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A COMPARATIVE STUDY OF THE  
TRAINING IN SOCIAL SCIENCES AND  
THE TEACHING COMBINATIONS  
OF THE TEACHERS OF SOCIAL  
SCIENCES IN THE NORTH CENTRAL  
AND NON-NORTH CENTRAL  
ASSOCIATION HIGH SCHOOLS  
OF MICHIGAN

Thesis for the Degree of M. A.  
Dorothy T. Ball  
1936

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Social sciences - Study  
+ Teaching

*Education*

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OF  
MICHIGAN

by

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of the  
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1936



THESE

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(1) In the following material the title North Central Association of Colleges and Secondary Schools will be abbreviated to North Central High School.

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A COMPARATIVE STUDY OF THE TRAINING IN SOCIAL SCIENCES AND  
THE TEACHING COMBINATIONS OF TEACHERS OF SOCIAL SCIENCES  
IN THE NORTH CENTRAL AND NON-NORTH CENTRAL HIGH SCHOOLS OF  
MICHIGAN

CHAPTER I

INTRODUCTION

This study originated from a professional interest in the field of the social sciences and a desire to show the need for selecting teachers with at least the minimum qualifications required by the accrediting boards of the North Central Association and the University of Michigan in the North Central and Non-North Central high schools of Michigan.

Data have been collected in an attempt to answer the following questions on a comparative basis relative to conditions existing in the North Central and Non-North Central Association high schools of Michigan.

1. What per cent of the teachers instruct in the field of social sciences with an amount of training below the standards required by the accrediting agencies?
2. What per cent of the teachers instruct in the field of social sciences with training that meets the standards required by the accrediting agencies?
3. What correlation exists between the amount of training in social sciences possessed by the teachers and the number of pupils enrolled?

4. What correlation exists between the amount of training in social sciences possessed by the teachers and their salaries?
5. What correlation exists between the amount of training in social sciences possessed by the teachers of social sciences and the number of years of experience?
6. What per cent of the teachers instruct in each subject in the field of social sciences?
7. What subject combinations do the teachers of social sciences teach?
8. What per cent of the teachers of social sciences teach in one or more fields?

The public high schools of Michigan included in this study were limited to those accredited by the University of Michigan and those also accredited by the North Central Association. Figure 1., page 3, shows the location of the high schools included, based on the accrediting reports for the year 1934 in the case of the North Central schools and 1935 for the Non-North Central schools. The discrepancy in dates was due to the fact that the North Central reports used were submitted at the end of a five-year period, 1934 being the latest, while the Non-North Central schools submitted an annual report for accrediting, 1935 being the latest.

Only those teachers are included who are teaching one or more subjects of the social science group in the above high schools.

For the purposes of this study the following subjects are included as social science subjects: civics, geography, economics, sociology, history, and vocational guidance.



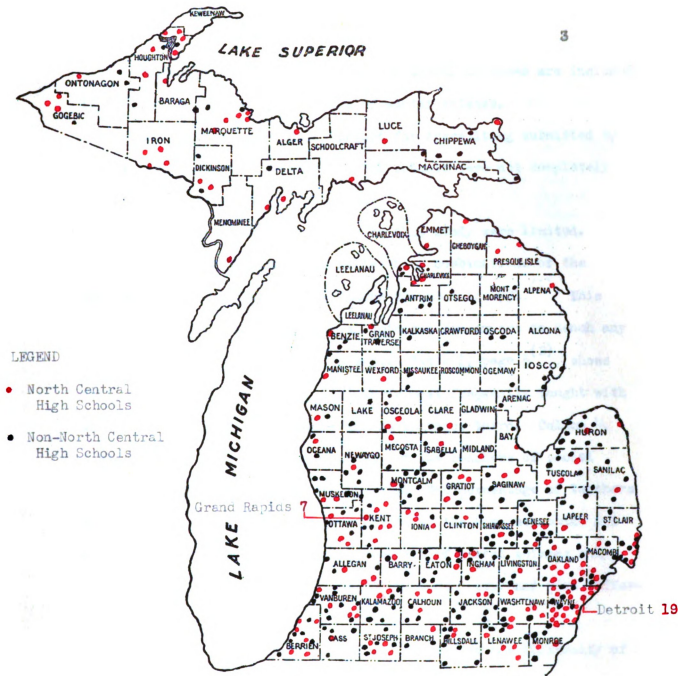


Figure 1. GEOGRAPHICAL DISTRIBUTION OF THE NORTH CENTRAL AND NON-NORTH CENTRAL ASSOCIATION PUBLIC HIGH SCHOOLS OF MICHIGAN INCLUDED IN THIS STUDY 1984 - 1985

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Subjects in fields other than the social sciences are included if they are taught by the teachers of social science.

The forms for the Annual Report for Accrediting submitted by the administrators of the various high schools were not completely filled out in every case.

Reference materials relative to this study were limited.

A study of the training and teaching combinations of the teachers in the high schools of Kansas was made in 1931.<sup>(1)</sup> This study shows that teachers of social sciences can expect to teach any combination known to the school system. Table I, page 5<sup>(2)</sup>, shows that, in the state of Kansas, English is most frequently taught with social sciences, Science second and mathematics third. Column 4, Table I, shows that in no case are all of the teachers of social science prepared to teach their subjects. The percentage of teachers with training varies from 41% in the case of the home economics and social science teachers to 92% for teachers of social science only. The teachers of social sciences taught in three, four and five different subject fields in Kansas.

A report by Professor Edward F. Potthoff of the University of Illinois based on forty-six studies of twenty-one states, a regional

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(1) Ridgway, C. W., A Comparative Study of the Teaching and Training Combinations of Kansas High School Teachers. Master's Thesis, Kansas State Teachers College of Emporia, 1931, p. 17.

(2) Ibid., p. 17.

TABLE I  
SOCIAL SCIENCE TEACHERS, COMBINATION AND TRAINING IN KANSAS HIGH  
SCHOOLS (1)

Number Teaching	Per Cent Teaching	Teaching Combinations	Per cent Teaching With Training
(1)	(2)	(3)	(4)
260	25	social science only	92
204	20	English . . . . .	80
		social science . . . . .	71
120	11	science . . . . .	56
		social science . . . . .	63
90	10	mathematics . . . . .	56
		social science . . . . .	75
88	8	home economics . . . . .	89
		social science . . . . .	41
50	5	physical education . . . . .	28
		social science . . . . .	82
46	5	Latin . . . . .	67
		social science . . . . .	70
46	4	commerce . . . . .	46
		social science . . . . .	73
33	4	industrial arts . . . . .	52
		social science . . . . .	64
32	3	music . . . . .	59
		social science . . . . .	66
31	3	agriculture . . . . .	35
		social science . . . . .	74
22	2	modern language . . . . .	50
		social science . . . . .	86

Read the table thus: 260 or 25 per cent of the teachers teach social science only 92; of the teachers had training in social science.

(1) Ibid., adapted from Table VIII, p. 34.



study of southern states and two national studies of teaching combinations shows that:(1)

1. Conditions with respect to teaching combinations are chaotic.
2. The total number of teaching combinations in any one state is very large.
3. Many combinations occur very infrequently.
4. Very few combinations are standardized.
5. Subjects are brought together with little or no regard to the relationship existing among them.
6. Courses in the same department or field are frequently distributed among several teachers rather than concentrated under a single teacher.

The following study of teaching combinations as found in the high schools of Michigan shows a very high degree of similarity with conditions summarized by Professor Potthoff on a national basis.

Other studies similar to this one are:(2)

1. Dickerson, May Elizabeth. A Study of Subject Combinations and College Preparation of Home Economic Teachers in Small Nebraska High Schools. Master's Thesis, University of Nebraska, 1934.

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(1) "Report of Progress to Committee on Subject Matter Preparation of Secondary School Teachers", North Central Association Quarterly, Vol. IX (1935) p. 398.

(2) Brief summaries in Appendix, p. 38.

2. Jones, John Spenser. A Study of the Preparation of Teachers of English in Kentucky in Fields of English and the Subjects They Teach. Master's Thesis, University of Kentucky, 1934.
3. Puderbaugh, F. E. A Study of Ohio Social Science Teachers Their Training and Experience and Subject Combinations, Master's Thesis, University of Ohio, 1954.

## DEFINITION OF TERMS

1. Accredited High Schools. Those high schools that have been approved by the Committee on Cooperation with Educational Institutions of the University of Michigan.
2. Social Science. A field of teaching material organized into the following subjects; civics, economics, geography, history, vocational guidance and sociology.
3. Teaching Combinations. The various groupings of subjects assigned each teacher.
4. Training of Teachers. The number of semester hours of college credit earned in the field of social science.
5. Non-North Central Association High Schools. Those schools accredited by the University of Michigan but not accredited by the North Central Association of Colleges and Secondary Schools.
6. North Central Association High Schools. Those schools which voluntarily meet the standards of the association in respect to organization, policies and outcomes and are admitted to membership within the group.<sup>(1)</sup>
7. North Central Association of Colleges and Secondary Schools. A mutual association of certain institutions of higher learning and of certain preparatory schools distributed over twenty of the north central states.<sup>(2)</sup>

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(1) Davis, Calvin O., "Pertinent Facts Concerning The Association", North Central Association Quarterly, Vol. X (1936) p. 404.

(2) Ibid., p. 404.

The data used in this study were obtained from the state records:

(A) Office of the Director of the Bureau of Cooperation with Educational Institutions, Ann Arbor, Michigan.

(1) The Annual Reports for Accrediting, for 1935, submitted by the administrator in direct charge of the schools.<sup>(1)</sup>

(2) The Quinquennial Reports, 1934, On All Teachers in the North Central Schools submitted by the Administrators of the schools.

On a standard form<sup>(2)</sup> the following information was recorded; name of school, student enrollment, teacher's name, subjects taught, college preparation in social science, teaching experience and annual salary.

The material was analyzed and organized on a comparative basis for the North Central and Non-North Central Association High Schools. The standards of the University of Michigan and the requirements of the North Central Association for accrediting schools were used as a basis in determining whether or not the teachers of social science were adequately trained. The University of Michigan requires ten semester hours of teacher training in the field of social science. The North Central Association requires fifteen semester hours of teacher training in social science.<sup>(3)</sup>

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(1) See blank form, Appendix, p. 41.

(2) A sample form found in Appendix, p. 41.

(3) Annual Report of the Bureau of Cooperation with Educational Institutions, 1935. University of Michigan Official Publication, Vol. XXXVI No. 77 (1935) p. 17 - 21.



## CHAPTER II

COMPARISON OF THE TRAINING IN SOCIAL SCIENCE OF THE  
TEACHERS OF SOCIAL SCIENCE IN THE NORTH CENTRAL AND  
NON-NORTH CENTRAL HIGH SCHOOLS OF MICHIGAN

Table II, page 11, shows the training in social science of the teachers of social science in the North Central and Non-North Central Association schools according to the standards set up by the University of Michigan and the North Central Association, for the field of social science.<sup>(1)</sup> Of the 954 teachers of social science included in this study for the North Central schools 101 or 10.6 per cent of the teachers had no college credit in social science whereas in the Non-North Central schools 30 or 5.2 per cent of the 580 teachers included had no formal college training in social science.

Of those teachers who had some college training in social science but still did not meet the required fifteen semester hours of credit 36 or 3.6 per cent were found in the North Central schools in contrast to 21 or 3.7 per cent in the Non-North Central schools who had some college training but did not meet the required ten semester hours of credit.

Table II also indicates that 157 or 16.5 per cent of the teachers of social science in the North Central schools had earned exactly fifteen semester hours of credit in social science, the minimum acceptable standards for North Central Association High

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(1) Ibid, p. 17 - 21

TABLE II

THE TRAINING IN SOCIAL SCIENCE OF THE TEACHERS OF SOCIAL SCIENCE IN THE NORTH CENTRAL 1934 AND NON-NORTH CENTRAL ASSOCIATION HIGH SCHOOLS OF MICHIGAN 1935

NORTH CENTRAL SCHOOLS			NON-NORTH CENTRAL SCHOOLS		
College Credit	Number Teaching	% Teaching	College Credit	Number Teaching	% Teaching
(1)	(2)	(3)	(4)	(5)	(6)
None	101	10.6	None	30	5.2
Under Fifteen	36	3.6	Under ten	21	3.7
Fifteen	157	16.5	Ten	12	2.1
Over Fifteen	660	69.3	Over ten	517	89.0
Total	954	100.0	Total	580	100.0

Read table thus: 101 or 10.6 per cent of the teachers in the North Central schools had no college credit in social sciences. 30 or 5.2 per cent of the teachers in the Non-North Central schools had no college credit in social science.

Schools. It will be noted by contrast that 12 or 2.1 per cent of the teachers of social science in the Non-North Central schools had earned exactly ten hours of college credit in social science the technical requirement for the Non-North Central High Schools.

In the North Central Schools 660 or 69.3 per cent of the teachers of social science had earned more than fifteen semester hours of credit in social science contrasted with 517 or 89 per cent of the teachers of social science in the Non-North Central schools who had earned more than ten semester hours of credit in the social sciences.

In summary, Table II shows that of the 954 teachers of social science in the North Central schools 817 or 85.8 per cent met or surpassed the required fifteen semester hours of college training in social science. By contrast of the 580 teachers of social science in the Non-North Central schools 529 or 91.1 per cent met or surpassed the required ten semester hours of college training in social science. 137 or 14.2 per cent of the 954 teachers of social science were inadequately trained in terms of the requirements of the North Central Association whereas 51 or 8.9 per cent of the teachers of social science failed to meet the requirements for accrediting in the Non-North Central schools.

#### Correlation Between Training and School Enrollment

Table III, page 13, shows the correlation between the training in social science of the teachers of social science and the number of pupils enrolled for the two groups of schools. In the North

TABLE III

THE TRAINING IN SOCIAL SCIENCE OF THE TEACHERS OF SOCIAL SCIENCE AS RELATED TO THE NUMBER OF PUPILS ENROLLED  
IN THE NORTH CENTRAL 1934 AND NON-NORTH CENTRAL ASSOCIATION HIGH SCHOOLS 1935

NORTH CENTRAL SCHOOLS					NON-NORTH CENTRAL SCHOOLS				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
College Credit	300 Enrolled No. Per cent	301-500 Enrolled No. Per cent	501-1000 Enrolled No. Per cent	Over 1000 No. Per cent	College Credit	300 Enrolled No. Per cent	301-500 Enrolled No. Per cent	501-1000 Enrolled No. Per cent	over 1000 No. Per cent
None	20 10.2	17 11.0	19 10.4	45 10.7	None	21 6.6	4 2.8	4 4.8	1 2.6
Under Fifteen	13 6.6	7 4.5	9 5.0	7 1.7	Under Ten	14 4.4	3 2.2	3 3.6	1 2.6
Fifteen or over	164 83.2	131 84.5	154 84.6	368 87.6	Ten or over	283 89.0	133 95.0	76 91.6	37 94.8
Total	197 100.0	155 100.0	182 100.0	420 100.0	Total	318 100.0	140 100.0	83 100.0	39 100.0

Read table thus: 20 or 10.2 per cent of the teachers in the North Central schools with an enrollment of 300 pupils or less had no college training in social science.

Central group with an enrollment up to and including 300 pupils 20 or 10.2 per cent of the teachers of social science had no college training in social science; 13 or 6.6 per cent had less than the required fifteen hours training in social science. 164 or 83.2 per cent had the required training or more. By contrast the Non-North Central group with the same enrollment 21 or 6.6 per cent of the teachers of social science had no formal college training in social science; 14 or 4.4 per cent had less than the required ten hours of credit; 283 or 89 per cent had met the requirements or surpassed them.

In the North Central schools with an enrollment from 301 to 500 pupils 17 or 11 per cent of the teachers of social science had no college credit in social science; 7 or 4.5 per cent had less than the fifteen semester hours of credit required by the accrediting board; 131 or 84.5 per cent had met the requirements or more. By contrast the Non-North Central group with the same enrollment 4 or 2.8 per cent of the teachers of social science had no college preparation in social science; 3 or 2.2 per cent had not met the required ten hours of credit; 133 or 95 per cent had ten hours of credit in social science or more.

In the third classification of North Central schools with an enrollment from 501 to 1000 pupils 19 or 10.4 per cent of the teachers of social science had no college credit in social science; 9 or 5 per cent had some training but did not comply with the standards; 154 or 84.6 per cent had the standard of fifteen semester

hours of credit in social science or more. On the other hand for the same classification of the Non-North Central schools 4 or 4.8 per cent of the teachers of social science had no formal training in social science; 3 or 3.6 per cent had less than the required ten semester hours of credit; 76 or 91.6 per cent had ten hours of credit in social science or more.

In the North Central schools with an enrollment over 1000 pupils 45 or 10.7 per cent of the teachers of social science had no semester hours of college credit in social science; 7 or 1.7 per cent had some training but under the required fifteen semester hours of credit; 368 or 87.6 per cent had met or surpassed the requirements designated by the North Central Association of Colleges and Secondary schools in social science. By contrast in the Non-North Central schools, where the schools with an enrollment over 1000 pupils are few, 1 or 2.6 per cent of the teachers of social science had no formal training in social science; 1 or 2.6 per cent had some training but less than the required ten semester hours; 37 or 94.8 per cent of the teachers had ten or more semester hours of college credit in social science.

In summary, column 5, table III shows that the North Central schools with an enrollment of over 1000 pupils had the highest percentage of the teachers of social science with the required fifteen semester hours or more of college credit in social science. In the Non-North Central group on the other hand column 8 containing those schools with an enrollment from 301 to 500 pupils, shows the highest

per cent of the teachers of social science with adequate preparation in terms of the ten semester hours of credit required by the University of Michigan accrediting board.

Summarizing table III from the other end of the scale, column 2 including the North Central schools with an enrollment of 300 or fewer pupils, shows the highest per cent of the teachers of social science with less than the standard, required fifteen semester hours of college credit in the social sciences. Whereas in the Non-North Central group column 7 schools with 300 or fewer pupils enrolled, shows the greatest per cent of the teachers of social science with less than the standard, required ten semester hours of college credit in social science.

#### Correlation Between Training and Salaries

Table IV, page 17, contrasts the amount of training in social sciences of the teachers of social science with the salaries received by these teachers in the North Central and Non-North Central High Schools.

Column two of this table indicates that of the teachers in social science in the North Central schools receiving \$1000.00 or less in yearly salary 6 or 6.5 per cent had no college credit in social science; 4 or 4.4 per cent had less than the required fifteen hours of formal college training; 82 or 89.1 per cent had earned the required fifteen semester hours in social science training or more. By contrast, the same salary group in the Non-North Central schools had 17 or 8 per cent of the teachers of social science with

TABLE IV

THE TRAINING IN SOCIAL SCIENCE OF THE TEACHERS OF SOCIAL SCIENCE CORRELATED WITH THEIR SALARIES IN THE NORTH  
CENTRAL 1934 AND NON-NORTH CENTRAL HIGH SCHOOLS 1935

NORTH CENTRAL SCHOOLS										NON-NORTH CENTRAL SCHOOLS									
(1)	(2)		(3)		(4)		(5)		(6)	(7)		(8)		(9)		(10)			
College Credit	Salary to N \$1000		\$1001 - \$1500		\$1501 - \$2000		over 2000		College Credit	Salary to \$1000		\$1001 - \$1500		\$1501 - \$2000		Over <sup>p</sup> 2000			
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	
None	6	6.5	38	10.7	15	7.3	30	10.9	None	17	8.0	6	2.5	2	2.5	2	4.5		
Under Fifteen	4	4.4	13	3.6	2	1.0	6	2.2	Under Ten	4	1.9	14	5.8	1	1.3	2	4.5		
Fifteen or over	82	89.1	306	85.7	188	91.7	238	86.9	Ten or over	191	90.1	222	91.7	76	96.2	40	91.0		
Total	92	100.0	357	100.0	205	100.0	274	100.00	Total	212	100.0	242	100.0	79	100.0	44	100.0		

Read table thus: 6 or 6.5 per cent of the teachers of social science in the North Central Schools who received a salary of \$1000.00 or less had no semester hours of college credit in social science.



no formal training in social science; 4 or 1.9 per cent with some training but less than the required ten semester hours of college credit; 191 or 90.1 per cent of the social science teachers had met or surpassed the required amount of training in social science.

Column 3, Table IV, shows that of the teachers of social science in the North Central Schools, who received salaries from \$1001.00 to \$1500.00, 38 or 10.7 per cent had no formal training in social science; 13 or 3.6 per cent had some training but less than the required fifteen semester hours; 306 or 85.7 per cent of the teachers had earned the required semester hours or more. Column 8, Table IV, by contrast shows that of the teachers in the same salary group in the Non-North Central schools 6 or 2.5 per cent had no college training. 14 or 5.8 per cent had some college training in social science but did not meet the requirements; 222 or 91.7 per cent had earned the required ten hours of college credit or more.

Column 4 of Table IV shows the distribution of teachers of social science in terms of semester hours of preparation in social science for the salary group from \$1501.00 to \$2000.00 inclusive in the North Central schools. 15 or 7.3 per cent had no training; 2 or 1.0 per cent had less than fifteen semester hours; 188 or 91.7 per cent of the teachers had earned the required number of credits or more. Contrasting column 4 is column 9, with the same salary group for the Non-North Central schools 2 or 2.5 per cent of the teachers had no formal college training; 1 or 1.3 per cent had less than the standard ten semester hours of credit; 76 or

96.2 per cent had earned ten or more semester hours of credit.

Column 5, Table IV, presents the salary group of over \$2000.00 in which 30 or 10.9 per cent of the teachers had no training in social science; 6 or 2.2 per cent had some training but less than the minimum fifteen semester hours; 238 or 86.9 per cent had earned fifteen semester hours or more. Contrasting the above is column 10 including the teachers of the Non-North Central schools in the same salary group. 2 or 4.5 per cent of these teachers had no formal preparation in social science; 2 or 4.5 per cent had some training but less than the required ten hours; 40 or 91 per cent had earned ten or more semester hours of college credit in social science.

In summary, Table IV shows that the group of teachers of social science who received salaries from \$1501 to \$2000 had the greatest per cent adequately prepared in terms of the required fifteen semester hours in social science demanded by the North Central schools. In the Non-North Central Schools the teachers who received from \$1501 to \$2000 salaries had the greatest per cent adequately prepared in terms of the ten semester hours demanded by the University of Michigan.

In the North Central schools the teachers who received salaries from \$1001 to \$1500 had the greatest per cent of the teachers inadequately prepared in terms of North Central Association requirements. By contrast in the Non-North Central schools the salary group \$1000 or less had the greatest per cent of the teachers inadequately trained to meet the standards for accrediting by the University of Michigan.

### Correlation Between Training and Experience

Table V, page 21 shows the relationship between the preparation in social science of the teachers of social science and their experience in teaching.

Column 2 shows that of all the teachers of social science in the North Central schools who were teaching for the first year there were no teachers without any training; 2 or 5.6 per cent had less than the required fifteen semester hours of college credit in social science; 34 or 94.4 per cent had fifteen semester hours or over. In the Non-North Central schools, of the same tenure group, 8 or 8 per cent of the teachers had no formal training; no teachers had training which was less than the required ten semester hours of social science; 92 or 92 per cent of the teachers had college training which met or surpassed the requirements of the accrediting board, University of Michigan.

Column 3, Table V includes all the teachers of social science in the North Central schools with one to five years teaching experience. 13 or 7.7 per cent of these teachers had no formal college training in social science, 5 or 3.0 per cent had less than fifteen semester hours; 151 or 89.3 per cent had met or surpassed the standards set. On the other hand in the Non-North Central schools in the same group in experience 6 or 3.1 per cent had no college training; 7 or 3.6 per cent of the teachers had less than the required ten hours of college credit; 181 or 93.3 per cent of the teachers had met the standard requirements or more.

TABLE V

THE TRAINING IN SOCIAL SCIENCE OF THE TEACHERS OF SOCIAL SCIENCE  
IN THE NORTH CENTRAL 1934 AND NON-NORTH CENTRAL HIGH SCHOOLS 1935

NORTH CENTRAL SCHOOLS										
(1)	(2)		(3)		(4)		(5)		(6)	
College Credit	No Experience		1-5 yrs Experience		6-10 yrs Experience		11-15 yrs Experience		over 15 years	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
None	0	0	13	7.7	36	11.8	19	10.5	30	12.1
Under Fifteen	2	5.6	5	3.0	7	2.3	3	1.7	6	2.4
Fifteen or over	34	94.4	151	89.3	262	85.9	158	87.8	212	85.5
Total	36	100.0	169	100.0	305	100.0	180	100.0	248	100.0

NON-NORTH CENTRAL SCHOOLS										
(7)	(8)		(9)		(10)		(11)		(12)	
College Credit	No Experience		1-5 yrs Experience		6-10 yrs Experience		11-15 yrs Experience		over 15 years	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
None	8	8	6	3.1	7	5.2	2	3.9	2	4.1
Under Ten	0	0	7	3.6	8	5.9	4	7.7	1	2.1
Ten or over	92	92	181	93.3	120	88.9	46	88.4	45	93.8
Total	100	100.0	194	100.0	135	100.0	52	100.0	48	100.0

Read table thus: 13 or 7.7 per cent of the teachers of social science in the North Central Schools who had 1 - 5 years teaching experience had no semester hours of college credit in social science.

Of the teachers in the North Central schools with experience in teaching from six to ten years 36 or 11.8 per cent had no college training in social science; 7 or 2.3 per cent had some training but less than requirements; 262 or 85.9 per cent had earned fifteen semester hours or more. By contrast in the Non-North Central schools for the same tenure group 7 or 5.2 per cent of the teachers had no training; 8 or 5.9 per cent had some college training but less than ten hours; 120 or 88.9 per cent had ten or more semester hours of college credit.

Of the teachers in the North Central schools with experience from eleven to fifteen years 19 or 10.5 per cent had no training in social science; 3 or 1.7 per cent of the teachers had some college training but not equal to the standard; 158 or 87.8 per cent had fifteen semester hours or more of college credit in social science. Whereas in the Non-North Central schools in the same tenure group 2 or 3.94 per cent of the teachers had no college preparation in social science; 4 or 7.7 per cent of the teachers had some training but less than the required ten semester hours; 46 or 88.4 per cent had earned ten or more semester hours of college credit in social science.

Of the two hundred forty eight teachers in the North Central schools who had taught for over fifteen years, 30 or 12.1 per cent had no training in social science; 6 or 2.4 per cent had some college training but less than the required fifteen semester hours; 212 or 85.5 per cent of the teachers of social science had earned the minimum fifteen semester hours of credit or more. By contrast

in the Non-North Central schools of the teachers with over fifteen years of experience teaching 2 or 4.1 per cent had no college training in social science; 1 or 2.1 per cent had some training but less than the ten required hours of credit; 45 or 93.8 per cent had earned ten semester hours of credit or more in social sciences.

In summary Table V shows in column two that the teachers with no experience teaching in the North Central schools conform more nearly with accepted standards than do any other tenure group. In the Non-North Central schools the group with experience of fifteen years and over more nearly conform with the accepted standards for those schools.

In the North Central schools the teachers with experience in teaching of fifteen years or over had a greater per cent inadequately prepared in social science according to standards whereas in the Non-North Central schools teachers with experience from eleven to fifteen years had a greater per cent inadequately prepared in social science.

The following excerpts represent different points of view of various educators:

"In the fields (social sciences and others) the minimum of college training in the field taught or related fields ... should be ... eighteen or twenty semester hours."<sup>(1)</sup>

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(1) Douglass, H. R., Organization and Administration of Secondary Schools (Boston, 1932) p. 84.

"Intensively trained teachers are very apt to be bigoted propagandists for their special subjects. For example the social science teacher may have been trained by specialists with an obsession for social sciences. These teachers become dangerous social servants in a democracy."<sup>(1)</sup>

"It is not argued that teachers may not be successful with less training than the minimum outlined, but it is certain that a staff with less preparation is more than likely to do an inferior or medium order of teaching and that, other things being equal, teachers possessing this training will be superior to those who do not possess it."<sup>(2)</sup>

Although it is evident that educators are not agreed on the subject of the amount of training teachers of social science should possess it shows that at present the problem has not been solved satisfactorily and that the subject is dynamic.

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(1) Selzer, C. A., Menhennett, W.F., and Cromwell, A. D., Introduction to Teaching (Westchester, Penn., 1931) p. 303.

(2) Douglass, H. R., Op. cit., p. 85.

## CHAPTER III

ANALYSIS OF THE TEACHING COMBINATIONS OF TEACHERS OF  
SOCIAL SCIENCE IN THE NORTH CENTRAL 1934 AND NON-NORTH  
CENTRAL HIGH SCHOOLS 1935

For the purposes of this study the six subjects which compose the field of social science are civics, economics, geography, history, sociology and vocational guidance.

Table VI, page 26 shows the distribution of teachers according to the subject in social science they taught. In this table the same teacher may have taught in civics, history and geography if so the same teacher would be counted three times in the total to avoid this the actual totals of teachers which is 971 in the North Central schools and 588 teachers in the Non-North Central schools were used to determine the percentages.

In the North Central schools 246 of the 971 teachers or 25.3 per cent taught civics; 107 or 11.0 per cent of the teachers taught geography; 138 or 14.2 per cent taught economics; 614 or 63.2 per cent taught history; 118 or 13.2 per cent taught sociology; 23 or 2.4 per cent of the teachers taught vocational guidance. By contrast in the Non-North Central schools 245 of the 588 teachers of social science taught civics which is 41.7 per cent of the teachers; 51 or 8.7 per cent taught geography; 133 or 22.6 per cent taught economics; 416 or 70.7 per cent taught history; 50 or 8.5 per cent taught sociology; 7 or 1.2 per cent taught vocational education. The above subjects in the field of social science were taught alone or in combination with subjects of other fields.



TABLE VI

THE NUMBER AND PERCENTAGE OF TEACHERS TEACHING IN THE VARIOUS  
SUBJECTS IN SOCIAL SCIENCE IN THE NORTH CENTRAL SCHOOLS 1934  
AND NON-NORTH CENTRAL SCHOOLS 1935

NORTH CENTRAL SCHOOLS			NON-NORTH CENTRAL SCHOOLS		
Subjects in Social Science (1)	Number Teaching (2)	Percent- age Teaching (3)	Subjects in Social Science (4)	Number Teaching (5)	Percent- age Teaching (6)
Civics	246	25.3	Civics	245	41.7
Geography	107	11.0	Geography	51	8.7
Economics	138	14.2	Economics	133	22.6
History	614	63.2	History	416	70.7
Sociology	128	13.2	Sociology	50	8.5
Vocational Guidance	23	2.4	Vocational Guidance	7	1.2

Read table thus: 246 or 25.3 per cent of the teachers in the  
North Central schools taught civics. 245 or 41.7 per cent of the  
teachers in the Non-North Central Schools taught civics.

The overwhelming predominance of the subject history in the program of the teachers of social science may be explained by its inclusion in the requirements for graduation from high schools and entrance requirements for most colleges. Geography, sociology, economics and vocational guidance are relatively new subjects in the high school program of studies and are usually found in the larger schools.

Table VI in summary shows that in both the North Central and Non-North Central schools by far the greatest per cent of the teachers taught history than any other subject in the field of social science. This was true to a greater degree in the Non-North Central group than in the North Central group because in some instances history alone constituted the offering in social science in many Non-North Central schools.

In both school groups vocational guidance was found least frequently in the programs of the teachers. This subject being one of the latest additions to the field of social science.

#### Subject Combinations

In practice social science subjects were found in combination with subjects in every other field in the school system. Table VII, page 28, contrasts conditions existing in the North Central and Non-North Central Schools relative to subject combinations taught by the teachers of social science.

This table shows that over half of the teachers in the North Central schools taught social science only whereas about one fifth

TABLE VII

THE NUMBER AND PERCENTAGE OF TEACHERS OF SOCIAL SCIENCE TEACHING  
THE VARIOUS SUBJECT COMBINATIONS IN THE NORTH CENTRAL SCHOOLS  
1934 AND NON-NORTH CENTRAL SCHOOLS 1935

Social Science and	NORTH CENTRAL SCHOOLS		NON-NORTH CENTRAL SCHOOLS	
	Number Teaching	Percent-age Teaching	Number Teaching	Percentage Teaching
1.Social science only	546	56.2	129	21.9
2.English	115	11.8	86	14.6
3.Physical Education	51	5.3	14	2.4
4.Mathematics	43	4.5	41	7.0
5.Commerce	39	4.0	42	7.0
6.Science	27	2.8	55	9.3
7.Latin	24	2.5	16	2.7
8.Modern Language	20	2.1	2	.3
9.Music	8	.8	4	.7
10.Home Economics	7	.7	8	1.4
11. Industrial Arts	5	.5	11	1.8
12.Agriculture	3	.3	4	.7
13.Mathematics-Science	10	1.1	17	2.9
14.Mathematics-Commerce	9	1.0	9	1.5
15.Mathematics-English	5	.5	13	2.2
16.Mathematics-Industrial Arts	4	.4	0	0
17.Mathematics-Physical Education	3	.3	2	.3
18.Mathematics-Music	1	.1	0	0
19.Mathematics-Modern Language	1	.1	1	.2
20.Mathematics-Home Economics	1	.1	0	0
21.Mathematics-Latin	0	0	4	.7
22.Mathematics-Agriculture	0	0	2	.3
23.English-Modern Language	7	.7	12	2.0
24.English-Physical Education	7	.7	1	.2
25.English-Commerce	5	.5	6	1.0
26.English-Science	4	.4	6	1.0
27.English-Latin	3	.3	26	4.4
28.English-Music	2	.2	4	.7
29.Home Economics-English	0	0	7	1.2
30.Science-Agriculture	3	.3	17	2.9

TABLE VII (Continued) SUBJECT COMBINATIONS

Social Science and	NORTH CENTRAL SCHOOLS		NON-NORTH CENTRAL SCHOOLS	
	Number Teaching	Percentage Teaching	Number Teaching	Percentage Teaching
31.Science-Industrial Arts	2	.2	3	.5
32.Science-Commerce	1	.1	3	.5
33.Science Home Economics	1	.1	3	.5
34.Science-Latin	0	0	2	.3
35.Science-Physical Educ.	0	0	1	.2
36.Industrial Arts-Physical Educ.	4	.4	2	.3
37.Industrial Arts-Commerce	1	.1	1	.2
38.Industrial Arts-Music	1	.1	0	0
39.Industrial Arts-Art	0	0	1	.2
40.Modern Language-Latin	1	.1	3	.5
41.Modern Language-Commerce	1	.1	0	0
42.Modern Language-Home Economics	0	0	1	.2
43.Art-Latin	0	0	1	.2
44.Art-Music	0	0	1	.2
45.Commerce-Latin	0	0	6	1
46.Commerce-Phys. Educ.	0	0	1	.2
47.Mathematics-Science Commerce	2	.2	1	.2
48.Mathematics-Science Phys. Ed.	1	.1	0	0
49.Mathematics-Science-Music	1	.1	0	0
50.Mathematics-Science-Latin	0	0	2	.3
51.Mathematics-Science-Agriculture	0	0	2	.3
52.Mathematics-English Science	0	0	2	.3
53.Mathematics-English Latin	0	0	1	.2
54.Mathematics-English-Industrial Arts	0	0	1	.2
55.Mathematics-Phys. Ed.-Industrial Arts	0	0	1	.2

TABLE VII (Continued) SUBJECT COMBINATIONS

Social Science and	NORTH CENTRAL SCHOOLS		NON-NORTH CENTRAL SCHOOLS	
	Number Teaching	Percentage Teaching	Number Teaching	Percentage Teaching
56.English-Latin-Physical Educ.	1	.1	0	0
57.English-Latin-Modern Language	0	0	1	.2
58.English-Latin-Science	0	0	1	.2
59.English-Latin-Home Economics	0	0	1	.2
60.English-Modern Language Science	0	0	1	.2
61.English-Modern Language Music	0	0	1	.2
62.English-Modern Language Commerce	0	0	1	.2
63.English-Science-Commerce	0	0	1	.2
64.Science-Manual Arts-Physical Education	1	.1	0	0
65.Science-Home Economics Physical Education	0	0	1	.2
66.Mathematics-English-Home Economics-Physical Education	0	0	1	.2
67.Science-Agriculture-Industrial Arts-Music	0	0	1	.2
Total Teachers	971	100.0	588	100.0

Read table thus: 546 or 56.2 per cent of the teachers in the North Central schools teach social science only.

of the teachers of the Non-North Central schools taught social sciences only.

This table also indicates that English, physical education and mathematics in order were the three subject fields most commonly combined with the social sciences in the North Central schools. In the Non-North Central schools English also led in first place in the frequency with which it was combined with the social sciences however, science and commerce respectively ranked second and third.

In the case of the teachers who taught two subject fields with social science, mathematics and science were combined with social sciences most frequently in the North Central group of schools and social science, English and Latin in the Non-North Central group.

In the instances where the teachers were asked to teach in three subject fields with social science the most frequent combination in the North Central schools was mathematics, science and commerce combined with social science. In the Non-North Central schools three possible combinations tied for first place not any combination being the same as recorded for the North Central schools.

In the Non-North Central schools two teachers taught in four subject fields and social science, in neither case were the combinations similar in any respect except both taught social science. No teachers in the North Central schools taught in four subject fields and social science.

Table VII shows that there were sixty-six subject field combinations in the North Central and Non-North Central schools.

Of this number thirty-nine different combinations were taught in the North Central schools whereas fifty-seven of the sixty-six combinations present in both groups of schools were found in the Non-North Central schools.

Thirty-five and three-tenths per cent of the teachers in the North Central schools taught in only one other field combined with social science, 47.3 per cent of the teachers in the Non-North Central schools taught in one other subject field. In both groups of schools there were eleven possible double-combinations represented.

Seven and nine tenths per cent of the teachers in the North Central schools taught in two other fields combined with social science, in the Non-North Central schools, 26.5 per cent of the teachers taught a similar number of combinations. There were thirty-four combinations.

Six tenths per cent of the teachers in the North Central schools taught social science in combination with three other subject fields whereas in the Non-North Central 3.3 per cent of the teachers of social science taught in three other subject fields in combination with social science. There were nineteen possible combinations.

In the Non-North Central schools 0.4 per cent of the teachers taught subject combinations involving four fields other than social science whereas in the Non-North Central schools there were no teachers who taught in four fields other than social science.

Practice indicates that teachers of social science can expect to teach in two or more fields. For the most part it is in the larger schools only that teachers are permitted to teach in one field. This is due in the main to school organization and economic factors.

### Various Fields in Which Teachers Instructed

Table VIII, page 34 , shows the number and percentage of teachers who taught in one to five fields. The material summarized in table VIII indicates the advisability of prospective teachers of social science preparing in more than one subject field.



TABLE VIII

THE NUMBER AND PERCENTAGE OF TEACHERS OF SOCIAL SCIENCE TEACHING  
IN THE VARIOUS SUBJECT FIELDS IN THE NORTH CENTRAL SCHOOLS 1934  
AND NON-NORTH CENTRAL SCHOOLS 1935

NORTH CENTRAL SCHOOLS			NON-NORTH CENTRAL SCHOOLS		
Number of Fields	Number Teaching	Percentage Teaching	Number of Fields	Number Teaching	Percentage Teaching
(1)	(2)	(3)	(4)	(5)	(6)
One	546	56.2	One	129	21.9
Two	342	35.3	Two	283	47.9
Three	77	7.9	Three	156	26.5
Four	6	.6	Four	18	3.3
Five	0	0	Five	2	.4
Total	971	100.0	Total	588	100.0

Read table thus: 546 or 56.2 per cent of teachers in the  
North Central schools taught in one field.

## CONCLUSIONS

The following conclusions are indicated from the preceding study:

1. A higher percentage of the teachers of social science in the Non-North Central schools had earned the formal requirement of ten semester hours of college credit in social science which is the standard of the accrediting board of the University of Michigan, than the teachers of social science in the North Central schools, who were required to hold fifteen semester hours of college credit in social science.
2. The data analyzed revealed that in the North Central schools the teachers of social science in schools with an enrollment of over 1000 pupils had the highest per cent adequately trained in terms of established requirements than in any other enrollment group. The Non-North Central school on the other hand had the highest per cent of the teachers of social science adequately prepared in the schools with an enrollment from 301 to 500 pupils.
3. In both groups of schools those schools with an enrollment of 300 pupils or less had the lowest per cent of the teachers meeting the standard requirements set up by the respective accrediting boards.
4. This study shows that the teachers of social science who received salaries from \$1501 to \$2000 had the highest per cent adequately prepared in terms of formal requirements

than did any other salary group in both the North Central and Non-North Central high schools.

5. In the North Central schools the teachers who received salaries from \$1001 to \$1500 had the highest per cent with less than the required fifteen semester hours of credit than any other salary group. In the Non-North Central schools the teachers who received \$1000 or less per year had the highest per cent with less than the required ten semester hours of credit.
6. In the North Central schools the teachers who had no experience in teaching had the highest per cent of all tenure groups with training in social science of fifteen or more semester hours. In the Non-North Central schools the teachers with experience of over fifteen years had the highest per cent of all the tenure groups with training in social science of ten or more hours of credit.
7. In the North Central schools the group of teachers with fifteen or more years of experience had the highest per cent of inadequately trained teachers in terms of standard requirements. Whereas in the Non-North Central schools the teachers with eleven to fifteen years experience had the highest per cent of inadequately trained teachers.
8. More teachers in both groups of schools teach history than any other subject. In both groups of schools the order of frequency with which the subjects in the social science field occurred in the programs of the teachers was practically identical.

9. The subject combinations in both groups of schools were numerous and varied, apparently determined only by the local conditions. The North Central schools were superior to the Non-North Central schools in the matter of fewer subject combinations, the majority of their teachers taught only in social science. The remainder of the teachers with few exceptions taught one other subject field in combination with social sciences.
10. Some of the teachers of social science in the North Central schools taught in as many as four subject fields whereas some of the teachers in the Non-North Central schools taught in as many as five subject fields in a teaching program. However, in the North Central schools over ninety per cent of the teachers of social science taught only in one or two fields. In the Non-North Central schools by contrast slightly less seventy per cent taught in one or two subject fields. The remaining numbers being distributed over three, four and five different subject fields.

A serious need for further work growing out of this study includes a survey of the training and teaching combinations of all of the teachers in the high schools of Michigan and an experimental study to determine whether teachers with more training are more efficient teachers than those with less training.

## APPENDIX

## REVIEWS OF SIMILAR STUDIES

A study was made in 1934 of the subject combinations and college preparation of teachers of home economics in small high schools of Nebraska.<sup>(1)</sup> The study showed a wide range of subjects combined with home economics. English was most frequently combined with home economics. All of the teachers of vocational home economics had majors in home economics, sixty per cent of the non-vocational teachers had majors in home economics.

A study of the preparation of teachers of English and of the subjects they teach in the public high schools of Kentucky was made in 1933.<sup>(2)</sup> This study showed that those in charge of teacher placement failed to emphasize specialization in subjects to be taught. The subject combinations in the larger high schools for the majority of teachers was good but in the smaller high schools the teachers were required to teach too many subject combinations.

A study of Ohio conditions relative to teachers of social science, their training, experience and subject combinations was made in 1934.<sup>(3)</sup> This study indicated that a large percentage of

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(1) Dickerson, M. E. A Study of the Subject Combinations and College Preparation of the Home Economics Teachers in the Small High Schools of Nebraska. Unpublished Master's Thesis, University of Nebraska, 1934. p. 91.

(2) Jones, John Spenser. A Study of the Preparation of the Teachers of English in Kentucky in the Fields of English and of the Subjects They Teach. Unpublished Master's Thesis, University of Kentucky, 1933. p. 70.

(3) Puderbaugh, Franklin E. A Study of Ohio Social Science Teachers; Their Training, Experience, and Subject Combinations. Unpublished Master's Thesis, Ohio State University, 1934. p. 86-87.

the teachers of social science taught English, mathematics, physical education and foreign language in combination with the social sciences. Twenty-five per cent of the teachers of social science in the high schools of Ohio had no formal preparation in social science, forty-one had college training only in one subject in the social science field and thirty-four per cent of the teachers were adequately prepared in terms of formal requirements to teach the entire social science field.

Sample of Form Used to Record Data in This Study

Name of School	Enrollment	Teacher	Subjects	Semester Credits	Years Experience	Salary
1.(N.C.A)	239	1	Civics History Latin English	15 15	6	\$1080



Please return this blank by *December 1, 19* to \_\_\_\_\_

## BUREAU OF COOPERATION WITH EDUCATIONAL INSTITUTIONS OF THE UNIVERSITY OF MICHIGAN ANNUAL REPORT FOR ACCREDITING

Submitted by the \_\_\_\_\_ (Give official name by which your high school should be listed in published reports.) \_\_\_\_\_ High School

County \_\_\_\_\_ City \_\_\_\_\_ Street Address \_\_\_\_\_

Date of submitting this report \_\_\_\_\_ 19 \_\_\_\_\_ Administrator in direct charge of high school \_\_\_\_\_ (Superintendent or Principal)

### GENERAL INFORMATION

NOTE: (a) Questions designated by the asterisk (\*) may be omitted by public high schools in cities of more than 10,000 population. (b) Non-public schools may omit questions such as apply *only* to public high schools.

1. Secretary of Board of Education \_\_\_\_\_
2. What grades are included in the high school? \_\_\_\_\_
3. Date of opening of school year \_\_\_\_\_, 19 \_\_\_\_\_
4. Date of closing of school year \_\_\_\_\_, 19 \_\_\_\_\_
5. Give specific dates on which your school will be closed for *all* vacations or special holidays \_\_\_\_\_
- \*6. Population of school district \_\_\_\_\_
- \*7. Total school census \_\_\_\_\_
- \*8. Approximate enrollment of non-public schools in the school district \_\_\_\_\_
- \*9. What is the assessed valuation of the school district? \_\_\_\_\_
- \*10. How much money is being raised this year for school purposes on this valuation? \_\_\_\_\_
11. What is the tax rate per \$1000 for school purposes? \_\_\_\_\_
- \*12. What is the bonded indebtedness of the school district? \_\_\_\_\_

### STANDARD 1 (a)

1. When was the present high school administrator elected to this position? \_\_\_\_\_
2. If newly appointed in charge of the high school since January, 1930: Name two courses taken in the field of Administration and Supervision \_\_\_\_\_

Indicate where you had two years of secondary school teaching previous to this appointment \_\_\_\_\_

### STANDARD 1 (b)

1. Name any teachers in your high school who do not hold regular teaching certificates issued in Michigan \_\_\_\_\_

### STANDARD 1 (c)

1. Name any high school teachers of science who have not had at least one college course of three semester hours in the particular science subject they are teaching? \_\_\_\_\_
2. Name any high school teachers of social studies who have not had at least one college course of three semester hours in each of the particular subjects they are teaching \_\_\_\_\_

### STANDARD 1 (d)

1. Name any teachers of non-academic subjects in the high school who do not hold special certificates in their subjects as required by law \_\_\_\_\_

### STANDARD 2

1. Average number of pupils in the high school per full-time teacher \_\_\_\_\_

2. Name such classes as have enrollments from 30 to 40 \_\_\_\_\_
3. Name such classes as have enrollments exceeding 40 \_\_\_\_\_
4. Name such classes as have enrollments of less than 10 \_\_\_\_\_
5. Enrollments

	Boys	Girls	Total
Total below 7th grade			
7th grade			
8th grade			
9th grade			
10th grade			
11th grade			
12th grade			
Post-graduates			
Total			

### STANDARD 3

1. How many teachers do not have at least one free period a day for pupil consultations? \_\_\_\_\_
2. How many teachers teach six periods a day? \_\_\_\_\_
3. How many teachers teach more than six periods a day? \_\_\_\_\_
4. How many classes are held in rooms where other students are present? \_\_\_\_\_

### STANDARD 4

- \*1. Do you have the equivalent of at least three teachers in the upper four grades of your high school? \_\_\_\_\_

**STANDARD 5 (a)**

1. What are the net number of minutes of class-room work per period, exclusive of all time used for passing between classes?  
(Not less than *three* minutes should be allowed for passing between classes.)
2. What laboratory sciences have less than three recitation plus two double laboratory periods, a total of seven periods per week?
3. What vocational subjects have less than 10 periods per week?

**STANDARD 5 (b)**

1. How many weeks of actual school work did your high school pupils receive during the last school year?
2. How many weeks of actual school work are planned for the current school year?

**STANDARD 6**

1. How many periods a week does the administrator teach?
2. Estimated number of hours per week spent by the administrator in actual classroom supervision\_\_\_\_; office duties\_\_\_\_; conferences with teachers\_\_\_\_; conferences with parents and patrons\_\_\_\_; purely clerical duties\_\_\_\_; community activities\_\_\_\_
3. How much clerical help is provided?
4. What organized professional study is carried on by the faculty?

**STANDARD 7**

- \*1. How many teachers are employed in the grade rooms in the building housing the high school?
- \*2. What provisions are made for the supervision of health in the elementary grades?
3. Has the board of education a written statement of policies?
- \*4. Does the board of education employ only teachers recommended by the superintendent?
- \*5. Does the board of education purchase only such supplies and equipment as have been recommended by the superintendent?

**STANDARD 8**

1. What provision is made for establishing efficient study habits?
2. For adequate educational guidance?
3. For adjustment to individual needs?
4. What plan is followed for reporting especially satisfactory or unsatisfactory work to parents?
5. Under what conditions may pupils carry five subjects?
6. How many pupils in the high school are carrying five subjects or more?
7. Is a permanent, cumulative record card kept for each pupil?
8. Check the items recorded on such a card: school marks\_\_\_\_; intelligence test scores\_\_\_\_; standardized test results\_\_\_\_; character, personality and other ratings\_\_\_\_; post-school record\_\_\_\_; others\_\_\_\_
9. Check forms used for records: registration card\_\_\_\_; program card\_\_\_\_; health record\_\_\_\_; attendance record\_\_\_\_; guidance record\_\_\_\_; activities record\_\_\_\_; others\_\_\_\_
10. Number of graduates last year (midyear and spring): Boys\_\_\_\_ Girls\_\_\_\_ Total\_\_\_\_
11. Number of last year's graduates now attending college
12. Number of former graduates attending college for the first time this year

**STANDARD 9**

1. Will a copy of this report be presented to the board of education?
2. Is the official letter from the University or Department of Public Instruction relating to the last inspection on file?

**STANDARD 10**

- \*1. Indicate the number of units or half units of work included in your program of studies:
- |                |                       |                        |
|----------------|-----------------------|------------------------|
| English _____  | Economics _____       | Typewriting _____      |
| French _____   | History _____         | Bookkeeping _____      |
| German _____   | Biology _____         | Other Commercial _____ |
| Latin _____    | Chemistry _____       | Manual Arts _____      |
| Algebra _____  | H. S. Geography _____ | Home Economics _____   |
| Geometry _____ | Physics _____         | Agriculture _____      |
| Civics _____   | Stenography _____     | Music _____            |
- Other subjects \_\_\_\_\_

- \*2. How many units are required for graduation?
- \*3. How many of these must be earned in classroom subjects?
4. Is every student required to take a semester of American Government before graduating?

**STANDARD 11**

1. In what respects is the high school building overcrowded?
2. Check service systems that are unsatisfactory: heating\_\_\_\_; ventilating\_\_\_\_; fire protection\_\_\_\_; cleaning\_\_\_\_; artificial lighting\_\_\_\_; water supply\_\_\_\_; drinking fountains\_\_\_\_; toilets\_\_\_\_
- \*3. What improvements to the plant were made last year?

**STANDARD 12**

1. Check inadequate laboratory equipment: demonstration desks\_\_\_\_; individual laboratory tables\_\_\_\_; cases for apparatus\_\_\_\_; running water\_\_\_\_; gas\_\_\_\_; electricity\_\_\_\_
2. Is apparatus adequate for general science\_\_\_\_; biology\_\_\_\_; physics\_\_\_\_; chemistry\_\_\_\_; agriculture\_\_\_\_
3. How much was spent for apparatus the past year?
4. Is there an annual appropriation for apparatus?  
If so, how much?

**STANDARD 13**

1. How many usable volumes in the library?
2. Is the library immediately accessible to the study hall?
- \*3. Is there a local public library available to pupils?
4. Is there a good reference library of encyclopedias, dictionaries and other general books provided in the study hall?
- \*5. In what way is library reference stimulated?
6. Is the library cataloged?  
How?
7. Are books kept in good repair?
8. How much money was expended on the high school library last year?  
What appropriation was made for the current year?
9. Is the high school supplied with adequate sets of World and American history maps?
- \*10. Are grades one to six supplied with at least two complete sets of supplementary readers?

**STANDARD 14**

1. Is Standard 14 followed in accepting credits from other schools?

**STANDARD 15**

1. Will this report be completed and mailed prior to December 1



## SCHEDULE OF CLASSES

(If the space below is insufficient, additional similar sheets may be obtained upon request. North Central Association schools having more than the equivalent of 20 full-time high school teachers may omit this page.)

## Explanation:

- 1 = Subject  
2 = Grade  
3 = Periods a week  
4 = Enrollment

1			
2	3	4	

For  
example

Geometry		
10	5	38

PERIODS	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
1. From							
to							
2. From							
to							
3. From							
to							
4. From							
to							
5. From							
to							
6. From							
to							
7. From							
to							
8. From							
to							

To be filled in by high school visitor:

1. Supplement  
or Principal

Degree \_\_\_\_\_ Institution \_\_\_\_\_

without degrees \_\_\_\_\_ 3. Previous term of accrediting \_\_\_\_\_ Term recommended \_\_\_\_\_

High School Visitor

4. Date of inspection \_\_\_\_\_

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