

DEMAND FOR AND SUPPLY OF TEACHING PERSONNEL  
IN THE SCHOOLS OF KANSAS DURING 1940-41

by

John E. Jacobs  
B.S. Kansas State Teachers College, Pittsburg, 1930  
M.S. University of Kansas, 1934

Submitted to the Department of  
Education and the Faculty of  
the Graduate School of the  
University of Kansas in partial  
fulfillment of the requirements  
for the degree of Doctor of  
Philosophy.

Advisory Committee:

*J. W. Gwente*  
Chairman

*F. P. O'Brien*

*Walter E. Sandelius*

May, 1942

## ACKNOWLEDGMENTS

The Kansas State Department of Education and the Kansas Unemployment Compensation Division assisted in the execution of this research study. Reports used in the collection of data were circulated over the name of the former agency; and the latter provided facilities for punching and sorting electric tabulating cards. Louie Lesslie, Secretary, State Board of Education, and D.H. Roney, Supervisor, Research, Training and Information, Unemployment Compensation Division, assisted by various other members of their respective agencies, not only provided in large part the facilities for collecting and tabulating data, but also constituted, together with the author, a staff which directed the survey from its inception.

This study would not have been possible save for the cooperation of city and county superintendents of schools and placement-bureau officials, who supplied the requested information.

Encouragement, guidance and criticism were given by John W. Twente, Francis P. OBrien, and Walter E. Sandelius of the faculty of the Graduate School of the University of Kansas.

J.E.J.

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iii - ix
LIST OF FIGURES . . . . .	x
PART I - INTRODUCTION	
Chapter	
I	PRELIMINARY STATEMENT . . . . . 1
II	SCOPE AND METHOD OF INQUIRY . . . . . 6
III	RELATED STUDIES . . . . . 14
PART II - TEACHING PERSONNEL IN KANSAS SCHOOLS	
IV	AGE, SEX, MARITAL STATUS . . . . . 22
V	PROFESSIONAL EXPERIENCE . . . . . 32
VI	PROFESSIONAL TRAINING . . . . . 41
VII	CERTIFICATION . . . . . 52
VIII	TEACHER-TRAINING INSTITUTIONS . . . . . 62
IX	SALARIES . . . . . 83
X	SCHOOL ENROLLMENTS . . . . . 89
XI	TEACHING ASSIGNMENTS . . . . . 94
XII	INCREMENTS AND LOSSES . . . . . 121
PART III - SUMMARY	
XIII	SUMMARY OF CONDITIONS OF DEMAND AND SUPPLY IN KANSAS 1940-41 . . . . . 131
XIV	CONCLUSIONS . . . . . 144
BIBLIOGRAPHY . . . . .	160
APPENDIX . . . . .	167

## LIST OF TABLES

Table	Page
I. Age and Sex of 12,593 Teachers Employed in the Elementary Schools of Kansas in 1940-41. . . . .	23
II. Age and Sex of 234 Certificated Persons Not Employed as Teachers in 1940-41 Who Were Actively Seeking Placement in Kansas Elementary Schools. . . . .	24
III. Median Ages of Men and Women Constituting the Employed and Unemployed Teaching Personnel of Elementary Schools of Kansas 1940-41 . . . . .	25
IV. Marital Status and Sex of Teaching Personnel, Kansas Elementary Schools, 1940-41 . . . . .	27
V. Age and Sex of 6,186 Teachers Employed in the Secondary Schools of Kansas in 1940-41 . . . . .	28
VI. Age and Sex of 583 Certificated Persons Not Employed as Teachers in 1940-41 Who Were Actively Seeking Placement in Kansas Secondary Schools. . . . .	29
VII. Median Ages of Men and Women Employed in Kansas Secondary Schools, 1940-41. . . . .	30
VIII. Marital Status and Sex of Teaching Personnel, Kansas Secondary Schools, 1940-41. . . . .	31
IX. Professional Experience of 12,596 Teachers Employed in the Elementary Schools of Kansas in 1940-41 . . . . .	33
X. Professional Experience of 234 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Elementary Schools. . . . .	34
XI. Recency of Experience of 234 Certificated Persons Not Employed as Teachers in 1940-41 But Actively Seeking Placement in Kansas Elementary Schools. . . . .	36
XII. Median Number of Years of Professional Experience of Elementary-School Teaching Personnel in Kansas 1940-41. . . . .	36

LIST OF TABLES  
(Continued)

Table	Page
XIII. Professional Experience of Teachers Employed in the Secondary Schools of Kansas in 1940-41. . . . .	37
XIV. Years of Professional Experience of 580 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Secondary Schools. . . . .	39
XV. Recency of Experience of 580 Certificated Persons Not Employed as Teachers in 1940-41 Who Were Actively seeking Placement in Kansas Secondary Schools. . . . .	40
XVI. Median Number of Years of Professional Experience of Secondary-School Teaching Personnel in Kansas, 1940-41. . . . .	40
XVII. College Training of 12,596 Teachers Employed in the Elementary Schools of Kansas in 1940-41. . .	42
XVIII. College Training of 234 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Elementary Schools .	45
XIX. Recency of Training of 234 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Elementary Schools .	46
XX. Median Amounts of College Training (Semester Hours Credit) of Elementary-School Teaching Personnel in Kansas, 1940-41 . . . . .	47
XXI. College Training of 6,186 Teachers Employed in the Secondary Schools of Kansas in 1940-41 . . .	48
XXII. College Training of 580 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Secondary Schools. . . . .	50
XXIII. Recency of Training of 580 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Secondary Schools. .	50
XXIV. Median Amounts of College Training of Secondary-School Teaching Personnel in Kansas, 1940-41 . .	51
XXV. Certificates Held by 12,596 Teachers Employed in the Elementary Schools of Kansas in 1940-41. . .	54

LIST OF TABLES  
(Continued)

Table	Page
XXVI. Certificates Held by 234 Certificated Persons Not Employed as Teachers in 1940-41 Actively Seeking Placement in Kansas Elementary Schools. . .	58
XXVII. Certificates Held by 6,186 Teachers Employed in the Secondary Schools of Kansas in 1940-41 . .	60
XXVIII. Certificates Held by 580 Certificated Persons Not Employed as Teachers in 1940-41 But Who Were Actively Seeking Placement in Kansas Secondary Schools. . . . .	61
XXIX. Numbers of Teachers Employed in the Elementary Schools of Kansas in 1940-41 For Whom There Was No Record of College Attendance. . . . .	64
XXX. Numbers of Teachers Employed in the Elementary Schools of Kansas in 1940-41 Who Attended State-Supported Institutions for the Major Portion of Their Professional Training. . . . .	65
XXXI. Numbers of Teachers Employed in the Elementary Schools of Kansas in 1940-41 Who Attended Municipal, Private, or Denominational Four-Hour Colleges of the State for the Major Portion of Their Professional Training. . . . .	68
XXXII. Numbers of Teachers Employed in the Elementary Schools of Kansas in 1940-41 Who Attended Municipal, Private or Denominational Two-Year Colleges for the Major Portion of Their Professional Training. . . . .	69
XXXIII. Numbers of Teachers Employed in the Elementary Schools of Kansas in 1940-41, Who Attended Out-Of-State Institutions for the Major Portions of Their professional Training . . . . .	71
XXXIV. Institutions Attended by 11,779 Teachers Employed in the Elementary Schools of Kansas in 1940-41 for the Major Portion of Their Professional Training. . . . .	72
XXXV. Institutions Attended by 234 Unemployed Certificated Teachers for the Major Portion of Their Professional Training (These Teachers Were Seeking Placement in Kansas Elementary Schools in 1940-41)	74

LIST OF TABLES  
(Continued)

Table	Page
XXXVI. Numbers of Teachers Employed in the Secondary Schools of Kansas in 1940-41 Who Attended State-Supported Institutions for the Major Portion of Their Professional Training. . . . .	76
XXXVII. Numbers of Teachers Employed in the Secondary Schools of Kansas in 1940-41 Who Attended Municipal, Private, or Denominational Four-Year Colleges of the State for the Major Portion of Their Professional Training . . . . .	77
XXXVIII. Numbers of Teachers Employed in the Secondary Schools of Kansas in 1940-41, Who Attended Out-of-State Institutions for the Major Portion of Their Professional Training. . . . .	79
XXXIX. Institutions Which 5,921 Teachers Employed in the Secondary Schools of Kansas in 1940-41 Attended for the Major Portion of Their Preparation for Teaching . . . . .	80
XL. Numbers of Teachers Employed in Kansas in 1940-41 Distributed According to Kinds of Teacher-Training Institutions (Recapitulation of Tables XXXIV to XXXIX Inclusive) . . . . .	82
XLI. Institutions Attended by 580 Certificated Persons Not Employed as Teachers in 1940-41 and Actively Seeking Placement in Kansas Secondary Schools. . . . .	82
XLII. Salaries of 12,596 Teachers Employed in the Elementary Schools of Kansas in 1940-41 . . . . .	84
XLIII. Median Salaries of Teachers Employed in Elementary Schools of Kansas, 1940-41. . . . .	86
XLIV. Salaries of 6,186 Teachers Employed in the Secondary Schools of Kansas 1940-41 . . . . .	87
XLV. Enrollments of Schools in Which the 12,596 Elementary-School Teachers Included in This Study were Employed in 1940-41. . . . .	90
XLVI. Median Enrollments of Elementary Schools Included in This Survey . . . . .	92
XLVII. Enrollments of Secondary Schools in Which 6,186 Teachers in Kansas Were Employed in 1940-41 . . . . .	92

LIST OF TABLES  
(Continued)

Table	Page
XLVIII. Teaching Assignments of 12,596 Teachers Employed in the Elementary Schools of Kansas 1940-41. . . . .	96
XLIX. Positions Held by 12,596 Teachers Employed in Kansas Elementary Schools 1940-41. . . . .	98
I. English Teachers Employed in Secondary Schools of Kansas 1940-41 (English Composition, English Literature, Public Speaking, Journalism, Dramatic Art) . . . . .	101
II. Social Studies Teachers Employed in Secondary Schools of Kansas 1940-41 (World History, Ancient and Medieval History, Modern History, American History, Civics, Citizenship, Economics, Sociology, Constitution, Vocations, International Relations, Psychology). . . . .	102
LII. Science Teachers Employed in Secondary Schools of Kansas 1940-41 (Elementary Science, Physical Geography, Agriculture-Non-Vocational, Physiology, Botany, Chemistry, Physics, Biology). . . . .	104
LIII. Mathematics Teachers Employed in Secondary Schools of Kansas 1940-41 (Algebra, Geometry, Trigonometry, General Mathematics, Arithmetic) . . . . .	106
LIV. Commerce Teachers Employed in Secondary Schools of Kansas 1940-41 (Commercial Arithmetic, Commercial Geography, Penmanship, Bookkeeping, Typewriting, Stenography, Commercial Correspondence, Commercial Law, Secretarial Training) . . . . .	107
LV. Language Teachers Employed in Secondary Schools of Kansas 1940-41 (Latin, French, Spanish, German) . . . . .	108
LVI. Teaching Assignments in the Secondary Schools of Kansas Involving the Teaching of a Language Either Alone or in Combination with Other Subjects. . . . .	110
LVII. Physical Education Teachers Employed in Secondary Schools of Kansas 1940-41 . . . . .	111
LVIII. Home Economics Teachers Employed in Secondary Schools of Kansas 1940-41 (Foods, Clothing, Home Economics and Related Arts, Home Economics and Related Sciences, Vocational Home-making, Home Living. . . . .	113



LIST OF TABLES  
(Continued)

Table	Page
LIX. Fine Arts Teachers Employed in Secondary Schools of Kansas 1940-41 (Chorus and Glee Clubs, Orchestra and Bands, Music Appreciation, Theory and Harmony, General Music, Art) . . . . .	114
LX. Vocational Arts Teachers Employed in Secondary Schools of Kansas 1940-41 (General Shop, Mechanical Drawing, Woodwork, Metalwork, Electricity, Printing, Automechanics, and Vocational Agriculture . . . . .	116
LXI. Normal Training Teachers Employed in Secondary Schools of Kansas 1940-41 . . . . .	117
LXII. Teaching Assignments of 6,185 Teachers in Kansas Secondary Schools 1940-41 . . . . .	118-19
LXIII. Status in 1939-40 of 3,608 Elementary School Teachers in Kansas New to Their Positions in September, 1940 . . . . .	122
LXIV. Status in 1940-41 of 2,459 Elementary School Teachers in Kansas Who Left Before September, 1940, the Positions Which They Held in 1939-40. .	125
LXV. Status in 1939-40 of 1,272 Secondary-School Teachers in Kansas New to Their Positions in September, 1940 . . . . .	127
LXVI. Status in 1940-41 of 1,201 Secondary School Teachers in Kansas Who Left Before September, 1940, the Positions which They Held in 1939-40. .	129
LXVII. Demand for Teaching Personnel According to School, Grade and Type of School in Kansas Elementary Schools, in 1940-41 . . . . .	132
LXVIII. Demand for Teaching Personnel in Kansas Secondary Schools Reported by Subjects in 1940-41 . . . . .	133
LXIX. Mobility of Teaching Personnel as Indicated by Per Cent of New Teachers Employed at Each Grade Level, Kansas Elementary Schools, 1940-41 . . . . .	134
LXX. Mobility of Teaching Personnel as Indicated by Per Cent of New Teachers Employed in Each Field, Kansas Secondary Schools, 1940-41 . . . . .	136

LIST OF TABLES  
(Continued)

Table	Page
LXXI. Mobility Ratios of Kansas Teachers 1940-41 and Those of All Teachers in American Schools in 1930-31. . . . .	137
LXXII. Supply of Teaching Personnel, Schools of Kansas in 1940-41 . . . . .	139
LXXIII. Per Cent of Over-Supply of Kansas Teachers in 1940-41. . . . .	140

LIST OF FIGURES

Figure	Page
1. The Distribution of 18,781 Teachers Among Elementary and Secondary Schools of Kansas 1940-41. . . . .	12

**PART I - INTRODUCTION**

## CHAPTER I

### PRELIMINARY STATEMENT

The primary purpose of this study is to make available comprehensive information concerning the supply of and the demand for teaching personnel in Kansas to such agencies and officials as the State Department of Education, teacher-training institutions, placement-bureau directors, and public-school teachers and administrators. Persons who are attempting to coordinate the efforts of the various agencies engaged in training, certifying and employing teachers should find the information useful. This study provides data which are considered essential to the treatment of problems that confront these agencies.

A survey, such as this one, needed to be made in order to know the numbers and kinds of teachers employed in the various types of schools; their ages, sex, and marital status; the extent of their professional experience; their salaries; and the amounts and kinds of professional training which they have had, together with the types of institutions in which they were trained. Other related data which are demanded by one who is to deal intelligently with teacher training and placement problems concern certification, elimination and creation of teaching positions, and the rate of turn-over of teaching personnel. It is desirable to collect and classify such data with reference to:

(a) persons at present employed as teachers; (b) persons entering and leaving the teaching profession; (c) persons legally qualified to teach but unable to find employment.

Supply and demand are terms which are likely to lead to over-simplified interpretations of the situations which they presumably describe. Actually, although apparently not usually recognized, there are as many demands and supplies as there are kinds of positions to be filled. For example, there could be an excess of persons certificated to teach English in "Class A" high schools over the number of such positions existing, but in these same schools it might not be possible to fill all mathematics positions with properly certificated persons. Likewise, there could be too many elementary-school principals for the positions available, and at the same time, too few kindergarten teachers.

To consider demand and supply as independent factors is also misleading, since, in fact, they are terms used to describe from opposite points of view the same general conditions. At the present time there is, in Kansas, a "demand" for teachers of industrial and vocational arts, occasioned by defense industries employing men engaged in this teaching field. Either the term "strong demand" or the term "limited supply" could be used to describe this situation. The term used is of no particular significance, providing that it conveys the idea of a discrepancy between the numbers of teaching positions to be filled and the numbers of legally qualified persons available for placement in them.

Perhaps there is no possibility of more than an approach to an absolute numerical balance between the supply of and the demand for teaching personnel, and such a balance might not be desirable if it could be achieved. The rigidity which would characterize the controls necessary to the attainment of an exact balance might be even more objectionable than the present lack of coordination among the numerous and varied factors which determine supply and demand conditions at a given time. It seems obvious, though, that the training, selection and certification of teaching personnel should be carried on with greater regard, than is now shown, for the conditions of employment prevailing at a given time. If these conditions are known accurately, serious maladjustments in supply and demand will be less likely to occur than would be the case if relevant information is lacking.

There are influences not amenable to present controls which make the adjustment of supply to demand a difficult achievement. For example, the number of persons enrolled in a teacher-training institution is regarded as a matter of primary concern to that institution. Upon enrollments depend prestige, financial support, staff positions, salaries, and perhaps even the continued existence of the institution itself. Excluding high schools, forty-three institutions in Kansas are engaged to some extent in training teachers. Each of these institutions seeks grist for its mill, and within limits set by ethical standards, competition is keen. This situation results in each institution planning its teacher-

training program primarily to attract and to hold students, quite irrespective of the personnel needs of the public schools.

The decentralization which is characteristic of American school organization is another condition which impedes the development of controls sufficiently strong to achieve a balance between teacher supply and demand. The large number of school districts in a state, each with its independent system of personnel administration, makes it difficult for a state department of education, and teacher-training institutions to know with certainty the demand for teaching personnel which prevails at a given time. Furthermore, this decentralization prevents the adoption of sound methods of school support. As a result, gross inequalities among salary levels in various types of schools develop with consequent migration of competent personnel from poorly-paid to better-paid positions. This occurs despite the fact that the poorly-paid positions may often be the more important from an educational point of view.

Despite the complexity of conditions governing demand and supply and circumstances unfavorable to their control, there are steps which may be taken to facilitate a reasonable adjustment of supply to demand. These measures should not be determined arbitrarily, but should evolve from wide-spread study of the data which this and other similar studies make available.

Certain assumptions regarded as fundamental in this



study may be stated here. They are:

1. The effectiveness of schools is determined primarily by the competence of their teaching personnel.
2. The competence of teachers is affected by prevailing conditions which govern salary, selection, training, certification, placement, retention, and retirement.
3. Development of optimum conditions in personnel administration is at least a state-wide, if not a national problem. Such conditions cannot be achieved locally.
4. Reasonable articulation of supply and demand is an essential step in the development of these optimum conditions.

## CHAPTER II

### SCOPE AND METHOD OF INQUIRY

Four general classes of certificated personnel are included in this survey: (1) "New" teachers; i.e., persons who, in 1940-41, held teaching positions which they did not have in 1939-40. (2) Teachers who retained in 1940-41 the same positions which they had held in 1939-40. (3) Teachers who left before September, 1940, the positions which they had held in 1939-40. Many accepted other teaching positions, and for that reason are also included in the class of "new" teachers. (4) Certificated persons not employed as teachers who were, in 1940-41, seeking placement in school positions.

The term "teacher", as used in this study, refers not only to class-room teachers, but also to other certificated personnel, employed or seeking positions as teachers.

For purposes of brevity and convenience, the first class is called "new teachers"; the second, "established teachers"; the third, "leaving teachers"; and the fourth, "unemployed teachers".

In this survey a "new" teacher is one who was new to the position held in September, 1940. This definition of a new teacher is different from the one given in the National Survey of the Education of Teachers, in which the term "new" was used to describe "a teacher who was not employed in the present school system last year".<sup>1</sup> The term as used in the National

---

<sup>1</sup>Evenden, Edward S., Gamble, Guy C. and Blue, Harold G., Teaching Personnel in the United States, Pg.79, Vol.II, Nation Survey of the Education of Teachers, Office of Education Bulletin, 1933, No.10, U.S.Government Printing Office, Washington, D.C., 1935.

Survey takes no account of transfers from one position to another within a single school system, but in this study such changes are regarded in the same light as are other replacements. The latter concept includes all, rather than a part, of the persons appointed to new positions and for that reason describes more clearly the conditions of demand for teachers at a given time.

In order to procure information about these four classes of personnel, report forms were prepared, printed, and distributed to persons directly concerned with the employment of teachers. These forms provided for the collection of items of information which presumably would reveal the extent, source, and character of the supply of teaching personnel, as well as the numbers and kinds of teachers withdrawing from the profession in one year, and the conditions of employment affecting directly the teachers of Kansas.

The items of information to be collected from "leaving teachers" included: age, race, sex, marital status, experience and tenure of the teachers, the type of community in which they taught, method of support and the size of enrollment of the school in which they were employed, number of semester hours of college credit per teacher, as well as the teacher's annual salary, his reason for leaving his position, type of position left and the nature of his teaching assignment, degrees held and the institutions which conferred them.

From "new teachers" and "established teachers" the same items of information were collected, except that the former

status of the teacher was requested rather than the reason for leaving a position. This same list of items was modified to serve for collecting relevant information from persons who were not employed as teachers.

Forms\* for collecting the data from leaving, new and established teachers were mailed to all county superintendents in the State, and to superintendents of all first-class and second-class cities. These school officials were asked to report for teachers under their supervision.

First-class cities in Kansas are defined as those having 15,000 or more inhabitants, and cities of the second-class are legally designated as those having more than 2,000 but less than 15,000 population. All other incorporated communities are cities of the third-class. The official reclassification of cities lags considerably behind population changes, and for this reason, the designation "first-class", "second-class" and "third-class" is somewhat inexact with respect to population. In this survey, the classification of cities corresponds with that of the Kansas Educational Directory of 1939-40, compiled by the State Superintendent of Public Instruction.

Since cities of the first and second classes in Kansas report directly to the office of the State Superintendent of Public Instruction rather than to their local county superintendent, separate forms were prepared for the superintendents of schools in such cities. County superintendents reported for teachers employed in all schools not located in first-class or in second-class cities.

---

\*Copies of the different forms used in collecting data are included in the appendix.

Usable report forms were received from 102 of the 105 counties of the State, 70 of the 78 second-class cities, and 9 of the 11 first-class cities. These forms provided data pertaining to 18,781 teachers (both new and established) employed in the schools of Kansas in 1940-41, and 3,660 leaving teachers.

County superintendents, superintendents of cities of the first and second classes, and placement-bureau officials were asked to report the names and addresses of all persons who were known to be both unemployed as teachers and seeking school positions. These lists were then assembled, the duplication in names eliminated, and an inquiry form requesting relevant data was mailed to each person on the revised lists. The person to whom the form was sent was requested to return it only if he was seeking a school position and was available for placement.

Inquiry forms were mailed to 1,520 unemployed teachers. Of this number, 814 persons had returned usable replies when the reporting period closed March 1, 1941.

Tabulating cards for machine sorting were punched in harmony with the facts reported on each teacher in the new, leaving and unemployed classes. In like manner, cards were punched so as to include the records of one-third of the established teachers. In the latter group, the names were arranged in alphabetical order, and a tabulating card was punched for every third one. This was intended to provide a true sampling of the larger number.

Schools, in this survey, were classified as elementary

or secondary. An elementary school was considered to be one which included one or more of the first eight grades, except in those cases where the last two were included as parts of a junior high school approved by the State Department of Education. All other schools were regarded as secondary schools.

There was considerable variation in the combinations of grades included in different secondary schools, but six-year high schools (grades 7-12), four-year high schools (grades 9-12), three-year junior high schools (grades 7-9), and three-year senior high schools (grades 10-12) were the most common types. In cities of the first and the second classes there were 164 secondary schools distributed in the following manner: sixty-four three-year junior high schools (grades 7-9); thirty four-year high schools (grades 9-12); twenty-one three-year senior high schools (grades 10-12); seventeen six-year high schools (grades 7-12); fifteen two-year junior high schools (grades 7-8); twelve junior colleges (grades 13-14); and five schools having other combinations of two or more grades from seven to fourteen inclusive. Except in urban communities, the four-year high school (grades 9-12) prevailed.

Elementary schools, for the purposes of this study, were placed in three categories: (1) One-teacher rural schools. (2) Two-or-more-teacher schools not located in first-class or in second-class cities. (3) Schools located in cities of the first and the second classes. In general, schools of the third category are those in cities having more than 2,000 inhabitants, although this is not strictly true because of a

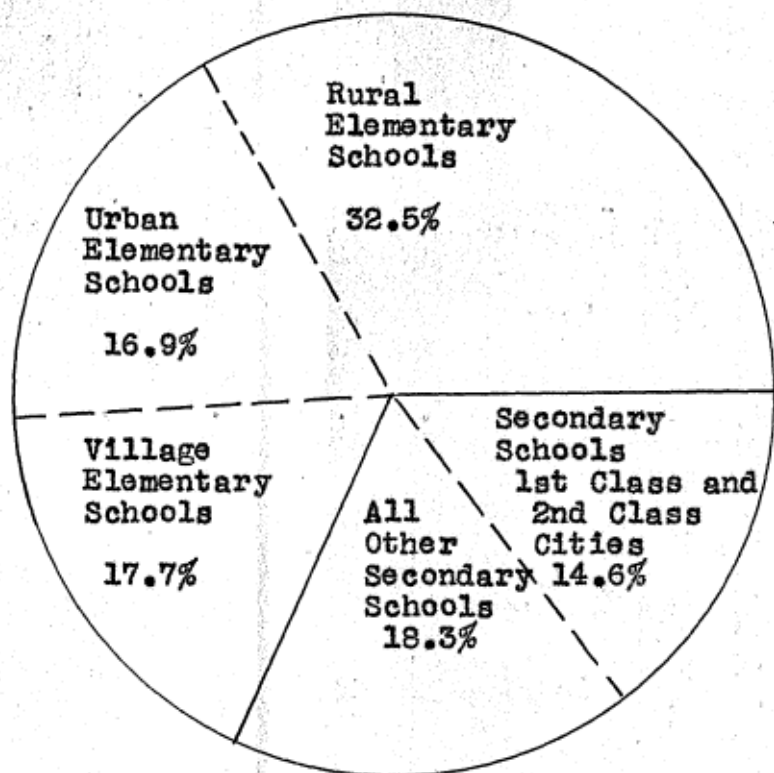
lag in the reclassification of cities. Schools in the second category are, for the most part, either in suburban areas not included within the corporate limits of first-class and second-class cities or in towns and villages having fewer than 2,000 inhabitants. One-teacher rural schools are generally located in the open country away from the centers of population.

In the interest of brevity, one-teacher rural schools are called "rural elementary schools", two-or-more-teacher schools not located in first-class or in second-class cities are called "village elementary schools", and schools located within cities having more than 2,000 inhabitants are called "urban elementary schools".

Secondary schools, as well as rural, village and urban elementary schools are referred to in this study as "types" of schools.

The data pertaining to teachers of parochial and private schools were fragmentary and were omitted from the tabulations. Although the county superintendents were instructed to report with reference to teachers of such schools, in some of the reports the data were omitted entirely and in others they were incomplete. Several county superintendents made notations on the report form to the effect that private and parochial schools were not under their jurisdiction.

Figure 1 shows the manner in which the 18,781 teachers reported to be employed in Kansas in 1940-41 were distributed among the various types of schools defined in this survey. Elementary schools employed 67.1 per cent, and secondary schools



Elementary Schools 67.1%  
Secondary Schools 32.9%

Figure 1

The Distribution of 18,781 Teachers Among  
Elementary and Secondary Schools of Kansas,  
1940-41.



32.9 per cent of all Kansas teachers reported in this study as having employment in school positions that year. In Kansas, 69.5 per cent of all teachers employed in 1940-41 taught in schools which were essentially rural in character.

## CHAPTER III

### RELATED STUDIES

As has been previously pointed out, problems of teacher supply and demand do not in isolation constitute a clearly defined area of investigation. It is usually desirable to consider such problems in relation to other aspects of school personnel administration. Although the literature pertaining to the administration of professional school personnel is extensive, relatively few thorough studies have been made which emphasize primarily teacher supply and demand data.

Comprehensive studies of teacher supply and demand can be grouped into (1) those limited to single states, and (2) those which are national in scope. Few local or regional studies have been made which are comprehensive in character, but numerous studies (local, state, regional, and national) deal with limited aspects of supply and demand problems.

Studies of the first type, those limited to single states, are more numerous than those attempting to portray national conditions. Teacher Demand and Supply,<sup>1</sup> Bulletin No. 5, November, 1931, of the Research Division of the National Education Association selected nine studies for review which presumably were more comprehensive in character than those omitted from the list.

---

<sup>1</sup> National Education Association of the United States, Research Division, Teacher Demand and Supply, Vol. IX, No. 5, November, 1931. Washington, D. C.: National Education Association.

These studies, listed in chronological order, are:

1. Buckingham, B. R. Supply and Demand in Teacher Training, Ohio State University Studies, Vol. 2, No. 15. Bureau of Educational Research Monographs, No. 4, Columbus, Ohio, State University of Ohio, March 15, 1926.
2. Steele, Robert McCurdy, A Study of Teacher Training in Vermont, Teachers College Contributions to Education, No. 243, New York: Bureau of Publications, Teachers College, Columbia University, 1926.
3. Smith, James Monroe, The Training of High School Teachers in Louisiana, Teachers College Contributions to Education, No. 247, New York: Bureau of Publications, Teachers College, Columbia University, 1926.
4. Myers, Alonzo Franklin, A Teacher Training Program for Ohio, Contributions to Education, No. 266, New York: Bureau of Publications, Teachers College, Columbia University, 1927.
5. Coxe, W. W. Teacher Demand in New York State. Albany, New York: Bureau of Educational Measurements, State Education Department, 1928. (Mimeographed)
6. Eakin, Ruth M. Supply and Demand of Teachers in California, 1926-27. Bulletin No. H-3, Sacramento, California: Division of Teacher Training and Certification, California State Department of Education, 1928.
7. Noble, M. C. S., Jr. Teacher Training in North Carolina. Educational Publications, No. 135, Division of Information and Statistics, No. 1. Raleigh, North Carolina: State Superintendent of Public Instruction, 1929.
8. Whitney, Frederick Lampson. Teacher Demand and Supply in the Public Schools, Greeley, Colorado: Colorado State Teachers College, 1930.
9. Peik, W. E. The Training of Teachers in North Dakota, Reprint from the Biennial Report of the Superintendent of Public Instruction of North Dakota, 1930.

Buckingham's study dealing with demand and supply conditions in Ohio during 1923-24 deserves special attention. The conditions which prevailed in Ohio at the time that this

study was made have now only historical interest, but the comprehensive character of the study, together with its exact definitions of such terms as "demand", "supply", and "new teacher", and its definite techniques for organizing complex data in relation to significant problems, makes it one of the most important studies of its kind.

The following studies dealing with state-wide problems of teacher supply and demand are among the more comprehensive ones which have been made since 1930.

1. Elrod, Lacy. Teacher Supply, Training, and Demand in Tennessee as Related to Certification, Nashville, Tennessee: Doctor's Thesis, George Peabody College for Teachers, 1930.
2. Anderson, Earl W., and Foster, Richard R. Teacher Supply and Demand in Ohio, 1929-30, Columbus, Ohio: Bureau of Educational Research Monographs, No. 11, Ohio State University, 1932.
3. Overn, A. V. Indices of Supply and Demand of Teachers in Minnesota, Minneapolis: University of Minnesota Press, 1932.
4. Peterson, E. T., Linquist, E. F., Jeep, H. A., and Price, M. P. Teacher Supply and Demand in Iowa, Iowa City, Iowa: Studies in Education, Vol. 7, No. 2. University of Iowa, 1932.
5. Crutsinger, George M. Survey Study of Teacher Training in Texas and a Suggested Program. New York: Contributions to Education, No. 537, Teachers College, Columbia University, 1933.
6. Elliott, Eugene B. A Study of the Supply of and the Demand for Teachers in Michigan. Lansing: Michigan Education Association Bulletin No. 26, Michigan Education Association, 1933.
7. Haight, David Le Munyon, A Study of Supply and Demand of Elementary Teachers in West Virginia, Pittsburgh, Pa. Doctor's Thesis, University of Pittsburgh, 1934.
8. Willey, Warner Moore. The Supply and Demand of Secondary School Teachers in Kentucky. Frankfort, Ky: Educational Bulletin, Vol. 5, No. 9, Kentucky Department of Education, 1937.

9. Kimball, Phillip H. The Control of and the Supply of Elementary and Junior High School Teachers in the State of Maine, New York: Doctor's Thesis, New York University, 1938.

10. Neagley, Ross Linn. Teacher Demand and Supply in the Public Schools of Pennsylvania. Philadelphia: Doctor's Thesis, Temple University, 1938.

11. Bailey, Francis L. A Planned Supply of Teachers for Vermont, New York: Contributions to Education, No. 771, Teachers College, Columbia University, 1939.

Only two studies which were national in scope have been conducted. One is the previously indicated Teacher Demand and Supply<sup>1</sup> study conducted by the Research Division of the National Education Association; the other is the National Survey of the Education of Teachers,<sup>2</sup> directed by the United States Office of Education.

The former of these two studies concluded that:

1. There appeared to be a surplus of persons certificated to teach in a number of the states of the Nation, but if the supply could be restricted to persons with two or more years of college training, an actual shortage would occur. (1929-30)
2. Many of the state departments of education, through which the data were obtained, were unable to supply exact information concerning supply and demand.
3. State departments of education should learn the facts before attempting to regulate apparent surpluses of teachers.
4. While there were many studies in the general field of teacher personnel, few agencies were making "direct and continuous attacks upon the problems of teacher

---

<sup>1</sup>Research Division, National Education Association, Teacher Demand and Supply, Vol. IX, No. 5, November, 1931. Washington, D.C.: National Education Association of the United States.

<sup>2</sup>National Survey of the Education of Teachers, six volumes, Washington, D.C.: Office of Education, Bulletin 1933, No. 10.

demand and supply".

5. Problems of teacher demand and supply were complex in character and inextricably bound up with other aspects of personnel administration.

The study recommended that state departments of education, representatives of teacher-training institutions, and state education associations cooperate in taking definite steps toward the solution of supply and demand problems.

The steps recommended were:

1. Establishment of a research organization, if one did not already exist.
2. Revision of current records and the creation of new forms for the collection of personnel data.
3. Completion of a survey of the status of teaching personnel.
4. Provision for continuous accounting in the field of teacher personnel.
5. Adoption of rules requiring teaching-training institutions to report relevant data.
6. Discovery and measurement of sources of teacher supply.
7. Development of means for attracting to teaching a fair share of the superior students.
8. Revision of certification requirements and procedures.
9. Extension of certification reciprocity between states to include exchange of supply and demand information.
10. Provision for wide-spread publicity of facts.
11. Formulation of a state-wide program of teacher-training.
12. Cooperation in systematic and continuous national surveys of teacher supply and demand.

Supply and demand portions of the National Survey of the Education of Teachers represent the most comprehensive

attack that has yet been made on the problems in this field. Conclusions derived from the data of that study are reported in Chapter V of Teacher Personnel in the United States,<sup>1</sup> (Volume II of the published report), and in Chapter VI of Summary and Interpretations<sup>2</sup> (Volume VI of the survey). Significant conclusions of this survey, with respect to supply of and demand for teaching personnel, are:

1. Maladjustments in the supply and demand of teachers have occurred at irregular intervals--usually in relation to periods of economic maladjustment.
2. A serious teacher shortage during and immediately following the World War was changed to an equally serious surplus within a decade.
3. Many of the unemployed teachers in 1929-30 were inadequately prepared but held valid certificates to teach. Even if such teachers were not included, most states had an oversupply of teachers in 1930-31 for the schools as then organized.
4. Because of the difficulties of securing accurate and complete data on the unemployed teachers, no attempt to do so on a national basis was made by the survey.
5. Conditions of supply and demand for teachers vary so widely among states that a general statement for the country as a whole is of little value.
6. Between two-fifths and one-half of the so-called "turn-over" among the teachers was caused by teachers moving from one position to another.

---

<sup>1</sup>Evenden, Edward S., Gamble, Guy C., and Blue, Harold G. Teacher Personnel in the United States, Volume II of the National Survey of the Education of Teachers, Washington, D.C.: Office of Education Bulletin 1933, No. 10.

<sup>2</sup>Evenden, E. S. Summary and Interpretations, Volume VI of the National Survey of the Education of Teachers, Washington, D.C.: Office of Education Bulletin 1933, No. 10.

7. The demand for new teachers is less and the supply very much greater in urban areas than in rural.
8. The types of institutions from which teachers are obtained vary greatly from state to state.
9. The education of teachers of the United States is not confined to any one type of educational institution. In 1930-31 the normal schools and teachers colleges prepared a little more than half of the public-school teachers--the colleges and universities the remainder.
10. Rural schools were compelled to operate with a teaching personnel forty per cent of which was "new" this year.
11. Junior high school teachers were a more experienced and more stable group than either elementary or senior high school teachers.
12. Teachers' salaries were undoubtedly important factors in the oversupply of certificated teachers. Salary schedules are so intimately connected with the control of the supply of and the demand for teachers that schedules of teacher payment must be considered in the development of every state program for the education of teachers.
13. Estimates of the number of "additional new" teachers needed each year have generally been much too high--often 100 per cent too high. These overestimates have encouraged states and institutions to prepare many more teachers than could be placed.
14. About three-fourths of the "additional new" teachers were obtained from higher educational institutions.
15. Supply and demand conditions for teachers depend upon and can be materially affected by the standards of school service accepted by any unit responsible for the maintenance of a public-school system. Class-size, amount of supervision, special teachers, provision and supervision of extra-class activities, more professional preparation, leaves of absence for teachers, and many other similar factors are involved in estimating the number of teachers needed and the restrictions upon the number to be educated.

There are relatively few studies of teaching personnel which have a direct bearing on teacher demand and supply



problems in Kansas. OBrien reported in 1926<sup>1</sup> on the preparation and teaching assignments of teachers in Kansas high schools during the school year 1924-25. In 1929, the State School Code Commission<sup>2</sup> devoted portions of its report to tenure, salaries and related problems of school personnel administration. In 1938, Regier<sup>3</sup> reported a study on the status of teacher certification in Kansas in 1933-34, and in the same year, Maul<sup>4</sup> published a report dealing with selective admission of students to teacher-training institutions.

Irwin<sup>5</sup> reported in 1938 a study dealing with the preparation, teaching assignments and salaries of high school teachers, and in 1940, Joerg and Shroyer reported<sup>6</sup> a study pertaining to certification, preparation, experience, salary, and employment status of teachers employed in the Kansas schools during 1939-40.

---

<sup>1</sup>OBrien, F. P. The High School Teaching Load and Preparation of High-School Teachers, Kansas Studies in Education, Vol. 1, No. 5, Lawrence, Kansas: The University of Kansas, 1926.

<sup>2</sup>State School Code Commission, Report, Topeka, Kansas: The Commission 1929. Volumes I, II and III.

<sup>3</sup>Regier, Aaron J. "A Study of the Functioning of Teacher Certification Laws and Regulation, 1933-34", University of Kansas Bulletin of Education, Vol. 4, No. 1, Lawrence, Kansas: The University of Kansas, March, 1938.

<sup>4</sup>Maul, Ray C. Selective Admission--A Problem in Teacher Preparation, Reprint from The Alumni News, Vol. XVI, No. 2, Graduate Magazine of the Teachers College: Emporia, Kansas: The Kansas State Teachers College of Emporia, 1938.

<sup>5</sup>Irwin, Frank L. A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Teachers (1938) Kansas State Teachers College of Emporia Bulletin of Information, Vol. 18, No. 9, Emporia, Kansas: The Kansas State Teachers College of Emporia, 1938.

<sup>6</sup>Joerg, Adrienne, and Shroyer, Lana A. A Survey of the Certification Preparation, Experience, Salary and Employment Status of Elementary and High School Teachers in Kansas for the Year 1939-40. Kansas State Teachers College of Emporia Bulletin of Information, Vol. 20, No. 9, September, 1940.

**PART II - TEACHING PERSONNEL IN KANSAS SCHOOLS**

## CHAPTER IV

### AGE, SEX, MARITAL STATUS

The age and sex of 12,593 teachers employed in the elementary schools of Kansas in 1940-41 are shown in Table I. The data included in this table show that the ratio of men to women among new teachers employed in the rural elementary schools was, for the school year 1940-41, one to nine. In village schools the ratio of men to women among new teachers was one to three. In urban schools, the corresponding ratio of men to women among new teachers was one to eight.

That the teaching personnel in elementary schools of Kansas was predominantly feminine is indicated by the summations of Table I, which show that 86.4 per cent of all persons employed in schools of this type during the year 1940-41 were women. Among the new teachers the predominance of women was slightly greater. In the latter group, only 13.6 per cent were men.

Table II shows the age and sex of 234 certificated persons who were seeking elementary-school positions. In this class, 56.4 per cent of the men and 43.3 per cent of the women were, in 1940, over thirty years of age.

The median ages of men and women constituting the employed and unemployed teaching personnel of the elementary schools of Kansas in 1940-41 are shown in Table III. New teachers were youngest as a group, established teachers older, and unemployed teachers oldest.

The consistency of the differences of the medians shown

TABLE I  
AGE AND SEX OF 12,593 TEACHERS EMPLOYED IN THE  
ELEMENTARY SCHOOLS OF KANSAS IN 1940-41

Type of Elementary School in Which Employed in 1940-41

AGES in Years	Sex	<u>Rural</u>				<u>Village</u>				<u>Urban</u>				<u>Total</u>			
		Teachers				Teachers				Teachers				Teachers			
		New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent
N.R.*	M	0	0	0	0.0	0	3	3	0.0	0	9	9	0.1	0	12	12	0.1
	F	1	0	1	0.0	0	0	0	0.0	4	51	55	0.4	5	51	56	0.4
19 and Under	M	41	27	68	0.4	3	0	3	0.1	0	0	0	0.0	44	27	71	0.5
	F	552	108	660	5.2	12	9	21	0.2	5	0	5	0.0	569	117	686	5.4
20	M	158	135	293	2.2	65	84	149	1.2	9	12	21	0.2	232	231	463	3.6
24	F	1219	1314	2533	20.4	293	402	695	5.6	63	180	243	1.9	1575	1896	3471	27.9
25	M	32	114	146	1.1	59	195	254	2.5	11	60	71	0.1	102	369	471	3.7
29	F	281	651	932	7.6	140	504	644	5.1	57	378	435	3.4	478	1533	2011	16.1
30	M	21	39	60	0.5	26	126	152	1.2	2	72	74	0.6	49	237	286	2.3
34	F	150	435	585	4.8	68	453	521	4.1	32	420	452	3.5	250	1308	1558	12.4
35	M	4	48	52	0.4	9	99	108	0.9	0	39	39	0.3	13	186	199	1.6
39	F	99	267	366	2.9	33	249	282	2.2	14	489	503	4.0	146	1005	1151	9.1
40	M	4	0	4	0.1	5	36	41	0.3	0	45	45	0.2	9	81	90	0.6
44	F	42	138	180	1.4	15	171	186	1.4	3	321	324	2.7	60	630	690	5.5
45	M	3	6	9	0.1	3	24	27	0.2	0	33	33	0.2	6	63	69	0.5
49	F	23	66	89	0.7	9	105	114	0.9	0	252	252	2.0	32	423	455	3.6
50	M	2	3	5	0.1	1	12	13	0.1	0	30	30	0.2	3	45	48	0.4
54	F	13	42	55	0.4	2	66	68	0.5	1	228	229	1.8	16	336	352	2.7
55	M	1	0	1	0.0	0	0	0	0.0	0	9	9	0.1	1	9	10	0.1
59	F	12	21	33	0.2	1	21	22	0.2	0	123	123	1.0	13	165	178	1.4
60 and Over	M	1	3	4	0.0	0	6	6	0.1	0	18	18	0.1	1	27	28	0.2
	F	3	6	9	0.1	1	15	16	0.1	0	213	213	1.7	4	234	238	1.9
Total	M	267	375	642	4.9	171	585	756	6.6	22	327	349	2.1	460	1287	1747	13.6
	F	2395	3048	5443	43.7	574	1995	2569	20.3	179	2655	2834	22.4	3148	7698	10846	86.4
Grand Total		2662	3423	6085	48.6	745	2580	3325	26.9	201	2982	3183	24.5	3608	8985	12593	100.0

\*Not Reported.

TABLE II

AGE AND SEX OF 234 CERTIFICATED PERSONS NOT EMPLOYED  
AS TEACHERS IN 1940-41 WHO WERE ACTIVELY SEEKING  
PLACEMENT IN KANSAS ELEMENTARY SCHOOLS

Type of Elementary School in Which Position Was Sought	Sex	N.R.*	Ages in Years										Total	Per Cent of Total
			19 and Under	20 24	25 29	30 34	35 39	40 44	45 49	50 54	55 59	60 and Over		
Rural	M	0	11	13	14	11	3	7	7	3	1	3	73	31.2
	F	6	0	5	0	0	0	0	0	1	0	0	12	5.1
Village	M	0	3	27	15	20	9	9	6	4	3	1	97	41.4
	F	0	0	2	0	1	1	0	0	2	0	1	7	3.0
Urban	M	0	1	1	8	8	11	5	3	4	0	2	43	18.4
	F	0	0	1	0	1	0	0	0	0	0	0	2	0.9
Total	M	0	15	41	37	39	23	21	16	11	4	6	213	91.1
	F	6	0	8	0	2	1	0	0	3	0	1	21	8.9
Per Cent	M	0.0	7.0	19.2	17.4	18.4	10.8	9.9	7.5	5.1	1.9	2.8		(100.0)
	F	28.6	0.0	38.1	0.0	9.5	4.8	0.0	0.0	14.3	0.0	4.7		(100.0)

\*Not Reported

TABLE III

MEDIAN AGES OF MEN AND WOMEN CONSTITUTING  
THE EMPLOYED AND UNEMPLOYED TEACHING  
PERSONNEL OF ELEMENTARY SCHOOLS OF  
KANSAS 1940-41

Type of Elementary School Where Em- ployed in 1940-41, or Where Employ- ment is Sought	Sex	Classes of Teaching Personnel			
		Employed Teachers			Unem- ployed Teachers
		New Teachers	Estab- lished Teachers	Total of Employed Teachers	
Rural	M	23.0	26.1	24.3	29.5
	F	22.6	25.8	24.1	*
Village	M	26.5	30.5	29.4	33.5
	F	24.7	30.9	29.4	*
Urban	M	25.9	36.9	35.5	36.5
	F	26.5	38.3	37.5	*
Total	M	24.0	31.6	25.4	31.7
	F	23.4	31.1	30.3	*

\*Fragmentary Data

in Table III should not be overlooked. In each type of school, established teachers are older than new teachers by approximately the same amounts, and the median age of teachers in these three types of schools increases from rural to urban communities.

The data shown in Table III afford interesting comparisons. For example, all new teachers, in terms of averages, are relatively young, but the differences between the median ages of new teachers in rural, village, and urban elementary schools are not great. Among established teachers the medians show a greater disparity.

Table IV shows the marital status and sex of 12,596 employed and unemployed elementary-schools teachers in

Kansas in 1940-41. Women made up 86.1 per cent, and men 13.9 per cent of all employed elementary-school teaching personnel. Unmarried women comprised 69.5 per cent of the employed teaching personnel in elementary schools.

The age and sex of 6,186 teachers employed in the secondary schools of Kansas are shown in Table V. The data presented in this table show that 50.2 per cent of the employed teaching personnel at the secondary-school level were men and 49.8 per cent were women.

The 1,272 new teachers employed in the secondary schools of Kansas in 1940-41 were younger as a group than the 4,914 established teachers. Among the 881 teachers who were forty-five or more years of age, 23 were new and 858 established.

Table VI shows the age and sex of 583 persons unemployed as teachers and actively seeking placement in the secondary schools of Kansas. If the data shown in Table VI are compared with those in Table V, it may be seen that 59.9 per cent of the persons in the unemployed class were thirty or more years of age, but only 47.4 per cent of the employed teachers were this old.

Among the persons seeking secondary-school positions who were thirty years of age or older, there were more than twice as many men as women. This ratio of men to women, in the higher age categories, is greater in the unemployed than in the employed group.

The median ages of men and women constituting the teaching personnel in secondary-school positions of Kansas are given in Table VII. This table shows that the median ages of men are

TABLE IV

MARITAL STATUS AND SEX OF TEACHING PERSONNEL,  
KANSAS ELEMENTARY SCHOOLS, 1940-41

		Classes of Teaching Personnel						Unemployed Teachers	
		Employed Teachers							
Marital Status	Sex	New Teachers		Established Teachers		Total of Employed Teachers		Number	Per Cent of Unemployed Teachers
		Number	Per Cent of all Employed Teachers	Number	Per Cent of all Employed Teachers	Number	Per Cent of all Employed Teachers		
N.R.*	M	3	0.0	9	0.1	12	0.1	1	0.4
	F	3	0.1	18	0.1	21	0.2	0	0.0
Single	M	278	2.2	336	2.7	614	4.9	56	23.9
	F	2690	21.4	6063	48.1	8753	69.5	50	21.5
Married	M	179	1.4	918	7.3	1097	8.7	79	33.8
	F	379	3.0	1233	9.8	1612	12.8	27	11.5
Widower or Widow	M	0	0.0	18	0.1	18	0.1	11	4.7
	F	41	0.3	264	2.1	305	2.4	4	1.7
Divorced or Separated	M	0	0.0	6	0.1	6	0.1	2	0.8
	F	35	0.3	123	0.9	158	1.2	4	1.7
Total	M	460	3.6	1287	10.3	1747	13.9	149	63.7
	F	3148	25.1	7701	61.0	10849	86.1	85	36.3
Grand Total		3608	28.7	8988	71.3	12596	100.0	234	100.0

N.R.\* - Not Reported.



TABLE V

AGE AND SEX OF 6186 TEACHERS EMPLOYED  
IN THE SECONDARY SCHOOLS OF KANSAS IN 1940-41

Ages in Years	Sex	New Teachers		Established Teachers		Total	
		Number	Per cent of Total	Number	Per Cent of Total	Number	Per Cent of Total
N.R.*	M	2	0.0	18	0.3	20	0.3
	F	6	0.1	15	0.2	21	0.3
19 and Under	M	0	0.0	3	0.0	3	0.0
	F	1	0.0	0	0.0	1	0.0
20-24	M	262	4.2	255	4.1	517	8.3
	F	394	6.4	426	6.8	820	13.2
25-29	M	183	3.0	489	7.8	672	10.8
	F	128	2.1	429	6.9	557	9.0
30-34	M	78	1.3	588	9.4	666	10.7
	F	76	1.2	459	7.5	535	8.7
35-39	M	48	0.8	486	7.9	534	8.7
	F	25	0.4	306	5.0	331	5.4
40-44	M	30	0.5	321	5.2	351	5.7
	F	16	0.3	261	4.2	277	4.5
45-49	M	5	0.1	165	2.7	170	2.8
	F	8	0.1	225	3.7	233	3.8
50-54	M	4	0.0	87	1.5	91	1.5
	F	3	0.0	150	2.5	153	2.5
55-59	M	0	0.0	51	0.8	51	0.8
	F	1	0.0	78	1.3	79	1.3
60 and Over	M	1	0.0	24	0.4	25	0.4
	F	1	0.0	78	1.3	79	1.3
Total	M	613	9.9	2487	40.3	3100	50.2
	F	659	10.7	2427	39.1	3086	49.8
Grand Total		1272	20.6	4914	79.4	6186	100.0

\* Not Reported

TABLE VI

AGE AND SEX OF 583 CERTIFICATED PERSONS NOT EMPLOYED  
AS TEACHERS in 1940-41 WHO WERE ACTIVELY SEEKING  
PLACEMENT IN KANSAS SECONDARY SCHOOLS

Ages in Years	Sex				Total	
	Men		Women		Number	Per Cent of Total
	Number	Per Cent of Total	Number	Per Cent of Total		
N.R.*	5	0.9	5	0.9	10	1.8
19 and Under	2	0.3	3	0.6	5	0.9
20-24	65	11.2	40	6.9	105	18.1
25-29	73	12.6	39	6.7	112	19.3
30-34	51	8.8	21	3.6	72	12.4
35-39	60	10.4	29	5.0	89	15.4
40-44	56	9.6	23	4.0	79	13.6
45-49	34	5.8	5	0.9	39	6.7
50-54	20	3.4	12	2.1	32	5.5
55-59	11	1.9	12	2.0	23	3.9
60 and Over	10	1.7	4	0.7	14	2.4
Grand Total	387	66.6	193	33.4	580	100.0

N.R.\* Not Reported

higher than the median ages of women in each class of personnel included in the tabulation. The median ages of new teachers are lower than those of employed teachers. The median ages of unemployed persons seeking second-school positions are higher than those of employed teachers.

TABLE VII

MEDIAN AGES OF MEN AND WOMEN EMPLOYED IN  
KANSAS SECONDARY SCHOOLS, 1940-41

Sex	Employed Teachers			Unemployed Teachers
	New Teachers	Estab-lished Teachers	Total of Employed Teachers	
Men	26.2	34.1	32.6	35.0
Women	24.1	33.8	31.4	33.0

Table VIII shows the marital status and sex of employed and unemployed secondary-school teaching personnel in Kansas in 1940-41. Unmarried persons made up 56 per cent of the group of employed secondary-school teachers.

TABLE VIII

MARITAL STATUS AND SEX OF TEACHING PERSONNEL,  
KANSAS SECONDARY SCHOOLS, 1940-41

Classes of Teaching Personnel									
Marital Status	Sex	Employed Teachers				Unemployed Teachers			
		New Teachers	Per Cent of all Employed Teachers	Established Teachers	Per Cent of all Employed Teachers	Total of Employed Teachers	Per Cent of all Employed Teachers	Number	Per Cent of Unemployed Teachers
N.R.*	M	18	0.3	24	0.4	42	0.7	3	0.5
	F	5	0.1	15	0.2	20	0.3	1	0.2
Single	M	284	4.6	369	6.0	653	10.6	189	32.6
	F	621	10.0	2187	35.4	2808	45.4	85	14.6
Married	M	309	5.0	2076	33.5	2385	38.5	160	27.6 <sup>1</sup>
	F	22	0.4	135	2.1	157	2.5	100	17.3
Widower or Widow	M	1	0.0	15	0.3	16	0.3	22	3.8
	F	7	0.1	75	1.2	82	1.3	3	0.5
Divorced or Separated	M	1	0.0	3	0.1	4	0.1	13	2.2
	F	4	0.1	15	0.2	19	0.3	4	0.7
Total	M	613	9.9	2487	40.3	3100	50.2	387	66.7
	F	659	10.7	2427	39.1	3086	49.8	193	33.4
Grand Total		1272	20.6	4914	79.4	6186	100.0	580	100.0

N.R.\* - Not Reported

## CHAPTER V

### PROFESSIONAL EXPERIENCE

In this survey, "professional experience" means the total number of years an individual has been employed in a professional capacity in school positions. It includes terms of employment in instructional, supervisory and administrative services which may or may not have been continuous.

In determining the total amount of professional experience, the school year in which the study was made counted as one year. Thus, teachers who had had no school employment prior to 1940-41 are shown as having had one year of professional experience. Unless otherwise indicated, each term of experience given includes 1940-41, the year in which the data were collected.

The professional experience of teachers employed in the elementary schools of Kansas in 1940-41 is shown in Table IX. Of the 3,608 new teachers, 1,430 were also new to teaching; i.e., they never before had been employed in a professional capacity in school positions. The summary of Table IX also shows that there was a considerable number of new teachers with little or no experience. For example, 61.5 per cent of the new teachers had had less than three years experience in teaching, and 79.0 per cent had had less than six years.

The professional experience of unemployed elementary-school teachers is shown in Table X.

If a majority of the unemployed personnel had had no previous experience, or if most of them had had extended experience, it

TABLE IX  
PROFESSIONAL EXPERIENCE OF 12,596 TEACHERS EMPLOYED IN THE  
ELEMENTARY SCHOOLS OF KANSAS IN 1940-41

Years of Professional Experience	Type of Elementary School in Which Employed in 1940-41															
	<u>Rural</u>				<u>Village</u>				<u>Urban</u>				<u>Total</u>			
	Teachers				Teachers				Teachers				Teachers			
	New	Estab-lished	Total	Per Cent of Grand Total	New	Estab-lished	Total	Per Cent of Grand Total	New	Estab-lished	Total	Per Cent of Grand Total	New	Estab-lished	Grand Total	Per Cent
N.R.*	1	267	268	2.1	0	63	63	0.5	1	36	37	0.3	2	366	368	2.9
1	1203	0	1203	9.6	192	0	192	1.5	35	0	35	0.3	1430	0	1430	11.4
2-3	567	933	1500	2.0	181	315	496	3.9	40	153	193	1.5	788	1401	2189	17.4
4-6	422	777	1199	9.6	159	480	639	5.0	50	291	341	2.7	631	1548	2179	17.3
7-10	232	582	814	6.4	123	573	696	5.5	36	414	450	3.6	391	1569	1960	15.5
11-15	154	507	661	5.3	54	546	600	4.7	31	519	550	4.4	239	1572	1811	14.4
16-21	58	249	307	2.5	26	378	404	3.2	5	597	602	4.7	89	1224	1313	10.4
22-28	19	75	94	0.8	8	147	155	1.2	2	477	479	3.8	29	699	728	5.8
29 and Over	6	33	39	0.3	2	81	83	0.7	1	495	496	3.9	9	609	618	4.9
Grand Total	2662	3423	6085	48.6	745	2583	3328	26.2	201	2982	3183	25.2	3608	8988	12596	100.0
N.R.* - Not Reported																

131

TABLE X

PROFESSIONAL EXPERIENCE OF 234 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS  
IN 1940-41 ACTIVELY SEEKING PLACEMENT IN KANSAS ELEMENTARY SCHOOLS

Type of School in Which Position is Sought	N.R.*	Years of Professional Experience									Total	Per Cent of Total																	
		0	1	2	3	4	5	6	7	8			9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rural Elementary	0	29	6	8	10	9	10	9	4	0	85	36.3																	
Village Elementary	0	13	8	19	20	16	9	12	3	4	104	44.5																	
Urban Elementary	0	1	0	3	10	11	11	7	2	0	45	19.2																	
Total	0	43	14	30	40	36	30	28	9	4	234																		
Per Cent of Total	0.0	18.4	6.0	12.8	17.1	15.4	12.8	12.0	3.8	1.7		100.0																	

N.R.\* - Not Reported

might imply that experience, or the lack of it, would have some bearing on the inability of the members of this group to find professional employment. The data presented in Table X, however, do not justify definite conclusions regarding the relation of experience to employability. The unemployed class is composed of both experienced and inexperienced teachers, in somewhat the same proportions that exist in the groups of persons who were able to find employment.

The recency of experience of persons seeking placement may be more significant in determining employability than is the length of the term of experience. Boards of education and superintendents of schools may regard with disfavor an applicant who has been out of teaching for an extended period. For this reason, persons in the unemployed class were asked in the questionnaire addressed to them to indicate the year in which they were last employed in school positions. Their responses are summarized in Table XI.

Of the persons returning questionnaires, 51.4 per cent indicated that they had been employed in a professional position either in 1938-39 or in 1939-40. There were 12.8 per cent who reported that their most recent employment had not been later than 1938, and 3.8 per cent who indicated that they had not held a school position subsequent to 1920.

Table XII shows the median number of years of professional experience for each of the classes of elementary-school personnel under discussion. The lowest median (2.4 years) is found among new teachers employed in rural elementary



TABLE XI

REGENCY OF EXPERIENCE OF 234 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 BUT ACTIVELY SEEKING PLACEMENT IN KANSAS ELEMENTARY SCHOOLS

Type of School in Which Employment is Sought	Regency of Experience							Grand Total	Per Cent of Total
	N.R.* 1940	1939 1940	1936 1938	1932 1935	1927 1931	1921 1926	1920 or Ear- lier		
Rural Elementary	2	60	5	8	4	4	2	85	36.3
Village Elementary	4	51	14	14	13	2	6	104	44.5
Urban Elementary	1	9	11	5	13	5	1	45	19.2
Grand Total	7	120	30	27	30	11	9	234	
Per Cent	3.0	51.4	12.8	11.5	12.8	4.7	3.8		100.0

N.R.\* - Not Reported

Table Reads: In 1940-41 there were 60 persons unemployed as teachers with no teaching experience since 1939-40, who were seeking positions in the rural elementary schools.

TABLE XII

MEDIAN NUMBER OF YEARS OF PROFESSIONAL EXPERIENCE OF ELEMENTARY-SCHOOL TEACHING PERSONNEL IN KANSAS 1940-41

Type of School Where Employed in 1940-41, or Where Employment is Sought	Employed		Total of Employed Teachers	Unemployed Teachers
	New Teachers	Established Teachers		
Rural Elementary	2.4	6.5	4.5	3.9
Village Elementary	3.8	10.2	8.7	5.8
Urban Elementary	5.5	17.0	16.0	10.1
Total	2.9	10.4	7.6	6.3

TABLE XIII

PROFESSIONAL EXPERIENCE OF TEACHERS EMPLOYED IN THE  
SECONDARY SCHOOLS OF KANSAS IN 1940-41

Years of Professional Experience	New Teachers		Established Teachers		Total	
	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total
Not Reported	9	0.1	3	0.0	12	0.1
1	566	9.2	0	0.0	566	9.2
2-3	238	3.9	927	14.9	1165	18.8
4-6	187	3.0	672	10.8	859	13.8
7-10	110	1.8	690	11.1	800	12.9
11-15	98	1.6	1080	17.5	1178	19.1
16-21	40	0.6	780	12.7	820	13.3
22-28	18	0.3	480	7.8	498	8.1
29 and Over	6	0.1	282	4.6	288	4.7
Total	1272	20.6	4914	79.4	6186	100.0

schools. The highest (17.0 years) is in the class of established teachers in urban schools.

Table XIII shows the professional experience of teachers employed in the secondary schools of Kansas in 1940-41. There were 28.0 per cent of the secondary-school teachers and 28.8 per cent of the persons employed in elementary-school positions having fewer than four years of professional experience.

An inspection of the figures given in Table XIII shows that 566 of the 1,272 teachers (44.5 per cent of the new teachers) were teaching in 1940-41 for the first time. At the elementary-school level there were 39.9 per cent of the new

teachers who had not taught before. Evidently, the secondary schools in 1940-41 employed inexperienced teachers more frequently than did the elementary schools.

The professional experience of 580 certificated persons, not employed as teachers in 1940-41 and actively seeking placement in secondary schools, is shown in Table XIV. An examination of the data presented in this table shows that the similarity, with respect to teaching experience, between teachers at the elementary and the secondary levels extends to the unemployed personnel. For example, 18.7 per cent of the persons wanting secondary-school positions and 18.4 per cent of those seeking placement in the elementary schools were professionally inexperienced in 1940-41. At the same time there were 28.7 per cent of the unemployed group at the secondary level and 30.3 per cent of the corresponding group at the elementary level who had had more than ten years of professional experience.

Table XV shows the recency of experience of the 580 certificated persons who, professedly, were seeking placement in the secondary schools of Kansas.

Of the unemployed group at the secondary school level 50.7 per cent were employed in school positions in 1939-40. The similarity of experience records between unemployed groups at the elementary and the secondary levels is quite pronounced with one exception. Fifteen per cent of the unemployed group seeking placement in the secondary schools had had no professional experience subsequent to 1920, but

TABLE XIV

YEARS OF PROFESSIONAL EXPERIENCE OF 580 CERTIFICATED  
PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 ACTIVELY  
SEEKING PLACEMENT IN KANSAS SECONDARY SCHOOLS

Years of Professional Experience	Unemployed Personnel	
	Number	Per Cent
Not Reported	4	0.7
0	108	18.7
1	43	7.4
2-3	88	15.2
4-6	73	12.6
7-10	97	16.7
11-15	82	14.1
16-21	42	7.2
22-28	29	5.0
29 and Over	14	2.4
Total	580	100.0

only four per cent of the corresponding group at the elementary school level had been out of teaching this long.

The median amounts of professional experience (as of 1940-41) of four classes of secondary school personnel are shown in Table XVI.

A comparison of the medians given in this table with those presented in Table XII shows clearly the similarity in professional experience between elementary and secondary school personnel. This equivalence of experience prevailed among new, established, and unemployed groups, as well as in the total of all teachers employed in the schools in 1940-41.

TABLE XV

REGENCY OF EXPERIENCE OF 580 CERTIFICATED PERSONS  
NOT EMPLOYED AS TEACHERS IN 1940-41 WHO WERE  
ACTIVELY SEEKING PLACEMENT IN KANSAS  
SECONDARY SCHOOLS

Most Recent Experience	Unemployed Personnel	
	Number	Per Cent
Not Reported	15	2.6
1941	0	0.0
1939-40	292	50.7
1936-38	73	12.5
1932-35	50	8.6
1927-31	43	7.4
1921-26	18	3.1
1920 or earlier	89	15.1
Total	580	100.0

TABLE XVI

MEDIAN NUMBER OF YEARS OF PROFESSIONAL EXPERIENCE  
OF SECONDARY-SCHOOL TEACHING PERSONNEL  
IN KANSAS, 1940-41

Teaching Personnel	Median Amounts of Professional Ex- perience
New Teachers	2.5 Years
Established Teachers	11.8 Years
Total of Employed Teachers	10.0 Years
Unemployed Teachers	6.0 Years

## CHAPTER VI

### PROFESSIONAL TRAINING

"Professional training" in this survey is arbitrarily defined as the total number of semester hours of college credit earned by an individual prior to 1940-41. This is only a rough measure of professional preparation, but it has considerable acceptance, especially as applied to a group of homogenous personnel. In a specific group of teachers the more aggressive and competent individuals will be, in general, those who have given time, money and effort to collegiate study.

Table XVII shows the professional training, in terms of college credit, of 12,596 teachers employed in the elementary schools of Kansas in 1940-41. Of 3,608 new teachers in this group, 635 (17.6 per cent of them) had no college credit at all, and 1,154 (32 per cent of them) had fewer than thirty semester hours of such credit. The advocates of higher standards of training for elementary-school teachers will receive little comfort from the fact that, in 1940-41, one-sixth of the teachers taking new positions in the elementary schools in Kansas had no college training whatever, and that one-third of them had less than one year. The prevalence of untrained persons among new teachers should not obscure the fact that 1,547 (43 per cent of them) had earned 60 or more, and 362 (10 per cent of them), 120 or more semester hours of college credit.

TABLE XVII

COLLEGE TRAINING OF 12,596 TEACHERS EMPLOYED IN THE  
ELEMENTARY SCHOOLS OF KANSAS IN 1940-41Type of Elementary School in Which Employed in 1940-41

Semester Hours of College Credit	<u>Rural</u> Teachers				<u>Village</u> Teachers				<u>Urban</u> Teachers				<u>Total</u> Teachers			
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
N.R.*	8	6	14	0.1	0	15	15	0.1	2	18	20	0.2	10	39	49	0.4
0	601	519	1120	8.9	31	72	103	0.8	3	39	42	0.3	635	630	1265	10.0
1-29	461	939	1400	11.2	57	255	312	2.5	1	48	49	0.3	519	1242	1761	14.0
30-59	745	828	1573	12.4	147	351	498	4.0	5	78	83	0.7	897	1257	2154	17.1
60-89	700	885	1585	12.6	291	1083	1374	10.9	65	624	689	5.5	1056	2592	3648	29.0
90-119	48	120	168	1.2	65	309	374	3.0	16	546	562	4.5	129	975	1104	8.7
120-149	89	117	206	1.6	141	447	588	4.7	95	1299	1394	11.1	325	1863	2188	17.4
150-179	7	9	16	0.1	10	42	52	0.4	13	285	298	2.4	30	336	366	2.9
180 and Over	3	0	3	0.1	3	9	12	0.1	1	45	46	0.3	7	54	61	0.5
Grand Total	2662	3423	6085	48.2	745	2583	3328	26.5	201	2982	3183	25.3	3608	8988	12596	100.0

\*Not Reported

The professional training of new teachers in elementary schools provides several points of contrast with corresponding data for established teachers. For example, 7 per cent of the persons in the latter class had no college training, and 21 per cent had less than thirty semester hours of credit. These figures are definitely lower than are the corresponding ones for new teachers. In the class of established teachers, 25 per cent had earned 120 or more semester hours of college credit. Only 10 per cent of the new teachers were in this same category.

In 1928-29, Stacey,<sup>1</sup> reporting a study of the professional training of 10,965 Kansas teachers employed in rural and other elementary schools under the jurisdiction of county superintendents, concluded that 62.5 per cent of the total had had no formal training beyond the high school, 72.9 per cent had none beyond the first year of college, and 84.9 per cent had not advanced above the second year of collegiate study. This survey included all of the elementary schools of the state outside of the boundaries of cities of the first and second classes.

If figures from Table XVII are combined to obtain groups of schools and personnel comparable to those included in Stacey's study, it is found that, in 1940-41, only 13 per cent of the comparable group had no college training, 32 per cent had less than one year, 53 per cent less than two, and 84 per cent less than three.

---

<sup>1</sup>Stacey, W. A. The Brief Course of Study for Normal Institutes of Kansas, A Publication of the State Department of Education, Topeka, Kansas, June 1929.



The categories of professional training used in this 1940-41 survey do not correspond strictly with those used in the Stacey study of 1928-29. But even if the group of persons who, in 1928-29, had no training beyond the high school (62.5 per cent of the total), is compared with the class of teachers who, in 1940-41, had less than thirty semester hours of college credit (32.0 per cent of the total), the differences show clearly that there has been a definite improvement in the average level of training of teachers employed in the elementary schools of Kansas during the time which elapsed between the two studies. The trend toward improvement is revealed sharply by the marked decrease (62.5 per cent of 1928-29 and 13.0 per cent in 1940-41) in the number of persons having no formal training beyond the high school.

Table XVIII shows the professional preparation of unemployed persons seeking positions in the elementary schools of the state in 1940-41. Of this group 14.5 per cent had had no professional training beyond the high school, 34.6 per cent had had less than thirty semester hours of college training, and 47.0 per cent, nearly half of them, had had less than sixty semester hours.

Among candidates for professional employment, recency of training may be quite as important as amount of training. Persons in the unemployed class of elementary school personnel, therefore, were asked to indicate on the questionnaires which they received the year in which they last were enrolled

TABLE XVIII

COLLEGE TRAINING OF 234 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 ACTIVELY SEEKING PLACEMENT IN KANSAS ELEMENTARY SCHOOLS

Type of School in Which Position is Sought	Semester Hours of College Credit										Per Cent of Total
	N.R.*	0	1	30	60	90	120	150	180 and Over	Total	
Rural Elementary	0	24	22	13	22	4	0	0	0	85	36.3
Village Elementary	1	9	25	10	41	9	9	0	0	104	44.5
Urban Elementary	0	1	0	6	23	7	6	2	0	45	19.2
<b>Total</b>	<b>1</b>	<b>34</b>	<b>47</b>	<b>29</b>	<b>86</b>	<b>20</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>234</b>	
Per Cent	0.4	14.5	20.1	12.4	36.8	8.5	6.4	0.9	0.0		100.0
*Not Reported											

in a teacher-training institution. The responses of unemployed elementary teachers are summarized in Table XIX.

Although more than 50 per cent of the unemployed teachers had been enrolled in some kind of teacher-training institution subsequent to 1939, there were 18.4 per cent of them who had not received any formal training later than 1920. Of the persons in this class, 5.6 per cent were attending college at the time the questionnaires were received (February, 1941), and these accordingly indicated 1941 as the last year in which they were enrolled in a teacher-training institution.

Table XX shows that the median amounts of preparation of persons taking new positions in the elementary schools resembles closely that of the corresponding group of established

TABLE XIX

REGENCY OF TRAINING OF 234 CERTIFICATED PERSONS  
NOT EMPLOYED AS TEACHERS IN 1940-41 ACTIVELY  
SEEKING PLACEMENT IN KANSAS ELEMENTARY SCHOOLS

Type of School in Which Posi- tion is Sought	N.R.*	Most Recent Training							1920 or Ear- lier	Per Cent of Total
		1941	1939 1940	1936 1938	1932 1935	1927 1931	1921 1926	Total		
Rural Elementary	0	1	45	7	2	2	1	27	85	36.3
Village Elementary	2	9	48	12	10	7	2	14	104	44.5
Urban Elementary	1	3	23	6	6	3	1	2	45	19.2
<b>Total</b>	<b>3</b>	<b>13</b>	<b>116</b>	<b>25</b>	<b>18</b>	<b>12</b>	<b>4</b>	<b>43</b>	<b>234</b>	
<b>Per Cent</b>	<b>1.3</b>	<b>5.6</b>	<b>49.4</b>	<b>10.7</b>	<b>7.8</b>	<b>5.1</b>	<b>1.7</b>	<b>18.4</b>		<b>100.0</b>

\*Not Reported

teachers. This is true for rural, village and urban schools.

There is a marked disparity between the average levels of professional training attained by rural and by urban teachers. The median number of semester hours of college credit of those employed, or seeking employment, in the rural schools is less than half of the corresponding medians of urban elementary-school personnel.

The Research Division of the National Education Association of the United States reported in January, 1940,<sup>1</sup> that the median level of preparation of 8,158 teachers in the elementary schools of 498 cities ranging from 2,500 to 5,000 inhabitants was, in 1938-39, 3.4 years beyond the high school. The

<sup>1</sup>National Education Association of the United States, City Teachers: Their Preparation, Salaries and Experience, Research Bulletin, Vol. XVIII, No. 1, January, 1940, page 7. Published by the Research Division of the National Education Association of the United States, Washington, D. C.

TABLE XX

MEDIAN AMOUNTS OF COLLEGE TRAINING (SEMESTER HOURS CREDIT) OF ELEMENTARY-SCHOOL TEACHING PERSONNEL IN KANSAS, 1940-41

Type of School Where Employed in 1940-41, or Where Employment is Sought	Employed Teachers			Unemployed
	New Teachers	Established Teachers	Total of Employed Teachers	Teachers
Rural Elementary	40.5	39.0	39.6	33.3
Village Elementary	74.1	76.8	76.2	65.4
Urban Elementary	123.0	123.3	123.0	80.1
Total	51.6	75.6	69.0	62.3

medians for elementary school teachers employed in cities having from 5,000 to 10,000 and from 10,000 to 30,000 inhabitants, were 3.4 years and 3.5 years respectively. For 108,611 elementary school teachers employed in schools located in cities ranging from 2,500 to more than 100,000 population, the median was 3.4 years.

From Table XX it may be seen that for each type of school, the median amount of preparation above the high-school level is less for unemployed persons seeking elementary school positions than it is for those who have employment.

Table XXI shows the college training of 6,186 teachers employed in the secondary schools of Kansas in 1940-41. The data presented in this table show that no new teachers were employed in 1940-41 who did not have at least 120 semester hours of college credit, and that only 48 secondary-school teachers in the entire state had less than this amount of

TABLE XXI

COLLEGE TRAINING OF 6,186 TEACHERS EMPLOYED IN THE  
SECONDARY SCHOOLS OF KANSAS IN 1940-41

Semester Hours of College Credit	New Teachers		Established Teachers		All Teachers	
	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total
Not Reported	11	0.2	33	0.5	44	0.7
0	0	0.0	0	0.0	0	0.0
1 - 29	0	0.0	0	0.0	0	0.0
30 - 59	0	0.0	0	0.0	0	0.0
60 - 89	0	0.0	24	0.4	24	0.4
90 - 119	0	0.0	24	0.4	24	0.4
120 - 149	851	13.7	2571	41.5	3422	55.2
150 - 179	355	5.8	1788	28.9	2143	34.7
180 and Over	55	0.9	474	7.7	529	8.6
Total	1272	20.6	4914	79.4	6186	100.0

college training. There were 310 new teachers and 2,262 established teachers who had 150 or more semester hours of college credit. Of all secondary-school teachers in Kansas, 43 per cent had the equivalent of at least five years of college training.

The figures presented in Table XXI, showing the college training of teachers employed in the secondary schools of Kansas in 1940-41, are in contrast with those for elementary-school teachers given in Table XVII. For example, there were only 3.4 per cent of the elementary-school teaching personnel who had 150 or more semester hours of college credit, but 43.3 per cent of

of the teachers in the secondary school had this much training.

Table XXII shows the number of semester hours of college credit of 580 certificated unemployed teachers who, in 1940-41, were seeking placement in the secondary schools. No persons in this group had fewer than 60 semester hours of college credit. There were 13.6 per cent of the unemployed class who had from 60 to 120 semester hours of credit, while 0.8 per cent of the employed class were in this category.

The recency of training of persons seeking placement in the secondary schools of Kansas is shown in Table XXIII. Of these teachers, 11.5 per cent were enrolled in teacher-training institutions in 1941 when their questionnaires were received; 31.1 per cent had been enrolled in teacher-training institutions during the previous year.

The recency of training of persons seeking placement in secondary schools did not differ greatly from that of persons wanting elementary-school employment, except in one respect. In the latter group, 18.4 per cent of the members reported that they had not been enrolled in a teacher-training institution subsequent to 1920, but in the former group only 3.3 per cent reported that they had no college training since that time.

Median amounts of college training of secondary-school personnel are shown in Table XXIV. Established teachers appeared, in terms of these medians, to be somewhat better-trained than new teachers, and employed teachers seemed to be better-trained than unemployed ones. The differences in these

TABLE XXII

COLLEGE TRAINING OF 580 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 ACTIVELY SEEKING PLACEMENT IN KANSAS SECONDARY SCHOOLS

Semester Hours of College Credit	Unemployed Personnel Number	Per Cent of Total
Not Reported	23	4.0
0	0	0.0
1-29	00	0.0
30-59	0	0.0
60-89	61	10.5
90-119	18	3.1
120-149	312	53.8
150-179	120	20.7
180-and Over	46	7.9
Total	580	100.0

TABLE XXIII

REGENCY OF TRAINING OF 580 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 ACTIVELY SEEKING PLACEMENT IN KANSAS SECONDARY SCHOOLS

Last Year En- rolled in a Teacher-Training Institution	Unemployed Personnel Number	Per Cent of Total
Not Reported	18	3.1
1941	67	11.5
1939-40	180	31.1
1936-38	97	16.7
1932-35	80	13.8
1927-31	83	14.3
1921-26	36	6.2
1920 or earlier	19	3.3
Total	580	100.0

TABLE XXIV

MEDIAN AMOUNTS OF COLLEGE TRAINING OF  
SECONDARY-SCHOOL TEACHING PERSONNEL  
IN KANSAS, 1940-41

Teaching Personnel	Median Number of Semester Hours of College Credit
New Teachers	141.9
Established Teachers	147.6
Total of Employed Teachers	146.4
Unemployed Teachers	139.2

medians among the various classes of personnel were not great, however, and may not represent true differences in amounts of professional training.



## CHAPTER VII

### CERTIFICATION

Teacher certificates in Kansas may be grouped into two general classes: (1) Those issued by the Kansas State Teachers Colleges. (2) Those issued by the State Board of Education.

Cities and counties formerly granted certificates to teach, but since July 1, 1937, all certificates, other than those issued by the Kansas State Teachers Colleges, originate with the State Board of Education. Certificates, and diplomas having certificate value, must be registered in the State Department of Education, and, irrespective of origin, may be revoked for cause by the State Board of Education.

Laws and regulations have been enacted from time to time governing teacher certification, but these have seldom, if ever, been retroactive, and as a result, there are many kinds of certificates valid in Kansas. These can be classified according to the following pattern:

#### CERTIFICATES ISSUED BY THE KANSAS STATE TEACHERS COLLEGES

1. Bachelor of Science in Education Degree.
2. Life--on basis of sixty semester hours of credit.
3. Three-year Elementary--on basis of thirty semester hours of credit.

#### CERTIFICATES ISSUED BY THE STATE BOARD OF EDUCATION

4. Three-year Renewable for Life--On Degree.
5. Life--Renewal of Three-year-Renewable for Life.
6. Special.
7. Life-Special--Renewal of Special.
8. Elementary--on basis of sixty semester hours of credit.
9. Permanent--Renewal of sixty-hour certificate.  
(Issued Prior to July 1, 1937.)

10. Life--Renewal of sixty-hour certificate.  
(Issued between July 1, 1937, and September 1, 1940).
11. Elementary--on basis of thirty semester hours of credit.
12. Elementary--on basis of First Grade County.
13. Elementary Normal Training.
14. Permanent Normal Training.
15. Elementary--on basis of State Examination.
16. City (Issued by city boards of education).
17. Other kinds not listed here.

The classification treated above is reduced, in this chapter, to the following eight categories:

- (1) Degree certificates (Numbers 1, 4, and 5).
- (2) Special certificates (Numbers 6 and 7).
- (3) Sixty-hour certificates (Numbers 2, 8, 9, and 10).
- (4) Thirty-hour certificates (Numbers 3 and 11).
- (5) First Grade (Number 12).
- (6) Normal Training (Numbers 13 and 14).
- (7) State Examination (Number 15).
- (8) Other certificates (Numbers 16 and 17).

Table XXV shows what certificates were held by 12,596 teachers employed in elementary school positions in Kansas in 1940-41.

Sixty-hour certificates were held by approximately one-third of the teachers new to elementary school positions. Even among the persons new to rural school positions there was a relatively large number of certificates of this type. One out of four teachers new to positions in the rural elementary schools held a sixty-hour certificate.

Normal training certificates ranked second in terms of frequency among new teachers, 25 per cent of whom held normal training certificates. Of the teachers in this class 22 per cent held thirty-hour certificates.

TABLE XXV

CERTIFICATES HELD BY 12,596 TEACHERS EMPLOYED IN THE  
ELEMENTARY SCHOOLS OF KANSAS IN 1940-41

Type of Elementary School in Which Employed in 1940-41

Type of Certificate Held in 1940-41	<u>Rural</u>				<u>Village</u>				<u>Urban</u>				<u>Total</u>			
	<u>Teachers</u>				<u>Teachers</u>				<u>Teachers</u>				<u>Teachers</u>			
	New	Established	Total	Per Cent of Grand Total	New	Established	Total	Per Cent of Grand Total	New	Established	Total	Per Cent of Grand Total	New	Established	Grand Total	Per Cent
Not Reported	4	0	4	0.1	1	12	13	0.1	8	75	83	0.7	15	87	100	0.9
Degree	102	141	243	1.9	141	480	621	4.9	89	1407	1496	11.9	332	2028	2360	18.7
Special	2	0	2	0.1	6	15	21	0.2	4	39	43	0.3	12	54	66	0.6
Sixty-hour	656	873	1529	12.1	524	1296	1620	12.7	83	1200	1283	10.2	1063	3569	4432	35.0
Thirty-hour	683	585	1268	10.1	111	177	288	2.3	5	21	26	0.2	799	783	1582	12.6
First Grade	236	645	881	6.9	54	345	399	3.2	0	21	21	0.2	290	1011	1301	10.3
Normal Training	822	903	1725	13.6	65	177	242	1.9	3	66	69	0.6	890	1146	2036	16.1
State Examination	114	243	357	2.8	22	42	64	0.5	3	0	3	0.1	139	285	424	3.4
Others	43	33	76	0.6	21	39	60	0.5	6	153	159	1.3	70	225	295	2.4
Total	2662	3423	6085		745	2583	3328		201	2982	3183		3608	8988	12596	
Per Cent	21.1	27.1		48.2	5.9	20.4		25.5	1.6	23.9		25.5	28.8	71.2		100.0

The sixty-hour certificate, the normal training certificate and the thirty-hour certificate are the three kinds found most frequently among new teachers in the elementary schools. The sixty-hour certificate was most common (29.5 per cent of the total), the normal training certificate was next in importance (24.7 per cent), and the thirty-hour certificate was the least common of the three (22.1 per cent).

The first grade certificate, formerly issued by the counties, was held by 8 per cent of the new teachers at the elementary school level, and 9 per cent of the teachers in this class held certificates based upon degrees.

In the class of established teachers at the elementary school level, there were more certificates based upon degrees than there were in the class of new teachers. In the former group, 22.4 per cent had certificates based upon college degrees. In the latter, only 9.2 per cent belonged in this category. Of the established teachers, 37 per cent held the sixty-hour certificate. As with the new teachers, this type of certificate was reported more frequently than was any other type. Only 12.6 per cent of established teachers held the normal training certificate, but among the new teachers 24.7 per cent of the total held this type. Among established teachers relatively more first grade certificates were held by new teachers (11.6 per cent of the former, and 8.0 per cent of the latter).

A summary of the figures presented in Table XXV shows

that at the elementary school level, 61 per cent of the new teachers and 69 per cent of the established teachers held certificates requiring some college training.

It is significant that one-third of the teachers employed in the elementary schools of Kansas in 1940-41 held certificates based upon sixty semester hours of college credit, and that one-fifth held certificates based upon college degrees. In terms of frequency, the degree certificate was second only to the sixty-hour certificate.

There is some evidence to show that normal training certificates are declining in importance in village and urban schools. This does not appear to be true of rural schools.

In 1933-34 Regier<sup>1</sup> found that, at the elementary school level, 6 per cent of the urban, 14 per cent of the village, and 27 per cent of the rural teachers held normal training certificates.

Joerg and Shroyer<sup>2</sup> reported that, in 1939-40, 3 per cent of the urban, 9 per cent of the village, and 26 per cent of the rural teachers held certificates of this type.

The data gathered in this survey indicate that, in 1940-41, 28 per cent of the rural, 7 per cent of the village, and 2 per cent of the urban elementary school teachers held

---

<sup>1</sup>Regier, Aaron J. "A Study of the Functioning of Teacher Certification Laws and Regulations 1933-34", University of Kansas Bulletin of Education, Vol. IV, No. 1, March, 1938.

<sup>2</sup>Joerg, Adrienne and Shroyer, Lana A., A Survey of the Certification, Preparation, Experience, Salary and Employment Status of Elementary and High School Teachers in Kansas for the Year 1939-40, Kansas State Teachers College of Emporia Bulletin of Information, Vol. 20, No. 9, September, 1940.

certificates based upon normal training courses. (These percentages may be calculated readily from the data presented in Table XXV.)

The relative number of normal training certificates held by teachers in rural schools has not declined, but in other elementary schools there has been a definite reduction since 1933-34 in the comparative number of employed teachers who hold this type of certificate.

The decline in the importance of the normal training certificate in village and urban schools may be due to the fact that salaries in such schools are high enough to attract teachers with some college training. When normal training certificates compete with sixty-hour or thirty-hour certificates, boards of education appear to prefer the latter. Salary levels in the rural schools, however, are such that the competition is between the normal training and the first grade or some other kind of certificate requiring no professional preparation. In this case, boards of education seem to give preference to persons holding normal training certificates. In doing this, it appears that they prefer trained to untrained teachers. The normal training certificate requires little professional preparation, but the first grade certificate represents none at all.

Table XXVI shows what certificates were held by persons seeking placement in the elementary schools of Kansas in 1940-41. In this unemployed class, the sixty-hour certificate was more common than was any other type. The proportion

TABLE XXVI

CERTIFICATES HELD BY 234 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 ACTIVELY SEEKING PLACEMENT IN KANSAS ELEMENTARY SCHOOLS

Type of Certificate Held in 1940-41	Type of School in Which Placement is Sought			Total	Per Cent of Total
	Rural Elementary	Village Elementary	Urban Elementary		
Not Reported	0	2	0	2	0.9
Degree	0	9	10	19	8.2
Special	1	0	0	1	0.4
Sixty-Hour	20	44	29	93	39.0
Thirty-Hour	9	7	2	18	7.8
First Grade	24	28	2	54	23.3
Normal Training	24	12	0	36	15.6
State Examination	4	1	1	6	2.7
Others	3	1	1	5	2.1
Total	85	104	45	234	
Per Cent	36.3	44.5	19.2		100.0

of first grade certificates in this group was larger than it was in either of the two classes of employed personnel, but the frequency of normal training certificates in the unemployed class is slightly less than it is in the class of established teachers.

Of those persons not employed as teachers but seeking positions in the elementary schools 45 per cent held certificates that required no college preparation.

Table XVII shows the kinds of certificates held by 6,186 teachers employed in the secondary schools of Kansas in 1940-41. Of the teachers employed in 1940-41 in the secondary schools of Kansas, 90 per cent held certificates based upon college degrees, 2 per cent held special certificates, and 6 per cent held sixty-hour certificates.

Among secondary school teachers new to their positions in 1940-41, there were 1140 holding degree certificates, 49 having special certificates and only 52 holding sixty-hour certificates.

In the class of established teachers there were 4,428 persons holding degree certificates, 75 having special certificates, and 309 holding sixty-hour certificates.

The certificates held by 580 unemployed secondary school teachers are shown in Table XXVIII. Of these persons, 72 per cent had degree certificates, 2 per cent had special certificates, and 12 per cent had sixty-hour certificates. There were relatively more sixty-hour certificates and fewer degree certificates in the unemployed group than there were in the class of employed teachers.



TABLE XXVII  
 CERTIFICATES HELD BY 6186 TEACHERS EMPLOYED IN  
 THE SECONDARY SCHOOLS OF KANSAS IN 1940-41

Type of Certificate Held in 1940-41	Class of Teaching Personnel				Total	
	New Teachers		Established Teachers		Number	Per Cent of Total
	Number	Per Cent	Number	Per Cent		
Not Reported	12	0.2	60	1.0	72	1.2
Degree	1140	18.5	4428	71.6	5568	90.1
Special	49	0.8	75	1.2	124	2.0
Sixty-Hour	52	0.8	309	5.0	361	5.8
Thirty-Hour	0	0.0	0	0.0	0	0.0
First Grade	0	0.0	0	0.0	0	0.0
Normal Training	0	0.0	0	0.0	0	0.0
State Examination	0	0.0	0	0.0	0	0.0
Others	19	0.3	42	0.6	61	0.9
<b>Total</b>	<b>1272</b>	<b>20.6</b>	<b>4914</b>	<b>79.4</b>	<b>6186</b>	<b>100.0</b>

TABLE XXVIII

CERTIFICATES HELD BY 580 CERTIFICATED PERSONS  
NOT EMPLOYED AS TEACHERS IN 1940-41 BUT WHO  
WERE ACTIVELY SEEKING PLACEMENT IN KANSAS  
SECONDARY SCHOOLS

Type of Certificate Held in 1940-41	Unemployed Personnel	
	Number	Per Cent of Total
Not Reported	46	7.9
Degree	426	73.5
Special	12	2.1
Sixty-Hour	68	11.7
Thirty-Hour	0	0.0
First Grade	0	0.0
Normal Training	0	0.0
State Examination	0	0.0
Others	28	4.8
Total	580	100.0

## CHAPTER VIII

### TEACHER-TRAINING INSTITUTIONS

A teacher-training institution, as defined in this survey, may be a high school, a teachers college, a college of liberal arts, a university, or any other similar agency which provides preparation for teachers.

The term "professional training" is used in this chapter to mean all of the formal training which teachers have had above the elementary-school level. It includes all courses offered for school credit, and is not limited to those courses which are specifically planned to prepare teachers to meet their professional responsibilities. The problem of this chapter, in brief, is this: In what kinds of institutions were teachers in Kansas prepared for their teaching work?

Teacher-training institutions in this chapter are grouped into five categories: (1) High schools. (2) State-supported institutions. (3) Municipal, private or denominational two-year colleges in Kansas. (4) Municipal, private, or denominational four-year colleges in Kansas. (5) Out-of-state institutions.

Of 11,779 teachers shown by this survey to be employed in the elementary schools of Kansas in 1940-41, only 26 were reported as never having finished high school. This number was so small that it was not included in any of the tabulations of this chapter.

In 1940-41 there were 1,530 teachers having no professional credit in educational subjects beyond the high school,

employed in the elementary schools of Kansas. Of this number, 1,092 had completed normal training courses, and 438 were graduates of high schools which did not have this offering. Table XXIX shows, by classes of schools, the number of teachers employed in the elementary schools of Kansas in 1940-41 having no preparation beyond the high school.

Eighty-four per cent of the teachers having no college credit were employed in the rural elementary schools, fourteen per cent were in village, and only two per cent were in urban schools. The data presented in this table show quite clearly a fact which has been referred to in previous chapters; namely, that standards of training in the rural schools are lower than they are in either villages or urban schools.

It should be noted that 71.4 per cent of all teachers employed in the elementary schools in 1940-41, having no professional training beyond the high school, were graduates of normal training courses.

The high rate of "turn-over" among teachers having no professional training beyond the high school is indicated by the fact that 702 of the 1,530 persons in this class held new positions in 1940-41.

Table XXX shows the number of teachers employed in the elementary schools of Kansas in 1940-41 who attended state-supported educational institutions for the major portion of their professional training.

Of the 6,707 teachers trained in state-supported

TABLE XXIX  
 NUMBERS OF TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS OF KANSAS  
 IN 1940-41 FOR WHOM THERE WAS NO RECORD OF COLLEGE ATTENDANCE

Teacher - Training Institution	Type of Elementary School in Which Employed in 1940-41															
	Rural				Village				Urban				Total			
	Teachers				Teachers				Teachers				Teachers			
	New	Estab- lished	total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
High School Having a Normal Training Course	564	432	996	65.1	28	54	82	5.4	2	12	14	0.9	594	498	1092	71.4
High School Having No Normal Training Course	91	204	295	19.3	15	114	129	8.4	2	12	14	0.9	108	330	438	28.6
Total	655	636	1291		43	168	211		4	24	28		702	828	1530	
Per Cent of Grand Total	42.8	41.6		84.4	2.8	11.0		13.8	0.3	1.5		1.8	45.9	54.1		100.0

TABLE XXX

NUMBERS OF TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS OF KANSAS IN 1940-41 WHO ATTENDED STATE-SUPPORTED INSTITUTIONS FOR THE MAJOR PORTION OF THEIR PROFESSIONAL TRAINING

Type of Elementary School in Which Employed in 1940-41

Teacher- Training Institution	<u>Rural Teachers</u>				<u>Village Teachers</u>				<u>Urban Teachers</u>				<u>Total Teachers</u>			
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
The University of Kansas, Lawrence	23	63	86	1.3	25	87	112	1.7	11	180	191	2.8	59	330	389	5.8
Kansas State Col- lege, Manhattan	88	126	214	3.2	23	84	107	1.6	7	75	82	1.2	118	285	403	6.0
Kansas State Teachers College of Emporia	405	639	1044	15.6	163	624	787	11.7	51	801	852	12.7	619	2064	2683	40.0
Kansas State Teachers College, Pittsburg	198	384	582	8.7	71	312	383	5.7	41	564	605	9.0	310	1260	1570	23.4
Fort Hays, Kansas, State College, Hays	389	510	899	13.4	127	441	568	8.5	21	174	195	2.9	537	1125	1662	24.8
Total	1103	1722	2825		409	1548	1957		131	1794	1925		1643	5064	6707	
Per Cent of Grand Total	16.5	25.7	42.2	6.1	23.1	29.2	1.9	26.7	28.6	24.5	75.5	100.0				

institutions 40.0 per cent reported that they had attended the Kansas State Teachers College of Emporia, 24.8 per cent indicated Fort Hays, Kansas, State College, and 23.4 per cent named Kansas State Teachers College, Pittsburg. These three colleges trained 88.2 per cent of the teachers who reported that they had attended state-supported institutions. It should be kept in mind that this does not mean that 88.2 per cent of all teachers employed in 1940-41 received their professional training in these three institutions. Of the 11,799 elementary school teachers in this survey, 6,707 reported that they had attended state-supported institutions for their professional training. Of this number, (6,707) 5,915, or 88.2 per cent, received their professional training in the three teachers colleges of the state.

The University of Kansas and Kansas State College prepared relatively few teachers for elementary-school teaching positions. Of all elementary teachers who reported that they had attended a state-supported teacher-training institution, only 11.8 per cent had attended these two institutions.

It is significant that 42.2 per cent of all teachers employed in elementary schools of Kansas in 1940-41 who had attended state-supported institutions were employed in rural schools, and 29.2 per cent were employed in village schools. Of the teachers in this class, 71.1 per cent were employed in 1940-41 in schools which were essentially rural in character. An appraisal of the teacher-training programs of state-supported institutions is not a part of this study, but it is not

inappropriate to question the validity of any state-supported program of teacher preparation which does not give considerable emphasis to problems of rural education.

Approximately one-fourth of the teachers who had attended state-supported institutions were new to the teaching positions which they held in September, 1940.

Table XXXI shows the numbers of teachers employed in the elementary schools of Kansas in 1940-41 who had attended municipal, private or denominational four-year colleges of the state. The Municipal University of Wichita trained 20.8 per cent of the 1,801 persons who had attended the colleges of this group. Approximately one-half of the persons trained in this college were employed in 1940-41 in urban schools, but the other colleges of this class placed in village and rural schools most of the elementary teachers which they trained. Only 29.3 per cent of the elementary teachers trained in institutions of this class were employed, in 1940-41, in urban schools. The remaining 70.7 per cent were teaching in rural or village schools. If the University of Wichita (which placed approximately one-half of its elementary teachers in urban schools) were excluded, the relative number of teachers placed in rural and village schools would be even greater.

The numbers of teachers employed in the elementary schools of Kansas in 1940-41 who attended municipal, private or denominational two-year colleges of the state are shown in Table XXXII. Only 969 teachers are in this class.

It is significant that 47.7 per cent of the persons in this class were new to their positions in September, 1940.



TABLE XXXI -

NUMBERS OF TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS OF KANSAS IN 1940-41 WHO ATTENDED MUNICIPAL, PRIVATE, OR DENOMINATIONAL FOUR-YEAR COLLEGES OF THE STATE FOR THE MAJOR PORTION OF THEIR PROFESSIONAL TRAINING

TYPE OF ELEMENTARY SCHOOL IN WHICH EMPLOYED IN 1940-41

TEACHER-TRAINING INSTITUTION	Rural Teachers				Village Teachers				Urban Teachers				Total Teachers			
	New	Estab-lished	Total	Per Cent of Grand Total	New	Estab-lished	Total	Per Cent of Grand Total	New	Estab-lished	Total	Per Cent of Grand Total	New	Estab-lished	Grand Total	Per Cent of Grand Total
Municipal University of Wichita	17	42	59	3.3	24	75	99	5.6	2	210	212	11.9	43	327	370	20.8
Baker University, Baldwin	11	15	26	1.4	5	21	26	1.4	0	0	0	0.0	16	36	52	2.8
Bethany College, Lindsborg	26	36	62	3.4	6	18	24	1.3	3	24	27	1.5	35	78	113	6.2
College of Emporia, Emporia	3	9	12	0.7	5	3	8	0.4	0	15	15	0.8	8	27	35	1.9
Bethel College, Newton	47	45	92	5.1	12	30	42	2.3	1	18	19	1.1	60	93	153	8.5
Friends University, Wichita	29	27	56	3.1	11	36	47	2.6	1	18	19	1.1	41	81	122	6.8
Kansas Wesleyan University, Salina	40	45	85	4.7	8	33	41	2.3	0	18	18	1.0	48	96	144	8.0
Marymount College, Salina	15	15	30	1.7	16	33	49	2.7	0	6	6	0.3	31	54	85	4.7
McPherson College, McPherson	30	18	48	2.7	11	18	29	1.6	1	24	25	1.4	42	60	102	5.7
Mount St. Scholastica, Atchison	14	27	41	2.3	4	12	16	0.9	2	15	17	0.9	20	54	74	4.1
Ottawa University, Ottawa	29	30	59	3.3	13	15	28	1.6	0	15	15	0.8	42	60	102	5.6
St. Benedict's College, Atchison	1	0	1	0.1	5	0	5	0.3	0	0	0	0.0	6	0	6	0.4
Saint Mary College, Leavenworth	7	12	19	1.1	3	15	18	1.0	0	9	9	0.5	10	36	46	2.6
Sterling College, Sterling	17	27	44	2.4	5	21	26	1.4	2	15	17	0.9	24	63	87	4.7
Southwestern College, Winfield	33	48	81	4.5	11	39	50	2.8	5	39	44	2.4	49	126	175	9.7
Washburn College, Topeka	16	9	25	1.4	4	21	25	1.4	4	81	85	4.7	24	111	135	7.5
<b>Total</b>	<b>335</b>	<b>405</b>	<b>740</b>		<b>143</b>	<b>390</b>	<b>533</b>		<b>21</b>	<b>507</b>	<b>528</b>		<b>499</b>	<b>1302</b>	<b>1801</b>	
Per Cent of Grand Total	18.6	22.6		41.2	7.9	21.6		29.5	1.2	28.1		29.3	27.7	72.3		100.0

TABLE XXXII

NUMBERS OF TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS OF KANSAS  
IN 1940-41 WHO ATTENDED MUNICIPAL, PRIVATE OR DENOMINATIONAL  
TWO-YEAR COLLEGES FOR THE MAJOR PORTION OF THEIR  
PROFESSIONAL TRAINING

Teacher-Training Institution	Type of Elementary School In Which Employed in 1940-41															
	<u>Rural</u>				<u>Village</u>				<u>Urban</u>				<u>Total</u>			
	<u>Teachers</u>				<u>Teachers</u>				<u>Teachers</u>				<u>Teachers</u>			
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
Municipal Junior Colleges	285	228	513	52.8	58	84	142	14.7	8	42	50	5.2	351	354	705	72.7
Other Two-Year Colleges	86	87	173	17.9	23	63	86	8.9	2	3	5	0.5	111	153	264	27.3
Total	371	315	686		81	147	208		10	45	55		462	507	969	
Per Cent of Grand Total	38.3	32.4		70.7	8.4	15.2		23.6	1.0	4.6		5.7	47.7	52.3		100.0

This is quite similar to the rate of mobility that exists in the class of teachers who have had no training beyond the high school, and considerably higher than that of teachers trained in state-supported institutions and four-year colleges. The rate of mobility is definitely higher among the groups of teachers whose preparation is less adequate. Of the elementary teachers receiving their professional training in schools of this class, 94.3 per cent have employment in village and rural schools.

It is clear that municipal junior colleges are becoming important as teacher-training institutions. In 1940-41, 72.7 per cent of the 969 teachers who were trained in two-year colleges reported that they had attended municipal junior colleges.

The numbers of elementary teachers in Kansas receiving the major portion of their professional training in out-of-state institutions are shown in Table XXXIII. There were 772 teachers trained in colleges and universities not located in Kansas. Fifty per cent of this number were employed in 1940-41 in urban schools. The mobility of this group is comparatively low. Only 18.4 per cent of the teachers in this class were new teachers in 1940-41.

Table XXXIV shows the types of institutions which 11,799 teachers employed in the elementary schools of Kansas in 1940-41 attended for the major portion of their professional preparation. Of the elementary-school teachers in Kansas employed in 1940-41, 56.9 per cent had attended state-supported

TABLE XXXIII

NUMBERS OF TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS OF KANSAS IN 1940-41,  
WHO ATTENDED OUT-OF-STATE INSTITUTIONS FOR THE MAJOR PORTIONS  
OF THEIR PROFESSIONAL TRAINING

Teacher-Training Institution	Type of Elementary School In Which Employed in 1940-41															
	<u>Rural</u>				<u>Village</u>				<u>Urban</u>				<u>Total</u>			
	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	new	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
State University or College of Another State	38	51	89	11.5	15	39	54	7.0	10	123	133	17.2	63	213	276	35.7
Some Other University or College of Another State	48	72	120	15.5	23	99	122	15.8	8	246	254	33.0	79	417	496	64.3
<b>Total</b>	<b>86</b>	<b>123</b>	<b>209</b>		<b>38</b>	<b>138</b>	<b>176</b>		<b>18</b>	<b>369</b>	<b>387</b>		<b>142</b>	<b>630</b>	<b>772</b>	
<b>Per Cent of Grand Total</b>	<b>11.1</b>	<b>15.9</b>		<b>27.0</b>	<b>4.9</b>	<b>17.9</b>		<b>22.8</b>	<b>23</b>	<b>47.9</b>		<b>50.2</b>	<b>18.4</b>	<b>81.6</b>		<b>100.0</b>

TABLE XXXIV

INSTITUTIONS ATTENDED BY 11,779 TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS  
OF KANSAS IN 1940-41 FOR THE MAJOR PORTION OF THEIR PROFESSIONAL TRAINING

Teacher-Training Institution	Type of Elementary School in Which Employed In 1940-41															
	<u>Rural</u> <u>Teachers</u>				<u>Village</u> <u>Teachers</u>				<u>Urban</u> <u>Teachers</u>				<u>Total</u> <u>Teachers</u>			
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent
High Schools of the State	655	636	1291	11.0	43	168	211	1.7	4	24	28	0.2	702	828	1530	12.9
State-Supported Institutions	1103	1722	2825	24.0	409	1548	1957	16.6	131	1794	1925	16.3	1643	5064	6707	56.9
Municipal, Private or De- nominational Four-Year Colleges	1335	405	750	6.3	143	390	533	4.5	21	507	528	4.5	499	1302	1801	15.3
Municipal, Pri- vate or Denom- inational Two- Year Colleges	371	315	686	5.9	81	147	228	1.9	10	45	55	0.5	462	507	969	8.3
Out-of-State Institutions	86	123	209	1.8	38	138	176	1.5	18	369	387	3.3	142	630	772	6.6
Total	2550	3201	5751		714	2391	3105		184	2739	2923		3448	8331	11779	
Per Cent of Grand Total	21.7	27.3		49.0	6.0	20.2		26.2	1.6	23.2		24.8	29.4	70.6		100.0

institutions; 15.3 per cent had attended municipal, private or denominational four-year Kansas colleges; and 12.9 per cent received their only preparation for teaching in high schools of Kansas.

Of the 11,799 teachers for whom data are shown in Table XXXIV, 49.0 per cent were employed in 1940-41 in one-room rural schools, and village and rural schools together employed 75.2 per cent of them. Elementary-school teachers employed in urban schools made up only one-fourth of the total. Of teachers in Kansas employed in the elementary schools in 1940-41, 6.6 per cent had attended out-of-state institutions for the larger part of their professional training.

Institutions in which 234 unemployed elementary-school teachers received their preparation for teaching are shown in Table XXXV. The relative number of persons with no professional preparation beyond the high school is larger in this group than it is in the class of unemployed teachers. Likewise, the comparative number of persons who attended two-year colleges is larger than it is in the unemployed class. At the same time, the proportions of persons trained in state-supported institutions and in four-year colleges are lower in the unemployed than in the employed group. These figures indicate that there are relatively large numbers of poorly trained persons in the unemployed class.

Persons in the class of unemployed elementary teachers do not group themselves into rural, village and urban teachers

TABLE XXXV

INSTITUTIONS ATTENDED BY 234 UNEMPLOYED CERTIFICATED TEACHERS FOR THE MAJOR PORTION OF THEIR PROFESSIONAL TRAINING (THESE TEACHERS WERE SEEKING PLACEMENT IN KANSAS ELEMENTARY SCHOOLS IN 1940-41)

Teacher-Training Institution	Type of Elementary School in Which Placement Is Sought			Total	Per Cent of Total
	Rural	Village	Urban		
High Schools of the State	26	12	1	39	16.8
State-Supported Institutions	30	59	30	119	50.5
Municipal, Private and Denominational Four-Year Colleges	6	16	6	28	12.1
Municipal, Private and Denominational Two-Year Colleges	19	9	4	32	13.8
Out-of-State Institutions	4	7	5	16	6.8
<b>Total</b>	<b>85</b>	<b>103</b>	<b>46</b>	<b>234</b>	
<b>Per Cent of Grand Total</b>	<b>36.3</b>	<b>44.1</b>	<b>19.6</b>		<b>100.0</b>

in the same proportions that prevail among the employed teachers. For example in 1940-41, rural schools employed 49 per cent of all elementary school teachers in the state, but only 36 per cent of the unemployed class were seeking positions in the rural schools. Village schools employed 26 per cent of the teachers in Kansas who have elementary school positions, but 44 per cent of the unemployed class wanted positions in village schools. Urban schools provided approximately one-fourth of the elementary school positions in the state, but

less than one-fifth of the unemployed teachers were seeking positions in urban schools. However, if rural and village schools are considered together (as they should be when comparisons are made with teachers employed in the urban schools), these discrepancies are less marked.

In 1940-41, there were 3,444 secondary-school teachers in Kansas who had attended institutions supported by the state. The number of persons who attended each of these institutions is shown in Table XXXVI. Of these teachers, 10.7 per cent attended Fort Hays, Kansas, State Teachers College. Kansas State Teachers College, Pittsburg, Kansas State Teachers College of Emporia, and Kansas State College each trained 22.7 per cent and 21.2 per cent attended the University of Kansas for the major portion of their professional training.

Of the 3,444 persons who attended state-supported institutions, 750 were new to their positions in 1940-41. Of these new teachers 197 attended Kansas State Teachers College of Emporia; 187, Kansas State College; 159, Kansas State Teachers College, Pittsburg; 106, Fort Hays, Kansas, State College; and 101, the University of Kansas.

There were 2,694 established teachers who attended institutions supported by the state. Of these, 630 had attended the University of Kansas; 594, Kansas State College; 585, Kansas State Teachers College of Emporia; 621, Kansas State Teachers College, Pittsburg; and 264, Fort Hays, Kansas, State College.



TABLE XXXVI

NUMBERS OF TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF KANSAS IN 1940-41 WHO ATTENDED STATE-SUPPORTED INSTITUTIONS FOR THE MAJOR PORTION OF THEIR PROFESSIONAL TRAINING

Teacher-Training Institution	Teaching Personnel					
	New Teachers		Established Teachers		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent of Total
The University of Kansas, Lawrence	101	2.9	630	18.3	731	21.2
Kansas State College, Manhattan	187	5.4	594	17.3	781	22.7
Kansas State Teachers College of Emporia	197	5.7	585	17.0	782	22.7
Kansas State Teachers College, Pittsburg	159	4.6	621	18.1	780	22.7
Fort Hays, Kansas, State College, Hays	106	3.1	264	7.6	370	10.7
Total	750	21.7	2694	78.3	3444	100.0

Of the 3,444 secondary-school teachers who attended state-supported institutions 21.7 per cent were new to their positions in 1940-41. At the elementary-school level 24.5 per cent of those trained in institutions of this type were new teachers. It appears that the rate of mobility, or turn-over, among secondary-school teachers who attended state-supported institutions did not differ materially from that of teachers from these institutions holding positions in the elementary schools.

Table XXXVII shows the numbers of teachers employed in

TABLE XXXVII

NUMBERS OF TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF KANSAS IN 1940-41 WHO ATTENDED MUNICIPAL, PRIVATE, OR DENOMINATIONAL FOUR-YEAR COLLEGES OF THE STATE FOR THE MAJOR PORTION OF THEIR PROFESSIONAL TRAINING

Teacher-Training Institution	Teaching Personnel					
	New		Established		Total	
	Teachers	Per Cent of Total	Teachers	Per Cent of Total	Number	Per Cent of Total
Municipal University of Wichita	50	3.3	147	9.7	197	13.0
Baker University, Baldwin	17	1.1	87	5.7	104	6.8
Bethany College, Lindsborg	44	2.9	102	6.7	146	9.6
Bethel College, Newton	26	1.7	57	3.7	83	5.4
College of Emporia, Emporia	19	1.2	69	4.5	88	5.7
Friends University, Wichita	22	1.4	93	6.1	115	7.5
Kansas Wesleyan University, Salina	18	1.2	96	6.3	114	7.5
Marymount College, Salina	7	0.5	3	0.2	10	0.7
McPherson College, McPherson	22	1.4	93	6.1	115	7.5
Mount St.Scholastica, Atchison	2	0.1	6	0.4	8	0.5
Ottawa University, Ottawa	14	0.9	90	5.9	104	6.8
St. Benedict's College, Atchison	5	0.3	12	0.8	17	1.1
Saint Mary College, Leaven- worth	5	0.3	18	1.2	23	1.5
Sterling College, Sterling	11	0.8	45	2.8	56	3.6
Southwestern College, Winfield	46	3.0	162	10.7	208	13.7
Washburn College, Topeka	33	2.2	105	6.9	138	9.1
Total	341	22.3	1185	77.7	1526	100.0

the secondary schools of Kansas in 1940-41 who attended municipal, private or denominational four-year colleges of the state. There were, in that year, 1,526 teachers who had attended institutions of this type - 1,185 established and 341 new teachers. The rate of mobility (22.3 per cent were new teachers in 1940-41) for teachers in this class did not differ significantly from that of secondary-school teachers trained in institutions supported by the state.

Slightly more than one-fourth of the secondary-school teachers in Kansas who had attended municipal, private or denominational four-year colleges had attended the two institutions, Southwestern College and the Municipal University of Wichita. Bethany College and Washburn College each trained approximately 10 per cent of the teachers who had attended institutions of this type, and Friends University, Kansas Wesleyan University, and McPherson College each trained 8 per cent. Approximately 7 per cent of this group of teachers had attended Baker University, and an equal number Ottawa University. College of Emporia prepared 6 per cent of the teachers in this class; Bethel College, 5 per cent; and Sterling College, 4 per cent.

Table XXXVIII shows the numbers of teachers employed in the secondary schools of Kansas in 1940-41 who had attended out-of-state institutions. There were 951 teachers who had attended such institutions, 846 of whom were established and 105 of whom were new teachers. The rate of mobility among teachers from out-of-state institutions was approximately

TABLE XXXVIII

NUMBERS OF TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS  
OF KANSAS IN 1940-41, WHO ATTENDED OUT-OF-STATE  
INSTITUTIONS FOR THE MAJOR PORTION OF  
THEIR PROFESSIONAL TRAINING

Teacher-Training Institution	Teaching Personnel					
	New Teachers		Established Teachers		Total	
	Per Cent of Number	Total	Per Cent of Number	Total	Per Cent of Number	Total
State University or College of Another State	47	4.9	345	36.3	392	41.2
Some Other University or College of Another State	58	6.1	50	52.7	559	58.8
Total	105	11.0	846	89.0	951	100.0

one-half that of teachers who had attended institutions located in Kansas. Since the rate of mobility is more likely to be conditioned by the size of communities than it is by type of institutions which teachers had attended, the low mobility rate for secondary-school teachers from out-of-state institutions probably indicates that they were employed, in 1940-41, in the larger schools of the state. It has been shown previously that elementary-school teachers prepared in out-of-state institutions were employed, for the most part, in urban schools.

A recapitulation of Tables XXXVI to XXXVIII, inclusive is given in Table XXXIX. Of the 5,921 secondary-school teachers for whom data were available, 4,725 were established and 1,196 were new teachers. State-supported institutions trained 750

TABLE XXXIX

INSTITUTIONS WHICH 5921 TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF KANSAS IN 1940-41 ATTENDED FOR THE MAJOR PORTION OF THEIR PREPARATION FOR TEACHING

Teacher-Training Institution	TEACHING PERSONNEL					
	New Teachers		Established Teachers		Total	
	Per Cent of Number	Total	Per Cent of Number	Total	Per Cent of Number	Total
State-Supported Institutions	750	12.7	2694	45.4	3444	58.1
Municipal, Private, or Denominational Four-Year Colleges	341	5.8	1185	20.0	1526	25.8
Out-of-State Institutions	105	1.8	846	14.3	951	16.1
<b>Total</b>	<b>1196</b>	<b>20.3</b>	<b>4725</b>	<b>79.7</b>	<b>5921</b>	<b>100.0</b>

of the new teachers; 341 were from municipal, private or denominational four-year colleges; and 105 were prepared for teaching in out-of-state institutions. Of the group of 4,725 established teachers, 2,694 had attended institutions supported by the State of Kansas; 1,185 had attended municipal, private or denominational four-year colleges; and 846 received their preparation at institutions located in other states. Of all secondary-school teachers in Kansas, 58.1 per cent had attended state-supported institutions; 25.8 per cent, other four-year colleges of the state; and 16.1 per cent, out-of-state institutions.

Table XL shows the types of institutions attended by teachers employed in the schools of Kansas in 1940-41. State-supported

institutions trained 57.3 per cent of the teachers employed in Kansas during that year; municipal, private or denominational four-year colleges, 18.8 per cent; out-of-state institutions, 9.8 per cent; high schools, 8.6 per cent; and municipal, private or denominational two-year colleges, 5.5 per cent.

It may be of interest to note that high schools prepare almost as many elementary-school teachers as do the municipal, private or denominational four-year colleges, and considerably more than do the two-year colleges. As institutions for the training of elementary-school personnel, the high schools of Kansas rank second only to the Kansas State Teachers Colleges.

Table XL shows the institutions attended by 580 unemployed secondary-school teachers for the major portions of their professional preparation. Of this unemployed group, 57.0 per cent had attended institutions supported by the State of Kansas; 29.2 per cent other four-year colleges of the state; and 8.8 per cent out-of-state institutions. This distribution does not differ significantly from that of employed secondary-school teachers.

TABLE XL

NUMBERS OF TEACHERS EMPLOYED IN KANSAS IN 1940-41 DISTRIBUTED ACCORDING TO KINDS OF TEACHER-TRAINING INSTITUTIONS (RECAPITULATION OF TABLES XXXIV TO XXXIX INCLUSIVE)

Teacher-Training Institutions	Schools				Total	
	Elementary		Secondary		Number	Per Cent
	Number	Per Cent of Total	Number	Per Cent of Total		
State-Supported Institutions	6707	37.8	3444	19.5	10151	57.3
Municipal, Private or Denominational Four-Year Colleges of Kansas	1801	10.2	1526	8.6	3327	18.8
Out-of-State Institutions	772	4.4	951	5.4	1723	9.8
High Schools	1530	8.6	000	0.0	1530	8.6
Municipal, Private or Denominational Two-Year Colleges	969	5.5	000	0.0	969	5.5
<b>Total</b>	<b>11779</b>	<b>66.5</b>	<b>5921</b>	<b>33.5</b>	<b>17700</b>	<b>100.0</b>

TABLE XLI

INSTITUTIONS ATTENDED BY 580 CERTIFICATED PERSONS NOT EMPLOYED AS TEACHERS IN 1940-41 AND ACTIVELY SEEKING PLACEMENT IN KANSAS SECONDARY SCHOOLS

Teacher-Training Institutions	Unemployed Teachers	
	Number	Per Cent of Total
State-Supported Institutions	330	57.0
Municipal, Private or Denominational Four-Year Colleges	170	29.2
Out-of-State Institutions	51	8.8
Not Reported	29	5.0
<b>Total</b>	<b>580</b>	<b>100.0</b>

## CHAPTER IX

### SALARIES

The term "salary" in this study refers to the reported amount of money received by the teacher for professional services during 1940-41.

Table XLIII shows the salaries of 12,596 teachers who were employed in the elementary schools of Kansas in 1940-41. The data given in this table show that 78.6 per cent of these individuals received less than one thousand dollars per year in return for their services as teachers, and that only 1.7 per cent received two thousand dollars or more.

Salary levels were lowest in rural schools, somewhat higher in village schools, and highest in urban schools. The differences are indicated by the fact that 33.1 per cent of the rural elementary-school teachers received less than six hundred dollars per year, although only 4.0 per cent of the village, and 0.9 per cent of the urban elementary-school teachers were at this level.

A similar contrast may be made with respect to teachers receiving an annual salary of less than eight hundred dollars per year. Of all elementary-school teachers in Kansas in 1940-41, 63.4 per cent are in this category, distributed among the various types of schools as follows: 46.8 per cent in rural, 14.3 per cent in village, and 2.3 per cent in urban.

At the upper end of the distribution, similar discrepancies are evident. Of all elementary-school teachers in Kansas who received in 1940-41 more than fourteen hundred dollars per year, 8.5 per cent were in urban, and 0.5 per cent in



TABLE XLIII

## SALARIES OF 12,596 TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS OF KANSAS IN 1940-41

## Type of Elementary School in Which Employed in 1940-41

Annual Salary (In Dollars)	<u>Rural</u> <u>Teachers</u>				<u>Village</u> <u>Teachers</u>				<u>Urban</u> <u>Teachers</u>				<u>Total</u> <u>Teachers</u>			
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
Not Reported	3	0	3	0.0	2	15	17	0.1	6	66	72	0.6	11	81	92	0.7
399 and Under	76	33	109	0.9	11	21	32	0.2	7	33	40	0.3	94	87	181	1.4
400 - 599	2008	2061	4069	32.2	174	300	474	3.8	13	42	55	0.6	2195	2403	4598	36.6
600 - 799	548	1182	1730	13.7	354	945	1299	10.3	33	120	153	1.4	935	2247	3182	25.4
800 - 999	25	126	151	1.2	178	915	1093	8.6	68	516	584	4.7	271	1557	1828	14.5
1000 - 1199	1	21	22	0.2	22	267	289	2.3	55	780	835	6.5	78	1068	1146	9.0
1200 - 1399	0	0	0	0.0	3	60	63	0.5	13	363	376	3.0	16	423	439	3.5
1400 - 1599	0	0	0	0.0	0	24	24	0.2	3	297	300	2.4	3	321	324	2.6
1600 - 1799	0	0	0	0.00	0	15	15	0.1	3	312	315	2.5	3	327	330	2.6
1800 - 1999	0	0	0	0.0	1	9	10	0.1	0	246	246	1.9	1	255	256	2.0
2000 and Over	1	0	1	0.0	0	12	12	0.1	0	207	207	1.6	1	219	220	1.7
Total	2662	3423	6085		745	2583	3328		201	2982	3173		3608	8988	12596	
Per Cent of Grand Total	21.1	27.1		48.2	5.9	20.4		26.3	1.6	23.9		25.5	28.8	71.2		100.0

village elementary schools. No teacher in the rural elementary schools received this much.

The median annual salaries of teachers employed in the elementary schools of Kansas in 1940-41 are shown in Table XLIII. For each type of school, the median salary of established teachers was higher than for new teachers. The difference was least in the rural schools, somewhat greater in village schools, and greatest in urban schools.

These median salaries also show clearly the wide differences in salary levels in rural, village and urban elementary schools. The median annual salary for all teachers employed in urban schools was more than twice as large as the median salary of all teachers employed in rural schools.

Of the 234 persons not employed as teachers in 1940-41 and actively seeking positions in the elementary schools of Kansas, 59.5 per cent had no income at all. The remaining 40.5 per cent were distributed as follows: 16.2 per cent earned from one dollar to two hundred dollars per year, 7.7 per cent earned from two hundred to four hundred, 6.8 per cent from six hundred to eight hundred, 2.1 per cent from eight hundred to one thousand, and 0.9 per cent from one thousand to twelve hundred. No one in the unemployed class was earning in 1940-41 more than twelve hundred dollars per year.

These figures indicate that unemployed elementary teachers had, for the most part, either no income at all or one which was lower than the median salary of all elementary teachers (\$726.00 per year).

TABLE XLIII

MEDIAN SALARIES OF TEACHERS EMPLOYED IN ELEMENTARY  
SCHOOLS OF KANSAS, 1940-41

Type of School Where Employed in 1940-41	Median Annual Salary 1940-41		
	New Teachers	Established Teachers	Total
Rural Elementary School	\$520	\$ 562	\$ 544
Village Elementary School	704	804	780
Urban Elementary School	930	1192	1172
Total	\$560	\$ 774	\$ 726

The salaries of 6,186 teachers employed in the secondary schools of Kansas in 1940-41 are shown in Table XLIV.

An examination of the figures shown in this table reveals that there were relatively more new than established teachers in the lower salary categories. For example, 46.5 per cent of the new teachers in secondary schools received, in 1940-41, less than one thousand dollars per year, but only 16.2 per cent of the established teachers received incomes which were this small. Of the established teachers 924 received annually eighteen hundred dollars or more, but only 34 of the new teachers received salaries which were this large.

It is of interest to note that slightly more than one-fifth of the persons employed as teachers in Kansas secondary schools received, in 1940-41, less than one thousand dollars per year for their services, and not quite one-sixth received annually as much as eighteen hundred dollars.

TABLE XLIV

SALARIES OF 6,186 TEACHERS EMPLOYED IN THE  
SECONDARY SCHOOLS OF KANSAS 1940-41

Annual Salary (In Dollars)	Teaching Personnel					
	New Teachers		Established Teachers		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
		of Total		of Total		of Total
Not Reported	1	0.0	6	0.1	7	0.1
399 and Under	4	0.1	21	0.3	25	0.4
400 - 599	19	0.4	30	0.4	49	0.8
600 - 799	38	0.6	45	0.7	83	1.3
800 - 999	530	8.6	702	11.3	1232	19.9
1000 - 1199	314	5.1	981	15.8	1295	20.9
1200 - 1399	178	2.7	846	13.8	1024	16.5
1400 - 1599	100	1.6	771	12.5	871	14.1
1600 - 1799	54	0.9	588	9.5	642	10.4
1800 - 1999	23	0.4	561	9.1	584	9.5
2000 and Over	11	0.2	363	5.9	374	6.1
Total	1272	20.6	4914	79.4	6186	100.0

At the secondary-school level there were more teachers in the higher salary categories than were to be found at the elementary-school level. There were 22.5 per cent of the secondary-school teachers and 78.6 per cent of the elementary-school teachers receiving salaries of less than one thousand dollars yearly.

The median annual salary of new teachers employed in the secondary schools of Kansas in 1940-41 was \$1,028.00. This is considerably lower than the median annual salary of \$1,360.00 which was found for established teachers.

The difference between the salary level of teachers in the elementary and in the secondary schools is shown clearly by comparing their median annual salaries. The median annual salary of all elementary-school teachers employed in Kansas in 1940-41 was \$726.00, while that of teachers employed in schools at the secondary level was \$1,278.00.

Of the 580 unemployed persons seeking positions in the secondary schools, 59.5 per cent had no income at all in 1940-41, 7.8 per cent received an annual income of from one to two hundred dollars, 6.7 per cent from two to four hundred dollars, 4.7 per cent from four hundred to six hundred dollars, 4.5 per cent from six hundred to eight hundred dollars, 7.1 per cent from eight hundred to one thousand dollars, and 8.7 per cent one thousand dollars or more. The income during 1940-41 of persons seeking positions in the secondary schools was, in general, higher than that of persons seeking elementary-school employment.

## CHAPTER X

### SCHOOL ENROLLMENTS

School enrollments are important factors in determining the conditions under which teachers work, and for that reason are included in this survey. The relative attractiveness or unattractiveness of teaching as a vocation is a composite of many influences such as rates of pay, standards of training and certification, mobility, opportunities in other vocational fields, and other conditions which prevail in schools in which teachers are employed.

Table XLV shows the enrollments of elementary schools included in this survey. Of the 12,596 teachers in these schools, 6,085 were employed in one-teacher rural schools. Of all elementary school teachers in Kansas, 5.3 per cent, in 1940-41, were teaching in rural schools having fewer than five pupils enrolled, and 25.7 per cent were employed in schools which enrolled fewer than ten pupils in September, 1940.

Of the 12,596 elementary-school teachers in Kansas in 1940-41, 3,328 were employed in village schools. These, as previously defined, are schools located in centers of population other than cities of the first and second classes. Of all elementary-school teachers in Kansas, 12.2 per cent were teaching in village schools enrolling fewer than thirty pupils.

Enrollments in urban elementary schools in 1940-41 were considerably higher than those of village and rural schools. Of the 12,596 elementary-school teachers in Kansas, 3,183 were teaching in urban schools. Of the teachers employed in schools of this type, 2,022 were employed in schools having fewer than

TABLE XLV

ENROLLMENTS OF SCHOOLS IN WHICH THE 12,596 ELEMENTARY-SCHOOL TEACHERS INCLUDED  
IN THIS STUDY WERE EMPLOYED IN 1940-41

Enrollment of Schools in Which Employed in 1940-41	Type of Elementary School in Which Employed in 1940-41															
	<u>Rural</u>				<u>Village</u>				<u>Urban</u>				<u>Total</u>			
	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>	<u>Teachers</u>
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
Not Reported	8	18	26	0.2	2	45	47	0.4	0	18	18	0.1	10	81	91	0.7
1 - 4	294	288	582	4.6	0	0	0	0.0	0	0	0	0.0	294	288	582	4.6
5 - 9	1102	1374	2476	19.7	29	54	83	0.7	1	3	4	0.0	1132	1431	2563	20.4
10 - 29	1252	1725	2977	23.5	356	1047	1403	11.1	17	72	89	0.9	1625	2844	4469	38.5
30 - 59	6	18	24	0.2	111	501	612	4.9	11	117	128	1.0	128	636	764	6.1
60-- 99	0	0	0	0.0	91	252	343	2.7	5	138	143	1.2	96	390	486	3.9
100 - 299	0	0	0	0.0	134	558	692	5.5	107	1533	1640	13.0	241	2091	2332	18.5
300 - 499	0	0	0	0.0	17	114	131	1.0	45	921	966	7.7	62	1035	1097	8.7
500 - 998	0	0	0	0.0	2	9	11	0.0	13	117	130	1.0	15	126	141	1.0
999 and Over	0	0	0	0.0	3	3	6	0.0	2	63	65	0.6	5	66	71	0.6
Total	2662	3423	6085		745	2583	3328		201	2982	3183		3608	8988	12596	
Per Cent	21.1	27.1		48.2	5.9	20.4		26.3	1.6	23.9		25.5	28.8	71.2		100.0

three hundred pupils. Of all elementary-school teachers employed in Kansas in 1940-41, 10.3 per cent taught in schools having more than three hundred pupils.

Table XLV shows that teachers employed in 1940-41 in the elementary schools of Kansas taught in relatively small schools. Fewer than one per cent of them were employed in schools having an enrollment of 999 or more pupils. At the opposite end of the distribution, 60.5 per cent of the total were in schools having fewer than thirty pupils enrolled, and 25.0 per cent in school enrolling fewer than ten pupils.

Table XLVI shows the median enrollments of the elementary schools included in this survey. It should be noted that the median enrollments in schools which employed new teachers in September, 1940, were smaller than the corresponding medians of schools in which established teachers were re-employed. This indicates that the mobility of teachers is more rapid in small schools than in large ones; i.e., schools with limited enrollments employ new teachers with greater frequency than do schools with larger enrollments.

The wide range in the size of pupil enrollments in elementary schools is shown in Table XLVI. The median enrollment of all urban schools was 26.1 times as large as the median enrollment of all rural schools.

Table XLVII shows the enrollments of Kansas secondary schools in which teachers were employed in 1940-41. The fact that most of the teachers who entered secondary-school teaching took positions in relatively small schools is shown by the



TABLE XLVI

MEDIAN ENROLLMENTS OF ELEMENTARY SCHOOLS  
INCLUDED IN THIS SURVEY

Type of School Where Employed in 1940-41	Median School Enrollments 1940-41		
	New Teachers	Established Teachers	Total
Rural Elementary School	9.7	10.5	9.5
Village Elementary School	29.2	39.6	37.5
Urban Elementary School	244.0	250.0	248.0
Total	14.6	29.2	22.0

TABLE XLVII

ENROLLMENTS OF SECONDARY SCHOOLS IN WHICH 6,186 TEACHERS  
IN KANSAS WERE EMPLOYED IN 1940-41

Pupil Enrollments	Classes of Teaching Personnel					
	New Teachers		Established Teachers		Total	
	Number	Per Cent of Total	Number	Per Cent of Total	Number	Per Cent of Total
Not Reported	4	0.1	9	0.1	13	0.2
1 - 4	0	0.0	0	0.0	0	0.0
5 - 9	0	0.0	0	0.0	0	0.0
10 - 29	66	1.1	117	1.9	183	3.0
30 - 59	221	3.6	543	8.8	764	12.4
60 - 99	352	5.6	759	12.4	1111	18.0
100 - 299	374	6.1	1389	22.3	1763	28.4
300 - 499	120	1.9	729	11.9	849	13.8
500 - 998	101	1.6	864	13.9	965	15.5
999 and Over	34	0.6	504	8.1	538	8.7
Total	1272	20.6	4914	79.4	6186	100.0

fact that 643 out of 1272 new teachers employed in the secondary schools in 1940-41 accepted positions in schools enrolling fewer than one hundred pupils, and only 255 became members of the teaching staffs in secondary schools having more than three hundred pupils. Only 34 of the new teachers were employed in schools with 999 or more pupils.

There were proportionately more established teachers reported by the larger secondary schools, indicating that turn-over in teaching personnel is less rapid in schools of this type. Of 4914 established teachers 2097 were in schools having three hundred or more pupils, but only 255 of the new teachers entered schools which were this large.

Of all secondary-school teachers in Kansas included in this survey, 15.4 per cent taught in schools enrolling fewer than 60 pupils, 33.4 per cent were employed in schools having enrollments of fewer than 100 pupils, and 61.8 per cent were members of the teaching staffs in secondary schools with fewer than 300 pupils enrolled.

## CHAPTER XI

### TEACHING ASSIGNMENTS

For the purposes of this study, the assignments of teachers employed in the elementary schools are described in two ways: (1) In terms of the grade level to which the teacher is assigned. In these terms reference is made to first-grade teachers, second-grade teachers, or eighth-grade teachers. (2) In terms of the kind of position which the teacher holds; i.e., classroom teacher, principal, librarian, et cetera.

All teachers of one-room elementary schools are regarded as having similar assignments. In schools of this type one teacher is responsible for teaching all of the grades and subjects in the instructional program of the school. The nature of this teaching assignment will vary from school to school, but, in this survey, all teachers of one-room rural schools are placed in the same category with respect to teaching assignment, irrespective of the number of different subjects and grades which the teacher may be required to teach.

Although a few elementary schools have departmentalized programs of teaching, the most common practice is for one teacher to teach all of the subjects in the grade or grades which may have been assigned to him. Departmentalized teaching assignments, in this chapter, are referred to in terms of grades rather than subjects. For example, a teacher of reading in grades seven and eight is regarded as teaching grades seven and eight rather than reading.

Table XLVIII gives, in terms of grade levels, the teaching assignments of 12,596 teachers employed in the elementary schools of Kansas in 1940-41. The portion of the teaching load which involves extra-classroom duties is disregarded in this survey.

An examination of this table shows that there were 153 village elementary school teachers with first-grade assignments and 56 with eighth-grade assignments. From the kindergarten to the eighth grade the numbers of teachers teaching a single grade decline steadily, and the numbers of teachers teaching two or more grades in combination increase. This is an indication that in village schools, departmentalization of instruction tends to increase as the grade level rises.

Table XLVIII also shows that, in two-grade combinations, certain grades tend to be placed together more often than others. For example, in village schools there were 239 teachers with first and second grade combinations, 279 with third and fourth grade, 228 with fifth and sixth grade, and 401 with seventh and eighth grade; but there were only nine with second and third grade, 28 with fourth and fifth grade, and seven with sixth and seventh grade combinations.

The most common grade combinations are grades one and two, three and four, five and six, and seven and eight. Two-grade combinations were less frequent than three-or-more-grade combinations. There were 1331 teachers in village schools teaching combinations of three or more grades. These were so varied that classification within reasonable limits was impossible.

TABLE XLVIII  
TEACHING ASSIGNMENTS OF 12,596 TEACHERS EMPLOYED IN THE  
ELEMENTARY SCHOOLS OF KANSAS 1940-41

ONE GRADE IN COMBINATION WITH ONE OR MORE OTHER GRADES

Teaching Assignment and Type of School in Which Teacher was Employed in 1940-41	One Grade Only		Two-Grade Combinations										Three-or-More Grade Combinations							Grand Total						
	Number	Per Cent of Grand Total	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total	Per Cent of Grand Total	2 & 3	2, 3, & 4	4 & 5	5 & 6	6 & 7	6, 7, & 8	7 & 8	Others	Total	Per Cent of Grand Total	Number	Per Cent of Grand Total		
Rural	0	0.0								0	0.0										6085	6085	48.2	6085	48.2	
Village:																										
Kdgtn.	17	0.1																								
Gr. 1	153	1.2	239							239	1.9	159	363								522	4.1				
Gr. 2	117	0.9		9						9	0.1															
Gr. 3	101	0.8			279					279	2.3			12							12	0.1				
Gr. 4	101	0.8				28				28	0.2				127						127	1.0				
Gr. 5	100	0.8					228			228	1.8					3	365				368	2.9				
Gr. 6	86	0.6						7		7	0.1							71		71	0.6					
Gr. 7	75	0.6							401	401	3.2															
Gr. 8	56	0.4																								
Others																				231	231	1.8				
<b>Total</b>	<b>806</b>	<b>6.2</b>								<b>1191</b>	<b>9.6</b>										<b>1331</b>	<b>10.5</b>	<b>3328</b>	<b>26.3</b>		
Urban:																										
Kdgtn.	230	1.8																								
Gr. 1	406	3.2	66							66	0.5															
Gr. 2	291	2.3		41						41	0.3															
Gr. 3	331	2.6			59					59	0.4															
Gr. 4	294	2.3				19				19	0.2															
Gr. 5	212	1.7					56			56	0.4															
Gr. 6	427	3.4						15		15	0.1															
Gr. 7	24	0.2							59	59	0.5															
Gr. 8	37	0.2																								
Others																				616	616	5.4				
<b>Total</b>	<b>2252</b>	<b>17.7</b>								<b>315</b>	<b>2.4</b>										<b>616</b>	<b>5.4</b>	<b>3183</b>	<b>25.5</b>		
<b>Grand Total</b>	<b>3058</b>	<b>23.9</b>								<b>1506</b>	<b>12.0</b>										<b>8032</b>	<b>64.1</b>	<b>12596</b>	<b>100.0</b>		

Table reads: 17 teachers taught kindergarten only in village schools, 239 teachers taught first and second grades in combination in village schools, 12 teachers taught grades 3, 4, and 5 in combination in village schools, etc.

Accordingly, only a few of the more common combinations were classified. There were 159 teachers teaching grades one, two and three in combination; 363 teaching grades one, two, three, and four; 127 teaching grades four, five and six; and 365 teaching grades five, six, seven and eight.

In village schools there were 1331 teachers teaching combinations of three or more grades, 1191 teaching two-grade combinations, and only 806 teaching single grades.

The data covering urban schools reveal the same pattern of two-grade combinations which was evident in village schools. In urban schools there were 66 combinations of grades one and two, 59 of grades three and four, 56 of grades five and six, and 59 of grades seven and eight; but only 41 of grades two and three, 19 of grades four and five, and 15 of grades six and seven. In urban schools there were 2252 teachers assigned to a single grade, and only 931 assigned to combinations of two or more grades. The latter group of personnel includes principals, librarians, supervisors, and special teachers whose work extends over two or more grades, as well as classroom teachers.

In 1940-41, 23.9 per cent of the teachers in the elementary schools of Kansas taught single grades only. The remaining 76.1 per cent taught combinations of two or more grades.

Table XLIX shows the kinds of positions held by 12,596 teachers employed in the elementary schools of Kansas for the school year 1940-41.

Classroom teachers comprise 87.7 per cent of this group.

TABLE XLIX  
POSITIONS HELD BY 12,596 TEACHERS EMPLOYED IN KANSAS ELEMENTARY SCHOOLS 1940-41

Type of Elementary School in Which Employed in 1940-41

Position Held in 1940-41	<u>Rural</u> <u>Teachers</u>				<u>Village</u> <u>Teachers</u>				<u>Urban</u> <u>Teachers</u>				<u>Total</u> <u>Teachers</u>			
	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Total	Per Cent of Grand Total	New	Estab- lished	Grand Total	Per Cent of Grand Total
Not Reported	0	0	0	0.0	3	6	9	0.1	2	24	26	0.2	5	30	35	0.3
Classroom Teacher	2662	3423	6085	48.2	619	2106	2725	21.5	153	2103	2256	18.0	3434	7632	11066	87.7
Principal (Full Time)	0	0	0	0.0	0	0	0	0.0	12	213	225	1.8	12	213	225	1.8
Teacher- Administrator	0	0	0	0.0	78	384	462	3.7	5	471	476	3.8	83	855	938	7.5
Special Teacher of Art	0	0	0	0.0	8	12	20	0.1	5	18	23	0.2	13	30	43	0.3
Special Teacher of Music	0	0	0	0.0	25	33	58	0.5	18	81	99	0.8	43	114	157	1.3
Special Teacher of Physical Education	0	0	0	0.0	1	6	7	0.1	2	15	17	0.1	3	21	24	0.2
Librarian or Libra- rian-Teacher	0	0	0	0.0	0	0	0	0.0	1	6	7	0.1	1	6	7	0.1
Special Teacher of Atypical Children	0	0	0	0.0	1	3	4	0.0	0	9	9	0.1	1	12	13	0.1
Other Positions	0	0	0	0.0	10	33	43	0.3	3	42	45	0.4	13	75	88	0.7
<b>Total</b>	<b>2662</b>	<b>3423</b>	<b>6085</b>	<b>48.2</b>	<b>745</b>	<b>2583</b>	<b>3328</b>	<b>26.3</b>	<b>201</b>	<b>2982</b>	<b>3183</b>	<b>25.5</b>	<b>3608</b>	<b>8988</b>	<b>12596</b>	<b>100.0</b>

The most common type of position next to classroom teacher was teacher-administrator. There were 938 persons holding such positions (7.5 per cent of all of the elementary school teaching personnel). There were only 225 full-time principals in the elementary schools of Kansas during this year, and all of these were employed in urban schools.

At the secondary-school level, teaching assignments were classified by subject-matter fields rather than by kinds of positions and grade levels. For examples, teachers of English were placed in one category, teachers of mathematics in another, et cetera. In tabulating teaching assignments involving more than one subject-matter field, it was thought best to reduce all such combinations to the two major fields in which the teaching was done. To illustrate: A high-school teacher assigned two classes of English composition, one class of world history, one class of American government, and one class of mathematics was considered to be teaching an English-social studies combination. Although the number of different subjects assigned to one teacher was often rather large, the subject-matter fields represented by these subjects could usually be reduced to two without appreciable inaccuracy.

In combination teaching assignments, no attempt was made to differentiate between major and minor portions of the assignment. A teacher assigned four classes of mathematics and one of commerce was classified as a teacher of mathematics and commerce, although mathematics made up a larger portion of the assignment than did commerce.



It is important to keep in mind that the portions of the tables in this chapter showing combination teaching assignments are not mutually exclusive. Teachers who teach commerce and home economics in combination were included both with the commerce teachers and with the home economics teachers. This procedure made it possible to present an accurate description of the teaching assignments in one subject-matter field, but it does not permit summation of figures from the various tables. This overlapping does not occur in the figures showing teaching assignments confined to one field, but only in those covering combination teaching assignments.

Table L shows the number of teachers employed in the secondary schools of Kansas in 1940-41 who were assigned either English alone or English in combination with another subject-matter field. The field of English was considered to be composed of the following subjects: English composition, English literature, public speaking, journalism, and dramatic art.

There were 506 teachers who were assigned the teaching of English alone. Teaching assignments confined entirely to the field of English made up 34.3 per cent of all teaching assignments of which English was a significant part.

The most frequent teaching combinations involving significant amounts of English with other subject-matter fields were: languages and English; fine arts and English; commerce and English; and science and English. Vocational arts, physical education, normal training and mathematics were combined infrequently with English.

TABLE L

ENGLISH TEACHERS EMPLOYED IN SECONDARY SCHOOLS  
OF KANSAS 1940-41  
(English Composition, English Literature,  
Public Speaking, Journalism, Dramatic Art)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of all Teachers
English Only	74	21.8	506	34.3
Languages and English	42	12.3	216	14.6
Fine Arts and English	73	21.4	196	13.3
Social Studies and English	40	11.7	169	11.5
Home Economics and English	48	14.1	123	8.4
Commerce and English	25	7.3	91	6.2
Science and English	15	4.4	60	4.1
Mathematics and English	8	2.3	41	2.8
Normal Training and English	9	2.6	27	1.8
Physical Education and English	5	1.5	14	1.0
Vocational Arts and English	0	0.0	6	.4
Other Subjects and English	2	.6	23	1.6
Total	341	100.0	1472	100.0

\*Teachers new to their positions in September, 1940.

Table LI presents data covering secondary-school teaching assignments in Kansas of which social studies made up a significant part. World history, ancient and medieval history, modern history, American history, civics citizenship, economics, sociology, constitution, vocational information, international relations, and psychology were considered, in this

TABLE LI

SOCIAL STUDIES TEACHERS EMPLOYED IN SECONDARY  
SCHOOLS OF KANSAS 1940-41  
(World History, Ancient and Medieval History,  
Modern History, American History, Civics,  
Citizenship, Economics, Sociology, Constitution,  
Vocations, International Relations, Psychology)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of all Teachers
Social Studies Only	47	19.5	467	36.7
English and Social Studies	40	16.6	169	13.4
Science and Social Studies	36	15.0	123	9.8
Commerce and Social Studies	23	9.6	101	8.1
Vocational Arts and Social Studies	21	8.8	81	6.4
Mathematics and Social Studies	16	6.7	79	6.3
Home Economics and Social Studies	22	9.2	70	5.5
Fine Arts and Social Studies	13	5.4	64	5.0
Normal Training and Social Studies	12	5.0	63	4.1
Physical Education and Social Studies	4	1.7	31	2.4
Languages and Social Studies	6	2.5	30	2.3
<b>Total</b>	<b>240</b>	<b>100.00</b>	<b>1278</b>	<b>100.0</b>

\*Teachers new to their positions in September, 1940.

survey, to be subjects belonging in the social studies field.

There were, in 1940-41, 467 teachers in the secondary schools of Kansas having assignments confined entirely to the social studies field. This number was 36.7 per cent of the number of all teaching assignments involving social studies.

English was taught in combination with social studies more frequently than was any other subject field. Thirteen per cent of all social studies teaching assignments were English and social studies combinations. Of social studies teaching assignments, 9.8 per cent consisted of combinations of science and social studies, and 8.1 per cent were made up of commerce and social studies. Of all teaching assignments in the social studies field, combinations with vocational arts made up 6.4 per cent; those with mathematics, 6.3 per cent; with home economics, 5.5 per cent; with fine arts, 5.0 per cent; and with normal training, 4.1 per cent. Languages and physical education seldom were combined with social studies.

The numbers of secondary-school teaching assignments in the field of science are shown in Table LII. Elementary science, physical geography, non-vocational agriculture, physiology, botany, chemistry, physics, and biology were considered to belong to the field of science.

There were 274 Kansas teachers, in 1940-41, teaching science only. There were considerably fewer teachers assigned to science alone than either to English or to social studies alone, indicating that the degree of specialization was less in science teaching than it was in either of these other two

TABLE LII

SCIENCE TEACHERS EMPLOYED IN SECONDARY SCHOOLS  
OF KANSAS 1940-41(Elementary Science, Physical Geography,  
Agriculture-Non-Vocational, Physiology,  
Botany, Chemistry, Physics, Biology)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Science Only	28	13.4	274	21.3
Mathematics and Science	43	20.6	217	21.6
Social Studies and Science	36	17.1	123	12.2
Vocational Arts and Science	37	17.6	100	9.9
Normal Training and Science	19	9.0	85	8.4
English and Science	15	7.1	60	6.0
Home Economics and Science	15	7.1	51	5.1
Commerce and Science	7	3.3	40	4.0
Physical Education and Science	8	3.8	35	3.5
Fine Arts and Science	2	1.0	20	2.0
<b>Total</b>	<b>210</b>	<b>100.0</b>	<b>1005</b>	<b>100.0</b>

\*Teachers new to their positions in September, 1940.

fields. This conclusion receives additional support from the relatively high degree of frequency with which science was combined with other fields, especially mathematics. Science and mathematics combinations made up 21.6 per cent of all teaching assignments involving science. Other fields frequently combined with science were social studies, vocational arts, and normal training. English, home economics, commerce and physical

education were not combined with science as often as were the other fields mentioned, and fine arts subjects were included in such combinations less frequently than were subjects from any other field.

Table LIII shows the numbers of secondary-school teaching assignments in 1940-41 which included mathematics. Algebra, geometry, trigonometry, general mathematics, and arithmetic were regarded as belonging to the field of mathematics.

The number of teachers assigned to teach mathematics alone was substantially the same as the number who taught science alone. Science, of course, was combined with mathematics more often than was any other field of instruction. Thirty per cent of all teaching assignments involving mathematics were confined solely to subjects within the mathematics field, and 24.1 per cent were mathematics-science combinations. Other fields combined with mathematics, listed in order of frequency, were: commerce, social studies, vocational arts, English, normal training, fine arts, and home economics. Teaching combinations composed of mathematics and languages or mathematics and physical education were quite uncommon.

The numbers of secondary-school teaching assignments in the field of commerce are shown in Table LIV. Commerce was limited to the following subjects of instruction: commercial arithmetic, commercial geography, penmanship, bookkeeping, typewriting, stenography, commercial correspondence, commercial law and secretarial training.

Of the 837 teaching assignments involving commercial

TABLE LIII

MATHEMATICS TEACHERS EMPLOYED IN SECONDARY SCHOOLS  
OF KANSAS 1940-41  
(Algebra, Geometry, Trigonometry, General  
Mathematics, Arithmetic)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Mathematics Only	30	16.8	270	30.0
Science and Mathematics	43	23.9	217	24.1
Commerce and Mathematics	35	19.4	134	14.8
Social Studies and Mathematics	16	8.9	79	8.7
Vocational Arts and Mathematics	24	13.3	66	7.3
English and Mathematics	8	4.4	41	4.5
Normal Training and Mathematics	5	2.8	35	3.9
Fine Arts and Mathematics	8	4.4	20	2.2
Home Economics and Mathematics	4	2.2	17	2.1
Languages and Mathematics	2	1.1	8	.9
Physical Education and Mathematics	3	1.7	3	.3
Other Subjects and Mathematics	2	1.1	11	1.2
<b>Total</b>	<b>180</b>	<b>100.0</b>	<b>903</b>	<b>100.0</b>

\*Teachers new to their positions in September, 1940.

subjects, 316 (37.8 per cent) were limited entirely to the commerce field. Sixteen per cent of all commerce teaching assignments were mathematics and commerce combinations. The combinations of English-commerce and normal training-commerce made up 10.9 per cent and 10.2 per cent, respectively, of the total

TABLE LLV

COMMERCE TEACHERS EMPLOYED IN SECONDARY SCHOOLS  
OF KANSAS 1940-41

(Commercial Arithmetic, Commercial Geography,  
Penmanship, Bookkeeping, Typewriting,  
Stenography, Commercial Correspondence,  
Commercial Law, Secretarial Training)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Commerce Only	73	37.5	316	37.8
Mathematics and Commerce	35	18.0	134	16.0
Social Studies and Commerce	23	11.8	101	12.1
English and Commerce	25	12.8	91	10.9
Normal Training and Commerce	19	9.7	85	10.2
Science and Commerce	7	3.6	40	4.8
Fine Arts and Commerce	10	5.1	40	4.7
Physical Education and Commerce	2	1.0	8	.9
Other Subjects and Commerce	1	.5	22	2.6
<b>Total</b>	<b>195</b>	<b>100.00</b>	<b>837</b>	<b>100.0</b>

\*Teachers new to their positions in September, 1940.

number of assignments in this field. Fine arts and commerce were combined in 4.7 per cent of the cases. Physical education and art were rarely placed with commercial subjects for teaching combinations.

Table LV shows the number of secondary-school teaching assignments which involve the teaching of one or more languages other than English. Latin, Spanish, French and German, the languages taught most commonly in the secondary schools of



TABLE LV

LANGUAGE TEACHERS EMPLOYED IN SECONDARY SCHOOLS  
OF KANSAS 1940-41  
(Latin, French, Spanish, German)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Languages Only**	7	9.9	88	22.8
English and Languages	42	57.4	216	55.9
Social Studies and Languages	6	8.2	30	7.8
Fine Arts and Languages	8	11.0	20	5.2
Mathematics and Languages	2	2.7	14	3.6
Home Economics and Languages	5	6.9	14	3.6
Normal Training and Languages	1	1.3	1	.3
Physical Education and Languages	1	1.3	1	.3
Other Subjects and Languages	1	1.3	2	.5
<b>Total</b>	<b>73</b>	<b>100.0</b>	<b>386</b>	<b>100.0</b>

\*Teachers new to their positions in September, 1940.

\*\*French, German, Latin, and Spanish.

Kansas, were regarded as making up this field.

Of these assignments, 22.8 per cent were composed of one or more languages only, and the remaining 77.1 per cent were made up of one or more languages taught in combination with subjects from other fields. English and language combinations were more common than was any other type. Of the teaching assignments involving languages, 55.9 per cent were English-language combinations. Of the assignments formed by combining languages with other fields, 7.8 per cent were made up of social studies and language, 5.2 per cent of fine arts and

languages, and 3.6 per cent of home economics and languages. The subjects combined least frequently with languages were physical education and normal training.

Since the field of languages, as used in this survey, is not a homogenous subject-matter area, separate tabulations were made to ascertain the number of teaching assignments involving each of the four languages included in the field. These tabulations are shown in Table LVI.

The data in this table show that, in 1940-41, there were 228 teaching assignments in the secondary schools of the state which called for the teaching of Latin, either alone or in combination with some other field. These Latin assignments made up 59.2 per cent of all teaching assignments of which languages were a part. Of all language-teaching assignments, 17.9 per cent called for the teaching of Spanish, 8.3 per cent French, and 2.8 per cent German. Some language teachers had assignments which required the teaching of more than one language. For example, 6.2 per cent of all language-teaching assignments were made up of both French and Spanish, and 3.9 per cent Latin and Spanish. Latin and French were assigned to the same teacher in only a few of the assignments reported.

Table LVII shows the numbers of teachers employed in the secondary schools of Kansas in 1940-41 with assignments requiring the teaching of physical education. That physical education teaching is highly specialized is shown by the fact that 51.7 per cent of all teaching assignments in this field called for the teaching of physical education only. The

TABLE LVI

TEACHING ASSIGNMENTS IN THE SECONDARY SCHOOLS OF KANSAS  
INVOLVING THE TEACHING OF A LANGUAGE EITHER ALONE  
OR IN COMBINATION WITH OTHER SUBJECTS

Teaching Assignment	New Teachers		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Latin	45	66.2	228	59.2
Spanish	15	22.1	69	17.9
French	5	7.4	32	8.3
German	2	2.9	11	2.8
French and Spanish	0	0.0	24	6.2
Latin and Spanish	0	0.0	15	3.9
Latin and French	1	1.4	4	1.0
Latin, French and Spanish	0	0.0	3	0.7
Total	68	100.0	386	100.0

Table reads: Of all secondary-school teaching assignments involving the teaching of a language either alone or in combination with other subjects, those including Latin alone made up 59.2 per cent, those including Spanish alone made up 17.9 per cent, those including both Latin and Spanish made up 3.9 per cent, et cetera.

TABLE LVII

PHYSICAL EDUCATION TEACHERS EMPLOYED IN SECONDARY  
SCHOOLS OF KANSAS 1940-41

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Physical Education Only	16	36.3	130	51.7
Science and Physical Education	8	18.2	35	13.9
Social Studies and Physical Education	4	9.1	31	12.4
Vocational Arts and Physical Education	3	6.8	18	7.2
English and Physical Education	5	11.4	14	5.6
Commerce and Physical Education	2	4.5	8	3.2
Home Economics and Physical Education	1	2.3	4	1.6
Mathematics and Physical Education	3	6.8	3	1.2
Fine Arts and Physical Education	1	2.3	1	.4
Languages and Physical Education	1	2.3	1	.4
Other Subjects and Physical Education	0	0.0	6	2.4
<b>Total</b>	<b>44</b>	<b>100.0</b>	<b>251</b>	<b>100.0</b>

\*Teachers new to their positions in September, 1940.

remaining 49.3 per cent of the assignments were composed of physical education in combination with other fields.

Science was the field most frequently taught in combination with physical education. Of the physical education assignments, 13.9 per cent were combinations of this type.

Social studies and physical education were combined almost as frequently, making up 12.4 per cent of the total number of physical education assignments. Vocational arts, English and commerce were combined with physical education less frequently than were social studies and science. Home economics, mathematics, fine arts, and languages were seldom found in combination with physical education in the teaching assignments reported.

The numbers of teachers with assignments in the field of home economics are shown in Table LVIII. Foods, clothing, home economics and related arts, home economics and related sciences, vocational home making, and home living were the secondary-school subjects included in the home economics field.

Of all teachers with home economics assignments, 43.4 per cent taught one or more of the subjects within this field. The remainder taught one or more home economics subjects in combination with subjects from other fields. English was the subject most frequently combined with home economics, 17.7 per cent of all assignments involving the teaching of home economics being combinations of this type. Social studies, commerce, science, and normal training were less often combined with home economics. Mathematics, languages, physical education and fine arts were seldom combined with home economics.

The numbers of assignments calling for the teaching of fine arts are shown in Table LIX. Chorus, glee club, orchestra, band, music appreciation, theory and harmony, general music and art were the subjects which were considered, in this survey, to

TABLE LVIII

HOME ECONOMICS TEACHERS EMPLOYED IN SECONDARY  
SCHOOLS OF KANSAS 1940-41  
(Foods, Clothing, Home Economics and Related  
Arts, Home Economics and Related Sciences,  
Vocational Home-making Home Living)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Home Economics Only	63	31.4	303	43.4
English and Home Economics	48	23.9	123	17.7
Social Studies and Home Economics	22	10.9	70	10.1
Commerce and Home Economics	19	9.4	61	8.8
Science and Home Economics	15	7.5	51	7.3
Normal Training and Home Economics	22	10.9	43	6.2
Mathematics and Home Economics	4	2.0	19	2.7
Languages and Home Economics	5	2.5	14	2.0
Physical Education and Home Economics	1	.5	4	.6
Fine Arts and Home Economics	1	.5	4	.6
Other Subjects and Home Economics	1	.5	4	.6
Total	201	100.0	696	100.0

\*Teachers new to their positions in September, 1940.

TABLE LIX

FINE ARTS TEACHERS EMPLOYED IN SECONDARY SCHOOLS  
OF KANSAS 1940-41.  
(Chorus and glee clubs, Orchestra and bands,  
Music Appreciation, Theory and Harmony,  
General Music, Art)

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Fine Arts Only	98	45.6	422	55.0
English and Fine Arts	73	34.0	196	25.5
Social Studies and Fine Arts	13	6.0	64	8.3
Commerce and Fine Arts	10	4.6	40	5.2
Mathematics and Fine Arts	8	3.7	20	2.6
Normal Training and Fine Arts	8	3.7	11	1.4
Science and Fine Arts	2	.9	10	1.3
Home Economics and Fine Arts	1	.5	4	.5
Physical Education and Fine Arts	1	.5	1	.1
Vocational Arts and Fine Arts	1	.5	1	.1
Total	215	100.0	769	100.0

\*Teachers new to their positions in September, 1940.

belong to the fine arts field.

There were 422 secondary-school teachers in Kansas, in 1940-41, teaching fine arts subjects exclusively. This number was 55 per cent of all of the teaching assignments involving fine arts subjects. English was combined with fine arts more frequently than was any other field, 25.5 per cent of the fine arts being combinations of this sort. Social studies and fine

arts were combined in 8.3 per cent of the assignments, and commerce and fine arts in 5.2 per cent. Mathematics, normal training, science, home economics and physical education were seldom combined with fine arts subjects.

Secondary-school teaching assignments involving the teaching of vocational arts are enumerated in Table LX. Vocational arts subjects are: General shop, mechanical drawing, woodwork, metal work, electricity, printing, auto mechanics, and vocational agriculture.

Of all teachers in the field of vocational arts, 58.7 per cent taught one or more subjects entirely within the field, and the remaining 41.3 per cent taught vocational arts in combination with one or more other fields.

The combination reported most frequently was science with vocational arts, making up 12.7 per cent of all assignments in the field. Social studies and vocational arts were combined in 10.3 per cent of the assignments, and mathematics and vocational arts in 8.4 per cent. Normal training was combined with vocational arts in 4.9 per cent of the cases and physical education in 2.3 per cent. English, commerce, and fine arts were not often combined with subjects of the vocational arts field.

Table LXI shows the number of teaching assignments in the secondary schools of Kansas in 1940-41 of which normal training was a significant part. In that year there were 81 teachers in Kansas who taught normal training subjects only, and 385 who taught normal training subjects in combination with other fields. Commerce and science each were combined with normal training in



TABLE LX

VOCATIONAL ARTS TEACHERS EMPLOYED IN SECONDARY  
SCHOOLS OF KANSAS 1940-41  
(General shop, mechanical drawing, woodwork,  
metalwork, electricity, printing, automechanics,  
and vocational agriculture)

Teaching Assignment	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Vocational Arts Only	66	39.5	462	58.7
Science and Vocational Arts	37	22.1	100	12.7
Social Studies and Vocational Arts	21	12.6	81	10.3
Mathematics and Vocational Arts	24	14.4	66	8.4
Normal Training and Vocational Arts	12	7.2	39	4.9
Physical Education and Vocational Arts	3	1.8	18	2.3
English and Vocational Arts	0	00.0	6	.8
Commerce and Vocational Arts	2	1.2	5	.6
Fine Arts and Vocational Arts	1	.6	1	.1
Other Subjects and Vocational Arts	1	.6	10	1.2
Total	167	100.0	788	100.0

\*Teachers new to their position in September, 1940.

18.2 per cent of the combination assignments. Social studies and normal training were combined in 18.1 per cent of the cases. Home economics and normal training were combined in 9.1 per cent of the assignments; vocational arts and normal training in 8.3 per cent; and mathematics and normal training in 7.4

TABLE LXI

NORMAL TRAINING TEACHERS EMPLOYED IN SECONDARY SCHOOLS OF KANSAS 1940-41

Teaching Assignment	New Teachers*		All Teachers	
	Number	Per Cent of New Teachers	Number	Per Cent of All Teachers
Normal Training Only	15	12.3	81	17.3
Commerce and Normal Training	19	15.6	85	18.2
Science and Normal Training	19	15.6	85	18.1
Social Studies and Normal Training	12	9.8	63	13.4
Home Economics and Normal Training	22	18.0	43	9.1
Vocational Arts and Normal Training	12	9.8	39	8.3
Mathematics and Normal Training	5	4.1	35	7.4
English and Normal Training	9	7.4	27	5.7
Fine Arts and Normal Training	8	6.6	11	2.3
Languages and Normal Training	1	.8	1	.2
Total	122	100.0	470	100.0

\*Teachers new to their positions in September, 1940.

per cent. English, fine arts and languages were seldom taught in combination with normal training subjects.

Table LXII shows the teaching assignments of 6,185 teachers employed in the secondary schools of Kansas in 1940-41.

Teachers who devoted all of their time to the vocational arts field were relatively more numerous than were those devoting full time to any other field. Of the teachers of

TABLE LXII

## TEACHING ASSIGNMENTS OF 6,185 TEACHERS IN KANSAS SECONDARY SCHOOLS 1940-41

<u>ENGLISH</u>		<u>Social STUDIES</u>		<u>SCIENCE</u>		<u>MATHEMATICS</u>		<u>COMMERCE</u>		<u>LANGUAGE</u>	
Alone	34.3%	Alone	36.7%	Alone	27.3%	Alone	30%	Alone	37.8%	Alone	22.8%
with:		with:		with:		with:		with:		with:	
Language	14.6	English	13.4	Math.	21.6	Science	24.1	Math.	16.0	English	55.9
Fine Arts	13.3	Science	9.8	Soc.Stud.	12.2	Commerce	14.8	Soc. Stud.	12.1	Soc. Stud.	7.8
Soc.Stud.	11.5	Commerce	8.1	Voc.Arts	9.9	Soc.Stud.	8.7	Eng.	10.9	Fine Arts	5.2
Home Ec.	8.4	Voc.Arts	6.4	Nor.Tr.	8.4	Voc.Arts	7.3	Nor.Tr.	10.2	Math.	3.6
Commerce	6.2	Math.	6.3	English	6.0	English	4.5	Science	4.8	Home Ec.	3.6
Science	4.1	Home Ec.	5.5	Home Ec.	5.1	Nor.Tr.	3.9	Fine Arts	4.7		
Math.	2.8	Fine Arts	5.0	Commerce	4.0	Fine Arts	2.2	Phys.Ed.	0.9	Nor.Tr.	0.3
Nor.Tr.	1.8	Nor.Tr.	4.1	Phys.Ed.	3.5	Home Ec.	2.1			Phys.Ed.	0.3
Phys.Ed.	1.0	Phys.Ed.	2.4			Language	0.9	Others	2.6	Others	0.5
Voc.Arts	0.4	Language	2.3	Fine Arts	2.0	Phys.Ed.	0.3				
Others	1.6					Others	1.2				

Table reads: Of all persons teaching English in Secondary Schools of Kansas in 1940-41, 34.3% taught English alone; 14.6% taught English combined with one or more other languages; 13.3% taught English and Fine Arts, et cetera.

TABLE LXII  
(Continued)

TEACHING ASSIGNMENTS OF 6,185 TEACHERS IN KANSAS SECONDARY SCHOOLS 1940-41

Physical Education		HOME ECONOMICS		FINE ARTS		VOCATIONAL ARTS		NORMAL TRAINING	
Alone	51.7%	Alone	43.4%	Alone	55%	Alone	58.7%	Alone	17.3%
with:		with:		with:		with:		with:	
Science	13.9	English	17.7	English	25.5	Science	12.7	Commerce	18.2
Soc.Stud.	12.4	Soc.Stud.	10.1	Soc.Stud.	8.3	Soc.Stud.	10.3	Science	18.1
Voc.Arts	7.2	Commerce	8.8	Commerce	5.2	Math.	8.4	Soc.Stud.	13.4
English	5.6	Science	7.3	Math.	2.6	Nor.Tr.	4.9	Home Ec.	9.1
Commerce	3.2	Nor.Tr.	6.2	Nor.Tr.	1.4	Phys.Ed.	2.3	Voc.Arts	8.3
Home Ec.	1.6	Math.	2.7	Science	1.3	English	0.8	Math.	7.4
Math.	1.2	Language	2.0	Home Ec.	0.5	Commerce	0.6	English	5.7
Fine Arts	0.4	Phys.Ed.	0.6	Phys.Ed.	0.1	Fine Arts	0.1	Fine Arts	2.3
Language	0.4	Fine Arts	0.6	Voc.Arts	0.1	Others	1.2	Language	0.2
Others	2.4	Others	0.6						

Table reads: Of all persons teaching English in Secondary Schools of Kansas in 1940-41, 34.3% taught English alone; 14.6% taught English combined with one or more languages; 13.3% taught English and Fine Arts, et cetera.

vocational arts, 58.7 per cent taught in that one field only, 55.0 per cent of the teachers of fine arts were assigned entirely within that field. If the remaining fields are ranked in order of the relative number of assignments calling for teaching in a single field only, the order becomes: physical education, home economics, commerce, social studies, English, mathematics, languages, and normal training.

CHAPTER XII  
INCREMENTS AND LOSSES

This chapter purports to answer, with respect to Kansas elementary schools, two basic questions: (1) From what sources and in what numbers do persons enter the teaching profession? (2) In what numbers and for what reasons do persons leave the teaching profession.

To answer the first question, data were collected which described the 1939-40 status of 3,608 elementary-school teachers new to their positions in September, 1940. These data are shown in Table LXIII.

In considering the figures shown in this table it should be noted that no usable report was made on 657 teachers (18.2 per cent of all teachers new to their positions). It became evident, as the inquiry forms were edited, that many of the respondents either failed to understand the questions concerning the 1939-40 status of new teachers or they did not have records available from which the information could be procured. All doubtful responses were thrown into the "Not Reported" category, leaving accurate data for 2,951 teachers (81.8 per cent of all new teachers reported).

Of the 3,608 teachers new to positions in the elementary schools of Kansas in 1940-41, 1,453 (40.3 per cent of them) were employed in other teaching positions in 1939-40.

Of these 1,453 teachers, 926 (25.7 per cent) were employed in other teaching positions within the same county, and 527 (14.6 per cent) were employed in other teaching positions outside of the county. It is clear from these figures that, in

TABLE LXIII

STATUS IN 1939-40 OF 3,608 ELEMENTARY SCHOOL TEACHERS IN KANSAS  
NEW TO THEIR POSITIONS IN SEPTEMBER, 1940

TYPE OF SCHOOL IN WHICH EMPLOYED IN 1940-41

Status in 1939-40	Rural Elementary Schools		Village Elementary Schools		Urban Elementary Schools		Grand Total	
	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total
Not Reported	492	13.6	151	4.2	14	0.4	657	18.2
Enrolled in a teacher- training institution	1066	29.4	194	5.4	68	1.9	1328	36.7
Teaching in Another School in the Same County	724	20.1	176	4.9	26	0.7	926	25.7
Teaching in Another County in Kansas	264	7.3	187	5.2	76	2.1	527	14.6
Employed in Another Occupation or Profession	11	0.2	9	0.3	2	0.1	22	0.6
Housewife	55	1.5	7	0.2	2	0.1	64	1.8
Unemployed	35	1.0	9	0.2	2	0.1	46	1.3
Other Status	15	0.5	12	0.3	11	0.3	38	1.1
<b>Total</b>	<b>2662</b>	<b>73.6</b>	<b>745</b>	<b>20.7</b>	<b>201</b>	<b>5.7</b>	<b>3608</b>	<b>100.0</b>

changing positions, teachers tend to find new positions near the ones where they were previously employed. If the term "mobility" is considered to be synonymous with "turn-over" in personnel (as it is in this study) the mobility of Kansas teachers is high. But mobility may also mean the facility with which extensive movements in a geographical sense are made. In terms of the latter concept, the mobility of Kansas teachers is low.

This tendency toward localism in teacher-placement is most evident in the rural schools, where seven out of ten new teachers employed in other teaching positions in the previous year were from other elementary schools within the same county.

In urban schools this tendency is reversed. Three times as many new teachers, in such schools, were employed in 1939-40 in schools outside the county as were employed in schools within the same county.

More than one-third (36.7 per cent) of the new teachers were enrolled the previous year in teacher-training institutions. The relative number of persons in institutions of this type was highest in the rural schools where 1,066 new teachers (29.4 per cent) were reported to have attended in 1939-40 a teacher-training institution.

The supply of persons entering teaching directly from other occupations and professions was small. Only 22 such cases were reported for the entire state. However, some persons no doubt entered teaching indirectly from another vocational field by attending a teacher-training institution for a time before taking a teaching position. Such persons, in this



report, are considered as entering teaching from teacher-training institutions rather than from another occupation.

Teaching in Kansas elementary schools did not, in 1940-41, attract persons from domestic life nor from the ranks of the unemployed in any significant numbers. Only 46 new teachers in the state were reported as being unemployed in 1939-40, and only 64 were reported as having had, in that same year, the status of housewife.

Table LXIV gives data covering the 1940-41 status of 2,459 persons who left the teaching positions which they held in 1939-40 prior to the opening of the next school year. Of this group, 622 (25.4 per cent) were employed in 1940-41 in teaching positions in Kansas, and 54 (2.2 per cent) accepted positions outside of the state.

Marriage was the reason given with greatest frequency for withdrawal from teaching. In fact, there were more persons leaving their 1939-40 positions because of marriage than there were leaving their places to accept other teaching positions. Of the teachers who left their 1939-40 positions, 29.7 per cent did so because of marriage.

Eleven per cent of the persons leaving their positions returned to college. Many of these, presumably, will re-enter teaching.

Although persons do not enter teaching directly from other vocations, they do make direct changes from teaching to other occupations. Approximately 200 (8.4 per cent) took up other occupations in 1940-41. Since only 0.6 per cent of all new

TABLE LXIV

STATUS IN 1940-41 OF 2,459 ELEMENTARY SCHOOL TEACHERS IN KANSAS WHO LEFT BEFORE SEPTEMBER, 1940, THE POSITIONS WHICH THEY HELD IN 1939-40

STATUS IN 1940-41	TYPE OF SCHOOL IN WHICH EMPLOYED IN 1939-40							
	Rural Elementary Schools		Village Elementary Schools		Urban Elementary Schools		Grand Total	
	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total	Number	Per Cent of Grand Total
Not Reported	84	3.4	50	2.0	5	0.2	139	5.6
Teaching Elsewhere in Kansas	406	16.6	211	8.6	5	0.2	622	25.4
Teaching in Another State	24	1.0	25	1.0	5	0.2	54	2.2
Employed in Another Occupation	153	6.2	53	2.2	0	0.0	206	8.4
In College	202	8.2	74	3.0	4	0.2	280	11.4
Retired from Teaching Because of Marriage	532	21.6	184	7.5	14	0.6	730	29.7
Retired from Teaching Because of Advanced Age	7	0.3	5	0.2	1	0.0	13	0.5
Retired from Teaching Because of Illness or Poor Health	29	1.1	9	0.4	0	0.0	38	1.5
Retired for Other Reasons	105	4.3	27	1.1	1	0.0	133	5.4
Unemployed and Seeking a Teaching Position	126	5.2	35	1.4	0	0.0	161	6.6
Unemployed and Seeking Other Kinds of Work	22	0.9	0	0.0	0	0.0	22	0.9
Dead	6	0.2	6	0.2	0	0.0	12	0.4
Other Status	36	1.4	9	0.4	4	0.2	49	2.0
<b>Total</b>	<b>1732</b>	<b>70.4</b>	<b>688</b>	<b>28.0</b>	<b>39</b>	<b>1.6</b>	<b>2459</b>	<b>100.0</b>

teachers entered teaching directly from other fields, it is clear that, in 1940-41, the teaching profession was losing to other fields rather than gaining from them.

It is impossible to determine how many persons withdrew from teaching because of failure to meet the responsibilities placed upon them to the satisfaction of employing officials, but approximately seven per cent of all of the teachers who left the places which they held in 1939-40 were, the following year, unemployed and seeking teaching positions, five per cent had been retired for "other reasons", and one per cent were unemployed and seeking other kinds of employment.

The small proportion of persons retiring from teaching because of advanced age is not surprising if it is kept in mind that relatively few teachers remain in the profession long enough to reach the retirement age. If death, illness, and poor health are considered together they are far more important reasons for loss of teaching personnel than retirement because of advanced age.

Table LXV shows the 1939-40 status of 1,272 secondary-school teachers new to the positions which they held in September, 1940. Somewhat more than one-third of all new secondary-school teachers had been employed the previous year in other teaching positions. Five per cent of all new teachers in secondary-school positions had been employed the previous year in the same county, and thirty-one per cent had been employed in schools located in other counties of Kansas. Since approximately twenty-six per cent of the new teachers at the

TABLE LXV

STATUS IN 1939-40 of 1,272 SECONDARY-SCHOOL TEACHERS IN KANSAS  
NEW TO THEIR POSITIONS IN SEPTEMBER, 1940

Status in 1939-40	New Teachers	
	Number	Per Cent of New Teachers
Not Reported	179	14.1
Enrolled in a Teacher-Training Institution	526	41.3
Teaching in Another School in the Same County	66	5.2
Teaching in Another County in Kansas	397	31.2
Employed in Another Occupation or Profession	22	1.7
Housewife	5	0.4
Unemployed	7	0.6
Other Status	70	5.5
<b>Total</b>	<b>1272</b>	<b>100.0</b>

elementary-school level taught in 1939-40 in the same county, and fifteen per cent had been employed in other counties of the state, it is evident that placement in secondary schools was less localized than it was in the elementary schools. The new position taken by the typical elementary-school teacher is likely to be near the school where he was last employed. At the secondary-school level, however, the typical new teacher will be placed in a position in a school somewhat removed from the one in which he was previously employed.

Approximately forty-one per cent of the teachers taking new positions in Kansas secondary schools in 1940-41 had been

enrolled the previous year in a teacher-training institution. It has previously been pointed out that, at the elementary-school level, 36.7 per cent of the new teachers were enrolled in teacher-training institutions in 1939-40. The teacher-training institutions supplied to both the elementary and the secondary schools more than one-third of the personnel taking new teaching positions in 1940-41.

The number of persons entering secondary-school teaching directly from other occupations and professions was small, making up but 1.7 per cent of all new teachers.

Table LXVI shows the 1940-41 status of 1,201 secondary-school teachers who left before September, 1940, the positions which they had held in 1939-40.

Of these teachers, 40.6 per cent left their places to accept other teaching positions in Kansas, and 7.6 per cent left to take positions in other states. That is, almost one-half of the teachers who left their 1939-40 positions did so in order to take other teaching positions.

More persons withdrew from secondary-school teaching because of marriage than withdrew for any other reason. However, at the secondary-school level only 17.5 per cent of those who left positions withdrew to be married, while at the elementary-school level 29.7 per cent of those leaving withdrew for this reason.

The proportion of persons who left teaching positions at the secondary-school level to enter directly other occupational fields was substantially the same as the proportion who left

## TABLE LXVI

STATUS IN 1940-41 OF 1,201 SECONDARY SCHOOL TEACHERS  
IN KANSAS WHO LEFT BEFORE SEPTEMBER, 1940,  
THE POSITIONS WHICH THEY HELD IN 1939-40

Status in 1940-41	Leaving Teachers	
	Number	Per Cent of Leaving Teachers
Not Reported	178	14.8
Teaching Elsewhere in Kansas	486	40.6
Teaching in Another State	91	7.6
Employed in Another Occupation	99	8.2
In College	45	3.7
Retired from Teaching Because of Marriage	210	17.5
Retired from Teaching Because of Advanced Age	6	0.5
Retired from Teaching Because of Illness or Poor Health	8	0.7
Retired for Other Reasons	19	1.6
Unemployed and Seeking a Teaching Position	34	2.8
Unemployed and Seeking Other Kinds of Work	4	0.3
Dead	4	0.3
Other Status	17	1.4
<b>Total</b>	<b>1,201</b>	<b>100.0</b>

elementary-school positions for this reason. These proportions were 8.2 per cent and 8.4 per cent respectively.

Four per cent of the secondary-school teachers who left their 1939-40 positions did so to re-enter college, although eleven per cent of those who left elementary-school positions did so in order to return to college.

The number of persons retiring from positions in the secondary school because of advanced age was negligible.

**PART III - SUMMARY**



## CHAPTER XIII

### SUMMARY OF CONDITIONS OF DEMAND AND SUPPLY IN KANSAS 1940-41

This chapter purports to summarize data from previous chapters which show the general conditions of teacher supply and demand in Kansas in 1940-41. These data will be presented under four headings: (1) Demand (2) Mobility (3) Supply (4) Additional New Teachers.

#### 1. DEMAND

In this study, "demand" is defined as the number of teaching positions of each kind filled in 1940-41. Table LXVII shows the demand for teaching personnel in the elementary schools of Kansas.

There were 3,608 elementary-school teaching positions filled in 1940-41. Of this number, 2,622 were rural, 745 were village, and 201 were urban school positions. The greatest demand was for teachers in rural schools, but in village schools, the demand was chiefly for teachers in the upper grades, while in urban schools it was for teachers of the lower grades.

The demand for teaching personnel at the secondary-school level is shown in Table LXVIII. There were 1,272 secondary-school teaching positions filled in 1940-41. In English 217 new teachers were employed, and in the social studies field, 154 new teachers were employed. Other secondary-school teaching fields ranked in order of the importance of demand for teachers were: fine arts, 138 new teachers; science, 134 new teachers; home economics, 129; commerce, 125; mathematics, 115; vocational arts, 107; normal training, 78; languages, 47; and physical

TABLE LXVII

DEMAND FOR TEACHING PERSONNEL ACCORDING TO SCHOOL  
GRADE AND TYPE OF SCHOOL IN KANSAS ELEMENTARY  
SCHOOLS, IN 1940-41

Teaching Assignment	Number of Positions Filled 1940-41
Elementary Schools: Total	3608
Rural Schools: Total	2662
Village Schools: Total	745
Kindergarten	5
Grade 1	24
Grade 2	24
Grade 3	20
Grade 4	23
Grade 5	16
Grade 6	20
Grade 7	15
Grade 8	16
Grades 1 & 2	55
Grades 3 & 4	54
Grades 5 & 6	54
Grades 7 & 8	83
Other Combinations	336
Urban Schools: Total	201
Kindergarten	20
Grade 1	25
Grade 2	13
Grade 3	31
Grade 4	9
Grade 5	11
Grade 6	13
Grade 7	0
Grade 8	1
Grades 1 & 2	3
Grades 3 & 4	8
Grades 5 & 6	5
Grades 7 & 8	2
Other Combinations	55

education, 28.

2. MOBILITY

"Mobility" refers to rate of turn-over of certificated school personnel, and is usually expressed as a ratio. In The National Survey of the Education of Teachers the term

TABLE LXVIII

## DEMAND FOR TEACHING PERSONNEL IN KANSAS SECONDARY SCHOOLS REPORTED BY SUBJECTS IN 1940-41

Teaching Assignment	Number of Positions Filled 1940-41
Secondary Schools: Total	1272
English	217
Social Studies	154
Science	134
Mathematics	115
Commerce	12
Languages	47
Physical Education	28
Home Economics	129
Fine Arts	138
Vocational Arts	107
Normal Training	78

"mobility ratio" was defined as "the ratio of the number of new teachers of a state to the total number of teachers in that state".<sup>1</sup> The mobility ratio can also be applied to show the relative number of new teachers in a given class compared with the total number of teachers in that class.

Mobility indicates the proportion of new teachers in a given period of time. A high rate of mobility also indicates employment conditions which are relatively unsatisfactory to the personnel affected by them.

The rates of mobility of elementary-school teaching personnel are shown in Table LXIX. For convenience in interpretation these mobility ratios have been reduced to per cents; i.e., the per cents of all teachers in a given category who

---

<sup>1</sup>Evenden, Edward S., Gamble, Guy C., and Blue, Harold G. Teacher Personnel in the United States, Pg. 79, Vol. II, National Survey of the Education of Teachers, Office of Education Bulletin 1933, No. 10. U. S. Government Printing Office, Washington, D. C., 1935.

TABLE LXIX

MOBILITY OF TEACHING PERSONNEL AS INDICATED BY PER CENT  
OF NEW TEACHERS EMPLOYED AT EACH GRADE LEVEL, KANSAS  
ELEMENTARY SCHOOLS, 1940-41

Teaching Field	Per Cent of New Teachers	
Elementary Schools:	Total	29.4
Rural Schools:	Total	43.8
Village Schools:	Total	22.3
Kindergarten		29.0
Grade 1		15.6
Grade 2		20.5
Grade 3		19.8
Grade 4		22.7
Grade 5		16.0
Grade 6		23.2
Grade 7		20.0
Grade 8		25.0
Grades 1 & 2		23.0
Grades 3 & 4		19.0
Grades 5 & 6		23.7
Grades 7 & 8		20.7
Other Combinations		24.5
<hr/>		
Urban Schools:	Total	6.3
Kindergarten		7.7
Grade 1		6.1
Grade 2		6.2
Grade 3		9.3
Grade 4		3.7
Grade 5		5.2
Grade 6		3.2
Grade 7		0.1
Grade 8		0.3
Grades 1 & 2		4.5
Grades 3 & 4		1.3
Grades 5 & 6		0.9
Grades 7 & 8		3.4
Other Combinations		7.9

are new.

In the rural elementary schools, the rate of mobility, in 1940-41, was 43.8 per cent, in village schools it was 22.3 per cent, and in urban schools it was 6.3 per cent. These figures mean that the turn-over in rural-school personnel is approximately twice as high as it is in village schools, and seven times as great as it is in urban schools. In other words, for each urban elementary-school position which was filled, there were approximately three positions filled in village elementary schools, and seven positions filled in rural elementary schools.

The rates of mobility of Kansas secondary-school personnel are shown in Table LXX. For all secondary-school personnel in Kansas the rate of mobility, in 1940-41, was 20.6 per cent, which is 8.8 per cent less than that of elementary-school personnel. The greatest amount of turn-over was in the field of home economics, in which 28.9 per cent of the teachers were new to their positions in 1940-41.

If the secondary-school teaching fields are listed in order of the degree of mobility among their personnel, the order becomes: home economics, 28.9 per cent; fine arts, 28.0 per cent; normal training, 26.0 per cent; commerce, 23.3 per cent; English 23.2 per cent; vocational arts, 21.2 per cent; science, 20.9 per cent; mathematics, 19.9 per cent; social studies, 19.5 per cent; languages, 18.9 per cent; and physical education, 17.5 per cent.

## TABLE LXX

MOBILITY OF TEACHING PERSONNEL AS INDICATED BY PER CENT  
OF NEW TEACHERS EMPLOYED IN EACH FIELD, KANSAS  
SECONDARY SCHOOLS, 1940-41

Teaching Field	Per Cent of New Teachers
Secondary Schools: Total	20.6
English	23.2
Social Studies	19.5
Science	20.9
Mathematics	19.9
Commerce	23.3
Language	18.9
Physical Education	17.5
Home Economics	28.9
Fine Arts	28.0
Vocational Arts	21.2
Normal Training	26.0

Table LXXI shows the 1940-41 mobility ratios of teachers in Kansas schools and corresponding ratios of all teachers in the American public schools in 1930-31. These ratios, obviously, are not comparable, for many changes occurred in the ten-year interim between the two surveys. It is interesting to observe, however, that the two sets of data are similar in pattern. Both show a high degree of mobility among teachers in rural areas and in small towns with proportional decreases in the rate of mobility with increases in community size. Both show the lowest rate of mobility to be among elementary-school teachers in the larger centers of population.

### 3. SUPPLY

In this study the term "supply" is used to indicate the total number of persons available for placement in any demand situation. Demand refers to position, but supply refers to persons. The supply of teaching personnel in any school year

TABLE LXXI

MOBILITY RATIOS\* OF KANSAS TEACHERS 1940-41 AND THOSE  
OF ALL TEACHERS IN AMERICAN SCHOOLS IN 1930-31

Type of School	Mobility Ratios of Teachers in Kansas, 1940-41	Mobility Ratios of Teachers in American Public Schools in 1930-31**
Elementary Schools: Total	1/3.5	1/4.8
Rural	1/2.3	1/2.5
Village	1/4.5	1/3.9
Urban	1/15.8	1/8.2***
Secondary Schools: Total	1/4.9	1/5.3***
All Schools	1/3.4	1/4.9***

\*The fraction:

$\frac{\text{New Teachers}}{\text{Total Number of Teachers}}$  reduced to lowest terms.

\*\*From Table VI "Demand For and Supply of Teachers in the American Public Schools 1930-31" National Survey of the Education of Teachers, Vol. VI Summary and Interpretations.

\*\*\*Interpolations.

is equal to the number of new teachers added to the number of unemployed teachers. If, in a given school year, 100 new English teachers were placed, and fifty legally-qualified teachers remained unemployed and seeking English positions, the supply in this field, would be 150 teachers.

This definition, obviously, does not take into account discrepancies between the teacher's preparation and the position which he holds. Of a supply of 325 secondary-school English teachers, 108 were unemployed in January, 1941, but

among the 217 English teachers who accepted positions there was an undetermined number having no more preparation in English than that dictated by legal requirements, and in other teaching fields there was an undetermined number of English teachers with sufficient college credit in other subjects to permit them to accept assignments in the social studies, science or mathematics rather than to be without positions.

Table LXXII shows the supply of teaching personnel in Kansas for the year 1940-41. There were 3,842 teachers who were seeking rural-school positions, 2,662 were placed and 85 were not. In urban schools, 45 out of 246 persons were not placed, and in village schools 104 out of 849 failed to get positions.

At the secondary-school level there were 1,852 persons seeking positions. Of this number 1,272 had been placed and 580 were still unemployed as teachers and seeking positions in January, 1941.

The excess of available personnel over the positions filled can be expressed as a ratio or as a per cent. In Table LXXIII the number of unemployed persons seeking positions in each teaching field is expressed as a per cent of the total supply of personnel available for such positions in 1940-41. For lack of a more descriptive term this is called the "per cent of over-supply".

In the elementary schools of Kansas in 1940-41, 6.1 per cent of the supply of persons wanting elementary-school positions were unable to find positions. The smallest over-supply



TABLE LXXII

SUPPLY OF TEACHING PERSONNEL, SCHOOLS  
OF KANSAS IN 1940-41

Teaching Field	Demand	Unemployed	Supply
Elementary Schools; Total	3608	234	3842
Rural Schools; Total	2662	85	2747
Village Schools; Total	745	104	849
Kindergarten and Grades 1 & 2	108	26	134
Grades 3 & 4	97	30	127
Grades 5 & 6	90	20	110
Grades 7 & 8	114	28	142
Others	336	00	336
Urban Schools; Total	201	45	246
Kindergarten and Grades 1 & 2	66	12	78
Grades 3 & 4	48	14	62
Grades 5 & 6	29	19	48
Grades 7 & 8	3	0	3
Others	55	0	55
Secondary Schools; Total	1272	580	1852
English	217	108	325
Science	134	88	222
Social Studies	154	15	169
Mathematics	115	49	164
Commerce	125	40	165
Languages	47	64	111
Physical Education	28	16	44
Home Economics	129	58	187
Fine Arts	138	64	202
Vocational Arts	107	34	141
Normal Training	78	44	122
All Schools; Total	4880	814	5694

TABLE LXXIII

PER CENT OF OVER-SUPPLY OF KANSAS TEACHERS  
IN 1940-41

Teaching Field	Per Cent of Over-Supply
Elementary Schools: Total	6.1
Rural Schools: Total	3.1
Village Schools: Total	12.3
Kindergarten, and Grades 1, 2, & 3	19.4
Grades 3 & 4	23.6
Grades 5 & 6	18.2
Grades 7 & 8	19.7
Others	0.0
Urban Schools: Total	18.3
Kindergarten, and Grades 1 & 2	15.4
Grades 3 & 4	22.5
Grades 5 & 6	39.5
Grades 7 & 8	0.0
Others	0.0
Secondary Schools: Total	31.3
English	33.2
Social Studies	8.8
Science	39.6
Mathematics	29.9
Commerce	24.2
Languages	57.6
Physical Education	36.3
Home Economics	31.2
Fine Arts	31.7
Vocational Arts	24.1
Normal Training	36.1

Table reads: In 1940-41, 61 per cent of the total supply of elementary-school teachers were unemployed; 3.1 per cent of the total supply of rural elementary-school teachers were unemployed, et cetera.

at the elementary-school level was in the rural schools, where only 3.1 per cent of the total supply of teachers were without positions at mid-year. Among teachers wanting village-school positions, 12.3 per cent were unable to find places. The

greatest over-supply was found among teachers seeking positions in urban schools, 18.3 per cent of whom did not get appointments to teaching positions which they were willing to accept.

At the secondary-school level, 31.3 per cent of the 1940-41 supply of teachers were unable to find positions. The largest over-supply was in the field of languages, where 57.6 per cent of all available teachers were without positions in January, 1941. The smallest over-supply was in social studies, where only 8.8 per cent of the teachers were without positions at mid-year.

#### 4. ADDITIONAL NEW TEACHERS

The term "new teacher" has been defined in this study as a teacher new to the position held in September, 1940. An "additional new teacher" is a term used in The National Survey of the Education of Teachers to describe persons with no prior teaching experience who were employed for the current year. The following paragraph from that study illustrates the distinction between "new teacher" and "additional new teacher".<sup>1</sup>

If the "new teachers who were teaching in other school systems the preceding year are excluded (they represent educational "turn-over", but not a demand for additional teachers) the data presented in table 28 if used for the country as a whole in the same way as for Alabama in the preceding illustration indicate that for the year 1930-31 the "additional new" elementary teachers needed were 11.5 per cent of the total group of elementary teachers and that similar percentages for the juniors and senior high schools were 8.7 and 11.8 per cent. Approximately three-fourths of these "additional new" teachers in higher educational institutions the preceding year."

---

<sup>1</sup>Evenden, Edward S., Gamble, Guy C., and Blue, Harold G., Teacher Personnel in the United States, page 99, Vol. II of The National Survey of the Education of Teachers, Office of Educational Bulletin, 1933, No. 10, U.S. Government Printing Office, Washington, D.C., 1930.

The numbers of additional new teachers employed in a year do not represent the demand for that year. Demand is measured by the actual number of vacancies filled with both experienced and inexperienced persons. The numbers of additional new teachers are significant largely because they show how many persons new to teaching are needed to staff the schools.

The numbers of additional new teachers employed in 1940-41 are shown in Table LXXIV. The elementary schools absorbed that year 2,126 additional new teachers. This was 72.4 per cent of all new teachers without prior experience. In other words, 72.4 per cent of the persons who entered teaching for the first time in 1940-41 accepted elementary-school positions. The rural schools absorbed 1,664 additional teachers, which was 78.3 per cent of all elementary school teachers without experience prior to 1940-41. Urban schools absorbed 99 additional new teachers, and village schools 363. These numbers represent, respectively, 5.0 per cent and 17.0 per cent of the additional new elementary-school teaching personnel.

The secondary schools absorbed 809 persons without teaching experience prior to 1940-41. The largest number of these, 138, accepted assignments in the field of English, and the smallest number, 18, in physical education.

Additional new teachers represented 55.3 per cent of the total elementary-school supply, and 43.8 per cent of the secondary-school supply.

TABLE LXXIV

ADDITIONAL NEW TEACHERS ABSORBED BY KANSAS  
SCHOOLS IN 1940-41

Teaching Field	Number	Additional New Teachers	
		Supply	Per Cent of Total Supply
Elementary Schools: Total	2126	3842	55.3
Rural Schools: Total	1664	2747	60.4
Village Schools: Total	363	849	42.7
Kindergarten and			
Grades 1 & 2	52	134	38.7
Grades 3 & 4	47	127	37.0
Grades 5 & 6	44	110	40.0
Grades 7 & 8	55	142	38.7
Others	165	336	49.0
Urban Schools: Total	99	246	40.2
Kindergarten and			
Grades 1 & 2	32	78	40.9
Grades 3 & 4	24	62	38.6
Grades 5 & 6	15	48	31.2
Grades 7 & 8	1	3	33.3
Others	27	55	48.8
Secondary Schools: Total	809	1852	43.8
English	138	325	42.4
Social Studies	98	169	57.9
Science	85	222	38.3
Mathematics	73	164	38.5
Commerce	80	165	48.5
Languages	30	111	27.0
Physical Education	18	44	40.8
Home Economics	82	187	43.8
Fine Arts	87	202	43.1
Vocational Arts	68	141	48.2
Normal Training	50	122	40.9
All Schools: Total	2935	5694	34.4

## CHAPTER XIV

### CONCLUSIONS

The facts presented in this chapter are grouped under ten headings. The first nine of these correspond to the titles of Chapters IV to XII, and the tenth section is devoted to conclusions and recommendations of a general character.

#### 1. Age, Sex, Marital Status

The teaching personnel in the elementary schools of Kansas was predominantly feminine in character. The relative number of male teachers was highest in the village schools, lower in the rural, and lowest in the urban elementary schools. There was a preponderance of men among unemployed teachers.

There is considerable evidence to show that teachers, both men and women, over thirty years of age did not accept new elementary-school teaching positions.

In terms of averages, teachers of rural elementary schools were younger than those in urban or village schools. The median age of elementary-school teachers tended to rise as the size of the community increased.

It was evident that unmarried, rather than married, women were selected for elementary-school teaching positions. This discrimination did not apply to male teachers.

At the secondary-school level the number of men and the number of women in teaching positions were substantially equal.

More than one-half of all secondary-school teachers were unmarried. In the group of married teachers employed at the secondary-school level there were 15.2 times as many married men

as there were married women.

The median age of unemployed teachers seeking positions in secondary schools was higher than that of established teachers. In the group of unemployed teachers seeking secondary-school positions there were proportionately more single men and married women than there were in the employed group.

## 2. Professional Experience

Approximately forty per cent of the teachers new to elementary-school positions in Kansas in 1940-41 had not been employed prior to that time in professional school positions. Sixty per cent of the new teachers reported prior experience of one or more years.

The evidence indicates that when elementary-school vacancies were to be filled, employing officials of boards of education tended to disregard experience in selecting persons for placement. Additional support for this conclusion is to be found in the fact that both the range and the amounts of experience of the class of unemployed personnel seeking elementary-school positions were approximately the equivalent to those of the employed groups.

Thirteen per cent of the persons of the class of unemployed personnel seeking elementary-school positions had had no professional employment subsequent to 1938, and approximately nine per cent had not held school positions since 1931. These data, together with the fact that fifty per cent of the unemployed elementary-school personnel were over

thirty-one years of age, lead to the conclusion that approximately one-half of the group of unemployed persons seeking elementary-school positions were unemployable under prevailing employment policies.

The median term of experience for each class of teachers in the elementary schools tended to correspond to the size of the community in which the teacher was employed or in which he was seeking employment. The smallest median term of professional experience was in the rural schools, and the greatest was in urban elementary schools.

The professional experience of secondary-school personnel did not differ materially from that of elementary-school teachers. Schools at both levels absorbed inexperienced teachers in equal proportions, and employed persons from the various experience levels at the same rate.

The unemployed group at the secondary-school level showed the same characteristics, with respect to experience, as did the corresponding group at the elementary-school level.

### 3. Professional Training

Eighteen per cent of the new teachers placed in elementary-school positions in 1940-41 had no college training. Forty-three per cent, however, had sixty or more semester hours of college credit, and ten per cent had 120 or more.

If the data concerning the professional training of teachers employed in 1940-41 in the elementary schools of



Kansas are compared with similar figures collected by Stacey in 1928-29, the differences show an improvement in the standards of training during the period of time elapsing between the two surveys. The clearest evidence of this improvement is to be found in the decrease in the number of teachers having no training beyond the high schools (62.5 per cent of the total group in 1928-29, and 13.0 per cent in 1940-41).

#### 4. Certification

A certificate based upon sixty semester hours of college credit was found to be the most common of all types of certificates held by teachers employed in the schools of Kansas in 1940-41.

Among teachers in rural schools, normal training certificates were reported with greater frequency than was any other type. In urban elementary schools, certificates based upon college degrees ranked first in frequency. Among unemployed teachers seeking elementary-school positions, the sixty-hour certificate ranked first and the thirty-hour certificate second. The thirty-hour certificate was third in frequency among rural teachers, but it was reported infrequently by teachers of village and of urban schools.

The normal-training certificate appeared to have wide acceptance by boards of education, but since 1933-34 it has tended to decline in importance in village and in urban elementary schools.

On the whole, there were relatively more certificates

requiring no college training among the unemployed class at the elementary-school level than there were in either of the two classes of employed personnel.

At the secondary-school level, certificates based upon college degrees predominated. In 1940-41, ninety per cent of all secondary-school teachers held such certificates.

Five per cent of the teachers, employed in secondary schools at the time that this survey was made, held certificates based upon sixty hours of college credit, but new teachers with sixty-hour certificates comprised eight-tenths of one per cent of the secondary-school personnel.

In the class of unemployed persons seeking secondary-school positions there were relatively more sixty-hour certificates and fewer degree certificates than there were in the class of employed personnel.

#### 5. Teacher-Training Institutions

In 1940-41 there were 1,530 teachers employed in the elementary schools of Kansas with no professional training beyond the high schools. This was 12.9 per cent of all of the elementary-school teachers in the state. Ninety-eight per cent of all of the teachers with no preparation beyond the high school were employed in village and rural schools. Seventy per cent of the teachers with no preparation above the high-school level were graduates of high-school normal training courses.

Fifteen per cent of the elementary-school teachers employed in Kansas in 1940-41 had attended municipal, private,

or denominational four-year colleges located within the State.

Fifty-seven per cent of the teachers employed in the elementary schools of Kansas during the school year 1940-41 attended state-supported institutions in Kansas. Of the 6,707 teachers in this class, forty per cent had attended the Kansas State Teachers College of Emporia.

Eight per cent of the elementary-school teachers employed for this school year attended municipal, private, or denominational two-year colleges located in Kansas.

Out-of-state educational institutions prepared 6.6 per cent of the elementary teachers employed in Kansas in 1940-41.

Public education in Kansas at the elementary level was found to be essentially rural in character. Seventy-five per cent of the elementary teachers of the state were employed in rural and village schools. Urban schools employed but one-fourth of the total.

The relative number of persons with no professional training beyond the high school was larger in the class of unemployed teachers than it was in the employed group. The proportion of teachers trained in two-year colleges was also higher in the unemployed class than it was among the group of teachers with positions.

Of all secondary-school teachers in Kansas 58 per cent had attended state-supported institutions, 26 per cent had attended other four-year colleges of the state, and 16 per

cent had attended out-of-state institutions.

The distribution of persons in the class of unemployed secondary-school teachers according to teacher-training institutions did not differ materially from that of employed teachers.

If elementary and secondary-school teachers are considered as one group of personnel, 57.3 per cent of them attended state-supported institutions, 18.8 per cent attended municipal, private or denominational four-year colleges, 9.8 per cent attended out-of-state colleges or universities, 8.6 per cent attended no educational institution above the high school, and 5.5 per cent attended municipal, private or denominational two-year colleges.

#### 6. Salaries

Salary levels were lowest in the rural schools, higher in village schools, and highest in urban schools. The median salary of elementary-school teachers in urban schools was more than twice as large as was the median salary of rural-school teachers.

Of the 234 persons not employed as teachers in 1940-41 seeking positions in the elementary schools of Kansas, more than one-half had no employment which produced an income in 1940-41. The remainder were employed in non-teaching positions, paying for the most part, less than the median salary of all elementary-school teachers (\$726.00 per year).

At the secondary-school level there were more new teachers

than established teachers in the low-salary categories. Although one-fifth of all secondary-school teachers received in 1940-41, less than one thousand dollars per year, the general salary level of secondary-school teachers was higher than that of teachers employed in the elementary schools. Seventy-eight per cent of the elementary-school teachers and twenty-two per cent of the secondary-school teachers received less than one thousand dollars per year.

The median annual salary of all teachers employed at the secondary-school level was \$1,278.00. This is considerably higher than was the median annual salary of all elementary-school teachers (726.00).

Of the 580 unemployed persons seeking secondary-school positions, 59.5 per cent had no income at all in 1940-41, and only 8.7 per cent had annual incomes of more than one thousand dollars.

#### 7. School Enrollments

In 1940-41, 5.3 per cent of all elementary-school teachers in Kansas were employed in schools enrolling fewer than five pupils in September of that year. At the same time, 25.7 per cent of all elementary-school teachers were in schools enrolling fewer than ten pupils. Ten per cent of the elementary-school teachers in Kansas were employed in schools having enrollments larger than three hundred pupils. Only seventy-one teachers in the state (one-half of one per cent of the

total) were employed in schools having as many as one thousand pupils.

There were indications that mobility was higher among teachers in small schools. That is, schools with small enrollments tended to change teachers more frequently than did schools with larger enrollments.

Wide differences in enrollments existed among rural, village and urban schools. The median enrollment in urban schools was almost twenty-five times as large as the median enrollment in rural schools.

At the secondary-school level, approximately one-half of the new teachers took positions in schools enrolling fewer than 100 pupils. Twenty per cent of the new teachers entered schools having more than 300 pupils, and three per cent were employed in schools having 999-or-more pupils.

The rate of turn-over of secondary-school teaching personnel was much higher in small than in large schools. Forty-three per cent of the established teachers were in schools having 300 or more pupils, but only twenty per cent of the new teachers entered schools which were this large.

### 8. Teaching Assignments

In village schools at the elementary level, one-grade teaching assignments were most common in the primary grades, and declined in frequency from the first grade to the eighth. Two-grade combinations, on the contrary, were most numerous at the seventh and eighth grade levels, and decreased in

frequency from the eighth grade to the first.

In both village and urban elementary schools, the most common two-grade combinations were 1-2, 3-4, 5-6, and 7-8. Two-grade teaching combinations were less common in village elementary schools than were three-or-more-grade combinations. There were 1,331 teachers in village schools with teaching combinations of three or more grades. The most usual combinations of this type were 1-2-3, 1-2-3-4, 4-5-6, 5-6-7, and 5-6-7-8.

In village elementary schools, 806 teachers taught single grades, and 2,522 taught combinations of two or more grades.

The data show that kindergarten teachers were employed almost exclusively in urban elementary schools.

In urban elementary schools, 2,252 teachers taught single grades, and only 921 taught combinations. This latter figure included principals, supervisors, librarians, and special teachers.

In 1940-41, 76.1 per cent of the teachers in the elementary schools of Kansas in 1940-41, 87.7 per cent were classroom teachers, 7.5 per cent were teacher-administrators, and 1.8 per cent were full-time principals. Special teachers of art, music, and physical education made up 1.8 per cent of all elementary-school teaching personnel.

At the secondary-school level, in 1940-41, teachers with assignments exclusively in the field of English numbered 506; those with assignments exclusively in the social studies, 467;

in vocational arts, 462; in fine arts, 422; commerce, 316; home economics, 303; science, 274; mathematics, 270; physical education, 130; languages, 88; and normal training, 81.

#### 9. Increments and Losses

Forty per cent of the teachers new to positions in Kansas elementary schools in September, 1940, had been employed the previous year in other teaching positions. The remaining sixty per cent were not only new to their positions, but they were also new to teaching.

At the elementary-school level, approximately two-thirds of all new teachers holding teaching positions in 1939-40 were employed in 1940-41 in the same county. In urban schools, however, there were three times as many teachers employed from outside the county as there were from within the county.

More than one-third of all teachers new to elementary-school positions in 1940-41 had attended, in 1939-40, a teacher-training institution.

Only one-sixth of one per cent of all new teachers entered elementary-school teaching directly from other professions, but approximately eight per cent of all persons who left teaching positions in 1939-40 were employed the following year in occupations other than teaching.

Marriage, the most frequently reported reason for leaving elementary-school teaching positions, accounted for thirty per cent of the teachers who left positions in 1939-40.

Eleven per cent of the persons leaving 1939-40 elementary-school positions enrolled in college in 1940.



At the secondary-school level somewhat more than one-third of the new teachers in 1940-41 had been employed in other teaching positions in 1939-40.

Forty-one per cent of the teachers taking new positions in Kansas secondary schools in 1940-41 had been enrolled the previous year in a teacher-training institution. In both the elementary and the secondary schools, the teacher-training institutions supplied directly somewhat more than one-third of the teaching personnel taking new positions in 1940.

One-half of the teachers who left before September, 1940, the teaching positions which they had held in 1939-40, did so in order to take other teaching positions.

At both the secondary-school and the elementary-school levels, more persons withdrew from teaching because of marriage than withdrew for any other reason. Eight per cent of the personnel of both elementary and secondary schools withdrew from teaching in order to enter other vocational fields.

Four per cent of the secondary-school teachers who left their 1939-40 positions did so in order to re-enter college, but at the elementary-school level, eleven per cent of the leaving teachers returned to college.

In both secondary and elementary schools the number of persons retiring from teaching because of advanced age was quite small. Few persons remain in public-school teaching long enough to reach the retirement age.

10. General

The greatest demand, in 1940-41, was for teachers in the elementary schools, and at this level the supply was barely sufficient to fill the positions which opened in that year. The supply of elementary-school teaching personnel was much less adequate than was that of secondary-school teachers.

At the secondary-school level, there was no evidence of a shortage of teachers, but neither was there any indication of a large over-supply. There appeared, on the whole, to be no serious maladjustment between supply and demand at the secondary-school level, although the "cushion" of unemployed persons seeking positions in the secondary schools may have been slightly larger than was necessary. Through this survey it was possible to find only 580 persons not employed as teachers who were seeking secondary-school positions. If it is assumed, as appears to be the case, that many of these 580 persons in this class were unemployable under prevailing employment conditions, then this excess does not appear to be unduly large.

Among the elementary-school personnel, the rate of mobility was higher than it was among secondary-school personnel. The relatively high rate of mobility at the elementary-school level may have been conditioned not only by the low salary levels prevailing, but also by the fact that so many elementary-school teachers left the profession because of marriage.

In 1931 the Research Division of the National Education

Association reported in the Research Bulletin, Teacher Demand and Supply, that the records and reports of the state departments of education had not been developed for the purpose of focusing relevant data on teaching personnel demand and supply problems.

"Much of the information collected by the state departments of education is required by state laws. Such requirements have grown up gradually over the years with little thought of systematic investigation into specific educational problems. In a number of states the existing reports of county superintendents, teacher-training institutions, and other sources could be revised so as to provide information on problems of teacher demand and supply. However, many of such reports probably require supplementing with specially designed forms."<sup>1</sup>

This paragraph from the 1931 Research Bulletin describes with considerable accuracy the recording and reporting systems used by the State Department of Education in Kansas in 1941.

The placement-bureau officials in Kansas, through the research committees of their state association, have directed the most complete research study yet made on teacher supply and demand in Kansas. They have collected and tabulated data concerning the numbers of students in teacher-training institutions and their fields of preparation, as well as the numbers and kinds of requests received for teachers, and the resulting placements.

---

<sup>1</sup>National Education Association, Research Division, Teacher Demand and Supply, Pg. 374, Research Bulletin of the National Education Association of the United States, Vol. IX, No. 5, The Association, Washington, D. C.

Researches of this character should be extended and improved. These officials should pool their resources, and with the assistance of staff members and students in the departments of education of the institutions which are represented in their organization, collect and classify much of the teacher demand and supply information which normally would clear through a research division in a state department of education.

Since the cooperation of the teacher-training institutions of the state would be necessary to any effective attack upon teacher demand and supply problems, these institutions should assume primary responsibility in developing cooperatively a reporting and classifying plan which the State Department of Education could take over at a later time. This would be a more productive approach than that of depending upon the State Department of Education to establish facilities for research. This cooperative approach by the teacher-training institutions should consist of these steps:

1. Designation and definition of the specific items of information necessary to obtain a reasonably complete picture of supply and demand conditions within the state.
2. Devising forms of such nature that the information could be reported easily and classified quickly.
3. Collecting information by means of these forms on a voluntary basis until such reporting could be made mandatory by the State Department of Education.
4. Organizing and interpreting the information collected, and publishing it in appropriate and usable forms.

5. Continuously appraising the forms, the procedure for circulating them, the methods of analyses, and the style and format of the published reports.
6. After the system has been established and improved on a voluntary basis the State Department of Education should assume the primary responsibility for its continued operation, the teacher-training institutions giving it their continued interest and support.

The recommendation that the teacher-training institutions of Kansas take the lead in organizing and collecting supply and demand data should not obscure the fact that eventually the State Department of Education will assume full responsibility for such research as one part of its general program of state school administration.

**BIBLIOGRAPHY**

- Adams, Walter H. The Placement of Students in Teaching Positions as Carried on by Higher Educational Institutions Including Normal Schools, Teachers Colleges and Universities. Abilene, Texas: Abilene Christian College, 1933. (Doctor's Thesis, Teachers College, Columbia University, 1932.)
- Anderson, Earl W., and Foster, Richard R. Teacher Supply and Demand in Ohio, 1929-30, Bureau of Educational Research Monographs, No. 11. Columbus, Ohio: Ohio State University, 1932.
- Bailey, Francis L. A Planned Supply of Teachers for Vermont, Contributions to Education, No. 771. New York: Teachers College, Columbia University, 1939.
- Berning, T. J. A Study of Unemployed Elementary Teachers in Minnesota, 1932. St. Paul, Minnesota: State Department of Education, 1932.
- Buckingham, B. R. Supply and Demand in Teacher Training. Bureau of Educational Research Monograph, No. 4. Columbus, Ohio: Ohio State University, 1926.
- Campbell, D. S. Beginning Teachers in the Accredited Secondary Schools of the Association of Colleges and Secondary Schools of the Southern States. Nashville, Tenn.: George Peabody College for Teachers, 1931.
- Carney, Mabel. "Findings of the National Survey Concerning Teachers of Small Rural Schools", Special Survey Studies, U. S. Department of the Interior, Office of Education, Bulletin, 1933, No. 10. National Survey of the Education of Teachers, Vol. V. Washington, D.C.: U.S. Government Printing Office, 1935., Part VII, Chapter 2. pp.345-57.
- Chase, C. C. Supply of and Demand for High School Teachers in Wyoming. Master's Thesis, Laramie, Wyoming: University of Wyoming, 1937.
- Check, William V. The Demand for and Supply of Teachers of Commercial Subjects in the Public Schools of Missouri for the School Year 1931-32. Doctor's Thesis, New York: New York University, 1932.
- Colvert, Clyde C. The Demand and Supply of High School Teachers in Arkansas, Master's Thesis, Fayetteville, Ark.: University of Arkansas, 1930.
- Cooke, Dennis H. Problems of the Teaching Personnel. New York: Longmans, Green and Company, 1933. Chapter 2, "Teacher Supply and Demand", pp.8-21.

- Coxe, W. W. Teacher Demand in New York State. Albany, N.Y.: Educational Measurements Bureau, State Department of Education, 1929. (Mimeographed)
- Crutsinger, George M. Survey Study of Teacher Training in Texas, and a Suggested Program, Contributions to Education, No. 537. New York: Teachers College, Columbia University.
- Donovan, Herman Lee. A State's Elementary Teacher-Training Problem (Kentucky). Contributions to Education, No. 17. Nashville, Tenn.: George Peabody College for Teachers, 1925.
- Eakin, Ruth M. Supply and Demand of Teachers in California 1926-27. State Department of Education, Bulletin No. H-3. Sacramento, California: California State Printing Office, 1928.
- Eliassen, R. H. and Anderson, Earl W. "Teacher Supply and Demand". Review of Educational Research, April, 1931.
- Eliassen, R. H. and Anderson, Earl W. "Teacher Supply and Demand", Review of Educational Research, 4:257-60, 326-28, June, 1934.
- Eliassen, R. H. and Anderson, Earl W. "Teacher Supply and Demand," Review of Educational Research, 7:239-42, June, 1937.
- Eliassen, R. H. and Anderson, Earl W. "Teacher Supply and Demand", Review of Educational Research, June, 1940.
- Elliff, Mary. Some Relationships Between Supply and Demand for Newly Trained Teachers. Contributions to Education, No. 654, New York: Teachers College, Columbia University, 1935.
- Elliott, Eugene B. A Study of the Supply of and the Demand For Teachers in Michigan, Michigan Education Association, Bulletin No. 26, Lansing, Michigan: The Association, 1933.
- Elrod, Lacy. Teacher Supply, Training and Demand in Tennessee as Related to Certification, Doctor's Thesis. Nashville, Tenn.: George Peabody College for Teachers, 1930.
- Endicott, Frank S. "Teacher Placement Survey", Proceedings of the Fifth Annual Fall Conference of the National Institutional Teacher Placement Association, 1938. Athens, Ga.: The Association (Sec: Mary B. Bondurant, University of Georgia) 1928, (Mimeographed).



- Evenden, Edward S. Summary and Interpretation, U.S. Department of the Interior, Office of Education, Bulletin, 1933, No. 10, National Survey of the Education of Teachers, Vol. VI. Washington, D. C.: Government Printing Office, 1939. Chapter 4, "Controlling the Demand for and the Supply of Public-School Teachers", pp. 191-241.
- Evenden, Edward S., Gamble, Guy C., and Blue, Harold G. Teacher Personnel in the United States, U. S. Department of the Interior, Office of Education, Bulletin, 1933, No. 10, National Survey of the Education of Teachers, Volume II. Washington, D.C.: Government Printing Office, 1935. Part I, Chapter 5, "Supply and Demand Studies", pp. 74-102.
- Foster, Emery M. "Statistics of Teachers Colleges and Normal Schools, 1929-30". Biennial Survey of Education, 1928-30, U.S. Department of the Interior, Office of Education, Bulletin, 1931, No. 20, Washington, D.C.: Government Printing Office, 1932. Vol. 2, pp. 607-84.
- Foster, I. O., Chairman, and Others. A Study in Teacher Supply and Demand in Indiana. Bulletin of the School of Education, Indiana University, Vol. 7, No. 1. Bloomington, Indiana: Indiana University, 1930.
- Foster, Richard R. The Relation Between the Demand and the Supply of Elementary Teachers in Ohio with Special Reference to Raising the Statutory Requirements for Admission to the Profession, Columbus, Ohio: Ohio Education Association, 1929. (Mimeographed)
- Frazier, Benjamin W. "Professional Education of Teachers", Biennial Survey of Education, 1928-30, U.S. Department of the Interior, Office of Education, Bulletin, 1931, No. 20. Washington, D.C.: Government Printing Office, 1932. Vol. 1, pp. 501-40.
- Gray, Ruth A., Compiler. Bibliography of Research Studies in Education, U.S. Department of the Interior, Office of Education, Bulletin, 1934, No. 7. Washington, D.C.: Government Printing Office, 1934. "Teachers--Supply and Demand". p. 215.
- Haight, David Le Munyon, A Study of the Supply and Demand of Elementary Teachers of West Virginia, Doctor's Thesis, Pittsburgh, Pa.: University of Pittsburgh, 1934.
- Hubbard, Frank W. Teacher Demand and Supply in the Public Elementary and Secondary Schools of the United States. Washington, D.C.: National Education Association, 1931. (Doctor's Thesis, Teachers College, Columbia University.)

- Huffaker, C. L. Teacher Supply and Demand in Oregon, University of Oregon Publication, Education Series, Vol. 2, No. 5. Eugene, Oregon: University of Oregon, 1931.
- Irwin, Frank L. A Comparative Study of the College Preparation, Teaching Combinations, and Salaries of Kansas High School Teachers (1938). Kansas State Teachers College of Emporia Bulletin of Information, Vol. 18, No. 9, Emporia, Kansas: The Kansas State Teachers College of Emporia, 1938.
- Joerg, Adrienne, and Shroyer, Lana A. A Survey of the Certification, Preparation, Experience, Salary and Employment Status of Elementary and High School Teachers in Kansas for the Year 1939-40. Kansas State Teachers College of Emporia, Bulletin of Information, Vol. 20, No. 9, Emporia, Kansas: Kansas State Teachers College of Emporia, September, 1940.
- Judd, Charles H. Preparation of School Personnel, New York State Regents' Inquiry into the Character and Cost of Public Education. New York: McGraw-Hill Book Company, 1938.
- Kentucky Department of Education, Teacher Preparation in Kentucky, Educational Bulletin, Vol. 2, No. 12, Frankfort, Ky.: The Department, 1935.
- Lowry, Ellsworth. The Teachers' Colleges of Pennsylvania in Relation to the Needs of Their Districts. Doctor's Thesis, Pittsburgh, Pa.: University of Pittsburgh, 1931.
- Malott, John O. Commercial Teacher Training in Teachers' Colleges and Normal Schools. Washington, D. C.: U.S. Department of the Interior, Office of Education, 1931.
- Maul, Ray C. Selective Admission--A Problem in Teacher Preparation, Reprint from The Alumni News, Vol. XVI, No. 2. Graduate Magazine of the Teachers College: Emporia, Kansas: The Kansas State Teachers College of Emporia, 1938.
- Minnesota Department of Education, Minnesota Public-School Teacher Turn-Over, Training, Experience and Supply, 1934-35. St. Paul, Minn.: The Department, 1935. (Mineographed)
- Moehlman, Arthur B. "Planned Teacher Production", Official Report, 1934, Washington, D.C.: Department of Superintendence, National Education Association, 1934. pp. 42-48. (Also in School and Community, 20: 82; March, 1934.)
- Myers, Alonzo F. "Teacher Demand, Supply and Certification", The Education of Teachers, Yearbook No. 23, National Society of College Teachers of Education, Chicago, Ill.: University of Chicago Press, 1935. Chapter 5, pp. 186-218.

- National Education of the United States, Research Division, Administrative Practices Affecting Classroom Teachers. Part I: "The Selection and Appointment of Teachers", Research Bulletin, 10: 1-32, January, 1932. Washington, D. C.: The Association.
- National Education Association of the United States, Research Division, Current Conditions in the Nation's Schools, Research Bulletin 11: 95-113; November, 1933. Washington, D.C.: The Association.
- National Education Association of the United States, Research Division, City Teachers: Their Preparation, Salaries and Experience, Vol. 18, No. 1. Washington, D.C.: National Education Association of the United States, January 1940.
- Neagley, Ross Lynn. Teacher Demand and Supply in the Public Schools of Pennsylvania, Doctor's Thesis. Philadelphia, Pa.: Temple University, 1938.
- Noble, M.C.S. Teacher-Training in North Carolina, Educational Publication, No. 135, Raleigh, North Carolina: State Department of Public Instruction, 1929.
- O'Brien, F. P. The High School Teaching Load and Preparation of High School Teachers, Kansas Studies in Education, Vol. 1, No. 5, Lawrence, Kansas: The University of Kansas, 1926.
- Overn, A. V. Indices of Supply and Demand of Teachers in Minnesota. Minneapolis, Minn.: University of Minnesota Press, 1932.
- Peik, W. E. The Training of Teachers in North Dakota, Reprint from the Biennial Report of the Superintendent of Public Instruction of North Dakota, 1930.
- Peterson, E. T., Lindquist, E.F., Jeep, H.A., and Price, M.P. Teacher Supply and Demand in Iowa, Studies in Education, Vol. 7, No. 2, Iowa City: University of Iowa, 1932.
- Plenzke, O.H., and Doudna, Edgar G. The Training and Work of High School Teachers in Wisconsin in New Positions. Madison, Wis.: State Superintendent of Public Instruction, 1930.
- Rankin, Marjorie. Trends in Educational Occupations, Contributions to Education, No. 412. New York: Teachers College, Columbia University, 1930.

- Regier, Aaron J. "A Study of the Functioning of Teacher Certification Laws and Regulations, 1933-34". University of Kansas Bulletin of Education, Vol. 4, No. 1. Lawrence: Kansas: The University of Kansas, March, 1938.
- Smith, James M. Training of High School Teachers in Louisiana, Contributions to Education, No. 247. New York: Teachers College, Columbia University, 1926.
- Southern Association of Colleges and Secondary Schools, Joint Committee on Study of Curricula, The Education of Secondary School Teachers, Nashville, Tenn.: George Peabody College for Teachers, 1936. Section 7, "Teacher Supply, Demand and Certification", pp. 152-63.
- Stacey, W. A. The Brief Course of Study for Normal Institutes of Kansas, Topeka, Kansas: State Department of Education, June, 1929.
- State School Code Commission, Report, Topeka, Kansas: The Commission, 1929. Volumes I, II and III.
- Steele, Robert McGurdy, A Study of Teacher Training in Vermont, Teachers College, Contributions to Education, No. 243. New York: Bureau of Publications, Teachers College, Columbia University, 1926.
- Strebel, R. F. "Report on the Fifth Annual Teacher Placement Survey", Proceedings of the Fifth Annual Conference of the National Institutional Teacher Placement Association. Athens, Ga.: The Association (Sec.: Mary B. Bon-durant, University of Georgia, 1939.)
- Tape, Henry. Factors Affecting Turnover of Teachers of the One-Room Rural Schools of Michigan. Contributions to Education, No. 773. New York: Teachers College, Columbia University, 1939.
- Trabue, M. R. "Supply and Demand of Teachers in New Jersey", Proceedings, 1928, New York Society for the Experimental Study of Education, Vol. 3, pp. 8-14. Albany, New York: Fort Orange Press, 1928.
- Umstatted, James G. Supply and Demand of College Teachers. Minneapolis, Minn.: University of Minnesota Press, 1934.
- Van Houten, Lyman Henry. Length of Service of Pennsylvania High School Teachers, Contributions to Education, No. 522. New York: Teachers College, Columbia University, 1932.
- Whitney, Frederick Lamson, Teacher Demand and Supply in the Public Schools. Colorado Teachers College Education Series, No. 8. Greeley, Colo.: Colorado State Teachers College, 1930.

- Willey, Warner Moore. The Supply and Demand of Secondary School Teachers in Kentucky, Educational Bulletin, Vol. 5, No. 9. Frankfort, Ky.: Kentucky Department of Education, November, 1937.
- Williams, Lewis W. Supply and Demand as Applied to High School Teachers, University of Illinois Bulletin, Vol. 26, No. 26. Educational Research Circular, No. 50, Urbana, Illinois: University of Illinois, 1929.
- Zeigel, William H. Some Factors Affecting Teacher Supply and Demand in Missouri. University of Missouri Bulletin, Vol. 32, No. 33, Columbia, Missouri: The University, 1931. (Doctor's Thesis, University of Missouri, 1930.)

APPENDIX

- A - COPY OF THE FORM USED BY ADMINISTRATORS OF SECONDARY SCHOOLS TO REPORT DATA.
  
- B - COPY OF THE FORM MAILED TO PERSONS NOT EMPLOYED AS TEACHERS, WHO HELD VALID CERTIFICATES TO TEACH IN THE SCHOOLS OF KANSAS IN 1940-41.

-A-

COPY OF THE FORM USED BY ADMINISTRATORS OF SECONDARY SCHOOLS TO REPORT DATA. ( This form was modified for the use of elementary-school principals and county superintendents. Since all of the forms mailed to school officers are similar in basic content and organization, the one sample included in this appendix will serve to illustrate all of the forms used to collect data from school officers.)





**TABLE I**  
**TEACHERS EMPLOYED IN SECONDARY SCHOOLS IN 1939-40 NOT TEACHING IN THE CITY IN 1940-41**

TEACHER		Age	Race	Sex	Marital Status	Experience	Tenure	Type of Community Method of Support	Enrollment	College Credit	Annual Salary	Change in Status	Position Filled or Eliminated
A	B	C	D	E	F	G	H	I	J	K	L	M	N
(A) SUSAN JONES	25	1	1	1	4	2	2	1	300	120	1500	1	1
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													
31													
32													
33													
34													
35													
36													
37													
38													
39													
40													
41													
42													
43													
44													
45													
46													
47													
48													
49													
50													

**DIRECTIONS**  
**TABLE I**

In order that the information which you supply may be recorded in compact form, in comparable terms, and in a manner which will permit mechanical tabulation, keys have been devised which will permit all responses, except those in Column A, to be made by entering numbers in the columns of a table. The example on line (a) of Table I, illustrates the manner in which responses are to be made.

Do not leave blank spaces in the tables and do not use ditto marks. If the information wanted cannot be supplied enter a dash in the proper space, instead of a number from one of the keys.

The directions designated A apply to Column A, those marked B to Column B, etc.

**A-TEACHERS**

List alphabetically in Column A the names of teachers employed in 1939-40 in the SECONDARY school of which you have charge who are NOT TEACHING in the city in 1940-41. Superintendents, supervisors, principals and all other certificated personnel are to be regarded as teachers in this report.

**B-AGE**

In Column B, enter the age of each person listed. If the exact age is not known, give an approximation.

**C-RACE**

In Column C, enter numbers to indicate the race of each person listed, using this key:

- 1—White
- 2—Negro
- 3—Some other race

**D-SEX**

In Column D, enter numbers to indicate the sex of each person listed, using this key:

- 1—Female
- 2—Male

## DIRECTIONS

## TABLE I

**E-MARITAL STATUS**

In Column E, enter numbers to indicate the marital status of each person listed, using this key:

- 1—Single
- 2—Married
- 3—Widow or Widower
- 4—Divorced

**F-EXPERIENCE**

In Column F, enter the total number of years of teaching experience for each person listed as of June, 1939.

**G-TENURE**

In Column G, enter the number of years in the present position for each person listed as of June, 1939.

**H-TYPE OF COMMUNITY**

In Column H, enter numbers to indicate the type of community served by the school in which each person listed was employed in 1939-40, using this key:

- 1—First-class City
- 2—Second-class City

**I-METHOD OF SUPPORT**

In Column I, enter numbers to indicate the method of support of each school where a person listed was employed in 1939-40, using this key:

- 1—Public Taxation
- 2—State Appropriation
- 3—Some other means

**J-ENROLLMENT**

In Column J, enter the total enrollment as of September, 1939, for each school where a person listed was employed for 1939-40.

**K-COLLEGE CREDIT**

In Column K, enter the total number of semester hours of college credit earned by each person as of September, 1939. Enter a zero for persons who do not have any college credit.

**L-ANNUAL SALARY**

In Column L, enter the ANNUAL salary for 1939-40 of each person listed. Report full annual salary for teachers who may be employed only a fraction of the year. (Express all salaries in even dollars.)

**M-CHANGE IN STATUS**

In Column M, enter numbers which will indicate the status in 1940-41 of each person listed. If more than one number applies, enter the one which describes best the 1940-41 status of the person in question. Use this key:

- 1—Teaching elsewhere in Kansas.
- 2—Teaching in another state.
- 3—Employed in another occupation or profession.
- 4—In College.
- 5—Retired from teaching because of marriage.
- 6—Retired from teaching because of advanced age.
- 7—Retired from teaching because of illness or poor health.
- 8—Retired for other reasons.
- 9—Unemployed, and seeking a teaching position.
- 10—Unemployed, and seeking other kinds of work.
- 11—Dead.
- 12—Other status not listed here.

**N-POSITION ADDED OR ELIMINATED**

In Column N, enter numbers to indicate if the position held by each person in 1939-40 was eliminated before the opening of the school year 1940-41, and if so, the reason for eliminating it. If more than one reason was operative in causing the position to be eliminated, give the one which you consider to be of major importance. Use this key:

- 1—Position NOT eliminated.
- 2—Position eliminated because of decrease in average daily attendance.
- 3—Position eliminated through increasing the teaching load of other teachers.
- 4—Position eliminated because of abolishing or curtailing services which the school has been providing.
- 5—Position eliminated because patrons voted to send children to another district.
- 6—Position eliminated because school was closed through some form of consolidation.
- 7—Position eliminated for other reasons not listed here.

TABLE 1—(Continued)

TEACHERS EMPLOYED IN SECONDARY SCHOOLS IN 1939-40 NOT TEACHING IN THE CITY IN 1940-41

TEACHER	Type of Position					Teaching Assignment					Certificate	Date Issued	Date Expires	Degree	Date Conferred	Teacher Training Institution
	O	P				Q	R	S	T	U	V					
(A) SUSAN JONES	1	9	1	2							1	36	99	2	36	5
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19																
20																
21																
22																
23																
24																
25																
26																
27																
28																
29																
30																
31																
32																
33																
34																
35																
36																
37																
38																
39																
40																
41																
42																
43																
44																
45																
46																
47																
48																
49																
50																

## DIRECTIONS

TABLE 1—(Continued)

## O-TYPE OF POSITION

In Column O, enter numbers to indicate the type of position held in 1939-40 by each person listed, using this key:

- 1—Teacher-administrator.
- 2—Principal or superintendent (full-time).
- 3—Librarian or librarian-teacher.
- 4—Special teacher of atypical children.
- 5—Regular teacher.

## P-TEACHING ASSIGNMENT

In Column P, enter numbers to indicate the subjects taught during the second semester of 1939-40 by each person listed using this key: (Example: A teacher teaching General Mathematics, English composition, and English literature would be listed as 9, 1, 2.)

- 1—English composition.
- 2—English literature.
- 3—Public speaking.
- 4—Journalism.
- 5—Dramatics.
- 6—Algebra.
- 7—Geometry.
- 8—Trigonometry.
- 9—General mathematics.
- 10—Arithmetic.
- 11—World history.
- 12—Ancient and medieval history.
- 13—Modern history.
- 14—American history.
- 15—Civics.
- 16—Citizenship.
- 17—Economics.
- 18—Sociology.
- 19—Constitution.
- 20—Vocations.
- 21—International relations.
- 22—Psychology.
- 23—Elementary science.
- 24—Physical geography.
- 25—Agriculture (non vocational)
- 26—Physiology.
- 27—Botany.
- 28—Chemistry.
- 29—Physics.
- 30—Biology.
- 31—Latin.
- 32—French.
- 33—Spanish.
- 34—German.
- 35—Commercial arithmetic.
- 36—Commercial g.....
- 37—Penmanship.
- 38—Bookkeeping.
- 39—Typewriting.
- 40—Stenography.
- 41—Commercial correspondence.
- 42—Commercial law.
- 43—Secretarial training (practices)
- 44—General shop.
- 45—Mechanical drawing.
- 46—Woodwork.
- 47—Metalwork.
- 48—Electricity.
- 49—Printing.
- 50—Auto mechanics.
- 51—Foods.
- 52—Clothing.
- 53—Home Economics related arts.
- 54—Home Economics related sciences.
- 55—Vocational home making.
- 56—Vocational agriculture.
- 57—Home living.
- 58—Chorus and glee club.
- 59—Orchestra and band.
- 60—Music appreciation.
- 61—Theory and harmony.
- 62—General music.
- 63—Physical Education.
- 64—Art.
- 65—Normal training subjects.
- 66—Other subjects not listed.

## DIRECTIONS

### TABLE 1—(Continued)

#### Q-CERTIFICATE

In Column Q, enter numbers to indicate the highest certificate held by each person listed, using this key:

##### Certificates Issued by Kansas State Teachers Colleges

- 1—Bachelor of Science in Education Degree.
- 2—Life—on basis of sixty semester hours of credit.
- 3—Three-year elementary—on basis of thirty semester hours of credit.

##### Certificates Issued by The State Board of Education

- 4—Three-year Renewable for Life—on Degree.
- 5—Life—Renewal of Three-Year Renewable for Life.
- 6—Special.
- 7—Life Special—Renewal of Special.
- 8—Elementary—on basis of sixty semester hours of credit.
- 9—Permanent—renewal of sixty hour certificate (issued prior to July 1, 1937.)
- 10—Life—renewal of sixty hour certificate (issued between July 1, 1937 and September 1, 1940.)
- 11—Elementary—on basis of thirty semester hours of credit.
- 12—Elementary—on basis of First Grade County.
- 13—Elementary Normal Training.
- 14—Permanent Normal Training (issued prior to 1925.)
- 15—Elementary—on basis of state examination.
- 16—City Certificate (issued by city boards of education.)
- 17—Other kinds not listed here.

#### R-DATE ISSUED

In Column R, enter the last two digits of the year in which the certificate was issued.

#### S-DATE EXPIRES

In Column S, enter the last two digits of the year in which the certificate expires. Enter the number 99 for certificates valid for life.

#### T-DEGREE

In Column T, enter numbers which will indicate the degree, if any, held by each person listed. If more than one degree is held, list the highest one, using this key:

- 1—No Degree.
- 2—B.S., A.B., B. Mus. Ed., etc.
- 3—M.S., A.M., M. Ed., etc.
- 4—Ph. D., D. Ed., etc.

#### U-DATE CONFERRED

In Column U, enter the number 50 if the person listed does not hold a degree. If the person does hold a degree, list in Column U, the last two digits of the year in which the degree was conferred.

#### V-TEACHER TRAINING INSTITUTION

If the person has **NO COLLEGE CREDIT**, enter numbers in Column V to indicate the type of teacher-training institution attended, using this key:

- 1—Graduate of high school normal training course.
- 2—Graduate of high school without normal training course.
- 3—Not a high school graduate.

#### V-TEACHER TRAINING INSTITUTION—(Continued)

If the person has **SOME COLLEGE CREDIT**, but **NOT** a degree, enter numbers in Column V to indicate the institution where the major portion of the college credit has been earned, using this key:

- 4—The University of Kansas, Lawrence
- 5—Kansas State Teachers College, Emporia
- 6—Fort Hays Kansas State College, Hays
- 7—Kansas State Teachers College, Pittsburg
- 8—Kansas State College, Manhattan
- 9—Municipal University of Wichita, Wichita
- 10—Baker University, Baldwin
- 11—Bethany College, Lindsborg
- 12—Bethel College, Newton
- 13—College of Emporia, Emporia
- 14—Friends University, Wichita
- 15—Kansas Wesleyan University, Salina.
- 16—Marymount College, Salina
- 17—McPherson College, McPherson
- 18—Mount St. Scholastica, Atchison
- 19—Ottawa University, Ottawa
- 20—St. Benedict's College, Atchison
- 21—Saint Mary College, Leavenworth
- 22—Sterling College, Sterling
- 23—Southwestern College, Winfield
- 24—Washburn College, Topeka
- 25—Municipal Junior College, Arkansas City
- 26—Chanute Junior College, Chanute
- 27—Coffeyville Junior College, Coffeyville
- 28—Dodge City Junior College, Dodge City
- 29—El Dorado Junior College, El Dorado
- 30—Fort Scott Junior College, Fort Scott
- 31—Garden City Junior College, Garden City
- 32—Highland Junior College, Highland
- 33—Hutchinson Junior College, Hutchinson
- 34—Independence Junior College, Independence
- 35—Iola Junior College, Iola
- 36—Kansas City Junior College, Kansas City, Kas.
- 37—Parsons Junior College, Parsons
- 38—Pratt Junior College, Pratt
- 39—Central College, McPherson
- 40—College of Paola, Paola
- 41—Hesston College, Hesston
- 42—Sacred Heart, Wichita
- 43—Saint John's College, Winfield
- 44—Saint Joseph's College, Hays
- 45—Tabor Academy and College, Hillsboro
- 46—Western University, Kansas City, Kansas
- 47—A state university or state college of another state.
- 48—Some other college or university of another state.

If the person holds one or more degrees, enter numbers from the same key to indicate the institution which conferred the highest degree which the teacher holds.

**TABLE II**  
**TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF THE CITY FOR 1940-41**

TEACHER		Age	Race	Sex	Marital Status	Experience	Tenure	Type of Community Method of Support	Enrollment	College Credit	Annual Salary	Change in Status	Position Added or Eliminated	
A		B	C	D	E	F	G	H	I	J	K	L	M	N
(A)	SUSAN JONES	25	1	1	1	4	2	2	1	300	120	1500	1	1
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														
32														
33														
34														
35														
36														
37														
38														
39														
40														
41														
42														
43														
44														
45														
46														
47														
48														
49														
50														

**DIRECTIONS**  
**TABLE II**

Table II is to be filled out in the same manner as Table I. Keys have been devised which will permit all responses, except those in Column A, to be made by entering numbers in the columns of a table. The example on line (a) of Table II illustrates the manner in which responses are to be made.

Do not leave blank spaces in the tables and do not use ditto marks. If the information wanted cannot be supplied, enter a dash in the proper place instead of a number from one of the keys.

The directions designated A apply to Column A, those marked B to Column B, etc.

**A-TEACHERS**

List alphabetically in Column A, the names of teachers employed in 1940-41 in the SECONDARY school of which you have charge. Superintendents, supervisors, principals and other certificated personnel are to be regarded as teachers in this report. List up to fifty names on this page. If additional space is needed turn two pages and continue.

**B-AGE**

In Column B, enter the age of each person listed. If the exact age is not known, give an approximation.

**C-RACE**

In Column C, enter numbers to indicate the race of each person listed, using this key:  
 1—White  
 2—Negro  
 3—Some other race

**D-SEX**

In Column D, enter numbers to indicate the sex of each person listed, using this key:  
 1—Female  
 2—Male

**E-MARITAL STATUS**

In Column E, enter numbers to indicate the marital status of each person listed, using this key:  
 1—Single  
 2—Married  
 3—Widow or Widower  
 4—Divorced

**F-EXPERIENCE**

In Column F, enter the total number of years of experience for each person listed including the present year.

**G-TENURE**

In Column G, enter the number of years in the present position for each person listed, including the present year.

## DIRECTIONS

## TABLE II

## H-TYPE OF COMMUNITY

In Column H, enter numbers to indicate the type of community served by the school in which the person listed is employed for 1940-41, using this key:

- 1—First-class City
- 2—Second-class City

## I-METHOD OF SUPPORT

In Column I, enter numbers which will indicate the method of support of each school where a person listed is employed for 1940-41, using this key.

- 1—Public Taxation
- 2—State Appropriation
- 3—Some other means

## J-ENROLLMENT

In Column J, enter the total enrollment as of September, 1940, for each school where a person listed is employed for 1940-41.

## K-COLLEGE CREDIT

In Column K, enter the total number of semester hours of college credit earned by each person, listed. Enter a zero for persons who do not have any college credit.

## L-ANNUAL SALARY

In Column L, enter the Annual Salary for 1940-41 of each person listed. (Express in even dollars.)

## M-CHANGE IN STATUS

In Column M, enter numbers to indicate the status in 1939-40 of each person listed. If more than one number applies, enter the one which describes best the 1939-40 status of the person in question.

If the person listed was attending an educational institution during the school year 1939-40, enter a number in Column M which will indicate the institution attended, using this key:

- 1—Normal Training course in public high school.
- 2—Public High school without normal training.
- 3—Some other type of high school.
- 4—The University of Kansas, Lawrence.
- 5—Kansas State Teachers College, Emporia.
- 6—Fort Hays Kansas State College, Hays.
- 7—Kansas State Teachers College, Pittsburg.
- 8—Kansas State College, Manhattan.
- 9—Municipal University of Wichita, Wichita.
- 10—Baker University, Baldwin.
- 11—Bethany College, Lindsborg.
- 12—Bethel College, Newton.
- 13—College of Emporia, Emporia.
- 14—Friends University, Wichita.
- 15—Kansas Wesleyan University, Salina.
- 16—Marymount College, Salina.

## M-CHANGE IN STATUS—(Continued)

- 17—McPherson College, McPherson.
- 18—Mount St. Scholastica, Atchison.
- 19—Ottawa University, Ottawa.
- 20—St. Benedict's College, Atchison.
- 21—Saint Mary College, Leavenworth.
- 22—Sterling College, Sterling.
- 23—Southwestern College, Winfield.
- 24—Washburn College, Topeka.
- 25—Municipal Junior College, Arkansas City.
- 26—Chanute Junior College, Chanute.
- 27—Coffeyville Junior College, Coffeyville.
- 28—Dodge City Junior College, Dodge City.
- 29—El Dorado Junior College, El Dorado.
- 30—Fort Scott Junior College, Fort Scott.
- 31—Garden City Junior College, Garden City.
- 32—Highland Junior College, Highland.
- 33—Hutchinson Junior College, Hutchinson.
- 34—Independence Junior College, Independence.
- 35—Iola Junior College, Iola.
- 36—Kansas City, Junior College, Kansas City, Kan.
- 37—Parsons Junior College, Parsons.
- 38—Pratt Junior College, Pratt.
- 39—Central College, McPherson.
- 40—College of Paola, Paola.
- 41—Hesston College, Hesston.
- 42—Sacred Heart, Wichita.
- 43—Saint John's College, Winfield.
- 44—Saint Joseph's College, Hays.
- 45—Tabor Academy and College, Hillsboro.
- 46—Western University, Kansas City.
- 47—A state university or state college of another state.
- 48—Some other college or university of another state.

If the person listed was NOT attending an educational institution as a student during the school year 1939-40, enter a number in Column M to indicate his or her status, using this key:

- 49—Teaching in the same position as in 1940-41.
- 50—Teaching in another position in the same county.
- 51—Teaching in another county in Kansas.
- 52—Employed in another occupation or profession.
- 53—Housewife.
- 54—Unemployed.
- 55—Other status not listed here.

## N-POSITION ADDED OR ELIMINATED

In Column N, enter numbers to indicate if the position held by each person in 1940-41 was ADDED before the opening of the school year of 1940-41, and the reason for creating it. If more than one reason was operative in causing the position to be created, give the one which you consider to be of major importance. Use this key:

- 1—Position NOT added.
- 2—Position added because of increase in average daily attendance.
- 3—Position added because teaching loads of other teachers were decreased.
- 4—Position added because school added new services to those already given.
- 5—Position added because school which had been closed was reopened.
- 6—Position added for other reasons not listed here.

TABLE II—Continued

TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF THE CITY FOR 1940-41

TEACHER		Type of Position	Teaching Assignment					Certificate	Date Issued	Date Expires	Degree	Date Conferred	Teacher Training Institution
R		O	P					Q	R	S	T	U	V
(A)	SUSAN JONES	1	9	1	2			1	36	99	2	36	5
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													
31													
32													
33													
34													
35													
36													
37													
38													
39													
40													
41													
42													
43													
44													
45													
46													
47													
48													
49													
50													

DIRECTIONS

TABLE II—Continued

O-TYPE OF POSITION

In Column O, enter numbers to indicate the type of position held in 1939-40 by each person listed, using this key:

- 1—Teacher-administrator.
- 2—Principal or superintendent (full-time).
- 3—Librarian or librarian-teacher.
- 4—Special teacher of atypical children.
- 5—Regular teacher.

P-TEACHING ASSIGNMENT

In Column P, enter numbers to indicate the subjects taught during the first semester of 1940-41 by each person listed using this key: (Example: A teacher teaching General Mathematics, English composition, and English literature would be listed as 9, 1, 2.)

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1—English composition.           | 35—Commercial arithmetic.           |
| 2—English literature.            | 36—Commercial geography             |
| 3—Public speaking.               | 37—Penmanship.                      |
| 4—Journalism.                    | 38—Bookkeeping.                     |
| 5—Dramatics.                     | 39—Typewriting.                     |
| 6—Algebra.                       | 40—Stenography.                     |
| 7—Geometry.                      | 41—Commercial correspondence.       |
| 8—Trigonometry.                  | 42—Commercial law.                  |
| 9—General mathematics.           | 43—Secretarial training (practices) |
| 10—Arithmetic.                   | 44—General shop.                    |
| 11—World history.                | 45—Mechanical drawing.              |
| 12—Ancient and medieval history. | 46—Woodwork.                        |
| 13—Modern history.               | 47—Metalwork.                       |
| 14—American history.             | 48—Electricity.                     |
| 15—Civics.                       | 49—Printing.                        |
| 16—Citizenship.                  | 50—Auto mechanics.                  |
| 17—Economics                     | 51—Foods.                           |
| 18—Sociology.                    | 52—Clothing.                        |
| 19—Constitution.                 | 53—Home Economics related arts.     |
| 20—Vocations.                    | 54—Home Economics related sciences. |
| 21—International relations.      | 55—Vocational home making.          |
| 22—Psychology.                   | 56—Vocational agriculture.          |
| 23—Elementary science.           | 57—Home living.                     |
| 24—Physical geography.           | 58—Chorus and glee club.            |
| 25—Agriculture (non vocational)  | 59—Orchestra and band.              |
| 26—Physiology.                   | 60—Music appreciation.              |
| 27—Botany.                       | 61—Theory and harmony.              |
| 28—Chemistry.                    | 62—General music.                   |
| 29—Physics.                      | 63—Physical Education.              |
| 30—Biology.                      | 64—Art.                             |
| 31—Latin.                        | 65—Normal training subjects.        |
| 32—French.                       | 66—Other subjects not listed.       |
| 33—Spanish.                      |                                     |
| 34—German.                       |                                     |

## DIRECTIONS

### TABLE II—Continued

#### Q-CERTIFICATE

In Column Q, enter numbers to indicate the highest certificate held by each person listed, using this key:

##### Certificates Issued by Kansas State Teachers Colleges

- 1—Bachelor of Science in Education Degree.
- 2—Life—on basis of sixty semester hours of credit.
- 3—Three-year elementary—on basis of thirty semester hours of credit.

##### Certificates Issued by The State Board of Education

- 4—Three-year Renewable for Life—on Degree.
- 5—Life—Renewal of Three-Year Renewable for Life.
- 6—Special.
- 7—Life Special—Renewal of Special.
- 8—Elementary—on basis of sixty semester hours of credit.
- 9—Permanent—renewal of sixty hour certificate (issued prior to July 1, 1937.)
- 10—Life—renewal of sixty hour certificate (issued between July 1, 1937 and September 1, 1940.)
- 11—Elementary—on basis of thirty semester hours of credit.
- 12—Elementary—on basis of First Grade County.
- 13—Elementary Normal Training.
- 14—Permanent Normal Training (issued prior to 1925.)
- 15—Elementary—on basis of state examination.
- 16—City Certificate (issued by city boards of education.)
- 17—Other kinds not listed here.

#### R-DATE ISSUED

In Column R, enter the last two digits of the year in which the certificate was issued.

#### S-DATE EXPIRES

In Column S, enter the last two digits of the year in which the certificate expires. Enter the number 99 for certificates valid for life.

#### T-DEGREE

In Column T, enter numbers which will indicate the degree, if any, held by each person listed. If more than one degree is held, list the highest one, using this key:

- 1—No Degree.
- 2—B.S., A.B., B. Mus. Ed., etc.
- 3—M.S., A.M., M. Ed., etc.
- 4—Ph. D., D. Ed., etc.

#### U-DATE CONFERRED

In Column U, enter the number 50 if the person listed does not hold a degree. If the person does hold a degree, list in Column U, the last two digits of the year in which the degree was conferred.

#### V-TEACHER TRAINING INSTITUTION

If the person has **NO COLLEGE CREDIT**, enter numbers in Column V to indicate the type of teacher-training institution attended, using this key:

- 1—Graduate of high school normal training course.
- 2—Graduate of high school without normal training course.
- 3—Not a high school graduate.

#### V-TEACHER TRAINING INSTITUTION—(Continued)

If the person has **SOME COLLEGE CREDIT**, but **NOT a degree**, enter numbers in Column V to indicate the institution where the major portion of the college credit has been earned, using this key:

- 4—The University of Kansas, Lawrence
- 5—Kansas State Teachers College, Emporia
- 6—Fort Hays Kansas State College, Hays
- 7—Kansas State Teachers College, Pittsburg
- 8—Kansas State College, Manhattan
- 9—Municipal University of Wichita, Wichita
- 10—Baker University, Baldwin
- 11—Bethany College, Lindsborg
- 12—Bethel College, Newton
- 13—College of Emporia, Emporia
- 14—Friends University, Wichita
- 15—Kansas Wesleyan University, Salina.
- 16—Marymount College, Salina
- 17—McPherson College, McPherson
- 18—Mount St. Scholastica, Atchison
- 19—Ottawa University, Ottawa
- 20—St. Benedict's College, Atchison
- 21—Saint Mary College, Leavenworth
- 22—Sterling College, Sterling
- 23—Southwestern College, Winfield
- 24—Washburn College, Topeka
- 25—Municipal Junior College, Arkansas City
- 26—Chanute Junior College, Chanute
- 27—Coffeyville Junior College, Coffeyville
- 28—Dodge City Junior College, Dodge City
- 29—El Dorado Junior College, El Dorado
- 30—Fort Scott Junior College, Fort Scott
- 31—Garden City Junior College, Garden City
- 32—Highland Junior College, Highland
- 33—Hutchinson Junior College, Hutchinson
- 34—Independence Junior College, Independence
- 35—Iola Junior College, Iola
- 36—Kansas City Junior College, Kansas City, Kas.
- 37—Parsons Junior College, Parsons
- 38—Pratt Junior College, Pratt
- 39—Central College, McPherson
- 40—College of Paola, Paola
- 41—Hesston College, Hesston
- 42—Sacred Heart, Wichita
- 43—Saint John's College, Winfield
- 44—Saint Joseph's College, Hays
- 45—Tabor Academy and College, Hillsboro
- 46—Western University, Kansas City, Kansas
- 47—A state university or state college of another state.
- 48—Some other college or university of another state.

If the person holds one or more degrees, enter numbers from the same key to indicate the institution which conferred the highest degree which the teacher holds.



**TABLE II—Continued**  
**TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF THE CITY FOR 1940-41**

TEACHER		Age	Race	Sex	Marital Status	Experience	Tenure	Type of Community Method of Support	Enrollment	College Credit	Annual Salary	Change in Status	Position Reclassified or Eliminated
A	B	C	D	E	F	G	H	I	J	K	L	M	N
(A) SUSAN JONES	25	1	1	1	4	2	2	1	300	120	1500	1	1
51													
52													
53													
54													
55													
56													
57													
58													
59													
60													
61													
62													
63													
64													
65													
66													
67													
68													
69													
70													
71													
72													
73													
74													
75													
76													
77													
78													
79													
80													
81													
82													
83													
84													
85													
86													
87													
88													
89													
90													
91													
92													
93													
94													
95													
96													
97													
98													
99													
100													

**DIRECTIONS**  
**TABLE II—Continued**

This is a continuation of Table II. It is not to be filled out unless there are more than fifty teachers employed in the school of which you have charge. Use this space if it is needed to list all of the teachers employed in your school. The example on line (a) of Table II illustrates the manner in which responses are to be made.

Do not leave blank spaces in the tables and do not use ditto marks. If the information wanted cannot be supplied, enter a dash in the proper place instead of a number from one of the keys.

The directions designated A apply to Column A, those marked B to Column B, etc.

**A-TEACHERS**

List alphabetically in Column A, the names of teachers employed in 1940-41 in the SECONDARY school of which you have charge. Superintendents, supervisors, principals and other certificated personnel are to be regarded as teachers in this report.

**B-AGE**

In Column B, enter the age of each person listed. If the exact age is not known, give an approximation.

**C-RACE**

In Column C, enter numbers to indicate the race of each person listed, using this key:

- 1—White
- 2—Negro
- 3—Some other race

**D-SEX**

In Column D, enter numbers to indicate the sex of each person listed, using this key:

- 1—Female
- 2—Male

**E-MARITAL STATUS**

In Column E, enter numbers to indicate the marital status of each person listed, using this key:

- 1—Single
- 2—Married
- 3—Widow or Widower
- 4—Divorced

**F-EXPERIENCE**

In Column F, enter the total number of years of experience for each person listed including the present year.

**G-TENURE**

In Column G, enter the number of years in the present position for each person listed, including the present year.

## DIRECTIONS

TABLE II—Continued

**H-TYPE OF COMMUNITY**

In Column H, enter numbers to indicate the type of community served by the school in which the person listed is employed for 1940-41, using this key:

- 1—First-class City
- 2—Second-class City

**I-METHOD OF SUPPORT**

In Column I, enter numbers which will indicate the method of support of each school where a person listed is employed for 1940-41, using this key.

- 1—Public Taxation
- 2—State Appropriation
- 3—Some other means

**J-ENROLLMENT**

In Column J, enter the total enrollment as of September, 1940, for each school where a person listed is employed for 1940-41.

**K-COLLEGE CREDIT**

In Column K, enter the total number of semester hours of college credit earned by each person, listed. Enter a zero for persons who do not have any college credit.

**L-ANNUAL SALARY**

In Column L, enter the Annual Salary for 1940-41 of each person listed. (Express in even dollars.)

**M-CHANGE IN STATUS**

In Column M, enter numbers to indicate the status in 1939-40 of each person listed. If more than one number applies, enter the one which describes best the 1939-40 status of the person in question.

If the person listed was attending an educational institution during the school year 1939-40, enter a number in Column M which will indicate the institution attended, using this key:

- 1—Normal Training course in public high school.
- 2—Public High school without normal training.
- 3—Some other type of high school.
- 4—The University of Kansas, Lawrence.
- 5—Kansas State Teachers College, Emporia.
- 6—Fort Hays Kansas State College, Hays.
- 7—Kansas State Teachers College, Pittsburg.
- 8—Kansas State College, Manhattan.
- 9—Municipal University of Wichita, Wichita.
- 10—Baker University, Baldwin.
- 11—Bethany College, Lindsborg.
- 12—Bethel College, Newton.
- 13—College of Emporia, Emporia.
- 14—Friends University, Wichita.
- 15—Kansas Wesleyan University, Salina.
- 16—Marymount College, Salina.

**M-CHANGE IN STATUS—(Continued)**

- 17—McPherson College, McPherson.
- 18—Mount St. Scholastica, Atchison.
- 19—Ottawa University, Ottawa.
- 20—St. Benedict's College, Atchison.
- 21—Saint Mary College, Leavenworth.
- 22—Sterling College, Sterling.
- 23—Southwestern College, Winfield.
- 24—Washburn College, Topeka.
- 25—Municipal Junior College, Arkansas City.
- 26—Chanute Junior College, Chanute.
- 27—Coffeyville Junior College, Coffeyville.
- 28—Dodge City Junior College, Dodge City.
- 29—El Dorado Junior College, El Dorado.
- 30—Fort Scott Junior College, Fort Scott.
- 31—Garden City Junior College, Garden City.
- 32—Highland Junior College, Highland.
- 33—Hutchinson Junior College, Hutchinson.
- 34—Independence Junior College, Independence.
- 35—Iola Junior College, Iola.
- 36—Kansas City Junior College, Kansas City, Kan.
- 37—Parsons Junior College, Parsons.
- 38—Pratt Junior College, Pratt.
- 39—Central College, McPherson.
- 40—College of Paola, Paola.
- 41—Hesston College, Hesston.
- 42—Sacred Heart, Wichita.
- 43—Saint John's College, Winfield.
- 44—Saint Joseph's College, Hays.
- 45—Tabor Academy and College, Hillsboro.
- 46—Western University, Kansas City.
- 47—A state university or state college of another state.
- 48—Some other college or university of another state.

If the person listed was NOT attending an educational institution as a student during the school year 1939-40, enter a number in Column M to indicate his or her status, using this key:

- 49—Teaching in the same position as in 1940-41.
- 50—Teaching in another position in the same county.
- 51—Teaching in another county in Kansas.
- 52—Employed in another occupation or profession.
- 53—Housewife.
- 54—Unemployed.
- 55—Other status not listed here.

**N-POSITION ADDED OR ELIMINATED**

In Column N, enter numbers to indicate if the position held by each person in 1940-41 was ADDED before the opening of the school year of 1940-41, and the reason for creating it. If more than one reason was operative in causing the position to be created, give the one which you consider to be of major importance. Use this key:

- 1—Position NOT added.
- 2—Position added because of increase in average daily attendance.
- 3—Position added because teaching loads of other teachers were decreased.
- 4—Position added because school added new services to those already given.
- 5—Position added because school which had been closed was reopened.
- 6—Position added for other reasons not listed here.

TABLE II—Continued

## TEACHERS EMPLOYED IN THE SECONDARY SCHOOLS OF THE CITY FOR 1940-41

TEACHE

TEACHER

	TEACHER														
	R	Type of Position				Teaching Assignment				Certificate	Date Issued	Date Expires	Degree	Date Conferred	Teacher Training Institution
(A)		O	P				Q	R	S	T	U	V			
	SUSAN JONES	1	9	1	2			1	36	99	2	36	5		
51															
52															
53															
54															
55															
56															
57															
58															
59															
60															
61															
62															
63															
64															
65															
66															
67															
68															
69															
70															
71															
72															
73															
74															
75															
76															
77															
78															
79															
80															
81															
82															
83															
84															
85															
86															
87															
88															
89															
90															
91															
92															
93															
94															
95															
96															
97															
98															
99															
100															

## DIRECTIONS

## TABLE II—Continued

## O-TYPE OF POSITION

In Column O, enter numbers to indicate the type of position held in 1939-40 by each person listed, using this key:

- 1—Teacher-administrator.
- 2—Principal or superintendent (full-time).
- 3—Librarian or librarian-teacher.
- 4—Special teacher of atypical children.
- 5—Regular teacher.

## P-TEACHING ASSIGNMENT

In Column P, enter numbers to indicate the subjects taught during the first semester of 1940-41 by each person listed using this key: (Example: A teacher teaching General Mathematics, English composition, and English literature would be listed as 9, 1, 2.)

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1—English composition.           | 35—Commercial arithmetic.           |
| 2—English literature.            | 36—Commercial geography.            |
| 3—Public speaking.               | 37—Penmanship.                      |
| 4—Journalism.                    | 38—Bookkeeping.                     |
| 5—Dramatics.                     | 39—Typewriting.                     |
|                                  | 40—Stenography.                     |
| 6—Algebra.                       | 41—Commercial correspondence.       |
| 7—Geometry.                      | 42—Commercial law.                  |
| 8—Trigonometry.                  | 43—Secretarial training (practices) |
| 9—General mathematics.           | 44—General shop.                    |
| 10—Arithmetic.                   | 45—Mechanical drawing.              |
|                                  | 46—Woodwork.                        |
| 11—World history.                | 47—Metalwork.                       |
| 12—Ancient and medieval history. | 48—Electricity.                     |
| 13—Modern history.               | 49—Printing.                        |
| 14—American history.             | 50—Auto mechanics.                  |
| 15—Civics.                       | 51—Foods.                           |
| 16—Citizenship.                  | 52—Clothing.                        |
| 17—Economics.                    | 53—Home Economics related arts.     |
| 18—Sociology.                    | 54—Home Economics related sciences. |
| 19—Constitution.                 | 55—Vocational home making.          |
| 20—Vocations.                    | 56—Vocational agriculture.          |
| 21—International relations.      | 57—Home living.                     |
| 22—Psychology.                   |                                     |
| 23—Elementary science.           | 58—Chorus and glee club.            |
| 24—Physical geography.           | 59—Orchestra and band.              |
| 25—Agriculture (non vocational)  | 60—Music appreciation.              |
| 26—Physiology.                   | 61—Theory and harmony.              |
| 27—Botany.                       | 62—General music.                   |
| 28—Chemistry.                    |                                     |
| 29—Physics.                      | 63—Physical Education.              |
| 30—Biology.                      | 64—Art.                             |
| 31—Latin.                        | 65—Normal training subjects.        |
| 32—French.                       | 66—Other subjects not listed.       |
| 33—Spanish.                      |                                     |
| 34—German.                       |                                     |

## DIRECTIONS

### TABLE II—Continued

#### Q-CERTIFICATE

In Column Q, enter numbers to indicate the highest certificate held by each person listed, using this key:

##### Certificates Issued by Kansas State Teachers Colleges

- 1—Bachelor of Science in Education Degree.
- 2—Life—on basis of sixty semester hours of credit.
- 3—Three-year elementary—on basis of thirty semester hours of credit.

##### Certificates Issued by The State Board of Education

- 4—Three-year Renewable for Life—on Degree.
- 5—Life—Renewal of Three-Year Renewable for Life.
- 6—Special.
- 7—Life Special—Renewal of Special.
- 8—Elementary—on basis of sixty semester hours of credit.
- 9—Permanent—renewal of sixty hour certificate (issued prior to July 1, 1937.)
- 10—Life—renewal of sixty hour certificate (issued between July 1, 1937 and September 1, 1940.)
- 11—Elementary—on basis of thirty semester hours of credit.
- 12—Elementary—on basis of First Grade County.
- 13—Elementary Normal Training.
- 14—Permanent Normal Training (issued prior to 1925.)
- 15—Elementary—on basis of state examination.
- 16—City Certificate (issued by city boards of education.)
- 17—Other kinds not listed here.

#### R-DATE ISSUED

In Column R, enter the last two digits of the year in which the certificate was issued.

#### S-DATE EXPIRES

In Column S, enter the last two digits of the year in which the certificate expires. Enter the number 99 for certificates valid for life.

#### T-DEGREE

In Column T, enter numbers which will indicate the degree, if any, held by each person listed. If more than one degree is held, list the highest one, using this key:

- 1—No Degree.
- 2—B.S., A.B., B. Mus. Ed., etc.
- 3—M.S., A.M., M. Ed., etc.
- 4—Ph. D., D. Ed., etc.

#### U-DATE CONFERRED

In Column U, enter the number 50 if the person listed does not hold a degree. If the person does hold a degree, list in Column U, the last two digits of the year in which the degree was conferred.

#### V-TEACHER TRAINING INSTITUTION

If the person has **NO COLLEGE CREDIT**, enter numbers in Column V to indicate the type of teacher-training institution attended, using this key:

- 1—Graduate of high school normal training course.
- 2—Graduate of high school without normal training course.
- 3—Not a high school graduate.

#### V-TEACHER TRAINING INSTITUTION—(Continued)

If the person has **SOME COLLEGE CREDIT**, but **NOT** a degree, enter numbers in Column V to indicate the institution where the major portion of the college credit has been earned, using this key:

- 4—The University of Kansas, Lawrence
- 5—Kansas State Teachers College, Emporia
- 6—Fort Hays Kansas State College, Hays
- 7—Kansas State Teachers College, Pittsburg
- 8—Kansas State College, Manhattan
- 9—Municipal University of Wichita, Wichita
- 10—Baker University, Baldwin
- 11—Bethany College, Lindsborg
- 12—Bethel College, Newton
- 13—College of Emporia, Emporia
- 14—Friends University, Wichita
- 15—Kansas Wesleyan University, Salina.
- 16—Marymount College, Salina
- 17—McPherson College, McPherson
- 18—Mount St. Scholastica, Atchison
- 19—Ottawa University, Ottawa
- 20—St. Benedict's College, Atchison
- 21—Saint Mary College, Leavenworth
- 22—Sterling College, Sterling
- 23—Southwestern College, Winfield
- 24—Washburn College, Topeka
- 25—Municipal Junior College, Arkansas City
- 26—Chanute Junior College, Chanute
- 27—Coffeyville Junior College, Coffeyville
- 28—Dodge City Junior College, Dodge City
- 29—El Dorado Junior College, El Dorado
- 30—Fort Scott Junior College, Fort Scott
- 31—Garden City Junior College, Garden City
- 32—Highland Junior College, Highland
- 33—Hutchinson Junior College, Hutchinson
- 34—Independence Junior College, Independence
- 35—Iola Junior College, Iola
- 36—Kansas City Junior College, Kansas City, Kas.
- 37—Parsons Junior College, Parsons
- 38—Pratt Junior College, Pratt
- 39—Central College, McPherson
- 40—College of Paola, Paola
- 41—Hesston College, Hesston
- 42—Sacred Heart, Wichita
- 43—Saint John's College, Winfield
- 44—Saint Joseph's College, Hays
- 45—Tabor Academy and College, Hillsboro
- 46—Western University, Kansas City, Kansas
- 47—A state university or state college of another state.
- 48—Some other college or university of another state.

If the person holds one or more degrees, enter numbers from the same key to indicate the institution which conferred the highest degree which the teacher holds.

**TABLE III**

**PERSONS CERTIFICATED TO TEACH IN KANSAS SCHOOLS NOT EMPLOYED AS FULL-TIME REGULAR TEACHERS**

List alphabetically on the remaining pages, the names and addresses of persons who hold valid certificates to teach either in the elementary schools or in the secondary schools of Kansas NOT NOW ENROLLED IN HIGH SCHOOL OR COLLEGE, AND NOT EMPLOYED AS FULL-TIME REGULAR TEACHERS IN 1939-40 OR IN 1940-41. List every known person in this class regardless of availability or place of residence. (For married women, list, if possible, the name as it appears on the teaching certificate. Include substitute teachers who are not listed as regular staff members and certificated teachers employed on NYA as well as or WPA projects, unemployed persons, and persons employed in fields other than teaching.) You cannot, of course, list everyone in this class, but make the list as complete as possible.

1	(Last Name)	(Middle Name)	(First Name) (Street Address)	(City)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

-B-

COPY OF THE FORM MAILED TO PERSONS NOT EMPLOYED AS TEACHERS, WHO HELD VALID CERTIFICATES TO TEACH IN THE SCHOOLS OF KANSAS IN 1940-41.

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

(Indicate) Yes or No

(Indicate) Yes or No

(Indicate)

(Indicate)

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

NAME OF SCHOOL OR DISTRICT TO WHICH APPLIED FOR RE-EMPLOYMENT

KANSAS STATE EMPLOYMENT SERVICE  
Teachers' Placement Service  
Masonic Temple Building  
Topeka, Kansas

December 26, 1940

TO TEACHERS:

The Kansas State Department of Education, the Kansas Unemployment Compensation Division, and the Department of Education of the University of Kansas are conducting jointly a survey of the demand for and the supply of teachers in Kansas. The records of this survey indicate that you are certificated to teach in the schools of Kansas, and that you are not at present employed in a teaching position.

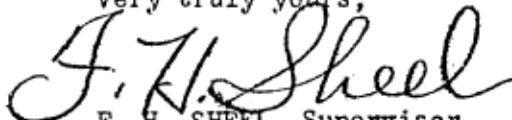
If you hold a valid certificate to teach in Kansas, have taught or attended school in recent years, and are available for placement in a teaching position, please give the information requested in the enclosed questionnaire.

It is possible that the defense program may create a shortage of teachers for certain types of positions. It is important that we know where additional teachers may be found in case a shortage should occur.

If you are not interested in teaching, DO NOT RETURN the questionnaire. We want information about those persons only who are available for placement in teaching positions. If you are already registered with the Teachers' Placement Service of the Kansas State Employment Service, disregard this request, since the information asked for is already on file in that office.

The Teachers' Placement Service of the Kansas State Employment Service is operated by the State of Kansas. There are no fees or commissions for any of its services to teachers. You incur no obligation in supplying the information requested. The return of this questionnaire will be no guarantee of a position. However, the information which you and others will supply will make it possible for us to know where qualified teachers can be found if and when vacancies occur.

Very truly yours,



F. H. SHEEL, Supervisor  
Teachers' Placement Service

FHS:MSW

A. NAME \_\_\_\_\_  
Last First Middle  
ADDRESS \_\_\_\_\_  
Street City County

B. AGE \_\_\_\_\_ C. RACE (Underline) 1. White 2. Negro 3. Some Other Race.  
D. SEX (Underline) 1. Male 2. Female  
E. MARITAL STATUS (Underline) 1. Single 2. Married 3. Widow or Widower 4. Divorced  
F. EXPERIENCE (Give the total number of years of teaching experience, exclusive of practice teaching, prior to 1940-41. If you have never taught, enter a zero) \_\_\_\_\_  
G. TENURE (Give the total number of years you held the last teaching position in which you were employed. If you have never taught, enter a zero.) \_\_\_\_\_  
H. TYPE OF COMMUNITY (Underline the type of community in which you believe that you would be most successful in obtaining a position. Underline one only.)  
1. First class city. 2. Second class city. 3. Third class city.  
4. Suburban area. 5. Rural area.  
I. TYPE OF SCHOOL (Underline the type of school in which you believe you would be most successful in obtaining a position. Underline one only.) 1. Rural elementary school. 2. Elementary school in small town or village. 3. City elementary school. 4. Junior high school. 5. High school. 6. Junior college.  
J. AVAILABILITY (Underline the degree to which you are available for placement in a teaching position) 1. Available for placement in local community only.  
2. Available for placement only in own or neighboring counties. 3. Available for placement any place in the state.  
K. COLLEGE CREDIT (Give the total number of semester hours of college credit which you have earned. Enter a zero if you have no college credit.) \_\_\_\_\_  
L. RECENCY OF EMPLOYMENT (Give the year in which you were last employed in a school position. Enter a zero if you have never taught.) \_\_\_\_\_  
M. RECENCY OF TRAINING (Give the year in which you were last enrolled in a teacher training institution. Give the last year you attended high school if you have no college credit.) \_\_\_\_\_  
N. GRADE LEVEL (Underline the grade level at which you believe you would be most successful in obtaining a position. Underline one only.) 1. Primary grades, including kindergarten. 2. Intermediate grades. 3. Grammar grades or Jr. High. 4. Grades 9 to 12, inclusive. 5. Grades 13 to 14, inclusive.  
O. TYPE OF POSITION (Underline the type of school position which you believe it would be easiest to obtain. Underline one only.) 1. Superintendent or Principal. 2. Supervisor. 3. Regular classroom teacher. 4. Special teacher of Art. 5. Special teacher of Music. 6. Special teacher of Physical Education. 7. Librarian or librarian-teacher. 8. Special teacher of Atypical Children.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
P. TEACHING ASSIGNMENT (Underline two times your major teaching field; underline once your minor teaching field.)  
Secondary School: English, mathematics, social studies, science, Latin, French, Spanish, German, commercial subjects, industrial arts, home economics, vocational agriculture, music, art, physical education, normal training subjects, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Elementary School: Reading, arithmetic, social studies, music, language, art, health, science, agriculture, spelling, handwriting, \_\_\_\_\_.

Q. CERTIFICATE (Underline the highest certificate which you hold at the present time.)

Certificates issued by Kansas State Teachers Colleges

1. Bachelor of Science in Education Degree
2. Life -- on basis of sixty semester hours of credit
3. Three-year Elementary -- on basis of thirty semester hours of credit

Certificates Issued by the State Board of Education

4. Three-year Renewable for Life -- on Degree
5. Life -- Renewal of Three-year Renewable for Life
6. Special
7. Life Special -- Renewal of Special
8. Elementary -- on basis of sixty semester hours of credit
9. Permanent -- renewal of sixty hour certificate (issued prior to July 1, 1937)
10. Life -- renewal of sixty hour certificate (issued between July 1, 1937 and September 1, 1940)
11. Elementary -- on basis of thirty semester hours of credit
12. Elementary -- on basis of First Grade County
13. Elementary Normal Training
14. Permanent Normal Training (issued prior to 1925)
15. Elementary -- on basis of state examination
16. City certificate (issued by city boards of education)
17. Other kinds not listed here

R. DATE ISSUED. (Give the year in which your certificate was issued) \_\_\_\_\_

S. DATE EXPIRES (Give the year in which your certificate expires) \_\_\_\_\_

T. DEGREE (Underline the highest degree which you hold) 1. No degree. 2. B.S., A. B., B. Mus. Ed., or equivalent. 3. M. S., A. M., M.Ed., or equivalent. 4. Ph. D., D. Ed., or equivalent.

U. DATE CONFERRED (Give the year in which the degree was conferred) \_\_\_\_\_

V. TEACHER TRAINING INSTITUTION (Give the name of the institution in which the major portion of your college credit has been earned. If you have no college credit, give the high school from which you graduated.)

\_\_\_\_\_  
(Institution)

\_\_\_\_\_  
(Location)

W. PRESENT OCCUPATION. Are you now regularly employed in a full-time paid position? (Underline) 1. Yes 2. No

What kind of work, paid or unpaid, are you doing at the present time? \_\_\_\_\_

What is your present wage? \_\_\_\_\_ What is the minimum salary at which you would accept a full-time teaching position? \_\_\_\_\_

(Do Not Use This Space)
