# THE PREPARATION AND EXPERIENCE OF JUNIOR COLLEGE TEACHERS IN KANSAS

by 8235

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B. S., Kansas State University, 1968

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements of the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1970

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ACKNOWLEDGEMENT

The writer wishes to express his appreciation to Dr. Floyd H. Price for his advice and guidance in the preparation of this report, and to the Kansas junior college teachers for providing the data needed.

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# CHAPTER I

# INTRODUCTION

## Background

"The Kansas junior college movement dates back to 1917 when the legislature passed the first enabling act for junior colleges."[1] The only other state with such legislation at that time was California. Since this date the number of public junior colleges in Kansas has grown to nineteen, with the state ranking seventh in the nation. Has the state of Kansas grown as rapidly in producing qualified teachers for these institutions?

The junior college is first and last a teaching institution.[2] To fulfill this major objective successfully, the teachers of the junior college must be well qualified. The teachers come from various backgrounds and with different preparations. Some teachers have not seen the inside of a junior college campus until they start their first teaching position there. Some teachers have no college training. Will our future standards for junior college teachers permit such a variety of background and preparation?

Education is a rapidly growing field. In the near future, graduation from a junior college may be as necessary as high school graduation

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[1] C. L. Heinrich, "Fifty-one Years in Kansas," Junior College Journal, (Vol. 39, December, 1968), p. 18.

[2] A. M. Cohen, "Developing Specialists in Learning," Junior College Journal, (Vol. 37, September, 1966), p. 21.

is today.[1] Many laymen feel that the increased demand for teachers may cause some junior colleges to lower the quality standards for their teachers.

In 1975 it is estimated that there will be 75,000 junior college teachers. The colleges and universities are not fully meeting this need, so these teachers must come from other sources. The high school is now the main source, supplying between twenty percent and thirty percent of the junior college teachers. Some laymen feel these teachers that have not had a definite junior college training and background are not well qualified.

Kansas education should stop to examine the qualifications of the junior college teachers in the state and estimate the future supply while there is still time to plan for better programs. It appears that the demands for teachers will be increasing faster than the supply; consequently, it is important to know the source of the best quality of teachers. In addition, it is necessary to assess the educational qualifications of the present faculty members and consider some revision in the training and recruiting policies.

This study was designed to survey academic preparation and experience of all the teachers presently employed in the nineteen public junior colleges of Kansas. A questionnaire was developed to determine the source from which the teachers came, their experience, education and

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[1]P. D. Vairo, "Faculty Quality: A Challenge to the Community College," Journal of Higher Education, (Vol. 36, April, 1965), p. 217.

background. This information is necessary before training programs can be developed to improve the quality of Kansas junior college teachers.

## Statement of the Problem

Kansas junior college administrators need to insure themselves of an adequate supply of qualified teachers to fill the increasing demands that will be placed on the junior colleges in the future. Taking inventory of our present staff and its background is the first step toward planning for the future.

The purpose of this study was to determine from the junior college teachers of Kansas the answers to the following questions:

1. What is the average age of the junior college teacher?

2. What proportion of junior college teachers are career or vocational teachers, and what proportion are academic or transfer teachers?

3. What is the average number of years the junior college teacher has taught in his present position?

4. Where were junior college teachers employed immediately prior to this position?

5. How many years of experience has the teacher had prior to his present position?

6. What percent have attended a two-year college?

7. What degrees do junior college teachers hold?

8. Do colleges with larger enrollments have more teachers with advanced degrees?

9. In what fields do the junior college teachers hold degrees?

10. How many additional hours beyond the highest degree does the teacher have?

11. What percent of the teachers have had a course in the history and philosophy of the junior college?

12. How many career or vocational teachers have had experience in their teaching field (other than teaching experience)?

## Limitations

This study was limited to the nineteen public junior colleges in the state of Kansas. The teachers surveyed were those employed by the junior colleges for the fall term of 1969-70. The private junior colleges were excluded.

The study was also limited by the number of questionnaires returned.

## Definition of Terms

The terms used in this study have definitions that must be clearly understood in order for the reader to perceive the exact meaning of the report. The definitions of the following terms are not always the ones commonly used.

Junior College: "A two-year collegiate institution conferring no higher than the associate degree, offering lower division transfer programs and/or terminal-vocational programs of varying length."[1]

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[1]Win Kelley and Leslie Wilbur, Teaching in the Community Junior College (New York: Appleton-Century-Crofts, 1970), p. 5.

Academic or Transfer Subjects: These subjects are traditional courses that freshmen and sophomores take when they attend a four-year institution. These terms may be used interchangeably.

Career or Vocational Subjects: These are subjects which prepare a student to enter the working world upon completion of one or two years at the junior college. These terms may be used interchangeably.

# CHAPTER II

## REVIEW OF SELECTED LITERATURE

As a background for the study of education and experience of Kansas junior college teachers, it was desirable to review literature concerning other studies in this field. The review of literature presented in this chapter includes several books and various current periodical articles written by experts in the field.

As junior colleges increase over the nation, studies similar to the one conducted are also in progress. Some states have already surveyed the qualifications of their junior college teachers. In the survey of literature no such information pertaining to Kansas was found.

### General Teacher Qualifications

Each employer has his own set of standards by which he hires teachers. However, most employers require some common qualifications. Ray Maul found that "age, sex, and experience are important in hiring junior college teachers."[1] The study reported that 18.1 percent of the full-time teachers are new. Thirty percent of the teachers are part-time, and about seventy percent of the teachers in the junior college are men.

The National Education Association's Research Division did a survey on junior colleges in 1964. They sampled about one in fourteen junior colleges over the nation, with a response of 86.2 percent after

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[1]R. C. Maul, "Can We Get Enough Good Teachers?" Junior College Journal, (Vol. 34, December, 1963), p. 4.

subtracting incorrect samples. The faculty was sampled from sample institutions. The faculty was further divided into full-time and part-time faculty. The results showed that of the full-time teachers, each taught an average of four courses. They had been in their present position about seven years, and had nine years of experience in higher education.[1]

E. J. Gleazer found that fifty-five percent had taught five or more years before their initial experience in the junior college.[2] Clyde Blocker reports that two-thirds of the teachers have taught in their major field.[3]

In 1965 Clyde Blocker found the median age of junior college teachers to be 31.[4] The National Education Association reported the average age in 1966 to be 42 years. The difference may be because many of the teachers are less than 31 years, but the ones who are older will tend to raise the average age.

Many of these teachers have never attended a junior college. A study in 1963 discovered that sixty-three percent of the teachers had never attended a junior college. Part of the reason for this may be the

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[1]"Sampling Study of the Teaching Faculty in Higher Education," NEA Research Bulletin, (Vol. 44, February, 1966), p. 3.

[2]E. J. Gleazer, "Preparation of Junior College Teachers," Educational Record, (Vol. 48, Spring, 1967), pp. 147-52.

[3]C. E. Blocker, "Are Our Faculties Competent?" Junior College Journal, (Vol. 36, December, 1965), pp. 12-17.

[4]Ibid.

fact that the institution is relatively new, and many may not have had the opportunity to enroll in a junior college when they were planning their college career.

Experience

Most junior college teachers have had some experience as teachers before coming to teach in the junior college. Ninety percent of the teachers have had all their experience above the elementary grade, and half have taught in the high school.[1] About one-fourth come from four-year institutions.

In 1967 California conducted a survey of its junior college teachers. "In California there is no teacher shortage of junior college teachers."[2] For this reason, they should have a wide range of experienced teachers from which to choose. The study reports the following facts about the experience of new, full-time California junior college faculty: "Forty-one percent were trained and experienced elementary and secondary teachers; twenty percent were experienced junior college instructors; fifteen percent were experienced in the universities and colleges; nine percent were having their first teaching experience."[3]

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[1]C. E. Blocker, "Are Our Faculties Competent?" Junior College Journal, (Vol. 36, December, 1965), p. 13.

[2]T. S. Phair, "California Colleges Look at Their New Faculty," Junior College Journal, (Vol. 39, December, 1968), pp. 48-50.

[3]Ibid.

Some teachers consider the junior college as a stepping stone to university teaching. These teachers begin their experience in the secondary level and they stay at the junior college just long enough to gain the experience to transfer to the university. E. J. Gleazer found that about twenty-seven percent of the teachers feel this way.[1] However, fifty-three percent wanted to continue teaching at the junior college level.

Educational Background

"The main purpose of the junior college instructor is to teach. He must be a specialist in learning."[2] In hiring faculty, the educational background is probably the most important factor, especially in the academic or transfer courses.

"Junior colleges have been more successful than the majority of colleges in securing teachers with higher degrees."[3] Teachers with less than a master's degree are decreasing. However, with the relaxing of certification requirements, some junior college teacher preparation may become lacking.

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[1]E. J. Gleazer, "Preparation of Junior College Teachers," Educational Record, (Vol. 48, Spring, 1967), p. 149.

[2]A. M. Cohen,"Developing Specialists in Learning," Junior College Journal, (Vol. 37, September, 1966), p. 21.

[3]R. C. Maul, "Biggest Problem: Finding Good Teachers," Junior College Journal, (Vol. 36, December, 1965), p. 7.

Clyde Blocker says that too many of the junior colleges are in the "Ph.D. race." He feels the main objective of the junior college is to teach, so the employment of a master's degree faculty and experience in the secondary area or higher education is sufficient in most cases.[1]

A background study and evaluation of the two-year colleges in New York was conducted in 1966. The survey of twenty-seven colleges indicated some inconsistencies in faculty evaluation. These colleges had an average of 1,359 students and 86.7 faculty members. The study compared the transfer and career teachers as follows:[2]

| | Transfer (N=1,008) | Career (N=1,024) |
|---|---|---|
| Doctorate | 16.6 % | 5.5 % |
| Masters | 67.0 | 61.1 |
| Bachelors | 16.4 | 27.0 |
| Associate | -- | 3.2 |
| Less Than Associate | -- | 3.2 |
| | 100.0 % | 100.0 % |

These figures point out some significant differences between the qualification for academic or transfer teachers and career or vocational teachers. The academic teacher has acquired at least a bachelor's degree with the bulk of the teachers having the master's degree. The career teacher, however, may not even have a degree.

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[1] C. E. Blocker, "Are Our Faculties Competent?" Junior College Journal, (Vol. 36, December, 1965), p. 12.

[2] R. Birnbaum, "Background and Evaluation of Faculty in New York," Junior College Journal, (Vol. 37, November, 1966), p. 35.

In California Phair found that the new teachers were somewhat different from the above study. Only three percent held the doctorate degree. Fifty-four percent held the masters, with twenty-two percent of the masters being new in 1966-67. Twenty-one percent had less than a masters. There was a smaller proportion of teachers with a doctor's degree in the new faculty than were already on the staff. This might be a result of some of the staff being administrators. Also many teachers acquire their doctorate degree while they are employed at the junior college.

A survey of Michigan junior colleges conducted by Louis Vaccoro confirmed the fact that many junior college teachers have advanced degrees. He found that of the new teachers hired in 1964, twenty-five to twenty-seven percent held the doctorate; twenty percent held a masters plus one year; thirty-nine percent had just a masters; and fourteen to eighteen percent had less than a masters.[1]

The educational background of teachers is essential, and this is being emphasized by many colleges who are requiring that their faculty possess at least a master's degree. Our colleges and universities must be programmed to prepare the teacher with this background.

## Source of Teachers

The sources of junior college teachers are changing. For many years the junior college was thought of as merely an extension of the

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[1]L. C. Vaccoro, "Faculty Recruitment by Community Colleges," Michigan Educational Journal, (Vol. 41, February, 1964), p. 11.

high school, and the majority of teachers came from there. "Nationally there is evidence that the public schools are providing a decreasing percentage of the new teachers in the junior college, but the number coming directly from the graduate schools is rising."[1]

The New York study conducted by Birnbaum listed these sources:[2]

| | Transfer (N=1,008) | Career (N=1,024) |
|---|---|---|
| College or University Teaching | 43.2 % | 9.8 % |
| Community College Teaching | 13.4 | 6.2 |
| High School Teaching | 27.2 | 29.2 |
| Business and Non-Teaching | 15.5 | 54.5 |
| Graduate School or College | .7 | .3 |
| | 100.0 % | 100.0 % |

Most of the academic teachers come from higher educational positions and high school teaching positions. However, the bulk of career teachers come from the business world or non-teaching positions and the high school. But these differences are necessary for the junior college to offer what it does.[3]

The National Education Association studied teacher supply and demand. They reported that thirty percent of the teachers come from the

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[1]E. J. Gleazer, "Preparation of Junior College Teachers," Educational Record, (Vol. 48, Spring, 1967), p. 149.

[2]R. Birnbaum, "Background and Evaluation of Faculty in New York," Junior College Journal, (Vol. 37, November, 1966), p. 35.

[3]Ibid.

high school, seventeen percent from colleges and twenty-four percent from graduate schools.[1] Ray Maul found the same figures in his study.

In Florida the statistics were a little different with twenty-seven percent coming from the high school, fourteen percent from the college and thirty-six percent from the graduate schools.[2]

Litton and Rogers discovered in their study of retiring military personnel that this is a good source of junior college teachers. Of the 50,000 men and women retiring annually, about 4,000 are qualified to teach at the junior college level.[3]

A study by Florida State University reported sixty-six retired military personnel teaching in their seventeen junior colleges. Administrators rated them in quality equal to the other staff. Students seem to like them equally as well.[4]

Some other sources reported were elementary teachers, school administrators, research workers, homemakers, religious service workers, and government service workers.

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[1]M. L. Litton and J. T. Rogers, "Retired Military Personnel: A Source of Additional Instructors," Junior College Journal, (Vol. 35, May, 1965), p. 17.

[2]Ibid.

[3]Ibid.

[4]Ibid.

Career vs Academic

As pointed out in some of the surveys above, the requirements for career and academic teachers are somewhat different. Vaccoro's study in Michigan provided a summary of the differences.

Characteristics sought for the academic teacher were at least a masters in the teaching field, teaching experience, and eight hours of professional education.

The characteristics for a good career or vocational teacher were a bachelor's degree, two and one-half years experience in the vocational field, and eight hours of professional education.[1] Ray Maul confirms this when he says that he believes that in career courses the experience of the teacher in the field is more important than the college degree.[2]

Summary

B. G. Rainey looked into three common criticisms of the junior colleges. His findings point out the true nature of the junior college. The study surveyed the accounting teachers of the junior colleges of Oklahoma. The three criticisms studied were the following:

1. Junior college teachers do not have enough training in their field.

2. Junior college teachers do not have practical experience in that field.

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[1] L. C. Vaccoro, "Faculty Recruitment by Community Colleges," Michigan Educational Journal, (Vol. 41, February, 1964), p. 11.

[2] R. C. Maul, "Can We Get Enough Good Teachers?" Junior College Journal, (Vol. 34, December, 1963), p. 4.

3. Junior college teachers do not have proper background and experience in college teaching.[1]

The study shows that the junior college teachers had only about half as many credit hours as the senior college accounting teachers, but this was sufficient for the freshman and sophomore level. Of those studied, seventy-six percent held the master's degree with twenty percent working toward it. Not quite twenty percent were working on the doctorate. The junior college teachers teach a variety of subjects, so they cannot restrict themselves to a narrow field as the senior college teacher.[2]

It would appear from Rainey's findings that many of the criticisms against the junior college teachers really have no basis. What may appear to be a fault is actually the result of the nature of the institution. However, education is constantly changing and educators must not be satisfied with the present, but keep planning for the future.

In hiring faculty, the junior colleges must remember the main objective to be fulfilled is teaching. To do this successfully, they will need teachers from different levels of education and with different degrees and experience. Sometimes they may have to ignore degrees and experience to get the best qualified teacher for the job. This sets the junior college apart from the secondary schools or senior institutions.

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[1] B. G. Rainey, "Analysis of Criticisms of Junior College Teachers by University and Senior College Staffs," Junior College Journal, (Vol. 30, December, 1959), pp. 208-12.

[2] L. C. Vaccoro, "Faculty Recruitment by Community Colleges," Michigan Educational Journal, (Vol. 41, February, 1964), p. 11.

# CHAPTER III

# METHOD

Within the chapter the actual design of the study is described. The groups studied, the materials employed, and the procedures involved are discussed.

## Sample

The subjects for this survey are all of the teachers employed in the public junior colleges of Kansas for the 1969-70 term. The private junior colleges are excluded. This population was small enough that the entire population could be used as the sample. This should increase the reliability of the survey.

## Measure

A questionnaire (see Appendix) was designed to answer the questions stated in Chapter I. A cover letter accompanied the questionnaire, explaining the purpose of the research (see Appendix).

## Research Design and Procedure

After the topic was chosen and library research conducted, the author designed a questionnaire to secure the data needed.

Pilot Study. The questionnaire and a special cover letter was sent to the teachers of Hutchinson Community Junior College. The cover letter explained that this was a pilot study and provision was made for corrections and suggestions. When the questionnaires were returned, the

comments were read and evaluated. The necessary changes were made to improve the validity of the study.

Questionnaire Survey. The revised questionnaires were sent to the president of each college. He in turn was asked to distribute the forms to the teachers. The study was conducted in the early part of October. Along with the questionnaires went a cover letter of explanation and a self-addressed, stamped envelope.

Follow-up. A follow-up letter (see Appendix) was sent to those colleges who did not return their questionnaires within ten days. No other follow-ups were necessary.

Compilation of Data. When the questionnaires were returned, they were coded and transferred to computer work sheets. The information was punched on cards and all computations made by computer. The questionnaire was designed with this fact in mind. The computations were analyzed and used to answer the questions stated in Chapter I.

## Summary

The survey collected many facts about Kansas junior college teachers. It can be used as a tool for comparing training and experience of Kansas junior college faculty with other states. It is also an evaluation of some areas of training which may need to be strengthened. The results given in Chapter IV could be the basis for an evaluation of the hiring and training of Kansas junior college teachers.

# CHAPTER IV

## SURVEY RESULTS

The findings of the investigation are presented in this Chapter. The writer believes that through the study it would be possible to create a program that would better prepare prospective junior college teachers. Areas where in-service training are needed are also pointed out.

Questionnaires were mailed to nineteen junior colleges to distribute to the teachers. All nineteen colleges cooperated, and a total of 492 questionnaires were returned.

This chapter contains a discussion of the questions on the questionnaire and of the specific findings.

### Background

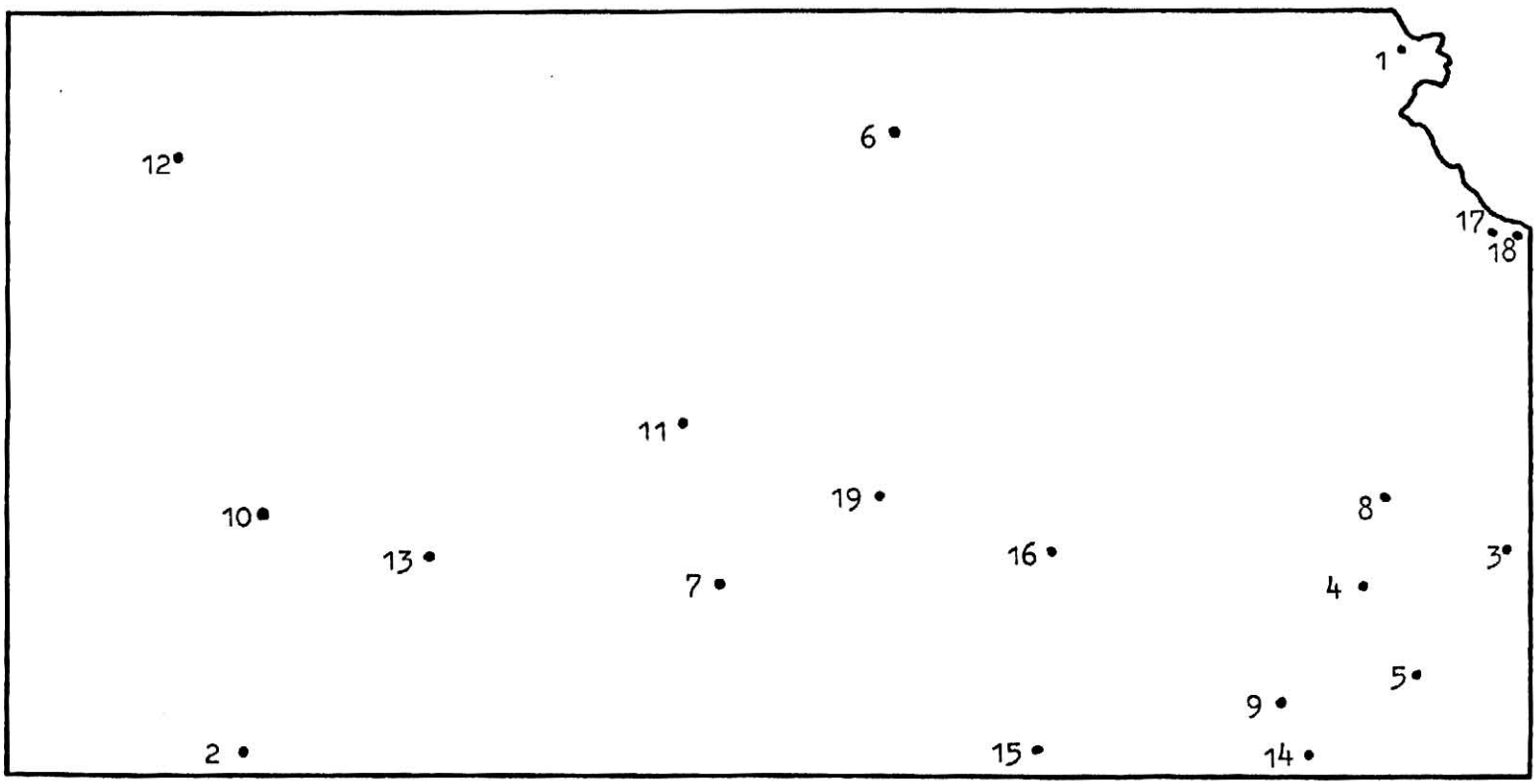
The nineteen colleges covered by this survey are distributed over the state with a concentration in the southeast corner. Figure 1 shows their location. Three of these colleges are quite small, perhaps owing to the lack of population to support eight colleges in a small area. This will have some bearing upon the information reported from these colleges.

Table I lists the dates the various colleges were established. The first college, Cowley County, was established in 1917. In just six years, the number of junior colleges in Kansas had grown to six, with four being established in 1923. Three more junior colleges were founded

Figure 1

LOCATION OF KANSAS JUNIOR COLLEGES

| | | | | |
|---|---|---|---|---|
| 1. Highland | 5. Labette County | 9. Independence | 13. Dodge City | 17. Kansas City |
| 2. Seward County | 6. Cloud County | 10. Garden City | 14. Coffeyville | 18. Johnson County |
| 3. Fort Scott | 7. Pratt | 11. Barton County | 15. Cowley County | 19. Hutchinson |
| 4. Neosho County | 8. Allen County | 12. Colby | 16. Butler County | |




The list of colleges is arranged in order of size, smallest first.

TABLE I

BACKGROUND INFORMATION OF KANSAS JUNIOR COLLEGES

| College | Number of Teachers | Equated Full-Time Students | Date Established |
|---|---|---|---|
| Allen County | 30 | 468 | 1923 |
| Barton County | 33 | 559 | 1969 |
| Butler County | 64 | 1,507 | 1927 |
| Cloud County | 26 | 463 | 1956 |
| Coffeyville | 44 | 601 | 1923 |
| Colby | 37 | 669 | 1965 |
| Cowley County | 46 | 507 | 1917 |
| Dodge City | 43 | 567 | 1935 |
| Fort Scott | 22 | 601 | 1919 |
| Garden City | 33 | 660 | 1919 |
| Highland | 20 | 437 | 1937 |
| Hutchinson | 96 | 2,088 | 1928 |
| Independence | 33 | 476 | 1925 |
| Johnson County | 74 | 962 | 1969 |
| Kansas City | 71 | 1,238 | 1923 |
| Labette County | 26 | 416 | 1923 |
| Neosho County | 25 | 271 | 1936 |
| Pratt | 29 | 411 | 1938 |
| Seward County | 21 | 411 | 1969 |

by 1928, and then no more until 1935. Between 1938 and 1968 only two colleges were established, one in 1956 and one in 1965. Three new colleges were opened in 1969. The large number of students enrolling in the junior colleges has made it necessary and feasible for Kansas to build more institutions.

Table I also shows the number of teachers employed by each junior college and the number of equivalent full-time students. Highland, the smallest has an enrollment of 437 with twenty teachers. The largest college at Hutchinson has an enrollment of 2,088 and employs ninety-six teachers. Seven of the schools have a student body of between 500 and 600.

As the survey results are reported, these facts should be kept in mind because they will help explain some of the questions that may be raised.

Number of Questionnaires Returned

The study was limited by the number of questionnaires returned. Table II shows the number and percentage of questionnaires returned by each school and also for all teachers of the state. Johnson County distributed only thirty-one of the seventy-five forms sent to them. Their percentage is computed from this figure. All other schools are stated as a percentage of total faculty. It is also known that Dodge City did not distribute questionnaires to their total faculty, but the exact number of distributions is not known. Therefore, the percentage for Dodge City is based on total faculty. This explains the low percentage of returns for Dodge City.

TABLE II

NUMBER AND PERCENTAGE OF QUESTIONNAIRES RETURNED PER SCHOOL

| College | Number Returned | Percent Returned |
|---|---|---|
| Allen County | 14 | 46.67 |
| Barton County | 33 | 100.00 |
| Butler County | 44 | 68.75 |
| Cloud County | 21 | 80.77 |
| Coffeyville | 32 | 72.72 |
| Colby | 35 | 94.59 |
| Cowley County | 24 | 52.17 |
| Dodge City | 11 | 25.58 |
| Fort Scott | 10 | 45.45 |
| Garden City | 24 | 72.73 |
| Highland | 11 | 55.00 |
| Hutchinson | 68 | 70.83 |
| Independence | 25 | 75.76 |
| Johnson County* | 21 | 67.74 |
| Kansas City | 42 | 59.15 |
| Labette County | 22 | 84.62 |
| Neosho County | 17 | 68.00 |
| Pratt | 20 | 68.97 |
| Seward County | 18 | 85.71 |
| Kansas Teachers | 492 | 67.40 |

*Based on a distribution of 31 questionnaires.

There was a definite trend for the schools who returned the packet of questionnaires early to have the highest percentage of returns. Only one school, Barton County, had one hundred percent return.

Age

The age of Kansas junior college teachers varies from twenty-five to past sixty-five. Table III lists the mean age for each college and the mean age for all Kansas junior college teachers.

The four newest colleges, Barton County, Colby, Johnson County and Seward County, all founded within the past five years, have teachers with a low average age. These schools are new and could be expected to start with a young faculty which would grow and become seasoned with the school. This is a good example of the current trend pointed out in the earlier paragraphs. Junior colleges are hiring more people out of graduate school which would indicate a lower age.

The older, well-established schools have an older faculty. Many of their teachers hold their positions for many years. This raises the mean age of the school faculty.

Nine of the schools have faculties with an average age below that of all Kansas junior college teachers. As Kansas follows the trend to hire more teachers from graduate school, the average age will become still lower. However, the older schools will probably continue to have the higher average age because of the length of time some of the faculty has been with the college.

TABLE III

AVERAGE AGE OF KANSAS JUNIOR
COLLEGE TEACHERS

| College | Age |
|---|---|
| Allen County | 32.00 |
| Barton County | 35.83 |
| Butler County | 36.81 |
| Cloud County | 35.78 |
| Coffeyville | 41.32 |
| Colby | 33.51 |
| Cowley County | 44.30 |
| Dodge City | 36.40 |
| Fort Scott | 33.60 |
| Garden City | 42.25 |
| Highland | 32.00 |
| Hutchinson | 49.10 |
| Independence | 43.42 |
| Johnson County | 35.24 |
| Kansas City | 39.14 |
| Labette County | 43.28 |
| Neosho County | 42.88 |
| Pratt | 39.00 |
| Seward County | 34.71 |
| Kansas Teachers | 39.09 |

Subjects Taught

A person may attend almost any junior college in Kansas and receive training in the academic courses that he would take in a four-year institution; plus training in many vocational fields that he would not receive at a four-year institution.

Since larger schools are located in more densely populated areas than the smaller schools, the larger schools are able to offer more vocational courses (as shown in Table IV). There is more demand for the technical training necessary in industry and other vocational courses as well. Many of the smaller schools are located in the southern part of the state where industry is not as prevalent. These schools offer the vocational courses that are most applicable to their area. Since there are several large medical facilities located in this part of the state, health professions is a common offering in these schools.

Business is the most popular of the vocational divisions. It covers a wide area; consequently, the demand in this field is greater than the others. Many girls are interested in some secretarial training which enables them to earn a better living after only a minimum amount of training. Only six schools have reported a strictly vocational program, consisting of automotive training, refrigeration, etc.

Of the academic courses, the liberal arts field employs the largest number of teachers. These courses are required not only of students preparing for senior college, but also those taking terminal courses. Many of these courses are considered necessary to make good

TABLE IV

JUNIOR COLLEGE COURSE OFFERINGS AND PERCENT

OF TEACHERS TEACHING EACH COURSE

| College | Agriculture Home Ec. Indus. Arts | Business | Education | Liberal Arts | Fine Arts | Health Prof. | Science Math Engineer | Social Science | Vo-Tech. | Other |
|---|---|---|---|---|---|---|---|---|---|---|
| Allen County | 14.29 | 14.29 | | 42.86 | 7.14 | | 7.14 | 7.14 | | 7.14 |
| Barton County | | 6.06 | 6.06 | 24.24 | 6.06 | 6.06 | 15.15 | 15.15 | 9.10 | 12.12 |
| Butler County | 9.09 | 15.91 | 2.27 | 20.45 | 6.82 | 4.55 | 18.18 | 6.82 | 15.91 | |
| Cloud County | 4.76 | 9.52 | 14.29 | 28.57 | 19.05 | | 14.29 | 9.52 | | |
| Coffeyville | 6.25 | 18.75 | 3.13 | 15.62 | 6.25 | | 21.88 | 12.50 | | 15.62 |
| Colby | 8.57 | 14.29 | 8.57 | 17.14 | 8.57 | 5.71 | 20.00 | 14.29 | | 2.86 |
| Cowley County | 25.00 | 4.17 | | 12.50 | 4.17 | | 12.50 | 16.67 | 20.82 | 4.17 |
| Dodge City | | | 27.27 | 18.18 | | | 27.27 | 18.18 | 9.10 | |
| Fort Scott | | | 10.00 | 10.00 | 20.00 | 10.00 | 20.00 | 30.00 | | |
| Garden City | 8.33 | 12.50 | 4.17 | 12.50 | 12.50 | | 29.16 | 16.67 | 4.17 | |
| Highland | 9.09 | 18.18 | | 18.18 | | | 36.37 | 9.09 | | 9.09 |
| Hutchinson | 5.88 | 8.83 | 2.94 | 29.41 | 2.94 | 1.47 | 22.06 | 10.29 | 13.24 | 2.94 |
| Independence | 12.00 | 16.00 | 4.00 | 20.00 | 12.00 | | 20.00 | 16.00 | | |
| Johnson County | | 14.29 | 4.76 | 19.05 | 14.29 | 4.76 | 19.05 | 19.04 | | 4.76 |
| Kansas City | | 11.90 | 4.76 | 35.72 | 4.76 | | 26.19 | 16.67 | | |
| Labette County | 9.09 | 13.64 | | 18.18 | 4.55 | 13.64 | 22.71 | 13.64 | | 4.55 |
| Neosho County | 19.65 | 11.76 | | 23.54 | 11.76 | 5.88 | 5.88 | 17.65 | | 5.88 |
| Pratt | 20.00 | 5.00 | | 35.00 | 10.00 | | 20.00 | 5.00 | | 5.00 |
| Seward County | | 11.11 | 16.67 | 27.78 | 5.56 | | 27.78 | 11.10 | | |
| Kansas Teachers | 7.52 | 11.38 | 4.88 | 23.37 | 7.52 | 2.64 | 20.33 | 13.21 | 5.28 | 3.87 |

citizens; therefore everyone is urged to take a minimum of these offerings. Science and mathematics are second in demand. Most vocational courses also require some background in mathematics.

Teaching Time

The amount of time a junior college teacher spends in teaching varies widely. A teacher is considered to be teaching full-time if he teaches fifteen credit hours. Many teachers do not teach a full load because of the many other co-curricular activities in which they are involved. Some schools have faculty members who teach mainly in the evenings, so they would teach only five-tenths time or less.

Table V shows the percent of teachers falling into each of the four divisions of time. Just over sixty percent of all Kansas junior college teachers teach full-time. In only five schools were less than half of the teachers full-time. Almost one-fifth of the teachers teach at least three-fourths of the time. This leaves only one-fifth that teach half-time or less, or fewer than six hours.

Many of those teachers who teach half-time or less are specialists from outside the teaching field. They may teach only one class but may be better qualified to teach this than anyone else available. Administrators will often teach one or two classes.

Falling in line with the main objective of a junior college--teaching--about eighty percent of Kansas junior college teachers do teach at least three-fourth's time. As the colleges grow in size, more of the part-time teachers will teach full-time. However, the part-time teacher

TABLE V

DIVISIONS OF TEACHING TIME AND PERCENT
OF TEACHERS IN EACH DIVISION

| College | 1.00 | .75 | .50 | .25 |
|---|---|---|---|---|
| Allen County | 78.57 % | 7.14 % | 14.29 % | % |
| Barton County | 57.58 | 21.21 | 9.09 | 12.12 |
| Butler County | 70.45 | 22.73 | 4.55 | 2.27 |
| Cloud County | 61.90 | 14.29 | 14.29 | 9.52 |
| Coffeyville | 31.25 | 34.37 | 15.63 | 18.75 |
| Colby | 62.86 | 8.57 | 20.00 | 8.57 |
| Cowley County | 66.67 | 8.33 | 20.83 | 4.17 |
| Dodge City | 45.45 | 9.10 | 45.45 | |
| Fort Scott | 70.00 | 30.00 | | |
| Garden City | 58.34 | 25.00 | 8.33 | 8.33 |
| Highland | 54.55 | 18.18 | 9.09 | 18.18 |
| Hutchinson | 80.88 | 10.29 | 7.36 | 1.47 |
| Independence | 68.00 | 16.00 | 4.00 | 12.00 |
| Johnson County | 47.62 | 33.33 | 9.52 | 9.53 |
| Kansas City | 59.52 | 26.19 | 9.53 | 4.76 |
| Labette County | 63.64 | 4.55 | 22.72 | 9.09 |
| Neosho County | 35.29 | 17.65 | 17.65 | 29.41 |
| Pratt | 65.00 | 20.00 | 10.00 | 5.00 |
| Seward County | 44.44 | 33.33 | 5.56 | 16.67 |
| Kansas Teachers | 61.38 % | 18.69 % | 11.79 % | 8.14 % |

is important. If there is enough demand for a subject that one class can be established, the part-time teacher is necessary to fulfill this need.

Years in Present Position

The number of years a teacher has been in his present position tells something not only about the teacher, but also about the school. A teacher changes positions either by moving to a new school or by being promoted within the school.

The average for all teachers was 4.92 years in a position, as shown by Table VI. This means that teachers usually stay with a college at least five years. This figure is affected by the fact that three schools are only one year old. If we recompute the average time in a position, omitting Barton County, Johnson County, and Seward County, we would come up with an average time of 5.59 years.

Though Barton County is in its first year of operation, some of the teachers were hired last year to form the curriculum and prepare the school for operation.

The older schools tend to have teachers who have been with them longer than average. Tenure is responsible for part of this. Once a teacher becomes established in a school, he likes to stay there, regardless of whether or not he moves up in position.

In some of the older schools the average time in the present position is below the average for all teachers. This school may have a policy in which it moves teachers on to administrative positions when

TABLE VI

AGE OF SCHOOL AND AVERAGE NUMBER OF YEARS
TEACHER HAS HELD PRESENT POSITION

| College | Age of School | Average Years Taught In Present Position |
|---|---|---|
| Allen County | 46 Yrs. | 3.71 |
| Barton County | 1 | 1.06 |
| Butler County | 42 | 4.07 |
| Cloud County | 13 | 2.76 |
| Coffeyville | 46 | 7.09 |
| Colby | 4 | 2.40 |
| Cowley County | 52 | 5.08 |
| Dodge City | 34 | 7.09 |
| Fort Scott | 50 | 3.60 |
| Garden City | 50 | 4.88 |
| Highland | 32 | 3.00 |
| Hutchinson | 41 | 6.87 |
| Independence | 44 | 9.88 |
| Johnson County | 1 | 1.00 |
| Kansas City | 46 | 6.02 |
| Labette County | 46 | 8.00 |
| Neosho County | 33 | 6.41 |
| Pratt | 31 | 5.30 |
| Seward County | 1 | 1.00 |
| Kansas Teachers | | 4.92 |

opportunities arise. This also brings new blood into the school. Colby has been in operation only four years, but the average time a teacher has spent in one position is only 2.76 years. In addition to teachers being promoted, the average could be lowered as a result of a rapidly growing faculty. Small schools have a lower average.

Employment Immediately Prior to Present Position

It is interesting to know where administrators recruit their junior college teachers. Table VII shows teachers' employment immediately prior to their present position. Most teachers have come into their positions from other institutions, unless they have been promoted from within the institution.

Only five schools have used the elementary school as a source of junior college teachers. This field is often overlooked for it is felt by the hiring person that elementary teachers are not qualified to teach in the junior college.

Kansas administrators follow the national trend and have recruited over half of their junior college teachers from the secondary schools. Since the junior college was considered an extension of the high school for many years, it was natural to promote high school teachers to the junior college. All but four schools recruited at least fifty percent of their teachers from the secondary schools. Three of these schools opened in 1969. Two of the three schools hired at least one-fourth of their faculty from the graduate school. Barton County found the four-year schools a good source of teachers.

TABLE VII

TYPE OF EMPLOYMENT IMMEDIATELY PRIOR
TO PRESENT POSITION

| College | Elementary School | Secondary School | 2-Year College | 4-Year College | Graduate School | Business | Military | Other |
|---|---|---|---|---|---|---|---|---|
| Allen County | 7.14 | 71.43 | | | 7.14 | 7.14 | | 7.15 |
| Barton County | | 48.48 | 3.03 | 21.22 | 6.06 | 3.03 | | 18.18 |
| Butler County | | 38.64 | 9.09 | 13.64 | 11.36 | 18.18 | 2.27 | 6.82 |
| Cloud County | | 80.97 | | 4.76 | 4.76 | | | 9.52 |
| Coffeyville | 6.25 | 34.37 | 15.62 | 3.13 | 12.50 | 9.38 | 6.25 | 12.50 |
| Colby | | 71.43 | | 8.57 | 5.71 | 2.86 | | 11.43 |
| Cowley County | | 54.16 | | 4.17 | 8.33 | 16.67 | | 16.67 |
| Dodge City | 9.09 | 72.73 | | | 18.18 | | | |
| Fort Scott | | 80.00 | | | 20.00 | | | |
| Garden City | | 79.16 | 4.17 | 4.17 | 4.17 | | | 8.33 |
| Highland | | 54.55 | | 18.18 | 18.18 | | | 9.09 |
| Hutchinson | 1.47 | 64.71 | 7.36 | 1.47 | 11.75 | 7.36 | | 5.88 |
| Independence | 4.00 | 56.00 | | 4.00 | 8.00 | 4.00 | 4.00 | 20.00 |
| Johnson County | | 33.33 | 9.52 | 14.29 | 28.57 | | | 14.29 |
| Kansas City | | 57.14 | | 14.29 | 16.67 | | 4.76 | 7.14 |
| Labette County | | 77.26 | | | 4.55 | 4.55 | | 13.64 |
| Neosho County | | 82.36 | 5.88 | | | 5.88 | | 5.88 |
| Pratt | | 55.00 | | | 15.00 | 5.00 | | 25.00 |
| Seward County | | 50.00 | 11.10 | 5.56 | 27.78 | 5.56 | | |
| Kansas Teachers | 1.22 | 58.94 | 4.27 | 6.91 | 11.38 | 5.69 | 1.22 | 10.37 |

Those teachers who held a position in a two-year institution immediately prior to their present position could have been employed in another junior college or may have been promoted within the same institution.

Most of the schools are recruiting some faculty from the four-year institutions. The larger schools take advantage of this source more often than smaller schools. Those schools which are nearest to four-year institutions are the ones which have the heaviest concentration of teachers from that source.

All schools but one have hired some teachers directly from graduate school. The smallest and largest junior colleges seem to take the best advantage of graduate schools. This is the second most highly recruited field, as shown in Table VII. This complies with the trend in other states.

A few teachers are hired directly from the military. Many military personnel retire at an early age, and have had good teaching experience. This is an area that is often overlooked when administrators are seeking teachers.

Business and other sources produce about sixteen percent of the junior college teachers. The vocational courses depend heavily upon these areas for teachers. It is preferred that a vocational teacher have some experience in his field. This makes him a much more practical and valuable teacher. Colleges in the less populated areas find more of their teachers in these areas. Perhaps some of these teachers may just teach one course, which is especially important in that part of Kansas.

The secondary schools are still the most important source of junior college teachers, but this is changing rapidly. In the future junior college faculties should have wider backgrounds and a wider range of experience.

Experience of Kansas Junior College Teachers

Many junior college teachers have had experience in more than one field of teaching or business, as shown in Table VIII. The table shows the number of teachers in each college having experience in each of the various fields, and also what percentage of the faculty this represents.

It is interesting to note that all schools but one have teachers with experience in the elementary school. However, only five schools recruited teachers directly from the elementary institutions. Those teachers who taught in the elementary grades did so for only about five years, as shown in Table IX. From there most of these teachers entered another field before joining the junior college. This points out one reason for the wide background that makes up the junior college faculty.

Over three-fourths of Kansas junior college teachers have had experience at the secondary level. This is partly owing to the large number of teachers recruited from the secondary schools. Many administrators reason that since the students come directly from the secondary school, it is good for the teacher to have experience and understanding in this area. Another reason for many teachers having experience at the secondary level is that many teachers teach a few years before going back to earn their master's degree.

TABLE VIII

NUMBER AND PERCENT OF TEACHERS HAVING
EXPERIENCE IN THE VARIOUS FIELDS

| College | Elementary | | Secondary | | 2-Year | | 4-Year | | Business | | Military | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Allen County | 2 | 14.29 | 11 | 78.57 | 14 | 100.00 | | | 3 | 21.43 | 1 | 7.14 | 1 | 7.14 |
| Barton County | 7 | 21.21 | 21 | 63.64 | 33 | 100.00 | 9 | 27.27 | 4 | 12.12 | 5 | 15.15 | 6 | 18.18 |
| Butler County | 5 | 11.36 | 26 | 59.09 | 44 | 100.00 | 8 | 18.18 | 13 | 29.55 | 11 | 25.00 | 4 | 9.09 |
| Cloud County | 3 | 14.29 | 18 | 85.71 | 21 | 100.00 | 2 | 9.52 | | | | | 1 | 4.76 |
| Coffeyville | 5 | 15.63 | 23 | 71.88 | 32 | 100.00 | 6 | 18.75 | 7 | 21.88 | 7 | 21.88 | 4 | 12.50 |
| Colby | 3 | 8.57 | 28 | 80.00 | 35 | 100.00 | 3 | 8.57 | 3 | 8.57 | 1 | 2.86 | 3 | 8.57 |
| Cowley County | 3 | 12.50 | 18 | 75.00 | 24 | 100.00 | 2 | 8.33 | 7 | 29.17 | 2 | 8.33 | 1 | 4.17 |
| Dodge City | 2 | 18.18 | 9 | 81.82 | 11 | 100.00 | | | 2 | 18.18 | | | 1 | 9.09 |
| Fort Scott | 3 | 30.00 | 8 | 80.00 | 10 | 100.00 | 2 | 20.00 | 2 | 20.00 | 2 | 20.00 | 1 | 10.00 |
| Garden City | 2 | 8.33 | 22 | 91.67 | 24 | 100.00 | 3 | 12.50 | | | 4 | 16.67 | 3 | 12.50 |
| Highland | 2 | 18.18 | 9 | 81.82 | 11 | 100.00 | 2 | 18.18 | 1 | 9.09 | 2 | 18.18 | 1 | 9.09 |
| Hutchinson | 12 | 17.64 | 57 | 83.82 | 68 | 100.00 | 4 | 5.88 | 8 | 11.76 | 5 | 7.35 | 4 | 5.88 |
| Independence | 8 | 32.00 | 18 | 72.00 | 25 | 100.00 | 4 | 16.00 | 4 | 16.00 | 1 | 4.00 | 4 | 16.00 |
| Johnson County | | | 15 | 71.43 | 21 | 100.00 | 5 | 23.81 | 6 | 28.57 | 5 | 23.81 | 7 | 33.33 |
| Kansas City | 6 | 14.29 | 30 | 71.43 | 42 | 100.00 | 10 | 23.81 | 2 | 4.76 | 6 | 14.29 | 4 | 9.52 |
| Labette County | 5 | 22.73 | 17 | 77.27 | 22 | 100.00 | 1 | 4.55 | 4 | 18.18 | 3 | 13.64 | | |
| Neosho County | 5 | 29.41 | 16 | 94.12 | 17 | 100.00 | | | 2 | 11.76 | 1 | 5.88 | | |
| Pratt | 2 | 10.00 | 16 | 80.00 | 20 | 100.00 | 4 | 20.00 | 1 | 5.00 | 2 | 10.00 | 1 | 5.00 |
| Seward County | 4 | 22.22 | 15 | 83.33 | 18 | 100.00 | 2 | 11.11 | 3 | 16.67 | 4 | 22.22 | 1 | 5.56 |
| Kansas Teachers | 79 | 16.06 | 377 | 76.63 | 492 | 100.00 | 67 | 13.62 | 72 | 14.63 | 63 | 12.80 | 50 | 10.16 |

TABLE IX

AVERAGE NUMBER OF YEARS EXPERIENCE OF THOSE TEACHERS HAVING EXPERIENCE IN EACH OF THE FIELDS

| College | Elementary | Secondary | 2-Year | 4-Year | Business | Military | Other |
|---|---|---|---|---|---|---|---|
| Allen County | 4.50 | 6.91 | 4.64 | | 7.00 | 3.00 | 2.00 |
| Barton County | 4.86 | 8.71 | 1.52 | 2.56 | 9.25 | 6.60 | 9.67 |
| Butler County | 3.80 | 7.69 | 4.41 | 5.63 | 9.09 | 4.36 | 2.50 |
| Cloud County | 3.67 | 8.56 | 2.86 | 5.00 | | | 4.00 |
| Coffeyville | 5.60 | 8.74 | 7.19 | 1.50 | 8.29 | 2.14 | 3.75 |
| Colby | 2.33 | 7.25 | 2.51 | 7.67 | 2.33 | 2.00 | 10.00 |
| Cowley County | 3.33 | 12.89 | 5.71 | 1.00 | 7.29 | 3.00 | 14.00 |
| Dodge City | 12.00 | 5.80 | 7.09 | | 13.00 | | 2.00 |
| Fort Scott | 2.67 | 5.75 | 2.70 | 1.50 | 5.00 | 2.00 | 2.00 |
| Garden City | 2.00 | 8.59 | 5.04 | 6.33 | | 2.75 | 9.33 |
| Highland | 8.00 | 3.56 | 3.00 | 1.50 | 4.00 | 2.00 | 1.00 |
| Hutchinson | 5.83 | 9.44 | 7.34 | 2.25 | 3.00 | 3.40 | 2.50 |
| Independence | 7.25 | 6.17 | 9.08 | 3.25 | 4.75 | 2.00 | 8.25 |
| Johnson County | | 7.13 | 2.33 | 5.00 | 8.17 | 3.40 | 1.71 |
| Kansas City | 3.17 | 5.87 | 6.29 | 2.50 | 1.00 | 3.00 | 4.25 |
| Labette County | 4.20 | 9.65 | 8.64 | 6.00 | 3.50 | 3.00 | 6.33 |
| Neosho County | 8.40 | 12.00 | 6.47 | | 5.20 | 2.00 | |
| Pratt | 3.00 | 6.00 | 5.95 | 2.75 | 5.00 | 2.50 | 2.00 |
| Seward County | 2.75 | 7.60 | 1.39 | 1.00 | 7.00 | 6.00 | 2.00 |
| Kansas Teachers | 5.03 | 8.14 | 5.23 | 3.40 | 6.61 | 3.54 | 5.24 |

All but two schools have teachers with experience in the four-year colleges. As was noted earlier, those junior colleges located near four-year colleges have more teachers with experience in teaching in the four-year institutions.

Only two schools have no teachers with business experience. Those junior colleges having a strong vocational program, as reported in Table IV, have many teachers with business experience.

Only 12.80 percent of Kansas junior college teachers have had experience in the military. Many teachers were exempt from the military service. Though Table VII showed that only four schools recruited teachers directly from the military, only two schools have teachers who have had no military experience. In the future this percent may change.

About ten percent of the teachers have had experience in other fields. Some have been housewives, farmers, ministers, etc. Vocational fields, in particular, draw heavily from this area.

All Kansas junior colleges have teachers with wide backgrounds of experience. Thirteen have at least one teacher with experience in each of the seven various fields. Since the junior college serves the people of the community as well as students just out of high school, it is necessary that teachers understand all walks of life. This wide range of experience is an important characteristic of the junior college instructor.

Table IX lists the number of years of experience teachers have in each field. Results show that teachers spend more time in the secondary

field than any other. Those teachers who have had business experience, elementary, two-year college and other experience have spent from five to six years in these fields.

Junior College Teachers Attending a Junior College

A teacher will adjust much faster to teaching in a junior college if he has attended one himself. He understands the environment and students much better than a teacher who finds himself on a junior college campus for the first time.

Figure 2 shows the proportion of junior college teachers who have attended a junior college. Only 29.67 percent of the present teachers have attended a junior college. This figure will be rapidly changing as more and more students begin their college education in a junior college.

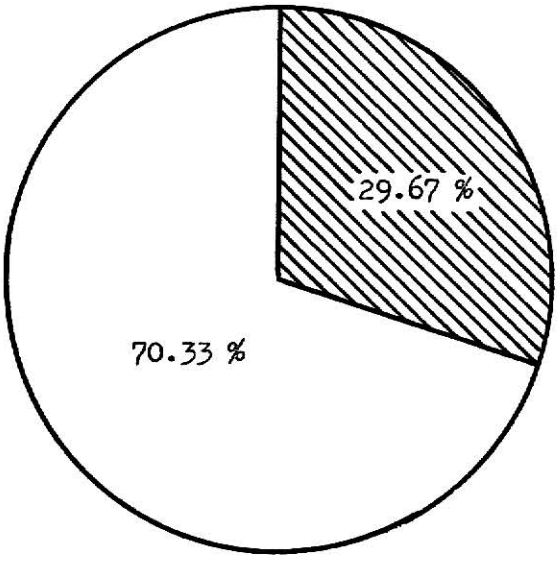
Major Field of Degree-Holding Teachers

The junior college is often accused of hiring teachers to teach outside their fields. Table X shows that 86.58 percent of Kansas teachers are teaching in the field for which they have prepared. Another 6.92 percent have their degree in education, which helps increase the value of their teaching. Actually only 6.50 percent are not teaching in their field of preparation.

Just because a teacher is not teaching in his major field, does not mean that he is not well qualified. Perhaps many of these teachers have practical experience in another field which is more valuable and in more demand than the field in which they majored in college.

Figure 2

PROPORTION OF JUNIOR COLLEGE TEACHERS
ATTENDING A JUNIOR COLLEGE




Teachers Who Have Attended a Junior College

TABLE X

MAJOR FIELD OF DEGREE-HOLDING TEACHERS

| College | Subject Now Teaching | Subject Other Than Teaching | Education | Other |
|---|---|---|---|---|
| Allen County | 85.71 % | 14.29 % | % | % |
| Barton County | 87.88 | 3.03 | 6.06 | 3.03 |
| Butler County | 90.90 | 4.55 | 4.55 | |
| Cloud County | 90.48 | | 4.76 | 4.76 |
| Coffeyville | 71.87 | 15.63 | 12.50 | |
| Colby | 88.57 | 8.57 | 2.86 | |
| Cowley County | 100.00 | | | |
| Dodge City | 81.82 | | 18.18 | |
| Fort Scott | 100.00 | | | |
| Garden City | 91.67 | | 8.33 | |
| Highland | 90.91 | | | 9.09 |
| Hutchinson | 83.82 | 7.35 | 7.35 | 1.47 |
| Independence | 88.00 | 8.00 | 4.00 | |
| Johnson County | 85.72 | 4.76 | 4.76 | 4.76 |
| Kansas City | 92.86 | | 7.14 | |
| Labette County | 77.27 | 9.09 | 9.09 | 4.55 |
| Neosho County | 58.83 | 5.88 | 35.29 | |
| Pratt | 90.00 | 5.00 | 5.00 | |
| Seward County | 88.88 | 5.56 | 5.56 | |
| Kansas Teachers | 86.58 % | 5.28 % | 6.92 % | 1.22 % |

Many students who plan to be teachers get their master's degree in education, with a strong concentration in their teaching field. These students are well prepared in their field; plus they have some additional knowledge about education itself, which is important in teaching.

Degrees Held by Junior College Teachers

Quite often it is assumed that a person must have a master's degree to teach in a junior college. In some states this is true. In Kansas this is a false assumption. Table XI points out that 14.23 percent of our teachers have only a bachelor's degree. Another .20 percent have only the associate degree. Only one school, Kansas City, does not have at least one teacher who has less than a master's degree. However, only one school has a teacher with only an associate degree. Two schools have teachers with no degree.

Two of the new schools have hired teachers with the specialist's degree. These two schools are the only ones with teachers holding the doctor's degree. This may be indicative of a trend to bring more advanced degrees into the junior college. Many people have the idea that the junior college teachers are those who are interested only in teaching and not in research, which is associated with advanced degrees. Though the majority of teachers will still hold a master's degree, in the future there should be a larger number of teachers with the specialist's and doctor's degree.

TABLE XI

HIGHEST DEGREE ACHIEVED BY JUNIOR COLLEGE TEACHERS
AND PERCENT OF TEACHERS ACHIEVING

| College | Associate | Bachelors | Masters | Specialists | Doctor |
|---|---|---|---|---|---|
| Allen County | % | 35.71 % | 64.29 % | % | % |
| Barton County | | 12.12 | 81.82 | 3.03 | 3.03 |
| Butler County* | | 13.64 | 75.00 | 4.55 | |
| Cloud County | | 19.05 | 80.95 | | |
| Coffeyville | | 12.50 | 87.50 | | |
| Colby | 2.86 | 28.57 | 68.57 | | |
| Cowley County* | | 20.83 | 70.83 | | |
| Dodge City | | 9.09 | 81.82 | 9.09 | |
| Fort Scott | | 20.00 | 80.00 | | |
| Garden City | | 12.50 | 75.00 | 12.50 | |
| Highland | | 9.09 | 90.91 | | |
| Hutchinson | | 11.76 | 86.77 | 1.47 | |
| Independence | | 12.00 | 84.00 | 4.00 | |
| Johnson County | | 14.29 | 76.19 | 4.76 | 4.76 |
| Kansas City | | | 100.00 | | |
| Labette County | | 18.18 | 81.82 | | |
| Neosho County | | 11.76 | 88.24 | | |
| Pratt | | 20.00 | 80.00 | | |
| Seward County | | 5.56 | 83.33 | 11.11 | |
| Kansas Teachers | .20 % | 14.23 % | 81.50 % | 2.44 % | .41 % |

*There are teachers in this junior college with no degrees.

Post-Graduate Credits and Credits for Non-Degree Teachers

One of the characteristics of a good teacher is that he continues his education. Table XII shows the average number of hours teachers have earned beyond their highest degree. Kansas teachers, as a group, have averaged eighteen hours beyond their last degree. This would be equivalent to three summers.

Those teachers who hold no degree hold an average of 60.33 college credit hours. In addition to their experience, they may have the training equivalent to some other person who has a degree. Those teachers who do not hold a degree should not be discredited. They often fill a void in the junior college faculty.

Course in History and Philosophy of Junior College

Elementary and secondary teachers are required to have some course giving the history and philosophy of these schools. Why, then, is it not important for the junior college teacher to have this same training? It is hard for teachers to understand the value of a philosophy course, and it is often passed by when students are preparing for a junior college teaching career.

Figure 3 shows the percentage of Kansas junior college teachers who have had such a course. Almost half of the teachers answered "Yes." A comment written on one of the questionnaires, "Will this make me a better teacher?" points up one of the reasons that teachers in the field omit this class from their summer programs. They feel it is more important to acquire additional training in their subject area. It is hoped that more teachers will include this class in their future education.

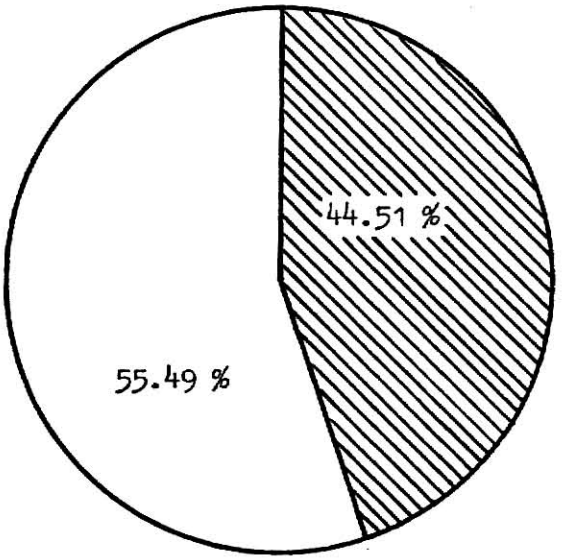
TABLE XII

POST-GRADUATE CREDITS OF DEGREE TEACHERS AND COLLEGE CREDITS OF NON-DEGREE TEACHERS

| College | Post-Graduate Credits | Credits For Non-Degree Teachers |
|---|---|---|
| Allen County | 15.79 Hr. | Hr. |
| Barton County | 11.55 | |
| Butler County | 18.05 | 78.67 |
| Cloud County | 13.86 | |
| Coffeyville | 13.94 | |
| Colby | 14.46 | |
| Cowley County | 12.95 | 63.00 |
| Dodge City | 13.73 | |
| Fort Scott | 20.30 | |
| Garden City | 21.08 | |
| Highland | 11.91 | |
| Hutchinson | 26.47 | |
| Independence | 19.44 | |
| Johnson County | 14.67 | |
| Kansas City | 24.90 | |
| Labette County | 19.18 | |
| Neosho County | 22.06 | |
| Pratt | 11.30 | |
| Seward County | 12.50 | |
| Kansas Teachers | 18.00 Hrs. | 60.33 Hr. |

Figure 3

PROPORTION OF TEACHERS HAVING A COURSE IN HISTORY AND PHILOSOPHY OF JUNIOR COLLEGE




Teachers Having Had a Course in History and Philosophy of the Junior College

Experience of Vocational or Career Teachers

Of the 492 teachers returning questionnaires, 157 reported they taught a vocational course. This figure represents 31.91 percent of the teachers. Many states require that these teachers have some experience in their subject. The survey reports showed that not all Kansas junior college teachers did have experience in their field. Table XIII shows that the vocational teacher does have an average of 5.37 years of experience. The schools with important vocational programs tend to have teachers with more experience. In some instances the experience will take the place of advanced degrees.

Summary

The survey revealed that Kansas junior college teachers have a background and experience quite similar to other junior college teachers studied. Kansas administrators and teachers seem to be following most of the national trends. The findings of this survey could be used as a basis for an evaluation of our present preparation programs and institutional practices. This may be the first step in helping Kansas become a leader in the field of junior college education.

TABLE XIII

EXPERIENCE OF VOCATIONAL TEACHERS

| College | No. of Teachers | Years Experience | Average Years Experience |
|---|---|---|---|
| Allen County | 5 | 15 | 3.00 |
| Barton County | 11 | 100 | 9.09 |
| Butler County | 21 | 180 | 8.57 |
| Cloud County | 4 | 3 | .75 |
| Coffeyville | 7 | 57 | 8.14 |
| Colby | 10 | 43 | 4.30 |
| Cowley County | 11 | 85 | 7.73 |
| Dodge City | 3 | 14 | 4.67 |
| Fort Scott | 3 | 2 | .67 |
| Garden City | 3 | 31 | 10.33 |
| Highland | 3 | 7 | 2.33 |
| Hutchinson | 22 | 67 | 3.05 |
| Independence | 11 | 45 | 4.09 |
| Johnson County | 9 | 64 | 12.80 |
| Kansas City | 10 | 12 | 1.20 |
| Labette County | 10 | 53 | 5.30 |
| Neosho County | 4 | 12 | 3.00 |
| Pratt | 6 | 45 | 7.50 |
| Seward County | 4 | 8 | 2.00 |
| Kansas Teachers | 157 | 843 | 5.37 |

# CHAPTER V

# IMPLICATIONS

This chapter provides a summary of the entire study and relates the investigator's conclusion.

## Summary

The survey showed that Kansas junior college teachers are comparable to junior college teachers in other states in the areas of qualifications, experience, and background.

The average age of Kansas junior college teachers is thirty-nine years. This is slightly lower than the national average of forty-two in 1966. The new junior colleges in Kansas have employed a younger faculty than those schools already established.

The junior colleges of Kansas offer a wide variety of courses, relating to the needs of the area. Each school has a balanced program of both vocational and academic courses. Business is the most popular vocational offering.

Teachers stay with the junior colleges for several years. The average length of time in a position is 4.92 years. These teachers are employed for varying proportions of teaching time, with eighty percent teaching at least three-fourth's time. If the junior college is to be a teaching institution, it is important that the teachers spend a large portion of their time teaching and working with students.

Kansas teachers come to the junior college from many areas. They come from many sources, the most common being the secondary school. Graduate school and business are also high on the list.

Each college has teachers with experience in almost every field. Elementary and secondary education seem the most basic background of junior college teachers; however, few teachers are hired from the elementary school.

The educational background of teachers varies widely also. Only about thirty percent have attended a junior college. This means many have no first-hand knowledge of the institution until they begin their teaching career. Almost forty-five percent have had a course in the history and philosophy of the junior college. Many fail to see the importance of this course.

The college degrees held by teachers range from the associate to the doctorate. Slightly more than eighty percent hold the masters. This is fast becoming the minimum standard for a junior college teacher. Almost three percent hold degrees higher than a masters. The remaining teachers hold degrees below the masters. A few teachers hold no degree. These are vocational teachers and are very important in the junior college faculty. Their experience in their field makes them qualified teachers.

Professional teachers should continue their own education at the university to help improve their ability to teach. Kansas teachers have an average of eighteen hours beyond their highest degree. Those teachers who do not hold degrees have an equivalent of two years of college, plus experience on the job.

Vocational courses are taught by almost one-third of the junior college faculty. In these courses experience is often more valuable than college training. These teachers have an average of 5.37 years of experience in their field.

## Conclusion

The background and training of Kansas junior college teachers is constantly changing. As more teachers join the junior colleges, the faculty will become more heterogeneous. This fact must be kept in mind and prepared for.

Arthur M. Cohen could well have been talking about Kansas junior colleges when he said: "Though the community college is commonly described as a 'teaching institution,' evidence indicates that instructional procedures in the junior college are similar to those practiced in other forms of education."[1]

The junior college is supposed to be a unique link of education. With the large variety of background that the faculty brings to the college, it is sometimes hard to keep the basic objectives in mind. As colleges hire more teachers from the graduate schools who are prepared to teach in the junior college, this situation may begin to correct itself.

Perhaps more use could be made of some of the specialists in the community. Many of these people are well qualified in their fields and

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[1]A. M. Cohen, "Credentials for Junior College Teachers?" Improvement of University and College Teaching, (Vol. 17, Spring, 1969), p. 97.

would make excellent teachers. The lack of a college education may prevent some of these people from applying for a teaching position. An in-service training program could help these people acquire needed teaching techniques and methods.

Since many of the teachers have not actually attended a junior college in their college career, an internship program would be a beneficial requirement in the college program preparing junior college teachers. For those teachers joining the junior college staff from other sources, a two or three day orientation session in the spring would help these teachers adjust more easily.

Also college training programs should encourage all qualified and interested students to consider junior college teaching. These students should have a well-planned course of studies if they decide to teach in the junior college. This program should contain courses about the junior college, as well as advanced courses in their field of concentration. Some teaching experience in a junior college would also be desirable. Colleges should have a variety of courses available in the summer for those teachers coming to the junior college from other areas. They need some orientation courses telling them about junior colleges and the students who attend.

The Kansas junior college faculties are adequately prepared, but with some planning by both administrators and universities the future faculties should be able to do an even better job. Cohen said the

junior college is the fastest growing branch of education.[1] Therefore, educators must work continuously to assure Kansas students and citizens of the best junior college instructors possible.

Recommendations

The author feels Kansas must have better prepared junior college faculties in the future. Presented below are some recommendations to improve the present faculty and prepare a better faculty in the future.

1. Junior college administrators should examine their present faculty. They should ask questions about education, experience, and previous employment. The results should be compared with the goals of the institution to point out strengths and weaknesses.

2. Junior college administrators should work with the university professors who develop the program of studies for future junior college teachers. By working together, weaknesses in the present faculty preparation can be pointed out and prevented in the future.

3. There should be an internship program for new junior college teachers where they could first observe the type of education being administered there and then do supervised teaching. This will serve as an orientation program also. This should be a required part of the graduate program.

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[1]A. M. Cohen, "Credentials for Junior College Teachers?" Improvement of University and College Teaching, (Vol. 17, Spring, 1969), p. 97.

4. For those teachers coming to the junior college from another level of education, a spring and summer orientation program should be established. Two days in the spring observing the students and teaching will help those teachers who have not attended a junior college adjust faster. A short program in the summer will also speed their adjustment.

5. Junior college administrators should arrange for in-service training in the areas that are deemed necessary in the faculty. Perhaps a university professor could meet with the faculty after school and discuss the problems occurring. An extension course in the history and philosophy of the junior college could be arranged.

6. Junior college administrators should examine the sources from which they recruit their teachers. Perhaps there are some sources which they have overlooked.

7. Junior college administrators should encourage all vocational teachers to gain some actual work experience in their field. Perhaps a summer spent gaining work experience could count as six hours of credit on the salary scale.

## Summary

Kansas has a fine junior college education program. The teachers are now adequately prepared for their work. However, administrators and educators must constantly plan and revamp the training programs and administrative processes so Kansas may maintain its place in junior college education. This study has pointed out some strengths and

weaknesses of the junior college faculty. It can serve as the basis for a more thorough investigation at both the individual college and state level. Continuous study and action is needed if Kansas is to secure the best of those 75,000 teachers that will be needed in 1975.

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# A P P E N D I X

KANSAS STATE UNIVERSITY

COLLEGE OF EDUCATION

HOLTON HALL

THE PREPARATION AND EXPERIENCE

OF JUNIOR COLLEGE TEACHERS IN KANSAS

NAME: _____
(Optional--Leave blank if you wish)

SCHOOL: _____

1. AGE: _____

2. SUBJECTS TAUGHT (Circle the letter that applies to you):

   a. Applied Arts, Agriculture, Forestry, Home Economics, Industrial Arts, etc.

   b. Business, Commerce, Economics, Accounting, Law, etc.

   c. Education, Physical Education, Special Education, etc.

   d. English, Foreign Languages, Journalism, Liberal Arts, Literature, Speech, etc.

   e. Fine Arts, Drama, Music, Philosophy, Religion, Bible, Theology, etc.

   f. Health Professions, Medicine, Nursing, Pharmacy, etc.

   g. Sciences, Engineering, Mathematics, etc.

   h. Social Sciences, Psychology, Sociology, History, Government, etc.

   i. Vocational-technical.

   j. Other (Please specify) _____

3. PROPORTION OF TIME DEVOTED TO TEACHING: _____1.00; _____.75; _____.50; _____.25.

4. HOW MANY YEARS HAVE YOU TAUGHT IN YOUR PRESENT POSITION? _____

5. TYPE OF EMPLOYMENT IMMEDIATELY PRIOR TO YOUR PRESENT POSITION. (Check One)

_____ Elementary School Teacher
_____ Secondary School Teacher
_____ 2-year College Teacher
_____ 4-year College Teacher
_____ Graduate School Student
_____ Business and Industry
_____ Military
_____ Other

6. LIST THE NUMBER OF YEARS OF EXPERIENCE IN EACH OF THE FOLLOWING TYPES OF SITUATION:

_____ Elementary School
_____ Secondary School
_____ 2-year College
_____ 4-year College
_____ Business and Industry
_____ Military
_____ Other

7. HAVE YOU EVER ATTENDED A TWO-YEAR COLLEGE? _____Yes; _____No.

8. WHAT COLLEGE DEGREES DO YOU PRESENTLY HOLD?_____

_____

9. APPROXIMATELY HOW MANY SEMESTER HOURS OF COURSE WORK HAVE YOU COMPLETED BEYOND YOUR HIGHEST DEGREE? _____

10. IF YOU DO NOT HAVE A COLLEGE DEGREE, APPROXIMATELY HOW MANY SEMESTER HOURS OF COLLEGE COURSE WORK HAVE YOU COMPLETED? _____

11. IF YOU HAVE A DEGREE, WHAT WAS YOUR MAJOR FIELD?

_____ Subject Matter Which You Are Presently Teaching
_____ Subject Matter Other Than That Presently Teaching
_____ Education
_____ Other

12. HAVE YOU HAD A COURSE IN THE HISTORY AND PHILOSOPHY OF THE JUNIOR COLLEGE? _____Yes; _____No.

13. IF YOU TEACH A CAREER OR VOCATIONAL COURSE, HAVE YOU HAD OCCUPATIONAL EXPERIENCE IN THAT FIELD? _____Yes; _____No.

14. IF THE ANSWER TO QUESTION 13 IS YES, HOW MANY YEARS OF EXPERIENCE IN THAT FIELD? _____

COVER LETTER

October, 1969

Dear Junior College Teacher:

I am currently a candidate for the master's degree in Education at Kansas State University. To complete the report requirement, I am conducting a study of teachers in the junior colleges of Kansas.

The major aims of this study are to determine:

1. The educational preparation and background of Kansas junior college teachers.

2. From what sources junior colleges secure their teachers.

3. The teaching and work experience of Kansas junior college teachers.

Your participation as a member of a selected sample is essential to insure reliable findings. Most of the questions can be answered by putting an "X" opposite the appropriate answer, or writing a number in the blank.

It would be very helpful if you could return the attached questionnaire to your President's office as soon as possible.

I express my appreciation for your time and effort in assisting with this study.

Sincerely yours,

M. Louise Johnson

Enclosure

FOLLOW-UP LETTER

Dear Dr. :

I am finalizing the results of my master's survey on the experience and background of junior college teachers in Kansas.

I notice that the survey questionnaires from your college have not been returned. I am sure that you will want your teachers included in this survey, to make it more valuable in helping K-State evaluate their teacher preparation program.

Please return the completed questionnaires in the stamped, self-addressed envelope that was furnished. If you have already returned the questionnaires, please disregard this letter.

Thank you for your cooperation.

Sincerely yours,

M. Louise Johnson
Kansas State University

# THE PREPARATION AND EXPERIENCE OF JUNIOR COLLEGE TEACHERS IN KANSAS

by

Margaret Louise Burling-Johnson

M. S., Kansas State University, 1970

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1970

The purpose of this study was to determine the educational background and experience of Kansas junior college teachers. A survey questionnaire was distributed to all Kansas junior college teachers. Of the 773 questionnaires distributed, 492 were returned.

It was found that Kansas junior college teachers were quite comparable to the junior college teachers in the United States. The average age is about thirty-nine years, which is just slightly under the national average. Younger faculty members are hired in the newer institutions.

About twenty-three percent of the teachers teach liberal art classes. Twenty percent teach science and math. This indicates that the junior colleges are offering adequate college preparation programs. In the vocational field, business is the most popular course. Just over five percent of the teachers are vocational-technical.

The amount of time faculty members spend in teaching is important, since teaching is the main objective of a junior college. Sixty percent of the teachers teach full-time and eighty percent teach at least three-fourth's time. The teachers have been in their present positions an average of 4.92 years. Teachers in the older colleges have been in their positions longer. Perhaps tenure is the reason. Teachers tend to stay in small schools for shorter periods of time.

It was found that Kansas, like most other states, recruits over half of its junior college teachers from the secondary schools. The graduate school is becoming a more important source for new teachers.

Three-fourths of the junior college teachers have had experience in the secondary schools. Sixteen percent have had experience in the

elementary schools. Many have had business experience. Vocational teachers are often required to have some experience in their field, however not all teachers who teach a vocational course do have work experience. It was found that the experience averaged just over five years.

Only thirty percent of the teachers have attended a junior college in their educational career. Almost forty-five percent have taken a class in the history and philosophy of the junior college in order to learn more about the junior college.

Over eighty percent of the Kansas junior college teachers hold the master's degree. Only two schools had teachers who had no degree. About ninety-three percent of the teachers are teaching in their field of preparation. They are also continuing their education, with teachers having an average of eighteen hours beyond their highest degree.

From the study it was concluded that Kansas junior college teachers are adequately prepared, but to insure an excellent faculty in the future administrators and university officials must plan for better preparation programs. More students should be guided into junior college programs, with specific outlines including an internship. Administrators should examine their present faculty and work to improve it through in-service training. Administrators should also examine other sources for hiring teachers.