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**Offerings and Enrollments  
In the Secondary School  
Social Sciences in Kansas  
In 1961 - 1962**

By

**Eldon E. Snyder**

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## Offerings and Enrollments in the Secondary School Social Sciences in Kansas in 1961-1962

Eldon E. Snyder\*

Education, in its broadest aspects, is the transmission of a culture--the established way of life of a society. It is, however, more than a transmission of a culture. One of the characteristics of culture is that it is, paradoxically, conservative, yet dynamic. Even the folk society undergoes some cultural change, and within the urban society the dynamics of culture are obvious--sometimes painfully so. One important agent of change, within our own society, is the educational institutions themselves.

Culture includes material as well as non-material elements, and within the school curricula the social sciences<sup>1</sup> are concerned primarily with the transmission, and change, within the non-material aspects of culture. Thus, the objectives for the social sciences deal with the transmission of knowledge, the development of skills, understandings, attitudes and values concerning man's relations with his fellow man, within a social and physical environment.

In a very real sense the achievement of the objectives of the social sciences is becoming increasingly important in order that man may continue to live and enjoy the material conveniences that have been provided by modern technology. The lag between the material culture and our social relationships has become increasingly apparent.<sup>2</sup> This lag has developed because of the impact of social and cultural change. However, scientific, technological, social and political change will continue to be characteristic of modern society. It is imperative, therefore, that the social science curriculum, in a dynamic society, be meaningful and effective. This is particularly true at the secondary school level which is the terminal formal education for many students.

The purpose of this study is to provide data concerning the offerings, their sequence, and enrollments in the social sciences of Kansas secondary schools. This data might be used in improving the curriculum in at least

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1. The writer is well aware of the confusion that has existed, between the use of the terms "social studies" and "social science." Both the National Council for the Social Studies and the *Encyclopedia of Educational Research* prefer the use of "social studies" when considering school offerings at the elementary and secondary levels. However, Bruce A. Watson in "Social Science and the Social Studies," *Social Education*, 21 (January, 1957), 25-27, argues against differentiation between the terms. Since Professor Harold V. Sare has already established a precedent for the usage of the term "social science" in a previous study at this institution this usage will be continued in the present research. Note: Harold V. Sare. "Background and Academic Preparation of the Social Science Teachers in the High Schools of Kansas 1956-1957." *The Emporia State Research Studies*, Volume VII, Number 2.

2. The discrepancies between the dynamic characteristics of our scientific technology and the conservativeness of the social sciences can also be observed in the readiness of our society to subsidize some aspects of the school curriculum and the rapid incorporation of new knowledge within the subject offerings. On the other hand, the social sciences have been belatedly included within the financial framework of governmental foundation organizations, and within the structure of the social science curriculum itself there has been considerable resistance to modifications away from the traditional subject matter organization.

two ways. First, to provide background data for teacher preparation of prospective social science teachers and in-service teacher training. Second, to secure information concerning the status of the social sciences that will be useful for creative curriculum revision. Both functions are vital to an effective social science curriculum. Obviously, teachers must be well-prepared to instruct students in the courses most frequently offered. Equally important, however, is the need for data that might be used for curriculum evaluation and revision. Curriculum workers must begin with the existing program, but data of this study should not indicate a commitment to retain the *status quo*. Social change is a fundamental characteristic of our society, and these changes will necessarily be reflected in curriculum development.

### Survey of Related Literature

Three studies have been published by Kansas State Teachers College of Emporia pertaining to offerings and enrollments in secondary school sciences. The initial study by Breukelman and Andrews<sup>3</sup> was published in 1952. The follow-up studies were completed by Breukelman and Andrews<sup>4</sup> and Breukelman and Frazier.<sup>5</sup> The techniques and organization of the present study have drawn heavily on these studies.

An Emporia State study by Rundell and Miller that includes data on the offerings and enrollments in foreign languages in Kansas secondary schools has recently been published.<sup>6</sup>

One previous study has been published at this institution concerning the Kansas secondary school social sciences, "Background and Academic Preparation of the Social Science Teachers in the High Schools of Kansas 1956-1957," by Harold V. Sare.<sup>7</sup> The Sare study dealt primarily with teacher preparation; however, there was brief consideration given to social science offerings.

Studies of a national scope on offerings and enrollments in the social sciences include the article by Howard R. Anderson<sup>8</sup> in which he compared the results of two studies<sup>9, 10</sup> based on nation-wide samples. Both studies dealt specifically with offerings and registrations in the secondary school curriculum.

3. John Breukelman and Ted F. Andrews. "Offerings and Enrollments in the Secondary School Sciences in Kansas in 1951-1952." *The Emporia State Research Studies*. Volume I, Number 3.

4. John Breukelman and Ted F. Andrews. "Offerings and Enrollments in the Secondary School Sciences in Kansas in 1954-1955." *The Emporia State Research Studies*. Volume IV, Number 3.

5. John Breukelman and Ralph P. Frazier. "Offerings and Enrollments in the Secondary School Sciences in Kansas in 1960-1961." *The Emporia State Research Studies*. Volume X, Number 1.

6. George M. Rundell and Minnie M. Miller. "Foreign Languages in Kansas Secondary Schools, 1961-1962." *The Emporia State Research Studies*. Volume XI, Number 3.

7. Sare. *op. cit.*

8. Howard R. Anderson. "Offerings and Registrations in the Social Studies." *Social Education*, 14 (February, 1950), pp. 73-75.

9. Carl A. Jessen and Lester B. Herliky. "Offerings and Registrations in High School Subjects, 1933-34." Bulletin Number 6, Washington, D. C.: Federal Security Agency, Office of Education, 1938.

10. Howard R. Anderson. "Teaching of United States History in Public High Schools: An Inquiry into Offerings and Registration, 1946-1947." Bulletin Number 7, Washington, D. C.: Federal Security Agency, Office of Education, 1949.

In 1951 the National Council for the Social Studies published a *Curriculum Series*<sup>11</sup> identifying the needs of young adolescents and proposed offerings for the junior high school social science curriculum, and Eunice Johns, in 1953, edited a sequel *Curriculum Series*<sup>12</sup> that suggested curricular offerings for the high school.

Two additional studies of offerings and enrollments in secondary schools were made by Ellsworth and Sand<sup>13</sup> and McLendon.<sup>14</sup> Both were completed under the sponsorship of the National Council for the Social Studies.

Gross and Zeleny believe that on a nation-wide basis the most prevalent pattern of course offerings and their sequence is as follows:<sup>15</sup>

|                              |                       |
|------------------------------|-----------------------|
| Grade VII                    | Grade X               |
| Selected peoples and nations | World history         |
| Geography                    | Modern history        |
| U. S. history                |                       |
| Social Studies               | Grade XI              |
| Grade VIII                   | U. S. history         |
| U. S. history                | Electives             |
| Civics                       |                       |
| Social Studies               | Grade XII             |
| Grade IX                     | Contemporary problems |
| Civics                       | U. S. history         |
| Orientation                  | Government            |
| State history                |                       |

Moreland<sup>16</sup> recently conducted a nation-wide survey of the required and elective courses in the social sciences, at both the junior and senior high school levels. The most frequently required courses were:

|                                |                             |
|--------------------------------|-----------------------------|
| Grade VII                      | Grade X                     |
| World geography                | World history               |
| American history-geography     | American history            |
| American history               | World history-geography     |
| Grade VIII                     | Grade XI                    |
| American history               | American history            |
| American history-state history | American history-government |
| American history-civics        | World history               |
| Grade IX                       | Grade XII                   |
| Civics                         | Problems of democracy       |
| World geography                | American government         |
| World history                  | American history            |

11. Julian C. Aldrich, editor. "Social Studies for Young Adolescents: Programs for Grades Seven, Eight, and Nine." *Curriculum Series*, Number 6, Washington, D. C.: National Council for the Social Studies, 1951.

12. Eunice Johns, editor. "Social Studies in the Senior High School: Programs for Grades Ten, Eleven, and Twelve." *Curriculum Series*, Number 7, Washington, D. C.: National Council for the Social Studies, 1953.

13. Ruth Ellsworth and Ole Sand, Co-editors. *Improving the Social Studies Curriculum*. Twenty-Sixth Yearbook, National Council for the Social Studies, Washington, D. C.: 1955.

14. John C. McLendon. "Significant Trends in the Social Studies Curriculum." *Social Education*, 21 (May, 1957), pp. 213-216.

15. Richard E. Gross and Leslie D. Zeleny. *Educating Citizens for Democracy*. Oxford University Press, New York, 1958, p. 70.

16. Willis D. Moreland. "Curriculum Trends in the Social Studies." *Social Education*, 26 (February, 1962), pp. 73-76, 102.

The most commonly reported elective courses, grades ten through twelve were:

|                 |                       |
|-----------------|-----------------------|
| Grade X         | Grade XII             |
| World history   | Problems of democracy |
| World geography | Sociology             |
| Modern history  | Economics             |
| Grade XI        |                       |
| Economics       |                       |
| Sociology       |                       |
| World history   |                       |

In 1954 Emlyn Jones<sup>17</sup> surveyed high schools concerning the social science offerings required for graduation. In 1963, a follow-up study was conducted of 130 school systems in cities with a population of 100,000 or more.<sup>18</sup> The three most frequently required subjects, and the grade levels reported, on both the 1954 and 1963 study were:

|                       |           |
|-----------------------|-----------|
| United States history | Grade XI  |
| World history         | Grade X   |
| American problems     | Grade XII |

### Acknowledgements

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### Methods

The data for this study were compiled from the Principal's Organization Reports for the school year 1961-1962 which are on file at the Kansas State Department of Public Instruction.

For each school tabulations were made on the total school enrollment, the social science courses offered, the grade level, and enrollment in each course.

The schools were divided by size into population categories used in the three previous studies of this type dealing with offerings and enrollments in science and the Sare social science study cited above.

Additional data for the junior high school courses were tabulated concerning the subject content and core offerings.

The data in the Principal's Organization Reports are based upon offerings and enrollments in the fall term of each school year. The reports do not contain data concerning the offerings and enrollments for the second semester. This presented some difficulty in the preparation of this study, particularly since many of the subjects offered are one-semester courses. For example, since American history is offered

17. Emlyn Jones. "Analysis of Social Studies Requirements." *Social Education*, 18 (October, 1954), pp. 257-258.

18. Emlyn Jones. "Social Studies Requirements in an Age of Science and Mathematics." *Social Education*, 27 (January, 1963), pp. 17-18.

as a two-semester course there is little question concerning the probable enrollment the second semester; however, American government might be offered as a one-semester or a full-year course. If it is a one-semester course, students will frequently enroll in one of the several electives in social science the following semester. This information concerning courses offered in the second semester is not available on the Principal's Organization Reports. To gather this data a post card survey was made of all senior high schools. However, the survey did not entirely clarify this problem, because of incomplete returns or failure to report all necessary data. (Both junior and senior high schools were originally included in the survey but the junior high school subject turn-over at the end of the first semester was not sufficient to warrant tabulation.)

It was also difficult to classify ninth grade course offerings. For those high schools organized on an 8-4 plan the ninth grade courses were classified under high school offerings. In a 6-3-3 administrative organization, however, the same course appears in the junior high school tabulations. Other types of school organization likewise complicated the tabulation process. In every case an attempt was made to treat the data consistently and in such a manner that it would reflect the design and purpose of this study.

Driver education, on the Principal's Organization Reports, is listed as a social science. However, in this study the writer is primarily concerned with the "academic social sciences." Therefore, data on driver education was not tabulated in the context of the study but is presented separately in the APPENDIX.

## The Sample

In the school year 1961-62, 609 senior high schools and 92 junior high schools were accredited by the State Department of Public Instruction.<sup>19</sup> Most senior high schools in Kansas are three or four year high schools. Most junior high schools consist of seventh, eighth, and ninth grades. However, a few other organizational types exist. TABLE 1 shows the number and percent of junior and senior high schools used in the present study categorized by size of school. Information was not available on nine accredited high schools and one accredited junior high school.

## Offerings and Enrollments in Senior High School

### SOCIAL SCIENCE OFFERINGS

In 1961-62 approximately 57 per cent of all Kansas senior high schools had an enrollment of less than 100 and approximately 78 per cent had enrollments of less than 200.

TABLE 2 indicates the number of high schools in each size category studied and the number of social science courses offered in 1961-62.

19. *Kansas Educational Directory 1961-62*. Bulletin 340, State Superintendent of Public Instruction, Topeka, Kansas, p. 18.



TABLE 1  
 Number and Percent of Kansas Junior and Senior High  
 Schools in Each Category Studied  
 1961-1962

| Size of<br>School | Total                |         | Junior High School   |         | Senior High School   |         |
|-------------------|----------------------|---------|----------------------|---------|----------------------|---------|
|                   | Number of<br>Schools | Percent | Number of<br>Schools | Percent | Number of<br>Schools | Percent |
| -24               | 22                   | 3       | ....                 | ....    | 22                   | 4       |
| 25-49             | 130                  | 20      | ....                 | ....    | 130                  | 22      |
| 50-74             | 104                  | 15      | ....                 | ....    | 104                  | 17      |
| 75-99             | 88                   | 13      | 3                    | 3       | 85                   | 14      |
| 100-199           | 138                  | 20      | 12                   | 13      | 126                  | 21      |
| 200-299           | 54                   | 8       | 6                    | 7       | 48                   | 8       |
| 300-499           | 56                   | 8       | 18                   | 20      | 38                   | 6       |
| 500-999           | 73                   | 11      | 42                   | 46      | 31                   | 5       |
| 1000-2499         | 25                   | 4       | 10                   | 11      | 15                   | 3       |
| 2500-             | 1                    | .1      | ....                 | ....    | 1                    | .2      |
| Totals            | 691                  |         | 91                   |         | 600                  |         |

TABLE 2  
 Number and Per Cent of Kansas Senior High Schools in Each Size  
 Category and the Number of Social Science Courses Offered by  
 These Schools  
 First Semester 1961-1962

| Size<br>of<br>School | Number<br>of<br>Schools |         | Number of Schools Offering from One<br>to Six or More Social Science Courses |      |      |      |      |              |
|----------------------|-------------------------|---------|--|------|------|------|------|--------------|
|                      | Number of<br>Schools    | Percent | 1  | 2    | 3    | 4    | 5    | 6 or<br>More |
| -24                  | 22                      | 4       | 4  | 7    | 2    | 8    | 1    | ....         |
| 25-49                | 130                     | 22      | 5  | 19   | 51   | 36   | 15   | 4            |
| 50-74                | 104                     | 17      | ....   | 12   | 29   | 42   | 16   | 5            |
| 75-99                | 85                      | 14      | ....   | 2    | 22   | 36   | 21   | 4            |
| 100-199              | 126                     | 21      | ....   | 2    | 16   | 45   | 47   | 16           |
| 200-299              | 48                      | 8       | ....   | 1    | 2    | 13   | 17   | 15           |
| 300-499              | 38                      | 6       | ....   | .... | 2    | 12   | 10   | 14           |
| 500-999              | 31                      | 5       | ....   | .... | 1    | 2    | 11   | 17           |
| 1000-2499            | 15                      | 3       | ....   | .... | .... | 2    | 3    | 10           |
| 2500-                | 1                       | .2      | ....   | .... | .... | .... | .... | 1            |
| Totals               | 600                     |         | 9  | 43   | 125  | 196  | 141  | 86           |

TABLE 3  
 Number and Percent of Kansas Senior High Schools in Each Size Category  
 Teaching the Ten Most Frequently Offered Social Sciences  
 First Semester 1961-1962

| Size of School | Number of Schools | American History |     | American Government |     | World History |     | Psychology |     | Sociology |     | Home Living |     | World Geography |     | Citizenship |     | Economics |     | Vocations-Occupations-Orientation |     |
|----------------|-------------------|------------------|-----|---------------------|-----|---------------|-----|------------|-----|-----------|-----|-------------|-----|-----------------|-----|-------------|-----|-----------|-----|-----------------------------------|-----|
|                |                   | No.              | %   | No.                 | %   | No.           | %   | No.        | %   | No.       | %   | No.         | %   | No.             | %   | No.         | %   | No.       | %   | No.                               | %   |
| -24            | 22                | 15               | 68  | 18                  | 82  | 8             | 36  | 5          | 23  | 3         | 14  | ...         | ... | 4               | 18  | 2           | 9   | 1         | 5   | ...                               | ... |
| 25-49          | 130               | 124              | 95  | 110                 | 85  | 66            | 51  | 18         | 14  | 12        | 9   | 10          | 8   | 12              | 9   | 10          | 8   | 8         | 6   | 8                                 | 6   |
| 50-74          | 104               | 98               | 94  | 92                  | 87  | 66            | 63  | 19         | 18  | 8         | 8   | 8           | 8   | 6               | 6   | 11          | 11  | 9         | 9   | 9                                 | 2   |
| 75-99          | 85                | 78               | 92  | 67                  | 79  | 55            | 65  | 16         | 19  | 8         | 9   | 11          | 13  | 7               | 8   | 7           | 8   | 7         | 8   | 7                                 | 3   |
| 100-199        | 126               | 118              | 94  | 114                 | 90  | 93            | 74  | 32         | 25  | 18        | 14  | 20          | 16  | 11              | 9   | 14          | 11  | 9         | 7   | 9                                 | 7   |
| 200-299        | 48                | 46               | 96  | 45                  | 94  | 46            | 96  | 21         | 44  | 8         | 17  | 6           | 13  | 6               | 13  | 6           | 13  | 7         | 14  | 7                                 | 8   |
| 300-499        | 38                | 32               | 84  | 30                  | 79  | 20            | 53  | 13         | 34  | 9         | 24  | 6           | 16  | 9               | 24  | 4           | 11  | 7         | 18  | 5                                 | 13  |
| 500-999        | 31                | 30               | 97  | 29                  | 94  | 29            | 94  | 21         | 69  | 11        | 35  | 5           | 16  | 6               | 19  | 2           | 6   | 5         | 16  | 4                                 | 13  |
| 1000-2499      | 15                | 14               | 93  | 11                  | 73  | 12            | 80  | 8          | 53  | 7         | 47  | 3           | 20  | 4               | 27  | 3           | 20  | 2         | 13  | 1                                 | 7   |
| 2500-          | 1                 | 1                | 100 | 1                   | 100 | 1             | 100 | 1          | 100 | 1         | 100 | ...         | ... | 1               | 100 | ...         | ... | ...       | ... | ...                               | ... |
| Totals         | 600               | 556              | 93  | 517                 | 86  | 396           | 66  | 154        | 26  | 85        | 14  | 69          | 12  | 66              | 11  | 59          | 10  | 55        | 9   | 38                                | 6   |

TABLE 2 does not depict an accurate account of the total offerings. It is based only on the data available for the first semester of 1961-62. It is probable that additional course offerings were available the second semester. Even knowledge of the second semester offerings would not be a complete picture of total offerings since the smaller schools will frequently alternate courses from year to year.

It is apparent that the size of the high school is associated with the number of social science courses offered. All schools that offered only one social science course at the time the data were collected had an enrollment of less than 30. On the other hand, 73 of the 86 schools that offered six or more social science courses had an enrollment of 100 or more.

TABLE 3 provides information concerning the ten most frequently offered courses in Kansas high schools. This information is based on the data available for first semester of 1961-1962. American history and American government are the most frequently offered courses. These offerings reflect the state requirement that all high school graduates must complete one unit of American history and one-half unit of American government. Citizenship, frequently offered in the ninth grade as a one-semester course, likewise is a satisfactory means of meeting the requirement in American government.

TABLE 3 is not an adequate account of total offerings of one-semester courses since it is based upon data for the first semester of 1961-1962 only. No doubt some high schools did not offer some of these subjects first semester that did so the second semester. Some analysis was made in reference to second semester enrollments that will be presented later in this study. It should also be reiterated that some schools will alternate subjects from semester to semester, and year to year. Thus, while all high school students are required to take American history and American government, the percentages for the first semester do not total 100 percent. Therefore, all subjects are underrepresented, though not to the same degree.

An examination of TABLE 4 of the social science courses taught the first semester, in addition to the ten most frequently offered courses, indicates a wide variety of subjects. International Relations was offered in four percent of the high schools and American problems in two percent. The relatively small percentage of schools that offered the latter course is surprising in light of its popularity in other states as revealed by nation-wide curriculum studies (Gross and Zeleny,<sup>20</sup> Morehead,<sup>21</sup> Jones, 1954,<sup>22</sup> Jones, 1963<sup>23</sup>). Other subjects listed in TABLE 4 represent an even smaller percentage of the total number of high schools studied.

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20. Gross and Zeleny, *op. cit.*, p. 70.
  21. Morehead, *op. cit.*, pp. 73-76, 102.
  22. Jones, 1954, *op. cit.*, pp. 257-258.
  23. Jones, 1963, *op. cit.*, pp. 17-18.

TABLE 4  
 Number of Kansas Senior High Schools That Taught Social Science Courses  
 in Addition to the Ten Most Frequently Offered Courses  
 First Semester 1961-1962

| Size of School | International Relations | American Problems | Social Studies | Current Affairs | Democracy | Economic Geography | Humanities | Kansas History | World Cultures | American Heritage | Economic History | History of China and Japan | Russian History |
|----------------|-------------------------|-------------------|----------------|-----------------|-----------|--------------------|------------|----------------|----------------|-------------------|------------------|----------------------------|-----------------|
| -24            | 1                       | ...               | ...            | 1               | ...       | ...                | ...        | 1              | ...            | ...               | ...              | ...                        | ...             |
| 25-49          | 2                       | 1                 | ...            | 1               | ...       | ...                | ...        | ...            | ...            | ...               | ...              | ...                        | ...             |
| 50-74          | 3                       | 3                 | 1              | ...             | 2         | ...                | ...        | ...            | ...            | ...               | ...              | ...                        | ...             |
| 75-99          | ...                     | ...               | 2              | ...             | ...       | ...                | ...        | ...            | ...            | ...               | ...              | ...                        | ...             |
| 100-199        | 7                       | ...               | 2              | ...             | 1         | ...                | ...        | 1              | ...            | ...               | ...              | ...                        | ...             |
| 200-299        | 4                       | 2                 | ...            | ...             | ...       | ...                | ...        | ...            | ...            | ...               | ...              | ...                        | ...             |
| 300-499        | 2                       | 1                 | 1              | 3               | 1         | ...                | ...        | ...            | ...            | ...               | ...              | ...                        | ...             |
| 500-999        | 3                       | 4                 | 2              | 1               | ...       | ...                | 1          | ...            | 1              | 1                 | 1                | 1                          | 1               |
| 1000-2499      | 2                       | 3                 | 2              | 2               | ...       | 2                  | 1          | ...            | 1              | ...               | ...              | ...                        | 1               |
| 2500-          | ...                     | ...               | ...            | 1               | ...       | ...                | ...        | ...            | 1              | ...               | ...              | ...                        | ...             |
| Total          | 24                      | 14                | 10             | 9               | 4         | 2                  | 2          | 2              | 2              | 1                 | 1                | 1                          | 1               |

## Sequence of Course Offerings

The sequence refers to the courses that are emphasized at the various grade levels. Presumably the sequence of courses should reflect the maturation level, interests, and needs of students. TABLE 5 and the following graphic illustration list the sequence of ten most frequently offered social science courses in Kansas high schools during the first semester 1961-1962. [TABLE 5 may be used in connection with TABLE 3; e.g., 48.5 percent (TABLE 5) of the 556 high schools offering American History (TABLE 3) did so in the eleventh grade; 50 percent (TABLE 5) of the 517 high schools offering American government (TABLE 3) did so in the eleventh grade, etc.]

TABLE 5

Sequence of Social Science Offerings in Kansas Secondary Schools  
First Semester 1961-1962

| Percent of Schools Offering the Ten Most Frequently Offered Courses at Each Grade Level |                  |                     |               |            |           |             |                 |             |           |                                   |
|---|------------------|---------------------|---------------|------------|-----------|-------------|-----------------|-------------|-----------|-----------------------------------|
| Grade Level   | American history | American government | World history | Psychology | Sociology | Home Living | World geography | Citizenship | Economics | Vocations-Occupations-Orientation |
| 9   | 1.5              | ...                 | 13            | 2          | 2         | 1           | 18              | 57          | .5        | 39                                |
| 10  | 4.               | 1                   | 45            | 8          | 12        | 9           | 37              | 22          | 6.        | 28                                |
| 11  | 48.5             | 50                  | 22            | 40         | 40        | 38          | 25              | 11          | 37.5      | 18                                |
| 12  | 46.              | 49                  | 20            | 50         | 46        | 52          | 20              | 10          | 56.       | 15                                |

In the ninth and tenth grades the emphasis is on citizenship and vocations—occupations—orientation courses; world history and world geography are distributed throughout all four grades, and American history, American government, psychology, sociology, home living, and economics are concentrated in the upper two grades of high school.

## Enrollments in Social Science Courses

The enrollments in social science courses reflect, as might be expected, those subjects most frequently offered. Thus, American history shows the largest enrollment with American government and world history ranking second and third. TABLE 6 provides data on the ten courses with the largest enrollments in the first semester 1961-1962. Courses with enrollments less than the ten listed in TABLE 6 included



TABLE 6  
The Ten Kansas Senior High School Social Science Courses with the Largest Enrollments  
First Semester 1961-1962

| Size of School | American history | American government | World history | Psychology | Citizenship | Sociology | World geography | Vocations—Occupations—Orientation | Home Living | American Problems |
|----------------|------------------|---------------------|---------------|------------|-------------|-----------|-----------------|-----------------------------------|-------------|-------------------|
| -24            | 120              | 121                 | 48            | 40         | 11          | 17        | 23              | ...                               | ...         | ...               |
| 25-49          | 1232             | 1129                | 626           | 164        | 127         | 100       | 114             | 91                                | 61          | 5                 |
| 50-74          | 1446             | 1320                | 778           | 212        | 146         | 83        | 81              | 47                                | 53          | 42                |
| 74-99          | 1635             | 1037                | 780           | 186        | 101         | 83        | 91              | 65                                | 103         | ...               |
| 100-199        | 3831             | 3176                | 1622          | 651        | 266         | 234       | 189             | 129                               | 209         | ...               |
| 200-299        | 2737             | 2274                | 1016          | 436        | 137         | 195       | 81              | 292                               | 140         | 14                |
| 300-499        | 3155             | 2282                | 783           | 422        | 177         | 328       | 379             | 325                               | 161         | 73                |
| 500-999        | 6502             | 3934                | 2727          | 1137       | 246         | 541       | 297             | 347                               | 262         | 315               |
| 1000-2499      | 6535             | 2518                | 1553          | 917        | 1078        | 333       | 296             | 248                               | 166         | 539               |
| 2500-          | 810              | 307                 | 104           | 174        | ...         | 26        | 57              | ...                               | ...         | ...               |
| Total          | 28,053           | 18,098              | 6,587         | 4,339      | 2,289       | 1,940     | 1,608           | 1,544                             | 1,155       | 988               |

economics (enrollment 950), social studies (enrollment 813), and international relations (enrollment 319); enrollments in additional course offerings were not considered sufficient to warrant separate tabulation.

As was discussed earlier in this study (note: METHODS) a post card survey was used to determine enrollments in courses usually offered on a semester basis. The results of the survey are only suggestive since the usable responses were returned by 76 percent of the high schools; TABLE 7 provides this data. Thus, the total number of individual students for the year in psychology [using the Totals of TABLE 6 (first semester) and TABLE 7 (second semester)] would be approximately 7,000 students, more than the number of individual students in world history which is usually a two-semester course. The total number of individual students in sociology for both semesters would be at least 4,200.

TABLE 7  
Ten Second Semester Kansas Senior High School Social Science Courses Usually Offered on a Semester Basis with the Largest Enrollments 1961-1962

| Size of School | Psychology | Sociology | Economics | World Geography | Citizenship | Current Affairs | American Problems | Occupations-Vocations-Orientation | International relations | Home Living |
|----------------|------------|-----------|-----------|-----------------|-------------|-----------------|-------------------|-----------------------------------|-------------------------|-------------|
| -24            | 27         | 23        | 8         | 16              | 8           | ...             | ...               | ...                               | ...                     | ...         |
| 25-49          | 150        | 143       | 64        | 35              | 68          | 18              | ...               | 45                                | 16                      | 16          |
| 50-74          | 164        | 66        | 143       | 39              | 55          | ...             | ...               | 10                                | 18                      | ...         |
| 75-99          | 145        | 105       | 61        | 42              | 14          | 7               | 13                | ...                               | 44                      | 8           |
| 100-199        | 388        | 347       | 277       | 242             | 171         | 34              | 65                | 73                                | 60                      | 11          |
| 200-299        | 233        | 304       | 195       | 71              | 109         | 141             | ...               | 42                                | 20                      | 27          |
| 300-499        | 310        | 424       | 71        | 90              | 32          | 122             | ...               | 65                                | ...                     | 38          |
| 500-999        | 614        | 576       | 241       | 231             | 100         | 161             | 181               | 277                               | 89                      | ...         |
| 1000-2499      | 556        | 295       | 154       | 96              | 380         | 99              | 222               | 30                                | ...                     | ...         |
| 2500-          | ...        | ...       | ...       | ...             | ...         | 33              | ...               | ...                               | ...                     | ...         |
| Total          | 2587       | 2283      | 1214      | 862             | 937         | 615             | 581               | 345                               | 247                     | 100         |



However, it should be noted that if student units rather than individual students are considered in comparison, the totals for the first semester of year courses would be doubled.

Since the total enrollments reflect, in part, the number of schools offering the courses, computations were made of the *average number of students per school* enrolled in the ten social science courses with the largest enrollments during the first semester 1961-1962. These data are depicted in TABLE 8. Thus, for example, while 12 times as many students are enrolled in American history as in citizenship the *average number of students per school* enrolled does not reflect the same relative difference.

### Offerings and Enrollments in Junior High School

There were 92 accredited junior high schools in the state in 1961-1962. The accredited junior high schools accounted for approximately 55,000 students during the year under study. The rationale for the reporting data on the junior high schools in this study is based upon the increasing number of separately organized junior high school educational units and since they are located primarily in the larger communities and metropolitan areas, they serve a large percentage of junior high school age students.

A perusal of TABLE 2, which provides a breakdown of the junior and senior high schools by size, indicates that 78 percent of the junior high schools reported enrollments exceeding 300 students, 46 percent of the schools had enrollments from 500-999, and 11 percent were schools of over 1000 students. Only three schools, or approximately three percent of the junior high schools studied, reported enrollments of less than 100.

In 1961-62 76 junior high schools (83 percent) were organized as three year schools; other organization types included 13 schools (14 percent) that were two year schools, and 3 schools (3 percent) were organized on a four year basis. All schools studied indicated some social science offered in each junior high school grade level.

### Subjects Taught in the Junior High Schools

In some respects it is inappropriate to consider specific courses taught in the junior high school, particularly in the seventh and eighth grades. It might be more apropos to consider areas of common learning or unified studies. However, these learning areas consist of subject matter that can be classified into generalized subject areas. TABLE 9 provides the five subject areas most frequently taught in the seventh, eighth, and ninth grades and the number of schools that so indicated. In many cases the subjects listed were not separate courses but two or three might be taught together within the generalized area of "social studies." Where it was possible to determine from the Principal's Organization Reports specific subjects taught under this category the subjects were tabulated separately. The category "social studies" in the table represents the subjects so listed where a more specific subject matter breakdown was not provided.

TABLE 8  
 Average Number of Students Enrolled Per Kansas Senior High School  
 in The Ten Social Science Courses With The Largest Enrollment  
 First Semester 1961-1962

|                    | American<br>History | American<br>Government | World<br>History | Psychology | Citizenship | Sociology | World<br>Geography | Vocational-<br>Occupations-<br>Orientation | Home Living | American<br>Problems |
|--------------------|---------------------|------------------------|------------------|------------|-------------|-----------|--------------------|--|-------------|----------------------|
| Schools Offering   | 556                 | 517                    | 396              | 154        | 59          | 85        | 66                 | 38   | 69          | 14                   |
| Students Enrolled  | 28053               | 18098                  | 6587             | 4339       | 2289        | 1940      | 1608               | 1544                                       | 1155        | 988                  |
| Average Per School | 50                  | 35                     | 17               | 28         | 39          | 23        | 24                 | 38   | 17          | 71                   |

It is apparent that geography is emphasized in the seventh grade, it is likewise important in the ninth grade. American history is offered by a large percentage of the schools in the eighth grade, and civics and citizenship predominate in the ninth grade. Kansas history is taught by a significant proportion of the schools in the seventh grade, and world his-

TABLE 9  
The Five Most Frequently Taught Social Science Subjects  
in the Seventh, Eighth, and Ninth Grades  
1961-1962

| Grade level | Subject                | Number of Schools |
|-------------|------------------------|-------------------|
| Seventh     | Geography              | 56                |
|             | Social Studies         | 26                |
|             | Kansas History         | 22                |
|             | World History          | 15                |
|             | Civics, Citizenship    | 10                |
| Eighth      | American History       | 80                |
|             | Social Studies         | 10                |
|             | Civics, Citizenship    | 6                 |
|             | Kansas History         | 6                 |
|             | Current Events         | 4                 |
| Ninth       | Civics, Citizenship    | 47                |
|             | Geography              | 19                |
|             | World History          | 16                |
|             | Vocations, Occupations | 9                 |
|             | American Government    | 6                 |

tory is offered frequently in both the seventh and ninth grades; however, in the seventh grade, world history is usually a unit or a portion of the course "social studies" and is often titled "Old World Backgrounds" and provides a background to eighth grade American history.

### Enrollments in Junior High School Social Sciences

The actual enrollment in Junior high social sciences generally reflects the number of schools offering the courses. TABLE 10 illustrates the number of students enrolled in each course by the size category of junior high school.

In some respects the courses listed in TABLE 10 are not comparable to TABLE 9. TABLE 9 represents a breakdown into specific subjects that were in some cases only units within a "social studies" course. Thus in TABLE 9 seventh grade "social studies" is taught less frequently, in proportion to geography, than the enrollments in TABLE 10 indicate.

TABLE 10  
Social Science Offerings and Enrollment in the Seventh,  
Eighth, and Ninth Grades,  
1961-1962

| Size of School | 7th Grade<br>Course Offerings and Enrollment |                |                |                       |               |                |                  | 8th Grade<br>Course Offerings and Enrollment |        |                  |                |               |                |                | 9th Grade<br>Course Offerings and Enrollment |               |                     |                          |                |           |           |                |        |       |
|----------------|--|----------------|----------------|-----------------------|---------------|----------------|------------------|--|--------|------------------|----------------|---------------|----------------|----------------|--|---------------|---------------------|--------------------------|----------------|-----------|-----------|----------------|--------|-------|
|                | Geography                                    | Social Studies | Kansas History | Civics<br>Citizenship | World History | Current Events | American History | European History                             | Total  | American History | Social Studies | World History | Current Events | Kansas History | Civics<br>Citizenship                        | World History | American Government | Vocations<br>Occupations | Current Events | Economics | Sociology | Kansas History | Total  |       |
| 25-49          |  |                |                |                       |               |                |                  |  |        |                  |                |               |                |                |  |               |                     |                          |                |           |           |                |        |       |
| 50-74          |  |                |                |                       |               |                |                  |  |        |                  |                |               |                |                |  |               |                     |                          |                |           |           |                |        |       |
| 75-99          |  | 122            |                |                       |               |                |                  | 122  | 85     | 97               |                |               |                |                | 112  |               |                     |                          |                |           |           |                |        | 27    |
| 100-199        | 466  | 27             | 391            | 28                    | 159           | 28             | 120              | 33   | 698    | 25               | 74             |               |                | 49             | 270  | 21            |                     |                          |                |           |           |                |        | 67    |
| 200-299        | 413  |                | 89             |                       |               |                |                  |  | 541    |                  |                |               |                |                |  |               |                     |                          |                |           |           |                |        | 427   |
| 300-499        | 1337   | 246            | 671            | 260                   | 233           | 104            | 164              | 167  | 2,180  |                  |                |               |                |                |  |               |                     |                          |                |           |           |                |        | 2,412 |
| 500-999        | 3,443  | 3,644          | 1,038          | 540                   | 605           | 531            |                  |  | 6,651  | 1,123            | 953            | 529           | 373            |                | 9,629  | 1,384         | 1,116               | 526                      | 448            | 325       | 172       | 43             | 9,978  |       |
| 1000-2499      | 2,009  | 1,128          |                |                       |               |                |                  |  | 2,627  | 706              |                |               |                |                | 3,335  | 236           |                     | 224                      |                |           |           |                |        | 3,578 |
| 2500           |  |                |                |                       |               |                |                  |  |        |                  |                |               |                |                |  |               |                     |                          |                |           |           |                |        |       |
| Total          | 7,685  | 5,167          | 2,189          | 1,326                 | 987           | 663            | 284              | 500  | 12,782 | 1,883            | 1,027          | 553           | 422            | 270            | 16,937                                       | 1,641         | 1,215               | 1,171                    | 626            | 335       | 172       | 43             | 15,489 |       |

TABLE 11  
 The Enrollment Percentages for Each Social Science Course  
 in The Seventh, Eighth, and Ninth Grades  
 1961-1962

| Courses             | Seventh Grade |                     | Eighth Grade |                        | Ninth Grade |         |
|---------------------|---------------|---------------------|--------------|------------------------|-------------|---------|
|                     | Percent       | Courses             | Percent      | Courses                | Percent     | Courses |
| Geography           | 41.0          | American History    | 75.4         | Civics, Citizenship    | 41.7        |         |
| Social Studies      | 27.6          | Social Studies      | 11.1         | Geography              | 13.7        |         |
| Kansas History      | 12.0          | World History       | 6.0          | Social Studies         | 11.0        |         |
| Civics, Citizenship | 8.1           | Current Events      | 3.2          | World History          | 10.5        |         |
| World History       | 5.3           | Kansas History      | 2.4          | American Government    | 7.8         |         |
| Current Events      | 3.5           | Civics, Citizenship | 1.5          | Vocations, Occupations | 7.5         |         |
| American History    | 1.5           |                     |              | Current Events         | 4.0         |         |
| European History    | 1.0           |                     |              | Economics              | 2.0         |         |
|                     |               |                     |              | Sociology              | 1.1         |         |
|                     |               |                     |              | Kansas History         | .3          |         |

Basically, however, the enrollments reflect the emphasis in the seventh grade on geography, the eighth grade on American history, and the ninth grade on civics and citizenship. TABLE 11 provides the enrollment percentages of each course in relationship to the total enrollment in all courses for each grade.

### Junior High School Social Sciences and Core Offerings

It was previously pointed out that at the junior high school level many school systems offer "common learnings courses" or "core courses." Core courses integrate subject matter by cutting across subject fields, they include a block of hours in the school day, and are organized around learning experiences which are important for all students. For example, a combination of common learnings for the seventh grade might include: geography, Kansas history, spelling, reading, and writing, which results in a broad unification of social science and English. In a few instances the core courses also include science.

TABLE 12

The Number of Kansas Junior High Schools Offering a Core Course  
in the Seventh, Eighth, and Ninth Grades  
1961-1962

| Size of School | Number of Junior High Schools in Each Size Category | Number of Junior High Schools Offering A Core Course |        |       |
|----------------|---|--|--------|-------|
|                |   | Seventh  | Eighth | Ninth |
| -24            | ....  | ....   |        |       |
| 25-49          | ....  | ....   |        |       |
| 50-74          | ....  | ....   |        |       |
| 75-99          | 3   | ....   |        |       |
| 100-199        | 12  | ....   |        |       |
| 200-299        | 6   | 1  |        |       |
| 300-499        | 18  | 7  | 1      | 1     |
| 500-999        | 42  | 29   | 14     | 7     |
| 1000-2499      | 10  | 6  | 2      | 1     |
| 2500-          | ....  | ....   | ....   | ....  |
| Total          | 91  | 43   | 17     | 9     |

Data from the Principal's Organization Reports, illustrated by TABLE 12, indicate that core courses are found primarily in the seventh grade (47 percent of all junior high schools studied had the core in the seventh grade). In the eighth grade significantly fewer schools have a core (19 percent) than in the seventh grade, and in the ninth grade the core is even less frequent (10 percent). However, some of the decrease at the ninth grade level is probably explained by the fact that some junior high schools consist of only the seventh and eighth grades. The core courses are characteristic of the larger junior high schools. Only one school had the core with an enrollment of less than 300.

### Summary

1. The purpose of this study was to provide information concerning the offerings, sequence, and enrollments in the social sciences in the junior and senior high schools of Kansas. This data might be useful for: (a) teacher preparation and in-service training, and (b) evaluation and possible curriculum revision.
2. Data were gathered from the Principal's Organization Reports for the school year 1961-1962 on 600 of the accredited high schools and 91 of 92 accredited junior high schools.
3. Approximately 57 percent of the high schools of Kansas had enrollments of less than 100; approximately 78 percent had enrollments of less than 200.
4. There was a positive relationship between the size of high school and the number of social science courses offered.
5. The most frequently offered courses in high school during the first semester 1961-1962 were American history and American government. These were offered as two-semester courses, with some exceptions in the American government.
6. Other social science courses offered by at least 10 percent of the high schools the first semester included psychology, world history, sociology, home living, world geography, and citizenship.
7. The American problems course was offered by only two percent of the high schools studied.
8. Of the ten most frequently offered courses in Kansas high schools, citizenship and vocations-occupations-orientation were most frequently taught in the ninth grade, world geography and world history in the tenth, American history and American government in the eleventh and twelfth grades, and psychology, sociology, home living, and economics primarily in the twelfth grade (although many students in the eleventh grade were likewise enrolled in the latter courses).
9. First semester enrollments in high school social science courses reflected, in part, the frequency of course offerings. The courses with the largest enrollments were American history (28,053), American government (18,098), and world history (6,587).
10. Since the Principal's Organization Reports contain only data on the first semester a survey was made of the high schools to determine

enrollments in courses usually offered on a semester basis. The survey resulted in usable responses from 76 percent of the high schools. Based only upon the survey returns, at least 2,587 students were enrolled in psychology, 2,283 in sociology, and 1,214 in economics during the second semester of 1961-1962. Based upon the incomplete survey results it is probable that approximately as many individual students were enrolled during the school year in psychology in the two separate semesters as in world history which was a year course. Psychology was closely followed by sociology.

11. The junior high schools in Kansas are located primarily in the larger communities; 78 percent of the junior high schools in 1961-1962 exceeded an enrollment of 300, three percent (three schools) reported enrollments of less than 100. At the time of this study 83 percent of the junior high schools (76 schools) were organized on a three year basis.
12. The most frequently offered subjects in junior high schools were geography in the seventh grade, American history in the eighth grade, and civics-citizenship in the ninth grade.
13. With a total enrollment of 18,714 in seventh grade social sciences 7,688 were enrolled in geography (41 percent), 12,782 eighth grade students (75.4 percent) took American history out of a total of 16,937 students, and in the ninth grade 6,454 students (41.7 percent) were enrolled in civics-citizenship from a total of 15,489 social science students.
14. Core courses usually integrate subject matter from English and social science; 47 percent of all junior high schools studied had the core in the seventh grade, fewer schools had core courses in the eighth and ninth grades than in the seventh.

### Implications

Data provided in this study has important implications for both teacher preparation and curriculum evaluation. There are many high schools in Kansas with relatively small enrollments. In many educational units the social science teacher must be prepared to teach all or most of the social science courses offered. This, of course, requires teacher preparation in American history and American government, however, the teacher training program should include a breadth of knowledge in such disciplines as world history, sociology, anthropology, economics, and geography. Therefore, it is clear that the present minimum Kansas certification requirements for teaching in the social sciences are inadequate for the preparation of more well-qualified teachers in this field.

Teachers in the larger high schools may not be expected to teach as many different courses as in the small school. This provides the opportunity for the teacher to specialize in a particular subject area; however, in the larger schools there is a greater range of course offerings and thus a greater likelihood a teacher will be teaching one of the social sciences other than American history and American government.



In the Principal's Organization Reports psychology is classified as a social science. This study shows that psychology is frequently offered as a course in high schools, and it ranks among the top three or four courses in enrollment. To what extent psychology is taught by the social science teachers is not indicated by the present data. In some high schools the guidance and counselling staff provide this instruction. In teacher preparation courses and general education requirements at most colleges and universities prospective teachers receive some foundations in psychology. It may be desirable, however, for college social science majors to have some preparation in social psychology if there is the expectation that they will teach high school psychology. Psychology can more nearly qualify as a legitimate social science when taught with the social psychological approach.

Teacher preparation for the junior high school teacher obviously should reflect the offerings of core courses. In-service training and teacher preparation of junior high school teachers should be calculated for the possibility of integrated learning areas that cut across the English-social science disciplines.

It would be a mistake to govern teacher preparation in our colleges and universities solely on the basis of present offerings and enrollments as outlined in this study. Our universe is characterized by rapid social and cultural change. The academic disciplines that have been emphasized for the past 50 years may not necessarily receive the same concern in the future.

In addition to teacher preparation this study might also have utility for an evaluation of the secondary school social science curriculum. It is necessary to know the present status of offerings and enrollments in order to carry out possible curriculum revisions.

The offerings in Kansas junior and senior high schools adhere generally to the offerings, and sequence of offerings, cited previously in this study of nation-wide studies. The significant difference is the lack of offerings in an American problems course among Kansas high schools. Such a course has received wide acceptance in other states. The American problems (problems of American democracy) course was recommended by the Committee on Social Studies (which was part of the Commission on the Reorganization of Secondary Education established in 1913 by the National Education Association) in 1916 to meet the inadequacies of the traditional high school social science courses (U. S. Bureau of Education Bulletin Number 28, Washington, D. C.: Government Printing Office, 1916). The remainder of the junior and senior high school social science curriculum adheres closely to the 1916 recommendations by the Committee on Social Studies.<sup>24</sup> Whether the inadequacies the Committee felt were present without the American problems course have been alleviated by the traditional offerings in Kansas is unknown.

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24. The subjects recommended by the Committee on Social Studies were: grade VII, European history and civics or geography; grade VIII, American history and civics or geography; grade IX, civics, with an emphasis on the state, nation and world for half the year and emphasis on economic and vocational civics the remainder of the year; grade X, European history to 1700; grades XI and XII, European history since 1700, American history, and Problems of American Democracy.

In 1960 a *Curriculum Guide for the Secondary Schools of Kansas* was published by the State Superintendent of Public Instruction that made the following recommendations concerning social science courses and their sequence (pp. 5-8):

Grade 7 – Geography, Kansas History.

Grade 8 – American History to 1865.

Grade 9 – Life in Local Communities. “Half of the ninth grade course might be devoted to some study of sociology, social psychology, population, how decisions are made.” (p. 5)

Grade 10—United States History, 1865 to Present. This course, it was suggested, should review in less than a month, the period up to 1865 and then emphasize the effects of the Civil War and America’s influence in the world scene. “The course should include as much related information on economics, sociology, and geography as possible.” (p. 5)

Grade 11—United States Government and Institutions; Principles of Economics, Sociology, and Geography. “United States government should be integrated with a study of democratic institutions into economics, sociology, and geography.” (p. 8).

Grade 12—World Cultures and Issues (while it is not suggested in the *Curriculum Guide* it would seem that this course would rely heavily on cultural anthropology as its basis).

The above recommendations are intended only as a “guide” and local needs and staff preparation will require modifications. Yet it is evident that the present offerings in the social sciences in Kansas secondary schools do not adhere very closely to the recommendations of the *Curriculum Guide*. It would appear that the present offerings in Kansas more nearly conform to the general nation-wide pattern and to the proposals made in 1916 by the Committee on Social Studies than with the suggestions in the *Curriculum Guide* of 1960.

## Appendix

In the Principal's Organization Reports driver education is listed as a social science. The present study was not primarily concerned with driver education as a social science. However, it is a legitimate part of the junior high and senior high school curriculum and thus the following data may have utility in curriculum planning.

TABLE 13  
Information Concerning Driver Education in  
Kansas High Schools  
First Semester 1961-1962

| Size of School | Number of High Schools Studied | Number of High Schools Offering Driver Education | Number of Students Enrolled in Driver Education |
|----------------|--------------------------------|--|---|
| -24            | 22                             | 3  | 15  |
| 25-49          | 130                            | 47   | 562   |
| 50-74          | 104                            | 59   | 874   |
| 75-99          | 85                             | 50   | 982   |
| 100-199        | 126                            | 89   | 2126  |
| 200-299        | 48                             | 36   | 1253  |
| 300-499        | 38                             | 20   | 856   |
| 500-999        | 31                             | 14   | 948   |
| 1000-2499      | 15                             | 12   | 2100  |
| 2500-          | 1                              | 1  | 97  |
| Total          | 600                            | 331  | 9813  |

Data are not available concerning driver education offerings and enrollments the second semester of the year under consideration. One might assume, however, that the second semester's enrollment would approximate that of the first semester. It is evident that with the increased size of the school there was a greater percentage of schools offering driver education.

In the larger school systems the responsibility for driver education may rest with the junior high school. However, the total enrollments in driver education in junior high schools during the first semester 1961-62 (note TABLE 14) were not large in comparison with the high school enrollments.

TABLE 14  
Enrollment in Driver Education in Kansas Junior  
High Schools  
First Semester 1961-1962

| Size of School | Enrollments |
|----------------|-------------|
| -24            | ....        |
| 25-49          | ....        |
| 50-74          | ....        |
| 75-99          | ....        |
| 100-199        | 25          |
| 200-299        | 49          |
| 300-499        | 503         |
| 500-999        | 718         |
| 1000-2499      | 93          |
| 2500-          | ....        |
| Total          | 1388        |

In the junior high schools all driver education is offered in the ninth grade. In the high schools 49 per cent is offered in the ninth grade, 32 percent in the tenth, 11 per cent in the eleventh, and eight per cent in the twelfth grade.

An analysis was made of the courses high school driver education instructors taught in addition to driver education; TABLE 15 depicts this data.

TABLE 15  
 Courses Driver Education Instructors Taught  
 by Size of High School  
 First Semester 1961-1962\*

| Size of School | Teach Driver Education Only | Auto Mechanics | Industrial Arts | Vocational Agriculture | Physical Education, Athletics | Others** |
|----------------|-----------------------------|----------------|-----------------|------------------------|-------------------------------|----------|
| -24            | ....                        | ....           | 1               | ....                   | 2                             | 2        |
| 25-49          | ....                        | ....           | 28              | 1                      | 26                            | 23       |
| 50-74          | 1                           | ....           | 29              | 1                      | 35                            | 28       |
| 75-99          | ....                        | ....           | 32              | ....                   | 22                            | 14       |
| 100-199        | 5                           | 1              | 30              | 1                      | 47                            | 44       |
| 200-299        | 4                           | ....           | 9               | ....                   | 20                            | 11       |
| 300-499        | 1                           | 1              | 4               | 2                      | 13                            | 13       |
| 500-999        | 6                           | 1              | 5               | ....                   | 1                             | 2        |
| 1000-2499      | 16                          | 1              | ....            | ....                   | 1                             | 1        |
| 2500-          | 1                           | 1              | ....            | ....                   | ....                          | 1        |
| Total          | 34                          | 5              | 138             | 5                      | 167                           | 139      |

\* Some instructors taught in several of the above areas and they were counted more than once.

\*\* Includes social science, business, math, science, guidance counselors, and school administrators.

Driver education courses are not taught primarily by social science teachers. Most driver education instructors teach physical education and industrial arts in addition to driver education.

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