

Np. 29.1
1938

NORMALIANA

KANSAS STATE

TEACHERS COLLEGE OF EMPORIA

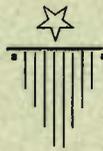
BULLETIN · OF · INFORMATION

SEPTEMBER, 1938

EMPORIA, KANSAS

VOL. 18, No. 9

STUDIES IN EDUCATION NUMBER
(Fifteenth of the Series)



**A Comparative Study of the College Preparation,
Teaching Combinations, and Salaries of
Kansas High School Teachers (1938)**

By **FRANK L. IRWIN**



PRINTED BY KANSAS STATE PRINTING PLANT
W. C. AUSTIN, STATE PRINTER
TOPEKA 1938
17-5861

Published monthly by Kansas State Teachers College of Emporia. Entered as second-class mail matter at the post office at Emporia, Kansas, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917.

N
370.5
5+94
no. 15
C. 2

KANSAS STATE TEACHERS COLLEGE
OF EMPORIA

BULLETIN OF INFORMATION

STUDIES IN EDUCATION NUMBER
(Fifteenth of the Series)

A COMPARATIVE STUDY OF THE COLLEGE
PREPARATION, TEACHING COMBINATIONS
AND SALARIES OF KANSAS HIGH SCHOOL
TEACHERS (1938)

By FRANK L. IRWIN

EMPORIA, KANSAS
Published by the College

PRINTED BY KANSAS STATE PRINTING PLANT
W. C. AUSTIN, STATE PRINTER
TOPEKA 1938
17-5861

EDITOR'S INTRODUCTION

When for the school year 1930-'31, C. W. Ridgway, under the direction of the editor of *Studies in Education*, made a comparative survey of the training of Kansas high-school teachers in terms of subject-matter and the relationship of that training to the teaching combinations of those teachers, his purpose was primarily that of determining the teacher's status in regard to her subject-matter load. Mr. Ridgway was not attempting to determine trends, as his was the first thorough study of its kind that had been made for Kansas.

Today, as in 1930, school is maintained in approximately 550 centers which in population rank below the second-class city. It is with this group that Mr. Irwin, like Mr. Ridgway, has primarily concerned himself. In 1930 Mr. Ridgway found that 43 percent of the senior-high school teachers in Kansas were teaching in one subject-matter field. The data pointed to adequate preparation in that field. Mr. Irwin finds that in the school year 1937-'38, seven years later, 48 percent of senior-high school teachers are working in the one field only. As in 1930-'31, a large number of these teachers, if not a majority of them, are teaching in first-class cities. Since practically all of the larger population centers require teaching experience before employing a teacher, it goes without saying that the beginning teacher is likely to be faced with the proposition of teaching subjects in which she has little or no college preparation.

As in 1930-'31, the North Central Association of Colleges and Secondary Schools (the accrediting agency with which Kansas schools are affiliated) places a definite minimum amount of college training that must have been accomplished by a teacher in a given subject in college before she may teach that subject in a North Central accredited high school. The fact must be kept in mind, however, that a very large proportion of Kansas high schools are not included in this select grouping.

As has been stated above, Mr. Ridgway, in his study of seven years ago, did not consider trends. Mr. Irwin, on the contrary, has devoted much of his effort to discovering changes which have taken place. In developing such trends when they have been found he has made use of previous studies when available. The study mentioned above by Mr. Ridgway has been used much, as has been a study by A. J. Regier, "A Study of the Functioning of the Teacher Certification Laws and Regulations in Kansas for 1933-'34." This study was published by the School of Education, University of Kansas, Lawrence, Kansas, in 1938.

The author of this research has made little attempt to do more than to present such trends as may be evident and to determine the high-school teacher's status as regards her subject-matter load. The position that both Mr. Ridgway in 1930, and Mr. Irwin in 1938, have taken has been that of saying, "Here is a situation that confronts us; now what can we do towards satisfying the demands of that situation? What combinations, major and minor, are most desirable for the prospective high-school teacher as she accomplishes her college

course, from the viewpoint solely of common combinations in the high-school teaching field?" There is a thorough understanding that the high-school teacher must consider many other factors.

To the Office of the State Superintendent of Public Instruction, Topeka, Kansas, *Studies in Education* makes grateful acknowledgment of the privilege of utilizing official files for this and other studies which have depended for their reliability on such assistance.

EDWIN J. BROWN, *Editor*.

TABLE OF CONTENTS

| CHAPTER | PAGE |
|--|------|
| I. INTRODUCTION | 7 |
| The Nature of the Study..... | 7 |
| Previous Studies Made | 8 |
| The Scope of the Study..... | 9 |
| Method of Procedure | 9 |
| Sources of Data | 9 |
| Types of Data Collected | 10 |
| Definition of Standards Set Up..... | 10 |
| Presentation of Data | 10 |
| II. THE COMMON TEACHING COMBINATIONS..... | 11 |
| III. HIGH-SCHOOL TEACHING AND COLLEGE PREPARATION..... | 15 |
| IV. SALARIES PAID TEACHERS IN THE DIFFERENT ACADEMIC FIELDS..... | 29 |
| V. WHERE KANSAS HIGH-SCHOOL TEACHERS RECEIVE THEIR TRAINING.... | 31 |
| VI. NUMBER OF FIELDS IN WHICH TEACHERS WORK..... | 33 |
| VII. KINDS OF DEGREES HELD BY THE HIGH-SCHOOL TEACHERS AND THE ADMINISTRATORS | 36 |

LIST OF TABLES

| TABLE | PAGE |
|---|------|
| I. 1930 One Subject Field High-school Teachers Compared with 1938 | 11 |
| II. Teaching Combinations as They Rank..... | 13 |
| III. A Three-Way Comparison of the Subjects Most Frequently Taught in Combination | 14 |
| IV. Teachers with a Major or Minor in Their Teaching Fields.... | 16 |
| V. College Hour Preparation of the <i>Men</i> Teachers in the Several Fields | 17 |
| VI. College Hour Preparation of the <i>Women</i> Teachers in the Several Fields | 18 |
| VII. Subjects Taught Out of Their Respective Teaching Fields.... | 19 |
| VIII. <i>Commerce Teachers</i> , Combinations and Training..... | 21 |
| IX. <i>Agriculture Teachers</i> , Combinations and Training..... | 21 |
| X. <i>Modern Language Teachers</i> , Combinations and Training.... | 22 |
| XI. <i>Physical Education Teachers</i> , Combinations and Training.... | 22 |
| XII. <i>Music Teachers</i> , Combinations and Training..... | 22 |
| XIII. <i>Latin Teachers</i> , Combinations and Training..... | 22 |
| XIV. <i>Home Economics Teachers</i> , Combinations and Training..... | 24 |
| XV. <i>Science Teachers</i> , Combinations and Training..... | 24 |
| XVI. <i>Mathematics Teachers</i> , Combinations and Training..... | 25 |
| XVII. <i>Industrial Arts Teachers</i> , Combinations and Training..... | 25 |
| XVIII. <i>English Teachers</i> , Combinations and Training..... | 26 |
| XIX. <i>Social Studies Teachers</i> , Combinations and Training..... | 26 |
| XX. <i>Teachers with Training</i> in the Different Fields..... | 27 |
| XXI. <i>Percent of Classes</i> Found in Different Fields..... | 28 |
| XXII. A 1930 and 1938 Comparison of Salaries in the Different Fields, | 29 |
| XXIIIa. Number and Percent of Kansas High-school Teachers Trained in Colleges within the Borders of the State..... | 31 |
| XXIIIb. Percent of Teachers Trained in Kansas Who Received Their Training in the Five State Colleges and the Three Teachers Colleges Respectively | 32 |
| XXIV. Number and Percent of Teachers Teaching in Several Fields.. | 34 |
| XXV. Kinds of Degrees Held by the <i>Administrators</i> in the Secondary Schools in Classes Defined by the State Board of Education, | 36 |
| XXVI. Kind of Degree Held by the <i>Teachers</i> in the Secondary Schools, | 37 |

CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

Not infrequently during the enrollment session in a Teachers College does one hear the students debating over the question of what to take. The spread of their college course is of great concern to them. They say, in substance, to the advisor, Should I study widely in one field and make somewhat of a specialist of myself, or should I take a moderate amount of work in several fields? If all high-school teachers could arrange teaching programs in such a manner that each teacher could work in but a single field, the student unquestionably would be assured a more thorough type of instruction. On the other hand, if this condition existed, teachers would all be inclined to become specialists, and educators are not quite sure that this would be the correct situation.

In examining the high-school teaching programs on a state-wide basis, it is found that more than fifty percent of the teachers work in two or more fields of instruction. The question, so far as the Teachers College student is concerned, reduces itself to the practical basis of job hunting. He must say, "If I prepare myself in only one field, will my chances in getting a job be as good, or should I prepare myself in several fields?" In case the teaching candidate decides to study in several fields, another important question arises: Does it make any difference in just which field one prepares? Are there any set patterns existing to govern one in this respect? This study attempts to serve the student in helping to answer these puzzling questions. An attempt has been made to discover just what combination of subjects is called for in practice. The daily teaching programs of every high-school teacher in Kansas, for the school year 1937-1938, have been examined and analyzed. Prompted by the thought of aiding school officials charged with the responsibility of student counseling and teacher placement, and superintendents in programming teachers and in making schedules, the research on the succeeding pages has been made.

All school people are aware that teaching standards have been steadily advancing through the years. The Kansas State Board of Education has been raising standards as rapidly as it feels justified, in view of the low salary levels for teachers, who in the end have to make the economic sacrifices to meet the higher standard. It is one thing for such a board to make a rule affecting teacher preparation, and quite another thing to see that the rule is put into effect throughout the state.

In 1916 the so-called "bachelor's degree" rule was made, affecting, with certain limitations, all high-school teachers in Kansas. In 1933 the state board announced a master's degree ruling affecting all who administer class "A" or class "B" schools, or systems in which such schools exist. The rule, however,

This study was made under the direction of Edwin J. Brown, Director of the Graduate Division, Kansas State Teachers College, Emporia.

was not retroactive, and the administrators holding positions in such schools at the time the rule was made could continue without jeopardizing the standing of the school or its administrator. An attempt has been made to find out to what extent the above regulations have become effective in the secondary schools of Kansas.

This study also attempts to reveal the degree of preparedness, in terms of college semester hours, of all the high-school teachers of the state. Furthermore, it shows the amount of college preparation behind each individual subject taught by the teacher. It is also concerned with the matter of subjects taught outside the teacher's field of adequate preparation.

Salaries in all types of public schools were greatly reduced in 1930 and the years immediately following. It is generally believed that the 1930 salary level has to a large extent been restored. A check was made of the salary of every high-school teacher in Kansas, and each was classified as to subjects taught. The table on salaries shows to what extent salaries have been restored to the 1930 level.

In 1930 and subsequent years the majority of the high schools in Kansas were forced to reduce the number on the instructional staff. In some instances the reduction was as high as twenty-five percent. It averaged in excess of ten percent all over the state. It was the usual custom for the faculty, after being reduced, to carry on quite the same curriculum and course of study as before. This meant that teachers were asked to teach more subjects and perhaps in more fields of instruction than previously. The study hopes to throw light on what took place in making these adjustments.

The principal problems with which the study is attempting to deal may be summarized as follows:

1. What subjects are most commonly taught in combination?
2. How well prepared in terms of college hours are the teachers to teach all the subjects assigned to them?
3. What percent of the teachers' work is in each of the several fields of instruction?
4. How do the salaries of 1938 compare with the salaries of 1930 in the several fields of instruction?
5. What percent of the high-school teachers have received the bachelor's degree from institutions of higher learning in Kansas?
6. How rapidly have the administrators of our secondary schools responded to the call for more advanced degrees?
7. How rapidly have the teachers in the same schools responded to the same call?

PREVIOUS STUDIES MADE

C. W. Ridgway¹ made an exhaustive study of this subject in 1930. His study consisted of examining the teaching programs of all the high-school teachers of Kansas as reported by the high-school principals to the state superintendent of public instruction in Topeka. Some of Mr. Ridgway's findings are used by way of comparison in this research. His study was made before the economic depression. At this time it seems desirable to make somewhat of a follow-up

1. C. W. Ridgway, *A Comparative Study of the Training and Teaching Combinations of Kansas High School Teachers*, Bulletin of the Graduate Division of the Kansas State Teachers College, Emporia. No. 5, 1931.

study and note such changes as have taken place. Mr. Ridgway used a little different method of classifying teachers in the subject-matter fields, and for that reason the data presented are not always strictly comparable.

Earl W. Anderson² made a study entitled *Graduates and the Positions They Fill*. In this study information was collected concerning the history of graduates of teacher-training courses from Ohio State University during the year 1928-'29. In one of his tables he determines the percentage of teacher-training graduates who taught any classes in their major subject.

Aaron J. Regier³ made an extensive study in 1933. The title of his study was *A Study of the Functioning of the Teacher Certification Laws in Kansas*. The writer makes use of Mr. Regier's findings on teacher combinations.

Myra E. Scott⁴ in 1936 studied and reported on 144 picked schools in nineteen counties in North-central Kansas. The purpose of her study was to see how well the English teachers in the counties studied were prepared in their specialized fields. Her study also covered the salaries of the English teachers. Miss Scott, however, used different standards of classifying English teachers than have been used by either Mr. Ridgway or the present writer. A summary of Miss Scott's work may be found in the February issue of the *Kansas Teacher* for 1938.

THE SCOPE OF THE STUDY

The study undertakes the analysis of the daily teaching programs of approximately fifty-two hundred high-school teachers in Kansas. This figure represents approximately the total number teaching in the state. Junior-high school teachers, where they could be identified, were not counted; neither were the teachers in the several training schools, operated by the state colleges, counted. Teachers in the secondary parochial schools were counted and figured in all tables except the table on salaries. A large number of the salaries in the parochial schools were omitted from the reports, and for this reason it was thought that it would be best to omit them from the salary study.

METHOD OF PROCEDURE

The method of procedure followed in this study has been that of taking the data from the official reports made by high-school principals to the office of the state superintendent. These reports are on file in the office of W. T. Markham, state superintendent of public instruction, in Topeka, Kan. The reports for the school year 1937-'38 were all examined and the data were read and transferred to mimeographed tally sheets which had been prepared for the purpose. All computation was done by machine where possible.

SOURCES OF DATA

The source of data was the high-school principals' reports for the school year 1937-'38 on file in the office of the state superintendent of public instruction in Topeka, Kansas.

2. Earl W. Anderson, *Graduates and the Positions They Fill*. Educational Research Bulletin, vol. 10, No. 4; Ohio State University; 87 pp.

3. Aaron J. Regier, *A Study of the Functioning of the Teacher Certification Laws and Regulations in Kansas for 1933-1934*. Bulletin of Education, University of Kansas, Published by School of Education, Lawrence, Kansas. 1938. pp. 4-18.

4. Myra E. Scott, "Better Training and Pay for Kansas Teachers." *Kansas Teacher*, February, 1938, Topeka, Kansas.

TYPES OF DATA COLLECTED

The following types of data were collected from the 5,211 teaching programs examined:

1. Teachers were classified as to sex.
2. Teachers were classified as to subjects taught.
3. Hours of college preparation after each subject taught were counted and averaged.
4. The kind of degree held by each teacher, and the school conferring same was noted and tabulated.
5. The salary paid each teacher was recorded according to the subjects taught.
6. The fields in which each teacher worked were all counted.
7. The subjects taught in combination were all counted and classified.
8. The type of degree held by the administrator was noted and recorded according to the class of school in which he worked.

DEFINITION OF STANDARDS SET UP

An arbitrary standard for classifying teachers was set up. To be classed as a *mathematics teacher*, for example, the individual would have to *be teaching two or more classes in mathematics, with college preparation equal to or better than that indicated in any other subject*. If a teaching program showed, for instance, a teacher teaching two classes in mathematics with thirty hours preparation, two classes in science with twenty hours preparation, and one class in English with thirty-five hours preparation, such individual would be classed as a mathematics teacher. In all instances a teacher was required to be teaching two or more classes in the same field to be classed as a teacher in that field.

PRESENTATION OF DATA

The plan of study has been to present the original data taken from the state reports and to classify and arrange these data in tabular form. An analysis accompanies each table. Conclusions have been drawn from the study and comparisons have been made in the tables.

CHAPTER II

THE COMMON TEACHING COMBINATIONS

As was suggested in the introduction, it is of importance to teachers, administrators, and teacher placement officers to know the common teaching combinations. Is music more frequently taught with English than with mathematics? Are physical education teachers more often asked to teach classes in industrial arts or home economics than they are to teach science with physical education? Such questions as these are deserving of answers based upon scientific investigation.

Mr. Ridgway found in 1930 that approximately 43 percent of the high-school teachers of the state were teaching in only one field. This study shows about 48 percent of teachers instructing in only one field. If it is better for the student to have the teacher in but one field, then there has been considerable improvement made in this respect since 1930. Table I shows a comparison of the percentage of teachers working in one field in 1938 with corresponding percents in 1930. The reader will note that in every field but music 1938 finds a much greater percent of the teachers working in one field.

TABLE I
A PERCENTAGE COMPARISON FOR 1930 AND 1938 OF TEACHERS WORKING IN ONE FIELD ONLY

| 1 SUBJECT MATTER FIELD. | 2 Ridgway found in 1930. | 3 Irwin found in 1938. |
|----------------------------|-----------------------------------|---------------------------------|
| English..... | 29% | 43% |
| Mathematics..... | 20% | 47% |
| Social Studies..... | 25% | 43% |
| Science..... | 15% | 34% |
| Latin..... | 8% | 20% |
| Modern Language..... | 16% | 25% |
| Industrial Arts..... | 26% | 44% |
| Home Economics..... | 32% | 43% |
| Commerce..... | 58% | 66% |
| Agriculture..... | 27% | 58% |
| Music..... | 61% | 60% |
| Physical Education..... | 22% | 67% |
| Average..... | 43% | 48% |

Read table thus: The columns are numbered and named. Mr. Ridgway found 29 percent of the English teachers in 1930 working in only one field. This research finds 43 percent of the English teachers working in one field in 1938. The percents are to the nearest whole number.

There is some evidence to support the conclusion that many class "C" high schools have introduced music, perhaps in connection with the band movement, since 1930; and because the school was small, the teacher was assigned other classes with the music taught. This condition would tend to keep the percentage of "one-field" music teachers down, as the percentage doubtless has tended to increase in the large and middle-sized schools.

Table I (page 11) shows that there has been a marked advancement in the number of teachers who work only in one subject-matter field during the past eight years. Even in the small high schools there are several teachers working in one field.

Table II is a detailed study of all the subject fields and how they rank in frequency with every other field. This table was made up as follows: After sorting all the major fields and determining all the classes of teachers, the number of times that other subjects appeared on the teaching program was counted. To illustrate: After the English teachers were classified, all subjects other than English, but taught by the English teachers, were counted. Of these other subjects it was found that 22 percent were commerce, etc.

Table III (page 14) consists of a three-way comparison of the first, second, and third most frequent combinations taught with the major subject, as found by Ridgway in 1930, Regier in 1934, and Irwin in 1938. It will be noted that very little change has taken place in the matter of the most frequent combinations. Occasionally the first frequency in 1930 has shifted to second place in 1934, or perhaps to third place in 1938, but consistently the same subjects seem to prevail in the first three frequencies. Inasmuch as few teachers work in more than three fields, the frequencies beyond the first three were considered of little importance. It is significant to note that the combinations taught with Latin were exactly the same in all three studies. This was also true in the field of music, with the first two frequencies being English and social studies in each of the three years studied.

TABLE II
TEACHING COMBINATIONS AS THEY RANK

| | A | 1 | 2 | 3 | 4 | 5 |
|-------------------------|-----|-------------------------|-------------------------|-------------------------|-------------------------|---------------------|
| English..... | 43% | Social Science, 22%.... | Latin, 18%..... | Commerce, 12%..... | Journalism, 11%..... | Music, 8% |
| Social Studies..... | 43% | Science, 19%..... | English, 16%..... | Mathematics, 16%.... | Commerce, 16%..... | Industrial Arts, 7% |
| Mathematics..... | 47% | Science, 31%..... | Commerce, 18%..... | Social Science, 14%.... | Industrial Arts, 9%.... | English, 8% |
| Science..... | 34% | Mathematics, 34%.... | Social Science, 18%.... | Industrial Arts, 13%... | English 11%..... | Latin, 9% |
| Physical Education..... | 67% | Science, 34%..... | Social Science, 21%.... | Industrial Arts, 17%... | English, 10%..... | Mathematics, 6% |
| Agriculture..... | 58% | Science, 32%..... | Industrial Arts, 19%... | Social Science, 17%.... | Mathematics, 14%.... | Commerce, 8% |
| Latin..... | 20% | English, 45%..... | Social Science, 16%.... | Mod. Language, 12%.. | Mathematics, 8%..... | Science, 7% |
| Home Economics..... | 43% | Science, 27%..... | Social Science, 23%.... | English, 13%..... | Commerce, 13%..... | Music, 5% |
| Music..... | 60% | English, 50%..... | Social Science, 16%.... | Commerce, 11%..... | Mathematics 6%..... | Latin, 4% |
| Industrial Arts..... | 44% | Social Science, 23%.... | Science, 23%..... | Agriculture, 20%..... | Mathematics, 17%.... | Commerce, 9% |
| Modern Language..... | 25% | English, 25%..... | Social Science, 21%.... | Latin, 19%..... | Mathematics, 9%..... | Science, 7% |
| Journalism..... | 53% | English, 39%..... | Social Science, 25%.... | Latin, 12%..... | Home Economics, 12%, | Commerce, 12% |
| Commerce..... | 66% | Mathematics, 24%.... | Social Science, 22%.... | English, 14%..... | Science, 13%..... | Home Economics, 6% |

Read table thus: Column "A" indicates the percent of teachers who are teaching in only one field; e. g., 43 percent of all English teachers teach nothing but English. Of all subjects taught with English, Social Science was found first in frequency and was found 22 percent of the times in combination with English. Latin was found 18 percent of the times, and Commerce 12 percent. Read other subjects likewise. All percents are to the nearest round number.

TABLE III

A THREE-WAY COMPARISON OF THE SUBJECTS MOST FREQUENTLY TAUGHT
IN COMBINATION

| 1 MAJOR SUBJECT FIELD. | 2 Ridgway, 1930. | 3 Regier, 1934. | 4 Irwin, 1938. |
|---------------------------|--|--|--|
| English..... | 1 Social Studies..... 2 Latin..... 3 Home Economics..... | 1 Social Studies..... 2 Latin..... 3 Music..... | 1 Social Studies 2 Latin 3 Commerce |
| Social Studies..... | 1 English..... 2 Science..... 3 Mathematics..... | 1 English..... 2 Mathematics..... 3 Commerce..... | 1 Science 2 English 3 Mathematics |
| Mathematics..... | 1 Science..... 2 Social Studies..... 3 English..... | 1 Science..... 2 Social Studies..... 3 Commerce..... | 1 Science 2 Commerce 3 Social Studies |
| Science..... | 1 Mathematics..... 2 Social Studies..... 3 Home Economics..... | 1 Mathematics..... 2 Social Studies..... 3 Home Economics..... | 1 Mathematics 2 Social Studies 3 Industrial Arts |
| Physical Education..... | 1 Industrial Arts..... 2 Social Studies..... 3 Science..... | 1 Social Studies..... 2 Commerce..... 3 English..... | 1 Science 2 Social Studies 3 Industrial Arts |
| Agriculture..... | 1 Science..... 2 Industrial Arts..... 3 Social Studies..... | 1 Science..... 2 Social Studies..... 3 Industrial Arts..... | 1 Science 2 Industrial Arts. 3 Social Studies |
| Latin..... | 1 English..... 2 Social Studies..... 3 Modern Language | 1 English..... 2 Social Studies..... 3 Modern Language | 1 English 2 Social Studies 3 Modern Language |
| Home Economics..... | 1 English..... 2 Social Studies..... 3 Science..... | 1 English..... 2 Science..... 3 Social Studies..... | 1 Science 2 Social Studies 3 English |
| Music..... | 1 English..... 2 Social Studies..... 3 Mathematics..... | 1 English..... 2 Social Studies..... 3 Mathematics..... | 1 English 2 Social Studies 3 Commerce |
| Industrial Arts..... | 1 Science..... 2 Phys. Education..... 3 Mathematics..... | 1 Science..... 2 Agriculture..... 3 Mathematics..... | 1 Science 2 Social Studies 3 Agriculture |
| Modern Language..... | 1 English..... 2 Latin..... 3 Social Studies..... | 1 English..... 2 Latin..... 3 Not reported..... | 1 English 2 Social Studies 3 Latin |
| Commerce..... | 1 Social Studies..... 2 Mathematics..... 3 English..... | 1 Social Studies..... 2 English..... 3 Mathematics..... | 1 Mathematics 2 Social Studies 3 English |

Read table thus: In 1930 Ridgway found Social Studies ranked first in frequency with English; Latin, second; Home Economics, third. Read in like manner for Regier in 1934 and Irwin in 1938.

CHAPTER III

HIGH-SCHOOL TEACHING AND COLLEGE PREPARATION

High-school courses of study are ever expanding. New subjects, or at least subjects with new names, are being added each year. The urge for admitting these new classes may come from one of several sources. A new teacher just fresh from college comes out with a new idea. He tells his principal about some course he has had in college, or perhaps has heard some visiting professor from a distant state tell of, and thinks it would be fine to teach it. The major textbook publishing companies seem to be on a competitive spree, as it were, in publishing new books with the announcement that such and such a book meets a new-felt need in the ever changing social order. Frequently a business or professional man approaches the local high-school principal, and suggests that there should be a new course taught to meet his particular fancy. The principal may weaken under the sales talk and try to make way for such a class the next semester. And so the story goes; one by one the new classes have made their appearance. It is perhaps safe to say that the small high school of ten or a dozen teachers is offering classes in twice as many fields of instruction as did the same high school prior to the World War.

All this makes one wonder if the teachers are receiving college preparation to handle adequately the new classes as they gradually become a part of the course of study. When the principal examines the subject matter covered in some of the new subjects he is at a loss to know just where to classify it. For example, the subject called "Business of Life," recently added to the course of study in many of the Kansas high schools, presents this problem. The chapters on understanding ourselves and others, personality and character training, thrift and waste, are in some respects psychological and could well be taught by the psychology teacher. In other respects they are social, and could be taught by the history and government teacher. Farther along in the course it is noticed that such chapters as money and banking services, communication services, shipping services, etc., appear. These headings would lead one to believe the class should be taught by either the economics teacher or perhaps by the commercial teacher. Some of the chapters throw in a smattering of home relations and present purely domestic problems. Perhaps the home economics teacher then should teach the class. Too often it is found that such classes are carelessly assigned to any teacher who happens to have an open class period for the particular semester this class is to be taught.

This study has tried to give special attention to the matter of college preparation, for all the specific subjects taught by the 5,211 Kansas teachers included. After the teachers had been classified as to subjects taught, there appeared two main objectives. First, there was the matter of finding out just how well prepared are the English, the social studies, the mathematics teachers, to teach these specific subjects. Second, the study attempted to show how well prepared the teachers are to teach the subjects found on the schedule outside the major field. Tables IV, V, and VI (pages 16, 17, 18, respectively) deal with the first of these two objectives, and Table VII (page 19), with the second objective. In Table IV, column 2, a "college minor" was interpreted as in-

cluding fifteen or more hours of college work, in the specific field under discussion. It will be noticed that in all fields the teachers rated well up toward one hundred percent on this basis. However, one would naturally expect a teacher to be reasonably well prepared to teach classes in the major field of instruction. When Table VII is examined the condition is found to be much different and not so commendable. This table reveals the fact that of all the subjects taught by teachers outside their fields, fifty percent of such subjects are taught with inadequate college preparation. It is interesting to note in Tables V and VI that the women teachers seem to be somewhat better prepared to teach in their respective fields than are the men teachers. Thirty-five percent of the women teach with fifty or more semester hours of preparation. Only thirty-one percent of the men are this well prepared. The agriculture and music teachers seem to be prepared with more college hours than do the teachers in the other fields. This is probably due to the fact that a somewhat greater percent of these teachers teach in a single field; therefore a greater tendency towards specialization in the field is required.

The high-school report blanks from which the data were taken called for "specific training in college hours in the subject taught," and also "training in college hours in the field of instruction." The latter was in most instances a larger figure. In making this study the figure which represented training in the field was used.

TABLE IV
TEACHERS WITH A MAJOR OR MINOR IN THEIR TEACHING FIELDS

| SUBJECT FIELDS. | 1 Number of teachers. | 2 Percent who have major or minor in field. | 3 Percent who teach in this field alone. |
|-------------------------|--------------------------------|--|---|
| English..... | 867 | 97 | 43 |
| Mathematics..... | 427 | 91 | 47 |
| Social Studies..... | 809 | 97 | 43 |
| Science..... | 616 | 96 | 34 |
| Latin..... | 122 | 95 | 20 |
| Modern Language..... | 103 | 96 | 25 |
| Industrial Arts..... | 305 | 96 | 41 |
| Home Economics..... | 530 | 98 | 43 |
| Commerce..... | 526 | 92 | 66 |
| Agriculture..... | 195 | 99 | 58 |
| Music..... | 549 | 98 | 60 |
| Physical Education..... | 135 | 97 | 67 |
| Journalism..... | 15 | 100 | 53 |
| Printing..... | 12 | 83 | 100 |
| Total..... | 5,211 | | |

Read table thus: Column 1 represents the number of teachers in the several fields. Column 2 gives the percent of the teachers who have fifteen or more semester hours of college training in the several fields. Column 3 lists the percent of the teachers teaching in one field. To illustrate, of the 867 English teachers 97 percent have fifteen or more hours college preparation in English and 43 percent teach nothing but English. Percents are to the nearest whole number.

TABLE V
COLLEGE HOUR PREPARATION OF THE MEN TEACHERS IN THE SEVERAL FIELDS

| SUBJECT FIELDS. | 1 Number of teachers. | 2 0-9 hrs. | 3 10-19 hrs. | 4 20-29 hrs. | 5 30-39 hrs. | 6 40-49 hrs. | 7 Over 50 hrs. |
|-------------------------|-----------------------------|------------------|--------------------|--------------------|--------------------|--------------------|----------------------|
| English..... | 108 | 4 | 8 | 18 | 30 | 13 | 35 |
| Mathematics..... | 239 | 12 | 51 | 70 | 62 | 22 | 22 |
| Social Studies..... | 547 | 7 | 40 | 110 | 160 | 120 | 110 |
| Science..... | 471 | 4 | 18 | 73 | 107 | 90 | 179 |
| Latin..... | 23 | 1 | 2 | 7 | 7 | 3 | 3 |
| Modern Language..... | 18 | ..... | 2 | 2 | 3 | 5 | 6 |
| Industrial Arts..... | 305 | 7 | 16 | 39 | 105 | 63 | 75 |
| Home Economics..... | 0 | ..... | ..... | ..... | ..... | ..... | ..... |
| Commerce..... | 228 | 9 | 11 | 32 | 56 | 60 | 60 |
| Agriculture..... | 193 | 5 | 9 | 13 | 19 | 23 | 124 |
| Music..... | 204 | ..... | ..... | 8 | 11 | 28 | 157 |
| Physical Education..... | 71 | ..... | 4 | 11 | 14 | 21 | 21 |
| Journalism..... | 6 | ..... | ..... | 1 | 1 | 2 | 2 |
| Printing..... | 11 | ..... | 1 | 1 | 1 | 3 | 5 |
| Totals..... | 2,424 | 49 | 162 | 385 | 576 | 453 | 799 |
| Percents..... | ..... | 2 | 8 | 17 | 24 | 19 | 31 |

Read table thus: Column 1 represents the number of teachers. The six remaining columns represent the number of teachers with college semester hours in training, within the limits designated at the head of the columns. For instance, of the 108 English teachers 4 had training ranging from 0-9 hours, 18 from 20-29 hours, etc. The percents are to the nearest whole number.

TABLE VI

COLLEGE HOUR PREPARATION OF THE WOMEN TEACHERS IN THE SEVERAL FIELDS

| SUBJECT FIELDS. | 1 Number of teachers. | 2 0-9 hrs. | 3 10-19 hrs. | 4 20-29 hrs. | 5 30-39 hrs. | 6 40-49 hrs. | 7 Over 50 hrs. |
|-------------------------|-----------------------------|------------------|--------------------|--------------------|--------------------|--------------------|----------------------|
| English..... | 759 | 6 | 45 | 113 | 245 | 166 | 185 |
| Mathematics..... | 188 | 3 | 18 | 53 | 58 | 22 | 28 |
| Social Studies..... | 262 | 1 | 19 | 52 | 78 | 48 | 51 |
| Science..... | 145 | ..... | 12 | 22 | 44 | 23 | 34 |
| Latin..... | 99 | ..... | 2 | 16 | 29 | 19 | 33 |
| Modern Language..... | 85 | 4 | 6 | 6 | 9 | 13 | 47 |
| Industrial Arts..... | 0 | ..... | ..... | ..... | ..... | ..... | ..... |
| Home Economics..... | 530 | 5 | 11 | 46 | 121 | 126 | 221 |
| Commerce..... | 298 | 17 | 33 | 40 | 58 | 55 | 95 |
| Agriculture..... | 3 | ..... | ..... | ..... | 1 | 1 | 1 |
| Music..... | 345 | 4 | 6 | 6 | 24 | 48 | 257 |
| Physical Education..... | 64 | ..... | 4 | 7 | 21 | 17 | 15 |
| Journalism..... | 9 | ..... | ..... | 1 | 2 | 3 | 3 |
| Printing..... | 1 | ..... | ..... | ..... | ..... | ..... | 1 |
| Totals..... | 2,788 | 40 | 156 | 362 | 689 | 541 | 970 |
| Percents..... | ..... | 2 | 7 | 13 | 25 | 19 | 35 |

Read table thus: Column 1 represents the number of teachers. The six remaining columns represent the number of teachers with college semester hours in training, within the limits designated at the head of the columns. For example, 759 English teachers were counted, of whom 6 had training ranging from 0-9 hours, 45 had training in the range of 10-19 hours, etc. Read in like manner for other fields. The percents are to the nearest whole number.

TABLE VII

SUBJECTS TAUGHT BY TEACHERS OUT OF THEIR RESPECTIVE TEACHING FIELDS

| 1 TEACHERS TAUGHT CLASSES IN THIS SUBJECT. | 2 Number and percent teaching with excess of 15 hours of preparation in college. | 3 Number and percent teaching with less than 15 college hours preparation. |
|--|---|---|
| 520 other than English..... | 378 or 73% | 142 or 27% |
| 621 other than Social Studies..... | 365 or 59% | 256 or 41% |
| 518 other than Mathematics..... | 218 or 42% | 300 or 58% |
| 548 other than Science..... | 320 or 58% | 228 or 42% |
| 115 other than Physical Education..... | 46 or 40% | 69 or 60% |
| 185 other than Agriculture..... | 68 or 37% | 117 or 63% |
| 242 other than Latin..... | 145 or 60% | 97 or 40% |
| 121 other than Home Economics..... | 60 or 50% | 61 or 50% |
| 100 other than Music..... | 40 or 40% | 60 or 60% |
| 201 other than Industrial Arts..... | 76 or 38% | 125 or 62% |
| 92 other than Modern Language..... | 58 or 63% | 34 or 37% |
| 81 other than Journalism..... | 39 or 48% | 42 or 52% |
| 447 other than Commerce..... | 78 or 20% | 369 or 80% |
| Totals: 3,794 teachers taught classes out of their respective fields..... | 1,893 or 50% | 1,901 or 50% |

Read table thus: The 520 teachers in Column 1 were not English teachers but taught one or more classes in English. Of the 520, 378 or 73 percent, taught these English classes with more than 15 hours of college preparation in English, and 142, or 27 percent, taught these English classes with less than 15 hours college preparation in English. Read in like manner for other subjects. Percents are to the nearest whole number.

Considering the men and women teachers separately, on a basis of less than twenty semester hours of training (Tables V and VI), it is discovered that the larger percent of the mathematics and commerce teachers fall in this class. About seventeen percent of the women commerce teachers have less than twenty hours training, and about nine percent of the men commerce teachers fall in this class. When the mathematics teachers are examined on this basis of training, almost the exact opposite is observed. Twenty-seven percent of the men mathematics teachers have less than twenty hours of training and eleven percent of the women mathematics teachers are so classed. Combining the men and women teachers and considering all subjects, about eight percent of all have training of less than twenty hours. In summarizing Table V (page 17), the music teachers are found to have the most training and the mathematics teachers the least.

Tables V and VI (pages 17 and 18) must not be confused with Table VII (page 19). In Tables V and VI the teachers are classified as to their major fields. Table VII is a study of the teachers who teach one or more classes out of their major field. The training in college hours in Table VII was checked on the basis of the college minor or fifteen semester hours. The number, 3,794, found as the total number of teachers in Table VII, means that it is the total number of cases in which teachers were found to be teaching one or more classes out of the major field. It is in this phase of high-school teaching that one finds a large portion of the inadequately prepared teachers. Of the teachers who teach commercial subjects out of the major field, Table VII reveals that 369 or eighty percent teach with less than a college minor. Teachers teaching agriculture classes rank second with sixty-three percent, and those teaching classes in industrial arts, third with sixty-two percent. The English classes taught by teachers other than English teachers are taught with much better preparation. Seventy-three percent of the teachers other than English teachers teach with what might be considered adequate preparation.

The next twelve tables, VIII to XIX, inclusive (pages 21 to 26 respectively), deal with twelve different subject fields. Each table shows the subjects taught in combination with the subjects in the main field. All the subjects taught in combination with the main subject fields were counted and the percent was figured for each teacher who had college preparation, in excess of fifteen semester hours, to teach the subjects. It is significant to note that when teachers, other than mathematics teachers, are asked to teach classes in mathematics, they are quite unprepared for the task. This condition seems to be true to a greater extent with mathematics classes than it is with other classes. For example, there are forty-one of the industrial-arts teachers called upon to teach mathematics and only thirty percent of them had anything resembling adequate training. Similarly, of the thirty-seven English teachers who taught classes in mathematics, twenty-four percent had adequate training in mathematics. The 103 social studies teachers who taught mathematics fared a bit better in mathematics preparation, but at that only forty-one percent had prepared for the job.

TABLE VIII
COMMERCE TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|--|--|
| 346 | 66% taught Commerce only. | 93% had training in Commerce. |
| 27 | 5% taught Commerce and English. | 85% had training in English. |
| 42 | 8% taught Commerce and Social Science. | 71% had training in Social Science. |
| 43 | 8% taught Commerce and Mathematics. | 49% had training in Mathematics. |
| 24 | 5% taught Commerce and Science. | 58% had training in Science. |
| 9 | 2% taught Commerce and Physical Education. | 33% had training in Physical Education |
| 5 | 1% taught Commerce and Latin. | 80% had training in Latin. |
| 11 | 3% taught Commerce and Home Economics. | 36% had training in Home Economics. |
| 4 | 1% taught Commerce and Music. | 50% had training in Music. |
| 2 | 0% taught Commerce and Industrial Arts. | |
| 6 | 1% taught Commerce and Modern Language. | 33% had training in Modern Language. |
| 3 | ½% taught Commerce and Journalism. | 0% had training in Journalism. |

Read table thus: 346, or 66 percent of all the commerce teachers, teach nothing but commerce. Of this number 93 percent had training in commerce equal to or better than a minor; 27, or 5 percent of all the commerce teachers, teach commerce and English, 85 percent of whom had training in English equal to or better than a minor; 42, or 8 percent of all the commerce teachers, teach commerce and Social Science, 71 percent of whom had training in Social Science equal to or better than a minor, etc. Percents are to the nearest whole number.

TABLE IX
AGRICULTURE TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 113 | 58% taught Agriculture only. | 100% had training in Agriculture. |
| 4 | 2% taught Agriculture and English. | 50% had training in English. |
| 21 | 10% taught Agriculture and Social Studies. | 62% had training in Social Studies. |
| 17 | 8% taught Agriculture and Mathematics. | 47% had training in Mathematics. |
| 37 | 19% taught Agriculture and Science. | 78% had training in Science. |
| 3 | 1% taught Agriculture and Physical Education. | |
| 1 | ½% taught Agriculture and Latin. | 100% had training in Latin. |
| | No Agriculture teachers taught Home Economics. | |
| 2 | 1% taught Agriculture and Music. | 50% had training in Music. |
| 22 | 11% taught Agriculture and Industrial Arts. | 63% had training in Industrial Arts. |
| | No Agriculture teachers taught Modern Language. | |
| | No Agriculture teachers taught Journalism. | |
| | No Agriculture teachers taught Printing. | |
| 9 | 4% taught Agriculture and Commerce. | |

Read table thus: Of all the Agriculture teachers, 113 taught nothing but Agriculture. This represented 58 percent of the Agriculture teachers. All of the 58 percent had a college major or minor in the subject. Four, or 2 percent of all the Agriculture teachers, taught Agriculture and English, of whom 50 percent had training in English. Read in like manner for each combination. Percents are to the nearest whole number.

TABLE X

MODERN LANGUAGE TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 26 | 25% taught Modern Language only. | 92% had training in Modern Language. |
| 28 | 26% taught Modern Language and English. | 78% had training in English. |
| 24 | 23% taught Modern Language and Social Studies. | 58% had training in Social Studies. |
| 10 | 10% taught Modern Language and Mathematics. | 20% had training in Mathematics. |
| 8 | 8% taught Modern Language and Science. | 62% had training in Science. |
| 1 | 1% taught Modern Language and Physical Education. | |
| 2 | 2% taught Modern Language and Agriculture. | 50% had training in Agriculture. |
| 22 | 21% taught Modern Language and Latin. | 72% had training in Latin. |
| 3 | 3% taught Mod. Language and Home Economics | 67% had training in Home Economics. |
| 2 | 2% taught Modern Language and Music. | 100% had training in Music. |
| 4 | 4% taught Mod. Language and Industrial Arts. | 100% had training in Industrial Arts. |
| | No Modern Language teachers taught Journalism. | |
| | No Modern Language teachers taught Printing. | |
| 8 | 8% taught Modern Language and Commerce. | 25% had training in Commerce. |

Read table thus: 26, or 25 percent of all Modern Language teachers, taught nothing but Modern Language, 92 percent of whom had at least a minor in Modern Language. Twenty-eight, or 26 percent of the Modern Language teachers, also taught English, 78 percent of whom had the equivalent of a minor in English. Read in like manner for other combinations. Percents are to the nearest whole number.

TABLE XI

PHYSICAL EDUCATION TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 135 | 67% taught Physical Education only. | 94% had training in Phys. Education. |
| 7 | 5% taught Physical Education and English. | 57% had training in English. |
| 15 | 11% taught Phys. Education and Social Studies. | 66% had training in Social Studies. |
| 4 | 3% taught Phys. Education and Mathematics. | 25% had training in Mathematics. |
| 24 | 18% taught Physical Education and Science. | 79% had training in Science. |
| 2 | ½% taught Physical Education and Agriculture. | 100% had training in Agriculture. |
| | No Physical Education teachers taught Latin. | |
| 2 | ½% taught Physical Education and Home Economics. | 100% had training in Home Economics. |
| | No Physical Education teachers taught Music. | |
| 12 | 8% taught Physical Education and Ind. Arts. | 58% had training in Industrial Arts. |
| 1 | 0% taught Physical Education and Modern Language. | |
| | No Phys. Education teachers taught Journalism. | |
| | No Phys. Education teachers taught Printing. | |
| 3 | 0% taught Physical Education and Commerce. | |

Read table thus: 135, or 67 percent of all Physical Education teachers, taught nothing but Physical Education, and 94 percent of these had the equivalent of a minor in Physical Education; 7, or 5 percent of all Physical Education teachers, taught Physical Education and English, and 57 percent of these had at least a minor in English. Read in like manner for other combinations. Percents are to the nearest whole number.

TABLE XII
MUSIC TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 325 | 60% taught Music only. | 97% had training in Music. |
| 167 | 30% taught Music and English. | 81% had training in English. |
| 55 | 10% taught Music and Social Studies. | 51% had training in Social Studies. |
| 13 | 2½% taught Music and Mathematics. | 20% had training in Mathematics. |
| 20 | 3½% taught Music and Science. | 55% had training in Science. |
| 2 | 0% taught Music and Physical Education. | 50% had training in Phys. Education. |
| 3 | ½% taught Music and Agriculture. | 67% had training in Agriculture. |
| 13 | 2½% taught Music and Latin. | 58% had training in Latin. |
| 11 | 2% taught Music and Home Economics. | 36% had training in Home Economics. |
| 2 | 0% taught Music and Industrial Arts. | 50% had training in Industrial Arts. |
| 8 | 1¼% taught Music and Modern Language. | 62% had training in Modern Language. |
| 2 | 0% taught Music and Journalism. | 100% had training in Journalism. |
| 37 | 7% taught Music and Commerce. | 27% had training in Commerce. |

Read table thus: 325, or 60 percent of all Music teachers, taught Music only, of whom 97 percent had the equivalent of a minor in music; 167, or 30 percent of all Music teachers, taught Music and English, of whom 81 percent had at least a minor in English. Read in like manner for other combinations. Percents are to the nearest whole number.

TABLE XIII
LATIN TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 25 | 20% taught Latin only. | 96% had training in Latin. |
| 54 | 44% taught Latin and English. | 81% had training in English. |
| 19 | 15% taught Latin and Social Studies. | 57% had training in Social Studies. |
| 10 | 8% taught Latin and Mathematics. | 40% had training in Mathematics. |
| 8 | 6% taught Latin and Science. | 12% had training in Science. |
| 1 | ½% taught Latin and Physical Education. | 100% had training in Phys. Education. |
| | No Latin teachers taught Agriculture. | |
| 1 | ½% taught Latin and Home Economics. | 100% had training in Home Economics |
| 7 | 5% taught Latin and Music. | 28% had training in Music. |
| | No Latin teachers taught Industrial Arts. | |
| 15 | 12% taught Latin and Modern Language. | 80% had training in Mod. Language. |
| | No Latin teachers taught Journalism. | |
| | No Latin teachers taught Printing. | |
| 5 | 4% taught Latin and Commerce. | 80% had training in Commerce. |

Read table thus: 25, or 20 percent of all the Latin teachers, taught Latin only, of whom 96 percent had training equivalent to a minor in Latin; 54, or 44 percent, taught Latin and English, of whom 81 percent had at least a minor in English. Read in like manner for other combinations. Percents are to the nearest whole number.

TABLE XIV
HOME ECONOMICS TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|--|--|
| 240 | 45% taught Home Economics only. | 87% had training in Home Economics. |
| 72 | 14% taught Home Economics and English. | 61% had training in English. |
| 90 | 17% taught Home Economics and Social Studies. | 55% had training in Social Studies. |
| 20 | 3½% taught Home Economics and Mathematics. | 15% had training in Mathematics. |
| 104 | 19% taught Home Economics and Science. | 67% had training in Science. |
| 10 | 2% taught Home Economics and Physical Education. | |
| 3 | ½% taught Home Economics and Agriculture. | |
| 16 | 3% taught Home Economics and Latin. | 43% had training in Latin. |
| | No Home Economics teachers taught Ind. Arts. | |
| 4 | 1% taught Home Economics and Mod. Language | 50% had training in Mod. Language. |
| 1 | 0% taught Home Economics and Journalism. | 100% had training in Journalism. |
| | No Home Economics teachers taught Printing. | |
| 50 | 9% taught Home Economics and Commerce. | 12% had training in Commerce. |

Read table thus: 240, or 45 percent of all Home Economics teachers, taught Home Economics alone, of whom 87 percent had training equivalent to a minor in Home Economics; 72, or 14 percent of all Home Economics teachers, taught Home Economics and English, of whom 61 percent had at least a minor in English. Read in like manner for other combinations. Percents to nearest whole number.

TABLE XV
SCIENCE TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 209 | 34% taught Science only. | 99% had training in Science. |
| 30 | 5% taught Science and English. | 50% had training in English. |
| 115 | 18% taught Science and Social Studies. | 52% had training in Social Studies. |
| 218 | 35% taught Science and Mathematics. | 50% had training in Mathematics. |
| 19 | 3% taught Science and Physical Education. | 37% had training in Phys. Education. |
| 58 | 9% taught Science and Agriculture. | 36% had training in Agriculture. |
| 13 | 2% taught Science and Latin. | 61% had training in Latin. |
| 16 | 2% taught Science and Home Economics. | 56% had training in Home Economics. |
| 10 | 1½% taught Science and Music. | 10% had training in Music. |
| 83 | 13% taught Science and Industrial Arts. | 36% had training in Industrial Arts. |
| 3 | ½% taught Science and Modern Language. | |
| 3 | ½% taught Science and Journalism. | 67% had training in Journalism. |
| | No Science teachers taught Printing. | |
| 74 | 12% taught Science and Commerce. | 13% had training in Commerce. |

Read table thus: 209, or 34 percent of all the Science teachers, taught Science only, of whom 99 percent had the equivalent of a minor in Science; 30, or 5 percent of the Science teachers, taught Science and English, of whom 50 percent had at least a minor in English. Read in like manner for other combinations. Percents are to nearest whole number.

TABLE XVI
MATHEMATICS TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|--|--|
| 201 | 47% taught Mathematics only. | 93% had training in Mathematics. |
| 24 | 5% taught Mathematics and English. | 70% had training in English. |
| 44 | 10% taught Mathematics and Social Studies. | 54% had training in Social Studies. |
| 99 | 23% taught Mathematics and Science. | 51% had training in Science. |
| 9 | 2% taught Mathematics and Phys. Education. | 33% had training in Phys. Education. |
| 16 | 3% taught Mathematics and Agriculture. | 18% had training in Agriculture. |
| 18 | 4% taught Mathematics and Latin. | 55% had training in Latin. |
| 6 | 1% taught Mathematics and Home Economics. | 16% had training in Home Economics. |
| 8 | 2% taught Mathematics and Music. | 12% had training in Music. |
| 29 | 7% taught Mathematics and Industrial Arts. | 27% had training in Industrial Arts. |
| 3 | 1% taught Mathematics and Mod. Language. | 100% had training in Mod. Language. |
| 1 | 0% taught Mathematics and Journalism. | |
| 1 | 0% taught Mathematics and Printing. | |
| 57 | 13% taught Mathematics and Commerce. | 28% had training in Commerce. |

Read table thus: 201, or 47 percent of the Mathematics teachers, taught nothing but Mathematics, of whom 93 percent had training in mathematics; 24, or 5 percent of the Mathematics teachers, taught Mathematics and English, of whom 70 percent had training in English. Read in like manner for other combinations. Percents are to nearest whole number.

TABLE XVII
INDUSTRIAL ARTS TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|--|--|
| 127 | 44% taught Industrial Arts only. | 95% had training in Industrial Arts. |
| 4 | 1% taught Industrial Arts and English. | 75% had training in English. |
| 53 | 17% taught Ind. Arts and Social Studies. | 51% had training in Social Studies. |
| 41 | 13% taught Industrial Arts and Mathematics. | 30% had training in Mathematics. |
| 54 | 17% taught Industrial Arts and Science. | 70% had training in Science. |
| 14 | 4½% taught Ind. Arts and Physical Education. | 79% had training in Phys. Education. |
| 48 | 16% taught Industrial Arts and Agriculture. | 50% had training in Agriculture. |
| | No Industrial Arts teachers taught Latin. | |
| | No Ind. Arts teachers taught Home Economics. | |
| | No Industrial Arts teachers taught Music. | |
| | No Ind. Arts teachers taught Modern Language. | |
| | No Industrial Arts teachers taught Journalism. | |
| 1 | 0% taught Industrial Arts and Printing. | |
| 21 | 7% taught Industrial Arts and Commerce. | 29% had training in Commerce. |

Read table thus: 127, or 44 percent of all Industrial Arts teachers, taught nothing but Industrial Arts, of whom 95 percent had the equivalent to a minor in Industrial Arts; 4, or 1 percent of all Industrial Arts teachers, taught Industrial Arts and English, of whom 75 percent had training in English. Read in like manner for other combinations. Percents to nearest whole number.

TABLE XVIII
ENGLISH TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|--|--|
| 374 | 43% taught English only. | 98% had training* in English. |
| 141 | 16% taught English and Social Studies. | 69% had training in Social Studies. |
| 37 | 4% taught English and Mathematics. | 24% had training in Mathematics. |
| 46 | 5% taught English and Science. | 41% had training in Science. |
| 13 | 1½% taught English and Physical Education. | 38% had training in Phys. Education. |
| 4 | ½% taught English and Agriculture. | 50% had training in Agriculture. |
| 116 | 13% taught English and Latin. | 61% had training in Latin. |
| 51 | 6% taught English and Home Economics. | 50% had training in Home Economics. |
| 45 | 5% taught English and Music. | 40% had training in Music. |
| 1 | 0% taught English and Industrial Arts. | |
| 38 | 4½% taught English and Modern Language. | 73% had training in Mod. Language. |
| 68 | 8% taught English and Journalism. | 44% had training in Journalism. |
| 1 | 0% taught English and Printing. | |
| 73 | 8% taught English and Commerce. | 15% had training in Commerce. |

Read table thus: 374, or 43 percent of all English teachers, taught English only, of whom 98 percent had training in English; 141, or 16 percent of all English teachers, taught English and Social Studies, of whom 69 percent had training in Social Studies. Read in like manner for other combinations. Percents are to nearest whole number.

* "Training" signifies the North Central Association requirement of 15 hours or more.

TABLE XIX
SOCIAL STUDIES TEACHERS, COMBINATIONS AND TRAINING

| No. | Percent teaching in other fields. | Percent with training in other fields. |
|-----|---|--|
| 350 | 43% taught Social Studies only. | 98% had training in Social Studies. |
| 101 | 13% taught Social Studies and English. | 68% had *training in English. |
| 103 | 13% taught Social Studies and Mathematics. | 41% had training in Mathematics. |
| 124 | 15% taught Social Studies and Science. | 51% had training in Science. |
| 34 | 4% taught Social Studies and Phys. Education. | 44% had training in Phys. Education. |
| 40 | 5% taught Social Studies and Agriculture. | 25% had training in Agriculture. |
| 37 | 5% taught Social Studies and Latin. | 54% had training in Latin. |
| 19 | 2% taught Social Studies and Home Economics. | 63% had training in Home Economics |
| 16 | 2% taught Social Studies and Music. | 62% had training in Music. |
| 51 | 6% taught Social Studies and Industrial Arts. | 23% had training in Industrial Arts. |
| 24 | 3% taught Social Studies and Mod. Language. | 67% had training in Mod. Language. |
| 3 | 0% taught Social Studies and Journalism. | 100% had training in Journalism. |
| 100 | 12% taught Social Studies and Commerce. | 16% had training in Commerce. |

Read table thus: 350, or 43 percent of all Social Studies teachers, taught nothing but Social Studies, of whom 98 percent had training equivalent to a college minor of 15 hours in Social Studies. Read in like manner for other combinations. Percents are to nearest whole number.

* "Training" signifies 15 or more semester hours of college credit.

These tables reveal clearly that the high-school principals should be more cautious in assigning the subjects to be taught in combination. About 175 of the high schools of the state are members of the North Central Association, whose standards do not permit teachers to teach with less than fifteen hours of college preparation. When one considers this fact, it makes the percentages in Table VII (page 19) even more significant.

SUPPLY OF TEACHERS FOUND IN THE DIFFERENT ACADEMIC FIELDS

A different standard was used in compiling the data for Tables XX and XXI (pages 27 and 28 respectively). The reader will note that the number of teachers totals 6,925 in Table XX (page 27). This fact may seem strange, when 5,211 teachers were reported to be used in the entire study. In sorting the teachers for Table XX (page 27), all teachers were counted in any subject where the record showed the teacher to have fifteen or more hours of college preparation. For example, 1,223 English teachers were listed. This number represents all the teachers of all subjects who teach classes in English with the fifteen or more hours preparation. There are some, of course, who teach classes in English with less than that amount of preparation. Column 2 of Table XX (page 27) shows the percent of teachers teaching with the above-mentioned preparation.

Table XXI (page 28) shows the distribution of all classes taught in the state by all teachers.

TABLE XX
TEACHERS WITH TRAINING IN THE DIFFERENT FIELDS

| 1 SUBJECT FIELD. | 2 Number of teachers. | 3 Percent of teachers. |
|-------------------------|--------------------------------|---------------------------------|
| English..... | 1,223 | 18 |
| Social Studies..... | 1,153 | 17 |
| Mathematics..... | 609 | 10 |
| Science..... | 919 | 14 |
| Latin..... | 262 | 3 |
| Modern Language..... | 157 | 2 |
| Industrial Arts..... | 370 | 5 |
| Home Economics..... | 584 | 8 |
| Commerce..... | 563 | 8 |
| Agriculture..... | 262 | 4 |
| Journalism..... | 54 | 1 |
| Music..... | 579 | 8 |
| Physical Education..... | 177 | 2 |
| Printing..... | 13 | ..... |
| Totals..... | 6 925 | 100% |

Read table thus: Of all the high-school teachers, there were 1,223 teaching classes in English with fifteen or more semester hours of college preparation in English. This represented 18 percent of all teaching, of all subjects, in all classes, done with fifteen semester hours or more of college preparation.

TABLE XXI
PERCENT OF CLASSES FOUND IN THE DIFFERENT FIELDS

| 1 SUBJECT FIELD. | 2 Percent. |
|-------------------------|---------------|
| English..... | 19 |
| Social Studies..... | 16 |
| Mathematics..... | 10 |
| Science..... | 12 |
| Latin..... | 4 |
| Modern Language..... | 2 |
| Industrial Arts..... | 5 |
| Home Economics..... | 5 |
| Commerce..... | 12 |
| Agriculture..... | 4 |
| Journalism..... | 1 |
| Music..... | 7 |
| Physical Education..... | 3 |
| Printing..... | 0 |
| Total..... | 100% |

Read table thus: Of all the individual classes taught by all the high-school teachers of the state, 19 percent are English classes. Percents are to the nearest whole number.

In making up Table XX (page 27), it should be explained that it was possible for one teacher to be counted more than once. For example, if a teacher taught science with fifteen or more hours of preparation, music with that amount, and a class in algebra with the same amount, then this teacher would be counted three times. The table shows the number of times that teachers in the individual fields were found to be teaching classes with a college minor or better. As was suggested, Table XXI (page 28) has nothing to do with teachers. It is a study of the *distribution of all the classes taught*. About nineteen percent of the classes taught are found to be English classes, seventeen percent social studies classes, etc. In checking and preparing the two tables the percents run very close. This is a check of the supply of adequately prepared teachers in the several fields, against the number of classes taught. The point of greatest discrepancy is found in the commerce field. Commerce classes represent twelve percent of all classes taught and only eight percent of these classes are taught by teachers with adequate preparation. In the case of home economics the reverse is found. Of all the classes taught in high school, five percent are home economics classes. When these classes are placed on a basis of being taught by teachers with adequate preparation, the relative percentage is moved upward to eight percent. This seems to show that the supply of adequately prepared home economics teachers' from a relative point of view, is much greater.

CHAPTER IV

SALARIES PAID TEACHERS IN THE DIFFERENT ACADEMIC FIELDS

Are high-school teachers in Kansas adequately paid? Has there been a satisfactory recovery from the drastic salary reductions made during the early nineteen thirties? If there has been satisfactory recovery made, is it general to all classes of teaching, or is it limited to certain classes? These questions are specifically answered in Table XXII in this chapter (page 29). In compiling the data for this study, the salaries paid to all the high-school teachers of Kansas were used, except those in the teacher-training and parochial high schools. There were a few instances where the salary was omitted on the principal's report to the state superintendent. These omissions represented about five percent of the total number. As the table indicates, the salaries were recorded by classes according to the several classes of teachers. For example, to be classed as a home economics teacher, a teacher was required

TABLE XXII

A 1930 AND 1938 COMPARISON OF SALARIES IN THE DIFFERENT FIELDS

| 1 SUBJECT FIELD. | 2 Ridgway found 1930 mean. | 3 Rank, 1930. | 4 Irwin found 1938 mean. | 5 Rank, 1938. | 6 Amount of reduction. | 7 Percent of reduction. |
|-----------------------------------|--|---------------------|--------------------------------------|---------------------|---------------------------------|----------------------------------|
| Vocational Agriculture..... | \$2,246 | 1 | \$1,765 | 1 | \$481 | 21 |
| Industrial Arts..... | 1,876 | 2 | 1,325 | 3 | 551 | 29 |
| Physical Education..... | 1,855 | 3 | 1,426 | 2 | 429 | 23 |
| Science..... | 1,821 | 4 | 1,259 | 7 | 562 | 30 |
| Mathematics..... | 1,696 | 5 | 1,273 | 5 | 423 | 25 |
| Social Studies..... | 1,641 | 6 | 1,261 | 6 | 380 | 23 |
| Commerce..... | 1,556 | 7 | 1,207 | 10 | 349 | 22 |
| Modern Language..... | 1,555 | 8 | 1,252 | 8 | 303 | 19 |
| Latin..... | 1,526 | 9 | 1,303 | 4 | 223 | 14 |
| Music..... | 1,512 | 10 | 1,160 | 11 | 352 | 23 |
| English..... | 1,463 | 11 | 1,209 | 9 | 254 | 17 |
| Home Economics..... | 1,431 | 12 | 1,068 | 12 | 383 | 26 |
| Agriculture (not vocational)..... | ..... | ..... | 1,358 | ..... | ..... | ..... |
| Average of the several classes, | 1,682 | ..... | 1 282 | ..... | ..... | ..... |

Read table thus: In 1930 Ridgway found the mean salary paid the vocational agriculture teachers to be \$2,246, with first rank among the fields. This study finds the same group of teachers receiving in 1938 a mean salary of \$1,765. The rank is still 1. Column 6 shows the amount of reduction between the two years under comparison. Column 7 gives the percent of reduction to the nearest whole number.

to be teaching at least two classes in home economics, with training equal to or greater than that found in any other two subjects taught. About ninety percent of the teachers were readily classified according to the plan. The college record of the teacher was frequently consulted in classifying many of the more difficult ones.

Each spring, about March 1, many superintendents in Kansas have a questionnaire to answer on the salary question. About that time of year, when boards of education are ready to consider the question of salaries to be paid for the ensuing year, they seem to be very curious to know what other schools are paying or expect to pay. Often superintendents and boards of education are puzzled over the question of whether to pay one teacher more than another, and if so, how much, and on what basis such a difference can be justified. This study will be of some value in answering very definitely what salaries are paid in general, and to what classes of teachers in particular. The table shows the 1938 average to be seventy-six percent of the 1930 average. Myra E. Scott¹ found in her study of English teachers in the north-central counties, an average salary of \$988.71, as compared with the state's average for English teachers of \$1,209.

It is interesting to compute the salary restoration in terms of percent. There seems to be no consistency in the way in which restoration has been made to the several classes of teachers. The agriculture teachers are within twenty-one percent of the 1930 level; the home economics teachers are paid within twenty-six percent of that level; the English teachers are within seventeen percent of that level; the industrial arts and science teachers lag to twenty-nine percent and thirty-one percent, respectively, of the 1930 level. This condition throws the rankings off considerably in the two periods under consideration. It will be noticed that agriculture teachers are still the best paid group. Industrial arts teachers have slipped from second to third place, and physical education teachers' salaries have jumped from third to second place among all the teachers. Home economics teachers were the lowest-paid group in 1930, but that place is now given to the music teachers. The music teachers' salaries, however, are probably the least reliable of any, since a large number of them work for both the school district and the municipality, and in many cases draw two salaries, one of which may not be reported to the state superintendent of public instruction. The Latin teachers are found to have made a greater jump, relatively speaking, than any other class of teachers. It is quite probable that this results from the very large percent of Latin teachers, so classed, teaching in first- and second-class cities, where salary reductions were not made on so large a scale as was practiced in the smaller communities. This class of teacher is paid now within about fourteen percent of the 1930 level. On the whole, there is evidence that salaries have not made the recovery that it is generally believed they have made.

1. Myra E. Scott, "Better Training and Pay for Kansas Teachers." *Kansas Teacher*, February, 1938, Topeka, Kansas.

CHAPTER V

WHERE KANSAS HIGH-SCHOOL TEACHERS RECEIVE THEIR TRAINING

Kansas has five state colleges, two of which are charged with the specific responsibility of training teachers for her public schools. The other three have departments of education which annually graduate many teachers. In addition to the state colleges, there are fifteen private or parochial colleges and one municipal university, all training teachers for the public schools of Kansas. The two teachers colleges enroll annually, for the regular nine-months term, about twenty-eight hundred students. The various state colleges combined enroll annually about twelve thousand students. The municipal university enrolls about thirteen hundred, and the fifteen private colleges enroll approximately five thousand students. Table XXIIIb shows three teachers colleges; this was true until a recent enactment of the legislature. Since Fort Hays was for so long strictly a teachers college, it is only fair to count its graduates in with the graduates of the other two teachers colleges. When this is done, the total enrollment in the teachers colleges becomes approximately thirty-six hundred students.

This study was made purely on a basis of the bachelor's degree; no graduate work was taken into consideration. It was found that of all the teachers now teaching in Kansas, 4,213, or seventy-six percent, received the bachelor's degree from some institution in Kansas. This number represented 2,059 men and 2,154 women. Nine hundred ninety-nine, or twenty-four percent, were graduated from some college outside the borders of Kansas. This number represented 365 men and 634 women.

TABLE XXIIIa

NUMBER AND PERCENT OF KANSAS HIGH SCHOOL TEACHERS TRAINED IN COLLEGES WITHIN THE BORDERS OF THE STATE

| 1 ITEM. | 2 Men. | 3 Women. | 4 Total. | 5 Percent. |
|---|-----------|-------------|-------------|---------------|
| Number of high-school teachers trained in Kansas, | 2,059 | 2,154 | 4,213 | 76 |
| Number of high school teachers trained outside the borders of Kansas..... | 365 | 634 | 999 | 24 |

Read table thus: There were 2,059 men, 2,154 women, or a total of 4,213 high-school teachers who received their training, based on the bachelor's degree, in colleges within the borders of the state.

Of the 4,213 receiving their degrees from institutions in Kansas, 1,606 or thirty-eight percent, received their degrees from the two teachers colleges referred to above and the Fort Hays State College, which was until recently specifically named a teachers college. Of the 4,213 teachers, 2,556 received their degrees from one of the five state colleges. This number represents sixty-three percent of the teachers trained in the state.

According to Table XXIIIb (page 32), three percent more of the teachers were trained in state institutions than was true in 1930. Four percent more of them are now trained in teachers colleges than was true in that year.

TABLE XXIIIb

PERCENT OF TEACHERS TRAINED IN KANSAS WHO RECEIVED THEIR TRAINING IN THE FIVE STATE COLLEGES AND THE THREE TEACHERS COLLEGES, RESPECTIVELY.

| 1 ITEM. | 2 Ridgway found in 1930. | 3 Irwin found in 1938. |
|--|-----------------------------------|---------------------------------|
| Percent of teachers trained in the state's five colleges | 60% | 63% |
| Percent of teachers trained in the state's three teachers colleges | 34% | 38% |

Read table thus: Of all the high-school teachers teaching in Kansas, Ridgway found in 1930, 60 percent were trained in the state's five colleges. This 1938 study found 63 percent.

It is significant to check the percent of teachers trained against the enrollments of the schools. On doing this it is found that sixty-five percent of the enrollments are found in state-supported colleges. These same colleges train sixty-three percent of the teachers. The three teachers colleges, including Fort Hays, enroll only nineteen percent of the students, but train thirty-eight percent of the teachers. It must be remembered that all these numbers and percents refer strictly to high-school teachers. By deductions, then, thirty-seven percent of the high-school teachers of Kansas have been trained in other than Kansas state-supported institutions. The reader may draw his own conclusions as to how well the teacher-training institutions of the state are fulfilling their mission in training teachers for the public high schools of Kansas.

CHAPTER VI

NUMBER OF FIELDS IN WHICH TEACHERS WORK

Some questions are raised and suggestions made in chapter I as to the number of fields in which teachers work and the general trend of the spread of the college course. When the student in a teacher-training institution is in his senior year he begins to wonder quite seriously if he has prepared himself in a sufficient number of fields to satisfy the demand being made for getting a job in a small Kansas high school. It is found that a large percent of the "one-field" teachers are working in the first- and second-class cities of the state. As a general rule, these schools all require experience of candidates considered for teaching in them. This means that a large portion of the younger candidates just finishing college will find positions in the third-class city high schools. In the third-class city high schools a very large portion of the teachers work in several fields of instruction.

Such interesting and important questions as these present themselves to the teacher-training institution: 1. Should the institution stress training specialists, and if so, in what fields should they require the greater specialization? 2. In just how many fields should the institution ask that the student take work? 3. How many hours should constitute a major or a minor, and should this number be the same in all departments? Is it not probable that different semester-hour requirements should be made for different fields? In examining the standard set up by the North Central Association, it is found that there is considerable deviation in the several fields. Fifteen semester hours in the general field of English seems to be considered sufficient preparation for the high-school English teacher to teach any branch of English. The standard for foreign language is different. The teacher in this field must have the fifteen semester hours in the specific language taught. The standard for science is different from that of either English or foreign language. The science teacher must have fifteen semester hours in the general field of science, of which five hours must be in the specific science taught. The preparation of the mathematics teacher is precisely the same as that of the English teacher. The standard for the teachers of social studies is somewhat elastic. The standard indicates that the teacher must have fifteen hours in the general field and *some specific preparation* in each subject taught.

These standards made by the governing board of the North Central Association would seem to say that a teacher-training institution could not make a blanket requirement for teaching in all departments. Doubtless there is disagreement by department specialists, as to minimum requirements for teachers to teach in the several departments. Some compromise, then, would have to be made before standards could be set up.

With the integration movement making headway, as it seems to be, the teacher who has preparation in several fields tends to fit better into this idea of instruction. The so-called "progressive" educators are inclined to say that every teacher should be an English teacher, every teacher should be a mathe-

matics teacher, etc. This study does not attempt to prove the correctness of this stand. All it has tried to do is to make a careful check to find out in how many fields the Kansas high-school teachers are working.

Table XXIV shows the number of fields in which teachers work, by classes of teachers as to subject matter taught. The table also shows the percent of teachers working in the several fields by subjects.

It is interesting to examine the table by subjects. There were so few printing teachers classed as such, that little attention is needed here. The commerce teachers, however, are teaching largely in one field, as are the teachers of physical education. Only thirty-four percent of the science teachers are working in one field. The records show that in the third-class city high schools there are not sufficient classes in science to warrant the teacher of that subject working in only the one field. The same thing, of course, is true of the Latin and modern-language teachers, and to some extent of the home economics teachers.

It should be noted that the sixty-six percent of the commerce teachers and the sixty-seven percent of the physical education teachers working in one field are not comparable. The reason is that there are 526 commerce teachers and only 135 physical education teachers so classified. About one hundred of the physical education teachers are found in the first- and second-class cities where there are sufficient classes found to warrant the "one-field" teacher in the

TABLE XXIV

NUMBER AND PERCENTS OF TEACHERS TEACHING IN SEVERAL FIELDS

| SUBJECT FIELD. | Number teachers. | Number in each field. | | | | | Percent in each field. | | | | |
|-------------------------|------------------|-----------------------|-------|-----|-----|----|------------------------|-----|-----|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| English..... | 867 | 374 | 360 | 116 | 14 | 3 | 43% | 41% | 13% | 2% | 1/2% |
| Social Studies..... | 809 | 404 | 271 | 113 | 20 | 1 | 49 | 33 | 14 | 2 1/2 | ..... |
| Mathematics..... | 427 | 202 | 145 | 71 | 8 | 1 | 47 | 34 | 17 | 2 | ..... |
| Science..... | 616 | 209 | 239 | 138 | 29 | 1 | 34 | 39 | 22 | 4 | ..... |
| Physical Education..... | 135 | 91 | 32 | 8 | 4 | 0 | 67 | 23 | 6 | 3 | ..... |
| Agriculture..... | 195 | 113 | 39 | 36 | 7 | 0 | 58 | 20 | 19 | 3 | ..... |
| Latin..... | 122 | 25 | 66 | 29 | 2 | 0 | 20 | 54 | 22 | 2 | ..... |
| Home Economics..... | 530 | 230 | 198 | 89 | 11 | 2 | 43 | 37 | 17 | 2 | ..... |
| Music..... | 549 | 325 | 173 | 48 | 2 | 1 | 59 | 31 | 8 | 1/2 | ..... |
| Industrial Arts..... | 305 | 133 | 109 | 55 | 8 | 0 | 43 | 36 | 18 | 2 | ..... |
| Modern Language..... | 103 | 26 | 47 | 23 | 6 | 1 | 25 | 45 | 22 | 6 | 1 |
| Journalism..... | 15 | 8 | 5 | 2 | 0 | 0 | 53 | 33 | 13 | 0 | ..... |
| Printing..... | 12 | 12 | 0 | 0 | 0 | 0 | 100 | 0 | 0 | 0 | ..... |
| Commerce..... | 526 | 346 | 119 | 44 | 16 | 1 | 66 | 23 | 8 | 3 | ..... |
| Totals..... | 5,211 | 2,468 | 1,803 | 772 | 127 | 11 | 48% | 34% | 15% | 3% | ..... |

Read table thus: Of the 867 English teachers, 374 were teaching in only one field, 360 in two fields, etc. Of this total number of English teachers, 43 percent were working in only one field, 41 percent in two fields, etc.

subject. This is far from the case with the commerce teachers. There are about four hundred of these teachers found in the third-class city high schools where one would expect to find the subject taught to a greater extent in combination with other subjects. The popularity of the commercial branches doubtless is responsible for the high percentage of "one-field" teachers for this subject, even in the third-class cities.

Probably the more significant items of the study are the comparisons with Ridgway's study, which was done under the same direction in 1930.* The schools are definitely tending toward the one-subject field of instruction. Of all the teachers in 1938, forty-eight percent work in a single field, as compared with forty-three percent in 1931.¹

* Edwin J. Brown.

1. Ridgway, *op. cit.*

CHAPTER VII

KINDS OF DEGREES HELD BY THE HIGH-SCHOOL
TEACHERS AND THE ADMINISTRATORS

This study has attempted to determine the rapidity with which high-school teachers and administrators of the state are responding to the call for advanced degrees. When rules are made affecting college preparation for teachers, they are seldom made retroactive. This makes the process of staffing the schools with a particular type of degree a gradual one. There were a few degrees listed on the principals' reports not commonly conferred in recent years, such as bachelor of philosophy, bachelor of literature, and master of philosophy. These were not considered. The bachelor of music degree was counted, but was included with the bachelor of science, as it is a comparable degree. In round numbers about fifty-six percent of all who administer high schools in Kansas hold the master's degree or evidence of more advanced training. About nineteen percent of the classroom teachers are this well prepared. Of the advanced degrees held by administrators, the Master of Science is slightly in the majority. There are 199 persons holding this degree, as compared to 190 with the Master of Arts. This division is not true for the high-school teachers. Four hundred ten are found to be holding the advanced degree in science, and 595 are holders of the arts degree. Preference for the arts degree among the teachers is influenced by the fact that a very large percent

TABLE XXV

KINDS OF DEGREES HELD BY THE ADMINISTRATORS IN THE SECONDARY SCHOOLS IN CLASSES DEFINED BY THE STATE BOARD OF EDUCATION

| Class of school and percent of degrees held. | Number of Admin. | Number and type of degree held. | | | | | | No degree. |
|--|------------------|---------------------------------|-------|-------|-------|--------|-------|------------|
| | | A. M. | M. S. | A. B. | B. S. | Ph. D. | M. E. | |
| Class "A" schools..... | 341 | 122 | 117 | 33 | 43 | 4 | 13 | 12 |
| Percent of all degrees..... | | 36% | 34% | 9% | 12% | 1% | 4% | 4% |
| Class "B" schools..... | 227 | 59 | 62 | 42 | 66 | 0 | 7 | 4 |
| Percent of all degrees..... | | 22% | 27% | 19% | 29% | 0 | 3% | 2% |
| Class "C" schools..... | 149 | 18 | 20 | 46 | 70 | 0 | 0 | 4 |
| Percent of all degrees..... | | 11% | 13% | 29% | 44% | 0 | 0 | 3% |
| Total and summary..... | 727 | 190 | 199 | 121 | 179 | 4 | 20 | 20 |
| Percents..... | | 26% | 26% | 17% | 24% | ½% | 3% | 3% |

Read table thus: There are 341 administrators in class "A" schools, of which 122 hold the A. M. degree, 117 the M. S. degree, etc. There are 227 administrators in the class "B" schools, of which 59 hold the A. M. degree, 62 the M. S. degree, etc. Percents are to the nearest whole number.

of the social studies, modern languages, Latin, and English teachers hold the Master of Arts degree rather than the Master of Science. Of the English teachers alone, 133 hold the arts degree and only forty-four the science degree.

It is rather striking to find a larger number and percent of the administrators in class "A" schools with "no degree" than is found in the class "B" schools. It is likewise striking to find twenty-one percent of the class "A" schools administered by men and women with nothing higher than a bachelor's degree. Seventy-six of the 341 men and women administrators of class "A" schools are not yet holders of the master's degree. It is significant to notice the change in percents of those holding the master's degree from the class "A" down through the class "B" to the class "C" schools, respectively. They run as follows: Seventy percent in the class "A," forty-nine percent in the class "B," and twenty-four percent in the class "C," with an average of fifty-two percent in all three classes. There are twenty, or three percent of all the administrators in Kansas, with no degree at all. School systems in the first- and second-class cities were counted as having two administrators. The superintendent of the city system and the high-school principal were both counted in making up the table.

TABLE XXVI

KIND OF DEGREE HELD BY THE TEACHERS IN THE SECONDARY SCHOOLS

| SUBJECT FIELD. | Number teachers. | Number holding kinds of degrees. | | | | | Percent holding kinds of degrees. | | | | |
|-------------------------|------------------|----------------------------------|-------|-------|-------|-------|-----------------------------------|-------|-------|-------|-------|
| | | A. B. | B. S. | A. M. | M. S. | None. | A. B. | B. S. | A. M. | M. S. | None. |
| English..... | 867 | 430 | 241 | 133 | 44 | 18 | 49% | 28% | 15% | 5% | 2% |
| Social Studies..... | 809 | 322 | 247 | 152 | 82 | 2 | 39 | 30 | 19 | 10 | 0 |
| Mathematics..... | 427 | 136 | 163 | 66 | 68 | 13 | 30 | 37 | 16 | 16 | 3 |
| Science..... | 616 | 160 | 236 | 70 | 91 | 10 | 26 | 38 | 11 | 15 | 2 |
| Physical Education..... | 135 | 25 | 98 | 9 | 2 | 3 | 18 | 72 | 7 | 1 | 2 |
| Agriculture..... | 195 | 10 | 148 | 11 | 25 | 1 | 5 | 76 | 5 | 13 | 0 |
| Latin..... | 122 | 73 | 18 | 20 | 9 | 1 | 59 | 14 | 16 | 7 | 1 |
| Home Economics..... | 530 | 162 | 305 | 27 | 22 | 14 | 30 | 57 | 5 | 4 | 3 |
| Music..... | 549 | 180 | 283 | 22 | 17 | 47 | 33 | 51 | 4 | 3 | 9 |
| Industrial Arts..... | 305 | 32 | 226 | 14 | 28 | 6 | 10 | 74 | 5 | 9 | 2 |
| Modern Language..... | 108 | 49 | 16 | 31 | 1 | 0 | 47 | 15 | 30 | 1 | 0 |
| Journalism..... | 15 | 4 | 5 | 4 | 1 | 1 | 27 | 33 | 27 | 7 | 7 |
| Printing..... | 12 | 4 | 6 | 1 | 1 | 0 | 33 | 50 | 8 | 8 | 0 |
| Commerce..... | 526 | 138 | 318 | 35 | 19 | 13 | 26 | 60 | 7 | 4 | 3 |
| Totals..... | 5,211 | 1,725 | 2,310 | 595 | 410 | 129 | 33% | 44% | 11% | 8% | 3% |

Read table thus: Of the 867 English teachers, 430 held the A. B. degree, 241 the B. S., etc. There are 49 percent with A. B. degrees and 28 percent with B. S. degrees, etc.

Of the academic teachers, the mathematics teachers are found to have a larger percent with the master's degree. Thirty-two percent of all the mathematics teachers hold the advanced degree. The modern language teachers follow closely, with thirty-one percent, and the social studies teachers with twenty-nine percent. It is surprising to find that the English teachers are academically not nearly so well trained. Only twenty percent of the English teachers hold the master's degree. It is somewhat striking to find thirty percent of the home economics teachers holding the bachelor of arts degree rather than the science degree. Only ten percent of the industrial arts teacher's hold the arts degree. This may mean that, relatively, a larger percent of the home economics teachers are trained in the private and parochial schools than are the industrial arts teachers.



PRINTED BY KANSAS STATE PRINTING PLANT
W. C. AUSTIN, STATE PRINTER
TOPEKA 1938
17-5861