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A Study of North Dakota Public Secondary Social Studies Teachers for the Academic Year 1969-1970

Maurice T. Russell

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A STUDY OF NORTH DAKOTA PUBLIC SECONDARY SOCIAL STUDIES
TEACHERS FOR THE ACADEMIC YEAR 1969-1970

by
Maurice T. Russell

Bachelor of Science, University of North Dakota 1950
Bachelor of Arts, University of North Dakota 1955
Master of Arts, University of North Dakota 1964

A Dissertation

Submitted to the Faculty

of the

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for the degree of

Doctor of Education

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This Dissertation submitted by Maurice T. Russell in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

Carl Amundson

(Chairman)

Richard Peterson

James W. Peble

Henry J. Tomusik

Ronald L. Johnson

William Johnson
Dean of the Graduate School

Permission

Title A Study of North Dakota Public Secondary Social Studies
Teachers for the Academic Year 1969-1970

Department Education

Degree Doctor of Education

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Date Dec. 11, 1970

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ABSTRACT

Problem

This study examined the academic preparation, teaching assignments, and selected elements of employment of all 673 public secondary social studies teachers in the state of North Dakota for the academic year 1969-1970.

Method

There were 9 academic variables considered in the preparation of the social studies teacher: United States history, world history, American government, problems of democracy, economics, international relations, sociology, psychology, and geography. The examination of the preparation included the source of the highest degree earned and the distribution of degrees by accreditation levels and sex. Teaching assignments within and outside of the social studies fields were also examined.

The elements concerning employment were: sex, age, teaching experience, terms of employment, length of contract, and the type of certification of the social studies teachers.

The statistics used to examine the academic preparation were the mean, standard deviation, multivariate analysis of variance,

univariate analysis of variance, and Scheffe's test for multiple comparisons. Means and standard deviations were established for semester hours of preparation for all social studies teachers and Scheffe's test was used to determine significant differences in the mean hours of preparation according to accreditation levels established by the State Department of Public Instruction.

Findings

The mean hours of academic preparation in social studies for all social studies teachers was 43.11. The economics teachers' mean of 95.85 hours was greatest in terms of credit earned in social studies. The world history teachers' mean of 13.87 hours of credit earned in world history was highest in terms of the mean hours of credit earned in the course taught.

The mean hours earned in social studies was significantly higher for teachers in 1-A schools than for teachers in 2-A, 3-A, or non-accredited schools. The teachers in 1-A schools had significantly higher mean hours preparation in specific courses than teachers in other levels. They were significantly higher in world history preparation than 2-A teachers, and significantly higher in United States history, world history, and problems of democracy than 3-A teachers. All other comparisons made with the mean hours of preparation were not significant.

The mean number of assignments within the field of social studies was 3.83 for 1-A teachers and 1.96 for teachers in non-accredited schools. Social studies teachers in 1-A schools were more apt to be assigned in their field than teachers in other levels.

All social studies teachers had a 4 year degree with the men tending to hold the higher degrees and the greater percentage of teachers holding the higher degrees were employed in 1-A schools. Valley City State College granted most of the degrees with 125, or 18.50 per cent.

There were 11 social studies teachers who had certificates other than First Grade Professional. There were 10 emergency and 1 P-2, or second grade certificate.

There were 70 contracts for other than 9 months and 8 part-time teachers. Neither employment nor contract periods followed a pattern by accreditation levels.

Recommendations

The significant differences in preparation between social studies teachers in 1-A schools and other levels suggest that the minimal accreditation and certification standards should be raised to protect the students in the lower level schools.

There is a need to identify the characteristics and preparation of those North Dakota public secondary school social studies teachers who are highly rated by their students, fellow teachers, administrators, and the public.

CHAPTER I

INTRODUCTION

The Problem

This study examined the preparation, teaching assignment, and selected elements concerning employment of all North Dakota public secondary social studies teachers for the academic year 1969-1970.

The study was concerned with the following:

1. Preparation
 - a. The semester hours of academic preparation in U. S. history, world history, citizenship, American government, problems of democracy, economics, international relations, geography, sociology and psychology of each teacher teaching social studies in North Dakota public secondary schools.
2. Teaching assignment
 - a. The teaching assignments of each social studies teacher in the public secondary schools.
 - b. The teaching assignments outside social studies of each of the social studies teachers.

3. Elements concerning employment
 - a. The sex, age, total years of public school teaching experience, terms of employment, and type of certification of each of the social studies teachers.

The research was designed to answer the following questions:

1. What are the social studies teachers' preparations, teaching assignments, and selected elements of employment?
2. Are there differences in the number of semester hours of academic preparation in each of the nine social studies courses between social studies teachers of schools of different accreditation?
3. Are there differences in number and types of courses being taught by social studies teachers in schools of different levels of accreditation?
4. Are there differences between social studies teachers of schools of different accreditation as to sex, age, total years of public school teaching experience, terms of employment, and type of certification?
5. Are academic preparations of teachers, the social studies offerings, as reflected by the technical assignments, and the personal factors of the teacher correlated with the school's level of accreditation?

Nature and Explanation

The North Dakota public secondary social studies teachers are teaching a discipline that lacks definition nationally.¹ In addition, our state comprises a large geographic area with a relatively small population. ". . . Its overly elaborate system of local school district organization and its excessive reliance on poorly prepared teachers"² help create a situation in which "one high school student in three is enrolled in such a borderline or substandard school program."³

The substandard program is due in part to the fact that North Dakota high school teachers are apparently not motivated to undertake graduate work leading to a degree, ". . . the state still ranks fiftieth here, too, because only thirteen per cent have completed their Master's degree--considered the desired minimum--in their field of study."⁴

The position of social studies in an educational program already identified as substandard is disheartening. Richard Klien, Director of Secondary Education for the State of North Dakota, stated that "social

¹Milton E. Plaghoft, "Social Studies: Curriculum's Foggy Bottom," Social Education, XXIX, No. 8 (December, 1965), p. 539.

²Lucille Hendrickson, "The North Dakota Statewide Study of Education: As Reported by the Mandan Pioneer" (booklet of the reprints of six articles that appeared in the Mandan Pioneer, December 1-7, 1967, and reproduced through permission of the Pioneer), p. 1.

³Ibid.

⁴Ibid.

studies is generally thought to be one of, if not the, most poorly taught subjects in North Dakota secondary schools. The concept held by many administrators and teachers is that anyone can teach social studies."⁵

When the relative position of social studies courses is considered from the students' viewpoint, the results are again disheartening. A study by Colwell and Whiting revealed that North Dakota high school students ranked social studies as the course considered to be of least value.⁶

Colwell and Whiting also found that social studies ranked at the top of the list of courses desired to be added in class A schools. The course areas which the students felt should be strengthened were personal adjustment and social problems.⁷

The inability of students to identify personally with social studies courses was underlined by Dr. Henry Tomasek, Professor of Political Science, University of North Dakota, in an interview by John Perrin: "Tomasek felt that secondary school teachers had failed in their efforts to relate the significance of social studies to modern society."⁸

⁵John Mark Perrin, "An Evaluation of the Academic and Professional Preparation of High School Social Studies Teachers in North Dakota Secondary Schools" (unpublished Ed.D. dissertation, University of North Dakota, 1962), p. 8.

⁶Dell M. Colwell and Kenneth E. Whiting, "Consumer Research in Education," North Dakota Teacher (October, 1958), p. 15.

⁷Ibid.

⁸Perrin, p. 8.

These conditions suggested the need for a closer look at the state's public secondary schools and the secondary social studies teachers. In the 1969-1970 academic year the state supported 276 public secondary schools with a total 46,797 students enrolled,⁹ with a median enrollment of 90 students. The largest school system enrolled 3,137 students and the smallest enrolled 17.¹⁰

The minimum teacher qualifications in accredited public secondary schools, as passed by legislative statute for accreditation by the Department of Public Instruction, are a first grade professional certificate and a major or minor in the discipline that he is teaching.¹¹ The legislature also required geography, United States history, and civil government to be taught "to students who are sufficiently advanced to pursue the same."¹²

Accreditation standards, common to all schools in North Dakota, state that subjects must be assigned to teachers with at least the following minimum preparation in social studies:

⁹Department of Public Instruction, North Dakota Educational Directory 1969-70, p. 82.

¹⁰Telephone interview with Harold Michelson, Director of Secondary Education, North Dakota Department of Public Instruction.

¹¹North Dakota State Department of Public Instruction, Administrative Manual for North Dakota Schools, Bismarck, North Dakota: State Department of Public Instruction, 1967, p. 47.

¹²Ibid., p. 45.

. . . at least sixteen semester hours or twenty-four quarter hours. The hours of preparation shall be distributed within the field according to the assigned high school subject as follows: At least 5 SH (7 or 8 QH) in World History, U.S. History, World Geography, Economics, Sociology, Government, and Psychology. At least 5 SH (7 or 8 QH) in a combination of Economics, Government, and Sociology will qualify for teaching Modern and Contemporary Problems, Present Day Problems, and Problems of Democracy. Complete at least one college course for each of the following: International Relations, Cooperative Marketing, and Family and Marriage. Sixteen (16) SH in the Social Studies field will qualify for teaching Orientation and Citizenship.¹³

The North Central Association of Colleges and Secondary Schools criterion for Social Studies is as follows:

Twenty-four semester hours in the field of social studies, including at least eight semester hours in the subjects of U.S. history, World history, civics or government, economics or sociology, when a teacher is assigned these subjects. Teachers of highly specialized elective subjects such as Russian history, Asian history, etc., shall have at least five semester hours in the specific subject taught. Teachers of state history shall have a course in the subject. Teachers of contemporary problems or citizenship shall have at least five semester hours in government plus courses in history, economics, and sociology.¹⁴

The State Department of Public Instruction considers minimum teacher preparation as one of the criteria for accreditation in determining the effectiveness of a total school program. The established levels of

¹³ M. F. Peterson, Superintendent of Public Instruction in North Dakota, "A Guide to School Accreditation Standards," mimeographed guide obtained from North Dakota Department of Public Instruction, prepared in 1967, p. 3.

¹⁴ Commission on Secondary Schools 1969-70, Policies and Criteria for the Approval of Secondary Schools: North Central Association of Colleges and Secondary Schools, 5454 South Shore Drive, Chicago, Illinois 60615, p. 19.

accreditation in descending order are: (1) I-A: approaches a comprehensive high school; (2) II-A: meets more than minimum requirements in some areas; (3) III-A: meets minimum requirements only; and (4) non-accredited: does not meet the minimum requirements.¹⁵

Scope and Limitations

This study was limited to North Dakota public secondary social studies teachers. A social studies teacher is defined here as anyone teaching one or more of the following courses: United States history, world history, citizenship, American government, problems of America, economics, international relations, geography, orientation, sociology, and psychology.

The investigator was limited to the information on file in the Department of Public Instruction, Bismarck, North Dakota. This study compared qualified and non-qualified social studies teachers in the schools of the four levels of accreditation. The subjects taught outside of social studies by qualified social studies teachers were also surveyed.

Type and Method of Research

This study described the academic preparation, teaching assignments, and selected elements of employment such as sex, age, public

¹⁵Administrative Manual for North Dakota Schools, 1967, p. 31.

school teaching experience, conditions and terms of employment, and type of certification of social studies teachers in North Dakota public secondary schools.

The data for the study were collected by the Department of Public Instruction on the certified teachers' computer master tape. Information taken from the teachers' transcript files was placed on data cards by the staff of the Computer Center at the University of North Dakota. The data were processed by the IBM 360 Model 30 computer at the University.

The statistics used were the mean, standard deviation, multi-variate analysis of variance, univariate analysis of variance, and Scheffe's test of multiple comparisons.

Sources of Information

The State Department of Public Instruction was the main source of the data in regard to the teachers and the courses. Correspondence with the State Department officials and personal interviews with University professors provided additional information.

The Chester Fritz Library at the University of North Dakota supplied background information, including xeroxed and microfilmed copies of similar dissertations in other disciplines.

Need and Purpose

The relatively low status of social studies courses, and the repeated accusation that the discipline as currently taught lacks

relevancy, prompted an examination of the qualifications of the social studies teacher. This emphasis on the teacher was based on the assumption that the curriculum becomes what the teacher wishes it to be once the classroom door is closed. Interest in the study was expressed by the State Department of Public Instruction in that they were currently involved in a study of the social studies curriculum and felt that there may be some outcomes of this study which may be pertinent to theirs.

Finally, the study was of personal interest to the writer who has been actively involved in teaching social studies and working with social studies interns.

CHAPTER II

REVIEW OF LITERATURE

The thrust of literature on social studies programs and teacher preparation over the past decade focuses on the lack of definition of the social studies program itself and especially on the need to prepare teachers to bring social studies up to the level of the other disciplines. The literature abounds with discussions as to what should be included in the preparation of the social studies teacher. Much is written about the affective and cognitive domains and their relationship to teacher effectiveness. A possibility of a reciprocal relationship between these two domains exists: an above average rating in the affective characteristics may, in part, be attributable to the security gained from an above average preparation in the subject matter field. A review of literature regarding both domains seems indicated.

Much of the literature indicates that when teachers are evaluated according to a list of characteristics, knowledge of the subject matter is seldom the primary reason for a positive or negative rating. Grannis, after reviewing numerous studies, concluded that there is little or no connection between the teacher's knowledge and pupil achievement in

elementary school subjects, and that at the secondary school level, a connection exists only in the case of "bright" students in technical courses such as advanced mathematics, chemistry, and physics.

Grannis defined knowledge as the courses a teacher has taken in a given area or by the teacher's scores on standardized tests.¹ He further concluded that the number of courses or degrees teachers have completed in any of the conventional categories of teacher education, whether subject matter or foundations, has never been demonstrated to account for more than a small fraction of pupils' learning,² nor has the amount of classroom experience held by teachers, been a factor in pupils' achievement.³

When high school seniors have been asked to give their reasons for liking teacher A best and teacher Z least, knowledge of subject matter has been ranked below items which might be classified as the teacher's personal style. Hamachek cited a study based on the opinions of 3,725 high school seniors concerning best-liked and least-liked teachers in which the outstanding reason given for liking a teacher best was the teacher's willingness to be helpful in school work and to explain lessons and assignments clearly. Outstanding behavior characteristics of the least-liked teachers were given as "too cross, crabby, grouchy and

¹ Joseph C. Grannis, "The Social Studies Teacher and Research on Teacher Education," Social Education, XXXIV (March, 1970), 292.

² Ibid., 294.

³ Ibid., 293.

TABLE 1

DESIRABLE TEACHER CHARACTERISTICS^a

Characteristics	Undergraduates			Totals
	Elementary	Secondary	Graduates	
Category A (Personality)				
Respects Students	55	34	51	140
Empathic	49	33	56	138
Understanding	44	17	42	103
Fair--Just	39	19	34	92
Enthusiastic	31	22	27	80
Sincere	29	15	34	78
Provides Student Participation	34	23	19	76
Encourages Self Direction	30	23	22	75
Kind	21	11	23	55
Committed	19	15	19	53
Pleasant	19	13	20	52
Humorous	10	18	14	42
Tolerant	17	5	14	36
Consistent	15	11	2	28
Category B (Subject Matter)				
Excellent Presentations	50	43	45	138
Knowledgeable	14	31	28	73
Academically Rigorous	10	14	18	42
Total	41	49	58	148

^aAlton Harrison, Jr. and E. G. Scriven, "Is There a Relevancy Gap in Education?" Peabody Journal of Education, XXXVI (March, 1969), 305.

sarcastic." Knowledge of subject matter ranked sixteenth on both lists.⁴

The literature indicates that college students agree.⁵

⁴Don Hamachek, "Characteristics of Good Teachers and Implications for Teacher Education," Phi Delta Kappan, February, 1969, p. 341 citing W. F. Hart, Teachers and Teaching (New York: Macmillan, 1934), pp. 131-132.

⁵Ibid.

In response to a questionnaire listing the desirable teacher characteristics, ninety-four undergraduate and twenty-five graduate students in the College of Education at Northern Illinois University indicated that College of Education students are more concerned with understanding and development of emotional feelings as opposed to rationality and the intellect.⁶ When these same students were asked to list the importance of a college education, acquisition of knowledge ranked sixth and was cited only seventeen times by the one hundred nineteen students,⁷ as illustrated in the following table.

It would appear from this survey that there is ". . . a wide gap between the major concerns of the students which are affective and the educational priorities which are cognitive."⁸

To this point the review of the literature has dealt with the reactions of the students toward the characteristics of teachers. The reaction to teacher characteristics by those whose job it is to evaluate teachers adds an important dimension to this paper.

In an attempt to assess the nature of teacher evaluation throughout the nation, Inglis obtained samples of evaluation programs from seventy

⁶Alton Harrison, Jr. and E. G. Scriven, "Is There a Relevancy Gap in Education?" Peabody Journal of Education, XXXXVI (March, 1969), 305.

⁷Ibid., 306.

⁸Ibid., 307.

TABLE 2

IMPORTANCE OF COLLEGE EDUCATION^a

Item	Undergraduates			Totals
	Elementary	Secondary	Graduates	
Understanding of People (Tolerance, Respect, Interest)	30	30	8	68
Realization and Understanding of Self	5	11	20	36
Ability to Think	3	14	16	33
Occupational Selection and Training	5	5	13	23
Awareness of Life	4	8	6	18
Acquisition of Knowledge	3	7	7	17
Self Discipline	2	11	3	16
Desire to Learn and Achieve	2	5	1	8
Realization of How Little I Know	1	1	4	6
Social Development	0	0	6	6
Selection of Mate	0	0	4	4
Acquisition of College Degree	0	2	0	2
Exposure to Competition	0	2	0	2
Others	0	3	3	6
Total	60	99	84	243

^aAlton Harrison, Jr. and E. G. Scriven, "Is There a Relevancy Gap in Education?" Peabody Journal of Education, XXXVI (March, 1969), 307.

school districts in thirty-eight states. The evaluations were analyzed according to three general categories: (1) professional relations and attitudes, (2) teaching techniques, and (3) personal characteristics of the teacher. The items appear as percentages representing the frequency with which each item appeared in the total number of instruments.⁹

⁹Chester Inglis, "Let's Do Away With Teacher Evaluation," The Clearing House, XXXIV (April, 1970), 452.

TABLE 3

PROFESSIONAL RELATIONS AND ATTITUDES^a

Topics	Responses	Topics Found on Less Than 6% of the Forms
1. Staff Relations and Responsibility	51.4%	1. Articulation and Presentation of Ideas
2. Professional Improvement	48.5	2. Dependable
3. Community and Parent Relations	45.7	3. Emotional Maturity
4. Student Relations	35.7	4. Personal Appearance
5. Ethics	34.3	5. Ability to Work with Others
6. Professional Responsibility and Attitude	28.6	6. Care of Necessary Routine
7. Loyalty to School	20.0	7. General Personality
8. Knowledge of Subject	18.6	8. Observes Confidential Matters
9. Cooperation	17.1	9. Refrains from Derogatory Remarks
10. Accepts Extra Assignments	15.5	10. Displays Pride in Profession
11. Accepts Aims of School	15.5	11. Respect
12. Enthusiasm for Teaching	14.3	12. Cultural Contributions
13. Professional Organization	14.3	13. Attends Faculty Meetings
14. In-Service Activities	14.3	14. Shares Ideas
15. Initiative	12.8	15. Attendance Keeping
16. Community Activity	12.8	16. Punctuality
17. Accepts Constructive Criticism	11.1	17. Accuracy
18. Relationship with Administrators and Supervisors	11.1	18. Executive Ability
19. Care of Supplies and School Property	7.1	19. Creative
		20. Industry
		21. Personal Control
		22. Character
		23. Communication Skills

^aChester Inglis, "Let's Do Away With Teacher Evaluation," The Clearing House, XXXIV (April, 1970), 453.

TABLE 4

TEACHING TECHNIQUES^a

Topics	Responses	Topics Found on Less Than 5 Forms
1. Plans and Organizes Appropriately	72.8%	1. Allows for Critical Thinking
2. Methods, Techniques, and Instructional Skills	72.8	2. Punctuality
3. Awareness of Physical Environment	61.4	3. General Teacher Effectiveness
4. Classroom Management and Control	60.0	4. Program Adaptability and Flexibility
5. Competence and Knowledge in Teaching Field	55.7	5. Extra Duty Assignments
6. Aware and Provides for Individual Needs	52.8	
7. Genuine Concern for Students	50.0	
8. School Cooperation	34.3	
9. Professional Growth and Resourcefulness	25.7	
10. Motivation (Teacher-Pupil Participation)	25.7	
11. Thoroughness in Giving Instructions	15.7	
12. Creative, Imaginative, and Initiative	12.8	
13. Helping Students with Good Work Habits	12.8	
14. Meaningful Learning	12.8	
15. Democratic Procedures Used	11.1	
16. Initiative and Enthusiasm in Teaching	7.1	
17. Help Students to Set Moral and Spiritual Values	7.1	

^aChester Inglis, "Let's Do Away With Teacher Evaluation," The Clearing House, XXXIV (April, 1970), 453.

TABLE 5

PERSONAL CHARACTERISTICS OF THE TEACHER^a

Topics	Responses	Topics Found on Less Than 5 Forms
1. Grooming	64.7%	1. Stimulate
2. Emotional Stability	47.1	2. Self-Confidence
3. Voice	45.7	3. Attentiveness
4. Health	47.5	4. Sympathy
5. Enthusiasm	31.1	5. Social Adjustment
6. Good English	31.1	6. Alert
7. Punctuality	28.5	7. Efficient
8. Cooperation	25.7	8. Appealing
9. Initiative	24.3	9. Courteous
10. Reliability	21.1	10. Leadership
11. Judgment	21.1	11. Written Expression
12. Humor	18.5	12. Responsibility
13. Tact	15.5	13. Flexibility
14. Poise	14.3	14. Refinement
15. Friendly	14.3	15. Moral Conduct
16. Vitality	11.1	16. Fairness
17. Accepts Constructive Criticism	10.0	17. Intelligence
18. Personality	7.1	18. Dependability
		19. Courage
		20. Mannerisms
		21. Abides by District Regulations

^aChester Inglis, "Let's Do Away With Teacher Evaluation," The Clearing House, XXXIV (April, 1970), 454.

When administrators evaluate teachers on their professional relations and attitudes, knowledge of the subject matter ranks eight. Those items which rank higher, such as staff relations and student relations, may be referred to as part of the personality or personal style of the teacher. Administrators, looking at the teaching techniques

of teachers, rank competence and knowledge in the field fifth.

While knowledge of the subject matter was not mentioned in Table 5, 31.5 per cent of all the items of evaluation dealt with the personal characteristics of the teacher.¹⁰ The emphasis on grooming as a first priority is interesting as court case after court case has established that dress is a matter of personal preference.¹¹

The review of the literature indicated that elementary students, secondary students, College of Education students, and administrators agree that the personality or personal style of the teacher is more important to them than knowledge of the subject matter.

If knowledge of subject matter ranks as low as sixteenth in a list of personal characteristics of a good teacher, who then is a good teacher? According to Hamachek, a good teacher is generally more positive in his views of students, colleagues, and administrators; he tends to favor democratic classroom procedures; he has the ability to see things as they seem to others; and sees students as capable people to be trusted and respected. A good teacher is a person who likes life, is at peace with himself, has a sense of humor, and enjoys other people.¹²

¹⁰Ibid., 454

¹¹Ibid.

¹²Hamachek, p. 343.

The list of personal characteristics of a good teacher has implications for teacher education, suggesting an attempt be made to spend at least as much time exposing and sensitizing teacher candidates as we do introducing them to the knowledge of the subject matter.¹³

The results of sensitivity experiments with teachers already in the field indicate that the experimental group was able to change their behavior by decreasing their directness or authoritarian approach. Joyce, Dirr, and Hunt concluded from their study that (1) the sensitivity training had little direct effect on sensitivity, but did affect the individual's ability to build rapport; (2) the flow toward directness was arrested; and (3) simulated classrooms are enough like real classrooms to be used for training purposes.¹⁴

The results of this experiment with established teachers suggest that an attempt to sensitize or humanize teacher candidates would be worthwhile. This is not to suggest a dichotomy exists between the characteristics of humanness and knowledge of the subject matter.

While it appears that subject matter knowledge, degrees earned, and years of classroom experience have a rather low priority when characteristics of teachers are ranked in order of desirability from a list

¹³ Ibid., 344.

¹⁴ Bruce Joyce, Peter Dirr, and David Hunt, "Sensitivity Training for Teachers: An Experiment," The Journal of Teacher Education, XX (Spring, 1969), 82.

quite a different situation obtains where the backgrounds of the social studies teachers rated as above average are examined.

A study of social studies teachers in Nebraska secondary schools focused on the background of teachers rated by their administrators by five ranks: (1) outstanding, (2) superior, (3) above average, (4) average, and (5) below average. To facilitate the study, the one hundred fourteen teachers ranked "outstanding" or "superior" were identified as the "rated" group and the thirty-five teachers ranked "average" or "below average" were referred to as "unrated." Three important contrasts, regarding the preparation and teaching experience of rated and unrated teachers, are evident in Table 6: the large number of unrated teachers without an undergraduate major in social studies, history, or other closely related area of study; the large number of unrated teachers who had completed their undergraduate preparation in one of the four state teachers colleges; and the low percentage of unrated teachers with an advanced degree. Conversely, seventy-two per cent of the rated teachers had a social studies undergraduate major, and forty-one per cent held advanced degrees.¹⁵ This evidence lends weight for a sound comprehensive program of teacher preparation in social studies.

¹⁵John E. Lux, "A Comparison of Teaching Methods Used by Superior and Non-Superior Teachers," The Social Studies, LIII (October, 1962), 172.

TABLE 6

A COMPARISON OF RATED AND UNRATED TEACHERS
ON PREPARATION AND TEACHING EXPERIENCE^a

Item	Rated Teachers	Unrated Teachers
1. Average Number of Years of Teaching Experience	14.72	7.94
	(Percentage of Groups)	
2. Undergraduate College:		
University of Nebraska	32.5	11.4
State Teachers Colleges in Nebraska	21.0	60.0
Other Nebraska Colleges	32.5	25.7
Colleges Outside Nebraska	14.0	2.9
3. Undergraduate Major:		
Social Studies (or closely related major)	72.8	37.2
Other Than Social Studies	27.2	62.8
4. College Degree Earned:		
Baccalaureate	58.7	80.0
Master's or Doctor's	41.3	20.0

^aJohn E. Lux, "A Comparison of Teaching Methods Used by Superior and Non-Superior Teachers," The Social Studies, LIII (October, 1962), 172.

Marked differences occurred between rated and unrated social studies teachers in other aspects of teaching also. The rated teachers followed a more flexible plan of organization and allowed the student to take a more active role in the conduct of the class. This is illustrated in Table 7.

TABLE 7

THE ORGANIZATION AND PRESENTATION OF MATERIALS^a

Item	% of Rated Teachers	% of Unrated Teachers
1. Type of Organization Used as Basic Method:		
Unit Plan	60.4	48.1
Textbook-Chapter Plan	26.9	42.3
Other Plans	12.7	9.6
2. Type of Approach Used as Basic Method:		
Topical Approach	48.3	38.5
Chronological Approach	31.8	44.3
Problems Approach	15.4	7.7
Other Approaches	4.5	9.5
3. Basic Method of Presentation:		
Class Discussion, Teacher-Led	61.5	48.1
Recitation	28.0	15.4
Individual Projects-Activities	15.3	1.9
Lecture	14.2	25.0
Student-Led Discussions	11.0	7.7
Group Activities	8.8	3.8
4. Basic Method of Presenting Current Events:		
One Day Each Week	45.6	36.5
Part of Each Class Period	8.2	7.7
Discussed as They Occur	21.4	17.3
Not Discussed as Separate Study	13.7	11.5

^aJohn E. Lux, "A Comparison of Teaching Methods Used by Superior and Non-Superior Teachers," *The Social Studies*, LIII (October, 1962), 172.

In a comparison of the use of group and individual activities, an outstanding difference between rated and unrated teachers was that four-fifths of the rated teachers required outside reading while only

one-fourth of the unrated teachers used this activity.¹⁶ The rated teachers made greater use of sixteen of the eighteen activities listed in Table 8.

TABLE 8
THE USE OF GROUP AND INDIVIDUAL ACTIVITIES^a

Activity	% of Rated Teachers	% of Unrated Teachers
Group Activities:		
Panels	15.8	5.7
Debates	3.5	0.0
Committees	9.6	8.6
Mock Experiences	8.7	2.9
Dramatizations	2.6	0.0
Field Trips	6.1	2.9
Surveys	2.6	8.6
School Programs	1.7	0.0
Community Programs	.9	0.0
Community Projects	.9	2.9
Individual Activities:		
Projects such as Interviews	13.1	11.4
Oral Reports	50.8	34.3
Reading Outside the Textbook with Reports Required on the Reading	60.5	25.7
Required Reading, Without the Reports	20.1	0.0
Research Papers	21.1	8.6
Making Charts, Maps, etc.	26.3	11.4
Leading Class Discussions	15.8	11.4
Making Bulletin Board Displays	26.3	17.1

^aJohn E. Lux, "A Comparison of Teaching Methods Used by Superior and Non-Superior Teachers," *The Social Studies*, LIII (October, 1962), 173.

¹⁶*Ibid.*, 173.

Finally, in a comparison of audio-visual, evaluative, and other activities the rated teachers made greater use of eighteen of the twenty-six activities than did the unrated teachers.¹⁷ Table 9 illustrates these comparisons.

In examining the varying degrees with which the activities and methods were used by both the rated and unrated teachers, it might be assumed that it is the teacher rather than the method that is important to successful teaching. However, a definite pattern of organization and presentation can be associated with the superior teacher.

The profile of the superior high school teacher was further classified in a study by Johnson and Radebaugh. Their study identified a group of excellent teachers in four Northern Illinois public senior high schools. They attempted to answer the question: What are some of the characteristics of excellent high school teachers which distinguish them from other teachers?¹⁸

Thirty-three teachers out of a population of two hundred thirty-six were identified as excellent teachers by students, teachers, and administrators responding to the following statement:

¹⁷ Ibid.

¹⁸ James A. Johnson and Byron F. Radebaugh, "Excellent Teachers: What Makes Them Outstanding?" The Clearing House, XXXIV (November, 1969), 152.

TABLE 9

THE USE OF AUDIO-VISUAL, EVALUATIVE, AND OTHER ACTIVITIES^a

Activity	% of Rated Teachers	% of Unrated Teachers
Audio-Visual Activities:		
Films	44.7	34.3
Filmstrips	23.7	7.0
Records	9.6	2.8
Tape Recordings	5.2	2.8
Pictures	35.9	28.6
Documents	16.6	14.3
TV Programs	9.6	2.8
Radio Programs	3.5	0.0
Exhibits	11.4	5.7
Bulletin Board Displays	50.0	31.4
Time Lines	16.6	17.1
Map Exercises	33.3	40.0
Evaluative Activities:		
Oral Exams	13.9	11.4
Objective Exams	68.4	80.0
Essay Exams	49.1	45.7
Daily Quizzes	28.9	25.7
Standardized Texts	11.4	8.6
Self Evaluation	27.2	37.1
Student Evaluation of Teacher	5.2	2.8
Other Activities:		
Outside Speakers	11.4	8.6
Supervised Study Time	57.0	77.1
Chart and Diagram Reading	15.0	25.7
Social Studies Vocabulary Drills	34.2	25.7
Differentiated Assignments	16.6	17.1
Use of Personal Experiences	27.2	22.8
Memorization of Speeches, Lists, etc.	.9	11.4

^aJohn E. Lux, "A Comparison of Teaching Methods Used by Superior and Non-Superior Teachers," *The Social Studies*, LIII (October, 1962), 173.

We start with the view that all teachers in this school are good teachers. Our purpose, however, is to identify the very best teachers in this school. Please list those teachers whom you feel are the very best in your school.¹⁹

Respondents to the questionnaire were not limited on the number of choices of excellent teachers nor were they asked to indicate rank order in case of multiple selections. Criteria were not provided to the respondents as a means of judging teacher excellence.

The responses were tallied and those teachers identified most frequently as excellent by all three groups were considered excellent teachers for the purpose of the study.

All the teachers in the population completed a questionnaire in which variables thought to be related to teacher excellence were presented. Identification of significant differences in the responses of teachers judged excellent and the responses of the other teachers were revealed by Chi Square Analysis.

The findings indicated that excellent teachers, more often than other teachers, tended to be males, to be older, to have more teaching experience, and to have earned thirty or more graduate credits. The statistical significance for the variables mentioned ranged from the .05 to the .20 level.²⁰

¹⁹Ibid., 153.

²⁰Ibid.

Substantial agreement was evident as to who were the "very best" teachers in the selected public high schools studied when students, teachers, and administrators utilized their own criteria of excellence. The resulting profile of the superior teacher included these characteristics: (1) male, (2) an older teacher, (3) has more teaching experience than most teachers, (4) eighty per cent chance that he will have earned thirty-one or more graduate credits, and (5) tends to use discussion techniques in his classes more often than other teachers.²¹

The primary implication drawn by the writer from this portion of the review of the literature, is the appearance of a reciprocal relationship between the affective and cognitive domains in terms of the preparation of the ideal social studies teacher. It appears that the superior social studies teacher must have a sound knowledge of the subject matter, well educated rather than a narrow academic specialist, and able to communicate with his students. In essence, meaningful communication requires that the teacher possess a sound academic background and be well educated to see beyond the confines of his course. Communication is a key to information which is based on knowledge: one without the other is largely meaningless. Assuming a reciprocal relationship exists between the affective characteristics of a teacher and his knowledge of the subject matter, it should be profitable to determine the academic preparation

²¹Ibid., 153-154.

of public secondary high school social studies teachers in North Dakota along with other related background variables.

CHAPTER III

PROCEDURE, PRESENTATION AND ANALYSIS OF DATA

Procedure

This study examined the academic preparation of the secondary social studies teachers in the public schools of North Dakota. The investigation of the academic preparation was limited to the semester hours of social studies earned in institutions of higher education. These semester hours were compiled on the basis of credit earned in United States history, world history, American government, problems of democracy, economics, international relations, geography, sociology, and psychology. Courses such as American colonial history and geography of North Dakota were listed under United States history and geography, respectively.

The number and types of courses taught by social studies teachers were examined to determine whether or not there were differences in assignments in schools of different levels of accreditation. Assignments within social studies were examined for each specific course, such as United States history, while those assignments which were outside the social studies area were listed under their major fields. For

example, developmental reading was considered under English and mechanical drawing and drafting were considered under industrial arts.

Academic preparation of the secondary social studies teacher was examined to determine whether there were differences according to the school's level of accreditation. There were four levels of schools assigned: 1-A, 2-A, 3-A, and N-A; the standards for classification of schools with a secondary program as described by the Administrative Manual¹ were used. The instructional staff preparation requirements for all four levels were that a teacher hold a First Grade Professional Certificate based on a four year college degree, and that all teachers must be assigned in their major or minor fields of preparation. To meet the requirements for level 1, all teachers must have a major portion of their instruction time assigned in the field in which they hold a major. The program for level 1 requires that the school offer at least 28 units annually and that the subjects be offered on the grade level indicated in the appropriate course of study. Level 2 schools are required to offer 24 units annually and level 3 schools are required to offer 22 units within a four year period. Schools receiving the rating of "non-accredited" failed to meet the above requirements.

Included in the study were selected elements concerning the personal data of the teachers. The selected elements were: age, sex,

¹Administrative Manual for North Dakota Schools, 1967, pp. 68-69.

total years of public school teaching experience, length of contract, type of teaching certificate, and the institution which was the source of the highest degree earned. The selected elements were examined to determine if there were differences according to levels of accreditation.

Staff members of the Academic Programming Center at the University of North Dakota wrote the computer programs for the processing of the data. The staff of the Computer Center processed the data cards on the IBM 360 Model 30 computer.

For the purposes of this study, any teacher who taught one or more courses in social studies was considered a social studies teacher. All teachers identified as secondary public school social studies teachers were included.

The semester hour categories were chosen to reflect possible majors, minors, and certification requirements. Consequently, the categories were: 0, 1-7, 8, 9-15, 16, 17-19, 20, 21-29, and 30 plus.² Means and standard deviations were found for total hours earned in all nine social studies courses. Means, range and percentages were found for teaching experience by the accreditation level of the employing school.

A multivariate analysis of variance using all nine academic

²University of North Dakota Undergraduate Catalog 1970-71, page 290, outlines the requirements for a major or minor in political science: 30 hours for a major and 20 for a minor. Refer to page 6, chapter I, of this paper for certification requirements.

preparation variables was run between the four levels of accreditation. A univariate analysis of variance was run on each of the nine academic preparation variables using Scheffe's test as a multiple comparison method.

Academic Preparation

The investigation of the academic preparation of social studies teachers on the basis of total number of semester hours revealed the mean for all 673 teachers was 43.110 hours with a range of 0-123 hours and a standard deviation of 20.154. Thirteen teachers representing 1.93 per cent of the population had 0 hours of social studies preparation and 497 teachers representing 73.87 per cent had 30 or more hours. There were 24 teachers or 3.58 per cent of the population who held less than the 16 semester hours of social studies needed for certification to teach social studies.

There were 137 social studies teachers in the 1-A schools³ with 3 teachers with 0 hours of social studies preparation or 2.19 per cent of the 1-A population. These 3 teachers were also the only 1-A school social studies teachers with less than the required 16 semester hours of preparation. One hundred sixteen had 30 or more semester hours.

Accreditation level 2-A schools had 3 teachers, or 2.14 per cent, of their total number of 140 who had 0 hours of preparation. There were

³For a description of accreditation levels, see page 7.

TABLE 10

SEMESTER HOURS PREPARATION IN SOCIAL STUDIES: TOTAL HOURS

Semester hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	13	1.93	3	2.19	3	2.14	2	0.66	5	5.49
1-7	1	0.15	0	0.00	0	0.00	0	0.00	1	1.10
8	1	0.15	0	0.00	1	0.71	0	0.00	0	0.00
9-15	9	1.35	0	0.00	1	0.71	6	1.98	2	2.20
16	2	0.30	0	0.00	0	0.00	2	0.66	0	0.00
17-19	27	4.01	1	0.73	7	5.00	15	4.91	4	4.40
20	3	0.45	1	0.73	1	0.71	1	0.33	0	0.00
21-29	120	17.83	16	11.68	26	18.57	58	19.02	20	22.00
30+	<u>497</u>	73.87	<u>116</u>	84.68	<u>101</u>	72.06	<u>221</u>	72.51	<u>59</u>	64.89
Total	673		137		140		305		91	
Semester hour range	0-123 hours		0-123 hours		0-104 hours		0-114 hours		0-106 hours	
Mean	43.110		52.365		40.314		41.157		40.022	
Standard deviation	20.154		24.326		17.843		17.490		21.177	

5 teachers, or 3.56 per cent, of this number who had less than the required 16 semester hours, while 101, or 84.68 per cent, had 30 or more semester hours.

The 3-A level school had 305 teachers of social studies, more than twice as many as any other level. Two 3-A teachers, or 0.66 per cent, had 0 hours of preparation, with 8 teachers, or 2.64 per cent, having less than the required 16 hours. There were 221 teachers, or 72.51 per cent, who had 30 or more hours of preparation.

Level N-A had the smallest number of teachers, 91. The N-A schools also had the lowest number of teachers, 59, or 64.89 per cent, who had 30 or more hours of preparation and the highest percentage, 8.79, or 8 teachers, who had less than the required 16 hours of social studies preparation.

The comparisons made in Table 10 favored the 1-A level schools. The 1-A level mean of 52.365 hours was 9 hours greater than the mean for all schools and 12 hours greater than the mean for N-A schools. The 1-A schools had the least number of teachers who did not have the required 16 hours and the highest percentage of their number who had 30 or more hours of social studies preparation.

The following 9 tables present the preparation of social studies teachers by showing the number of semester hours of credit earned in United States history, world history, American government, problems of democracy, economics, international relations, sociology,

psychology, and geography by accreditation levels.

United States History

Table 11 represents the semester hours of preparation in United States history. Approximately 5 out of 6 social studies teachers had earned some credit in United States history. There were 99, or 14.71 per cent, of the 673 teachers who held 0 hours of United States history preparation. There were 2 teachers, or 0.30 per cent, who had 30 or more semester hours in United States history.

The mean number of semester hours of preparation in United States history for all teachers was 7.33 with a high of 8.467 for 1-A schools and a low of 6.538 for N-A schools. The percentage difference for the number of teachers who had not earned semester credit hours in United States history ranged from 15.41 per cent for 3-A schools to 13.57 for 2-A schools for a difference of less than 2 per cent between accreditation levels.

World History

The semester hours of preparation in world history are presented in Table 12. Approximately 5 out of 6 social studies teachers had earned some credit in world history. One hundred ten, or 16.34 per cent, had 0 hours of preparation. The percentages of 0 hours preparation range from a high of 19.78 per cent for the N-A schools to a low of 12.41 per cent for 1-A level schools.

TABLE 11

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: U. S. HISTORY

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	99	14.71	20	14.60	19	13.57	47	15.41	13	14.29
1- 7	268	39.82	38	27.74	54	38.34	128	41.97	48	52.74
8	77	11.44	16	11.68	23	16.43	33	10.82	5	5.49
9-15	183	27.19	46	31.58	36	25.70	81	26.55	20	21.99
16	15	2.23	4	2.92	1	0.71	6	1.97	4	4.40
17-19	12	1.78	5	3.65	4	2.86	3	0.98	0	0.00
20	3	0.45	2	1.46	1	0.71	0	0.00	0	0.00
21-29	14	2.09	6	4.38	2	1.43	5	1.64	1	1.10
30+	2	0.30	0	0.00	0	0.00	2	0.66	0	0.00
Total	673		137		140		305		91	
Semester hour range	0-34 hours		0-24 hours		0-25 hours		0-34 hours		0-21 hours	
Mean	7.330		8.467		7.314		7.062		6.538	
Standard deviation	5.243		5.900		5.008		5.209		4.410	

TABLE 12

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: WORLD HISTORY

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	110	16.34	17	12.41	20	14.29	55	18.03	18	19.78
1- 7	105	15.61	15	10.95	19	13.57	58	19.02	13	14.30
8	51	7.58	9	6.57	18	12.86	16	5.25	8	8.79
9-15	210	31.21	47	34.31	51	36.42	87	28.52	25	27.48
16	34	5.05	6	4.38	3	2.14	22	7.21	3	3.30
17-19	58	8.62	6	4.38	10	7.14	33	10.82	9	9.89
20	12	1.78	6	4.38	2	1.43	4	1.31	0	0.00
21-29	72	10.70	21	15.33	15	10.70	22	7.22	14	15.40
30+	21	3.14	10	7.30	2	1.42	8	2.72	1	1.10
Total	673		137		140		305		91	
Semester hour range	0-64 hours		0-64 hours		0-46 hours		0-40 hours		0-40 hours	
Mean	11.499		13.861		11.043		10.770		11.088	
Standard deviation	8.754		10.363		7.848		8.229		8.673	

Teachers holding 30 or more credit hours in world history numbered 21, or 3.14 per cent, of the population. The numbers in the 30 plus category ranged from 10, or 7.30 per cent, in 1-A schools to 1, or 1.10 per cent, in N-A schools.

The mean number of semester hours favored the 1-A schools with 13.861, as compared with a mean of 10.770 for 3-A schools, with a difference in the means of 3.091 hours.

American Government

The credit hours earned in American government are presented in Table 13. There were 186 teachers, or 27.64 per cent, of the population who had earned 0 credit in American government. Twenty-four per cent of the 1-A teachers had 0 semester hours of preparation ranging up to 30.77 per cent in the N-A schools.

More than 72 per cent of the teachers had earned some credit in American government, but none of the teachers in the population had earned 30 or more hours. The semester hour categories 0 and 1-7 included more than 80 per cent of the teachers in each level of accreditation except 1-A, which had about 76 per cent of their teachers in this group.

The mean for all teachers was 4.508 semester hours, ranging from a high of 5.358 for 1-A schools to a low of 4.233 in 3-A schools for a difference of 1.125 hours.

TABLE 13

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: AMERICAN GOVERNMENT

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	186	27.64	34	24.82	38	27.14	86	28.20	28	30.77
1- 7	363	53.94	71	51.83	75	53.57	170	55.74	47	51.65
8	32	4.75	7	5.11	6	4.29	16	5.25	3	3.30
9-15	63	9.37	17	12.41	17	12.14	20	6.55	9	9.90
16	5	0.74	0	0.00	2	1.43	2	0.66	1	1.10
17-19	9	1.34	3	2.19	2	1.42	3	0.99	1	1.10
20	1	0.15	0	0.00	0	0.00	1	0.33	0	0.00
21-29	14	2.09	5	3.65	0	0.00	7	2.30	2	2.20
30+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	673		137		140		305		91	
Semester hour range	0-29 hours		0-29 hours		0-19 hours		0-26 hours		0-24 hours	
Mean	4.508		5.358		4.393		4.233		4.330	
Standard deviation	4.934		5.813		4.217		4.820		4.831	

If the standards of 20 hours for a minor and 30 hours for a major were applied, only 14 teachers would have a minor in political science or American government. Level 1-A would have 5 teachers with a minor, level 3-A would have 7, and N-A would have 2.

Problems of Democracy

Table 14 presents the semester hours earned in problems of democracy. There were 235 teachers, or 34.72 per cent, of the population with 0 credit in problems of democracy. The number and percentages without credit in this course ranged from 39, or 28.47 per cent, in 1-A schools to 114, or 37.38 per cent, in 3-A schools for a percentage difference of 8.91 per cent in favor of the 1-A level.

There were 19 teachers, or 2.85 per cent, of the population who had earned 30 or more semester hours. The range for 30 or more hours was from 7, or 5.11 per cent, in 1-A schools to 3, or 0.99 per cent, in 3-A schools. N-A schools had 6, or 6.60 per cent, to nearly match the 30 or more semester hours of the 1-A schools in this category.

The mean for all levels was 9.450 semester hours with a range of 11.270 for 1-A schools to 8.548 for 3-A schools, for a semester hour difference of 2.722.

Economics

The semester hours of credit earned in economics are presented in Table 15. Two hundred fifty-nine teachers, or 38.48 per cent, of the

TABLE 14

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: PROBLEMS OF DEMOCRACY

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	235	34.92	39	28.47	49	35.00	114	37.38	33	36.26
1- 7	48	7.13	10	7.30	10	7.14	22	7.21	6	6.60
8	31	4.61	7	5.11	8	5.71	14	4.59	2	2.20
9-15	216	32.10	44	32.12	44	31.42	100	32.79	28	30.78
16	20	2.97	3	2.19	4	2.86	11	3.61	2	2.20
17-19	44	6.53	11	8.03	9	6.43	18	5.91	6	6.60
20	6	0.89	2	1.46	0	0.00	4	1.31	0	0.00
21-29	54	8.01	14	10.22	13	9.28	19	6.24	8	8.80
30+	19	2.85	7	5.11	3	2.14	3	0.99	6	6.60
Total	673		137		140		305		91	
Semester hour range	0-73 hours		0-54 hours		0-33 hours		0-73 hours		0-53 hours	
Mean	9.450		11.270		9.179		8.548		10.154	
Standard deviation	9.368		10.597		4.239		8.671		10.583	

TABLE 15

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: ECONOMICS

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	259	38.48	44	32.12	57	40.71	125	40.98	33	36.26
1- 7	348	51.70	74	54.02	73	52.14	153	50.17	48	52.75
8	18	2.67	2	1.46	2	1.43	10	3.28	4	4.40
9-15	32	4.77	12	8.56	4	2.85	12	3.94	4	4.40
16	1	0.15	0	0.00	0	0.00	1	0.33	0	0.00
17-19	2	0.30	1	0.73	1	0.71	0	0.00	0	0.00
20	1	0.15	0	0.00	0	0.00	1	0.33	0	0.00
21-29	7	1.05	1	0.73	3	2.13	1	0.33	2	2.20
30+	5	0.75	3	2.19	0	0.00	2	0.66	0	0.00
Total	673		137		140		305		91	
Semester hour range	0-43 hours		0-43 hours		0-26 hours		0-32 hours		0-26 hours	
Mean	3.455		4.394		3.093		3.184		3.505	
Standard deviation	4.747		6.345		4.239		4.125		4.515	

population had not earned credit in economics. If the standards of 20 hours for a minor and 30 hours for a major were applied, 8 teachers would have earned a minor in economics. Level 1-A would have 1 teacher with a minor, 2-A would have 3, 3-A would have 2, and N-A would have 2. There would be 5 teachers with possible majors. Level 1-A would have 3 and level 3-A would have 2.

The range in terms of per cent of the number of teachers in this category for the 4 levels of accreditation was from a high of 40.98 per cent to a low of 32.12 per cent, for a difference of 8.86 per cent. The percentage difference favored level 1-A.

If the per cent of teachers in semester hour preparation categories 0 and 1-7 are added, over 90 per cent of the social studies teachers, or 607 teachers out of 673, have 7 or less semester hours preparation in economics.

A comparison of the mean hours of preparation revealed a range of 4.394 hours to a low of 3.093, or a difference of 1.301 hours between the means of 4 levels of accreditation.

International Relations

Table 16 presents the semester hours of preparation in international relations. The most significant observation from this table is that the greatest number of semester hours of preparation from a population of 673

TABLE 16

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: INTERNATIONAL RELATIONS

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	495	73.55	89	64.96	102	72.86	234	76.72	70	76.92
1- 7	176	26.16	48	35.04	38	27.14	70	22.96	20	21.98
8	1	0.15	0	0.00	0	0.00	0	0.00	1	1.10
9-15	1	0.15	0	0.00	0	0.00	1	0.33	0	0.00
16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
17-19	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
21-29	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
30+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	673		137		140		305		91	
Semester hour range	0-9 hours		0-6 hours		0-4 hours		0-9 hours		0-8 hours	
Mean	0.790		1.036		0.786		0.689		0.769	
Standard deviation	1.392		1.477		1.318		1.330		1.543	

social studies teachers was 9. Only level 1-A had a mean number of semester hours greater than 1 (1.036).

There were 671 teachers, or 99.71 per cent, of the population with 7 or less semester hours of preparation in international relations.

Sociology

The semester hours of credit earned by social studies teachers in sociology are presented in Table 17. If the standards of 20 hours for a minor and 30 hours for a major in sociology are applied, 10 teachers would have possible minors. Level 1-A would have 4 minors, 2-A would have 3, 3-A would have 1, and N-A would have 2. There would be no possibility of a major under the assumed circumstances as the range is from 0-31 hours.

There were 255, or 37.89 per cent, of the teachers who had not earned any credit in sociology. The percentage range favored the 1-A level with a low of 29.93 per cent, while 3-A had the highest per cent of teachers without credit in sociology at 40.98 per cent.

The differences in the mean number of semester hours earned between the 4 levels of accreditation ranged from a high of 4.110 in level N-A to a low of 3.016 in level 3-A for a difference of 1.94 semester hours.

TABLE 17

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: SOCIOLOGY

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	255	37.89	41	29.93	57	40.71	125	40.98	32	35.16
1- 7	335	49.78	78	56.94	63	44.90	149	48.87	45	49.45
8	27	4.01	3	2.19	9	6.43	12	3.93	3	3.30
9-15	40	4.94	11	8.03	8	5.70	14	4.60	7	7.69
16	3	0.45	0	0.00	0	0.00	3	0.98	0	0.00
17-19	1	0.15	0	0.00	0	0.00	0	0.00	1	1.10
20	3	0.45	1	0.73	3	2.14	1	0.33	1	1.10
21-29	7	1.05	3	2.19	0	0.00	0	0.00	1	1.10
30+	2	0.30	0	0.00	0	0.00	1	0.33	1	1.10
Total	673		137		140		305		91	
Semester hour range	0-31 hours		0-27 hours		0-27 hours		0-30 hours		0-31 hours	
Mean	3.426		3.832		3.479		3.016		4.110	
Standard deviation	4.339		4.595		4.581		3.705		5.349	

psychology

Table 18 contains the number of semester hours of credit earned by all social studies teachers in psychology.

There were 473 teachers, 70.28 per cent, of the population who had not earned credit in psychology. The percentages ranged from a high of 72.14 per cent in level 2-A to a low of 69.23 per cent in N-A schools, for a difference of 2.91 per cent.

Assuming that 20 hours of preparation would equal a minor and 30 hours a major, there would be 19 possible minors with level 1-A having 4, 2-A with 2, 3-A with 8, and N-A with 5. There would be 7 possible majors, with level 1-A having 2, 2-A having 2, and 3-A having 3.

The differences in the mean semester hours of preparation ranged from a low of 2.723 for level 1-A to a high of 3.341 for N-A schools for a difference of .618. The differences in the mean semester hours of preparation favored the lower level schools.

Geography

The semester hours of preparation in geography are placed in Table 19. If the standards of 20 hours of preparation for a minor and 30 hours for a major were applied, there would be 34 teachers with possible minors. Level 1-A would have 6 teachers with minors, 2-A would have 7, 3-A would have 14, and N-A schools would have 7. There would be 14

TABLE 18

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: PSYCHOLOGY

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	473	70.28	96	70.07	101	72.14	213	69.84	63	69.23
1- 7	96	14.26	26	18.98	19	13.57	37	12.13	14	15.39
8	18	2.67	2	1.46	5	3.57	9	2.95	2	2.20
9-15	37	5.29	6	4.38	5	3.56	22	7.22	4	4.40
16	5	0.74	0	0.00	1	0.71	3	0.98	1	1.10
17-19	18	2.68	1	0.73	5	3.56	10	3.28	2	2.20
20	1	0.15	0	0.00	1	0.71	0	0.00	0	0.00
21-29	18	2.69	4	2.92	1	0.71	8	2.63	5	5.50
30+	7	1.05	2	1.46	2	1.42	3	0.99	0	0.00
Total	673		137		140		305		91	
Semester hour range	0-47 hours		0-37 hours		0-35 hours		0-47 hours		0-29 hours	
Mean	3.077		2.723		2.750		3.308		3.341	
Standard deviation	6.624		6.593		6.065		6.828		6.861	

TABLE 19

SEMESTER HOURS OF PREPARATION IN SOCIAL STUDIES: GEOGRAPHY

Semester Hour Categories	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
0	325	48.29	72	52.55	72	51.43	134	43.93	47	51.65
1- 7	207	30.75	33	24.09	42	30.00	114	37.38	18	19.79
8	39	5.79	8	5.84	10	7.14	10	3.28	11	12.09
9-15	33	4.90	6	4.38	1	0.71	21	6.87	5	5.50
16	4	0.59	1	0.73	1	0.71	2	0.66	0	0.00
17-19	17	2.53	3	2.19	5	3.57	7	2.30	2	2.20
20	2	0.30	1	0.73	0	0.00	0	0.00	1	1.10
21-29	32	4.76	5	3.65	7	4.99	14	4.60	6	6.60
30+	14	2.10	8	5.84	2	1.42	3	0.99	1	1.10
Total	673		137		140		305		91	
Semester hour range	0-60 hours		0-55 hours		0-41 hours		0-35 hours		0-60 hours	
Mean	4.770		5.898		4.279		4.377		5.143	
Standard deviation	8.169		10.813		7.442		6.758		8.880	

possible majors with 8 in level 1-A, 2 in 2-A, 3 in 3-A, and 1 in N-A schools.

There were 325 teachers, or 48.27 per cent, of the population that had not earned credit in geography. The percentage range for these teachers was from a high of 52.55 per cent in level 1-A schools to a low of 43.93 per cent in level 3-A, for a percentage difference of 8.62.

The difference between the mean semester hours of preparation ranged from a high of 5.898 in level 1-A to a low of 4.279 in level 2-A, for a semester hour difference of 1.619 hours.

The next set of tables was designed to show the mean and standard deviation of the semester hours of credit earned in United States history by all the United States history teachers. The tables also show the number of hours of credit earned in each of the supportive areas of social studies by United States history teachers. The process was repeated for each of the social studies areas.

United States History Teachers

Table 20 presents the academic preparation in social studies of all North Dakota public secondary school United States history teachers. The mean semester hours of credit earned in United States history was 8.30 with a standard deviation of 7.31. There were 13 United States history teachers, or 4.80 per cent, who had earned 30 or more hours in world history, 5 teachers, or 1.80 per cent, had 30 or more hours in

TABLE 20

ACADEMIC PREPARATION IN SOCIAL STUDIES OF UNITED STATES HISTORY TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	9	3.30	13	4.90	41	15.40	73	27.50	82	30.90
1- 7	113	42.60	35	13.20	169	63.70	19	7.10	154	58.10
8	32	12.00	19	7.10	12	4.50	13	4.90	10	3.70
9-15	90	33.90	101	38.10	28	10.50	97	36.60	14	5.20
16	6	2.20	16	6.00	4	1.50	9	3.30	0	0.00
17-19	7	2.60	33	12.40	5	1.80	25	9.40	1	0.30
20	2	0.70	2	0.70	1	0.30	2	0.70	0	0.00
21-29	6	2.20	33	12.40	5	1.80	22	8.30	4	1.50
30+	0	0.00	13	4.80	0	0.00	5	1.80	0	0.00
Total	265		265		265		265		265	
Semester hour range	0-28 hours		0-64 hours		0-29 hours		0-73 hours		0-26 hours	
Mean hours in United States history	8.30									
Mean hours prepara- tion in social studies										
Standard deviation	7.31									

TABLE 20--Continued

Semester Hour Categories	Courses								Total for United States History Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	185	69.80	96	36.20	210	79.20	131	49.40	3	1.10
1- 7	80	30.10	140	52.80	32	12.00	80	30.10	0	0.00
8	0	0.00	9	3.30	3	1.10	18	6.70	0	0.00
9-15	0	0.00	17	6.40	8	3.00	12	4.50	0	0.00
16	0	0.00	0	0.00	1	0.30	1	0.30	0	0.00
17-19	0	0.00	1	0.30	4	1.50	4	1.50	3	1.10
20	0	0.00	2	0.70	0	0.00	1	0.30	0	0.00
21-29	0	0.00	0	0.00	6	2.20	11	4.10	39	14.70
30+	0	0.00	0	0.00	1	0.30	7	2.50	220	82.90
Total	265		265		265		265		265	
Semester hour range	0-6 hours		0-20 hours		0-47 hours		0-60 hours		0-123 hours	
Mean hours in United States history										
Mean hours prepara- tion in social studies										
Standard deviation										

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problems of democracy, 1 teacher, or 0.30 per cent, had earned 30 or more hours in psychology, and 7 teachers, or 2.60 per cent, had 30 or more hours in geography.

The range of semester hours was from a high of 0-73 in problems of democracy to a low of 0-20 in international relations. The least amount of preparation in areas outside of United States history was in international relations.

There were 220 teachers, or 81.90 per cent, who had earned 30 or more hours in social studies. The United States history teachers had earned a mean of 23.34 semester hours of credit in social studies.

World History Teachers

There were 260 social studies teachers teaching 1 or more courses in world history, with a mean of 13.87 hours of preparation in world history and a standard deviation of 7.5. There were 208 teachers, or 79.28 per cent, of the world history teachers who had earned 30 or more semester hours for a major if the standard of 30 hours was applied.

The range of semester hours of preparation was from a high of 0-73 in problems of democracy to a low of 0-9 semester hours in international relations. The mean hours of preparation in social studies for world history teachers was 19.61. World history teachers were most poorly prepared, in terms of semester hours, in international relations.

TABLE 21

ACADEMIC PREPARATION IN SOCIAL STUDIES OF WORLD HISTORY TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	11	4.20	13	5.00	46	17.60	80	30.70	92	35.30
1- 7	108	41.50	32	12.30	161	61.90	21	8.00	144	55.30
8	35	13.40	15	5.70	13	5.00	8	3.00	8	3.00
9-15	89	34.20	99	38.00	31	11.90	97	37.30	12	4.60
16	8	3.00	19	7.30	2	0.70	9	3.40	0	0.00
17-19	6	2.30	31	11.90	3	1.10	17	6.50	1	0.30
20	0	0.00	5	1.90	0	0.00	1	0.30	0	0.00
21-29	3	1.10	34	13.00	4	1.50	23	8.80	3	1.10
30+	0	0.00	12	4.50	0	0.00	4	1.40	0	0.00
Total	260		260		260		260		260	
Semester hour range	0-28 hours		0-64 hours		0-29 hours		0-73 hours		0-26 hours	
Mean hours in world history			13.87							
Mean hours prepara- tion in social studies										
Standard deviation			7.5							

TABLE 21--Continued

Semester Hour Categories	Courses								Total for World History Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	185	71.10	92	35.30	205	78.80	119	45.70	2	0.70
1- 7	74	28.40	139	53.40	30	11.50	92	35.30	0	0.00
8	0	0.00	11	4.20	3	1.10	16	6.10	0	0.00
9-15	1	0.30	13	5.00	12	4.60	13	5.00	1	0.30
16	0	0.00	1	0.30	2	0.70	0	0.00	0	0.00
17-19	0	0.00	0	0.00	2	0.70	5	1.90	7	2.60
20	0	0.00	1	0.30	0	0.00	1	0.30	1	0.30
21-29	0	0.00	3	1.10	6	2.30	9	3.40	41	15.70
30+	0	0.00	0	0.00	0	0.00	5	1.80	208	79.90
Total	260		260		260		260		260	
Semester hour range	0-9 hours		0-27 hours		0-29 hours		0-60 hours		0-123 hours	
Mean hours in world history										
Mean hours prepara- tion in social studies										
Standard deviation										

If the standard of 20 semester hours of credit earned for a minor were applied, there would be 41 world history teachers, or 16.00 per cent, of the total of 260 with possible minors.

American Government Teachers

American government teachers had earned a mean of 7.91 hours in American government and a standard deviation of 6.74. There were 38 teachers, or 86.30 per cent, who had earned 30 or more semester hours of credit in social studies.

The semester hour range was from a high of 0-73 for problems of democracy to 0-6 in international relations. American government teachers were most poorly prepared in international relations. The strongest preparation was in United States history and world history.

If the standard of 30 hours for a major and 20 hours for a minor were applied, there would be 38 teachers, or 86.30 per cent, of the total of 44 with a possible major and 4 teachers, or 9.00 per cent, with a possible minor.

The mean semester hours of credit earned in social studies by American government teachers was 17.27.

Problems of Democracy Teachers

Teachers of problems of democracy had earned a mean of 11.4 hours of preparation in problems of democracy with a standard deviation of 8.2. There were 170 teachers, or 84.00 per cent, of the total number

TABLE 22
ACADEMIC PREPARATION IN SOCIAL STUDIES OF AMERICAN GOVERNMENT TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	0	0.00	3	6.80	6	13.60	8	18.10	9	20.40
1- 7	18	40.90	6	13.60	24	47.70	2	4.50	27	61.30
8	4	9.00	3	6.80	2	4.50	1	2.20	1	2.20
9-15	18	40.90	15	34.00	10	22.70	16	36.30	6	13.60
16	0	0.00	2	4.50	1	2.20	2	4.50	0	0.00
17-19	2	4.50	4	9.00	0	0.00	5	11.30	0	0.00
20	0	0.00	1	2.20	0	0.00	0	0.00	0	0.00
21-29	2	4.50	6	13.60	4	9.00	5	11.30	1	2.20
30+	0	0.00	4	9.00	0	0.00	5	11.20	0	0.00
Total	44		44		44		44		44	
Semester hour range	0-28 hours		0-64 hours		0-29 hours		0-73 hours		0-26 hours	
Mean hours in American government					7.91					
Mean hours prepara- tion in social studies										
Standard deviation					6.74					

TABLE 22--Continued

Semester Hour Categories	Courses								Total for American Government Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	27	61.30	14	31.80	34	77.20	21	47.70	0	0.00
1- 7	17	38.60	25	56.80	7	15.90	14	31.80	0	0.00
8	0	0.00	1	2.20	0	0.00	2	4.50	0	0.00
9-15	0	0.00	3	6.80	3	6.80	3	6.80	0	0.00
16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
17-19	0	0.00	0	0.00	0	0.00	1	2.20	2	4.50
20	0	0.00	1	2.20	0	0.00	0	0.00	0	0.00
21-29	0	0.00	0	0.00	0	0.00	3	6.80	4	9.00
30+	0	0.00	0	0.00	0	0.00	0	0.00	38	86.30
Total	44		44		44		44		44	
Semester hour range	0-6 hours		0-20 hours		0-15 hours		0-29 hours		17-123 hours	
Mean hours in American government										
Mean hours prepara- tion in social studies										
Standard deviation										

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TABLE 23

ACADEMIC PREPARATION IN SOCIAL STUDIES OF PROBLEMS OF DEMOCRACY TEACHERS

Semester Hour Categories	Courses										
	United States History		World History		American Government		Problems of Democracy		Economics		
	N	%	N	%	N	%	N	%	N	%	
0	11	5.40	15	7.40	34	16.80	49	24.20	55	27.20	
1- 7	87	43.00	38	18.80	122	60.30	10	4.90	123	60.80	
8	27	13.30	17	8.40	17	8.40	11	5.40	11	5.40	
9-15	59	29.20	68	33.60	19	9.40	70	34.60	7	3.40	
16	4	1.90	13	6.40	2	0.90	10	4.90	1	0.40	
17-19	7	3.40	17	8.40	2	0.90	20	9.90	0	0.00	
20	0	0.00	2	0.90	1	0.40	3	1.40	1	0.40	
21-29	6	2.90	29	14.30	5	2.40	23	11.30	3	1.40	
30+	1	0.40	3	1.40	0	0.00	6	2.90	1	1.40	
Total	202		202		202		202		202		
Semester hour range	0-34 hours		0-64 hours		0-29 hours		0-73 hours		0-43 hours		
Mean hours in problems of democracy											11.4
Mean hours prepara- tion in social studies											
Standard deviation											8.2

TABLE 23--Continued

Semester Hour Categories	Courses								Total for Problems of Democracy Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	151	74.70	56	27.70	150	74.20	90	44.50	0	0.00
1- 7	51	25.20	115	56.90	28	13.80	72	35.60	1	0.40
8	0	0.00	11	5.40	8	3.90	16	7.90	0	0.00
9-15	0	0.00	14	6.90	11	5.40	10	4.90	0	0.00
16	0	0.00	2	0.90	1	0.40	0	0.00	0	0.00
17-19	0	0.00	1	0.40	2	0.90	6	2.90	6	2.90
20	0	0.00	1	0.40	0	0.00	1	0.40	1	0.40
21-29	0	0.00	1	0.40	2	0.90	6	2.90	24	11.80
30+	0	0.00	1	0.40	0	0.00	1	0.40	170	84.00
Total	202		202		202		202		202	
Semester hour range	0-6 hours		0-31 hours		0-29 hours		0-60 hours		1-123 hours	
Mean hours in problems of democracy										
Mean hours prepara- tion in social studies									47.87	
Standard deviation									2.744	

who had earned 30 or more hours in social studies. The mean semester hours of social studies preparation for problems of democracy teachers was 47.87. The semester hour range was from a high of 0-73 for problems of democracy to a low of 0-6 for international relations. Problems of democracy teachers were most poorly prepared in international relations. Problems of democracy teachers were most strongly prepared in their own course areas and in the histories.

Applying the standards of 30 semester hours for a major and 20 hours for a minor, there would be 170 teachers of problems of democracy, or 84.0 per cent, with a possible major and 26 teachers, or 12.20 per cent, with a possible minor.

Economics Teachers

Economics teachers had earned a mean of 6.09 hours in economics with a standard deviation of 6.96.

Teachers of economics had a mean semester hours of preparation in social studies of 95.85. The range of semester hours was from a high of 0-73 in problems of democracy and a low of 0-6 in international relations. Economics teachers were most poorly prepared in international relations with strength in problems of democracy, United States and world history.

Applying the standards of 20 hours for a minor and 30 hours for a major, there would be 11 teachers, or 18.00 per cent, with possible

TABLE 34

ACADEMIC PREPARATION IN SOCIAL STUDIES OF ECONOMICS TEACHERS

Semester Hour Categories	Courses										
	United States History		World History		American Government		Problems of Democracy		Economics		
	N	%	N	%	N	%	N	%	N	%	
0	7	11.40	12	19.60	17	27.80	14	22.90	13	21.30	
1- 7	24	39.30	11	18.00	31	50.80	7	11.40	33	54.00	
8	7	11.40	3	4.90	2	3.20	0	0.00	2	3.20	
9-15	18	29.50	15	24.50	10	16.30	21	34.40	8	13.10	
16	1	1.60	2	3.20	0	0.00	3	4.90	0	0.00	
17-19	2	3.20	6	6.98	0	0.00	7	11.40	1	1.60	
20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
21-29	2	2.30	10	16.30	1	1.60	7	11.40	2	3.20	
30+	0	0.00	2	3.20	0	0.00	2	3.20	2	3.20	
Total	61		61		61		61		61		
Semester hour range	0-28 hours		0-64 hours		0-29 hours		0-73 hours		0-43 hours		
Mean hours in economics											6.09
Mean hours prepara- tion in social studies											
Standard deviation											6.96

who had earned 30 or more hours in social studies. The mean semester hours of social studies preparation for problems of democracy teachers was 47.87. The semester hour range was from a high of 0-73 for problems of democracy to a low of 0-6 for international relations. Problems of democracy teachers were most poorly prepared in international relations. Problems of democracy teachers were most strongly prepared in their own course areas and in the histories.

Applying the standards of 30 semester hours for a major and 20 hours for a minor, there would be 170 teachers of problems of democracy, or 84.0 per cent, with a possible major and 26 teachers, or 12.20 per cent, with a possible minor.

Economics Teachers

Economics teachers had earned a mean of 6.09 hours in economics with a standard deviation of 6.96.

Teachers of economics had a mean semester hours of preparation in social studies of 95.85. The range of semester hours was from a high of 0-73 in problems of democracy and a low of 0-6 in international relations. Economics teachers were most poorly prepared in international relations with strength in problems of democracy, United States and world history.

Applying the standards of 20 hours for a minor and 30 hours for a major, there would be 11 teachers, or 18.00 per cent, with possible

TABLE 24--Continued

Semester Hour Categories	Courses								Total for Economics Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	46	75.40	24	39.30	37	60.60	27	44.20	2	3.20
1- 7	15	24.50	28	45.90	15	24.50	38	45.90	0	0.00
8	0	0.00	4	6.50	1	1.60	1	1.60	0	0.00
9-15	0	0.00	5	8.10	5	8.10	2	3.20	2	3.20
16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
17-19	0	0.00	0	0.00	1	1.60	0	0.00	2	3.20
20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
21-29	0	0.00	0	0.00	2	3.20	3	4.90	11	18.00
30+	0	0.00	0	0.00	0	0.00	0	0.00	44	72.00
Total	61		61		61		61		61	
Semester hour range	0-6 hours		0-15 hours		0-29 hours		0-29 hours		0-123 hours	
Mean hours in economics										
Mean hours prepara- tion in social studies										
Standard deviation										

minors and 44 teachers, or 72.00 per cent, of the economics teachers with possible majors.

International Relations Teachers

The mean hours of international relations preparation earned by international relations teachers was 1.2 with a standard deviation of 1.93. The semester hour range was from a high of 0-29 in world history, problems of democracy, and geography to a low of 0-6 in international relations.

International relations teachers were most poorly prepared in psychology, with their strongest preparation in United States history and world history.

If the standards of 20 semester hours of preparation for a minor and 30 hours for a major are applied, there are 3 teachers, or 30.00 per cent, of the total of 10 international relations teachers with possible minors and 5 teachers, or 50.00 per cent, with possible majors.

Sociology Teachers

Sociology teachers earned a mean of 6.17 hours of sociology with a standard deviation of 7.11.

The semester hour range was from a high of 0-73 in problems of democracy to a low of 0-6 in international relations. The mean hours of preparation in social studies for economics teachers was 95.55.

TABLE 25

ACADEMIC PREPARATION IN SOCIAL STUDIES OF INTERNATIONAL RELATIONS TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	1	10.00	2	20.00	5	50.00	6	60.00	6	60.00
1- 7	4	40.00	1	10.00	3	30.00	0	0.00	3	30.00
8	0	0.00	0	0.00	0	0.00	1	10.00	0	0.00
9-15	5	5.50	4	40.00	2	20.00	1	10.00	1	10.00
16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
17-19	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
21-29	0	0.00	3	30.00	0	0.00	2	20.00	0	0.00
30+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	10		10		10		10		10	
Semester hour range	0-15 hours		0-29 hours		0-15 hours		0-29 hours		0-15 hours	
Mean hours in international relations										
Mean hours prepara- tion in social studies										
Standard deviation										

TABLE 25--Continued

Semester Hour Categories	Courses								Total for International Relations Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	7	70.00	7	70.00	9	90.00	8	80.00	1	10.00
1- 7	3	30.00	1	10.00	1	10.00	1	10.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9-15	0	0.00	2	20.00	0	0.00	0	0.00	0	0.00
16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
17-19	0	0.00	0	0.00	0	0.00	0	0.00	1	10.00
20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
21-29	0	0.00	0	0.00	0	0.00	1	10.00	3	30.00
30+	0	0.00	0	0.00	0	0.00	0	0.00	5	50.00
Total	10		10		10		10		10	
Semester hour range	0-6 hours		0-15 hours		0-7 hours		0-29 hours		0-12 hours	
Mean hours in international relations	1.2									
Mean hours prepara- tion in social studies									77.60	
Standard deviation	1.93								6.286	

TABLE 26

ACADEMIC PREPARATION IN SOCIAL STUDIES OF SOCIOLOGY TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	12	25.50	8	17.00	11	23.40	14	29.70	21	44.60
1- 7	15	31.90	9	19.10	29	61.70	2	4.20	20	42.50
8	7	14.80	5	10.60	2	4.20	1	2.10	2	4.20
9-15	11	23.40	12	25.50	5	10.60	15	31.90	4	8.50
16	1	2.10	0	0.00	0	0.00	2	4.20	0	0.00
17-19	0	0.00	6	12.70	0	0.00	3	6.30	0	0.00
20	0	0.00	3	6.30	0	0.00	1	2.10	0	0.00
21-29	1	2.10	4	8.50	0	0.00	8	17.00	0	0.00
30+	0	0.00	0	0.00	0	0.00	1	2.10	0	0.00
Total	47		47		47		47		47	
Semester hour range	0-28 hours		0-29 hours		0-15 hours		0-73 hours		0-15 hours	
Mean hours in sociology										
Mean hours prepara- tion in social studies										
Standard deviation										

TABLE 26--Continued

Semester Hour Categories	Courses								Total for Sociology Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	36	76.50	11	23.40	20	47.50	19	40.40	0	0.00
1- 7	11	23.40	21	44.60	12	25.50	18	38.20	0	0.00
8	0	0.00	6	12.70	2	4.20	1	2.10	0	0.00
9-15	0	0.00	5	10.60	6	12.70	4	8.50	1	2.10
16	0	0.00	1	2.10	0	0.00	0	0.00	0	0.00
17-19	0	0.00	0	0.00	3	6.30	1	2.10	3	6.30
20	0	0.00	1	2.10	0	0.00	0	0.00	0	0.00
21-29	0	0.00	2	4.20	3	6.30	4	8.50	9	19.10
30+	<u>0</u>	0.00	<u>0</u>	0.00	<u>1</u>	2.10	<u>0</u>	0.00	<u>34</u>	72.30
Total	47		47		47		47		47	
Semester hour range	0-6 hours		0-27 hours		0-47 hours		0-29 hours		9-123 hours	
Mean hours in sociology			6.17							
Mean hours prepara- tion in social studies									95.55	
Standard deviation			7.11						8.005	

Economics teachers were in United States history, world history, and problems of democracy. International relations was the weakest area in terms of preparation.

Applying the standards of 20 semester hours of credit earned for a minor and 30 hours for a major, there would be 9 teachers, or 19.10 per cent, of the total of 47 sociology teachers with minors and 34, or 72.30 per cent, with possible majors.

Psychology Teachers

There were 2 teachers, or 1.70 per cent, of the 113 social studies teachers who were assigned to teach one or more courses in psychology that had not earned credit in social studies. There were 66 psychology teachers, or 58.30 per cent, who had earned 30 or more semester hours of credit in social studies.

The semester hour range was from a high of 0-73 in problems of democracy to a low of 0-6 in international relations. Psychology teachers were most poorly prepared in international relations. Their preparation strengths were in psychology, United States history, world history, and problems of democracy. The mean hours of preparation in social studies was 79.20.

If the standards of 20 semester hours a credit earned equalled a minor and 30 hours for a major, there would be 26, or 22.90 per cent, of

TABLE 27

ACADEMIC PREPARATION IN SOCIAL STUDIES OF PSYCHOLOGY TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	45	39.50	47	41.50	57	50.40	54	47.70	60	53.00
1- 7	37	32.70	17	15.00	49	43.30	7	6.10	42	37.10
8	8	7.00	9	7.90	1	0.80	4	3.50	4	3.50
9-15	18	15.90	21	18.50	5	4.40	31	27.40	6	5.30
16	3	2.60	3	2.60	0	0.00	1	0.80	0	0.00
17-19	2	1.70	7	6.10	0	0.00	7	6.10	0	0.00
20	0	0.00	3	2.60	0	0.00	0	0.00	0	0.00
21-29	0	0.00	6	5.30	1	0.80	6	5.30	0	0.00
30+	0	0.00	0	0.00	0	0.00	3	1.50	1	0.80
Total	113		113		113		113		113	
Semester hour range	0-19 hours		0-29 hours		0-29 hours		0-73 hours		0-26 hours	
Mean hours in psychology										
Mean hours prepara- tion in social studies										
Standard deviation										

TABLE 27--Continued

Semester Hour Categories	Courses								Total for Psychology Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	92	81.40	48	42.40	37	32.70	67	59.20	2	1.70
1- 7	21	18.50	44	38.90	17	15.00	31	27.40	0	0.00
8	0	0.00	8	7.00	8	7.00	3	2.60	1	0.80
9-15	0	0.00	7	6.10	17	15.00	3	2.60	5	4.40
16	0	0.00	1	0.80	1	0.80	0	0.00	2	1.70
17-19	0	0.00	0	0.00	14	12.30	2	1.70	11	9.70
20	0	0.00	1	0.80	1	0.80	0	0.00	1	0.80
21-29	0	0.00	4	3.50	13	11.50	4	3.50	25	22.10
30+	0	0.00	0	0.00	5	1.30	3	2.30	66	58.30
Total	113		113		113		113		113	
Semester hour range	0-6 hours		0-27 hours		0-47 hours		0-60 hours		0-12 hours	
Mean hours in psychology					9.72					
Mean hours prepara- tion in social studies									79.20	
Standard deviation					9.62				6.273	

the psychology teachers with possible minors and 66, or 58.30 per cent, with possible majors.

Geography Teachers

The mean hours of preparation in geography by geography teachers was 8.81 with a standard deviation of 9.55. The semester hours preparation ranged from a high of 0-73 in problems of democracy with a low of 0-6 in international relations. Geography teachers were most poorly prepared in international relations. The mean hours of preparation in social studies was 18.87.

There were 4 geography teachers, or 2.90 per cent, of the 135 social studies teachers who were assigned to teach 1 or more of the classes in geography that had not earned credit in social studies. There were 102, or 75.50 per cent, who had earned 30 or more semester hours in social studies.

Applying the standards of 20 semester hours earned for a minor and 30 hours for a major, there are a possible 23, or 17.00 per cent, of the geography teachers with minors and 102, or 75.50 per cent, with majors.

Significance of Variance in Academic Preparation

A multivariate analysis of variance was run using all 9 academic preparation variables between the 4 levels of accreditation. The purpose of this test was to determine if there was a significant degree of variance

TABLE 18

ACADEMIC PREPARATION IN SOCIAL STUDIES OF GEOGRAPHY TEACHERS

Semester Hour Categories	Courses									
	United States History		World History		American Government		Problems of Democracy		Economics	
	N	%	N	%	N	%	N	%	N	%
0	20	14.80	27	20.00	46	34.00	55	40.70	56	41.40
1- 7	56	41.40	19	14.00	66	48.80	10	7.40	70	51.80
8	20	14.80	10	7.40	9	6.60	3	2.20	3	2.20
9-15	33	24.40	42	31.10	10	7.40	41	30.30	5	3.70
16	4	2.90	6	4.40	0	0.00	5	3.70	0	0.00
17-19	0	0.00	9	6.60	3	2.20	7	5.10	0	0.00
20	0	0.00	3	2.20	0	0.00	3	2.20	0	0.00
21-29	1	0.70	17	12.50	1	0.10	9	6.60	1	0.70
30+	1	0.70	2	1.40	0	0.00	2	1.40	0	0.00
Total	135		135		135		135		135	
Semester hour range	0-34 hours		0-64 hours		0-29 hours		0-73 hours		0-26 hours	
Mean hours in geography										
Mean hours prepara- tion in social studies										
Standard deviation										

TABLE 28--Continued

Semester Hour Categories	Courses								Total for Geography Teachers	
	International Relations		Sociology		Psychology		Geography		N	%
	N	%	N	%	N	%	N	%		
0	103	76.20	55	45.70	103	76.20	41	30.30	4	2.90
1- 7	32	23.70	64	47.40	18	13.30	36	26.60	0	0.00
8	0	0.00	6	4.40	4	2.90	11	8.10	0	0.00
9-15	0	0.00	6	4.40	4	2.90	12	8.80	1	0.70
16	0	0.00	1	0.70	1	0.70	4	2.90	0	0.00
17-19	0	0.00	1	0.70	2	1.40	8	5.90	5	3.70
20	0	0.00	0	0.00	0	0.00	1	0.70	0	0.00
21-29	0	0.00	2	1.40	2	1.40	15	11.10	23	17.00
30+	0	0.00	0	0.00	1	0.70	7	5.10	102	75.50
Total	135		135		135		135		135	
Semester hour range	0-6 hours		0-27 hours		0-47 hours		0-60 hours		0-12 hours	
Mean hours in geography							8.81			
Mean hours prepara- tion in social studies									18.87	
Standard deviation							9.55		5.311	

in academic preparation in social studies within the 4 accreditation levels.

The test for homogeneity indicated a significant degree of heterogeneity of the variance-covariance matrix. The F value for this test was 2.9576, which is significant at the .01 level. The test indicated a fairly large variance among each of the 4 levels and also that the variance was not the same across the 4 levels of accreditation.

The results of the main effects test indicated that there was not a great degree of difference among the groups, and that a significant difference existed in only a few of the 9 background variables of preparation.

TABLE 29

MULTIVARIATE ANALYSIS OF VARIANCE FOR ACADEMIC
PREPARATION FOR PUBLIC SECONDARY SOCIAL
STUDIES AT FOUR ACCREDITATION LEVELS

Test for H1: Homogeneity of the Variance-Covariance Matrix

F = 2.9576 P .01

df₁ = 135 df₂ = 402051

Test for H2: Main Effects Test

Lambda = .9451

F = 1.3957 P .05

df₁ = 27 df₂ = 1931

The lambda test determined the probability level for the null hypothesis of equality of academic preparation among the 4 levels of accreditation. The multivariate analysis of variance test yielded a lambda of .94512, which produced an F-ratio of 1.3957, which was significant at the .05 level. This level indicated that there was a significant difference among the variables across the 4 levels of accreditation and that use of the univariate analysis of variance was suggested.

Univariate Analysis of Variance

An analysis of variance was run to determine which of the 9 background variables of academic preparation differed significantly among the 4 levels of accreditation.

The analysis of variance indicated a significant difference in the mean number of semester hours of academic preparation in social studies courses among the 4 levels of accreditation. The analysis of variance yielded a calculated F-ratio of 12.839, which was significant at the .005 level.

The next step in the analysis of variance determined whether or not there was a significant difference in the mean number of semester hours of academic preparation in United States history by social studies teachers in the 4 levels of accreditation. The analysis of variance

yielded a calculated F-ratio of 3.1343, which was significant at the .025 level.

The academic preparation in world history by the social studies teachers in the 4 levels of accreditation was examined and the analysis of variance yielded a calculated F-ratio of 4.285, which was significant at the .005 level.

Academic preparation in problems of democracy by all social studies teachers in the 4 levels of accreditation differed significantly. The analysis of variance yielded a calculated F-ratio of 2.902, which was significant at the .05 level.

Preparation in psychology by social studies teachers in all 4 levels of accreditation was determined to differ significantly. The analysis of variance yielded a calculated F-ratio of 4.152, which was significant at the .01 level.

The analysis of variance indicated a significant difference existed in the mean hours of academic preparation by all social studies teachers in the 4 levels of accreditation in United States history, world history, problems of democracy and psychology.

Examination of the analysis of variance revealed that a significant difference in academic preparation did not exist in American government, economics, international relations, sociology, and geography.

The analysis of variance revealed which of the 9 background variables of academic preparation differed significantly among the 4

levels of accreditation, but did not reveal information as to differences in academic preparation of teachers in the individual levels of accreditation.

Scheffe's test was used as a multiple comparison method to determine which mean hours of academic preparation differed significantly according to accreditation levels. The calculations for this test were performed on the Freiden calculator.

Total semester hours of academic preparation in social studies were significantly different in 1-A schools compared to the preparation of teachers in levels 2-A, 3-A, and N-A schools. For all instances the significant difference was at .005.

The mean semester hours of academic preparation of the teachers in social studies in the accredited schools (1-A, 2-A, and 3-A) did not differ significantly from the teachers in non-accredited schools. No significant differences were detected between 2-A, 3-A, and non-accredited schools.

The Scheffe's test was then used to identify significant differences by accreditation level of the academic background variables which were revealed by the analysis of variance: United States history, world history, problems of democracy, and psychology.

Preparation in United States history by social studies teachers in 1-A schools differed from preparation of the 3-A, and N-A teachers at

TABLE 30

MULTIPLE COMPARISONS OF MEANS USING SCHEFFE'S TEST

\bar{X} Hours	Comparison	Calculated F-Ratio	Significance ¹
Preparation in Social Studies	1-A vs. 2-A	8.7137	P 0.005
	1-A vs. 3-A	10.3365	P 0.005
	1-A vs. N-A	7.2328	P 0.005
	2-A vs. 3-A	0.0590	NS
	2-A vs. N-A	0.0040	NS
	3-A vs. N-A	0.00517	NS
	1-A + 2-A + 3-A vs. N-A	1.43014	NS

¹William Meredith, Basic Mathematical and Statistical Tables for Psychology and Education (New York: McGraw-Hill Book Company, 1957), p. 234. (Tabled F at df 3,669 = 0.10; = 2.08; 0.05 = 1.60; 0.025 = 3.12; 0.01 = 3.78; 0.005 = 4.28.)

.10. There was no significant difference between preparation of 1-A and 2-A social studies teachers.

TABLE 31

MULTIPLE COMPARISONS OF MEANS USING SCHEFFE'S TEST

\bar{X} Hours	Comparison	Calculated F-Ratio	Significance
Preparation in United States History	1-A vs. 2-A	1.1298	NS
	1-A vs. 3-A	2.3008	P 0.10
	1-A vs. N-A	2.5017	P 0.10
	2-A vs. 3-A	0.0447	NS
	2-A vs. N-A	0.4070	NS
	3-A vs. N-A	0.2355	NS
	1-A + 2-A + 3-A vs. N-A	1.1145	NS

Scheffe's test revealed that academic preparation in world history by teachers in the 1-A schools differed significantly from preparation of teachers in the 2-A schools at the .10 level and with the teachers in the 3-A schools at the .01 level. All other comparisons of preparation by teachers in world history were not significant.

TABLE 32

MULTIPLE COMPARISONS OF MEANS USING SCHEFFE'S TEST

\bar{X} Hours	Comparison	Calculated F-Ratio	Significance
Preparation in World History	1-A vs. 2-A	2.4345	P 0.10
	1-A vs. 3-A	4.0152	P 0.01
	1-A vs. N-A	1.8651	NS
	2-A vs. 3-A	0.0315	NS
	2-A vs. N-A	0.0005	NS
	3-A vs. N-A	0.0312	NS
	1-A + 2-A + 3-A vs. N-A	0.0291	NS

The only significant difference revealed in the mean semester hours of preparation by teachers in problems of democracy was at the .05 level between 1-A and 3-A schools. All other comparisons regarding problems of democracy were not significant.

TABLE 33

MULTIPLE COMPARISONS OF MEANS USING SCHEFFE'S TEST

\bar{X} Hours	Comparison	Calculated F-Ratio	Significance
Preparation in Problems of Democracy	1-A vs. 2-A	1.1636	NS
	1-A vs. 3-A	2.7042	P .05
	1-A vs. N-A	0.2623	NS
	2-A vs. 3-A	0.1467	NS
	2-A vs. N-A	0.2013	NS
	3-A vs. N-A	0.6931	NS
	1-A + 2-A + 3-A vs. N-A	0.7204	NS

The mean semester hours of preparation in psychology by social studies teachers were not found to be significant by the Scheffe's test, although the analysis of variance had indicated a significant difference did exist. When this occurs it is reasonable to conclude that the largest mean is significantly larger than the smallest mean, even though the Scheffe's test did not detect the difference, since the test is conservative in requiring larger differences for significance. The writer chose to accept the conservative findings of no significant difference in the preparation of psychology teachers, although Scheffe's suggests that one might consider assigning a lesser level of significant difference in such a case.

TABLE 34

MULTIPLE COMPARISONS OF MEANS USING SCHEFFE'S TEST

\bar{X} Hours	Comparison	Calculated F-Ratio	Significance
Preparation in Psychology	1-A vs. 2-A	0.0004	NS
	1-A vs. 3-A	0.2475	NS
	1-A vs. N-A	0.1591	NS
	2-A vs. 3-A	0.2270	NS
	2-A vs. N-A	0.1451	NS
	3-A vs. N-A	0.0006	NS
	1-A + 2-A + 3-A vs. N-A	0.1019	NS

The mean semester hours of academic preparation of social studies teachers in 1-A schools differed significantly from levels 2-A, 3-A, and non-accredited schools. Not only was there a significant difference in the total hours of social studies preparation, but there were significant differences of mean hours of preparation in United States history, world history, and problems of democracy.

Teaching Assignments of Social Studies Teachers

The following table presents the number of teaching assignments for social studies teachers within the field of social studies. A teaching assignment refers to each class for which a teacher is responsible and will be referred to in this paper as an assignment.

There were 673 public secondary teachers who were teaching one or more courses in social studies. The total number of assignments in

TABLE 35

SOCIAL STUDIES TEACHING ASSIGNMENTS OF SOCIAL STUDIES
TEACHERS IN SCHOOLS OF EACH LEVEL OF ACCREDITATION

Course Assignment	Accreditation Level				
	1-A	2-A	3-A	N-A	All
United States History	127	100	165	34	426
World History	137	85	163	36	421
American Government	54	17	17	3	91
Problems of Democracy	35	70	137	35	277
Economics	30	16	29	8	83
International Relations	3	2	3	2	10
Sociology	19	13	21	6	59
Psychology	30	30	61	15	136
Geography	56	21	72	26	175
Citizenship	<u>35</u>	<u>9</u>	<u>25</u>	<u>13</u>	<u>82</u>
Total Assignments	526	363	693	178	1760
Number of Teachers	137	140	305	91	673
Mean	3.83	2.59	2.27	1.96	2.62

the field of social studies was 1,760; the mean number was 2.62.

The number of assignments for all social studies teachers in rank order were: United States history 426, world history 421, problems of democracy 277, geography 175, psychology 136, American government 91, economics 83, citizenship 82, sociology 59, and international relations 10.

United States history with 165 assignments in 3-A schools constituted the highest number of assignments by accreditation level within the social studies field. World history with 163 assignments in level 3-A schools and problems of democracy with 137 in 3-A, and United States history with 137 in level 1-A followed.

The lowest number of assignments by accreditation level was 2 in international relations in levels 2-A and N-A. Levels 1-A and 3-A had 3 assignments in international relations. International relations had the lowest number of assignments in all levels by accreditation.

All of the 10 areas of social studies were offered in the schools of all 4 levels of accreditation. The total number of assignments within the social studies field in rank order by accreditation level were 693 assignments in level 3-A schools, 526 in level 1-A, 363 in level 2-A, and 178 in non-accredited schools.

The mean number of assignments in social studies per teacher in rank order was 3.83 assignments in level 1-A schools, 2.59 in 2-A, 2.27 in 3-A, and 1.96 in non-accredited schools. It would seem from

an analysis of the mean number of assignments that level 1-A teachers are more apt to be teaching the greater number of assignments within their field and that the possibility of the social studies teacher teaching within his field declines with the accreditation levels.

Teaching Assignments Outside of Social Studies

This table was designed to show the assignments outside of the social studies field which were being taught by social studies teachers. The table identifies the broad fields outside of social studies and the number and per cent of social studies teachers teaching outside their field by accreditation levels.

The rank order of assignments in teaching fields outside of social studies was physical education-health with 375 assignments, English with 145, music with 27, mathematics and foreign language with 30 each, art with 10, science with 3, and there were no social studies teachers assigned to teach special education or industrial arts.

There were 671 total assignments outside the social studies field. In rank order by accreditation level there were 346 assignments in 3-A schools, 142 in level N-A, 127 in 2-A, and 56 in 1-A schools.

A comparison of the assignments within the field of social studies with those outside of social studies by accreditation levels indicates that 90.50 per cent of the assignments given the 137 teachers in 1-A schools were within the social studies field and 9.50 per cent were

TABLE 36

TEACHING FIELDS OUTSIDE OF SOCIAL STUDIES TO WHICH
SOCIAL STUDIES TEACHERS WERE ASSIGNED
DISTRIBUTED ACCORDING TO
ACCREDITATION LEVELS

Teaching Fields	Accreditation Level				
	All	1-A	2-A	3-A	N-A
Art	10	0	3	5	2
English	145	22	24	57	42
Foreign Language	30	7	6	15	2
Mathematics	30	6	8	7	9
Music	27	0	5	11	11
Physical Education-Health	375	18	75	226	56
Science	54	3	6	25	20
Special Education (I.A.)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Assignments	671	56	127	346	142

outside. The 140 level 2-A teachers have 25.60 per cent of their assignments outside their field and 74.40 per cent within. The 305 level 3-A teachers have 32.95 per cent of their assignments outside their field with 67.50 per cent within, and the 91 teachers in non-accredited schools have 44.03 per cent of their assignments outside their field and 55.97 per cent within their fields. It is apparent that if one wishes to teach in

TABLE 37

TEACHING ASSIGNMENTS WITHIN AND OUTSIDE OF THE
SOCIAL STUDIES FIELD

Accreditation Level	Teaching Assignments				
	Total Assign- ments	Mean	Within Social Studies	Outside Social Studies	
	N		N	N	%
All	2,461	3.66	1,790	671	27.27
1-A	585	4.27	529	56	9.57
2-A	496	3.54	369	127	25.60
3-A	1,050	3.44	704	346	32.95
N-A	330	3.73	188	142	44.03

his major field the chances of such an assignment favor the higher levels of accreditation.

Unqualified Teachers

There were 203 courses taught in social studies by unqualified teachers. In rank order by number of courses there were 48 problems of democracy classes taught by unqualified teachers, 43 geography courses, 29 psychology courses, 20 American government courses, 18 sociology courses, 16 world history courses, 11 economics courses, 10 United States history courses, 5 international relations courses, and 3 courses in citizenship.

TABLE 38

NUMBER AND TYPE OF SOCIAL STUDIES COURSES TAUGHT BY
UNQUALIFIED TEACHERS DISTRIBUTED ACCORDING
TO ACCREDITATION LEVELS

Courses	Accreditation Level				
	1-A	2-A	3-A	N-A	All
United States History	2	3	4	1	10
World History	0	4	9	3	16
Citizenship	0	0	1	2	3
American Government	0	9	10	1	20
Problems of Democracy	1	14	28	5	48
Economics	0	3	5	3	11
International Relations	2	1	1	1	5
Sociology	2	5	8	3	18
Psychology	3	4	15	7	29
Geography	<u>4</u>	<u>6</u>	<u>21</u>	<u>12</u>	<u>43</u>
Number of Courses Taught by Teacher Unqualified in Social Studies	14	49	102	38	203
Number of Individuals Teach- ing Social Studies Courses	137	140	305	91	673
Number Not Qualified to Teach Social Studies	11	27	80	27	145
Per Cent Not Qualified	8.03	19.28	26.23	29.67	21.55

In rank order by accreditation level there were 102 courses taught by unqualified teachers in level 3-A, 49 in level 2-A, 38 in non-accredited schools, and 14 in 1-A level schools.

Selected Elements of Employment

Number and Age of Teachers

Table 39 contains the data relative to the total number of men and women teaching in the social studies field, the mean age for all the teachers and for men and women and the age range according to the 4 levels of accreditation.

An examination of Table 39 indicates that there were a total of 673 secondary social studies teachers teaching in the public schools in North Dakota in the academic year 1969-1970. There were 100 women and 573 men social studies teachers for a ratio of 1 woman to 5.73 men. The teachers were distributed according to numbers, sex and accreditation levels with 137 social studies teachers in 1-A schools with 33 women, or 20.15 per cent, and 114 men. There were 140 teachers in the 2-A level with 19 women, or 15.7 per cent, and 121 men, level 3-A had 305 teachers with 42 women, or 15.9 per cent, and 263 men, the non-accredited schools had 91 teachers with 16 women, or 21.3 per cent, and 75 men. The greatest percentage of women to men teachers by accreditation level was 21.3 per cent in the non-accredited schools, and the greatest percentage of men, 121, or 84.3 per cent, in the 2-A

TABLE 39

NUMBER OF SOCIAL STUDIES TEACHERS DISTRIBUTED ACCORDING
TO MEAN AGE, AGE RANGE AND NUMBER OF TEACHERS
BY SEX AND ACCREDITATION LEVELS

Accreditation Level	Number of Teachers			Mean Age			Age Range		
	All	M	W	All	M	W	All	M	W
All	673	573	100	34.35	33.42	39.67	22-67	22-67	22-65
1-A	137	114	23	36.91	36.04	41.17	23-65	23-64	23-65
2-A	140	121	19	34.91	33.36	44.79	22-66	23-66	22-64
3-A	305	263	42	32.61	31.94	36.76	22-64	22-63	23-64
N-A	91	75	16	35.51	34.75	39.06	23-67	23-67	23-60

schools. The percentage differences of men to women did not vary more than 5.6 per cent in all 4 levels of accreditation.

The mean age for all social studies teachers was 34.35 years with a range of 22-67. The mean age for men was 33.42 with a range of 22-67 and the mean age for women was 39.67 with a range of 22-65. Teachers in the level 1-A schools had a mean age of 36.91 with a range of 23-65. The mean age for men was 36.04 with a range of 23-64, and the mean age for women was 41.17 with a range of 23-65. The mean age for all teachers in level 2-A schools was 34.91 with a range of 22-66. The mean age for men was 33.36 years with a range of 23-66 and the mean age for women was 44.79 with a range of 22-64 years. Level 3-A schools had a mean age for all teachers of 32.61 and a range of 22-64. The mean age for men was 31.91 with a range of 22-63 and the mean age for women was 36.76 with a range of 23-64 years. Non-accredited schools had a mean age for all teachers of 35.51 and a range of 23-67. The mean age for men was 34.75 with a range of 23-67 and the mean age for women was 39.06 with a range of 23-60 years.

The table shows that the mean age for women was higher in all levels of accreditation than the mean age for men, with the greatest apparent differences in the 2-A schools.

Teaching Experience

The purpose of this table was to indicate the years of teaching experience according to the categories 0-5, 6-10, 11-20, and 21 to 30 plus. The years of experience were further broken down by sex and by the 4 levels of accreditation.

The mean years of teaching experience for all secondary social studies teachers was 7.40. There were 504, or 74.5 per cent, of the 673 teachers who were in the 0-10 years category. The mean years of experience for all men was 6.92 and 10.13 for all women. Level 1-A schools had mean years of experience for all teachers of 9.27; the mean for men was 8.78 and the mean for women was 11.67. The mean years experience for all level 2-A teachers was 8.13, with a mean of 7.32 for men and 13.30 for women. Level 3-A teachers had 6.35 mean years of experience for all teachers, with a mean of 6.11 for men and 7.86 for women. Non-accredited schools had 6.96 mean years of experience for all teachers with a mean of 6.29 for men and 10.14 for women.

The table indicates that the mean years of experience was greater for women in all 4 levels of accreditation.

Source of Highest Degree Held

There were 131, or 19.40 per cent, of the 673 social studies teachers who earned their highest degree in an institution outside of North Dakota. Level 1-A schools employed the greatest per cent of these

TABLE 40

NUMBER OF SOCIAL STUDIES TEACHERS DISTRIBUTED ACCORDING
TO ACCREDITATION LEVELS BY SEX AND YEARS
PUBLIC SCHOOL TEACHING EXPERIENCE

Years of Experi- ence	Accreditation Levels														
	All			1-A			2-A			3-A			4-A		
	All	M	W	All	M	W	All	M	W	All	M	W	All	M	W
0- 5	390	341	49	64	54	10	75	67	8	197	174	23	54	46	8
6-10	114	101	13	27	24	3	29	29	0	48	40	8	10	8	2
11-20	111	91	20	29	25	4	23	16	7	40	33	7	19	17	2
21-30+	<u>58</u>	<u>40</u>	<u>18</u>	<u>17</u>	<u>11</u>	<u>6</u>	<u>13</u>	<u>9</u>	<u>4</u>	<u>20</u>	<u>16</u>	<u>4</u>	<u>8</u>	<u>4</u>	<u>4</u>
Total	673	573	100	137	114	23	140	121	19	305	263	42	91	75	16
Mean years of experi- ence	7.40	6.92	10.13	9.27	8.78	11.67	8.13	7.32	13.30	6.35	6.11	7.86	6.96	6.29	10.11

TABLE 41

NUMBER AND PER CENT OF THE SOCIAL STUDIES TEACHERS WHO WERE
PREPARED BY INSTITUTIONS OF HIGHER EDUCATION IN NORTH
DAKOTA AND BY INSTITUTIONS OUTSIDE OF NORTH DAKOTA
DISTRIBUTED ACCORDING TO ACCREDITATION LEVELS

Source of Highest Degree Earned	Accreditation Levels									
	All Levels		1-A		2-A		3-A		Non Accredited	
	N	%	N	%	N	%	N	%	N	%
Not North Dakota	131	19.40	34	24.80	32	22.80	48	15.70	17	18.60
University of North Dakota	91	13.50	36	26.20	16	11.40	30	9.80	9	9.80
North Dakota State University	56	8.30	11	8.00	13	9.20	27	8.80	5	5.40
Ellendale (UND Branch)	32	4.70	5	3.60	4	2.80	19	6.20	21	4.30
Dickinson State	46	6.80	6	4.30	11	7.80	21	6.80	8	8.70
Mayville State	69	10.20	2	1.40	14	10.00	46	15.00	7	7.60
Minot State	92	13.60	13	9.40	20	14.20	47	15.40	12	13.10
Valley City State	125	18.50	22	16.00	26	18.50	54	17.70	23	25.20
Jamestown College	26	3.80	7	5.10	4	2.80	11	3.60	4	4.30
Mary College	5	0.70	1	0.70	0	0.00	2	0.60	2	2.10
Total	673	100.00	137	100.00	140	100.00	305	100.00	91	100.00

ers, or 24.80 per cent. Level 3-A schools employed the lowest percentage, 15.70.

Valley City prepared the greatest number of social studies teachers at institutions of higher education in the state of North Dakota. The teachers prepared by Valley City comprised 18.5 per cent of the total number. Minot State and the University of North Dakota were ranked second and third with 92, or 13.60 per cent, and 91, or 13.50 per cent, respectively. Mary College was lowest with 5, or .70 per cent.

Distribution of Degrees

The distribution of the various degrees by sex and accreditation is placed in Table 42. All of the 673 teachers had the required four-year degree. There were 42 men, or 30.60 per cent, of the men teachers at level 1-A with masters degrees for a high and 1, or 2.30 per cent, of the women with masters degrees in level 3-A for a low. The only degrees other than the masters were the two specialist degrees held by men in level 3-A.

There were definite trends toward the higher degrees falling in the higher levels of accreditation and being held by male teachers.

Employment and Contract Periods

Information as to the number of social studies teachers who were full-time and part-time employees was presented on this table by sex at the 4 levels of accreditation. The table also contains information

TABLE 42

NUMBER AND PER CENT OF MEN AND WOMEN SOCIAL STUDIES
TEACHERS HOLDING VARIOUS DEGREES DISTRIBUTED
BY ACCREDITATION LEVEL

Accredita- tion Level		Degrees									
		Two Year		Bachelor		Masters		Specialist		Doctor	
		N	%	N	%	N	%	N	%	N	%
All	All	0	0.00	551	81.80	119	17.60	2	0.20	0	0.00
	Men	0	0.00	462	80.40	109	19.00	2	0.30	0	0.00
	Women	0	0.00	90	90.00	10	10.00	0	0.00	0	0.00
1-A	All	0	0.00	95	69.30	42	30.60	0	0.00	0	0.00
	Men	0	0.00	78	68.40	36	31.50	0	0.00	0	0.00
	Women	0	0.00	17	73.90	6	26.00	0	0.00	0	0.00
2-A	All	0	0.00	114	81.40	26	18.50	0	0.00	0	0.00
	Men	0	0.00	97	80.10	24	19.80	0	0.00	0	0.00
	Women	0	0.00	17	89.40	2	10.50	0	0.00	0	0.00
3-A	All	0	0.00	260	85.20	43	14.00	2	0.60	0	0.00
	Men	0	0.00	219	83.20	42	15.90	2	0.70	0	0.00
	Women	0	0.00	41	97.60	1	2.30	0	0.00	0	0.00
N-A	All	0	0.00	83	90.10	8	8.70	0	0.00	0	0.00
	Men	0	0.00	67	89.30	7	9.30	0	0.00	0	0.00
	Women	0	0.00	15	93.70	1	6.20	0	0.00	0	0.00

TABLE 43

NUMBER OF SOCIAL STUDIES TEACHERS DISTRIBUTED
ACCORDING TO ACCREDITATION LEVELS BY
EMPLOYMENT AND CONTRACT PERIODS

	Full-Time			Part-Time			Contract Periods	
	All	M	W	All	M	W	9 Mos.	Other Than 9 Mos.
All Teachers	665	569	96	8	4	4	603	70
1-A	135	113	22	2	1	1	128	9
2-A	139	121	18	1	0	1	125	15
3-A	302	261	41	3	2	1	271	34
N-A	89	74	15	2	1	1	79	12

relative to the length of teachers' contract periods distributed according to accreditation levels.

There were 665 full-time employees with 8 part-time employees for a total of 673 social studies teachers. There were 4 part-time men teachers and 4 part-time women teachers. Level 1-A had 2 part-time teachers with 1 man and 1 woman, level 2-A had 1 part-time woman teacher, level 3-A had 3 part-time employees with 2 men and 1 woman on a part-time basis, and non-accredited schools had 2 part-time teachers with 1 man and 1 woman with less than a full-time appointment.

Contract periods for all 673 secondary social studies teachers were broken down by accreditation level. There were 603 teachers with 9

month contracts and 70 teachers with contracts for other than 9 months. There were 128 teachers with 9 month contracts in level 1-A and 9 with contracts other than 9 months, 125 with 9 month contracts in 2-A and 15 with other than 9 months, 271 with 9 month contracts in level 3-A and 14 with contracts other than 9 months, and non-accredited schools had 73 teachers with 9 month contracts and 12 with contracts other than 9 months.

TABLE 44

NUMBER AND PER CENT OF SOCIAL STUDIES TEACHERS DISTRIBUTED
ACCORDING TO ACCREDITATION LEVELS
BY TYPE OF CERTIFICATE AND SEX

Accredita- tion Level		Types of Certificates							
		P1		EM		O		P2	
		N	%	N	%	N	%	N	%
All	All	662	98.37	10	1.49	0	0.00	1	0.149
	Men	563	98.25	9	1.57	0	0.00	1	0.173
	Women	99	99.00	1	1.00	0	0.00	0	0.00
1-A	All	136	99.20	1	0.70	0	0.00	0	0.00
	Men	113	99.10	1	0.80	0	0.00	0	0.00
	Women	23	100.00	0	0.00	0	0.00	0	0.00
2-A	All	138	98.50	2	1.40	0	0.00	0	0.00
	Men	119	98.30	2	1.60	0	0.00	0	0.00
	Women	19	100.00	0	0.00	0	0.00	0	0.00
3-A	All	301	98.30	4	1.30	0	0.00	0	0.00
	Men	260	98.40	3	1.10	0	0.00	0	0.00
	Women	41	97.60	1	2.30	0	0.00	0	0.00
N-A	All	87	94.50	3	3.20	0	0.00	1	1.00
	Men	71	93.30	3	4.00	0	0.00	1	1.30
	Women	16	100.00	0	0.00	0	0.00	0	0.00

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

oblem

This study examined the academic preparation in social studies, teaching assignments, and selected elements of employment of all North Dakota public secondary social studies teachers for the academic year 1969-1970.

There were 9 academic background variables considered in the preparation of the social studies teacher. The study examined the number of semester hours of credit earned in United States history, world history, American government, problems of democracy, economics, international relations, sociology, psychology, and geography. The examination of the academic preparation included the source of the highest degree earned, and the distribution of degrees by accreditation level. Teaching assignments of social studies teachers within and outside of the field were examined.

The elements concerning employment included the sex, age, total years of public school teaching experience, terms of employment, length

of contract, and the type of certification of the social studies teachers.

The research was designed to answer questions concerned with differences in academic preparation, teaching assignments, and elements of employment according to the levels of accreditation of the public secondary schools of North Dakota.

Limitation

All of the 673 teachers who taught a course in social studies were considered. The information for the population was limited by the amount and accuracy of the entries on Form 2--Summary of Teacher's Official Transcript, completed by each teacher and submitted to the Department of Public Instruction, Bismarck, North Dakota.

Method

The statistics used to examine the academic preparation were the mean, standard deviation, multivariant analysis of variance, univariate analysis of variance, and Scheffe's test for multiple comparison. Means and standard deviations were established for semester hours of academic preparation for all of the social studies teachers and Scheffe's test was used to determine significant differences in the mean hours of preparation of the population according to accreditation levels.

The selected elements of employment were studied according to sex and accreditation levels.

Findings

Academic Preparation

The investigation of the academic preparation of public school secondary social studies teachers in terms of semester hours of credit earned in social studies yielded a mean for the entire population of study of 13.110 hours. There were 13 social studies teachers who had not earned credit in social studies and 24 teachers, or 3.58 per cent, of the population who had less than the required 16 semester hours of social studies needed to meet the state's certification standards to teach in this field. The trend was towards the teachers with the greater number of semester hours of social studies preparation to be employed in 1-A schools. It was interesting to note that the mean for 3-A schools (13.157) was higher than either the 2-A or N-A schools.

The following information was revealed on 9 tables representing the number of semester hours earned in United States history, world history, American government, problems of democracy, economics, international relations, sociology, psychology, and geography by certification levels.

There were 99, or 14.71 per cent, of the 673 teachers who had not earned credit in United States history. There were 2, or 0.30 per cent, of the teachers who had earned 30 or more hours in United States history.

The mean number of semester hours of preparation in United States history was 7.33 hours. The trend was for the higher number of semester

rs earned in United States history to be in the schools with the higher accreditation levels. The mean number of semester hours earned in United States history ranged from a high of 8.467 for 1-A schools to a low of 6.538 in N-A schools.

There were 110, or 16.34 per cent, of the social studies teachers who had not earned credit in world history or, conversely, approximately 10 per cent of 6 social studies teachers had earned credit in world history. There were 21, or 3.14 per cent of the population, who had earned 30 or more semester hours.

The mean number of hours earned favored the 1-A schools with a mean of 13.861 as compared to a low of 10.770 for 3-A schools.

There were 186, or 27.64 per cent, of the teachers who had not earned credit in American government. There was a progressive increase in the number and per cent of teachers who had not earned credit in American government as the accreditation level declined.

None of the teachers had earned more than 30 hours in American government, but more than 72 per cent of the social studies teachers had earned some credit in this area.

The mean number of semester hours earned in American government favored the 1-A schools.

The number and per cent of teachers who had not earned credit in problems of democracy increased as the level of accreditation decreased. There were 235, or 34.72 per cent, of the teachers who had not earned

in problems of democracy. The number and per cent of teachers at credit in this area ranged from 39, or 28.47 per cent, in 1-A schools to 33, or 36.26 per cent, of the teachers in N-A schools.

The mean number of semester hours earned for all levels was 9.450, a range of 11.270 hours for 1-A schools to 8.548 in 3-A schools.

There were 259, or 38.48 per cent, of the population who had not earned credit in economics. The number and per cent ranged from a high of 55, or 40.98 per cent, in 3-A schools to a low of 44, or 32.12 per cent, in 1-A schools.

The mean number of semester hours earned for all teachers in this area was 3.455. The number of semester hours earned favored the 1-A schools.

International relations had the greatest number and per cent of teachers with 495, or 73.55 per cent, who had not earned credit in this area.

There were 671, or 99.71 per cent of the population, who had earned 7 or less semester hours in international relations.

The mean number of semester hours of preparation ranged from a high of 1.036 hours in 1-A schools to a low of .689 hours in 3-A schools.

The differences in preparation in sociology by accreditation levels were slight. The mean number of semester hours earned ranged from a high of 4.110 hours in N-A schools to a low of 3.016 hours in 3-A schools. The mean for the population was 3.426 hours.

There were 473, or 70.28 per cent, of the teachers who had not earned credit in psychology.

It was interesting to note that the mean hours of preparation increased as the level of school accreditation decreased. The mean hours earned for N-A schools was 3.341 hours as compared to the mean hours for 1-A schools (2.723).

The mean semester hours of preparation in geography favored the 1-A schools with a mean of 5.898 hours. The low mean number of hours was 4.279 in 2-A schools. There was no indication of a pattern of hours earned according to accreditation levels.

There were 325, or 48.27 per cent, of the teachers who had not earned credit in geography. The highest number and per cent of teachers without credit in this area were in 1-A schools with 72, or 52.55 per cent, of its teachers followed by N-A schools with 47, or 51.65 per cent, of its teachers without credit in geography.

The mean number of semester hours of credit earned by all 673 secondary public school social studies teachers in the 9 background categories as in rank order were:

<u>Variable</u>	<u>Mean Semester Hours Earned</u>
1. World history	11.499
2. Problems of democracy	9.450
3. United States history	7.330
4. Geography	4.770
5. American government	4.580
6. Economics	3.455
7. Sociology	3.426
8. Psychology	3.077
9. International relations	0.790

The percentage of teachers who did not earn semester hours of
 emic preparation are presented here according to the 9 background
 bles in rank order:

<u>Variable</u>	<u>Per Cent</u>
1. International relations	73.55
2. Psychology	70.28
3. Geography	48.29
4. Economics	38.48
5. Sociology	37.89
6. Problems of democracy	34.92
7. American government	27.64
8. World history	16.34
9. United States history	14.71

It is apparent that the greatest amount of preparation in terms of number of semester hours lies in world history, problems of democracy, and United States history, while the least amount of preparation is in psychology and international relations.

The mean hours of social studies preparation earned by the teachers of each of the following courses are listed in rank order:

<u>Course Taught</u>	<u>Mean Hours of Social Studies Preparation</u>
1. Economics	95.85
2. Sociology	95.55
3. Psychology	79.20
4. International relations	77.60
5. Problems of democracy	47.87
6. United States history	23.34
7. World history	19.61
8. Geography	18.87
9. American government	17.27
All	43.11

It is apparent that teachers of economics and sociology tend to have considerably more preparation in the social studies field. American government and geography teachers tend to have the least number of semester hours of academic preparation in their field.

The mean number of semester hours of credit earned by the teachers of each of the 9 academic background variables in rank order were:

<u>Variable or Course Taught</u>	<u>Mean Semester Hours Earned in Course Taught</u>
1. World history	13.87
2. Problems of democracy	11.40
3. Psychology	9.72
4. Geography	8.81
5. United States history	8.30
6. American government	7.91
7. Sociology	6.17
8. Economics	6.09
9. International relations	1.20

The teachers of world history had the greatest number of mean hours of preparation in the course which they were teaching with 13.87

hours. It is apparent that teachers of economics and international relations lacked strength in terms of hours of preparation in the subjects with means of 6.09 and 1.20 respectively.

The multivariate analysis of variance revealed that a significant difference in the mean semester hours of academic preparation of social studies teachers existed among the 4 levels of school accreditation. A univariate analysis of variance was run to identify the means that differed significantly. The Scheffe's test of multiple comparisons revealed which

differed significantly and in which levels of accreditation. These tests yielded the information that teachers in the 1-A schools differed significantly in preparation of mean semester hours of studies from levels 2-A, 3-A, and N-A schools. The teachers in schools also differed significantly in world history from 2-A schools, differed significantly from 3-A schools in the preparation of United States history, world history, and problems of democracy. The teachers in schools differed significantly in their preparation in United States history from 2-A, 3-A, and N-A schools. All the other comparisons with the means were not significant.

Assignments in Social Studies

The mean number of assignments within the field of social studies was 162. Teachers in non-accredited schools had the lowest mean with 105 assignments while teachers in 1-A schools had the highest mean with 205 assignments. The number of assignments in rank order were: United States history 426, world history 421, problems of democracy 277, geography 175, psychology 136, American government 91, economics 83, citizenship 82, sociology 59, and international relations 10.

The rank order of assignments outside of the social studies field were: physical education 375, English 145, mathematics 30, foreign language 30, music 27, art 10, and science 3.

The percentage of outside assignments increased as the level of accreditation decreased. The most obvious conclusion was that a teacher of social studies had a better chance of teaching in his field in the schools of higher accreditation.

There were 203 classes of social studies taught by unqualified teachers. The rank order of classes taught by unqualified teachers were: problems of democracy with 48 classes, geography with 43, psychology with 29, American government with 20, sociology with 18, world history with 16, economics with 11, United States history with 10, international relations with 5, and citizenship with 3 classes.

The number of social studies courses and classes taught by unqualified teachers were lowest in 1-A schools, but were not distributed among the other 3 levels by accreditation patterns.

Selected Elements of Employment

There were 673 public secondary social studies teachers teaching in North Dakota in the academic year 1969-1970. There were 100 women and 573 men, for a ratio of 1 to 5.73.

The mean age for all social studies teachers was 34.35 years with a mean age for men of 33.42 years and a mean age for women of 39.67 years. The mean age of social studies teachers was not distributed in any patterns according to accreditation levels. The only consistent

tern was that the mean age for women was higher at all 4 levels than men.

The examination of teaching experience revealed that the mean years of teaching experience were greater for women than men in all 4 levels of accreditation. The mean years of teaching experience favored 1-A schools but there was no consistent pattern according to accreditation.

All of the social studies teachers had at least a 4 year degree, but only 2 men, or 0.20 per cent, had a degree beyond their masters. The men tended to hold the higher degrees and a greater percentage of the teachers with the higher degrees were employed by the 1-A schools.

Most of the social studies teachers were granted their highest degree at an institution of higher education in the state of North Dakota. Valley State College granted most of the degrees with 125, or 18.50 per cent, while Mary College was low with 5 teachers, or 0.70 per cent.

There were 11 social studies teachers who held a certificate other than First Grade Professional. There were 10 men and 1 woman who held emergency or P-2 certificates.

Contract periods for 603 of the 673 teachers were for 9 months, while 70 were for other than 9 months. There were 8 part-time teachers, 5 men and 4 women. The 3-A schools had more part-time people than the other levels. Neither employment nor contract periods followed a pattern according to accreditation levels.

Conclusions

The academic preparation in social studies of the social studies teachers in the 1-A secondary schools in North Dakota differed significantly from the preparation of social studies teachers in either the 2-A, 3-A, or the non-accredited schools both in amount of and type of preparation. The amount of social studies preparation of the teachers in 1-A schools was significantly higher than the mean hours of preparation in either the 2-A, the 3-A, or the non-accredited schools. The type of preparation was also significantly different in regard to the mean hours of preparation in United States history, world history, and problems of democracy; the 1-A teachers having significantly greater mean hours preparation in United States history, world history, and problems of democracy than the 3-A teachers in the 3-A schools. The preparation in the two history subjects was significantly different between the 1-A and 2-A teachers in, with 1-A teachers having the greater mean hours. All other comparisons of preparation were insignificant.

A trend toward better utilization of social studies teachers in the 1-A schools was suggested by the data. A greater percentage of the teaching assignments to social studies teachers in the 1-A schools was within the field of social studies, while in the non-accredited schools there were nearly as many assignments outside the field as within the field. This downward trend in the proportion of assignments within social studies continued with at least a 7 per cent decrease with each

al decrease in accreditation rating. Nearly 90 per cent of the assignments to the 1-A teachers were within social studies as compared to 55 per cent within social studies in the non-accredited schools. The 1-A teacher tended to have a greater number of assignments than teachers in other levels, but the assignments were more apt to be in their major field. Teachers in all schools were most often assigned to teach United States history and/or world history and were least often assigned to teach international relations.

Other differences in 1-A teachers were also noted. The mean age was 35.91 for teachers in 1-A schools was higher than the mean age of teachers in the lower rated schools. Both the mean years of teaching experience and the per cent of teachers with graduate degrees were higher among teachers in 1-A schools than among teachers in 2-A, 3-A, and non-accredited schools. Additional comparisons on mean age, years of experience, and types of degree among the separate levels of schools were not significant.

Finally, the total mean hours (43.110) preparation in social studies for social studies teachers in North Dakota and the mean hours social studies preparation for teachers in each level of school are all greater than the preparation in English for English teachers in North Dakota, as

and the public to make the effort rewarding. The study could be broadened to include those teachers who had "educated themselves out of a job." It would be interesting to examine the reaction of school board members and administrators towards hiring teachers who held doctorate degrees.

A study could be made on that portion of the accreditation and certification requirements which allow the teaching of international relations, cooperative marketing, and family and marriage by a teacher with an academic background in social studies of 10 semester hours and a college course in each of the courses named. The current emphasis on, and controversy over, family living courses would seem to provide sufficient justification for such an investigation. This study would be especially important if teachers with 1 college course on family and marriage are being given a manual and assigned to teach family living.

Finally, an in-depth study, such as Johnson and Radebaugh's "Excellent Teachers: What Makes Them Outstanding" could be conducted to identify the characteristics of the very best public secondary social studies teachers within the state of North Dakota. The characteristics identified in such a study could be compared to those identified by Johnson and Radebaugh, and could then serve as a guide for teachers, teacher training institutions, administrators, and school boards. Perhaps if we discovered what we really mean by meritorious teaching, there would be less resistance to teachers to pursue advanced study in social sciences.

ssed by Robert Johnson,¹ and nearly equal to the mean hours of preparation in science for science teachers in North Dakota, as reported by Ervin Behsman.² On this basis the preparation of the social studies teacher in North Dakota seems equal to or better than the preparation of teachers of science and English.

The trend of a higher mean hours of preparation for the teachers in 1-A level school was consistent with both the cited studies on North Dakota teachers.

Recommendations

The significant difference in the mean hours of social studies preparation enjoyed by social studies teachers in 1-A schools indicated a need to encourage advanced education for teachers in schools of lower accreditation levels. The accreditation and certification requirements in this field are, at best, minimal. There seems to be little inducement to acquire an advanced degree as only 2 of the 673 teachers had degrees and their masters. A study could be made to determine the value of an advanced degree in terms of the consumer. Advanced education of teachers is apparently not valued enough by administration, teachers,

¹Robert E. Johnson, "A Study of North Dakota Public Secondary School Teachers of English for the Academic Year 1967-1968" (unpublished Ed.D. dissertation, University of Idaho, 1968), p. 36.

²Ervin A. Behsman, "A Study of North Dakota Public Secondary School Science Teachers for the Academic Year 1966-67" (unpublished Ed.D. dissertation, University of North Dakota, 1968), p. 30.

the public to make the effort rewarding. The study could be broadened to include those teachers who had "educated themselves out of a job." It would be interesting to examine the reaction of school board members and administrators towards hiring teachers who held doctorate degrees.

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APPENDIX A

A Level (cont.)

Acker
 Amesburg
 Anson Ullin
 Ansonburn
 Ansonfield
 Ansonrich
 Ansonlandin
 Ansonville
 Ansonora
 Ansonwinner
 Ansonalliday
 Ansonkinson
 Ansonnaford
 Ansonntton
 Ansonzelton
 Ansonzen
 Ansonpeople
 Ansonpe
 Ansonkster
 Ansonrlsruhe
 Ansonnsal
 Ansonldeer
 Ansonndred
 Ansonlm
 AnsonMoure
 Ansonnsford
 Ansonrimore
 Ansoneds
 Ansonhr
 Ansononard
 Ansondgerwood
 Ansongnite
 Ansontchville
 Ansonaddock
 Ansonakoti
 Ansonandan Marmot
 Ansonapleton
 Ansonarion
 Ansonax
 Ansonaxbass
 Ansonayville
 AnsoncClusky
 AnsoncVille

3-A Level (cont.)

Medina
 Michigan
 Milnor
 Milton
 Minnewaukan
 Minto
 Montpelier
 Munich
 Neche
 New England
 New Leipzig
 *New Rockford
 New Salem
 Newburg
 Northwood
 Page
 Palermo
 Pembina
 Petersburg
 Pisek
 Plaza
 Powers Lake
 Ray
 Regent
 Rhame
 Richardton
 Rock Lake
 Rogers
 Rolette
 Sawyer
 Scranton
 Sharon
 Sherwood
 Sheyenne
 Souris
 South Heart
 St. John
 St. Thomas
 Stanton
 Starkweather
 Steele
 Strasburg
 Streeter

3-A Level (cont.)

Sykeston
 Tappen
 Thompson
 Tolna
 Tower City
 *Towner
 Trenton
 Turtle Lake
 Underwood
 Upham
 Verona
 Walhalla
 Warwick
 Washburn
 Westhope
 Wildrose
 Willow City
 Wilton
 Wimbledon
 Wing
 Wishek
 Woodworth
 Zeeland

Non Accredited (52)

Almont
 Alsen
 Antler
 Braddock
 Buchanan
 Cathay
 Churchs Ferry
 Deering
 Dickey
 Dodge
 Driscoll
 Epping
 Flaxton
 Golden Valley
 Golva
 Grace City

n Accredited (cont.)

elph
gue
milton
mpden
nnah
rdsfield
d
thryn
nkin
for
verne
cGregor
cHenry
ercer
onago
koma
eron
iska
nabrock
ttibone
lsbury
ngree
eder
gan
binson
nborn
lfridge
ntinel Butte
eldon
lem
rrey
ylor
lley
ttle
olford
p

APPENDIX B

Regular: Graduates from a two-year teacher-training course, which is equivalent to our standard course, with the required sixteen semester hours in education, are eligible for second grade professional certificates. The work in education must include student teaching.

This certificate qualifies the holder to teach in any of the elementary grades of the public schools of this state.

This certificate will not be issued after June 30, 1969.

General Information--Please Read

All applications for certification should be directed to the State Department of Public Instruction, attention Director of Certification, Bismarck, North Dakota.

If the applicant can fulfill the requirements for a state certificate, outlined above, he should apply for the necessary application blanks. In his letter of application, he should GIVE A BRIEF STATEMENT OF HIS QUALIFICATIONS.

First and second grade professional certificates are issued ONLY in evidence of graduation and the required sixteen semester hours in professional courses. The work in education must include student teaching.

In order to be certificated, the applicant must be at least eighteen years of age.

A certificate is issued to a citizen of the United States or to one who has declared his intention of becoming a citizen.

North Dakota certificates are not issued on certificates of other states, but on the training previously explained. Certificates are not transferable from one state to another.

Teacher's Certificate Required

No person who is not the holder of either a valid first or second grade professional certificate shall be employed or permitted to teach in any of the public schools of the state. (15-36-11 N.D.C.C. 1960)

No teacher's certificate shall entitle a person to teach in the public schools of any county, unless such certificate shall have been recorded in the office of the county superintendent of the county in which the holder is engaged to teach. (15-36-11 N.D.C.C. 1960)

Notice

Any questions relative to the "Administrative Credential" or "Elementary Principals Credential" should be directed to the Department of Public Instruction, attention Director of Certification.

Direct inquiries relative to the Teachers Insurance and Retirement Act should be directed to Mrs. Clara D. Brown, Secretary, Box 486, Mandan, North Dakota.

APPENDIX C

2--Summary of Teacher's Official Transcript

Social Security Number

Department of Public Instruction
M. F. Peterson, Superintendent
Bismarck, North Dakota 58501

SUMMARY OF TEACHER'S OFFICIAL TRANSCRIPT

To The Teacher: Effective July 1, 1961, all teachers of high school subjects are required to teach in their major or minor fields of preparation. This form is designed to aid you and the administrator of high school in determining your qualifications. Teachers assigned subjects outside of their preparation fields will jeopardize the accreditation of the school.

Directions: List below all fields (i.e. science, mathematics, social studies) and all subjects (i.e. biology, algebra, world history) you are qualified to teach. The titles of college courses and the amount of credit received are to be placed in the appropriate columns. The column titled SH refers to Semester Hours and QH to Quarter Hours. The information contained in this report must reflect college work as recorded on the official college transcript. List all majors and minors in which you are qualified to teach, although you may be teaching in only one area per year. Below each major and minor list only those subjects applicable to this major and minor. Use the descriptive course title as well as the course number.

This form is to be completed in DUPLICATE. One copy is to be retained in the school and one submitted to the Department of Public Instruction. Please return the completed forms to your superintendent or principal. If you would like a copy of this summary for your personal use, request an additional form from the Administrator.

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