 50 years of age. It was interesting to note that there were some differences in

TABLE XXII
ACADEMIC MAJOR BY COLLEGE FROM WHICH GRADUATED

Major	Number	K.S.T.C. K.S.T.C. Ft. Hays					Other			
		Emporia	Pittsbr'g	K.S.C.	K.S.C.	K.S.C.	K.U.	Kansas	Okla.	Mo.
Social Science	452	52	44	36	25	32	158	36	21	48
Physical Education	202	19	26	21	20	11	74	9	7	15
English and/or Speech	71	6	2	6	4	13	25	3	5	7
Science and/or Mathematics	57	7	8	6	12	3	15	3	2	1
Industrial Arts	42	9	5	6	2	—	9	9	—	2
Business and Commerce	41	3	11	8	3	1	8	5	—	2
Home Economics	32	1	3	1	15	3	5	4	—	—
Psychology	3	—	—	—	—	—	3	—	—	—
Library	2	1	—	—	—	—	1	—	—	—
Other	102	5	22	8	1	2	30	16	3	15
Unknown	3	—	1	—	1	—	—	—	—	1

TABLE XXIII
SEMESTER HOURS OF COLLEGE CREDIT IN SOCIAL SCIENCE COURSES

Credit Hours	NUMBER OF TEACHERS WITH CREDIT IN:							Philosophy
	General Social Science	Sociology	Geography	American History	World History	Gov't including Int'l Relations	Economics	
1	2	1	5	—	6	6	2	—
2	22	32	54	23	42	20	26	53
3	123	250	161	125	98	247	240	110
4	19	26	6	21	22	22	17	14
5	54	84	31	80	59	128	109	16
6	124	155	38	167	103	150	123	19
7	14	28	4	25	33	35	15	4
8	13	37	14	76	47	60	43	4
9	14	56	7	91	72	48	43	4
10	16	16	2	40	34	26	11	—
11	1	17	5	48	40	20	16	3
12	5	31	5	45	48	25	20	3
13	2	8	1	28	27	10	2	—
14	3	9	1	30	30	10	3	—
15	1	19	3	23	28	13	5	2
16	3	7	1	15	21	3	5	—
17	—	6	—	13	12	6	4	—
18	2	9	1	11	15	4	4	—
19	—	3	1	10	17	6	2	—
20	—	5	—	9	8	3	2	—
Over 20	—	12	2	29	39	13	17	1
Teachers without credit	589	196	665	98	206	152	298	774
Per cent without credit	58.4	19.4	66.0	9.7	20.4	15.0	29.5	76.8

course concentrations relative to the age of the teacher, although this was not too extreme. The younger teachers seem to have had more of what is called general social science courses—such as Man and His Cultural World and Contemporary American Society. There was little difference between them as far as economics and geography were concerned, but a greater percentage of the older teachers had completed courses in philosophy. The number that took courses in philosophy was not found to be too significant, however, as far as the total body of teachers was concerned. Generally, more of the younger teachers had sociology, but the difference was relatively small. About the same percentage of the older teachers as the younger ones studied American history, but a greater percentage of the older teachers had studied world history. Eastern and Asiatic history courses were very poorly represented in the teaching body, regardless of age.

A greater percentage of the younger than the older teachers had studied government in college. Since international relations in the government area is a subject of much concern to the American today, statistics were compiled indicating the strength of the subject in the college program of the teacher. The results proved that age was not too significant, though more of the older teachers studied world history as an allied subject. In fact, less than 20 per cent of the total number of teachers had studied international relations *per se*. By far the strongest subject in government was United States government. Over 70 per cent of those teachers in the age bracket of 20 to 45 had completed courses in this subject. (Table XXIV)

Class of School and Courses Taken by the Teacher.

Since the academic standing of the high school was indicated by its class, the relationship between courses taken in college and the class of school in which the teacher was teaching was analyzed. In comparing the Class A school with the Class B, C and M combined, it became evident, as would be expected, that a greater percentage of the teachers in the Class A school have had college training in all of the subjects, with the exception of philosophy, listed in Table XXV.

TABLE XXIV
RELATIONSHIP BETWEEN AGE AND COLLEGE COURSES TAKEN IN SOCIAL SCIENCE

Ages of Teachers Number of Teachers	20-25		26-30		31-35		36-40		41-45		46-50		51-55		56-60		Over 60		Unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
General Social Science	59	62.1	125	55.8	99	49.0	48	42.8	28	33.3	18	18.3	11	13.9	4	7.6	6	11.5	4	44.4
Economics	62	65.2	153	68.3	142	70.2	85	75.8	63	75.0	66	67.3	48	60.7	38	73.0	34	65.3	5	55.5
Geography	25	26.3	75	33.4	78	38.6	43	38.3	40	47.6	30	30.6	19	24.0	13	25.0	15	28.8	2	22.2
Philosophy	19	20.0	35	15.6	52	25.7	24	21.4	20	23.8	28	28.5	23	29.1	14	26.8	18	34.6	3	33.3
Sociology	77	81.0	190	84.8	159	78.7	81	72.3	70	83.3	68	69.3	58	73.4	43	82.6	38	73.0	6	66.6
American History	77	81.0	204	91.0	168	83.1	94	83.9	72	85.7	87	88.7	69	87.3	37	71.1	43	82.6	8	88.8
Survey	28	29.4	75	33.4	80	39.6	42	37.5	30	35.7	36	36.7	37	46.8	14	26.8	18	34.6	1	11.1
To Civil War	31	32.6	71	31.6	54	26.7	30	26.7	36	42.8	27	27.5	27	34.1	16	30.7	13	25.0	3	33.3
Since Civil War	26	27.3	59	26.3	55	27.2	28	25.0	27	32.1	28	28.5	24	30.3	14	26.8	15	28.8	4	44.4
Colonial	6	6.3	27	12.0	37	18.3	16	14.2	17	20.2	20	20.4	17	21.5	8	15.3	10	19.2	1	11.1
Contemporary	16	16.8	51	22.7	43	21.2	35	31.2	22	26.1	24	24.4	14	17.7	8	15.3	11	21.1	3	33.3
Other	56	58.9	135	60.2	105	51.9	59	52.6	44	52.3	51	52.0	42	53.1	25	48.0	26	50.0	7	77.7
World History	59	62.1	161	71.8	156	77.1	86	76.7	57	67.8	83	84.6	65	82.2	41	78.8	42	80.7	8	88.8
Anc. and Med.	24	25.2	63	28.1	68	33.6	46	41.0	29	34.5	43	43.8	37	46.8	21	40.3	21	40.3	2	22.2
Mod. World	16	16.8	33	14.7	38	18.8	12	10.7	18	21.4	16	16.3	13	16.4	7	13.4	8	15.3	3	33.3
Mod. Europe	32	33.6	84	37.5	89	44.0	59	52.6	18	21.4	61	62.2	36	45.5	29	55.7	24	46.1	5	55.5
Eastern and Asiatic	6	6.3	25	11.1	26	12.8	8	7.1	6	7.1	7	7.1	5	6.3	1	1.9	2	3.8	2	22.2
Other	36	37.8	107	47.7	100	49.5	65	58.0	43	51.1	70	71.4	51	64.5	31	59.6	38	73.0	7	77.7
Government	84	88.4	196	87.5	171	84.6	93	83.0	64	76.1	73	74.4	63	79.7	35	67.3	38	73.0	9	100.0
Am. Nat'l Gov't	73	76.8	175	78.1	149	73.7	88	78.5	60	71.4	62	63.2	46	58.2	30	57.6	28	53.8	7	77.7
State and Local	27	28.4	47	20.9	43	21.2	24	21.4	18	21.4	18	18.3	13	16.4	6	11.5	10	19.2	2	22.2
Pol. Thought	10	10.5	13	5.8	27	13.3	8	7.1	7	8.3	13	13.2	6	7.5	4	7.6	12	23.0	1	11.1
Comp. Gov't	11	11.5	27	12.0	30	14.8	10	8.9	7	8.3	10	10.2	12	15.1	10	19.2	5	9.6	—	—
Int. Relations	14	14.7	38	16.9	37	18.3	16	14.2	13	15.4	21	21.4	22	27.8	4	7.6	9	17.3	4	44.4
Other	26	27.3	56	25.0	45	22.2	29	25.8	28	33.3	28	28.5	26	32.9	15	28.8	17	32.6	1	11.1

TABLE XXV
RELATIONSHIP BETWEEN CLASS OF SCHOOL AND COURSES TAKEN

Class of School	A		B		C		M		B, C, & M Combined	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Gen. Social Science	262	41.3	58	39.1	76	37.0	6	30.0	140	37.5
Economics	451	71.1	99	66.8	130	63.4	16	80.0	245	65.6
Geography	217	34.2	46	31.0	72	35.1	5	25.0	123	32.9
Philosophy	143	22.5	39	26.3	47	22.9	4	20.0	90	24.1
Sociology	512	80.7	106	71.6	155	75.6	17	85.0	278	74.5
American History	563	88.8	121	81.7	160	78.0	15	75.0	296	79.3
World History	502	79.1	107	72.2	135	65.8	14	70.0	256	68.6
Government	535	84.3	119	80.4	157	76.5	15	75.0	291	78.0

Subjects Completed in College in Relation to Subjects Taught.

The concern here was not with the minimum legal requirements, but with the specific subjects completed in college, even though only one hour of credit in some cases was involved. Table XXVI gives the statistical relationships between courses taken in college and courses taught in high school. It was anticipated that a teacher would have completed course work in the specific subjects that he is teaching. The statistics reveal however that all teachers did not meet this expectation. Fifty per cent of the geography teachers, 90 per cent of the American History teachers, 79 per cent of the world history teachers, 85 per cent of government teachers, 98 per cent of the economic teachers and 31 per cent of the international relations teachers had completed college courses in their respective fields. It must be kept in mind, however, that course substitutions were possible in qualifying for teacher certification. Regardless of what the teachers were teaching, a substantial majority of them had completed work in American history, world history, government, and sociology.

The relationship between subjects taught and subjects taken in college was also broken down on the basis of the enrollment of the high schools in which the teachers taught. (Tables XXVII through XXXV)

TABLE XXVI
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN COLLEGE

	All Soc. Sci. Teach.		Gen. Soc. Sci. Teach.		Citizen-ship Teach.		Geography Teachers		Am. Hist. Teachers		World Hist. Teachers		Gov't Teachers		Econ. Teachers		Int. Rel. Teachers		Other Teachers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of Teachers	1,007		139		55		61		532		315		461		42		32		7	
Subjects Taken in College:																				
Gen. Soc. Sci.	402	39.9	52	37.4	24	43.6	25	40.9	216	40.6	135	42.8	196	42.5	21	50.0	11	34.3	1	14.2
Economics	696	69.1	103	74.1	41	74.5	44	72.1	383	71.9	210	66.6	328	71.1	41	97.6	24	75.0	5	71.4
Geography	340	33.7	42	30.2	16	29.0	31	50.8	200	37.5	95	30.1	150	32.5	15	35.7	11	34.3	3	42.8
Philosophy	233	23.1	32	23.0	16	29.0	16	26.2	118	22.1	77	24.4	105	22.7	3	7.1	9	28.1	2	28.5
Sociology	790	78.4	110	79.1	44	80.0	49	80.3	414	77.8	240	76.1	367	79.6	35	83.3	27	84.3	5	71.4
American History	859	85.3	107	76.9	46	83.6	46	75.4	478	89.8	269	85.3	392	85.0	40	95.2	28	87.5	7	100.0
Survey	361	35.8	49	35.2	12	21.8	25	40.9	202	37.9	115	36.5	162	35.1	13	30.9	12	37.5	3	42.8
To Civil War	308	30.5	39	28.0	18	32.7	21	34.4	165	31.0	94	29.8	142	30.8	18	42.8	7	21.8	2	28.5
Since Civil War	280	27.8	32	23.0	13	23.6	15	24.5	160	30.0	80	25.3	152	32.9	12	28.5	10	31.2	2	28.5
Colonial	159	15.7	12	8.6	7	12.7	6	9.8	98	18.4	47	14.9	80	17.3	4	9.5	7	21.8	—	—
Contemporary	227	22.5	24	17.2	10	18.1	16	26.2	141	26.5	71	22.5	102	22.1	9	21.4	9	28.1	1	14.2
Other	550	54.6	65	46.7	27	49.0	33	54.0	317	59.5	184	58.4	270	58.5	24	57.1	21	65.6	3	42.8
World History	758	75.2	92	66.1	43	78.1	48	78.6	413	77.6	248	78.7	358	77.6	28	66.6	26	81.2	6	85.7
Anc. and Med.	354	35.1	47	33.8	20	36.3	18	29.5	193	36.2	112	35.5	174	37.7	14	33.3	14	43.7	1	14.2
Mod. World	164	16.2	23	16.5	12	21.8	11	18.0	88	16.5	58	18.4	84	18.2	7	16.6	7	21.8	1	14.2
Mod. Europe	456	45.2	48	34.5	27	49.0	24	39.3	263	49.4	151	47.9	220	47.7	14	33.3	14	43.7	2	28.5
E. and Asiatic	88	8.7	12	8.6	6	10.9	7	11.4	55	10.3	27	8.5	44	9.5	3	7.1	3	9.3	1	14.2
Other	548	54.4	61	43.8	28	50.9	31	50.8	315	59.2	187	59.3	253	54.8	21	50.0	18	56.2	3	42.8
Government	826	82.0	103	74.1	42	74.5	50	81.9	446	83.8	260	82.5	394	85.4	36	85.7	26	81.2	3	42.8
Am. Nat. Gov't	718	71.3	94	67.5	42	76.3	46	75.4	382	71.8	230	73.0	336	72.8	34	80.9	24	75.0	5	71.4
State and Local	208	20.6	21	15.1	11	20.0	17	27.8	111	20.8	65	20.6	117	25.3	5	11.9	9	28.1	1	14.2
Pol. Thought	101	10.0	13	9.3	4	7.2	8	13.1	51	9.5	23	7.3	59	12.7	6	14.2	4	12.5	—	—
Comp. Gov't	122	12.1	14	10.0	10	18.1	4	6.5	68	12.7	38	12.0	65	14.0	6	14.2	6	18.8	—	—
Inter. Relations	178	17.6	22	15.8	9	16.3	13	21.3	105	19.7	60	19.0	89	19.3	6	14.2	10	31.2	1	14.2
Other	271	26.9	47	33.8	13	23.6	16	26.2	150	28.1	79	25.0	140	30.3	7	16.6	10	31.2	2	28.5

TABLE XXVII
 RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
 COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 10-24

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	5	4	4	22	13	15	2	2
COURSES TAKEN IN COLLEGE								
General Social Science	2	1	2	9	5	6	2	—
Economics	2	3	3	17	6	8	2	—
Geography	—	—	3	8	3	8	2	1
Philosophy	1	—	—	3	1	—	—	1
American History	5	3	4	21	12	12	2	2
Survey	3	1	3	8	8	6	—	1
To Civil War	—	—	—	5	1	4	1	—
Since Civil War	1	1	—	8	3	5	1	1
Colonial	1	1	—	4	—	1	—	1
Contemporary	1	—	1	7	4	3	1	2
Other	2	1	1	10	7	7	1	2
World History	4	4	3	15	9	11	2	1
Ancient World	2	2	—	14	3	7	2	2
Modern World	2	—	—	1	1	1	—	—
Modern Europe	3	3	1	11	6	8	—	1
Eastern & Asiatic	—	—	—	1	1	—	1	—
Other	2	3	3	15	8	7	—	—
Government	4	3	4	21	10	11	2	2
American National	2	3	4	16	6	10	2	1
State & Local	—	1	—	4	1	3	2	—
Political Thought	—	1	—	—	—	1	—	—
Comparative	1	1	—	2	—	1	—	—
International Relations	1	—	—	5	1	1	—	—
Other	2	1	1	3	1	3	—	1
Sociology	3	3	4	17	10	11	2	2

TABLE XXVIII
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 25-49

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	31	13	15	93	60	76	6	2
COURSES TAKEN IN COLLEGE								
General Social Science	12		7	28	22	30	4	1
Economics	25	8	12	62	37	49	1	2
Geography	10	6	10	33	14	22	1	1
Philosophy	8	6	4	17	14	20	2	—
Sociology	26	9	13	66	48	55	4	—
American History	25	11	7	77	44	60	6	2
Survey	10	4	8	33	22	24	2	1
To Civil War	9	3	3	26	16	16	2	1
Since Civil War	9	3	3	20	10	19	—	—
Colonial	3	1	—	15	4	11	—	—
Contemporary	4	1	3	22	14	18	1	1
Other	16	6	8	44	33	43	2	1
World History	23	8	9	67	42	52	3	1
Ancient World	9	4	3	29	21	23	1	1
Modern World	3	3	3	23	6	16	1	—
Modern Europe	8	5	6	45	24	33	—	—
Eastern & Asiatic	2	—	1	2	2	3	1	—
Other	17	9	6	50	37	44	2	1
Government	21	10	14	73	46	60	5	2
American National	21	10	13	65	44	51	4	2
State & Local	2	3	5	15	13	13	—	—
Political Thought	—	2	2	7	4	7	2	—
Comparative	2	2	1	4	3	3	1	—
International Relations	5	1	3	12	7	12	1	—
Other	7	4	6	21	17	24	1	—

TABLE XXIX
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 50-74

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	21	12	9	107	56	91	11	3
COURSES TAKEN IN COLLEGE								
General Social Science	5	7	3	49	30	34	4	1
Economics	17	8	4	80	41	61	10	3
Geography	6	4	4	41	27	36	5	1
Philosophy	6	5	3	27	18	19	—	—
Sociology	15	10	7	76	40	65	8	3
American History	13	9	7	99	48	73	9	3
Survey	6	1	2	41	20	27	3	1
To Civil War	9	5	4	41	16	30	6	1
Since Civil War	5	3	3	36	17	31	3	1
Colonial	1	—	—	16	11	12	2	—
Contemporary	3	3	3	28	13	21	1	—
Other	6	5	4	60	30	46	6	3
World History	15	10	6	81	43	68	7	2
Ancient World	7	5	3	35	18	35	4	1
Modern World	3	2	1	16	15	15	2	1
Modern Europe	7	6	2	45	25	40	5	1
Eastern & Asiatic	1	2	—	10	7	12	—	—
Other	10	3	3	58	28	42	5	1
Government	14	9	5	86	45	77	7	2
American National	11	9	5	79	41	65	8	2
State & Local	3	1	1	21	10	19	1	1
Political Thought	3	1	1	9	2	11	—	—
Comparative	2	2	—	9	3	9	1	—
International Relations	2	2	—	26	13	18	—	—
Other	8	2	1	28	11	25	2	—

TABLE XXX
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 75-99

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	10	1	1	49	22	50	3	1
COURSES TAKEN IN COLLEGE								
General Social Science	4	1	—	23	9	24	—	—
Economics	8	—	1	25	14	33	3	—
Geography	2	—	1	16	7	14	1	—
Philosophy	—	—	—	7	2	7	—	—
Sociology	9	1	1	39	17	41	3	1
American History	10	1	1	47	22	48	3	1
Survey	1	—	1	11	5	12	1	—
To Civil War	4	—	—	22	9	20	—	—
Since Civil War	4	—	—	22	8	22	1	1
Colonial	1	—	—	10	6	7	—	—
Contemporary	1	1	—	14	3	13	2	—
Other	9	1	1	28	14	31	3	1
World History	7	1	1	36	19	38	2	—
Ancient World	4	—	1	20	6	18	1	—
Modern World	3	—	—	8	3	11	1	—
Modern Europe	3	1	1	19	9	19	1	—
Eastern & Asiatic	1	—	—	3	1	3	1	—
Other	4	—	—	23	14	24	1	—
Government	8	1	1	42	20	45	3	1
American National	8	1	—	38	18	44	3	—
State & Local	3	—	—	12	5	14	—	—
Political Thought	2	—	—	4	—	7	—	—
Comparative	3	—	—	9	2	9	1	—
International Relations	—	—	—	6	4	6	1	—
Other	6	1	1	13	3	14	—	1

TABLE XXXI
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 100-199

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	31	14	18	117	76	112	10	5
COURSES TAKEN IN COLLEGE								
General Social Science	11	5	7	50	32	55	3	2
Economics	23	12	16	89	48	87	10	4
Geography	12	5	7	45	21	41	4	1
Philosophy	6	5	8	33	17	26	—	2
Sociology	22	10	12	100	57	93	9	5
American History	23	12	14	109	68	102	10	5
Survey	15	5	9	55	39	48	5	3
To Civil War	4	4	5	28	25	30	4	1
Since Civil War	4	5	3	29	16	26	2	—
Colonial	3	2	3	26	14	21	1	1
Contemporary	5	2	5	26	20	21	1	1
Other	13	9	8	77	45	71	6	3
World History	16	12	15	94	63	91	8	5
Ancient World	12	6	7	48	32	45	4	2
Modern World	6	6	4	20	19	24	3	2
Modern Europe	10	6	8	67	44	60	2	3
Eastern & Asiatic	4	2	2	16	4	13	—	—
Other	12	7	12	73	46	68	6	3
Government	23	10	15	101	65	98	10	4
American National	23	9	15	87	57	89	8	5
State & Local	4	3	3	26	13	31	2	—
Political Thought	2	—	4	15	9	12	2	1
Comparative	2	3	2	18	14	19	2	—
International Relations	5	3	6	23	13	24	2	2
Other	13	2	4	36	21	34	2	3

TABLE XXXII
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 200-299

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	11	5	4	37	22	32	2	6
COURSES TAKEN IN COLLEGE								
General Social Science	6	4	2	15	10	17	1	4
Economics	8	4	4	32	16	27	2	4
Geography	3	1	2	17	7	12	—	2
Philosophy	4	—	—	9	6	6	1	2
Sociology	9	5	4	28	15	28	2	4
American History	8	5	3	30	19	24	2	5
Survey	5	1	1	17	9	15	2	1
To Civil War	3	2	2	8	4	12	—	3
Since Civil War	2	—	2	7	3	13	—	3
Colonial	—	1	1	6	3	5	—	1
Contemporary	2	1	1	11	5	6	1	1
Other	6	1	3	21	12	18	1	4
World History	7	4	4	31	18	27	2	6
Ancient World	3	2	1	15	8	11	2	2
Modern World	—	—	2	4	5	5	—	1
Modern Europe	4	4	3	17	11	18	1	3
Eastern & Asiatic	—	2	1	7	5	4	—	2
Other	4	2	3	20	14	17	2	4
Government	10	4	3	33	20	31	2	4
American National	8	5	3	29	15	22	2	4
State & Local	1	2	4	11	6	13	—	3
Political Thought	1	—	1	4	1	6	—	—
Comparative	2	—	—	6	5	5	—	1
International Relations	3	2	2	8	3	7	1	2
Other	4	1	2	10	7	10	—	—

TABLE XXXIII
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 300-499

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	8	2	4	25	23	21	2	5
COURSES TAKEN IN COLLEGE								
General Social Science	1	1	2	11	9	5	1	1
Economics	7	2	1	19	17	17	2	4
Geography	2	—	1	5	4	3	1	1
Philosophy	2	—	—	8	6	9	—	2
Sociology	6	2	4	18	17	17	2	4
American History	5	2	4	22	18	16	2	4
Survey	3	—	—	11	4	10	—	1
To Civil War	3	2	3	8	9	6	1	—
Since Civil War	2	1	1	7	6	8	1	2
Colonial	—	1	2	5	2	5	—	1
Contemporary	1	1	2	8	3	4	—	1
Other	1	1	3	14	9	8	1	2
World History	5	2	4	18	17	18	—	5
Ancient World	1	—	1	11	6	7	—	2
Modern World	1	—	1	3	2	1	—	1
Modern Europe	4	2	2	11	9	8	—	2
Eastern & Asiatic	1	—	1	2	2	3	—	1
Other	2	2	1	15	11	14	—	3
Government	6	1	4	23	17	19	2	3
American National State & Local	5	2	2	14	17	12	1	2
Political Thought	1	—	2	7	9	4	—	2
Comparative	—	—	—	3	2	3	—	—
International Relations	1	1	1	3	2	4	—	1
Other	1	—	2	5	4	4	—	1
			1	6	2	6	1	—

TABLE XXXIV
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 500-999

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	17	3	3	43	29	41	4	3
COURSES TAKEN IN COLLEGE								
General Social Science	7	2	—	16	13	14	3	1
Economics	11	3	1	30	22	29	4	2
Geography	4	—	—	17	7	9	1	2
Philosophy	4	—	1	5	10	9	—	1
Sociology	15	3	2	35	24	37	4	3
American History	13	2	3	40	25	35	4	3
Survey	5	—	—	12	6	11	—	1
To Civil War	6	2	2	16	9	17	3	1
Since Civil War	3	—	1	16	10	16	2	2
Colonial	2	—	—	5	3	11	—	1
Contemporary	6	—	—	10	6	10	2	1
Other	10	2	2	34	22	30	3	3
World History	13	1	3	39	26	34	3	3
Ancient World	8	—	1	17	12	19	3	2
Modern World	4	—	—	6	5	6	—	—
Modern Europe	8	—	—	24	15	21	3	2
Eastern & Asiatic	2	—	1	6	2	4	1	—
Other	8	1	1	30	18	20	3	2
Government	14	2	1	36	26	36	4	3
American National	12	2	1	28	23	29	4	3
State & Local	7	—	1	10	6	15	2	2
Political Thought	3	—	—	4	3	9	1	—
Comparative	3	—	—	6	5	9	1	—
International Relations	4	—	—	8	9	15	—	2
Other	5	1	—	17	12	17	—	2

TABLE XXXV
RELATIONSHIP BETWEEN SUBJECTS TAUGHT AND SUBJECTS TAKEN IN
COLLEGE FOR TEACHERS IN SCHOOLS WITH ENROLLMENT OF 1000 AND ABOVE

	General Soc. Sci. Teachers	Citizen- ship Teachers	Geography Teachers	American History Teachers	World History Teachers	Gov't Teachers	Economics Teachers	Int'l Rel. Teachers
Number of Teachers	5	1	3	36	14	23	2	5
COURSES TAKEN IN COLLEGE								
General Social Science	4	—	2	15	5	11	2	1
Economics	3	1	2	28	9	17	2	5
Geography	3	—	3	17	5	5	—	2
Philosophy	1	—	—	9	3	8	—	1
Sociology	5	1	2	32	12	20	1	5
American History	5	1	3	30	13	22	2	3
Survey	1	—	1	13	2	9	—	2
To Civil War	1	—	2	11	5	7	1	—
Since Civil War	2	—	2	15	7	12	2	—
Colonial	1	1	—	11	4	7	1	2
Contemporary	1	1	1	14	3	6	—	4
Other	2	1	3	27	12	16	—	4
World History	2	1	3	30	11	19	1	3
Ancient World	1	1	1	14	5	9	1	2
Modern World	1	1	—	7	2	5	—	2
Modern Europe	1	—	1	23	7	13	1	2
Eastern & Asiatic	1	—	1	7	3	2	—	—
Other	1	1	2	30	10	17	—	4
Government	3	1	3	30	11	17	1	5
American National	4	1	3	25	9	14	2	5
State & Local	—	1	1	5	2	5	—	1
Political Thought	1	—	—	5	2	3	1	—
Comparative	—	1	—	11	3	6	—	2
International Relations	1	1	—	12	2	2	1	3
Other	1	1	—	15	4	7	—	3

Qualifications in Reference to the Formal Requirements for Teaching

The minimum requirements differ in relation to the class of school. (See Appendix B.) In a Class A high school the minimum requirements are 24 semester hours in the general field of social science with 6 semester hours credit in the specific subject taught. This study revealed that almost all of the social science teachers had 24 or more hours credit in the general field of social science. The total number of social science teachers (1,007) was analyzed in reference to the six-hour requirement in the specific field regardless of whether or not they taught the subject. The following was found: 660 teachers met the 6 hour requirement in American history, 574 in world history, 433 in government, 418 in sociology, and 315 in economics. Many of the teachers, as Table XXXVI indicates, had academic credits beyond the legal minimum for the Class A school. Geography, with only 85 qualified to teach in the Class A school, and philosophy, with only 40 qualified to teach in the Class A school, constituted the weakest areas in the social science faculty.

TABLE XXXVI**EVALUATION OF THE TOTAL NUMBER OF TEACHERS IN RELATION TO THE MINIMUM REQUIREMENTS FOR TEACHING A PARTICULAR COURSE IN A CLASS A HIGH SCHOOL**

	No. Having Minimum College Credit	No. Having College Credit Beyond Require.	No. Below Min.	No. With No College Credit
General Social Science	124	74	220	589
Economics	123	192	394	298
Geography	38	47	257	665
Philosophy	19	21	193	774
Sociology	155	263	393	196
American History	167	493	249	98
World History	103	471	227	206
Government	150	283	422	152
Total Number of Teachers: 1,007				

Table XXXVII gives an analysis of the qualifications of the teachers in the subjects they were responsible for teaching. This analysis is based on the formal requirements for the class of school in which the teacher was employed. The statistics indicate that many of the teachers did not meet the formal requirements for teaching the subjects they were assigned.

It must be kept in mind that only those transcripts were available that were on file in the office of the Superintendent of Public Instruction, and it is possible that many of the teachers have completed extra work in college since filing for their credentials. It also must be kept in mind that course substitutions were possible that would not be revealed in the statistics. There are no established criteria for substitutions.

By comparing Table XXXVI and Table XXXVII some conclusion can be derived as to how well Kansas is making use of qualified teachers. For instance, out of the total of 58 geography teachers there were 42 who did not meet the minimum requirements. Yet, there were 85 teachers of social science who were qualified to teach geography in the Class A schools. American history was another subject that was taught by a number of teachers who did not meet the minimum requirements. Of a total of 523 teachers of American history in the Class A, B and C schools, 111 did not meet the minimum requirements; yet there were 660 teachers qualified to teach American history in the Class A schools, alone. The same general conditions existed for world history, government, and economics. It is clear that qualified teachers in various subjects of the social sciences do exist, but they are not distributed in reference to needs throughout the state.

Tables XXXVIII, XXXIX, XL, and XLI provide the same analysis for each class of school.

Average Academic Grades of Teachers in Their College Work.

Grades, it must be recognized, are relative in nature and probably should never be used as an absolute criterion for evaluating the academic

TABLE XXXVII
ACADEMIC PREPARATION ANALYSIS OF TEACHERS FOR
CLASS A, B, AND C SCHOOLS

Teaching Fields	Number of Teachers	Number With Minimum Requirements	Number With More Than Minimum	Number Below Minimum
General Social Science	136	12	19	105
Economics	41	8	18	15
Geography	58	6	10	42
American History	523	78	334	111
World History	308	36	167	105
Government	453	77	187	189
Int'l Relations	32	8	12	12

Total Number of Teachers: 984

TABLE XXXVIII
ACADEMIC PREPARATION ANALYSIS OF TEACHERS FOR
CLASS A SCHOOLS*

Teaching Fields	Number of Teachers	Number With Minimum Requirements	Number With More Than Minimum	Number Below Minimum
General Social Science	84	10	9	65
Economics	27	5	8	14
Geography	38	4	4	30
American History	344	54	213	77
World History	202	31	102	69
Government	301	45	108	148
Int'l Relations	27	5	11	11

Total Number of Teachers: 634

*Minimum requirement for Class A school is six semester hours in each subject taught.

TABLE XXXIX
ACADEMIC PREPARATION ANALYSIS OF TEACHERS FOR
CLASS B SCHOOLS*

Teaching Fields	Number of Teachers	Number With Minimum Requirements	Number With More Than Minimum	Number Below Minimum
General Social Science	25	—	8	17
Economics	7	1	5	1
Geography	7	1	—	6
American History	85	8	57	20
World History	41	1	26	14
Government	68	3	37	28
Int'l Relations	2	1	—	1

Total Number of Teachers: 148

*Minimum requirement for Class B school is five semester hours in each subject taught.

TABLE XL
ACADEMIC PREPARATION ANALYSIS OF TEACHERS FOR
CLASS C SCHOOLS*

Teaching Fields	Number of Teachers	Number With Minimum Requirements	Number With More Than Minimum	Number Below Minimum
General Social Science	27	2	2	23
Economics	7	2	5	—
Geography	13	1	6	6
American History	94	16	64	14
World History	65	4	39	22
Government	84	29	42	13
Int'l Relations	3	2	1	—

Total Number of Teachers: 202

*Minimum requirement for Class C school is three semester hours in each subject taught.

TABLE XLI
ACADEMIC PREPARATION ANALYSIS OF TEACHING FOR
CLASS M SCHOOLS

Teaching Fields	No. of Teachers	One Hour	2 to 3 Hour	4 to 6 Hours	7 to 9 Hours	More Than 10 Hours
Geography	3	1	1	1	—	—
American History	9	—	1	3	3	2
World History	7	2	—	2	2	1
Government	8	4	2	1	1	—
Economics	1	—	1	—	—	—
General Soc. Sci.	3	2	—	1	—	—
Int'l Relations	—	—	—	—	—	—

Total Number of Teachers: 20

TABLE XLII
THE TEACHER'S AVERAGE GRADE IN COLLEGE

Major	Number of Major	Average Overall Grade					Average Grade in Soc. Sci.				
		A	B	C	D	Unk.	A	B	C	D	Unk.
Social Science	452	24	238	188	—	2	37	245	169	—	1
Physical Education	202	—	66	134	—	2	1	48	143	8	2
English and Speech	71	10	42	19	—	—	11	35	24	—	1
Science and/or Mathematics	57	2	29	26	—	—	3	33	21	—	—
Industrial Arts	42	1	22	17	—	2	1	16	24	—	1
Business and Commerce	41	2	24	15	—	—	4	21	16	—	—
Home Economics	32	1	15	16	—	—	2	14	16	—	—
Psychology	3	—	2	1	—	—	—	2	1	—	—
Library	2	—	2	—	—	—	—	2	—	—	—
Other	102	6	62	33	—	1	9	53	36	3	1
Unknown	3	1	1	—	—	1	1	1	1	—	—

preparation of a teacher. But the fact is inescapable that an indication of competency is evident in looking at the grade averages of the teacher's total college program in general and his social science program in particular. Grade averages in reference to the academic majors were thus analyzed. The social science majors, by far the largest group, had grade averages (overall and in social science) which ranged from "A" to "C," however the majority of these teachers (53 per cent) had an overall average of "B." Forty-two per cent had overall averages of "C." The grade averages in social science corresponded rather closely with the overall grade averages. The physical education majors constituted the second largest group. A majority of them (66 per cent) had an overall average of "C," and 33 per cent had an overall average of "B." Other academic majors varied between the "B" and "C" averages. There were, as would be anticipated, a small number of teachers in all areas that had a grade average of "A."

SUMMARY

The 603 public high schools which were in operation in Kansas during the 1956-57 school year employed 1,026 teachers of social science. This report is based on a study of 1,007 or 98.1 per cent of the social science teachers.

The purpose of the study was to provide information which might be useful in evaluating the social science curricula and instruction of the public high schools in Kansas. It involved the gathering of data concerning the background and academic preparation of the 1,007 teachers on whom information was available. These data were taken from the transcripts and Principal's Organization Reports on file at the State Department of Public Instruction.

The need for a sound and well-balanced program of study in the social sciences is obvious. Today's world is confronted with tremendous stresses which must be understood by all citizens if they are to be dealt with effectively. Public education in a democracy has a responsibility in providing a solid foundation of knowledge on which major decisions in a thermonuclear age can be made with a high degree of accuracy. The social scientists must accept their full share of this responsibility, since the basic problems are human and social.

BACKGROUND INFORMATION

Offerings in social science. It is apparent that academic preparation of teachers should be approached in reference to the subjects those teachers are assigned to teach. Therefore, one of the first concerns of the study was to determine the social science course offerings in Kansas public high schools.

Kansas schools emphasize United States history, United States government, and world history, a concentration reflected in the college program of the teacher. During the 1956-57 academic year, 521 of the 603 schools offered United States history, 483 offered United States government, and 333 offered world history. Only 54 offered international relations, 60 offered geography, and 85 offered economics. Other courses in social science which were offered were citizenship and general social science subjects such as marriage and family and sociology.

First and second teaching fields. In many of the schools of Kansas the teacher is expected to teach in more than one subject area. Thus, the first and second teaching fields were determined.¹⁰ A majority of the social science teachers (625 or 62 per cent) taught social science as a first teaching field. A number of other disciplines were represented in the first teaching field classification, however, no one in itself was significant. For instance, 89 teachers or about 9 per cent had English and/or speech for a first teaching field, while 78 or about 8 per cent of the teachers taught physical education as a first teaching field.

There was a relatively large number of teachers (346) who taught social science as a second teaching field. One hundred fifty social science teachers taught physical education as a second teaching field. The combination of science and mathematics was a second teaching field for 83 teachers. Another area of inquiry was that of course combinations within the field of social science. The most significant one-course assignments were in the area of United States history and United States government, with 207 teachers teaching only American history and 158 teaching only United States government. The two-course combinations that were most predominant were United States history-United States government with 137 teachers, and United States government-world history with 109 teachers involved. The most significant three-course combination was United States government-world history-United States history, which 51 teachers taught. In view of the course offerings in Kansas high schools, these combinations could be expected.

Sex of teachers. Men teachers were predominant in the field of social science: 787 men compared to 220 women. Four hundred twelve men taught American history, while only 119 women taught this subject. Three hundred eighty-one men taught government, while only 80 women did. World history was taught by 246 men and 69 women.

The men teachers, as a group, were younger than the women. Fifty-eight per cent of the men were between the ages of twenty and thirty-five, while only 27 per cent of the women were in this age bracket. The remainder of the women teachers were older than thirty-five years of age.

10. The first and second teaching fields were determined by analyzing the number of classes taught in the particular subject areas. Three classes of social science and two classes of English would mean that the first teaching field is social science and the second teaching field is English.

The teachers and school enrollment. Kansas has a large number of small schools. This is reflected in the number of teachers in schools with a small enrollment. Six hundred seventy-eight teachers or about 67 per cent of the total number of teachers taught in schools that had between 25 and 200 students. Small school enrollment implies small towns or communities. Fifty-seven per cent of the total social science faculty studied taught in towns that had a population of less than 1,000 people. Seventy-nine per cent taught in towns of 4,000 people or less.

Teaching experience. Since social science teachers were rather young as a group, the total number of years of teaching experience was comparatively low. Six hundred thirty teachers or 63 per cent of the total number had 10 years or less teaching experience. Three hundred fifty-nine teachers or 36 per cent of the total had 5 years or less experience. Of particular interest was the fact that 726 teachers or 72 per cent of the total had 5 years or less experience in their present schools (at the time the data was collected). Eighty-five per cent or 858 teachers had 10 years or less in their current schools.

Salaries. During the academic year 1956-57 the average salary of all secondary teachers in Kansas was \$4,093. Eighty-five per cent or 856 social science teachers received annual salaries ranging between \$3,500 and \$4,000; 294 or 29 per cent received an annual salary ranging between \$4,000 and \$4,500; 156 or 15 per cent received an annual salary ranging between \$4,500 and \$5,000. Only 10 per cent of the teachers received salaries ranging between \$5,000 and \$5,500.

The teachers and types of schools. High schools in Kansas are classified in reference to their academic quality (A, B, C, and M), organization law (Community, Rural, City 1, City 2, and Common School District), and grade organization (8-4, 6-6, 6-3-3, 6-2-4, 6-4-4, 6-3-3-2, 8-6). A majority of the social science teachers taught in schools that had a Class A rating (62 per cent), were organized under the Rural school (47 per cent) and Common School Districts (25 per cent) organization law and possessed the 8-4 grade organization (76 per cent).

ACADEMIC PREPARATION

Bachelor's Degrees. All of the social science teachers studied held college degrees. Seven hundred ninety-three or 79 per cent of the total received their bachelor's degrees in Kansas. In fact, Kansas state colleges and the University of Kansas conferred bachelor's degrees upon 456 of the social science teachers; Kansas municipal universities conferred bachelor's degrees upon 82; and the Kansas independent colleges and universities conferred bachelor's degrees upon 246. Two hundred twelve teachers received their baccalaureate education outside of the state. The state of Oklahoma was the greatest single out-of-state source of social science teachers. The college and universities of Oklahoma conferred bachelor's degrees

upon 85 teachers. Six hundred five or 60 per cent of the teachers received their degrees within the last twelve years.

Master's Degrees. Thirty-six per cent or 364 of the teachers had earned master's degrees. Two hundred fifty-eight of these teachers received their advanced degrees from Kansas colleges and universities. The University of Kansas was the greatest single contributor, contributing 67 teachers with advanced degrees. Kansas State Teachers College of Pittsburg graduated 52; Kansas State Teachers College of Emporia graduated 43 with master's degrees. Two hundred six or 57 per cent of those with master's degrees received them within the last 8 years.

Academic majors and specific course preparation. A large number of social science teachers had academic majors in the social sciences. This included 452 teachers or 45 per cent of the total. Physical education majors constituted the second largest group with 202 teachers or 20 per cent of the total. The other teachers had academic majors in a variety of areas such as science, mathematics, business, English, speech, industrial arts, and home economics.

Regardless of the academic major there were several college courses in the social sciences that were taken by most of the teachers. Ninety per cent of them completed courses in American history; 85 per cent took courses in United States government, 80 per cent finished courses in World history, and 70 per cent received college credit in economics. The usual number of credits in these courses was either 3 or 6 academic hours. A large number of teachers received credit in American history, world history and government beyond the 6 academic hours requirement for teaching these subjects in the Class A high school. Not many, though, completed work beyond 20 hours credit in any one of these subjects and there were some that had no credits in some of these subjects.

The teachers as a group did not have a great deal of college work in some areas of the social sciences. For instance, only 44 per cent of the teachers completed courses in geography, and only 23 per cent of them finished course-work in philosophy. However, geography was not taught extensively in the high schools during the year studied and philosophy to the best of our knowledge was not taught at all.

The schools are classified on the basis of academic quality, thus an analysis of the relationship between the class of school and courses taken in college was made. It was confirmed that more of the teachers in the Class A schools had completed work in American history, world history, and government than had the teachers in the Class B or C schools. Also, more of the teachers in the Class B schools had completed courses in these subjects than the teachers in the Class C schools. In other subjects the same consistency was not always present, however. It was true for sociology, economics and courses in general social science, but in geography a higher percentage of the teachers in the Class C schools had completed

courses than had the teachers in the Class A or B schools. Also, a greater percentage of the teachers in the Class B than in the Class A or C schools had completed courses in philosophy.

An analysis was also made of the relationship between courses taken in college and the subjects taught by the teachers in high school. It was found that only about 51 per cent of the geography teachers had taken courses in college specifically termed geography, but that 72 per cent of them had studied economics, 80 per cent had studied sociology, 75 per cent had taken American history, 78 per cent had completed courses in world history and 81 per cent had studied government.

Approximately 90 per cent of the American history teachers had completed courses in college termed American history. Seventy-two per cent of the American history teachers had courses in economics, 78 per cent completed courses in world history, 83 per cent finished courses in government and 78 per cent received credit in sociology.

Seventy-nine per cent of the world history teachers completed courses in world history. Eighty-five per cent of the world history teachers also completed courses in American history, 76 per cent received credit in sociology, 67 per cent completed courses in economics and 83 per cent received credit in government. Only 9 per cent of the world history teachers received credit in eastern and Asiatic history.

Eighty-five per cent of the government teachers had received college credits in government, for the most part in American national government. Seventy-one per cent of the government teachers completed courses in economics, 80 per cent took courses in sociology, 85 per cent received credits in American history, 78 per cent in world history and 19 per cent completed courses in international relations.

The economics teachers as a body seem to be the best prepared, since 98 per cent of them had received college credits specifically in economics. Eighty-three per cent of them received college credits in sociology, 95 per cent finished courses in American history, 67 per cent completed courses in world history and 86 per cent received college credit in government.

The teachers of international relations seem to have been the poorest prepared, since only 31 per cent of them completed courses specifically termed international relations. Seventy-five per cent of them, however, completed courses in economics, 84 per cent took college courses in sociology, 88 per cent completed courses in world history and 81 per cent received credit in government in general.

The teachers' transcripts were further analyzed to determine the potential for meeting the minimum requirements for teaching specific courses offered in Class A schools. Six hours college credit in a specific subject is the minimum requirement for teaching in this class of school. The results revealed that 660 met the requirements for American history, 574 for world history, 433 for government, 418 for sociology and 315 for econom-

ics. A considerably smaller number of the teachers were prepared to teach geography and philosophy in the Class A high schools.

In comparing the total teaching potential of the teachers without regard to the subjects taught with the qualifications of the teachers who taught specific subjects, it appears that there were ample teachers prepared in each subject, yet many of the subjects that were offered were taught by teachers that did not meet the minimum requirements. This possibly indicates that Kansas is not realizing the best use of its teachers from an academic standpoint. It has to be considered, however, that course substitutions were permitted for meeting the accreditation requirements. These substitutions possibly were sound from an academic point of view; this was not investigated, primarily because there is no established criterion on the basis of which substitutions could be made. Certainly factors such as location, salary and family enter into the total consideration of placement.

The teachers' average grades in college. The teachers' average grades in college were also examined. The analysis was made on the basis of the academic major. The social science majors, by far the largest group, had grade averages (overall and in social science) which ranged from "A" to "C," however the majority of these teachers (53 per cent) had an overall average of "B." Forty-two per cent had an overall average of "C." The physical education majors constituted the second largest group. A majority of them (66 per cent) had an overall average of "C" and 33 per cent had an overall average of "B." Other academic majors varied between the "B" and "C" averages. There were, as would be anticipated, a small number of teachers in all areas that had a grade average of "A."

APPENDIX A

**Tables Analyzing Various Relationships Between the
Teachers of Social Science and the Colleges
From Which They Graduated**

TABLE I A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
GRADUATES OF VARIOUS COLLEGES
CLASS OF SCHOOL IN WHICH TEACHING
(PER CENT OF EACH GROUP)

	Number of Teachers	A	B	C	M
All Social Science Teachers	1,007	72.8	14.4	20.3	1.9
Kansas State Teachers					
College of Emporia	103	59.9	11.6	16.5	1.9
Kansas State Teachers					
College of Pittsburg	122	62.2	18.0	16.3	3.2
Fort Hays Kansas State College	92	53.2	21.7	22.8	2.1
Kansas State College	83	59.0	15.6	21.6	3.6
University of Kansas	65	76.9	9.2	10.7	3.0
Other Kansas Colleges	328	63.7	14.0	20.7	1.5
Oklahoma Colleges	85	50.5	18.8	29.4	1.1
Missouri Colleges	38	57.8	5.2	36.8	—
Other Colleges	89	71.9	10.1	16.8	1.1
Unknown	2	—	100.0	—	—

TABLE II A
 KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
 GRADUATES OF VARIOUS COLLEGES—ENROLLMENT
 OF SCHOOL IN WHICH EMPLOYED
 (PER CENT IN EACH GROUP)

	Number of Teachers	10-24	25-49	50-74	75-99	100-199	200-299	300-499	500-999	1000-2499	2500+
All Social Science Teachers	1,007	4.3	19.9	18.1	7.5	21.6	6.6	6.1	9.5	5.7	.29
Kansas State Teachers College of Emporia	103	8.5	12.8	22.3	8.7	11.6	13.5	8.5	13.5	7.7	
Kansas State Teachers College of Pittsburg	122	4.0	16.3	10.6	13.1	20.4	6.5	5.7	11.4	2.4	.81
Fort Hays Kansas State College	92	5.4	28.2	26.0	5.4	17.3	5.4	4.3	5.4	2.1	
Kansas State College	83	2.4	25.3	20.4	9.6	20.4	2.4	7.2	7.2	4.8	
University of Kansas	65	3.0	15.3	9.2	4.6	23.0	7.6	12.3	16.9	7.6	
Other Kansas Colleges	328	3.6	19.5	16.7	6.0	22.2	8.2	7.6	6.4	5.7	.6
Oklahoma Colleges	85	4.7	30.5	16.4	8.2	23.5	2.3	1.1	9.4	3.5	
Missouri Colleges	38	7.8	26.3	10.5	5.2	15.7	2.6	2.6	13.1	15.7	
Other Colleges	89	5.6	12.3	19.1	5.6	25.8	3.3	5.6	13.4	8.9	
Unknown	2				50.0	50.0					

TABLE III A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
GRADUATES OF KANSAS STATE TEACHERS COLLEGE OF EMPORIA

No. of Credit Hours							Per cent with		
	1	2	3	4	5	6	Over 6	No credit	no credit
General Social Science	0	4	14	1	3	6	3	72	69.9
Economics	0	0	39	1	9	18	9	27	26.2
Geography	0	10	19	0	4	15	8	47	45.6
Philosophy	0	3	4	1	2	0	0	93	90.2
Sociology	0	1	29	2	4	24	37	6	5.8
Am. History	0	3	10	0	10	15	59	6	5.8
World History	0	3	16	1	6	22	32	23	22.3
Government	2	3	15	1	22	20	31	9	8.7
Total number of graduates: 103									

TABLE IV A
 KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
 CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
 GRADUATES OF KANSAS STATE TEACHERS COLLEGE OF PITTSBURG

No. of Credit Hours	1	2	3	4	5	6	Over 6	No credit	Per cent with	
									no credit	no credit
General Social Science	0	2	14	2	6	6	15	77	63.1	
Economics	0	6	26	1	33	12	23	21	17.2	
Geography	2	6	22	2	11	4	13	62	50.8	
Philosophy	0	10	10	0	0	0	0	102	83.6	
Sociology	0	4	32	3	14	21	31	17	13.9	
Am. History	0	5	18	2	22	14	52	9	7.3	
World History	1	13	10	7	8	6	45	32	26.2	
Government	0	1	28	2	29	17	34	11	9.0	

Total number of graduates: 122

TABLE V A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
GRADUATES OF FORT HAYS KANSAS STATE COLLEGE

No. of Credit Hours	1	2	3	4	5	6	Over 6	No credit	Per cent with	
									no credit	no credit
General Social Science	0	0	4	6	26	3	4	49	53.2	
Economics	0	4	23	2	11	4	21	27	29.3	
Geography	0	3	22	1	1	1	3	61	66.3	
Philosophy	0	4	7	1	4	1	2	73	79.3	
Sociology	0	2	25	1	16	11	21	16	17.3	
Am. History	0	1	4	5	9	12	46	15	16.3	
World History	0	5	5	3	11	3	43	22	23.9	
Government	0	1	27	1	7	11	35	10	10.8	

Total number of graduates: 92

TABLE VI A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
GRADUATES OF KANSAS STATE COLLEGE

No. of Credit Hours	1	2	3	4	5	6	Over 6	No credit	Per cent with	
									no credit	no credit
General Social Science	0	1	6	3	2	16	21	34	40.9	
Economics	0	1	24	1	3	18	17	19	22.8	
Geography	1	3	11	0	1	0	3	64	77.1	
Philosophy	0	4	4	0	0	2	0	73	87.9	
Sociology	0	5	25	1	3	17	14	18	21.6	
Am. History	0	2	12	3	6	25	26	9	10.8	
World History	5	5	6	1	3	6	25	32	38.5	
Government	0	1	41	0	8	5	11	17	20.4	

Total number of graduates: 83

TABLE VII A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
GRADUATES OF UNIVERSITY OF KANSAS

No. of Credit Hours	1	2	3	4	5	6	Over 6	No credit	Per cent with	
									no credit	no credit
General Social Science	0	1	2	3	5	5	6	43	66.1	
Economics	0	1	8	3	22	2	8	21	32.3	
Geography	0	3	6	0	6	1	2	47	72.3	
Philosophy	0	10	3	1	3	1	0	47	72.3	
Sociology	0	3	13	4	12	3	22	8	12.3	
Am. History	0	2	9	0	7	8	24	15	23.0	
World History	0	0	4	0	6	5	42	8	12.3	
Government	0	0	9	0	13	6	25	12	18.4	
Total number of graduates: 65										

TABLE VIII A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
GRADUATES OF WASHBURN UNIVERSITY

	No. of Credit Hours							Per cent with	
	1	2	3	4	5	6	Over 6	No credit	no credit
General Social Science	0	0	6	0	0	13	2	16	43.2
Economics	0	3	3	0	1	5	11	14	37.8
Geography	0	1	5	0	1	0	1	29	78.3
Philosophy	0	1	14	0	1	1	4	16	43.2
Sociology	0	2	6	0	3	7	6	13	35.1
Am. History	0	0	3	1	9	23	0	0	0.0
World History	0	1	2	0	3	3	25	3	8.1
Government	1	2	12	1	2	5	10	4	10.8

Total number of graduates: 37

TABLE IX A
 KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
 CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
 GRADUATES OF WICHITA UNIVERSITY

No. of Credit Hours	1	2	3	4	5	6	Over 6	No credit	Per cent with	
									no credit	no credit
General Social Science	0	0	23	0	1	4	1	16	35.5	
Economics	0	2	18	1	2	4	8	10	22.2	
Geography	0	8	4	0	0	1	2	30	66.6	
Philosophy	0	2	6	0	0	0	0	37	82.2	
Sociology	1	1	24	0	5	0	1	13	28.8	
Am. History	0	0	7	0	1	7	26	4	8.8	
World History	0	1	3	2	7	3	20	9	20.0	
Government	0	3	9	0	6	8	14	5	11.1	
Total number of graduates: 45										

TABLE X A
 KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
 CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
 GRADUATES OF KANSAS PRIVATE COLLEGES

No. of Credit Hours							Over 6	No credit	Per cent with no credit
	1	2	3	4	5	6			
General Social Science	1	7	23	2	7	34	13	159	64.6
Economics	0	4	52	1	13	34	57	85	34.5
Geography	0	7	39	1	1	5	2	191	77.6
Philosophy	0	10	42	2	5	10	8	169	68.6
Sociology	0	7	48	3	11	45	81	51 $\frac{1}{2}$	20.7
Am. History	0	6	40	3	12	49	106	30	12.1
World History	0	7	26	2	9	27	125	50	20.3
Government	3	4	60	3	21	46	56	53	21.5

Total number of graduates: 246

TABLE XI A
KANSAS SECONDARY SCHOOL TEACHERS OF SOCIAL SCIENCE
CREDIT HOURS IN SOCIAL SCIENCE COURSES TAKEN BY
GRADUATES OF OUT-OF-STATE COLLEGES

No. of Credit Hours	1	2	3	4	5	6	Over 6	No credit	Per cent with no credit
General Social Science	1	7	31	2	4	37	9	121	57.0
Economics	2	5	47	7	14	26	37	74	34.9
Geography	2	12	33	2	6	11	13	133	62.7
Philosophy	0	9	20	9	1	4	7	162	76.4
Sociology	0	7	48	12	15	27	50	53	25.0
Am. History	0	4	22	7	12	28	129	10	4.7
World History	0	7	26	6	6	27	113	27	12.7
Government	0	5	46	14	20	32	64	31	14.6

Total number of graduates: 212

APPENDIX B

Certification Requirements in the State of Kansas

GENERAL REQUIREMENTS IN KANSAS FOR ALL TEACHER CERTIFICATES.¹¹

A. Valid Credits. All credit referred to in certificate regulations shall be earned or validated in an institution accredited by the State Superintendent.

B. Completion of Program. At least eight semester hours of the credit required for any certificate shall have been earned within the six years immediately preceding the date of filing application. This requirement does not apply to the applicant for a degree elementary or degree secondary certificate provided he has taught at least one year on a valid degree certificate within the six years immediately preceding the date of filing application.

C. Institutional Recommendation. Each applicant for a certificate shall declare a parent college or university. This designation may be changed by the applicant. All applications based upon college credit must be accompanied by a recommendation that a certificate be issued the applicant. The recommendation must be signed by the individual responsible for teacher education in the parent school.

D. Grade Point Average. A minimum grade average of C or 1.00 (A-3, B-2, C-1, D-0, F-0) shall be required in the minimum credit presented for an initial certificate or for the renewal of a certificate. A grade point average of 1.00 in all credit presented may be accepted as meeting this requirement.

E. Non-Resident Credit, Off-Campus Classes, Correspondence. Not to exceed 20 semester hours in all forms of extension, including correspondence, may be applied on a degree certificate or on a sixty-hour provisional certificate except that all correspondence credit earned prior to January 1, 1951, may be applied. This limitation will apply to all certificates on and after January 1, 1957.

SPECIFIC REQUIREMENTS FOR TEACHING SOCIAL SCIENCE IN THE PUBLIC SECONDARY SCHOOLS OF KANSAS

Class A: Twenty-four semester hours with a minimum of six semester hours in each subject taught.

Class B: Twelve semester hours in the field of social science with five semester hours for each subject taught.

Class C: Eight semester hours in the field of social science with three semester hours in each subject taught.

Deduction: In Class C high schools only, two semester hours may be deducted from the eight semester hours in the field for one or more units of high school social science subjects.

11. *Certificate Handbook*. State of Kansas. Issued by Adel F. Throckmorton, State Superintendent of Public Instruction and the State Board of Education, Topeka, Kansas, March 1, 1955.

(a) WORLD HISTORY:

Class A: Twenty-four semester hours in the field of social science with six semester hours of college credit in early Roman or early Greek history, or other early history, together with college credit in modern European history and in American history.

Class B: Twelve semester hours in the field of social science with college credit in early Roman or early Greek history or other early history, together with college credit in modern European history and in American history.

Class C: Eight semester hours in the field of social science with college credit in some early period history, with some European history and some American history.

Deduction: In class C high schools only, two semester hours may be deducted from the eight semester hours required for one or more units of high school credits in ancient, medieval, modern, American, or world history.

(b) INTERNATIONAL RELATIONS AND AMERICAN PROBLEMS:

Class A: Twenty-four semester hours in the social science field with six semester hours of college credit in either European comparative governments, governments of the United States or South America, or international relations.

Class B: Twelve semester hours in the social science field with college credit in European comparative governments, governments of the United States or South America, or international relations.

Class C: Eight semester hours in the social science field.

Deduction: In class C high schools only, a deduction of two semester hours may be made for high school credit in social science.

(c) CONSTITUTION, CIVICS, CITIZENSHIP, AMERICAN HISTORY, ECONOMICS, SOCIOLOGY:

Class A: Twenty-four semester hours in the social science field with six semester hours in each subject taught.

Class B: Twelve semester hours in the social science field with five semester hours in each subject taught.

Class C: Eight semester hours in the social science field with three semester hours in each subject taught.

Deduction: In class C high schools only, a deduction of two semester hours may be made for one or more high school units in the social science field. No deduction may be made from the specific preparation.

Note: "American history" is understood to mean United States history or any phase, period or other subdivision thereof. Credit in Kansas

history or other state history does not apply toward the five semester hours of credit required to teach American history.

Bible or church history may not be counted as satisfying the requirement in social science.

Six semester hours of credit in American government, constitution, civics, citizenship, political science, or history of the United States constitution qualifies to teach constitution, civics, or citizenship.

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