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(Twenty-First of the Series)



A SURVEY OF THE CERTIFICATION, PREPARATION, EXPERIENCE, SALARY, AND EMPLOYMENT STATUS OF ELEMENTARY AND HIGH SCHOOL TEACHERS IN KANSAS FOR THE YEAR 1939-1940

By Adrienne Joerg and Lana A. Shroyer



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EDITOR'S INTRODUCTION

It is stating the obvious to say that no school system can be stronger than its teaching staff. This is true whether it is for a rural school, a village, a small city, a great metropolis, or a commonwealth. It is commonly agreed that strength in a teaching staff depends on factors difficult of measurement as well as those that can be measured more accurately. Among those which can be placed on the educational scale and there evaluated are such items as the academic preparation of the teacher, her legal certification status, her salary, her experience, and her tenure of office. It is not difficult to determine whether or not she is unemployed. That one cannot know for certain where he is going until he knows where he is, seems to be true and justifies a study such as the following.

In the study presented here to Kansas administrators, Miss Joerg and Miss Shroyer have made a careful and conscientious effort to answer the question for 1939-'40, "Where is the Kansas teacher today?" This may be interpreted to mean, What is her preparation, how much and what sort of instructional experience has she had, what certificate legalizes her teaching, is she prepared to teach but is actually unemployed, and, in general, where is she professionally? Data for the study were taken from official records in the offices of county superintendents, from the State Department of Education, and from direct communications with elementary teachers and with superintendents and principals. The study covers approximately three-fourths of the twelve thousand or more elementary teachers in Kansas. High-school teachers are considered with even greater detail. Teachers are classified according to type of work, the college hours on record, and the certificates held. Through the various college and university teacher-appointment offices, data were secured upon which an estimate of the trained but unemployed teachers in Kansas was based. Teachers who were in training in the last semester of the 1939-'40 school year were considered in the study. The authors offer no apologies for incompleteness in the study, but would say that all numbers are close approximations. Because of the necessity for condensation in a publication such as "Studies in Education," tables were omitted from the study except those which have been used for summarizing purposes. A more detailed study is available, under the same title and by the same authors, through Kellogg Library, The Kansas State Teachers College of Emporia.

EDWIN J. BROWN, *Editor.*

ACKNOWLEDGMENT

The writers wish to express their gratitude to Dr. Edwin J. Brown and Dr. Ray C. Maul, who suggested and directed this study.

Acknowledgment is likewise due the State Department of Education, the county and city superintendents, college officials, the Kansas State Teachers Association, Dr. R. E. Jagers, chairman of the *National Committee on Preparation, Supply and Demand of Teachers*, and Miss Irene Niles, secretary, Graduate Division.
A. J. and L. A. S.

CHAPTER I

INTRODUCTION

NATURE AND SIGNIFICANCE OF THE STUDY

For many years the supply of and demand for teachers has been a subject for discussion among both professional and lay groups. The need of each state for knowing its demand for and its supply of trained teachers cannot be over-estimated. Studies have been attempted in various phases of teaching needs, but none are complete.

All large industries, corporations, and organizations know the status of their employees, and many such groups maintain research departments to study their situations annually. They know the number of jobs available and can scientifically predict the turnover, expansion, plateau, and decline.

Professions such as medicine and law maintain extensive research departments and maintain high standards of requirements into the professions. Teaching is similar to the medical profession in the service which it renders to the public, and it is justified in following similar procedures in research and preparation. Also, education might well follow business methods in determining teaching needs.

During the past decade there has been evidence of a surplus of certified teachers. Every spring hundreds of young people seek employment in the schools of Kansas. A number of them are unsuccessful in securing positions. However, many of these prospective teachers have no training beyond high school, and in many cases they plan to use teaching merely as a stepping stone for more training in other areas or as a means of earning a livelihood until something more promising appears. Many new teachers were trained for high-school work but have accepted positions in subject fields or grades for which they have had no preparation. Florence M. Young says that students who are specially prepared to give secondary instruction, but ignorant of the passing of the alphabet method in reading, are frequently found teaching beginners. "Economic loss, injustice to the children, and unfairness to the teachers are only a few of the deplorable results of such a system."¹

What is the solution to this problem of oversupply? Is there a surplus of trained teachers or is it a surplus of certified teachers who may or may not be trained? Certification does not always imply training. How many teachers does Kansas need each year? Is there a shortage in one or two fields and a surplus in others? To answer the above questions and to offer a solution for the problem, it seems desirable that a state-wide survey be made each year of the supply and demand situation in the state. This thesis attempts to make such a survey and presents the data available at the present time.

1. Florence M. Young, "The Need for State Surveys of Teaching Positions," *Education*, Vol. LII, September, 1931, pp. 1-3.

PREVIOUS STUDIES

The need for a survey of Kansas teachers has been a pressing problem since the National Committee on Supply, Preparation and Demand of Teachers was appointed in 1927. The first study on a national scale was attempted in 1929-1930 with the collection of data relating to the demand for the supply of public-school teachers. The findings were published as a research bulletin of the National Education Association.² Findings of the study were inaccurate because data were not available or reliable; only fifteen of the forty-eight states supplied information. Alonzo F. Myers, in a critical article showing the shortcomings of the section on "Teacher Demand and Supply" in the *Research Bulletin*, says, "The only positive conclusions which one would have been justified in drawing from this study is that state education departments do not know the essential facts relative to teacher demand and supply."³

The National Committee, under the direction of R. E. Jagers, which met in St. Louis, February 27, 1940, was faced with many of the same problems that the first group found ten years ago.

Most studies made by the various states have been made by individuals with the approval and coöperation of state departments, and financial aid from research funds. Recent studies were made for Vermont⁴ and Minnesota.⁵ An extensive study, entitled *The Certification of Teachers in Kansas*, was made by Ray C. Maul⁶ of the Kansas State Teachers College of Emporia. Legislative Bulletin No. 4, *Kansas Looks at Her Schools*, is a publication of the Kansas State Teachers Association under the direction of F. L. Pinet and C. O. Wright.

SCOPE OF THE STUDY

An attempt has been made to make a survey of all Kansas teachers, including certification, salary, experience, and the employment status for 1939-'40. This includes rural-school teachers; elementary teachers of villages and third-class cities, second-class cities, and first-class cities; all high-school teachers in community high schools, community village high schools, consolidated schools, rural high schools, first- and second-class city high schools, and parochial and denominational high schools (if listed).

Data were not received for approximately 3,033 of the 12,570 elementary teachers.

An estimate of the number of unemployed teachers for the years 1938-1939 from College Placement Bureaus is included. The number of trainees for the profession in preparation this year is approximated.

2. *Research Bulletin of the National Education Association*, Vol. IX, No. 5, November, 1931.

3. Alonzo F. Myers, "Teacher Demand and the Supply," *School and Society*, Vol. XXXV, February, 13, 1932, p. 210.

4. Francis Louis Bailey, *A Planned Supply for Teachers of Vermont*, 1939.

5. *Minnesota Public School Turnover, Training, Experience, and Supply*. Unpublished Bulletins, State Board of Education.

6. Ray C. Maul, *Certification of Teachers in Kansas*. Research Bulletin, State Board of Education, 1938.

METHOD OF PROCEDURE

1. Letters were written to all the states to determine what has been attempted in this field (forty-three states replied).

2. Communications were sent to all county superintendents in Kansas requesting educational directories and information concerning certificates, experience, college training, and salaries for rural and elementary teachers under their supervision.

3. Inquiry sheets requesting data for elementary teachers, not available in the State Office of Education, were sent to superintendents of first- and second-class cities.

4. High-school principals' reports in the office of the state superintendent furnished data for all junior and senior high schools.

5. Inquiry sheets were sent to placement bureaus of all colleges and universities in Kansas for information concerning unemployed teachers who were officially graduated.

6. Requests were sent to all college registrars for the number of teacher trainees for the year 1939-1940.

7. Personal interviews were held with the officials of the Federal Employment Agency and the Kansas State Teachers Association.*

TYPES OF DATA COLLECTED

Data were collected on eight significant phases of the supply and demand situation. Included were:

1. Teachers were classified according to type of work—rural, graded, high school.
2. Certificates held by each teacher were classified.
3. Hours of college preparation and degrees held were tabulated.
4. Salaries for teachers under the direction of county superintendents were listed according to high, low, average, median, first quartile, third quartile, and quartile deviation.
5. Salaries for teachers in elementary schools of first and second-class cities and all high schools were tabulated according to high, low, and average.
6. Experience in the profession was estimated and tabulated.
7. Unemployed teachers were estimated.
8. Teachers in training this year were recorded and tabulated.

All numbers are close approximations. In several cases the county directory and the record in the state office were both used in order to secure all data possible. A number of county directories contained information added to the original copy.

DEFINITION OF TERMS

An arbitrary standard was set up for classifying certificates as follows:

- I. Rural and graded school teachers:
 1. Certificates based on 120 hours of college training.
 2. Certificates based on 60 hours of college training.
 3. Certificates based on 30 hours of college training.

* After the completion of the thesis, information was obtained for three additional counties. Results were computed and tabulated with little or no change in percentages. This adds to the reliability of the study.

4. Normal training certificates.
 5. First grade county.
 6. Certificates based on less than 30 hours of college credit.
- II. Elementary teachers in first- and second-class cities:
1. Life diploma—certificate in diploma issued by teachers colleges.
 2. Certificate based on 120 hours college credit issued by State Board of Education and including three-year renewable and life certificates.
 3. Sixty-hour life certificates issued by state teachers colleges.
 4. Sixty-hour certificate issued by State Board of Education.
 5. Special certificate—limited to certain fields (music, art, commerce, etc.).
 6. Three-year state certificate based on 30 hours college credit.
 7. Normal training certificates.
 8. First-grade county.
 9. Two-year elementary certificate issued by State Board of Education.
- III. High-school teachers:
1. Life diploma—certificate in diploma issued by teachers colleges.
 2. One-hundred-twenty-hour certificates issued by State Board of Education. This classification includes three-year renewable and life certificates.
 3. Special certificates—good in limited fields only (music, art, commerce, etc.).

The above classification was made because of the many types of certificates in force at present. Many certificates carrying the same name were not issued on the same basis; therefore it was decided to rate them according to requirements for the granting of such certificates.

The term "new teacher" refers to an individual who is teaching for the first time during the school year 1939-1940.

CHAPTER II

RURAL TEACHERS

CERTIFICATES HELD BY RURAL TEACHERS

The data presented in this section are based on information obtained from educational directories issued by county superintendents of 83 counties. *Teachers' First Week's Reports* were used to compile data for 7 counties. No information was available for 15 counties. All rural teachers in service in 1939-'40 in these 90 counties are included. Certificates held by the teachers are indicated.

In tabulating the information all certificates of a certain type in one county are grouped together. An arbitrary grouping of certificates was necessary due to insufficient data, and because several elementary certificates carry the same name but are issued on a different basis. For example, the State Board of Education in Kansas issues four types of two-year elementary state certificates. One of these is granted on the basis of 60 hours of college work, one on 30 hours; one is issued in lieu of a first-grade county certificate; and the other is issued on the basis of state examination. If the type was not given the certificate was placed in the group according to the number of college hours completed.

Six groups of certificates, based on the amount of professional training, are in use among the rural teachers of the state. These groups are:

1. Life diploma or certificate based on 120 college hours and issued by a teachers college or the state board.
2. Sixty-hour certificates, including life certificates, issued by a teachers college or a three-year renewable issued by the state board.
3. Certificates based on 30 hours of college work.
4. Normal training certificates based on completion of normal training course in high school.
5. First-grade county certificates issued prior to June, 1937, on basis of county examination.
6. Certificates based on less than 30 hours include those issued in lieu of first-grade county certificates, and those issued on the basis of state examinations.

The distribution of rural teachers among those six certificate classifications with percentages for each is given in Table I.

Table I represents the certification practice among the rural teachers of Kansas. A total of 140 teachers, or 2.5 percent, of the rural group hold certificates based on college degrees or 120 hours of preparation. The largest single group of rural teachers falls in the 60-hour classification. This group has 1,743 teachers, or 32.4 percent. The next highest group is the normal-training classification with 1,375 teachers, or 25.6 percent. First-grade county certificates number 389, or 7.2 percent. Those based on less than 30 hours of college work total 962, or 17.9 percent. The two-year elementary certificate based on a state examination is included in the group classification less-than-

TABLE I
NUMBER AND PERCENTAGE OF RURAL TEACHERS IN EACH CERTIFICATE GROUP IN 92 COUNTIES

CERTIFICATE.	Based on 120 hours.	Based on 60 hours.	Based on 30 hours.	Normal training.	First-grade county.	Less than 30 hours.	Total.
Number of teachers.....	140	1,743	962	1,375	389	777	5,386
Percentage of teachers.....	2.6	32.4	17.9	25.6	7.2	14.3	100.0

TABLE II
PREPARATION OF RURAL TEACHERS, BY HALF-YEAR UNITS, WITH NUMBER AND PERCENTAGE

SEMESTER HOURS CREDIT.	No. semester hours.	From 1-14.	From 15-29.	From 30-44.	From 45-59.	From 60-74.	From 75-89.	From 90-104.	From 105-119.	120 or over.	Total.
Number of teachers.....	329	276	222	442	194	717	147	65	22	113	2,527
Percentage of teachers.....	13.1	11.0	8.8	17.5	7.7	28.4	5.5	2.6	0.9	4.5	100.0

30-hours. Preparation for the first-grade county certificate and the less-than-30-hour group differs from the normal training only in that the candidates for the latter type are required to include normal-training subjects in their high-school course. All three groups are based on completion of a four-year high-school course plus examination, but none requires any college preparation. These three groups total 2,726, or 50.7 percent. In some cases teachers have college hours to their credit, but apparently these hours do not apply on a certificate issued on the basis of post-high-school teacher training. The remaining group is that based on 30 hours of college preparation and includes 962 teachers, or 17.9 percent.

These findings agree with the conclusions made by Ray C. Maul in 1937-'38 concerning his similar results: "Existing laws governing teacher certification exert a powerful influence on the certification status of rural teachers in Kansas. In other words, it is apparent that successful candidates for rural teaching positions have taken advantage of the shortest and the quickest legal channels to the teaching license."¹

PREPARATION OF RURAL TEACHERS

More than 30 percent of the 2,527 rural teachers hold certificates requiring no training beyond high school. Data show that many teachers have more than the minimum certification requirements.

The purpose of this section is to indicate college preparation of rural teachers; however, many county directories contained no record of college hours. Only 45 counties are represented in this section.

College credit is tabulated by semester hours. All teachers with no college hours are grouped together, regardless of the type of certificate held. Semester hours are grouped in intervals of fifteen to correspond with the standard half-year college program. Training for rural teachers is not carried beyond the Bachelor's Degree although some teachers have done advanced work. Table II shows training of rural teachers by half-year units, with the number of teachers and the percentage.

Similarities between Tables I and II are very evident, since the largest group falls under 60 hours of preparation. The next highest group is the 30-hour classification with 442 teachers, or 17.5 percent. Rural schools have the least number of degree teachers of any of the schools. In the 45 counties there are 113 teachers who have completed 120 college hours; however, not all of these hold degrees. Records of degrees were incomplete.

EXPERIENCE OF RURAL TEACHERS

Requirement of experience as a standard for teachers tends toward making teaching a profession rather than mere temporary employment. The purpose of this section is to indicate the experience of Kansas rural-school teachers. Data are available from 70 counties. Experience is divided into eight groups covering one to thirty-plus years. Group one enumerates the number of new teachers in rural schools for 1939-'40. Group two includes teachers in service two to four years. Remaining divisions are grouped by fives. Table III gives these groupings with numbers and percentages of teachers in each.

1. Maul, *op. cit.*, p. 20.

TABLE III
EXPERIENCE OF RURAL-SCHOOL TEACHERS BY YEARS, WITH NUMBERS AND PERCENTAGE

NUMBER YEARS OF EXPERIENCE.	1 year only.	2-4	5-9	10-14	15-19.	20-24.	25-29.	30+	Total.
Number of teachers.....	812	1,447	1,039	471	210	63	34	27	4,103
Percentage of teachers.....	19.8	35.3	25.3	11.5	5.1	1.5	0.8	0.7	100.0

During the year 1939-'40 there were 812, or 19.8 percent, new teachers in the rural schools of the 70 counties reported. The largest group is represented by 1,447 teachers, or 35.3 percent, who have had two to four years experience. These two groups constitute 2,259 teachers, or 55.1 percent of the rural teachers who have less than five years of experience. Approximately 20 percent of the rural teachers in these counties have more than ten years of experience.

SALARIES OF RURAL-SCHOOL TEACHERS

Salaries of public school teachers have been a subject for various studies in many states; however, the extent of influence upon teacher tenure has not been definitely determined. A recent study made by Cecil Winfield Scott and Calvin H. Reed² for Nebraska says that the salary factor is apparently the major cause of turnover and it is evident that boards of education in employing teachers fill turnover positions at salaries which, on the whole, are lower than those formerly paid. Approximately 20 percent of Kansas rural-school teachers were beginners in 1939-'40. More than 35 percent have had from two to four years experience. The average weekly salary for rural teachers in 92 counties is \$9.86. This average is for 1939-'40, and is figured on the basis of 52 weeks. It is evident that there is a high correlation between this weekly average and teacher tenure in the rural schools.

The highest salary paid to any rural teacher in any of the 92 counties is \$168 per month, and the lowest is \$25. The average monthly salary for rural teachers in these counties is \$64.38. The range of \$25 to \$168 is such a wide spread that it affects the average quite noticeably. Weekly averages for the 92 counties for 1939-'40, and all 105 counties for 1937-'38, were computed. It is evident in comparing these two years that state aid has done very little to increase salaries of rural teachers, even the third year after its beginning. Even state aid cannot be granted to some districts where they are unwilling to make the necessary levy of three mills to meet their part of the obligation.

Some rural districts in Kansas where school has been discontinued pay almost nothing toward elementary education in the state. "At the present time eighty-five of the hundred and five counties of the state report *desert spots* where property is escaping taxation for common school purposes."³ Data from the 44 county educational directories reveal that 206 districts in these counties, with a total valuation of \$30,131,303, have no levy. Many other districts have levies which amount to less than one mill.

Kansas schools share in only two of the ten forms of taxation.⁴ These two forms are general property tax, and the sales tax.

It is a question for debate whether or not salaries provide adequate economic support for further preparation as well as the influence on turnover. The average salary indicates clearly that further training is next to impossible for rural teachers who do not have other sources of income.

Complete data for the 92 counties, giving information concerning salaries of teachers in rural schools, are found in Table IV.

2. Cecil Winfield Scott, Calvin H. Reed, *School and Society*, Vol. 51, No. 1316, March 16, 1940, p. 356.

3. *Kansas Looks at Her Schools*, Legislative Bulletin, No. 4, March, 1940, p. 9.

4. *Ibid.*, p. 12.

TABLE IV
SALARIES OF RURAL SCHOOL TEACHERS BY COUNTIES

COUNTY.	Total number of teachers.	Salary extremes.				Average for county.	Range for county.	Median for county.	First quartile.	Third quartile.	Quartile deviation.
		High.	No.	Low.	No.						
Allen.....	63	\$100.00	2	\$50.00	1	\$69.21	\$50-100	\$68.98	\$65.39	\$77.19	\$5.90
Anderson.....	69	80.00	1	45.00	3	60.80	45-80	63.39	56.48	69.25	6.39
Atchison.....	61	100.00	1	50.00	8	66.17	50-100	67.19	59.46	74.88	7.71
Barber.....	43	125.00	2	50.00	1	77.18	50-125	79.72	73.39	88.54	7.58
Barton.....											
Bourbon.....	90	90.00	1	45.00	3	58.77	45-90	60.23	54.87	65.68	5.41
Brown.....	67	88.00	1	45.00	1	66.71	45-88	68.65	61.98	73.90	5.96
Butler.....	93	157.50	1	50.00	4	73.58	50-157.50	73.28	65.52	79.93	7.21
Chase.....	27	100.00	1	50.00	2	69.26	50-100	72.19	64.69	76.88	6.09
Chautauqua.....	56	85.00	1	40.00	1	65.09	40-85	67.27	61.25	73.63	6.19
Cherokee.....	75	112.50	1	40.00	1	66.62	40-112.50	69.25	60.34	74.54	7.10
Cheyenne.....	60	80.00	1	45.00	1	66.92	45-80	69.72	65.56	73.89	4.17
Clark.....											
Clay.....	87	80.00	1	45.00	3	57.36	45-80	60.74	54.44	66.81	6.19
Cloud.....											
Coffey.....	86	75.00	5	43.75	1	62.08	43.75-75	63.80	59.38	69.31	4.97
Comanche.....	27	95.00	1	60.00	3	78.70	60-95	80.63	74.37	89.06	7.35
Cowley.....	104	120.00	1	45.00	1	72.85	45-120	74.38	66.25	81.25	7.50
Crawford.....											
Decatur.....											
Dickinson.....	90	95.00	1	45.00	1	64.25	45-95	63.75	60.50	72.50	6.00
Doniphan.....	54	80.00	2	45.00	2	59.44	45-80	61.11	54.11	67.95	6.92
Douglas.....	74	100.00	1	52.00	1	73.33	52-100	76.25	68.06	82.64	7.29
Edwards.....	9	95.00	1	70.00	1	81.66	70-95	83.75	78.13	89.38	5.63
Elk.....	61	95.00	1	40.00	1	64.81	40-95	65.50	60.90	74.89	7.00
Ellis.....	34	80.00	3	55.00	2	67.54	55-80	69.50	65.25	73.75	4.00
Ellsworth.....	55					71.45					
Finney.....	28	108.00	1	60.00	1	74.83	60-108	72.50	70.64	79.38	4.37
Ford.....	42	95.00	1	55.00	2	73.33	55-95	75.71	69.69	82.05	6.18
Franklin.....	72	80.00	7	50.00	2	67.50	50-80	69.00	63.13	74.69	5.78

TABLE IV—CONTINUED

COUNTY.	Total number of teachers.	Salary extremes.				Average for county.	Range for county.	Median for county.	First quartile.	Third quartile.	Quartile deviation.
		High.	No.	Low.	No.						
Geary.....	38	\$100.00	1	\$50.00	1	\$71.97	\$50-100	\$75.00	\$64.50	\$82.50	\$9.00
Gove.....	35	80.00	1	55.00	1	67.71	55-80	69.83	66.92	73.44	3.26
Graham.....											
Grant.....	15	90.00	3	50.00	1	77.00	50-90	79.17	73.44	88.13	7.34
Gray.....	15	80.00	3	65.00	4	72.00	65-80	74.38	69.69	79.06	4.69
Greeley.....	6	85.00	1	57.50	1	70.42	57.50-85	72.50	67.50	77.50	5.00
Greenwood.....	74	140.00		45.00		71.75	45-140				
Hamilton.....											
Harper.....	59	118.12	1	45.00	1	85.52	45-118.12	88.61	79.86	94.37	7.25
Harvey.....	63	100.00	3	55.00	2	78.25	55-100	80.90	74.22	87.36	6.57
Haskell.....	10	80.00	3	65.00	1	74.25	60-85	76.66	72.50	80.83	4.17
Hodgeman.....	37	80.00	2	55.00	1	67.90	55-80	70.42	61.83	71.96	5.07
Jackson.....	87	90.00	1	45.00	2	62.53	45-90	63.75	58.25	70.11	5.93
Jefferson.....	74	80.00	1	50.00	10	60.73	50-80	62.50	59.25	65.83	3.29
Jewell.....	106	75.00	1	40.00	3	56.18	40-75	58.33	52.90	63.30	5.20
Johnson.....	30	101.25	1	53.00	1	74.67	53-101.25	73.33	67.08	81.88	7.40
Kearny.....	18	75.00	4	50.00	1	67.64	50-75	67.50	64.71	73.00	4.15
Kingman.....											
Kiowa.....	29	90.00	1	55.00	2	72.24	55-90	76.56	68.75	81.09	6.17
Labette.....	83	140.62	1	50.00	7	68.54	50-140.62	71.03	61.69	77.27	7.79
Lane.....											
Leavenworth.....	58	105.00	1	60.00	8	73.65	60-105	73.75	67.71	83.75	8.02
Lincoln.....	62	80.00	2	50.00	3	65.00	50-80	68.68	64.17	73.75	4.79
Linn.....	79	80.00	1	50.00	11	64.09	50-80	63.70	60.00	71.64	5.82
Logan.....											
Lyon.....	94	100.00	1	50.00	11	64.29	50-100	64.47	58.29	71.25	6.43
McPherson.....	96	105.00	2	55.00	2	79.60	55-105	82.06	72.69	90.00	8.66
Marion.....	88	100.00	2	45.00	1	69.14	45-100	70.63	69.00	79.44	9.22
Marshall.....	116	90.00	1	45.00	1	56.59	45-90	58.83	53.38	61.13	3.88
Meade.....											

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TABLE IV—CONTINUED

COUNTY.	Total number of teachers.	Salary extremes.				Average for county.	Range for county.	Median for county.	First quartile.	Third quartile.	Quartile deviation.
		High.	No.	Low.	No.						
Miami.....	76	\$95.00	1	\$50.00	5	\$66.32	\$50-95	\$70.25	\$64.00	\$75.00	\$6.50
Mitchell.....	76	80.00	1	50.00	5	60.26	50-80	60.26	60.26	60.26	60.26
Montgomery.....	86	125.00	1	45.00	2	68.52	45-125	69.55	61.81	77.50	7.90
Morris.....											
Morton.....											
Nemaha.....	94	75.00	1	45.00	6	57.17	45-75	59.50	54.17	64.89	5.36
Neosho.....											
Ness.....	53	125.00	1	50.00	3	63.89	50-125	65.44	61.15	68.60	3.78
Norton.....	71	75.00	2	40.00	2	55.04	40-75	57.38	52.44	61.91	4.74
Osage.....	77	80.00	1	50.00	18	60.88	50-80	61.71	55.52	66.56	5.52
Osborne.....	69	85.00	1	45.00	1	62.53	45-85	64.38	60.63	68.75	4.06
Ottawa.....											
Pawnee.....	29	100.00	3	65.00	2	80.25	65-100	81.25	75.63	93.63	9.00
Phillips.....	79	65.00	4	35.00	1	51.00	35-65	53.98	49.90	59.49	4.80
Pottawatomie.....	76	85.00	1	45.00	1	65.20	45-85	68.21	61.43	73.33	5.95
Pratt.....	25	95.00	1	70.00	1	80.50	70-95	80.50	80.50	80.50	80.50
Rawlins.....	61	95.00	1	50.00	3	67.75	50-95	69.45	63.44	76.09	6.28
Reno.....	85	168.00	1	65.00	4	85.38	65-168	84.87	78.85	92.34	6.80
Republic.....	98	90.00	1	45.00	2	59.31	45-90	60.67	55.33	64.75	4.66
Rice.....	49					85.61					
Riley.....	56	100.00	1	50.00	9	63.30	50-100	63.67	58.13	75.00	8.44
Rooks.....	68	80.00	1	45.00	1	57.00	45-80	59.25	55.00	63.68	4.24
Rush.....	52	90.00	1	55.00	1	65.77	55-90	68.89	63.00	73.67	5.34
Russell.....											
Saline.....	57	95.00	1	50.00	1	72.84	50-95	75.20	69.03	81.46	6.22
Scott.....	15	90.00	1	60.00	1	79.67	60-90	73.75	67.75	77.81	5.03
Sedgwick.....	75	105.00	1	55.00	1	77.13	55-105	78.19	72.38	89.53	8.58
Seward.....	17	85.00	1	60.00	2	71.00	60-85	74.50	70.25	77.68	3.72
Shawnee.....	60	95.00	3	55.00	3	72.22	55-95	71.88	65.08	80.14	7.53
Sheridan.....	55	80.00	2	45.00	2	59.14	45-80	64.56	61.50	70.07	4.29

TABLE IV—CONCLUDED

COUNTY.	Total number of teachers.	Salary extremes.				Average for county.	Range for county.	Median for county.	First quartile.	Third quartile.	Quartile deviation.
		High.	No.	Low.	No.						
Sherman.....	35	\$72.50	2	\$50.00	4	\$60.86	\$50-72.50	\$62.76	\$60.46	\$66.25	\$2.90
Smith.....	99	75.00	1	40.00	3	51.99	40-75	54.01	50.76	59.11	4.18
Stafford.....	64	125.00	1	64.00	1	81.16	64-125	81.88	76.88	88.33	5.73
Stanton.....	6	95.00	1	70.00	3	77.50	70-95	75.00	72.50	87.50	7.50
Stevens.....	25	95.00	1	65.00	1	82.80	65-95	86.07	81.61	90.63	4.51
Sumner.....	130	100.00	.....	55.00	.....	74.64	55-100	.....	.....	.....	.....
Thomas.....	20	85.00	2	50.00	1	69.00	50-85	70.00	67.50	74.50	3.50
Trego.....	52	85.00	3	55.00	1	68.38	55-85	70.26	61.25	73.68	6.22
Wabaunsee.....	69	80.00	3	45.00	2	61.58	45-80	64.90	56.36	68.60	6.12
Wallace.....	10	65.00	2	25.00	1	56.19	25-65	62.00	57.50	64.50	3.00
Washington.....	13	75.00	2	40.00	1	55.85	40-75	57.50	52.54	62.50	4.98
Wichita.....	19	75.00	2	50.00	1	61.32	50-75	63.83	61.25	64.42	1.58
Wilson.....	78	95.00	1	50.00	5	63.94	50-95	70.00	64.05	76.50	6.23
Woodson.....	59	80.00	2	50.00	8	62.01	50-80	63.80	58.75	70.11	5.68
Wyandotte.....	10	90.00	3	50.00	1	78.00	50-90	86.67	71.25	87.50	8.13
Totals.....	5,151										
High, low, and average salary.....		\$168.00		\$25.00		\$64.38					
Range in salaries.....							\$25-\$168				

CHAPTER III

GRADED SCHOOL TEACHERS

I.—THIRD-CLASS CITIES AND VILLAGES

CERTIFICATION OF TEACHERS

Data concerning the certificates held by elementary teachers in villages and third-class cities in 85 of the 105 counties in Kansas were extracted from county educational directories. Information for 6 counties was taken from the first week's reports sent to county superintendents by teachers and principals. All information presented in this chapter is arranged in the manner employed in presenting comparable data with respect to rural teachers in Chapter II. Thus it is possible to compare the status of teachers in rural and third-class cities or village schools.

In elementary schools of third-class cities and villages, the same six types of certificates are in use as were found to be used in rural schools. These include certificates based on 120 college hours, 60 college hours, 30 college hours, normal training, first-grade county, and less than 30 hours.

The total number of elementary teachers in this class of cities is approximately half the number of teachers engaged in rural teaching, or totals of 2,945 and 5,386, respectively.

A summary of data for elementary teachers in third-class cities and villages is shown in Table V.

Table V indicates that 372 teachers in third-class cities and villages hold certificates based on 120 college hours. This constitutes 12.6 percent as compared with 2.6 percent in rural schools. Similarly, the largest group comes in the 60-hour classification with 1,617 teachers or 54.9 percent as against 32.4 percent in rural schools. The 30-hour group has decreased from 17.9 percent in rural schools to 11.5 percent in third-class cities and villages.

The number of teachers holding normal-training certificates in third-class cities and villages has decreased 16.9 percent below the number held by rural teachers. A decrease of 2.5 percent is indicated in the number of first-grade county certificates, and 6.7 percent decrease in the less-than-30-hour group of certificates.

In other words, certificates held by teachers in third-class cities and villages show more professional preparation than those held by rural teachers. More than three-fourths of these elementary teachers have certificates based on college preparation, while slightly more than half of the rural teachers' qualifications are based on college training.

PREPARATION OF GRADED SCHOOL TEACHERS

Preparation for elementary teachers in third-class cities and villages in Kansas may not be significantly different from that of rural teachers insofar as requirements for certification are concerned, since no college training is necessary for an applicant to teach in this class of city.

TABLE V

NUMBER AND PERCENTAGE OF GRADED SCHOOL TEACHERS IN THIRD-CLASS CITIES AND VILLAGES IN EACH CERTIFICATE GROUP FOR 91 COUNTIES

CERTIFICATE.	Based on 120 hours.	Based on 60 hours.	Based on 30 hours.	Normal training.	First-grade county.	Based on less than 30 hours.	Total.
Number of teachers.....	372	1,617	338	256	138	224	2,945
Percentage of teachers.....	12.6	54.9	11.5	8.7	4.7	7.6	100.0

TABLE VI

PREPARATION OF GRADED SCHOOL TEACHERS IN THIRD-CLASS CITIES AND VILLAGES BY HALF-YEAR UNITS WITH NUMBERS AND PERCENTAGES

SEMESTER HOURS CREDIT.	No. semester hours.	From 1-14.	From 15-29.	From 30-44.	From 45-59.	From 60-74.	From 75-89.	From 90-104.	From 105-119.	120 or over.	Total.
Number of teachers.....	47	55	77	141	79	500	190	119	52	320	1,580
Percentage of teachers.....	2.9	3.5	4.9	8.9	5.0	31.7	12.0	7.5	3.3	20.3	100.0

Table VI is a summary of data for elementary teachers in third-class cities and villages for 47 counties.

It is worthy of note that more than one-fifth (20.3 percent) of the elementary teachers in third-class cities and villages have 120 or more college hours. In some cases this may not mean a degree; however, it is the equivalent of four years of college. Less than 3 percent have no college hours, and approximately 8.5 percent have less than 30 hours of post-high-school training.

Again, the largest number of teachers comes in the 60-hour group. This seems to indicate that many elementary teachers strive to attain a goal of at least 60 hours of training. There are 74.8 percent of the elementary teachers in third-class cities and villages who have completed 60 or more hours of college training.

TEACHING EXPERIENCE OF GRADED SCHOOL TEACHERS

The tendency toward making teaching a profession rather than mere employment is slightly more noticeable in the elementary schools of third-class cities and villages than it is in rural schools. Frequently elementary schools demand experienced teachers and new teachers are forced to gain their first experience in rural schools. This is especially true of the teacher without post-high-school training. The percentage of new teachers in rural schools approximates 20 as compared to 7 percent in elementary schools in this class of cities for 1939-'40.

Considering the other extreme, there are 30 teachers, or 1.8 percent of the total, in this class of cities in the 47 counties who have taught 30 years or more. The highest percentage of any experience group is 30.9 representing 582 teachers who have taught five to nine years. This shows a tendency toward increased tenure of teachers in the elementary schools as compared with rural schools. Table VII shows the experience of elementary teachers in third-class cities and villages by years with numbers and percentages in each group.

Apparently, as shown by Table VII, teachers with the greater amount of training tend to remain longer in the profession and more often secure positions in the larger school systems.

SALARIES OF GRADED SCHOOL TEACHERS

Salaries are considered to be a major factor in the mobility of rural school teachers. Comparisons of salaries of rural and elementary teachers in third-class cities and villages are made in this section.

The highest monthly salary paid in the 83 counties reporting elementary teachers is \$333.33, and the lowest is \$43.75. The average monthly salary of the 2,717 teachers included in this report is \$82.87. The difference between the average \$82.87 for elementary teachers in this class of cities, and that for rural teachers, \$64.38, is \$18.49. Figuring these averages on the basis of 52 weeks for elementary and rural teachers, respectively, they are \$14.34 and \$9.90. The \$4.44 increase in the weekly average evidently influences the training and tenure of elementary teachers in the small towns. However, the increased salary is inadequate as an economic basis for advanced training as may be noted by the number of less-than-30 hour, normal-training, and first-

TABLE VII
EXPERIENCE OF GRADED SCHOOL TEACHERS IN THIRD-CLASS CITIES AND VILLAGES BY YEARS, WITH NUMBER AND PERCENTAGE

NUMBER YEARS OF EXPERIENCE.	1 year only.	2-4.	5-9.	10-14.	15-19.	20-24.	25-29.	30+	Total.
Number of teachers.....	125	450	582	368	225	69	34	34	1,887
Percentage of teachers.....	6.6	23.9	30.9	19.5	11.9	3.6	1.8	1.8	100.0

grade county certificates held by third-class city and village teachers. The percentage of rural teachers who have taught one to four years is 55 and of elementary teachers in these cities is 31.5.

Geographic factors have a great influence upon teachers' salaries, as can be seen in the extremes of average monthly remuneration. The lowest monthly salary paid to teachers in third-class city and village schools is in the dust-bowl region, and the highest monthly salary is in an oil district, these salaries being \$43.75 and \$333.33, respectively.

More detailed information concerning salaries of elementary teachers in third-class cities and villages is given in Table VIII.

TABLE VIII
SALARIES OF GRADED SCHOOL TEACHERS, INCLUDING THIRD-CLASS CITIES BY COUNTIES

COUNTY.	Total number of teachers.	Salary extremes.				Average for county.	Range for county.	Median for county.	First quartile.	Third quartile.	Quartile deviation.
		High.	No.	Low.	No.						
Allen.....	17	\$90.00	3	\$65.00	2	\$77.35	\$65-90	\$78.50	\$73.75	\$86.87	\$6.56
Anderson.....	24	110.00	1	50.00	1	78.94	50-110	82.50	67.50	91.66	12.08
Atchison.....	14	100.00	1	64.44	1	77.22	64.44-100	77.50	68.12	88.75	10.32
Barber.....	37	162.77	1	80.00	1	110.77	80-162.77	105.63	95.41	116.25	10.42
Barton.....											
Bourbon.....	28	80.00	1	47.50	2	63.46	47.50-80	66.25	60.83	72.50	5.84
Brown.....	30	100.00	1	55.00	1	77.04	55-100	74.17	70.83	88.12	8.65
Butler.....	76	333.33	1	60.00	1	99.79	60-333.33	95.00	81.17	117.50	18.17
Chase.....	33	166.67	1	75.00	1	95.70	75-166.67	96.07	87.03	102.29	7.63
Chautauqua.....	27	160.00	1	65.00	2	93.98	65-160	93.41	90.34	99.06	4.36
Cherokee.....	48	140.00	1	44.44	2	76.59	44.44-140	73.06	65.00	91.00	13.00
Cheyenne.....	17	174.44	1	80.00	5	96.15	80-174.44	92.50	84.25	102.19	8.97
Clark.....											
Clay.....	17	125.00	1	65.00	4	82.50	65-125	79.16	70.63	98.75	14.06
Cloud.....											
Coffey.....											
Comanche.....	17	110.00	1	88.88	3	92.64	88.88-110	92.50	90.57	94.43	1.93
Cowley.....	36	125.00	4	52.50	1	81.63	52.50-125	82.50	73.75	101.66	13.96
Crawford.....											
Decatur.....											
Dickinson.....	45	165.00	1	46.50	1	90.66	46.50-165	93.75	78.91	99.88	10.48
Doniphan.....	56	110.00	1	50.00	4	74.19	50-110	77.31	65.00	85.00	10.00
Douglas.....	16	125.00	1	80.00	1	97.92	80-125	96.43	93.00	99.29	3.14
Edwards.....	22	120.00	1	65.00	1	88.00	65-120	91.88	85.83	100.83	7.50
Elk.....	24	130.00	1	75.00	2	90.77	75-130	91.92	85.00	94.23	4.62
Ellis.....	41	90.00	1	43.75	14	53.91	43.75-90	50.31	43.66	64.58	10.46
Ellsworth.....	41					118.36					
Finney.....	4	90.00	2	75.00		83.75	75-90	85.00			
Ford.....	24	127.00	1	55.00	1	88.56	55-127	90.00	83.33	100.00	8.34
Franklin.....	25	115.00	1	60.00	2	83.80	60-115	86.50	77.81	92.75	7.47

TABLE VIII—CONTINUED

COUNTY.	Total number of teachers.	Salary extremes.				Average for county.	Range for county.	Median for county.	First quartile.	Third quartile.	Quartile deviation.
		High.	No.	Low.	No.						
Miami.....	12	\$105.00	2	\$75.00	5	\$83.34	\$75-105	\$81.25	\$75.00	\$95.00	\$10.00
Mitchell.....	20	100.00	.....	70.00	.....	77.96	70-100	.....	.....	.....	.....
Montgomery.....	36	110.00	3	65.00	3	82.50	65-110	77.92	75.21	81.67	3.18
Morris.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nemaha.....	26	110.00	1	50.00	2	80.60	50-110	76.67	68.75	97.50	14.38
Neosho.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ness.....	29	105.00	1	65.00	4	78.10	65-105	79.39	72.39	86.95	7.18
Norton.....	22	100.00	1	50.00	2	66.14	50-100	65.00	57.90	82.50	12.30
Osage.....	45	110.00	1	50.00	1	73.57	50-110	74.50	65.91	78.36	6.26
Osborne.....	24	123.20	1	65.00	2	90.04	65-123.20	85.91	78.33	88.64	5.16
Ottawa.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pawnee.....	18	120.00	1	80.00	1	94.00	80-120	95.00	90.50	97.50	3.50
Phillips.....	32	120.00	1	55.00	1	76.22	55-110	77.86	72.50	82.78	5.64
Pottawatomie.....	42	135.00	1	65.00	1	90.66	65-135	90.00	76.74	99.17	11.19
Pratt.....	33	.....	.....	.....	.....	90.50	.....	.....	.....	.....	.....
Rawlins.....	21	125.00	2	70.00	5	87.62	70-125	90.50	77.50	96.88	10.16
Reno.....	89	175.00	1	53.00	1	97.74	53-175	100.97	82.92	112.25	14.77
Republic.....	24	110.00	1	55.00	1	78.33	55-110	79.38	75.63	86.00	5.19
Rice.....	16	.....	.....	.....	.....	101.39	.....	.....	.....	.....	.....
Riley.....	29	125.00	1	60.00	2	80.34	60-125	81.50	74.06	88.75	7.35
Rooks.....	29	110.00	1	55.00	2	81.00	55-110	78.13	71.25	92.92	10.84
Rush.....	30	150.00	1	65.00	1	89.00	65-150	90.71	78.93	100.50	10.79
Russell.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saline.....	26	125.00	1	70.00	3	88.46	70-125	88.33	80.50	90.50	5.00
Scott.....	20	266.00	1	55.00	1	98.30	55-266	101.25	77.50	103.33	12.91
Sedgwick.....	120	140.00	1	65.00	4	86.53	65-140	95.65	87.75	103.75	8.00
Seward.....	3	120.00	1	110.00	2	113.33	110-120	113.75	.....	.....	.....
Shawnee.....	79	190.00	1	53.00	2	100.00	53-190	100.96	87.75	114.13	13.19
Sheridan.....	15	110.00	2	60.00	3	73.67	60-110	69.50	65.75	76.25	5.25

II.—SECOND-CLASS CITIES

CERTIFICATION OF GRADED SCHOOL TEACHERS

Data for this section were compiled from information requested on inquiry sheets* sent to the 78 second-class city superintendents. Forty-two of these sheets were returned with data, some of which were incomplete. County educational directories furnished information for three cities.

Certificates are grouped according to data furnished on inquiry sheets and are divided into classifications depending on the source and preparation. The ten groups are as follows:

1. Life diploma is granted by the teachers colleges and is based on a Bachelor of Science degree.
2. Life certificate or three-year renewable is issued by the State Board of Education and is based on 120 hours of college (degree).
3. Life certificate is granted by the teachers colleges and is based on 60 college hours.
4. Sixty-hour certificate issued by the state board.
5. Special certificate good in limited fields only, such as music, art, or commerce.
6. Three-year state certificate granted by the teachers colleges and based on 30 college hours.
7. Normal training certificate is issued by the state board upon completion of the normal training course in high school.
8. First-grade county certificate issued by county superintendents (prior to 1937) and based on county examination.
9. Two-year elementary certificate is issued by the state board on the basis of a state examination.
10. Other certificates include city certificates, and transfers from other states.

Table IX includes only full-time teachers; principals who teach part time and all supervisors are omitted.

The striking fact to be noted in Table IX is that 91.6 percent, or 759 of the 828 teachers, hold certificates based on two years or more of college preparation. Only 1 percent, or 8, of the teachers in second-class cities in forty-five counties have certificates based on 30 college hours. Sixty-one teachers, representing 7.4 percent, hold certificates requiring no college training; however, most of these teachers do have college hours to their credit, only 18, or 2.2 percent, having less than 30 hours. According to information volunteered by superintendents, these are teachers who have been in service many years. Master's degrees are held by 20 teachers, representing 2.4 percent of the total number. This balances almost exactly the group having less than 30 hours. These facts reveal the tendency of superintendents and school boards in second-class cities to select only those teachers who have certificates based on a greater amount of training.

* Data for elementary teachers of Kansas are not a matter of record in the office of the state superintendent. Because of this, information was collected by personal interviews and by questionnaire.

TABLE IX

NUMBER AND PERCENTAGE OF GRADED SCHOOL TEACHERS IN SECOND-CLASS CITIES IN EACH CERTIFICATE GROUP

CERTIFICATE.	Life diploma.	Based on 120 hours.	Life, 60 hrs., Teachers College.	Based on 60 hrs., State Board.	Special.	3-year state, on 30 hours.	Normal training.	First-grade county.	2-year Elem.	Others.	M. S. or M. A.	Less than 30 hours.	Total.
Number of teachers.....	174	137	319	119	10	8	19	13	17	12	20	18	828
Percentage of teachers.....	21.0	16.5	38.5	14.4	1.2	1.0	2.3	1.6	2.1	1.4	2.4	2.2	100.0

TABLE X

EXPERIENCE AND TURNOVER OF GRADED SCHOOL TEACHERS IN SECOND-CLASS CITIES BY YEARS, WITH NUMBERS AND PERCENTAGES

NUMBER YEARS OF EXPERIENCE.	1 yr. only.	2-4.	5-9.	10-14.	15-19.	20-24.	25-29.	30+	Total.	Turnovers.
Number of teachers.....	21	105	175	180	126	82	37	54	780	91
Percentage of teachers.....	2.7	13.5	22.4	23.1	16.2	10.5	4.7	6.9	100.0	11.7

TEACHING EXPERIENCE OF GRADED SCHOOL TEACHERS

The average tenure for teachers in elementary second-class city schools tends to show a marked increase over the average for teachers in smaller systems.

Table X is a summary of 780 teachers in second-class cities with experience grouped as in previous experience tables.

SALARIES OF GRADED SCHOOL TEACHERS

The only salaries reported in this section are averages for intermediate and primary teachers in elementary schools of second-class cities.

Table XI reveals highest and lowest yearly average salaries of elementary teachers in 45 second-class cities for 1939-'40. These 45 second-class cities represent 41 counties.

TABLE XI

AVERAGE SALARY EXTREMES FOR GRADED SCHOOL TEACHERS

DEPARTMENT.	Highest yearly average salary.	Lowest yearly average salary.
Intermediate.....	\$1,470.08	\$720.00
Primary.....	1,447.67	765.00

As has been pointed out in Chapter II, average salaries for elementary teachers tend to increase with advanced teacher preparation and experience.

III.—FIRST-CLASS CITIES

CERTIFICATION AND PREPARATION OF GRADED SCHOOL
TEACHERS

Data for this section were compiled from the same type of inquiry sheets as those used for second-class cities. Only four of the eleven first-class cities returned information. This includes 378 teachers.

Table XII gives numbers and percentages of elementary teachers in first-class cities in each certificate group. Certificates are grouped in the same manner as those for teachers in second-class cities.

Table XII contains evidence that teachers in the elementary schools of the first-class cities in Kansas are well prepared. Only 2.9 percent of the 378 teachers reported in this group hold certificates demanding less than two years of college work. This same percent falls in the normal-training type of certificate which requires no college training. There are 210 teachers, or 55.5 percent, who hold degrees and certificates based on them. Certificates based on 60 college hours are held by 153 teachers, or 40.5 percent, of the 378 teachers enumerated. These percentages show that certified teachers without college preparation have been almost completely eliminated from the elementary schools of the 4 first-class cities considered in this section.

TEACHING EXPERIENCE OF GRADED SCHOOL TEACHERS

Years of experience tends to increase and turnover decreases in the larger elementary school systems in Kansas. This points to the fact that there is more security of tenure for teachers in the larger systems.

Table XIII gives numbers and percentages of teachers in first-class elementary schools with years of experience.

Of the 364 teachers reported, only 9, or 2.5 percent, are beginners. The other extreme, or 30-plus years of experience, shows 54 teachers, or 14.8 percent. The largest experience group is represented by 80 teachers, or 22 percent, who have had 15 to 19 years in service. There are 303 elementary teachers, or 83.2 percent, who have had 10 or more years of experience, and 61 teachers, or 16.8 percent, who have had less than ten.

These percentages indicate that elementary teachers in first-class cities enter teaching as a profession.

SALARIES OF GRADED SCHOOL TEACHERS

Data for this section include only average salary extremes for elementary teachers in intermediate and primary departments of first-class city schools.

Table XIV gives the extremes of these average salaries by departments.

TABLE XII

NUMBER AND PERCENTAGE OF GRADED SCHOOL TEACHERS IN FIRST-CLASS CITIES IN EACH CERTIFICATE GROUP

CERTIFICATE.	Life diploma.	Based on 120 hours.	Life, 60 hrs. Teachers College.	Based on 60 hrs., state board.	Special.	3-year state, on 30 hours.	Normal training.	First-grade county.	2-year Elem.	Others.	M. S. or M. A.	Less than 30 hours.	Total.
Number of teachers.....	64	146	50	103	4	0	11	0	0	0	10	0	378
Percentage of teachers.....	16.9	38.6	13.2	27.3	1.1	0	2.9	0	0	0	2.6	0	100.0

TABLE XIII

EXPERIENCE AND TURNOVER OF GRADED SCHOOL TEACHERS IN FIRST-CLASS CITIES BY YEARS, WITH NUMBERS AND PERCENTAGES

NUMBER YEARS OF EXPERIENCE.	1 yr. only.	2-4.	5-9.	10-14.	15-19.	20-24.	25-29.	30+	Total.	Turnovers.
Number of teachers.....	9	20	32	69	80	66	34	54	364	17
Percentage of teachers.....	2.5	5.5	8.8	19.0	22.0	18.1	9.3	14.8	100.0	4.6

TABLE XIV
AVERAGE SALARY EXTREMES FOR GRADED SCHOOL TEACHERS

DEPARTMENT.	Highest yearly average salary.	Lowest yearly average salary.
Intermediate.....	\$1,586.21	\$1,065.00
Primary.....	1,586.21	1,071.00

Salaries for primary teachers tend to be higher than those for intermediate teachers. This may be accounted for by the specialization in the preparation of primary teachers. It is also noted that the average salary for elementary teachers in first-class cities is higher than the same salary average in second-class cities. There is a difference of \$345 in the lowest average salary paid to intermediate teachers in first- and second-class cities in 1939-'40, and a difference of \$306 in the low average of primary teachers. A difference of \$116.13 is found between the highest average for the intermediate teachers and a difference of \$138.54 between that of primary teachers.

Longer tenure and increased preparation of teachers tend to increase salaries for elementary school teachers in first-class cities.

CHAPTER IV

HIGH-SCHOOL TEACHERS

CERTIFICATION AND PREPARATION OF HIGH-SCHOOL TEACHERS

Annual reports of city superintendents of schools, which were sent to the state superintendent of public instruction, furnished data for this chapter. These reports do not contain the specific number of hours of college credit, and, therefore, the data are not complete. However, all degrees are listed.

All high schools in Kansas for which there was a report in the files in the state superintendent's office are included in tables in this section. Certificates listed in these reports had been checked and corrected to agree with registration records.

Public high schools in Kansas are classified according to four types of legal organization as follows: Community high schools, community village schools, consolidated high schools, and rural high schools. First- and second-class city high schools which are not included in the above groups are tabulated separately. Several reports combined junior and senior high-school teachers; therefore, all junior high schools are included in high-school tables except for those in first-class cities. Parochial and denominational high schools are included in the table for community village high schools.

Table XV summarizes certificates and advanced degrees for all types of high schools.

TABLE XV

CERTIFICATES AND ADVANCED DEGREES HELD BY HIGH-SCHOOL TEACHERS,
WITH NUMBERS AND PERCENTAGES

TYPE OF SCHOOL.	Types of certification, numbers and percentages.					Total.
	Life diploma.	120 hours.	Special.	60 hours.	M. S. or M. A.	
Community High.....	116 35.1%	195 59.1%	18 5.5%	1 00.3%	67 20.3%	333 100%
Community Village High.....	379 29.4%	809 62.7%	93 7.2%	10 00.7%	176 13.6%	1,291 100%
Consolidated High.....	121 37.6%	173 53.7%	28 8.7%	0 00.0%	28 8.7%	322 100%
Rural High.....	520 29.7%	1,115 63.8%	111 6.3%	3 00.2%	216 12.3%	1,749 100%
Second-class City High.....	592 33.5%	993 56.2%	130 7.4%	52 02.9%	442 25.2%	1,767 100%
First-class City Junior High.....	198 33.7%	335 57.0%	21 3.5%	33 5.8%	126 21.5%	587 100%
First-class City Senior High.....	235 28.6%	536 65.1%	50 6.1%	2 00.2%	351 42.7%	823 100%
Totals.....	2,161 31.5%	4,156 60.5%	451 6.6%	101 1.4%	1,406 20.5%	6,869 100%

At the present time a state law governs the preparation necessary for high-school teachers. All high-school teachers must have a bachelor's degree to teach in four-year accredited high schools. Sixty-hour certificates noted in high-school tables are held by junior high or two-year high-school teachers.

Certificates were enumerated for 6,869 teachers in all types of Kansas high schools. Of this number 6,317 teachers, or 92 percent, hold certificates based on degrees, 451 teachers, or 6.6 percent, hold special certificates, many of which are based on degrees, and 101 teachers, or 1.4 percent, hold certificates based on 60 college hours. As stated before, most of these 60-hour certificate holders teach in junior high schools or two-year high schools.

Information concerning major and minor areas and teaching fields for high-school teachers was not available.

TEACHING EXPERIENCE OF HIGH-SCHOOL TEACHERS

The purpose of this section is to show the amount of experience of all high-school teachers in Kansas. Data are shown in the following table with identical groupings as were used in preceding experience tables.

Of the 6,585 high-school teachers for whom experience is tabulated, 589 teachers, or 9 percent, are new teachers. There are 281 teachers, or 4.3 percent, who have taught thirty years or more. The largest experience group is the five-to-nine-year group with 1,407 teachers, or 21.4 percent. There are 3,224 of these high-school teachers, or 49.1 percent, who have ten or more years of experience, and 3,361 teachers, or 50.9 percent, who have taught less than ten years. These data indicate that teaching is not a profession even among high-school teachers.

There are 1,412 teachers in positions for the first time in 1939-'40, which is 21.4 turnover for the high-school teachers enumerated.

Additional data for experience of high-school teachers are given in Table XVI.

SALARIES OF HIGH-SCHOOL TEACHERS

The aim of this section is to present salary facts concerning high-school teachers.

Table XVII reveals salary extremes and yearly averages for high-school teachers in all types of high schools.

TABLE XVI
EXPERIENCE AND TURNOVER OF HIGH-SCHOOL TEACHERS, WITH NUMBERS AND PERCENTAGES

TYPE OF HIGH SCHOOL.	Years of experience, numbers and percentages.								Total.	Number of teachers in position for first time.
	1 yr. only.	2-4.	5-9.	10-14.	15-19.	20-24.	25-29.	30+		
Community High.....	34 10.8%	82 26.1%	76 24.1%	55 17.5%	31 9.9%	21 6.6%	8 2.5%	8 2.5%	315 100%	65 1.0%
Community Village High.....	170 14.2%	351 29.2%	259 21.6%	203 16.9%	111 9.3%	49 4.1%	34 2.8%	23 1.9%	1,200 100%	353 5.3%
Consolidated High.....	60 19.5%	96 31.2%	60 19.5%	48 15.6%	28 9.1%	10 3.2%	4 1.3%	2 0.6%	308 100%	134 2.0%
Rural High.....	245 15.4%	455 28.5%	385 24.2%	266 16.7%	158 9.9%	55 3.4%	17 1.1%	13 0.8%	1,594 100%	532 8.1%
Second-class City High.....	66 3.8%	278 15.8%	395 22.4%	427 24.3%	257 14.6%	161 9.1%	96 5.5%	80 4.5%	1,760 100%	250 3.8%
First-class City Junior High.....	0 0	48 8.3%	93 16.0%	104 17.9%	124 21.3%	85 14.6%	62 10.7%	65 11.2%	581 100%	..... .....
First-class City Senior High.....	14 1.7%	55 6.7%	139 16.8%	168 20.3%	157 19.0%	108 13.0%	96 11.6%	90 10.9%	827 100%	78 1.2%
Totals.....	589 9.0%	1,865 20.5%	1,407 21.4%	1,271 19.3%	866 13.2%	489 7.5%	317 4.8%	281 4.3%	6,585 100%	1,412 21.4%

AVERAGE SALARIES, EXCLUDING PRINCIPALS, IN FIRST- AND SECOND-CLASS CITIES

First-class Cities:

Junior high schools—	
Including principals	\$1,653.52
Excluding principals	1,612.06
Difference on yearly average.....	\$41.41
Senior high schools—	
Including principals	\$1,826.14
Excluding principals	1,792.84
Difference on yearly average.....	\$33.30

Second-class Cities:

Senior high schools—	
Including principals	\$1,424.14
Excluding principals	1,386.57
Difference on yearly average.....	\$37.57

TABLE XVII

SALARY EXTREMES AND AVERAGES FOR HIGH-SCHOOL TEACHERS

TYPE OF SCHOOL.	Highest yearly salary.	Lowest yearly salary.	Average yearly salary.
Community High.....	\$3,600.00	\$720.00	\$1,239.61
Community Village High.....	2,710.00	585.00	1,084.50
Consolidated High.....	2,600.00	645.00	1,005.52
Rural High.....	3,600.00	585.00	1,127.67
Second-class City High.....	4,300.00	600.00	1,424.14
First-class City Junior High.....	3,498.72	900.00	1,653.52
First-class City Senior High.....	4,373.04	1,000.00	1,826.14
Highest salary.....	\$4,373.04	.....	.....
Lowest salary.....	.....	\$585.00	.....
Average salary.....	.....	.....	\$1,308.61

The highest yearly salary noted in Table XVII is \$4,373.04 and is found in a first-class city senior high school. The lowest yearly salary is \$585, and it is found in a community village high school. The average yearly salary for all types of high schools combined is \$1,308.61. The highest yearly average salary for high-school teachers is \$1,826.14 and is found in the first-class city high schools. The lowest yearly average, \$1,005.52, is the average for teachers in consolidated high schools.

CHAPTER V

SUPPLY OF NEW TEACHERS FOR 1940-'41

The most obvious source of new teachers who will enter the profession for the first time in September, 1940, is the preparatory group in various teacher-training institutions in Kansas, who will be certified on or before September 1, 1940. The teacher-training institutions are composed of forty-three four-year and two-year colleges, and seventy normal training high schools.

In order to ascertain the number of trainees, letters were sent to all colleges and universities in Kansas asking for the number of students who will probably complete certification requirements in 1939-'40. The information for normal training high schools was compiled from records in the office of the state superintendent. Data were received from all teacher-training institutions except two junior colleges.

Table XVIII gives the approximate numbers of teachers in training for 1939-'40.

TABLE XVIII

APPROXIMATE NUMBERS OF TEACHERS IN TRAINING FOR 1939-'40

TYPE OF CERTIFICATE.	Type of teacher-training institutions.					Total.
	State, college and university.	State teachers colleges.	4-year colleges.	2-year colleges.	High schools.	
Degree.....	364	690	525	0	0	1,579
60-hour.....	0	340	143	229	0	712
30-hour.....	0	485	118	35	0	638
Normal-training.....	0	0	0	0	650	0
Totals.....	364	1,515	786	264	650	3,579

Table XVIII reveals a total of 3,579 students in colleges and universities who are enrolled in teacher-training courses. Of this number, 1,579 will be certified on the basis of a degree, 712 on the basis of 60 hours of college training, and 638 on the basis of 30 hours of designated college preparation.

A total approximation of 3,579 new teachers will be certified to teach in the schools of Kansas by September, 1940.

Teachers who were new in their positions for the first time in 1939-'40 in the high schools and elementary schools enumerated in this study number 2,457. This is approximately 68.6 percent of the number of new teachers who will be certified by September 1, 1940.

CHAPTER VI

UNEMPLOYED TEACHERS FOR 1938 AND 1939

Because of the supposed oversupply, an attempt has been made to determine the number of teachers in Kansas who had completed requirements for certification in the two years, 1938 and 1939, and who were enrolled in college placement bureaus but failed to secure positions. Data for degree recipients were received from all of the four-year colleges, and information for sixty-hour and thirty-hour students from all two-year colleges.

Data concerning unemployed teachers are difficult to obtain, because of the large number of commercial employment agencies, and because many teachers are not enrolled with any placement bureau.

College placement agencies furnished the following data concerning unemployed teachers enrolled in their bureaus for the years 1938 and 1939. In 1938, degree recipients enrolled numbered 1,050, of which number 212, or 20.2 percent, were not placed. In 1939 fifty-six, or 26.4 percent, of these 212 secured positions. The following year of 1939, there were 1,117 candidates for positions enrolled, and 206, or 18.4 percent, failed to receive positions.

Two-year colleges furnished information concerning 60-hour and 30-hour certified candidates for teaching positions. In 1938 of the 266 enrollees, 37 were not placed; in 1939 there were 261 students and 25 unplaced. Thirty-hour students enrolled in 1938 were 25, of whom 3 were not placed. In 1939 sixteen from a group of 78 failed to secure positions.

Twenty-five county superintendents listed a total of approximately forty unemployed teachers.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

In Chapter I the plan for this study was outlined in six divisions, which may be summarized in answers to the six following questions.

1. What certificates are held by teachers in service in Kansas in 1939-'40?
2. What is the actual preparation of the teachers in service in Kansas in 1939-'40?
3. What is the teaching experience of teachers in service in Kansas in 1939-'40?
4. What are the salaries paid to teachers in service in Kansas in 1939-'40?
5. What is the supply of new teachers for 1940-'41?
6. What is the number of teachers who were enrolled in college placement bureaus and were not placed following certification for the two-year period 1938 and 1939?

Chapters II to VI, inclusive, are devoted to the presentation of data bearing on these questions. Teachers in the schools of the state are divided into the following seven groups:

1. Rural teachers.
2. Elementary teachers in third-class cities and villages.
3. Elementary teachers in second-class cities.
4. Elementary teachers in first-class cities.
5. High-school teachers.
6. Teachers in training.
7. Unemployed teachers.

All junior high-school teachers are considered with the high-school groups except those in first-class cities. Superintendents of first- and second-class city schools, principals of elementary schools in these cities, and county superintendents are not included in this study.

Data presented were compiled from reports concerning:

1. Rural teachers in 92 of the 105 counties in the state.
2. Third-class city elementary teachers in 88 of the 105 counties in the state.
3. Second-class city elementary teachers in 45 of the 78 second-class cities in the state.
4. First-class city elementary teachers in 4 of the 11 first-class cities in the state.
5. High-school teachers from all types of high schools in the state.
6. Teachers in training in 39 of the 43 colleges and universities in the state.
7. Unemployed teachers enrolled in placement bureaus of 41 of the 43 colleges and universities in the state.

Certificates held by teachers were grouped arbitrarily into the following groups:

1. Life diploma.
2. State life, requiring 120 semester hours of college credit.
3. Special, in limited fields only.
4. State life, requiring 60 semester hours and issued by teachers colleges.
5. State renewable for life, requiring 60 semester hours and issued by state board.
6. Three-year state, requiring 30 semester hours and issued by teachers colleges.
7. Thirty-hour certificates, issued by state board.
8. Two-year state, on basis of state examination or in lieu of first-grade county certificate.
9. Normal-training, requiring no college credit.
10. First-grade county, requiring no college credit.

The data concerning the amount of college preparation completed by each teacher were enumerated in semester hours. College credits were compiled in intervals of 15 semester hours to correspond with the completion of one-half year of a standard college program.

Data have been assembled on 9,111 elementary teachers. Distribution of these teachers is shown in Table XIX.

TABLE XIX

A SUMMARY OF THE DISTRIBUTION OF 9,537 ELEMENTARY TEACHERS IN KANSAS BY TYPE OF SCHOOL ORGANIZATION

TYPE OF SCHOOL.	Rural.	Third-class city.	Second-class city.	First-class city.	Total.
Number of teachers.....	5,386	2,945	828	378	9,537
Percentage of teachers.....	56.5	30.9	8.7	3.9	100.0

Certificates held by these 9,537 elementary teachers in the different types of school organization are shown in Table XX.

TABLE XX

A SUMMARY OF THE CERTIFICATES HELD BY 9,537 ELEMENTARY TEACHERS IN KANSAS, GROUPED BY TYPE OF SCHOOL ORGANIZATION AND BASED ON PREPARATION

TYPE OF CERTIFICATE.	Rural schools.	Third-class city schools.	Second-class city schools.	First-class city schools.	Total.	Percentage of grand total.
State, 120 hours.....	140	372	311	210	1,033	10.8
State, 60 hours.....	1,743	1,617	438	153	3,951	41.4
Special.....	0	0	10	4	14	0.2
State, 30 hours.....	962	338	8	0	1,308	13.7
Normal-training.....	1,375	256	19	11	1,661	17.4
First-grade county.....	389	138	13	0	540	5.7
Less than 30 hours.....	777	224	29	0	1,030	10.8
Total teachers.....	5,386	2,945	828	378	9,537	.....
Percentage of grand total,	56.5	30.8	8.7	4.0	0.0	100.0

Table XX becomes more significant when it is noted that normal-training, first-grade county, and less-than-30-hour certificates are held by 3,231 teachers, or 33.9 of the 9,537 elementary teachers. The above-named certificates require no college training; however, records show that many of these teachers have from 1 to 29 semester hours of college. Information from 4,107 rural and elementary teachers in third-class cities shows approximately 16.0 percent of these having no college preparation. Approximately 24.5 percent of this same group have 120 college hours of preparation. Of the entire group of 9,537 elementary teachers, 10.8 percent hold certificates based on degrees. The largest number of teachers holding any one type of certificate is 3,951 teachers, or 41.4 percent, in the 60-hour certificate group.

Table XXI is a summary of the teaching experience of 6,716 elementary teachers in service in Kansas in 1939-'40.

From Table XXI the significant fact to be noted is that approximately two-thirds of the 7,134 elementary teachers have less than ten years' experience, and that 32.2 percent have more than ten years' experience. Of the total number of teachers, 2.4 percent have taught thirty years or more.

Average salaries paid to elementary teachers indicate that the lowest paid teachers are those in rural schools. The average yearly salary for rural teachers in service in 1939-'40 is \$512.96, and for third-class elementary teachers during the same year is \$733.68. The only data available for first- and second-class city elementary teachers are highest and lowest average salaries paid to intermediate and primary teachers. In second-class cities the highest average for intermediate teachers is \$1,470.08 and the lowest is \$720. The highest average for primary teachers in cities of the same class is \$1,447.67, and the lowest is \$765. In cities of the first class, the highest average for intermediate teachers is \$1,586.21 and the lowest \$1,065. For primary teachers in first-class cities the

TABLE XXI
A SUMMARY OF THE EXPERIENCE OF 7,134 ELEMENTARY TEACHERS IN SERVICE IN 1939-'40

TYPE OF SCHOOL.	Experience in years.								Total.	Percentage of grand total.
	1 yr. only.	2-4.	5-9.	10-14.	15-19.	20-24.	25-29.	30+		
Rural.....	812	1,447	1,039	471	210	63	34	27	4,103	57.5
Third-class.....	125	450	582	368	225	69	34	34	1,887	26.5
Second-class.....	21	105	175	180	126	82	37	54	780	10.9
First-class.....	9	20	32	69	80	66	34	54	364	5.1
Totals.....	967	2,022	1,828	1,088	641	281	139	169	7,134	.....
Percentage.....	13.6	28.4	25.6	15.2	9.0	3.9	1.9	2.4	.....	100.0

highest average is the same as the intermediate average salary, the lowest average is \$1,071.

Records reveal a total of 6,869 high-school teachers in service in 1939-'40 in high schools enumerated in the state. Several parochial and denominational high schools and the three public schools had no available records. Only 101 teachers, or 1.4 percent, of the 6,869 high-school teachers in service in 1939-'40 hold certificates based on 60 college hours.* Most of these 101 teachers are teaching in junior high and two-year high schools.

Included in the 6,869 high-school teachers are 1,406, or 20.5 percent, who hold master's degrees.

Preparation based on certification is summarized for elementary and high-school teachers in Figure 3.

Experience data are available for only 6,585 of the 6,869 high-school teachers for whom certificates are tabulated. Only 589 high-school teachers, or 9 percent, are new teachers. The largest experience group is the five-to-nine year group with 1,407 teachers, or 21.4 percent. The largest experience group for elementary teachers enumerated falls in the division below, or the two-to-four year group, including 1,907 teachers, or 28.4 percent. High-school teachers who have taught thirty or more years number 281, or 4.3 percent, as compared with 165 elementary teachers who constitute 2.4 percent.

The average salary for the 6,529 high-school teachers is \$1,308.61, which is the highest average for any group of public school teachers enumerated. This increase in the average salary is evidently due to a higher standard of qualifications for high-school teachers.

Of the approximated 3,579 students enrolled for teacher training in colleges and universities, 1,579 will receive certificates based on degrees, 712 will receive certificates based on 60 hours of required preparation, and 638 will be granted certificates on the basis of 30 hours of designated work.

In 1938 degree recipients enrolled in college placement bureaus numbered 1,050, and 212, or 20.2 percent, were not employed. In 1939 the number enrolled was 1,117 and 206, or 18.4 percent, failed to secure positions. Sixty-hour students from two-year colleges in 1938 were 13.9 percent, or 37 of the 266 enrolled, and in 1939 there were 25, or 9.6 percent, of the 261 students enrolled who failed to secure teaching positions. Three of the 25 thirty-hour students were unplaced in 1938, and 16 of a group of 78 were not placed in 1939.

CONCLUSIONS

The preceding data point rather conclusively to the fact that existing laws governing teacher certification greatly influence the certification status of elementary teachers in Kansas today, as was true in 1935 when a study was made of the functions and regulations of certification laws. One conclusion drawn from this study was, "Kansas state certification system is in a state of confusion and chaos."¹

Approximately 200 agencies permitted to issue certificates were reduced to four by the legislature of 1937. County certificates are being eliminated as

* One teacher in a community high school holds a normal-training certificate.

1. Aaron J. Regier, "A Study of the Functioning of Teacher Certification Laws and Regulations in Kansas in 1933-1934," *Bulletin of Education*, University of Kansas, Lawrence, March, 1938, p. 18.

they expire; however, in 1937 new certificates were created which added to the confusion already existing.

Experience tables in this study reveal that "teaching is not a profession but a procession." Of the total number of teachers for which experience data were available, approximately 59.5 percent, or 7,913 of the 13,301 teachers, have less than ten years of experience. Approximately 40.5 percent of the 13,301 teachers, or 5,388, have more than ten years of experience.

Salary averages point to the fact that teachers are among the poorest paid "job-holders." They receive, in many instances, less than common laborers, who have nothing invested in training and who do not render the same service to the public that the teachers do.

RECOMMENDATIONS

The foregoing chapters of this study would indicate the recommendations deemed advisable by the writers as follows:

1. The period of teacher training should be increased. The minimum period should include not less than two years post-high school preparation for teaching. This regulation would tend to eliminate the surplus of new teachers shown in the comparison between the turnover and the teachers in training (Table XX, p. 49).

2. An extended teacher-training period would raise the certification level and tend to improve the quality of instruction (Table XX, p. 49).

3. There is a need for the clarification in names of certificates already in existence, and of those being issued at present (Definition of Terms, pp. 6-7).

4. Teaching must be made a "profession instead of a procession." Increased tenure which will result from higher salaries, a longer period of teacher preparation, and a strong retirement law for teachers are essential in making teaching a profession.

5. Uniform organization report blanks issued by the State Department of Education, now required for high-school teachers, should be required of all elementary teachers.

6. The organization reports should contain the following teacher data.

- a. Exact legal name of certificate held by teacher.
- b. Basis on which certificate was issued.
- c. Number of college hours completed.
- d. Total teaching experience of teacher.
- e. Number of years in present position.
- f. Salary and number of months for which paid.
- g. Age.
- h. Sex.

7. The lack of uniformity found among the county educational directories, as shown by the frequency of incomplete or entirely unavailable data for the tabulations presented in this study, points to the recommendation that such directories should be published by the county under the direction of the State Department of Education.

8. County educational directories should include information on the items listed under 6 above concerning all rural, graded, and high-school teachers in the county. Financial data, such as property valuation, tax levies, and school aid, should be included for each district. This information is essential to the

improvement of legislative education programs, and information is lacking for approximately 24 percent of the elementary teachers in Kansas; for high-school teachers information is approximately complete (p. 4).

9. Lack of data concerning elementary teachers in first- and second-class cities indicates an apparent discrepancy in the filing of such information. Report sheets containing elementary teacher data under the items listed under 6 above should be filed in the offices of first- and second-class city superintendents as well as in the state department (p. 4).

10. High-school teachers who teach in both junior and senior high schools should be listed on one report only. As now reported in the majority of cases duplication cannot be eliminated.

11. Inaccuracies and incomplete data found in many records indicate the need for greater care in filling out report forms. Such forms must clearly indicate the information desired. Checking of reports to be filed is imperative.

12. The above recommendations indicate clearly that a strong central "clearing house" is needed. The logical location of such a "clearing house" is the State Department of Education, which needs strengthening through an increased office staff, and in increased financial appropriation to carry on necessary enterprises.

13. An educational research bureau should be a part of the central office suggested under 12 above. This bureau should make an annual state-wide survey of teachers in order to determine the yearly demand and supply of teachers in Kansas as well as any studies needed for progress in education.

14. A revision of the tax system in Kansas should be made in order to give Kansas schools a fair amount of public money which is necessary to carry on the education due the public (see p. 15).

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A study showing the relationship between the number of new English teachers trained each year and the ability of the state to absorb previously inexperienced English teachers.

———, "Supply and Demand in Teaching." Ohio State University, 1930.

A statistical study of the supply and demand in the various fields of high-school teaching in Ohio for 1929-1930, showing the existence of a general oversupply of high-school teachers, with a definite shortage in several fields.

BAILEY, FRANCIS L., *A Planned Supply of Teachers for Vermont*, Teachers College Contributions to Education, No. 77. New York: Teachers College, Columbia University, 1939.

"The need for adjusting the supply of and the demand for teachers is a pressing problem which has harassed the educational administration departments of the majority of states in the Union." The aim of the study is to show ways and means of planning and controlling a supply of qualified teachers for Vermont.

BENGTSON, CAROLINE, "Teacher Supply." *School and Society*, Vol. XXX, May 3, 1930, p. 601.

If teacher supply in New York and Chicago is far greater than it should be, it behooves teachers' organizations to interest the public in higher qualifications. Emphasizes that teaching is a desirable occupation for college graduates.

"City Teachers: Their Preparation, Salaries, and Experience." *National Education Research Bulletin*, Vol. XVIII, January, 1940.

An excellent research study. Well illustrated and of great value to any research worker in the field of education. Considers all phases of city teacher qualifications. Present average tenure of city teachers is fourteen years.

DAVIS, C. O., "New Certificate Standards in Michigan." *School and Society*, Vol. LI, April 6, 1940, pp. 461-462.

Presents new types of certificates to be issued in Michigan.

EVENDEN, E. S., "Are There Too Many Teachers?" *School Life*, Vol. XVI, January, 1931, pp. 81-82.

The present oversupply of teachers is a relative matter and cannot be described in terms of an absolute number of teachers in excess of the demand for a given state. The present oversupply of teachers might well be used to raise the level of professional preparation of teachers.

———, "The Supply and Demand for Senior High-school Teachers." *School Life*, Vol. XVII, January, 1932, pp. 92-93.

A summary table depicting the demand and supply for senior high-school teachers in the United States, 1930-1931, which is based on replies of forty-five thousand teachers. This is the first time that information has been collected on a nation-wide scale from teachers and other workers in the public schools.

———, "The Supply and Demand for Elementary Teachers." *School Life*, Vol. XVII, February, 1932, pp. 112-113.

A picture of demand for and supply of elementary school teachers in the United States, 1930-1931. Findings: "There seems to have been no consistent relationship between such factors as location, wealth, or urbanization of states with the percentage of predecessors who married and left teaching." There is a "mobility ratio" of 1 to 4.87 of elementary school teachers for the country as a whole.

———, "The Demand for and Supply of Junior High-school Teachers." *School Life*, Vol. XVII, March, 1932, pp. 132-133.

The purpose was to show the total picture of demand for and supply of junior high-school teachers. Findings: There was in 1930-1931 less shifting of positions among junior high-school teachers (fifteen percent) than was found among elementary teachers (twenty percent), and also less than among high-school teachers (twenty percent). New York had the fewest "new" junior high teachers, while North Dakota had the most. There is a "mobility ratio" of 1 to 6.73 of junior high-school teachers for the country as a whole.

Certification of Teachers, 1939. State Department of Education, Atlanta, Ga., 1939.

Lists types of certificates and requirements for certification in Georgia.

Handbook on Organization and Practices for the Secondary Schools of Kansas. Bulletin, State Department of Education, Topeka, 1939.

Contains the third revision of standards for the accrediting and classification of high schools in Kansas.

HUFFAKER, C. L., "Teacher Supply and Demand in Oregon," University of Oregon Publication, *Educational Series*, Vol. II, No. 5, January, 1931.

A study of teacher demand, supply, the amount of preparation, teachers from other states, mobility of teaching staff, types of service and schools, salaries, and the employment of married women as teachers, for the year 1929-1930. "Teachers who prepare for their profession on a serious basis not only stay in the teaching profession longer, but remain in each position longer."

IRWIN, FRANK L., *A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High-school Teachers, 1938.* Studies in Education Number, Kansas State Teachers College, Emporia, 1939.

A study which indicates its scope in the title.

Kansas Educational Directory, 1939-1940. State Department of Education, Topeka, Kan., 1939.

Directory of all superintendents and principals in the state. Also gives number of teachers and pupils under their supervision.

Kansas Looks at Her Schools, Legislative Bulletin No. 4, Series of 1941, Kansas State Teachers Association, Department of Legislation, Public and Professional Relations, Topeka.

Facts concerning present condition of schools and the professional status of the teachers in Kansas. Sets forth the legislative needs in education. Written for popular reading.

MAUL, RAY C., *The Certification of Teachers in Kansas.* Research Bulletin, State Department of Education, Topeka, 1938.

An extensive study which calls attention to certification needs of rural and graded school teachers.

Minnesota Public School Turnover, Training, Experience, and Supply. Unpublished Bulletins and Advance Tables, State Department of Education, St. Paul, 1938.

Minnesota is making an extensive study in supply and demand. Study covers period from 1935 to 1938.

MYERS, A. F., "Teacher Demand and the Supply." *School and Society*, Vol. XXXV, February 13, 1932, pp. 210-215.

An excellent critical article showing the shortcomings of "Teacher Demand and Supply," *Research Bulletin of the National Education Association*, Vol. IX, No. 5, November, 1931. Having defined "new teacher," and setting down the factors which determine demand, Mr. Myers concludes with the recommendation, "There is urgent need for a careful nation-wide study of teacher demand and supply."

"Oversupply of Candidates for Teaching Positions." *Elementary School Journal*, Vol. XXIX, December, 1928, pp. 254-255.

A list of eight suggestions made by the Association of Unappointed and Unemployed Teachers in New York City to the Board of Education for the purpose of reducing the oversupply of trained teachers. Editorial comment: "It is evident that teacher-training and teacher-employment are not yet governed by educational science."

REGIER, AARON J., "A Study of the Functioning of Teacher Certification Laws and Regulations, 1933-1934," *Bulletin of Education*, University of Kansas, March, 1938, pp. 4-18.

This study reveals that the Kansas certification system "is in a state of confusion and chaos." Shows need for revision of certification laws.

RIDGWAY, C. W., *A Comparative Study of the Training, and Teaching Combinations of Kansas High-school Teachers*. Studies in Education Number, Kansas State Teachers College, Emporia, 1931.

Scope of study is indicated in the title.

SCOTT AND REED, "Salary and Teacher Turnover Relationships for Nebraska Public High Schools, 1938-1939," *School and Society*, Vol. LI, March 16, 1940.

Main findings of this study indicate that salary is an important major cause of teacher turnover in Nebraska. School boards fill turnover positions at salaries lower than those previously paid.

"Teacher Shortage is Still with Us." *School Life*, Vol. X, October, 1924, p. 31.

Indicates that the number of trained teachers does not meet the demand for them, and that the seriousness of the situation is intensified by the inexperience and immaturity of the teachers, especially in the rural schools.

WALDO, D. B., "How to Secure an Adequate Supply of Trained Teachers for the Public Schools of the United States." *School and Society*, Vol. X, September 6, 1919, pp. 299-300.

Makes suggestions for the solution of the teacher-training problem: Adequate standards, thorough training, adequate salaries, increased state and federal aid.

YOUNG, FLORENCE M., "The Need for State Surveys of Teaching Positions." *Education*, Vol. LII, September, 1931, pp. 1-3.

"The states are spending millions of dollars to educate teachers and yet, after specific training, many of these teachers attempt to instruct students in subjects for which they have not been adequately prepared. An annual survey of the teaching needs of the state is perhaps the most important primary requisite for articulating the teaching supply and demand."

YOUNG, OTIS E., "Teacher Surplus and Professional Advancement." *Education*, Vol. LI, May, 1931, pp. 563-570.

All certified teachers are not candidates for teaching positions. Boards of education are now in position to be more selective when vacancies occur. Teaching was not developed as an art in order that poor boys and girls might have an occupation to enter. Teaching must be made highly specialized. Let the program of increased training be launched and it will not take long to convert the people of the country to larger units of taxation for school purposes.

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