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## Teacher Recruitment

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TEACHER RECRUITMENT

Written as a project in partial fulfillment of the  
requirements for the degree Master of Education

Research 700  
April 15, 1958  
Carol M. Collins

This paper is approved as partial  
credit for the degree Master of  
Science in Education

Signed R. L. Gantman

" [Signature]

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The task of recruiting enough qualified teachers to man the schools of our nation is one of the most acute problems facing our nation today. Since the end of World War II, the situation has become desperate in some communities. It is estimated that two out of every one hundred high school graduates will be needed to fill the teaching positions in the elementary and high schools in the next ten years.

If the children of our nation are to be prepared properly to live in the age of satellites and atoms, these prospective high school graduates must be attracted to teaching and those who are teaching must be encouraged to remain in the profession.

In this paper we hope to explore some of the factors that have caused this situation by presenting some of the historical background on the place of the teacher in American society, by exploring the views of well known authorities in the field of education, by surveying the views of educators now active in our schools, and by attempting to arrive at some conclusions concerning the solution to this problem. Willard Elsbree says

"The teaching profession in America is what it is today because of forces and circumstances which have been molding it since the establishment of the first school on the New England coast."<sup>1</sup>

If this statement is true, we must look to those ideas which influenced our forefathers in the establishment of education in this country. Most of their ideas came from England where the dominating influence was aristocratic, and this implied that education was not for the masses. During the sixteenth and

1. Willard Elsbree, The American Teacher, p.3.

seventeenth centuries the theory persisted that education was not the business of the state but the responsibility of the family and the church.

"The religious tradition in education was transplanted to America in its full vigor and its roots struck deep in American soil."<sup>2</sup>

Thus it is evident that educational efforts in the colonies were largely religious in nature, the materials of instruction were religious and the teachers were chosen in the interest of orthodoxy and were under the closest scrutiny. Most of the early teachers were ministers and as part of their job of "keeping the flock together", they instructed the young in the tenets of their specific religions. The fear that the children might "fall into the hands of the devil" motivated the parents to provide education sufficient to read the Holy Scriptures.

Another idea transplanted to America from the Old World was the fixed belief that the study of the classics, and Latin in particular, should constitute the chief activity carried on in the secondary schools and colleges. A knowledge of Greek and Latin was the mark of the educated man. So ingrained were these beliefs in the classics and religious education, that within fifty years of the establishment of the colonies, colleges were built to serve the dual purposes of educating young men for the ministry and of preparing the sons of the rich in the classical traditions of Europe. Harvard was built in 1636 and was followed soon after by Yale and William and Mary. Their origin was in private

2. Newton Edwards and Herman Richey, The School in the American Social Order, p.19.

philanthropy, a practice also inherited from Europe.

During the very early colonial period, the religious leaders were able to maintain their stranglehold on the colonies. However as the colonies grew and people began to move toward the frontier, it was impossible to repress the spirit of democracy and individualism. Gradually power slipped from the hands of the clergy to other elements of the population, namely the merchants, farmers and artisans. The building of ships, homes, shops, and the improvement of acres weakened the religious fervor within the colonies. With the increase in population and the beginning of a new prosperity, the people began to see a need for an additional amount of education. One needed to "cipher" to do business, to read and spell in order not to be cheated on orders.

The qualifications of school masters during the colonial period ranged from the bare ability to read and write to the scholarly attainments of the college graduate. The younger the children, and the more rural the community, the lower were the qualifications. There were no state laws governing scholastic standards, yet some early communities maintained a surprisingly high standard. Elsbree states:

"Of the sixty-six schoolmasters who taught in Dedham, Massachusetts between 1644 and 1757, thirty-three were graduates of some college and of these eighteen had their master's degree."<sup>3</sup>

Of greater importance than scholastic qualifications were the religious beliefs of the teacher. Not to adhere to the religious tenets of the colony was to disqualify oneself from the

3. Elsbree, op.cit., p.35.

profession. This was true not only in New England, but in Pennsylvania among the Quakers and German Lutherans, and also in Virginia, North and South Carolina. It is easy to see why so many young men studying for the ministry were our early schoolmasters.

A teacher shortage existed in colonial days, since the number of well educated people was very limited. Even the number who could read and write was small. As a result the selectmen of the town often searched far and wide to find a person able to teach. When one was found, he had to be approved by the selectmen and the ministers of the community before his appointment became final.

The schoolmaster's day was a long and hard one. In some communities the day began at seven in the morning and lasted until five in the afternoon in the spring and summer months. From August to December the hours were from eight to four, six days a week. Conditions in the school room were unfavorable to learning. Materials were meager and methods of instruction were on an individual teacher basis. If the teacher were well educated and imaginative, he devised his own methods, but in most schools the only method was for children to memorize that which was to be singing and laughing were prohibited. Beating was a standard procedure for maintaining discipline. Teaching in those days demanded more muscle than brains. A timid master might easily be evicted from the school by his big brawny students and many communities lost the services of a teacher over disciplinary incidents.

Of the extra-curricular activities required of teachers, the most common were of a religious nature. In some communities, the teacher was also the preacher or the preacher's assistant, helping out at Sunday service, or leading the singing, or visiting the sick. Less spiritual duties often fell to the schoolmaster, such as digging graves, sweeping out the church and ringing the bell for Sunday services. Some assisted in the town as clerks or by being the town crier.

Teacher turnover was a colonial problem as well as a twentieth century one. The average length of time for a teacher to stay in any one community was about one year and ten months. There were several reasons why this was so. First, teaching was, as it is today, a stepping stone to other occupations. Students studying for the ministry, law or medicine often taught for a year or two to get the money to go on with their schooling. Wages were low and if a man were well educated, he could do very well in business in the expanding and prosperous town. Prestige, except for college professors, was low; in some communities he was little more than a hired hand who was expected to help with "chores" when his teaching day was through. "Boardin' round" was a degrading, but popular custom in colonial days. This meant that the teacher boarded with the parents of one student for a while and then moved to the home of another student for another period of time. While in the home, his board was often considered the bulk of his wages. The rest of his salary might be paid in money, but was often paid in produce or services.

Teachers' salaries differed from community to community, just as they do today, with the highest salaries being paid in the larger towns. Here are two excerpts from Elsbree's "The American Teacher", which will give some idea of how teachers were paid.

"Prior to 1700, the most widely used mediums of exchange in New England were beaver skins and country pay. The latter consisted of agricultural products and livestock. Massachusetts made corn legal tender for all debts, unless money or beaver skins had been expressly stated in the contract. Thus we find that Dedham, in 1685 engaged a schoolmaster for the space of half a year for seven pounds in corn pay and five pounds in money"<sup>4</sup>

"In Virginia, wages were quoted in pounds of tobacco and the schoolmasters in this colony were frequent losers by the depreciation in the value of their pay from year to year"<sup>5</sup>

"In New Netherlands the schoolmaster's pay consisted variously of wampum, beaver skins, the coin of Holland and wheat"<sup>6</sup>

Often the community was a year or more in arrears in the payment of the teacher's salary, and the face of the teacher was familiar to the money lenders and to the storekeeper who gave credit.

Up to this point we have not discussed women teachers in the colonial era, since women played so small a part in the business of education. There were several reasons for this, the most important being that the men of that day considered a woman's place to be in the home. Another reason was the great need for discipline by the rod which most women were incapable of handling.

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4. Elsbree, op.cit., p.97.

5. Ibid., p.97.

6. Ibid., p.98 .

Thirdly, the extra duties required of the teacher often could not be done by a woman.

The dame school was the only type of school "run" by women. This type of school was a transplant from England where it had long been the custom for some woman in the neighborhood to gather a few children into her home and teach them the fundamentals of reading and arithmetic. Tuition for this school was paid by the parents of the children who attended. Recruitment of the teacher was on an individual basis. Both boys and girls attended this type of school, but for the girls it was usually the end of their formal education. Women teachers were employed more frequently by the Quakers in Pennsylvania, because their religion did not discriminate against women as did other sects. In the southern colonies, wives of the planters sometimes undertook to teach small children in little neighborhood country schools.

How many women teachers there were, we do not know. We would speculate that their number was small and that they received little recognition or compensation for their work.

Thus far, little has been said about education in the southern colonies. The society of the south was different from that of the north and the educational practices were somewhat different too. In the south there were fewer towns and fewer middle class people. At the close of the Revolutionary War, Richmond had fewer than four thousand inhabitants and Norfolk had only six thousand. The only trading center of any size was Charleston, where the wealthy planters retained town houses and encouraged the arts and education. The need for towns was not great since all

facilities for which people in the north came to town were provided at the plantation. Even ships docked at the private wharves of the plantation owner. Goods, services and artifacts needed for daily life were often made right on the plantation with the abundant labor provided by the slaves.

Without a large middle class, the progress of compulsory education was slowed up a great deal in the southern states, for it is the middle class people who want but cannot afford education for their children who provide the impetus for such a movement.

The southern aristocrat was quite capable of supplying the funds for the education of his own children, and his attitude toward education was that of the English aristocrat. This paragraph from Edwards and Richey explains the situation in the south.

"The Anglican Church to which they officially adhered was not indifferent to education. But in sharp contrast to the attitude of the Puritans, Anglicans did not look with too great favor upon the state as an agency for providing schools. The church would take steps to provide itself with an educated clergy and it would devise ways and means to extend some educational opportunities to the poor and neglected, but for the great mass of children, education was an obligation resting upon home and parent. More important still, perhaps was the dispersion of population and the absence of community life, resulting from the development of the planter aristocracy amply able to educate its own youth and occupying a dominant position in politics as well as in matters economic and social was little disposed to champion the cause of popular education."<sup>7</sup>

What of the teacher in a society such as this? More often than not he was a private tutor employed by the planter to

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7. Edwards and Richey, op.cit., p.187.



educate his children and sometimes children of less fortunate relatives. These tutors were usually young men earning their way through college or well-educated people hired from England. Occasionally they were indentured servants who had had a good education abroad. If the son of the planter wished for education beyond that given by the tutor, he was usually sent to college in Scotland or England.

The tutor might have a very stable position in the family circle if his teaching met the standards set by the family and he were well liked by the children. He was employed at the whim of the planter with no guaranteed salary or length of service except that decided between the two persons involved. This quotation from Butts and Cremin gives us a picture of one tutor's life.

"The necessity for the teacher to adapt himself to the pleasure of the people he served is clearly brought out in the journal and letters of Phillip Vickers Fithian, who was born in New Jersey and went to tutor the children of a wealthy Virginia planter. He reported that it was advisable to attend church regularly on Sundays, stay close in the retirements of his rooms, pursue the scholarly life, read his books and stay totally away from women."<sup>8</sup>

In some of the towns there were private secondary schools, similar to those in the north. These schools prepared young men for entrance into college and, like their northern counterparts, had a curriculum based on the classics and religion, with some added mathematics and science.

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One of the commonest ways in both southern and northern

8. Freeman Butts and Lawrence Cremin, A History of Education in American Culture, p.134.

colonies for a teacher to get employment was to advertise. This practice was popular until about 1850. A person of some particular amount of learning or a modicum of general education advertised in the paper or set up a private school. Payment of the teacher was in the form of tuition, paid by the parents.

"For regulations they relied on tradition or invented their own new ones. Such schools were as private as a grocery store and their success like that of the store, depended upon their ability to supply and sell a product, namely instruction in knowledge and skill."<sup>9</sup>

Soon after the revolution, there was a demand for young men with navigation skill to man the trading ships and a demand for young men to move westward into the frontier areas. For these two occupations, the skills of navigation and surveying were needed and the private schools experienced a teacher shortage. Those who were able to continue laid the foundation for a practical engineering profession and for the development of skilled people to carry on the building and expansion of this nation.

As people moved westward, teachers did too. Information on the teacher of the frontier area is meager. Most of these people were middle class folk who did not leave records and diaries, and did not attract much attention in their communities. Good says the following about teachers of that type.

"We do know however that teaching was a highly competitive job without regulating legislation or supervision and without any great number of chartered or endowed schools. There were no changes in method or curriculum to prepare people more adequately for the life they were leading in

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9. H. G. Good, A History of American Education, p.227.

this new country. The chief controlling and directing force was competition. Teachers in their advertisements exploited their advantages of experience and education offering a far greater number of subjects than they could teach and claimed to be the inventors or heirs of new methods capable of performing miracles of facile instruction.<sup>10</sup>

It would seem that some teachers took advantage of the ignorance of the frontiersmen to make a little extra money. Their conduct seemed to emulate that of the medicine man. We do know that many who came to teach in frontier towns were, like many of the other citizens, outcasts from other communities. Perhaps in the true sense of the word, we can not really call them teachers, but merely people who could read and write and had decided to teach.

The opening of the frontier brought many political, social and economic changes which profoundly affected the school system and the role of the teacher in society. The struggle for independence unleashed forces which upset the old customs and traditions; new scientific discoveries widened the horizons of thinking men all over the world. Slowly but surely these ideas permeated educational thought. Edwards and Richey have this to say:

"An educational program which had its sanctions in the earlier society and which had served as a powerful force in preserving old values could not satisfactorily serve a society which saw fresh vision and sought new goals. A new educational program eventually would need to evolve, a program reflecting the new order and bearing marks of the impact of new social force. The culture of the period was to be reflected at least in part in its educational arrangements."<sup>11</sup>

There was a growing recognition among the intellectuals and political leaders that education was a legitimate and necessary

10. Ibid., p. 134.

11. Edwards and Richey, op.cit., p. 208.

function of government. Many states enacted legislation granting land for the establishment of universities, earmarking tax money for the support of schools, adding provisions relating to education to their state constitutions, and attempting to extend the benefits of education to larger numbers of children. Massachusetts was probably the most advanced educationally of all the states and in 1827 passed a law requiring towns of five hundred or more families to establish tax--supported high schools.

The attempts of many communities to provide education for more children brought with them the same problems that exist today, namely a teacher shortage and teacher turnover. Those teachers who were available were of a very poor caliber for the most part. Many factors contributed to bring about the shortage. One of the most common was, as it is today, poor salaries paid to teachers. Male teachers in 1859 received in addition to board about eleven dollars a month, and female teachers received one dollar a week or less. Some were expected to pay their board and room out of this meager salary. Women were expected to find other employment during the intervals between school hours.

Another factor contributing to the shortage was the low esteem in which teachers were held in the community. Edwards says:

"In one state the governor declared that willingness to teach was prima facie evidence of inability to do anything else."<sup>12</sup>

This attitude has persisted in many communities until very recently and as a consequence many young, intelligent people have not been attracted to teaching.

12. Ibid, p.249.

The third factor which contributed to the shortage was lack of qualified teachers to take leadership roles in promoting the lot of teachers and in improving the educational system. Many teachers had not had any preparation beyond that acquired in the schools in which they were to teach. Teachers of the present day owe a great deal to the normal schools which did much to improve the training and status of the teacher.

Massachusetts was the first state to establish a public normal school. This was achieved through the efforts of Horace Mann and his friend Edmund Dwight who put up ten thousand dollars toward the support of teacher training. The school was opened on July 3, 1839. New York and Connecticut followed within the next fifteen years. The first normal school in New York was built at Albany, in 1844.

"From the standpoint of teachers, the creation of normal schools was by far the most significant contribution of the period from 1836 to 1860. Without special training the teaching personnel in America could never have commanded the respect and attention which their important work warranted, nor could they have hoped to win a place in the sun in any way comparable to the professions of law and medicine. While these early attempts at teacher training appear crude when judged by present day standards, they established a precedent which was destined to have far-reaching consequences for public education and for members of the teaching group. One can estimate only roughly the influence of training on the economic and social status of teachers, but it seems clear that without this important step, the public would never have accorded them the protection and respect which they subsequently enjoyed."<sup>13</sup>

It is not our purpose in this paper to discuss in detail the great developments that took place from about 1830 until 1900 in

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13. Elsbree, Op.cit., p.154.

the field of education. Hundreds of books have been written on the rise of the common school, the development of the graded school, the expansion of state support for schools and the extension and improvement of teaching methods and materials. All of these have contributed much to the American system of education as we know it today. During these years a shortage of qualified teachers existed in most communities because the country was expanding at such a great rate. Compulsory education, although a wonderful thing, added to the burden. States began to enact laws which required those who wished to teach to be certified, and this requirement, though greatly raising the standards of teaching, also contributed to the teacher shortage.

The need for more teachers opened the doors of education to women. With the introduction of the graded system, one of the main obstacles to women teachers in the past, namely, discipline, was removed. Women could be assigned to the younger children where there were fewer discipline problems. Horace Mann in his Common School Journal of 1846 pointed out:

"Reason and experience have long since demonstrated that children under ten or twelve years of age can be more genially taught and more successfully governed by a female than by a male teacher."<sup>14</sup>

Thus it was that the number of female teachers increased from year to year until between fifty and seventy-five percent of the common school teachers were women by the year 1860.

Although the addition of women to the teaching profession did alleviate the shortage, it also brought with it some unfortunate side effects. The wages of females were uniformly lower

14. Horace Mann, Common School Journal, Boston, 1841, p.45.

and salary policies tended more and more to be established in terms of the going rates for women. Women teachers then, as now, brought with them the ever present problem of marriage and motherhood, causing increased turnovers in the teaching staff. This reduced their political effectiveness and slowed educational reforms. Then, too, because women were not as active in civic affairs and in the newly formed teacher's associations, they were not so capable in dealing with boards of education and legislatures.

Despite the fact that a teacher shortage existed at least until the end of the Civil War, stringent restrictions were placed on the private life of the teacher. The uses of liquor and tobacco were forbidden even as late as 1930 in some communities. Profanity and gambling were specific grounds for dismissal in California in 1852. The entire life of the teacher was under close scrutiny especially in the smaller communities. Church attendance was a "must". Relations between the sexes were somewhat formal and women were denied many of the privileges commonly granted to men. So strict were the moral codes of some communities regarding the conduct of teachers that many of the more venturesome abandoned teaching for less restrictive professions. Just how many left cannot be stated but it must have been a substantial number. One thing can be said--that many who might have entered the profession did not do so because of these restrictions on their private lives.

I think it is safe to state that a teacher shortage existed in this country up to the time of the depression of 1929. During World War I, it was very acute. Thousands of teachers left their teaching positions. The press declared that the public knew the



reasons; namely, low salaries, uncertain tenure, and arbitrary administration. Other reasons made teaching an unpleasant job. Teacher's loyalty oaths and efforts to rid the schools of certain history books which cast any favor on the enemy caused teachers to desert their profession and take jobs in industry where their loyalty was not questioned.

Those who stayed in teaching suffered as much from the depression which followed as they did from the war. Each of the depression years saw a further decline in school efficiency. Nearly 5000 rural schools were reported closed in 1932. There, naturally, followed a decline in the employment of teachers. Those teachers who were retained suffered reductions in salary by as much as 25% to 50%. Many were paid in scrip or were forced to return part of their wages to the community. Restrictions other than salary were imposed on teachers. Some were not allowed to marry and retain their teaching positions; others were made to live in the community which employed them. The life of the teacher was often as cloistered as a nun in a convent.

With the advent of World War II many teachers found employment in other fields more lucrative and less restricting. The situation now is worse than that following World War I. How this problem can be solved is one of the challenges extended to the teaching profession and the community in 1958.



In the second part of this paper we would like to explore some of the present day causes of the teacher shortage. To do this, we shall approach the problem from two angles, first to uncover some of the views of our leading authorities in the field of education and secondly, to seek the views of those educators now faced with this problem.

According to the authorities, the causes of the shortage are numerous. Most of them agree that the general economic status of the nation is one of the great factors influencing supply and demand. In boom times, with plentiful job opportunities, thousands of teachers are induced to accept more remunerative jobs. In times of depression, teachers return to the profession if they can. This axiom was true during the last war when so many left teaching, never to return again.

Preparation for teaching seems to provide competencies for other jobs. With a little "on the job" training, teachers make good salesmen, personnel directors, office managers, recreation leaders, airline hostesses, etc. Perhaps it is the training in psychology, or the fact that graduates from teachers' colleges just have a pretty good general education that makes them fitted for so many other types of jobs.

The number of women in the teaching profession is another great factor in the shortage and turnover problems. Elsbree and Reuter state:

"Women constitute nearly eighty percent of the public school teachers. Most of them have no intention of remaining in the profession. It is not an uncommon thing for young women to take teaching courses

to be prepared just in case the right man does not come along. <sup>15</sup>

Teachers themselves are to blame for some of the shortage, say some of our writers. The way teachers speak of the profession discourages students from entering. They complain in class about low salaries, difficult parents, overwork and "dumb" students, boring faculty meetings, and extracurricular activities. They never mention teaching as a satisfying career. Children do not see the seamy side of other professions, since they do not have first-hand knowledge of them as they do of teaching. They enter other professions seeing only the rosy side without the drawbacks.

Another contributing factor is that teaching does not appear glamorous to those choosing careers. The public image of the teacher is an unflattering one. They have never been portrayed in a favorable light as have doctors, lawyers, and engineers. There is no Dr. Kildare in the teaching profession; only a Mr. Chips or a Miss Dove, creditable characters these two, but far from glamorous. Adults seem to intensify the picture for their children, assuming that teachers and teaching have not changed since they went to school. Radio, movies, and T.V. seldom portray the teacher as a person to be admired. Our Miss Brooks has made the teacher seem more human, but she has done nothing to show that a teacher is intelligent as well as human.

Prestige is a factor governing job selection and teachers seem to fare poorly in this area. Parents are often unhappy when

15. Willard Elsbree and Edmund E. Reutter Jr., Staff Personnel in the Public Schools, p.104.

the child chooses teaching as a profession. Dr. Martin says:

"The wisecrack that 'Those who can, do and those who can't, teach' is a slander which must be lived down by teachers who have courage enough to enter the profession and by the authorities who are responsible for fixing the standards for entrance to it."<sup>16</sup>

The rewards for teaching are not commensurate with the amount of work required of teachers, according to most of the authorities. Salaries are going up, but as yet do not rate with those paid members of other professions. This is a most important item, particularly in recruiting men to the profession. Until a man teacher can support a family on his salary, a sufficient number will not enter. In an article in the New York Times for October 19, 1957 called "How to Raise Teacher's Status", the following was stated:

"If wages are higher more able people will consider a career in teaching and the teacher will command more respect in the community. Carl J. Megel, president of the American Federation of Teachers (A.F.L.-C.I.O.) proposes a program to alleviate teacher shortages and raise the professional status of education. His suggestions include starting salaries of \$6,000 a year, reaching \$12,000 in eight years or less; state tenure laws to protect teachers from being discharged without cause, better plans for retirement, sick leave and the right of teachers to organize and bargain collectively."<sup>17</sup>

Whether we agree with all of Mr. Megel's views or not, we must admit that salaries such as those mentioned would lure more men into the teaching profession.

Some authors feel that the teacher's organizations themselves have a responsibility for reducing the teacher shortage. These

16. Theodore Day Martin, Building a Teaching Profession, p.24.

17. Anonymous, "How to Raise Teacher Status", New York Times, October 19, 1957.

organizations can do much to press for legislation to overcome the barriers of certification which exist from state to state. They can actively promote better working conditions for teachers, can influence the press and radio in their portrayal of the teachers, and can support legislation to raise salaries. Let us point out here that if it were not for the influence of the teacher's organizations, the status and salary of teachers would be even lower than it is now. We indeed owe a debt of gratitude to these organizations for what they have already done, but hope that in the future, with our cooperation, they will be able to do more.

Moore and Walters feel that the orientation of the new teacher is a factor in the large teacher turnover.

"In recent years it has not been uncommon for a school system to have as many as thirty percent of its teachers recent employees of the system. The increased turnover has caused school officials to feel they must start the in-service program with an organized induction of new teachers on an orderly basis so that the schools may operate efficiently so that the new teacher may have a feeling of belonging."<sup>18</sup>

Several authorities suggest that part of the problem of shortage and turnover lies with the administrative and supervisory staffs in our schools. Undemocratic practices in some schools cause many young people to leave. Huggett and Stinnett suggest that when teachers have a part in the policy making, scheduling and practices of the school, they are less likely to leave the profession

In order to find out what the educators now actively engaged in recruiting teachers thought about the causes and solutions to

18. Harold E. Moore and Newell B. Walters, Personnel Administration in Education, p.217.

the problem of the teacher shortage, a questionnaire was sent out. One hundred and fifty administrators from three different types of schools in New York State were asked to answer pertinent questions and give their opinions on this matter. Fifty superintendents from cities, fifty superintendents or principals from villages, and fifty principals from individual schools in supervisory districts were selected. It was thought that by selecting three different types of communities the problems encountered might be vastly different and that it would not be a very accurate survey if schools were chosen at random without regard for the size of the community. A complete list of the places where questionnaires were sent may be found in the appendix. However, no identification of specific material from a specific school will be made.

From the cities polled, thirty-eight returned the questionnaires, from the villages, forty-seven out of fifty replied; from the schools in supervisory districts, forty-six out of fifty answered. In many cases the information was incomplete. Some administrators replied that no records of this type had been kept in their schools. Some merely checked the answers that they thought important and did not answer the rest. Others answered only parts of the questionnaire.

The following figures and comments are the results of the survey.

TABLE I

NUMBER OF TEACHERS EMPLOYED IN 1957 IN THE SCHOOL OR SCHOOL SYSTEMS ANSWERING THE QUESTIONNAIRE

<u>Type of System</u>	<u>Number Employed</u>	<u>Number Answering</u>
Cities	Under 50	0
	Over 50	35
	No answer	<u>3</u>
		38 Total
Villages	Under 20	0
	20-24	1
	25-29	3
	Over 50	<u>43</u>
		47 Total
Supervisory Districts	1-4	1
	5-9	0
	10-14	1
	15-19	2
	20-24	4
	25-29	2
	30-34	2
	35-39	2
	40-44	7
	45-49	1
	Over 50	<u>24</u>
	46 Total	

19. Throughout these tables the term Supervisory Districts is used to denote the individual schools in various supervisory districts to which questionnaires were sent. Fifty schools were selected, not fifty complete supervisory districts.

TABLE II

NUMBER OF TEACHERS EMPLOYED IN 1956 IN THE SCHOOL OR SCHOOL SYSTEMS ANSWERING THE QUESTIONNAIRE

<u>Type of System</u>	<u>Number Employed</u>	<u>Number Answering</u>
Cities	Under 20	0
	20-24	1
	25-29	0
	30-34	0
	35-39	0
	40-44	0
	45-49	0
	Over 50	34
	No answer	<u>3</u>
	38 Total	
Villages	Under 20	1
	20-24	2
	25-29	3
	30-34	0
	35-39	0
	40-44	0
	45-49	0
	Over 50	<u>41</u>
	47 Total	
Supervisory Districts	1-4	2
	5-9	2
	10-14	2
	15-19	4
	20-24	2
	25-29	2
	30-34	3
	35-39	4
	40-44	4
	45-49	2
Over 50	<u>19</u>	
	46 Total	

TABLE III

APPROXIMATE NUMBER OF TEACHERS LEAVING SCHOOL SYSTEM -- 1952-1957

<u>Type of System</u>	<u>Number Leaving</u>	<u>Number Answering</u>
Cities	1-4	0
	5-9	1
	10-14	0
	15-19	2
	20-24	2
	25-29	2
	35-39	2
	40-44	4
	45-49	0
	Over 50	24
No answer	<u>1</u>	
	38 Total	
Villages	1-4	2
	5-9	1
	10-14	3
	15-19	4
	20-24	6
	25-29	2
	30-34	2
	35-39	2
	40-44	2
	45-49	3
Over 50	18	
No answer	<u>2</u>	
	47 Total	
Supervisory Districts	1-4	3
	5-9	6
	10-14	7
	15-19	9
	20-24	6
	25-29	5
	30-34	1
	35-39	0
	40-44	1
	45-49	2
Over 50	4	
No record	2	
No answer	<u>2</u>	
	46 Total	



TABLE IV

REASONS TEACHERS LEFT SCHOOL OR SCHOOL SYSTEM PERMANENTLY 1952-1957

<u>Reason</u>	<u>Number<sup>20</sup> Answering</u>	<u>Teachers<sup>21</sup> Leaving</u>	<u>Checked<sup>22</sup></u>
<b>RETIREMENT</b>			
Cities	30	557	5
Villages	43	624	6
Sup. Dist.	26	60	1
<b>PERSONAL ILLNESS</b>			
Cities	25	72	3
Villages	25	63	3
Sup. Dist.	12	20	1
<b>FAMILY ILLNESS</b>			
Cities	17	54	3
Villages	14	28	2
Sup. Dist.	8	13	1
<b>MARRIAGE</b>			
Cities	30	441	5
Villages	43	292	7
Sup. Dist.	37	120	5
<b>MATERNITY</b>			
Cities	32	327	6
Villages	39	313	6
Sup. Dist.	30	164	3
<b>TO GO WITH HUSBAND OR FAMILY TO ANOTHER COM- MUNITY</b>			
Cities	30	436	3
Villages	39	183	6
Sup. Dist.	29	96	1

20. Under the column, "Number Answering", is indicated the number of schools or school systems who reported this item as a significant reason. Those not reported left the item blank.
21. Under the column, "Teacher Leaving", all numbers are approximations, since some administrative officers had no accurate records.
22. The column, "Checked", indicates the number of administrators who gave this item as a significant reason, but did not report a number.

TABLE IV CONT'D.

<u>Reason</u>	<u>Number</u> <u>Answering</u>	<u>Teachers</u> <u>Leaving</u>	<u>Checked</u>
<b>TO TAKE ANOTHER TEACH- ING POSITION</b>			
Cities	32	474	6
Villages	42	185	4
Sup. Dist.	41	274	5
<b>TO TAKE A JOB <u>OTHER</u> THAN TEACHING</b>			
Cities	22	90	2
Villages	31	94	2
Sup. Dist.	29	39	2
<b>DEATH</b>			
Cities	7	12	1
Villages	3	6	0
Sup. Dist.		6	0
<b>PROFESSIONAL ADVANCEMENT</b>			
Cities	6	21	1
Villages	8	20	1
Sup. Dist.	2	2	0
<b>TRAVEL, CLIMATE, ADVENTURE</b>			
Cities			
Villages			
Sup. Dist.			
<b>REASON UNKNOWN</b>			
Cities	5	232	0
Villages	8	8	2
Sup. Dist.	7	7	0
<b>ARMED FORCES</b>			
Cities	2	4	0
Villages	1	1	0
Sup. Dist.	1	1	0

TABLE V

REASONS TEACHERS LEFT SCHOOL OR SCHOOL SYSTEM TO TAKE OTHER  
TEACHING POSITIONS

<u>Reason</u>	<u>Number Answering</u>	<u>Teachers Leaving</u>	<u>Checked</u>
<b>MORE SALARY</b>			
Cities	22	242	5
Villages	34	114	8
Sup. Dist.	26	75	4
<b>TRANSPORTATION</b>			
Cities	4	21	1
Villages	14	22	6
Sup. Dist.	12	25	4
<b>TO BE NEAR HOME AND FAMILY</b>			
Cities	16	142	3
Villages	29	98	8
Sup. Dist.	25	82	4
<b>TO WORK IN MORE MODERN BUILDING</b>			
Cities	3	7	1
Villages	3	8	0
Sup. Dist.	1	1	0
<b>CONFLICTS WITH OTHER FACULTY MEMBERS</b>			
Cities	1	3	0
Villages	5	5	1
Sup. Dist.	7	14	0
<b>FAMILY ILLNESS</b>			
Cities	5	22	1
Villages	7	12	2
Sup. Dist.	3	7	0

23. Footnotes 20, 21, and 22 apply to Table V.

TABLE V CONT'D.

REASONS TEACHERS LEFT SCHOOL OR SCHOOL SYSTEM TO TAKE OTHER TEACHING POSITIONS

	<u>Number</u> <u>Answering</u>	<u>Teachers</u> <u>Leaving</u>	<u>Checked</u>
ASKED TO LEAVE BY SCHOOL AUTHORITIES			
Cities	25	104	1
Villages	36	114	7
Sup. Dist.	29	82	4
TO CONTINUE EDUCATION			
Cities	11	27	0
Villages	11	15	3
Sup. Dist.	6	11	0

TABLE VI

FREQUENT CAUSES OF THE TEACHER SHORTAGE

<u>Reason</u>	<u>Rank</u> <sup>24</sup>							C. <sup>25</sup>	T. <sup>26</sup>
	1st	2nd	3rd	4th	5th	6th	7th		
INCREASED BIRTH RATES									
Cities	12	4	2	2	0	0	0	7	27
Villages	18	5	0	1	1	1	0	14	40
Sup. Dist.	8	13	4	1	2	1	0	8	37
MORE AND EARLIER MARRIAGES									
Cities	4	2	9	4	1	0	0	7	27
Villages	2	6	6	5	2	0	0	4	25
Sup. Dist.	3	5	5	5	1	2	0	5	26
SALARY COMPETITION FROM INDUSTRY									
Cities	3	2	7	6	0	0	0	4	22
Villages	1	5	6	3	1	0	1	9	26
Sup. Dist.	4	10	5	5	0	0	0	3	27
LACK OF FRINGE BENEFITS <sup>27</sup>									
Cities	0	0	0	0	6	4	0	1	11
Villages	0	1	1	1	2	7	1	1	14
Sup. Dist.	0	0	1	3	3	3	4	0	14

- 
24. In the questionnaire, seven reasons are given. Each administrator was to rank these according to its importance in his school or school system. These items are the basis of Table VI.
25. C. denotes the number of administrators who checked this item as significant, but did not rank it as to importance.
26. T. denotes total of administrators reporting this item.
27. Fringe benefits are thought of as paid sick leave, paid hospitalization, better retirement systems, etc.

TABLE VI CONT'D.

A. FREQUENT CAUSES OF THE TEACHER SHORTAGE

<u>Reason</u>	<u>Rank</u>							C.	T.
	1st	2nd	3rd	4th	5th	6th	7th		
<b>LOW PROFESSIONAL STATUS IN THE COMMUNITY</b>									
Cities	0	1	1	2	1	8	0	4	17
Villages	2	1	3	2	2	2	2	4	18
Sup. Dist.	0	3	1	3	6	1	1	3	18
<b>RESTRICTION OF PERSONAL LIBERTY</b>									
Cities	0	0	0	1	0	0	10	1	12
Villages	0	0	1	1	2	2	7	1	14
Sup. Dist.	0	0	1	0	2	2	7	0	12
<b>INADEQUATE NUMBERS OF YOUNG PEOPLE ATTRACTED TO THE TEACHING PROFESSION</b>									
Cities	4	10	5	1	3	0	0	8	29
Villages	7	8	6	3	1	0	0	10	35
Sup. Dist.	11	2	7	2	0	2	1	8	33

B. MISCELLANEOUS CAUSES APPEARING TOO INFREQUENTLY FOR TABULATION

<u>Reason</u>	<u>Number Answering</u>
1. The low birth rate of the 1930's combined with the high birth rate from 1945 to the present day has given us too few teachers and too many children.	3
2. Higher salaries are paid in other communities.	1
3. The community is critical of the high salaries already paid to teachers.	2
4. Many people who enter teaching are not suited and have to be discharged.	5
5. Teachers undersell teaching to young people.	1
6. Lack of pupil and parent respect for teachers.	3
7. Public education is under fire at this time.	1
8. Certification policies of the state discourage some from returning to teaching.	1
9. Young people have no desire to work with "problem children".	2
10. There are too many limitations placed on the initiative of the teacher and the supervision is too stereotyped.	1
11. Geographical location of some communities is too isolated.	2
12. The mobility of the population these days causes a large turnover.	1
13. There has been a rise of specialization in all skilled areas.	1

Although the figures and results of this survey are not scientifically accurate, we can see some indications of where educators think the shortage lies. First of all, the survey seems to indicate that each school questioned is employing more teachers this year than last, showing an increase in the number of children being educated. According to most estimates, this trend will continue for many years to come.

The greatest turnover seems to be in city schools. This is due partly to the greater number employed, but other factors must enter in, because the greatest number of schools polled in all three types employed over fifty teachers. In a telephone interview with Mr. R. Park Parkhill<sup>28</sup> this situation was discussed. He said that the following reasons might account for the greater turnover in city schools:

1. City systems often hire married women whose husbands are studying at the various colleges and universities located in the metropolitan areas.
2. It is possible that city systems employ more young married women who quite often soon leave for maternity reasons.
3. Many of the women teachers living in metropolitan areas are married to men who work for large corporations. These corporations are constantly transferring their workers to other cities and the wives are then lost to the city system.

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28. Mr. R. Park Parkhill is Coordinator of Elementary Education for the City of Rochester. Remarks were made in a telephone interview on January 24, 1958. He stated that these were personal opinions based on his years of work with the problem of teacher recruitment.



Mr. Parkhill's statements and question three seem to indicate that the greatest turnover factor lies with the women teachers. Even in the smaller communities this seems to be true. Since the 1860's when large numbers of women entered the teaching profession, this situation has existed, the only exception being depression days, when women were reluctant to give up the security of teaching, or were needed to support the family they already had.

The number leaving from cities to take teaching positions in other communities was revealing. In years past it seems that the trend was for a person to start teaching in a small town and then migrate to a larger one where salaries were higher and the cultural advantages were greater. The results of the survey do not seem to bear out this premise. It is possible that with the tremendous amount of building going on in the suburbs, other factors have changed the picture. Some of these might be:

1. Salaries are as good or better in suburban schools.
2. The buildings are often brand new and the working conditions are pleasanter.
3. Many of the young married couples have bought homes in the suburbs and teaching near home is an advantage.
4. In many cases the faculty members of the suburban schools are younger and this attracts the beginning teacher.
5. Most of the suburban schools are expanding at a greater rate than city schools, and the opportunities for advancement are greater.

The survey indicated that sixteen city schools had one hundred and forty-two teachers leaving to be near home and family, while

twenty-nine villages reported ninety-eight and twenty-five schools in supervisory districts reported only fifty-two. It might be that many teachers, having tried the city, return to their own home towns to continue their teaching.

Table V shows that a surprising number of teachers were asked to leave by school authorities. In spite of the teacher shortage, it would seem that all types of communities are doing their best to uphold high standards. It is important to the teaching profession that in spite of the severe shortage, educators are cognizant of quality.

What are the factors which educators feel have created the shortage? The greatest number of "First's" on any of the parts of question six went to factor one. There is a general shortage of teachers due to the increased birth rates. The next largest number of "First's" went to factor seven. Not enough young people are attracted to the teaching profession. Fringe benefits and restriction of personal liberties did not seem to be important reasons in any of the three types of communities. Low professional status did not seem to be an important cause, but as the solutions to the problem of the shortage were tabulated, many administrators felt that raising the teacher's status would be a method of solving the problem.

A close race seems to exist between factor two (marriage) and factor three (going to industry). These two received nine and eight "First's" respectively. These problems will be discussed more fully in the last part of the paper.

The final question on the survey asked educators to offer possible solutions to the problems of shortage and turnover. Of the thirty-eight cities reporting, nine offered solutions. Some offered more than one. There were twenty replies from the forty-seven villages and twenty-seven from the forty-six supervisory districts. As in the case of the cities, several offered a variety of solutions. It was hoped that the educators would be specific in regard to solutions, but most of the comments are of a general nature. The following table presents a breakdown of what was said by those answering.

TABLE VII

A. SOLUTIONS OFFERED BY ADMINISTRATORS TO THE PROBLEMS OF TEACHER  
SHORTAGE AND TURNOVER

<u>Solution</u>	<u>Number</u> <u>Answering</u>
HIGHER SALARIES	
Cities	6
Villages	13
Sup. Dist.	18
ATTRACT MORE YOUNG PEOPLE, ESPECIALLY MEN	
Cities	4
Villages	2
Sup. Dist.	7
BETTER COMMUNITY ATTITUDE TOWARD TEACHERS AND TEACHING	
Cities	5
Villages	3
Sup. Dist.	0
RECOGNITION OF TEACHING AS A PROFESSION WITH PRESTIGE AND PROFESSIONAL STATUS	
Cities	3
Villages	6
Sup. Dist.	9

B. MISCELLANEOUS SOLUTIONS APPEARING TOO INFREQUENTLY FOR TABULATION

<u>Solution</u>	<u>Number Answering</u>
1. Merit raises should be given based on the quality of service.	5
2. Teachers should stop complaining and earn the respect of the community.	2
3. Teacher training colleges need to accept more applicants.	3
4. Step up the professional preparation requirements.	1
5. Financial assistance to those taking teacher training.	1
6. Re-educate teachers so that they do not present teaching as an undesirable occupation to young people.	2
7. Give teachers more clerical help.	2
8. Give teachers better working conditions (no indication as to what these should be).	4
9. Fringe benefits for teachers.	1
10. More positive administrative and supervisory leadership.	2
11. Screen applicants for teachers' colleges more carefully so that we get graduates with greater competence.	3
12. Provide scholarships for bright young people not otherwise able to go to college.	1
13. Pay maximum salary the first year.	1
14. Get more older teachers to return to the profession.	1
15. Get disciplinary measures backed by boards of education and administrators so that teaching will be easier.	1
16. Don't hire married teachers.	1
17. Raise the standards of achievement at the teachers' colleges.	2

TABLE VII CONT'D.

B. MISCELLANEOUS SOLUTIONS APPEARING TOO INFREQUENTLY FOR TABULATION

	<u>Number Answering</u>
18. Give improved guidance in the high schools.	2
19. Revise school programming to give teachers more time to teach.	2
20. Give teachers more academic freedom.	1
21. Attract career minded people who will not quit in a year or two.	1
22. Improve the cadet training program.	1
23. Allow teacher participation in school management.	1
24. Do not have a merit system.	1

In part three of this paper we should like to discuss some of the possible solutions to the problem of teacher shortage and turnover. Let us state here that there is no one answer to this problem that does not include overtones of others, i.e., if we discuss salaries, we cannot in reality isolate this from professional status, working conditions or community relationships. However, for the sake of organization, we shall discuss these as individual problems.

A raise in salary is the one solution that most of the educators in our survey, felt was the answer to the problem.

Lieberman says:

"It is whistling in the dark to hope that teaching can become or remain a high status occupation while its financial rewards are low. It should also be noted that the levels of compensation in education have a profound effect upon the teachers' evaluation of themselves. The factory worker who lives in a bigger house, in a better neighborhood, drives a newer car, and wears better clothes is not likely to accord higher status to teachers than to factory workers. In the short run, teaching may have higher status than many occupations which pay more than teaching; the long run must take into account the fact that compensation is one of the most important determinants of occupational status."<sup>29</sup>

Lindley Stiles says:

"This evidence (from a Federal Reserve Board income analysis) probably surprises no one by its indication that with the possible exception of clergymen, the public school teacher is in the least favored economic position of the white collar professional college graduates. He makes less than any other major occupational group excepting farm operators who have compensations besides cash income, and unskilled and service labor; within the white group only those for whom college graduation is not necessary, for example, salesman and bookkeepers earn less."<sup>30</sup>

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29. Myron Lieberman, Education as a Profession, p.470.

30. Lindley Stiles, (ed.) The Teacher's Role in American Society, p. 212.

These two quotations from very recent publications are a good indication that in order to recruit more teachers we must continue to work constantly for higher salary schedules. This should be the responsibility of each teacher and should not be left solely to those active in the official organs such as N.E.A. and comparable state organizations. It is up to these groups to carry on their effective work, but they must have support in a monetary way and in a service capacity. Dr. Day reports:

"In the field of organized action we are practically illiterate. Almost every other important social, economic, and professional group has learned the important techniques of organized action better than teachers.

Most teachers are eager to do a good job in the classroom but they often fail to realize that they have any responsibility for advancing the interests of the profession and promoting the cause of education through their professional organizations."<sup>31</sup>

Several authorities feel that no one can promote salary legislation better than the individual teacher who backs his professional organizations and serves them to the best of his ability. Teachers should be ready to serve on committees, read about bills presented to the legislature, write to the congressmen. Indifference to the problems of the profession will not solve them. We are living in a day of organized action; and organized cooperation is at least one of the essential techniques for securing progress in a democracy.

The educator's questions suggested that next to salary raises the most important solution is to attract young people to the teaching profession, especially men.

There are several ways to attract more men into teaching:

31. Theodore Day Martin, Building a Teaching Profession, pp. 34, 35.



one is to pay men higher salaries than women. In communities with a single salary schedule, this practice is carried on by paying men extra for coaching teams. Even where most extra-curricular activities bring increased pay, those handled by men are usually more lucrative than the activities handled by women. Many men are hired with the "understanding" that within a year or two they will be promoted to administrative jobs. It does not seem that there is much that is professional in the employment of these techniques. Are there other ways to attract men into teaching? If we can elevate the teaching profession to a position of importance in the community and make the salary more nearly like that of other professions more men will want to enter teaching.

Dr. Lieberman says:

"It is doubtful whether any measures which treat male teachers more favorably than female teachers should be adopted by a group supposedly dedicated to the principle of employment and promotion by merit only. Perhaps instead of placing emphasis on measures specifically designed to favor men teachers, it might be more helpful to try to produce teachers who will not discriminate against other teachers on the basis of sex. The members of both sexes should take their chances and receive their compensation on the basis of their professional skill."<sup>32</sup>

In order to attract more young people whether male or female, the teaching profession must be able to compete with other occupations requiring high level preparation. Candidates for teaching are often lost at the college entrance level. At the time when adolescents are thinking of choosing a career, the proper counseling in high school might divert many into the teaching profession. High school teachers should encourage pupils in their

32. Lieberman, op.cit., p.255.

classrooms to enter teaching and present the "bright" side of teaching and its compensations to them. Such organizations as Future Teachers of America have been of great help. While in high school students may assist the teacher by doing routine duties, correcting papers, supervising playground periods, and securing additional materials. Perhaps students could elect a cadeting program in the grade schools in the same manner as they elect to take orchestra or public speaking. Here they might observe the teacher at work with her class, give assistance in routine duties, study the records of children in the class, help the teacher in the selection of materials, participate in the teaching by telling stories, or assisting individual pupils. This program would be similar to the actual cadeting programs of teacher's college students but would not be as extensive or intensive. Students would be given high school credit for participation in this program.

Prospective teachers are often lost to the profession at the time of graduation from college. At least one third of those whose preparation programs qualify them for certificates do not enter teaching the year following graduation. When due allowance is made for those who remain in college for graduate work and the women who get married, the loss of potential teachers between graduation and first employment is large. This is partly due to the problem previously discussed in Part I, that teaching curricula fit the person for other types of high level occupations. The other part is economic. In order to reduce this loss, steps must be taken to see that the economic ceiling for

competent teachers is made comparable to other major competing occupations. One way to do this is through merit raises so that the competent career-minded teacher may reach a salary goal equal to that of a successful engineer or doctor. At the present time merit is unpopular with teachers. Perhaps in the future some new types of merit plans will be formulated which will meet the approval of the teachers or it might be that a program of education for teachers as to the importance of merit systems will be needed. Most authorities feel that the lay citizens are not opposed to merit raises and would be glad to support such programs if they were initiated.

Furthermore, teachers are lost to the profession after two or three years of experience. Again the main factor seems to be economic. Stiles says:

"The present rate of loss from the teaching profession may be estimated at 16 percent per year; exclusive of deaths and retirement this may be as high as 7 percent. If the loss could be halved, nearly 50,000 teachers per year would not require replacement and the prospect of an adequate supply<sup>35</sup> of teachers in the years ahead would be enhanced."

There are other reasons for the loss to the profession after several years of service. One of these is the lack of a good orientation program for the new teacher. Inexperienced teachers are too often left to fend for themselves in school and out. Many of them are not able to find a suitable place to live where they can have privacy and comfort. Making friends in a new community is also difficult, and many times the community frowns on their normal interest in the opposite sex. If they find themselves on a faculty with many older teachers, they are often

35. Stiles, op.cit., p.285.

excluded from the cliques already formed. Oftentimes their natural enthusiasm to try newer methods and unorthodox procedures is frowned upon by the older faculty members and they are made to feel like unwelcome outsiders. Inexperienced teachers are often given the least desirable schools in the community and are unable to make the adjustment to these difficult spots, since they have so many other problems during their first years of teaching. A situation like this discourages the new teacher and the end result is either poor educational service to the children or the loss of a teacher to the profession.

It is primarily the responsibility of the administrators and teachers already in the school to see that the young person starting out does not leave for reasons such as these. Perhaps if older teachers had a hand in the selection of the new teachers, they might feel a greater responsibility toward helping to retain them. Another possibility would be to have a committee of teachers to aid the principal in introducing these young people to the community and its social and cultural advantages, aid them in finding proper housing, and act as a "big sister" to them in solving their in-school problems.

Principals and supervisors have another responsibility toward keeping the young people in the profession and that is to exhibit democratic leadership. There is no place for the "benevolent despot" in school administration today. The shortage is too severe for young people to stay long in a school that is run by a dictator. Moore and Walters have this to say:

"Achieving unity requires that we learn more fully to work together. This suggests general

understanding of goals, agreed methods of procedure, participation in policy making and planning in the profession, and the elimination of such divisive actions as have sometimes been practiced in stimulating non-cooperation between administrative and supervising personnel and the classroom teacher group."<sup>34</sup>

From our survey we found that next to salary and attracting young people to the profession, the educators felt that the prestige of the teacher in the community was an important reason for the shortage. How then does a group develop and maintain prestige? Contrary to what some teachers believe, a good way is to raise the standards for certification. Teachers as individuals are not very concerned with the requirements for certification. They tend to think of these as something to be completed so that a person may teach and then forget about them entirely. The practitioners of other professions have a much different attitude. Doctors exert a strong influence through the American Medical Association and lawyers through the American Bar Association. They have much to say as to who is admitted, for if incompetent people are admitted it is harmful to all members.

Lieberman says:

"Teachers in service should take an even more active role in teacher certification than doctors in service take in medical education. Although competent physicians suffer from the public reaction to incompetent physicians, they nevertheless have more opportunity to achieve their own professional prestige independently than do teachers."<sup>35</sup>

In 1940 only nine states required a bachelor's degree for an initial elementary teaching certificate. Something must be

34. Moore and Walters, op.cit., p.441.

35. Lieberman, op.cit., p.126.

done in the near future to make the requirements in all states more alike. This will help in two ways; first, it will upgrade the professional standards and bring more prestige to teaching, and secondly, it will allow teachers who cross state lines to be certified in the new community, thus avoiding a loss of this person to the profession.

Such an agency as the National Council for Accreditation of Teacher Education can take steps to indicate the necessary standards that teacher preparing institutions must meet. Many such institutions would no longer be in existence if this were done. It has been estimated that not more than one third to one half of the approximately twelve hundred teacher preparing institutions now in existence should be permitted to continue with their programs. Stiles has this to say:

"In most states teacher licensure determines how much and what kind of general education, professional education and subject matter a person must take in college to qualify for a certificate to teach. More often than not these requirements become the curriculum for teacher education in the colleges and universities within a given state. The faculties of the colleges and universities have no responsibility for the curriculum, they simply administer in their institutions the state requirements for licensure. It is no wonder that so few imaginative programs for teacher education have emerged under this system. Worse still, an institution that prepares persons to teach in different states can have no consistent program of teacher education because the requirements for licensure in the various states differ. Whether or not an institution is qualified to prepare teachers should be determined by accreditation, not by licensure or certification."<sup>36</sup>

Thus far we have discussed two ways to raise the professional status of teachers, namely, salary and education. The third

36. Stiles, op.cit., p.286.

component of status according to Lieberman is power. He says:

"The doctor, the lawyer and the dentist are responsible directly to their clients. Placing the primary responsibility for the quality of professional services on the shoulders of administrators undermines the right of the practitioners to make the professional judgments."<sup>37</sup>

Theoretically this idea is not revolutionary, but it might cause a revolution if it were put into practice at the present time. Modern theories of administration emphasize the "democratic administrator" who cooperates with teachers, but they do not advocate the reduction or elimination of the administrator's power over the teacher. This idea of professional autonomy would be even less popular with the lay citizens than with the school administrators, yet they recognize and indeed approve this same practice for doctors.

There is also another side to this problem of power. If teachers are ever given this professional autonomy, they must also accept the responsibilities which accompany it. In many communities the teacher has tenure, but the superintendent does not, so if an unpopular policy has been supported, it is usually the administrative officer who becomes the scapegoat. This situation is as undesirable as one in which teachers risk their jobs by not following administrative policies.

At the present time there is little indication that such professionalization will take place for many years, but hopeful signs are appearing. The formulation of a professional code of ethics now under way, is one. The emphasis on democratic administration is another. We hope that the trend to professional

37. Lieberman, op. cit., p. 485.



autonomy will continue.

The many implications of the teacher shortage are not well understood, either by educators or lay people, for this shortage is like an ever widening circle, which takes in not only teachers, but all well educated people. Alvin C. Burich, vice-president and director for the Fund for the Advancement of Education has this to say:

"Another factor overlooked by those who argue that the teacher shortage will eventually solve itself is the over-all shortage of highly educated people in all fields of human endeavor, and the phenomenal rise in the demand for such people generated by economic prosperity and technological change."<sup>38</sup>

One answer to this problem might be the granting of sizeable scholarships to top quality students. This would mean more than just paying tuition, but giving allowances for living expenses and even subsistence as was done to G. I. students during the war. Such a program would entail more state and federal aid to education in the years to come. It is a well known fact that many gifted students are not able to go to college because of financial conditions prevailing in their homes. Such scholarships as mentioned above might tap intelligence resources which up to now have been going to waste. A corollary to this program might be federal aid to teacher's colleges and private colleges having a qualified teacher training program.

The development of an educational technology may be another way to solve the teacher shortage. Films, tape recordings, television, and filmstrips are increasing in use, but they have not

38. Burich, Alvin C., "Our Goal: Better Education for More Pupils", Educational Leadership, April 1957, Vol. XIV, No. 7, p. 431.



reached their full potential as learning aids as they are now being used. The pressures of war stimulated some striking advances in technical training. People were taught to read and write in foreign languages in a much shorter time than was previously thought to be necessary. Illiterates were taught to read and write in a strikingly short time.

Many teachers contend that such practices as teaching lessons on T.V. destroy the personal relationship between pupils and teachers which is necessary for effective learning. However, learning involves more than the mere physical presence of a teacher and his students in the same room. It occurs only if the teacher is having a genuine effect on his students. One inspiring, stimulating teacher on a T. V. screen might possibly have more effect on students than ten incompetent and uninspiring teachers. This does not mean that technology can replace "live" teaching, but its potential should not be overlooked.

The programming of the school might conceivably be such that one competent teacher could handle more children if some of the more routine types of learning were taught through the mediums of technology. Perhaps schools need to take a long look at their programming not only from the standpoint of devices, but also at the amount of time they assign competent teachers to routine duties, such as making out records, collecting money, waiting with bus pupils, doing lunch duty, etc. Many schools and colleges have embarked on programs to extend the reach of their best teachers. In Bay City, Michigan, the schools are demonstrating that teacher aides can help the teacher. The aide relieves the

teacher of routine duties and frees her to give more individual attention even in larger classes.

Lieberman suggests that the extensive use of sub-professional aides might be the first step toward greater professionalization. It is such a departure from most current thinking on ways of solving the teacher shortage that I would like to quote it in its entirety.

"It might be that a more effective utilization of subprofessional assistants would pave the way for a profession of teachers at all grade levels fully comparable to the leading profession; an elementary school with twenty-five teachers with master's degrees might be better and more economically served by five teachers with Ph.D. degrees and twenty professional assistants with bachelor's degrees. In this situation, the elementary teachers might no longer be an inferior caste within the teaching profession. Their time on the job could be devoted to professional tasks with the professional assistants carrying out tasks analogous to those performed by the auxiliary professions in medicine. The problem of teacher turnover might be substantially reduced if not solved, because the turnover would come mostly at the level of the auxiliary personnel. The need for fewer professional personnel would permit larger salaries to be paid to the professionals. Such an approach might attract more men into elementary teaching without making any special concession to them because of their sex. Relieved of the obligation to support a mass profession, whose work is subprofessional, communities could well afford to pay salaries to the professionals comparable to those prevailing in the leading professions."<sup>39</sup>

Another possible way to reduce the teachershortage, is to improve relationships between the community and teachers. This entails more than just an improvement of the relationship between the teacher and the parents of the children in the school, although this is important. Whether we like it or not John Q. Public is invading the schools. He is visiting classrooms.

39. Lieberman, op. cit., p.502.

attending board meetings and inspecting textbooks. This added interest in the schools places a responsibility upon the teacher. If it is handled right I think that it is a boon to the profession because it presents an opportunity for the teacher to show the public just how alert, intelligent and capable he really is. The "visiting fireman" who sees a classroom that is attractive and a teacher who is meeting the needs of the children and can discuss teaching in a professional manner can do much to raise the prestige of the teacher in the community. We do not need to justify our methods to the public but we do need to explain to them just why we do certain things and the reasons that these methods have been adopted. Much attention is given to each new discovery in medicine and each patient expects that his doctor will be conversant with the latest uses of this discovery. The application, however, is left to the discretion of the doctor and the application of various methods of teaching should also be left to the teacher, but the general principles underlying it should be a matter of public interest and understanding.

Through our relations with the public we can go far in disproving the stereotyped concept of the teacher as has been depicted in literature, radio, and T. V. Stiles says:

"If society considers the teacher of low status, the teacher may reflect this in his lack of community activity. On the other hand, if the teacher goes out of his way to become part of the community as far as is permitted by social and economic barriers and by time limitations, familiarity may breed respect and result in giving the teacher real social stature."<sup>40</sup>

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Teachers need to participate in such organizations as the

40. L. J. Stiles, op.cit., p.145.

Chamber of Commerce, Rotary, veterans' organizations and other policy making civic groups, where the public can become aware of their abilities and use them. Too long has the teacher been relegated to teaching Sunday school, leading the Boy Scouts, and working for the Red Cross. These are all worthwhile community projects, but they are not the kind which carry great influence in shaping the patterns of the community.

Some of the solutions discussed in this paper are already being put into practice in various parts of our country. How effective they will be is a matter to be decided by the results they achieve. Certainly we must continue to try in every conceivable way to provide adequate education for every child. To do this we must provide capable teachers.

I do not think that it is a bald assumption to state that the capable teacher is the foundation of the future, for the dilemmas of modern man seem to indicate that he will not be able to survive unless his education can fit him to deal with the problems and complexities of a society that even now is based on atomic fission, fusion, and inter-space travel.

In a recent article by S. E. Torsten Lund, A Probable Image of the Future, we get a picture of the tremendous responsibility to be placed upon schools and teachers. He says,

"As we have noted, change appears, at least in the short run, to parallel an exponential curve. It is therefore the responsibility of man's educational institutions to provide a constantly increasing number of well educated and wise individuals who can understand our complex world, who have a valid ethic and who can successfully communicate their understanding and their guidance to mass man.

It is here we are directly and immediately concerned, for it is through our schools that society must prepare its children and even its adults, to live in the coming complex world. Unless we can meet these problems, we may well be 'painting ourselves into a corner! ".<sup>41</sup>

41. S. E. Torsten Lund, "A Probable Image of the Future", Education al Leadership, Vol. XV, No. 1 (October 1957), p. 12.

APPENDIX A

Sample Questionnaire

How many teachers are employed in your school system or school this year? Check one:

- |             |               |
|-------------|---------------|
| 1-4 _____   | 30-34 _____   |
| 5-9 _____   | 35-39 _____   |
| 10-14 _____ | 40-44 _____   |
| 15-19 _____ | 45-49 _____   |
| 20-24 _____ | Over 50 _____ |
| 25-29 _____ |               |

How many were employed last year? Check one:

- |             |               |
|-------------|---------------|
| 1-4 _____   | 30-34 _____   |
| 5-9 _____   | 35-39 _____   |
| 10-14 _____ | 40-44 _____   |
| 15-19 _____ | 45-49 _____   |
| 20-24 _____ | Over 50 _____ |
| 25-29 _____ |               |

Approximately how many teachers have left your system since 1952?

- |             |               |
|-------------|---------------|
| 1-4 _____   | 30-34 _____   |
| 5-9 _____   | 35-39 _____   |
| 10-14 _____ | 40-44 _____   |
| 15-19 _____ | 45-49 _____   |
| 20-24 _____ | Over 50 _____ |
| 25-29 _____ |               |

What are the reasons these people left your system permanently? Check as many reasons as apply, and the approximate number leaving for each reason:

Reason

1. Retirement \_\_\_\_\_
2. Personal illness \_\_\_\_\_
3. Family illness \_\_\_\_\_
4. Marriage \_\_\_\_\_
5. Maternity \_\_\_\_\_
6. To go with husband, wife or family to another town or state \_\_\_\_\_
7. To take another teaching position in another school system \_\_\_\_\_
8. To take a job other than teaching \_\_\_\_\_
9. Other reasons--Please state \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If these person left your school system to take another teaching position, check the reason or reasons given and the approximate number of teachers leaving for each reason.

1. More salary \_\_\_\_\_
2. Transportation (new school is nearer living quarters) \_\_\_\_\_
3. Changed jobs to be nearer home and family \_\_\_\_\_

APPENDIX A (CONT'D.)

Sample Questionnaire

4. Desire to work in a more modern building \_\_\_\_\_.
5. Conflicts with other faculty members \_\_\_\_\_.
6. Family illness or problems \_\_\_\_\_.
7. Asked to leave by school authorities \_\_\_\_\_.
8. To be able to continue education at a nearby college \_\_\_\_\_.
9. Other--please state \_\_\_\_\_.

I attribute the teacher shortage to the following reasons. Please rank these reasons according to their importance in your school or school system. Feel free to comment on whether you agree with me and also to include any others that you think are of importance.

1. There is a general shortage of teachers due to increased birth rates \_\_\_\_\_.
2. More teachers are marrying before or shortly after they begin teaching and therefore leave in a year or two \_\_\_\_\_.
3. Salaries are not high enough to keep teachers from going into industry \_\_\_\_\_.
4. Teachers do not get enough fringe benefits \_\_\_\_\_.
5. The professional status of teachers is not high enough in the community \_\_\_\_\_.
6. Some communities impose restrictions on the personal liberties of teachers \_\_\_\_\_.
7. Not enough young people are attracted to teaching as a profession \_\_\_\_\_.
8. Other reasons--please comment \_\_\_\_\_.

What are some of the ways you think these problems of the teacher shortage and turnover can be solved? (Write comments on back if necessary.)

Signature \_\_\_\_\_

APPENDIX B

LIST OF SCHOOLS TAKING PART IN SURVEY

CITIES

1. Albany
2. Amsterdam
3. Auburn
4. Beacon
5. Canandaigua
6. Cortland
7. Elmira
8. Geneva
9. Glen Cove
10. Glens Falls
11. Gloversville
12. Hornell
13. Hudson
14. Ithaca
15. Johnstown
16. Kingston
17. Lackawanna
18. Lockport
19. Mechanicville
20. Mt. Vernon
21. New Rochelle
22. Newburg
23. Norwich



APPENDIX B. (CONT'D.)

CITIES (CONT'D.)

24. Niagara Falls
25. North Tonawanda
26. Ogdensburg
27. Olean
28. Oneida
29. Oswego
30. Plattsburg
31. Poughkeepsie
32. Rochester
33. Rome
34. Schenectady
35. Syracuse
36. Troy
37. Watertown
38. White Plains

VILLAGES

1. Albion
2. Arlington
3. Bath
4. Bay Shore
5. Brighton
6. Dansville
7. East Greenbush
8. East Rochester
9. East Aurora

APPENDIX B. (CONT'D.)

VILLAGES

10. Elmira Heights
11. Endicott
12. Farmingdale
13. Fredonia
14. Green Island
15. Hamburg
16. Gouverneur
17. Great Neck
18. Harrison
19. Hempstead
20. Herkimer
21. Hudson Falls
22. Hoosick Falls
23. Ilion
24. Irondequoit
25. Johnson City
26. Kenmore
27. Lancaster
28. LeRoy
29. Malone
30. Malverne
31. Mamaroneck
32. Medina
33. Monticello
34. Newark
35. Nyack

APPENDIX B. (CONT'D.)

VILLAGES

- 36. Oswego
- 37. Penn Yan
- 38. Perry
- 39. Pearl River
- 40. Seneca Falls
- 41. Suffern
- 42. Saranac Lake
- 43. Tuckahoe
- 44. Tupper Lake
- 45. Waverly
- 46. Wellsville
- 47. Westbury

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APPENDIX B. (CONT'D.)

SCHOOLS IN SUPERVISORY DISTRICTS

	<u>School</u>	<u>County</u>
25.	Horseheads Central	Chemung
26.	Marathon	Cortland
27.	Andes Central	Delaware
28.	Pawling	Dutchess
29.	Clarence	Erie
30.	Eggertsville	Erie
31.	Snyder	Erie
32.	Sweet Home	Erie
33.	Crown Point	Essex
34.	Constable Union Free	Franklin
35.	Byron-Bergen	Genesee
36.	Indian Lake	Hamilton
37.	Carthage	Jefferson
38.	Adams Center	Jefferson
39.	General Martin Central	Lewis
40.	Avon	Livingston
41.	Caledonia-Munford	Livingston
42.	Geneseo	Livingston
43.	Mt. Morris	Livingston
44.	Lima	Livingston
45.	Munda	Livingston
46.	Brookville	Nassau

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