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# A Study of the Trends in the Level of Preparation and Placement of New Teachers in the White Public Schools of Tennessee From 1938-1939 through 1947-1948

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*University of Tennessee, Knoxville*

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To the Graduate Council:

I am submitting herewith a thesis written by Milburn N. Hopkins entitled "A Study of the Trends in the Level of Preparation and Placement of New Teachers in the White Public Schools of Tennessee From 1938-1939 through 1947-1948." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.

Truman M. Pierce, Major Professor

We have read this thesis and recommend its acceptance:

Cylde H. Wilson, Robert S. Fleming

Accepted for the Council:

Dixie L. Thompson

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

---



May 24, 1950

To the Committee on Graduate Study:

I am submitting to you a thesis written by Milburn N. Hopkins entitled "A Study of the Trends in the Level of Preparation and Placement of New Teachers in the White Public Schools of Tennessee From 1938-1939 through 1947-1948." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Education.

Truman M. Pierce

We have read this thesis  
and recommend its acceptance:

Clyde Wilson

Robert S. Fleming

Accepted for the Committee

Dean of the Graduate School

**A STUDY OF THE TRENDS IN THE LEVEL OF PREPARATION AND PLACEMENT  
OF NEW TEACHERS IN THE WHITE PUBLIC SCHOOLS OF TENNESSEE FROM  
1938-1939 THROUGH 1947-1948**

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**A THESIS**

**Submitted to  
The Committee on Graduate Study  
of  
The University of Tennessee  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science**

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**by**

**Milburn N. Hopkins**

**June 1950**

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## CHAPTER I

### INTRODUCTION

Equalization of educational opportunity was an ideal expressed by the founders of our nation. It is a principle that is fundamental in American education--a principle based upon the assumption that our democracy is best served by extending to all children an equal minimum opportunity to attend schools staffed with the best qualified teachers available. A denial of this principle is to defeat the basic purposes of American education as they were expressed by its founders and as they have been developed to meet the needs of our modern society.

Equality of educational opportunity does not mean an identical education for all children, but it does mean that certain minimum essentials be provided and it is the thinking of most modern educators that the provision of qualified teachers is one of the minimum essentials.

To promote the equality of educational opportunity it seems necessary that standards of qualifications for the placement of new teachers should be of such type as to insure well prepared, competent teachers in all types and sizes of schools when at all possible. Especially should this be true in the same state and more so in the same school system.

According to a study made by Gupton<sup>1</sup> there was a higher percentage

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<sup>1</sup>Fred Gupton, "A Study of Trends in Teacher Turnover and Some Factors Related to This Turnover in the White-Public Schools of Tennessee from 1938-39 through 1947-48," (Unpublished Master's thesis, The University of Tennessee, Knoxville, 1949).

of turnover among teachers with a low level of preparation than among those with a high level of preparation. Klstree has said:

There has long been a feeling in educational circles that the number of public school teachers leaving their positions each year is inordinarily high; that this high rate of turnover has a very undesirable effect upon the school systems concerned--meaning, as it does, a constantly shifting personnel which militates against a continuous school policy and prevents the intimate acquaintance of home and child so essential for high grade teaching.<sup>2</sup>

This is another reason that the highest level of prepared teachers should be placed in our public schools in order to prevent this high rate of teacher turnover.

In Kincheloe's study, he concludes that "The general trend in the level of preparation of teachers in the white public schools of Tennessee for the school years 1938-39 through 1947-48 was downward."<sup>3</sup>

Observations and investigations suggest that the placement of new teachers is not always of the desirable type. In this study an effort will be made to discover what has happened in the State of Tennessee with respect to the level of preparation and placement of new teachers in the public schools between 1938-39 through 1947-48.

#### Statement of the Problem

The purpose of this study is to show the level of training and

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<sup>2</sup>Willard S. Klstree, Teacher Turnover in New York State, (New York: Columbia University, 1928), p. 2.

<sup>3</sup>James B. Kincheloe, "A Study of Trends in the Level of Preparation of Teachers in the White Public Schools of Tennessee from 1938-39 through 1947-48" (Unpublished Master's thesis, The University of Tennessee, Knoxville, 1949), p. 61.

placement of teachers without previous experience in the white public schools of Tennessee for the period included in the school years of 1938-39 through 1947-48.

The importance of well trained teachers in the provision of an adequate educational program is universally acknowledged. All states recognize, to some degree, the importance of professional preparation in certification requirements. "Training is the most important qualification to be considered in the selection of teaching personnel."<sup>4</sup> In light of such general recognition, the level of preparation of the new teachers and methods of maintaining and improving this level becomes a concern of each state. This study is based upon a sample of 3867 new teachers placed in twenty-five county and sixteen city systems in Tennessee and is concerned with only the level of preparation as determined by the number of years of formal education beyond the high school level. "The public sentiment for better prepared teachers will soon induce the legislatures of states which now have very low requirements to raise them to the higher levels already recognized in the laws of other states. It is likely in the not too distant future the laws of many states will require five years of college preparation for initial certification of inexperienced applicants."<sup>5</sup>

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<sup>4</sup>Walter D. Cocking, Chairman, "Recommendations Affecting Public Education in Tennessee," Report of the Tennessee Educational Commission (Nashville, Tennessee: The Tennessee Educational Commission, 1934), p. 63.

<sup>5</sup>Henry J. Otto, Principles of Elementary Education (New York: Rinehart and Company, Inc., 1949), p. 121.



### Importance of the Study

Recent years have seen a large influx of new teachers into Tennessee Public schools. Immediately following the beginning of the war it was clear from observation that the percentage of new teachers was increasing due to the fact that many of the present teachers in 1940-41 were being called into the service and others were withdrawing from the profession to enter more profitable occupations. Due to this increase in new teachers it is apparent that the general level of preparation of new teachers was either raised or lowered depending upon the level of preparation of those individual new teachers entering the profession for the first time.

While this study places emphasis upon the level of preparation of new teachers in securing competent teachers the writer does not intend to minimize the importance of teachers having experience and the value derived from the sharing of those experiences with new teachers in the schools. Bearing in mind the importance of experienced teachers in schools, it seems that the principle of equality of educational opportunity is not functioning as it should if some type, size, or system of schools is receiving too large a percentage of new teachers, especially when the level of preparation of those new teachers is low.

Before intelligent plans can be made for the future there needs to be an understanding of the influences of the war on Tennessee's public schools in respect to the percentage and level of preparation of new teachers. Upon the completion of this study should there be some undesirable trends revealed it is hoped that proper action may be

taken in order to either eliminate those trends or to make them more desirable. This study is important to the extent that it may give direction to those concerned in improving the public schools of not only Tennessee but of other states, in providing for the employment of new teachers with the highest level of college preparation in order to help insure a higher quality of educational instruction.

#### Definition of Terms

Teacher preparation--less than high school, high school, or years of training beyond the high school level.

Teacher placement--the assignment of a teacher to a particular school by those in authority.

County system--refers to a school district of which the administrative head is the county superintendent.

City system--refers to a school district of which the administrative head is the city superintendent.

Teacher--has reference to the principal, classroom teacher, or librarian.

Size of school--has reference to the number of teaching positions.

Type of school--has reference to the elementary or high school.

Trends--has reference to the direction of change.

Public Schools--has reference to all schools grades one through twelve.

Elementary schools--has reference to schools grades one through eight.



High schools--has reference to schools grades nine through twelve.

New Teachers--refers to those principals, classroom teachers, and librarians entering the educational profession without previous experience either in Tennessee or in any other state or territory.

### Hypotheses of the Study

I. There has been an increase in the percentage of new teachers, without previous experience, placed in the white public schools of Tennessee for the period 1938-39 through 1947-48.

II. The general trend in the level of preparation of new teachers, without previous experience, placed in the white public schools of Tennessee has been downward for the period 1938-39 through 1947-48.

### Methods of Procedure and Sources

#### of Data

The data used in this study were gathered, collected, and compiled by a group of graduate students at the University of Tennessee who were participating in a general study at the University of Tennessee in an attempt to discover, analyze, and interpret changes in Tennessee Public Education from the school year 1938-39 through 1947-48.

There are ninety-five county and fifty-five city school systems in Tennessee. Because of the shortage of man power and the time limits of the group a sampling technique was used in which the study was limited to twenty-five counties and sixteen city systems within these counties.

These systems were selected on a basis of geographical location and size, giving consideration to the three grand divisions of the state. Data were collected from Annual Statistical Reports of County and City Systems,<sup>6</sup> Annual Report of the State Department of Education,<sup>7</sup> and Preliminary Report of High School Principals.<sup>8</sup>

Sizes of schools were grouped as follows: one-teacher, two-teacher, three-teacher, ~~four-through-eight-teacher~~, and nine-or-more-teacher county system elementary schools; eight-or-less-teacher and nine-or-more-teacher county system high schools; and nine-or-more-teacher city system high schools.

Since the school year 1938-39 was not one of the years during World War II it was considered a comparatively "normal" year and was used as a base year from which the amount and direction of change was established.

Levels of preparation were represented by the following symbols:

	SYMBOL
Five years of college training	5
Four years of college training	4
Three years of college training	3

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<sup>6</sup>Annual Statistical Reports of County and City Systems," (Unpublished report, State Department of Education, Nashville, 1939-48).

<sup>7</sup>Annual Statistical Report of the State Department of Education (Nashville: State Department of Education, 1939-48).

<sup>8</sup>Preliminary Report of High School Principals," (Unpublished report, State Department of Education, Nashville, 1939-48).

## SYMBOL

Two years of college training	2
One year of college training	1
High school graduate	0
Less than high school graduate	-1

With this scale a resultant mean may be read as years of college preparation.

### Organization of the Study by Chapters

Chapter I which is an introduction to the study contains the statement of the problem, importance of the study, definition of terms, hypotheses of the study, and methods of procedure and sources of data.

Chapter II deals with the number and percentage of new teachers placed in the white public schools of Tennessee. Trends in the percentage of new teachers are shown for the different systems, types, and sizes of schools with an analysis of those trends and a summary of the chapter.

Chapter III sets forth the general trends in the level of preparation of new teachers in the public schools of Tennessee supplemented with an analysis of those trends and a summary of the chapter.

In Chapter IV is to be found the level of preparation of new teachers in the elementary schools of selected systems in Tennessee. Trends are shown in the level of preparation of new teachers in both county and city system and in certain size schools of those county and city systems. There is an analysis of the trends and a summary of the

chapter.

Chapter V deals with the trends in the level of preparation of new teachers in the high schools of selected systems in Tennessee and in certain size high schools of selected county systems. An analysis of the trends and a summary completes the Chapter.

Chapter VI gives the conclusions of the study and some implications.

## CHAPTER II

### NEW TEACHERS IN TENNESSEE PUBLIC SCHOOLS FROM 1938-1939 THROUGH 1947-1948

Since the period from 1938-39 through 1947-48 involved the time in which the country was at war and a subsequent period of economic inflation, it is likely that this war had its influences on the public schools of Tennessee in many ways. Many Tennessee teachers were called into the service, many took war jobs, and others were attracted to agricultural occupations. This circumstance, no doubt, caused a teacher shortage and many new teachers were placed in the public schools. An attempt in this chapter has been made to try to discover the percentages of new teachers that were placed and where they were employed as to system, type, and size of schools.

#### General Trends in the Percentage of New Teachers

In 1938-39 7.5 per cent of all teachers were new teachers entering the profession for the first time. By 1947-48 the percentage had increased to 8.7 per cent which was a 16.0 per cent increase over the initial year of the period. A high of 9.8 per cent was noted both in 1942-43 and in 1946-47. The low percentage of 7.0 per cent was evidenced in 1940-41. Another rather low percentage of 7.2 per cent was reached in 1944-45. The average percentage for the ten year period of study was 8.3 per cent. Table I, page 11, shows these percentages of new teachers

TABLE I

NUMBER AND PERCENTAGE OF NEW TEACHERS ENTERING  
THE PROFESSION EACH YEAR IN TENNESSEE

Year	Total Teachers	New Teachers	Per Cent of Total
1938-39	4375	327	7.5
1939-40	4922	345	7.0
1940-41	4608	324	7.0
1941-42	4736	399	8.4
1942-43	4844	473	9.8
1943-44	4597	423	9.2
1944-45	4513	322	7.2
1945-46	4651	372	8.0
1946-47	4690	458	9.8
1947-48	4865	425	8.7
Summary: 1938-39 through 1947-48	46402	3867	8.3

for each year of the period. Trend in percentage of new teachers in the public schools of Tennessee is graphically presented in Figure 1, page 13.

### Trends in the Percentage of New Teachers in Selected County and City System Elementary Schools

Number and percentage of new teachers entering the profession in selected county and city system elementary schools are shown in Table II, page 14. In county system elementary schools the per cent that were new teachers in 1938-39 was 8.5 per cent, while in 1947-48 there were 10.9 per cent new teachers, which was an increase of 28.2 per cent over 1938-39. The year 1943-44 had a high of 12.7 per cent while 1940-41 had a low of 7.9 per cent. The average percentage of new teachers for the entire period in county system elementary schools was 10.3 per cent.

The city system elementary schools also showed an increase in percentage of new teachers from 2.8 per cent in 1938-39 to 3.1 per cent in 1947-48, which was a 10.7 per cent increase over the first year of the period. A high of 4.7 per cent was observed in 1939-40 and a low of 1.7 per cent was obtained in 1943-44. Of the total teaching force in the city system elementary schools an average of 3.3 per cent were new teachers during the period between 1938-39 and 1947-48. Figure 2, page 15 shows graphically the trends in percentage of new teachers entering the profession in selected county and city system elementary schools.



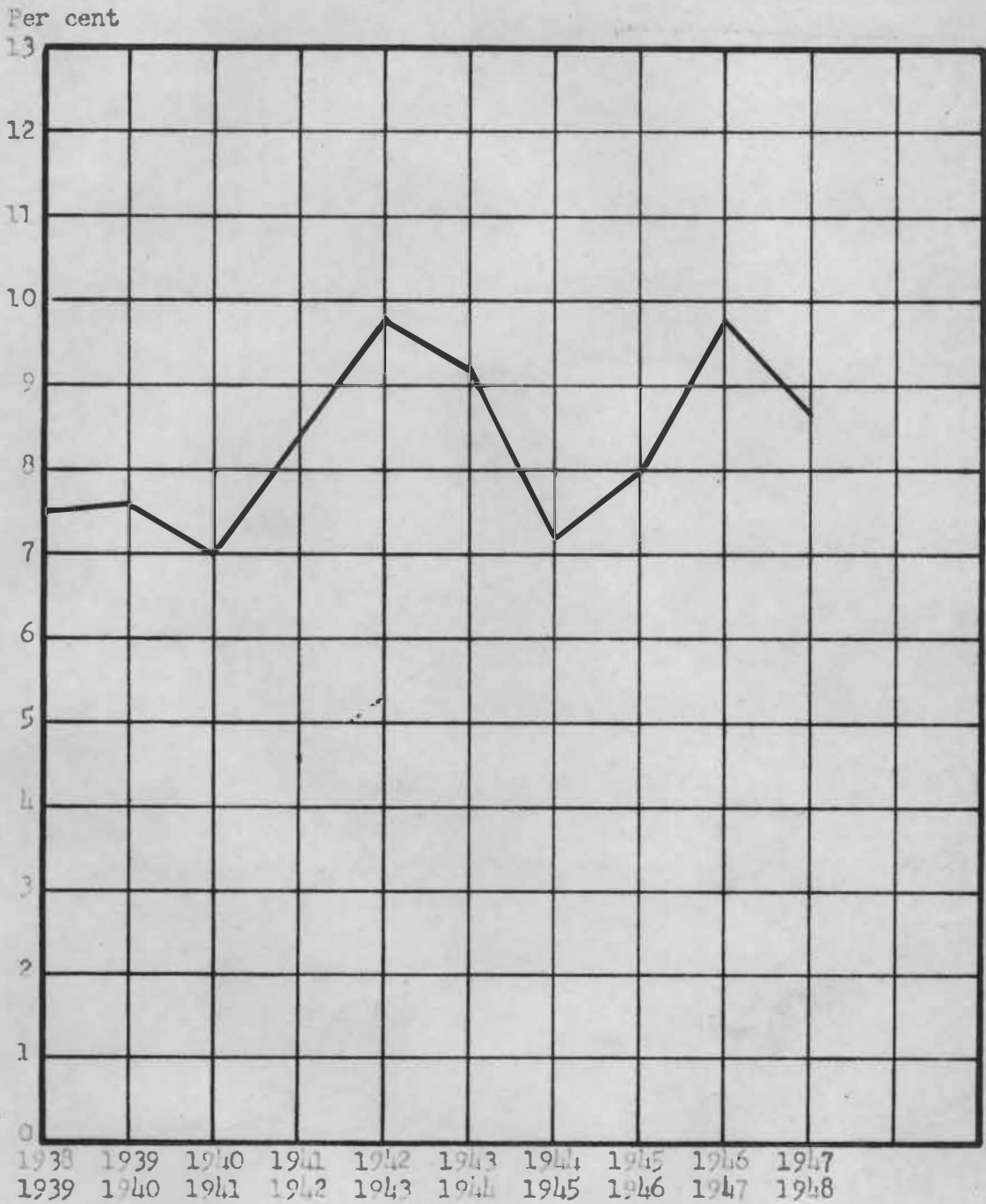


Figure 1. Trend in Percentage of New Teachers in the Public Schools of Tennessee



TABLE II

NUMBER AND PERCENTAGE OF NEW TEACHERS ENTERING THE PROFESSION  
IN SELECTED COUNTY AND CITY SYSTEM ELEMENTARY SCHOOLS

Year	County System			City System		
	Total	New	Per Cent	Total	New	Per Cent
1938-39	2711	230	8.5	597	17	2.8
1939-40	2798	233	8.3	634	30	4.7
1940-41	2852	226	7.9	643	27	4.2
1941-42	2916	303	10.4	655	21	3.2
1942-43	3035	351	11.6	668	28	4.2
1943-44	2802	357	12.7	688	12	1.7
1944-45	2706	246	9.1	694	27	3.9
1945-46	2795	289	10.3	707	16	2.3
1946-47	2785	350	12.6	716	24	3.4
1947-48	2893	316	10.9	732	23	3.1
Summary: 1938-39 through 1947-48	28293	2901	10.3	6734	225	3.3

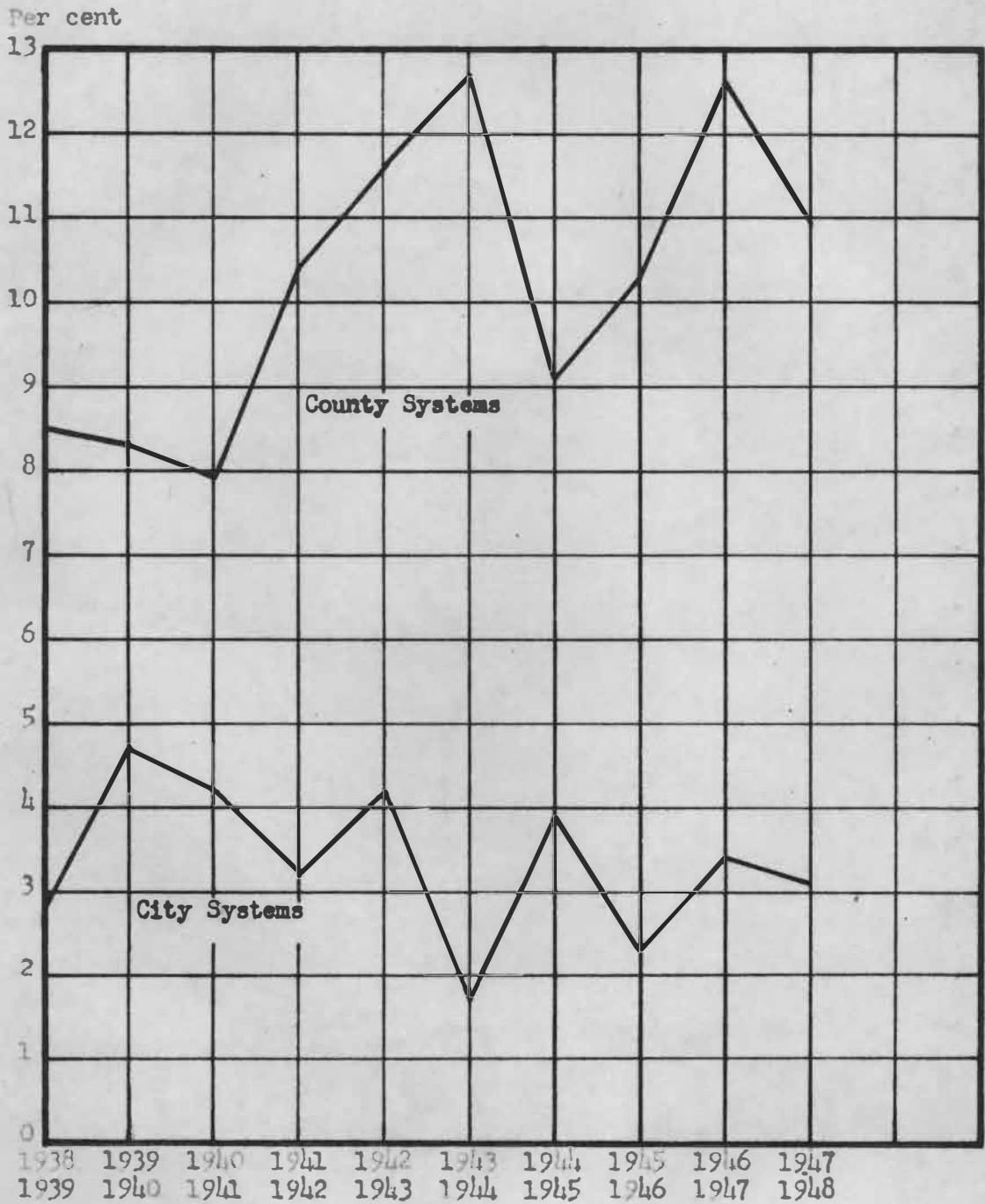


Figure 2. Trends in Percentage of New Teachers Entering the Profession in Selected County and City System Elementary Schools

**Trends in the Percentage of New Teachers in Selected  
County and City System High Schools**

Table III, page 17, shows the number and percentage of new teachers entering the profession in selected county and city system high schools. In county system high schools there was a decline from 9.2 per cent in 1938-39 to 8.1 per cent in 1947-48, which was a 12.0 per cent decrease from 1938-39. A high of 9.8 per cent was evidenced in 1942-43 and a low of 4.6 per cent appeared in 1944-45. Throughout the period there was an average percentage of 7.6 per cent new teachers in selected county system high schools.

In selected city system high schools the period began with 3.0 per cent new teachers and increased to 3.8 per cent by the end of the period, which was a 26.7 per cent increase over the first year of the period. The year 1943-44 set a low of 2.4 per cent while 1946-47 produced a high of 5.5 per cent. The average percentage for the ten-year period was 3.5 per cent. The trends in percentage of new teachers entering the profession in selected county and city system high school are shown graphically in Figure 3, page 18.

**Trends in the Percentage of New Teachers in Certain Size  
Schools of Selected County System Elementary Schools**

Table IV, page 19, shows the number and percentage of new teachers entering the profession by sizes of schools in selected county system elementary schools and the trends in percentage are represented

TABLE III

NUMBER AND PERCENTAGE OF NEW TEACHERS ENTERING THE PROFESSION  
IN SELECTED COUNTY AND CITY SYSTEM HIGH SCHOOLS

Year	County System			City System		
	Total	New	Per Cent	Total	New	Per Cent
1938-39	770	71	9.2	297	9	3.0
1939-40	802	74	9.2	289	8	2.8
1940-41	825	62	7.5	288	9	3.1
1941-42	858	65	7.6	307	10	3.3
1942-43	847	83	9.8	294	11	3.7
1943-44	819	47	5.7	288	7	2.4
1944-45	798	37	4.6	315	12	3.8
1945-46	830	55	6.6	319	11	3.4
1946-47	859	66	7.7	330	18	5.5
1947-48	899	73	8.1	342	13	3.8
Summary: 1938-39 through 1947-48	8306	633	7.6	3068	108	3.5

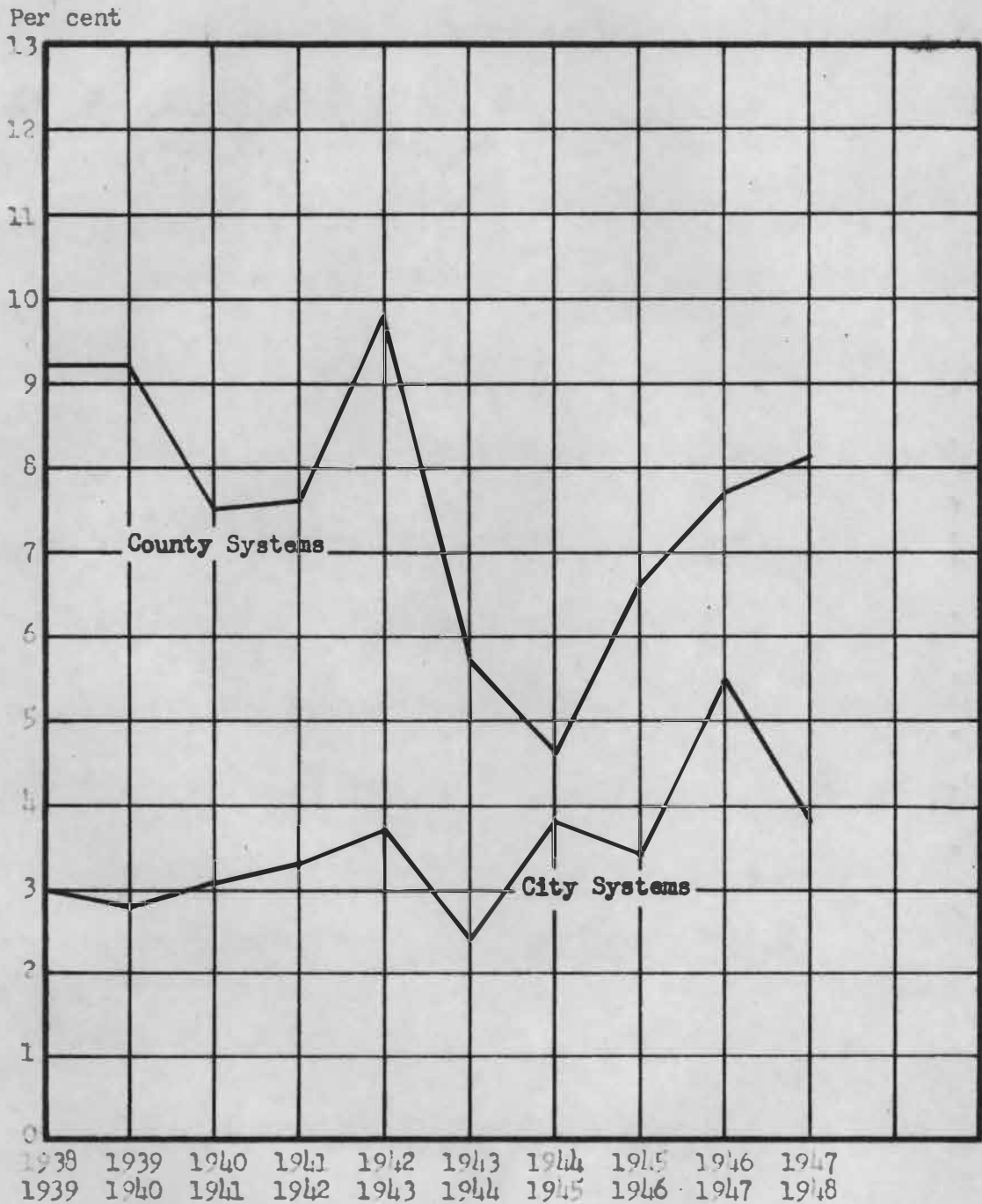


Figure 3. Trends in Percentage of New Teachers Entering the Profession in Selected County and City System High Schools

TABLE IV

NUMBER AND PERCENTAGE OF NEW TEACHERS ENTERING THE PROFESSION  
BY SIZES OF SCHOOLS IN SELECTED COUNTY SYSTEM ELEMENTARY SCHOOLS

Year	One-Teacher			Two-Teacher			Three-Teacher			Four-through-eight Teacher			Nine-or-More Teacher			
	Total	New	Per Cent	Total	New	Per Cent	Total	New	Per Cent	Total	New	Per Cent	Total	New	Per Cent	
1938-39	396	50	12.6	691	80	11.6	338	20	5.9	819	57	7.0	467	23	4.9	
1939-40	387	56	14.5	658	50	7.6	323	25	7.7	863	66	7.5	517	36	6.6	
1940-41	385	41	10.6	661	57	8.6	330	22	6.7	894	80	8.9	582	26	4.5	
1941-42	379	62	16.4	652	69	10.6	332	33	9.9	900	96	10.7	653	43	6.6	
1942-43	390	83	21.3	679	90	13.3	328	49	14.9	942	94	10.0	696	35	5.0	
1943-44	373	92	24.7	595	104	17.5	276	46	16.7	855	70	8.2	703	45	6.4	
1944-45	364	73	20.1	539	63	11.7	264	22	8.3	795	53	6.7	744	35	4.7	
1945-46	371	91	24.5	539	82	15.2	295	36	12.2	770	46	6.0	820	34	4.1	
1946-47	356	88	24.7	491	105	21.4	294	35	11.9	793	77	9.7	851	45	5.3	
1947-48	332	75	22.6	491	70	14.3	287	26	9.1	803	79	9.8	980	66	6.7	
Summary:																
1938-39 through 1947-48	3733	711	19.0	5996	770	12.8	3067	314	10.2	8454	710	8.5	7043	388	5.5	



graphically in Figure 4, page 21. The one-teacher school had the highest average percentage of new teachers of any size school for the period. As the sizes of the schools increased the average percentage of new teachers decreased. In 1938-39 12.6 per cent of the teachers in one-teacher elementary schools of county systems were new teachers while in 1947-48 22.6 per cent were new, an increase of 79.4 per cent over 1938-39. A high of 24.7 per cent was attained in both 1943-44 and in 1946-47. A low of 10.6 was evident in 1940-41. The average for the period was 19.0 per cent.

The two-teacher schools followed somewhat of the same pattern as the one-teacher schools except with lower percentages of new teachers. The period started with 11.6 per cent in 1938-39 and terminated with 14.3 per cent in 1947-48, which was an increase of 23.3 per cent over the first year of the period. In 1946-47 a high of 21.4 per cent was reached while in 1939-40 there was a low of 7.6 per cent. A 12.8 per cent average was found for the ten-year period.

The three-teacher schools varied, to a certain extent, from the patterns set by the one and two-teacher schools. For two years of the period a greater percentage of new teachers was placed in the three-teacher schools than in the corresponding years for the two-teacher schools. In the initial year of the period a low of 5.9 per cent were new teachers while in 1947-48 9.1 per cent were new teachers, showing an increase of 54.2 per cent over the first year of the period. The high of 16.7 per cent was reached in 1943-44. A 10.2 per cent average was found for the period.

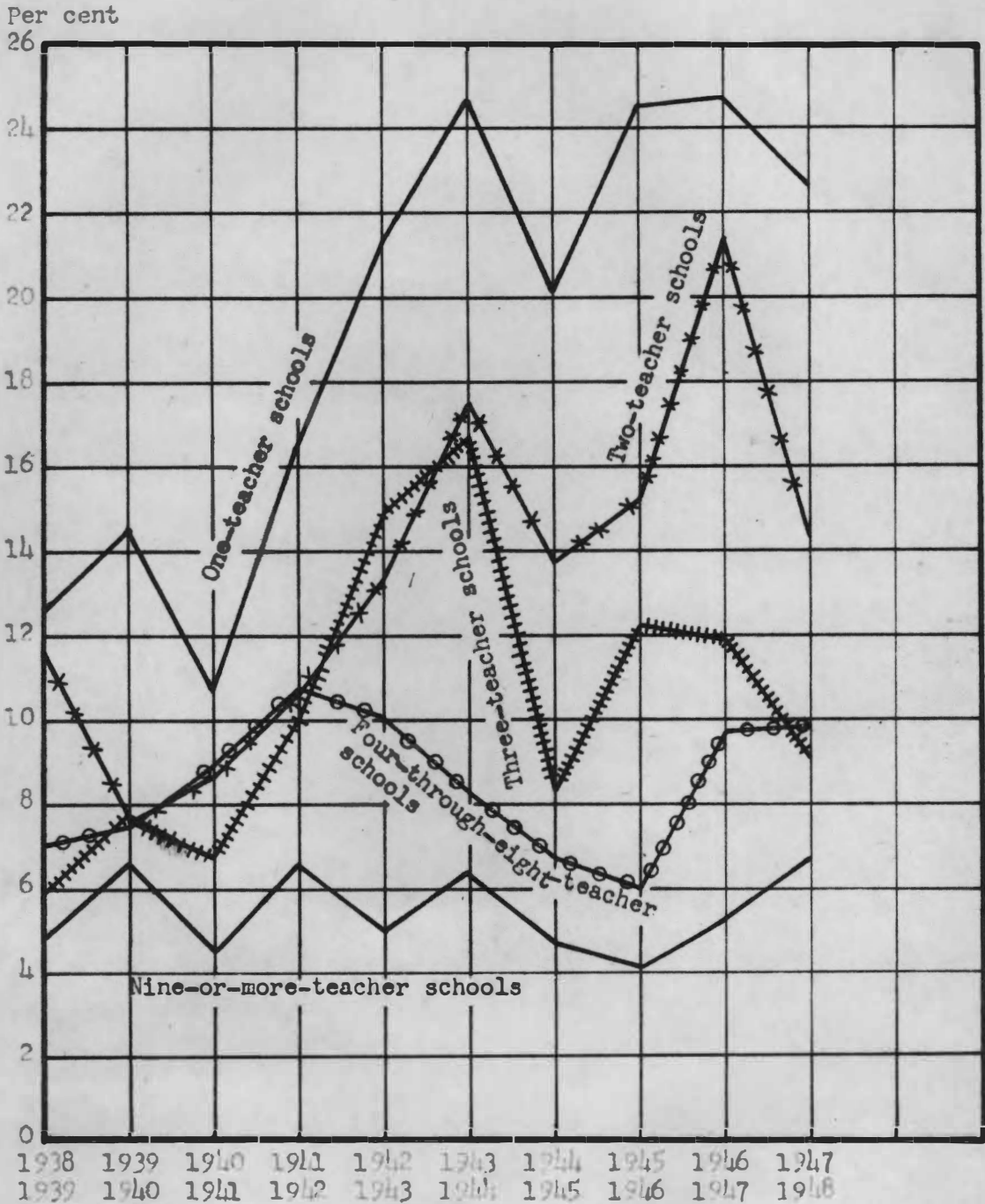


Figure 4. Trends in Percentage of New Teachers Entering the Profession by Sizes of Schools in Selected County System Elementary Schools



The four-through-eight-teacher schools followed no particular pattern. In the first year of the period 7.0 per cent of all teachers were new in the profession which was a greater per cent than that found for the three-teacher schools in the same year. The period ended with 9.8 per cent which was also greater than the per cent for the three-teacher schools in the same year. This increase of 2.8 per cent was a 40.0 per cent increase over the year 1938-39. In 1940-41 and 1941-42 the percentages were even greater than the percentages for the two-teacher schools in those same years. A low of 6.0 per cent was reached in 1945-46 and a high of 10.7 per cent was found in 1941-42. The four-through-eight-teacher schools had an average percentage of 8.5 per cent new teachers.

The nine-or-more-teacher elementary schools of county had systems the lowest percentage of new teachers of any size school. Not only did they have the lowest period average of 5.5 per cent but were lower for each year of the period, beginning with 4.9 per cent in 1938-39 and ending with a high of 6.7 per cent in 1947-48, showing a 36.7 per cent increase over the initial year of the period. The year 1945-46 was the year with the lowest per cent which was 4.1 per cent. These foregoing trends of certain size county system elementary schools are graphically represented in Figure 4, page 21.

**Trends in the Percentage of New Teachers in Certain Size  
Schools of Selected City System Elementary Schools**

Table V, page 23, shows the number and percentage of new teachers

TABLE V

NUMBER AND PERCENTAGE OF NEW TEACHERS ENTERING THE PROFESSION  
BY SIZES OF SCHOOLS IN SELECTED CITY SYSTEM ELEMENTARY SCHOOLS

Year	Eight-or-Less Teacher			Nine-or-More Teacher		
	Total	New	Per Cent	Total	New	Per Cent
1938-39	106	2	1.9	491	15	3.1
1939-40	98	6	6.1	536	24	4.5
1940-41	102	2	2.0	541	25	4.6
1941-42	74	1	1.4	581	20	3.4
1942-43	84	3	3.6	584	25	4.3
1943-44	85	1	1.2	603	11	1.8
1944-45	88	4	4.5	606	23	3.8
1945-46	81	1	1.2	626	15	2.4
1946-47	63	5	7.9	653	19	2.9
1947-48	55	0	0	677	23	3.4
Summary: 1938-39 through 1947-48	836	25	3.0	5898	200	3.4

entering the profession by sizes of schools in selected city system elementary schools. The eight-or-less-teacher schools showed 1.9 per cent were new teachers in 1938-39 but by 1947-48 it had dropped to 0.0 per cent, a decrease of 100 per cent from 1938-39. A low of 1.2 per cent was discovered for both 1943-44 and 1945-46 while a high of 7.9 per cent was present in 1946-47. A 3.0 per cent average was evidenced for the ten-year period.

The relationship which existed between the different size schools of county system elementary schools is completely reversed when studying the different size schools of city system elementary schools. Here the largest schools had the greater percentage of new teachers. In the nine-or-more-teacher schools 3.1 per cent new teachers was found in 1938-39 and 3.4 per cent in 1947-48, an increase of 9.7 per cent over 1938-39. The year 1943-44 showed a low of 1.8 per cent and 1940-41 a high of 4.6 per cent. The percentage average for the period under study was 3.4 per cent. A graphical representation of the foregoing trends is shown in Figure 5, page 25.

#### Trends in the Percentage of New Teachers in Certain Size Schools of Selected County System High Schools

In Table VI, page 26, can be found the number and percentage of new teachers entering the profession by sizes of schools in selected county system high schools. In the initial year 12.6 per cent was noted while in 1947-48 the eight-or-less-teacher schools had 10.3 per cent new teachers, which was a decrease of 18.3 per cent from 1938-39.

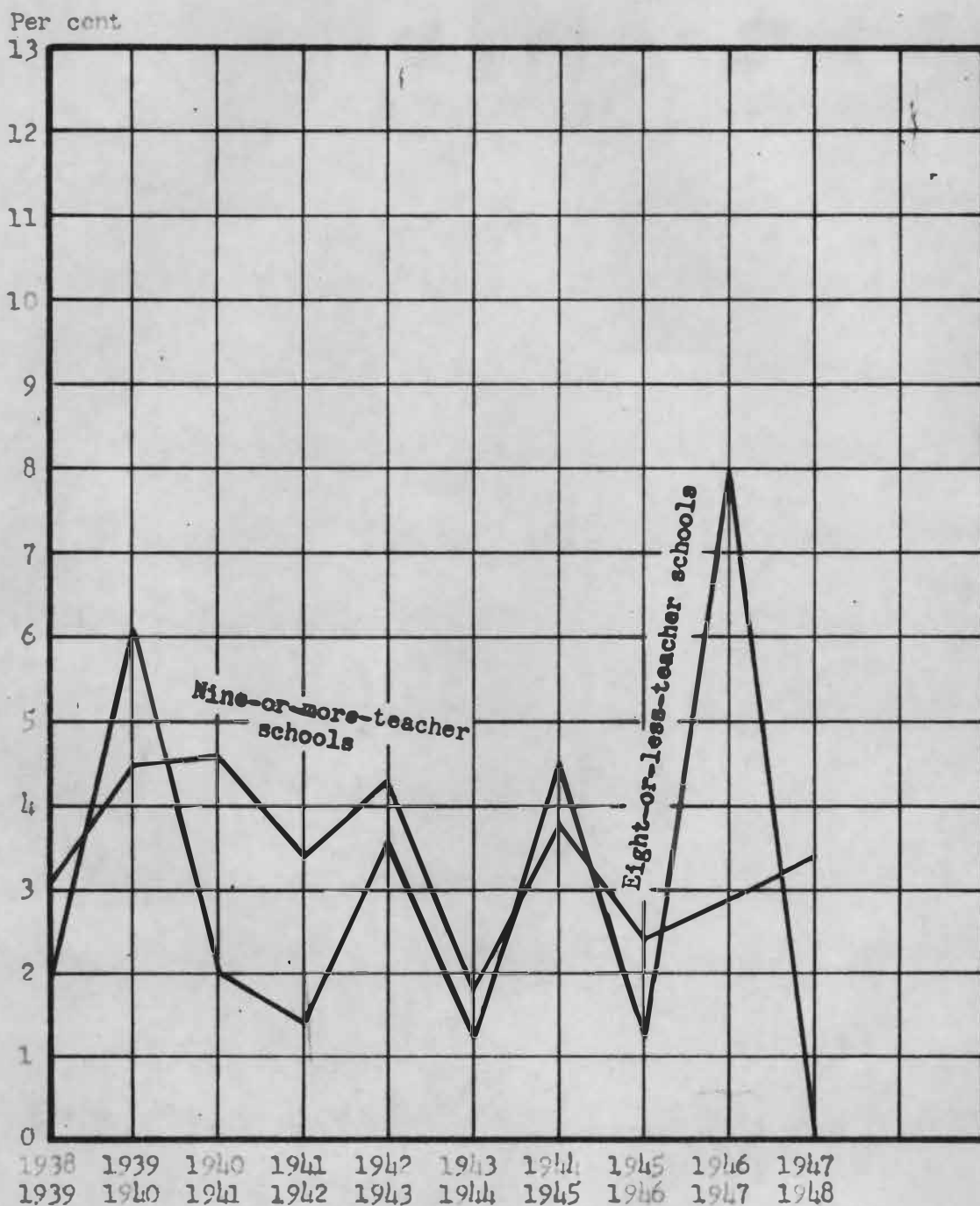


Figure 5. Trends in Percentage of New Teachers Entering the Profession by Sizes of Schools in Selected City System Elementary Schools

TABLE VI

NUMBER AND PERCENTAGE OF NEW TEACHERS ENTERING THE PROFESSION  
BY SIZES OF SCHOOLS IN SELECTED COUNTY SYSTEM HIGH SCHOOLS

Year	Eight-or-Less Teacher			Nine-or-More Teacher		
	Total	New	Per Cent	Total	New	Per Cent
1938-39	380	48	12.6	390	23	5.9
1939-40	364	38	10.4	437	36	8.2
1940-41	371	39	10.5	454	23	5.1
1941-42	350	37	10.6	508	28	5.5
1942-43	366	45	12.3	481	38	7.9
1943-44	372	22	5.9	447	25	5.6
1944-45	374	17	4.5	424	20	4.7
1945-46	387	32	8.3	443	23	5.2
1946-47	365	31	17.0	494	35	7.1
1947-48	291	30	10.3	608	43	7.1
Summary: 1938-39 through 1947-48	3620	339	9.4	4686	294	6.3

The year 1944-45 was the low year with 4.5 per cent while 17.0 per cent was a high in 1946-47. The percentage average for the period was 9.4 per cent.

The nine-or-more-teacher schools had an average for the period of 6.3 per cent beginning the period with 5.9 per cent and closing with 7.1 percent, an increase of 20.3 per cent over the initial year of the period. A low of 4.7 per cent was discovered in 1944-45 and a high was evident in 1939-40 of 8.2 per cent. Consult Figure 6, page 28, for a graphical representation of the above trends.

All city system high schools were of one size category namely, nine-or-more-teacher schools.

#### Analysis of Trends

Apparently there was not a consistent number of new teachers entering the teaching field every year in Tennessee. For the ten-year period an average of 8.3 per cent of all teachers were without previous experience. From a low of 7.0 per cent in 1940-41 to a high of 9.8 per cent in 1946-47 there was a 40.0 per cent increase over 1940-41 in percentage of new teachers in the total staff. This percentage of new teachers would indicate that on the average a complete turnover of teaching personnel takes place every twelve years. This simply means, since many teachers stay in the profession for much longer than twelve years, that numerous teaching jobs are frequently filled by new teachers. Undoubtedly school administrators, having placed so many inexperienced permit teachers in recent years would believe this 8.3 per cent too low,

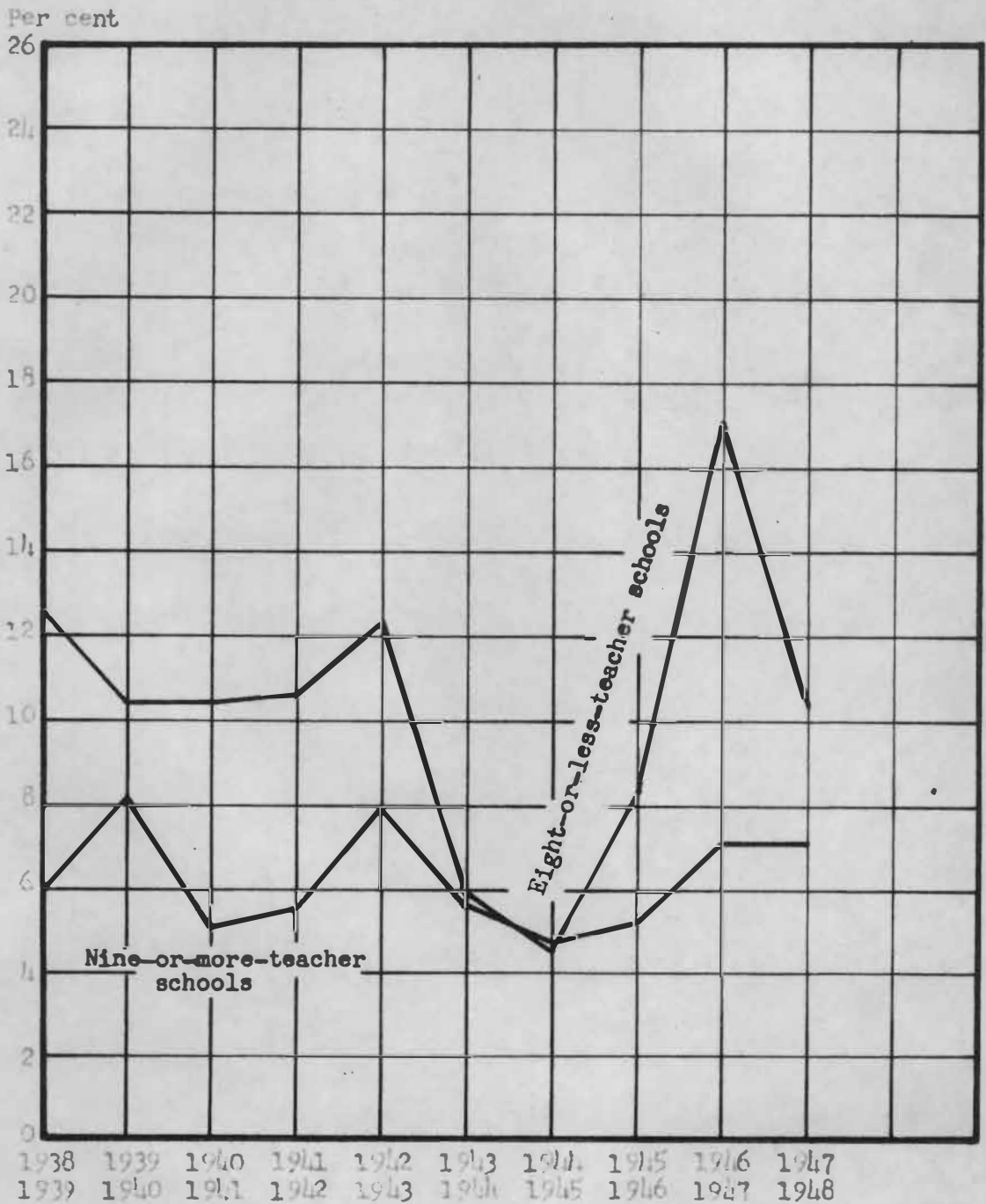


Figure 6. Trends in the Percentage of New Teachers Entering the Profession by Sizes of Schools in Selected County System High Schools



but all permit teachers are not new teachers since some of them have had previous experience and thus many teachers returning to the profession were not counted as new teachers in this study.

If we assume that thirty years is a normal length of service for a stable profession, it is evident that a rate of 3 to 5 per cent new teachers would be normal. In fact, this was precisely what occurred in city systems. In the elementary schools of city systems the number of new teachers of the total staff averaged 3.3 per cent, while in the high schools the number was 3.5 per cent. The county system elementary schools had an average of 10.3 per cent new teachers, and county system high schools had 7.6 per cent. These figures reveal that county system elementary schools had proportionality more than three times as many new teachers as city system elementary schools. These figures also reveal that county system high schools had proportionally more than twice as many new teachers as city system high schools.

These figures became more significant with an analysis of placement by different size schools. The size of school in city systems did not seem to have the discernible effect upon the percentage of new teachers in the total staff as it did in the county system schools. In the large high schools of county systems the average number of new teachers was 6.3 per cent, while in the small high schools the number was 9.4 per cent. The elementary schools of these systems show even more pronounced differences. In the one-teacher schools the average was 19.0 per cent, and in the nine-or-more-teacher schools the average was 5.5 per cent new teachers. Other size schools between these two sizes show



proportional differences.

Both county and city system elementary schools increased over the ten-year period in percentages of new teachers placed in the systems. The county system elementary schools increased 28.2 per cent over 1938-39 while the city system elementary schools increased 10.7 per cent over 1938-39 in percentage of new teachers placed in the respective systems.

The county system high schools decreased 12.0 per cent from the initial year of the period in percentage of new teachers employed while the city system high schools increased 26.7 per cent.

For each size school in the county system elementary schools there was an increase in the percentage of new teachers employed between 1938-39 and 1947-48. The one-teacher schools made the greatest increase in percentage of new teachers in proportion to those new teachers placed in 1938-39 and the two-teacher schools made the smallest increase in the same respect.

It is significant to note that the eight-or-less-teacher schools in city system elementary schools decreased rather than increased in percentage of new teachers placed while the larger nine-or-more-teacher schools increased during the ten-year period. Also the same type trends were prevalent in county system high schools where there was a decrease in the eight-or-less-teacher school and an increase in the nine-or-more-teacher schools with respect to new teachers placed during the period under study.

### Summary

During the period under study there was a 16 per cent increase in the percentage of new teachers placed in the public schools of Tennessee, with an average of 8.3 per cent of all teachers. It was found that the county system elementary schools had a higher percentage of new teachers followed by county system high schools, city system high schools, and city system elementary schools in decreasing order. The county system high schools were the only type schools which showed a decrease for the period from 1938-39 to 1947-48. The other three type schools each showed an increase with the county system elementary schools making the greatest increase and the city system elementary schools making the least increase.

In the county system elementary schools a greater percentage of new teachers were placed in the one-teacher schools than in any other size school with the least percentage being placed in the nine-or-more-teacher schools. Each size school showed a general increase between 1938-39 and 1947-48 with the greatest increase in the one-teacher schools and the least increase in the two-teacher schools.

A study of the city system elementary schools shows the nine-or-more-teacher schools with the greatest percentage of new teachers and also making an increase in per cent for the ten-year period. The eight-or-less-teacher schools had the least percentage of new teachers and for the period there was a decrease in percentage.

The eight-or-less-teacher schools of county system high schools had the greater percentage of new teachers but there was a decline in per cent

during the period. The nine-or-more-teacher schools had the smallest percentage of new teachers although there was an increase in percentage from 1938-39 through 1947-48.

## CHAPTER III

### THE LEVEL OF PREPARATION OF NEW TEACHERS IN THE PUBLIC SCHOOLS OF TENNESSEE FROM 1938-39 THROUGH 1947-48

"The general trend in the level of preparation of all the teachers in Tennessee's public schools for the period 1938-39 through 1947-48 was downward."<sup>1</sup> Due to the teacher shortage brought about by the influences of World War II there is a likelihood that the level of preparation of new teachers for this period was also downward. This chapter will attempt to show the general trends in the level of preparation of new teachers in order to either deny or verify the foregoing assumption.

#### General Trends in the Preparation of New Teachers

The mean preparation of new teachers in Tennessee in 1938-39 was 2.94 years of college training, and in 1947-48 it was 1.77 years, a decline of 1.17 years. A high of 3.11 years was reached in 1940-41. The low for the period was 1.25 years in 1946-47. The average training of all new teachers for the ten-year period was 2.78 years. The median years of preparation was 3 years of preparation for each year from 1938-39 through 1941-42, 2 years in 1942-43, 0 years for each year from 1943-44 through 1946-47, and the period ended with a median of 2 years of preparation in 1947-48. Table VII, page 34, shows these mean and

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<sup>1</sup>James B. Kinchloe, "A Study of Trends in the Level of Preparation of Teachers in the White Public Schools of Tennessee from 1938-39 through 1947-48," (Unpublished Master's thesis, The University of Tennessee, Knoxville, 1949), p. 61.

TABLE VII

**MEAN AND MEDIAN YEARS OF PREPARATION OF NEW WHITE  
PUBLIC SCHOOL TEACHERS IN TENNESSEE**

<b>Year</b>	<b>Mean</b>	<b>Median</b>
1938-39	2.94	3
1939-40	3.06	3
1940-41	3.11	3
1941-42	2.91	3
1942-43	2.19	2
1943-44	1.32	0
1944-45	1.42	0
1945-46	1.33	0
1946-47	1.25	0
1947-48	1.77	2
<b>Summary:</b> 1938-39 through 1947-48	<b>2.70</b>	<b>2</b>

median years of preparation for each year of the period. The trend in mean years of preparation is graphically presented in Figure 7, page 36.

Table XII, Appendix A, page 97, shows the number and percentage of new teachers by levels of preparation in selected white public schools of Tennessee. Trends in the level of preparation of these new teachers are shown in Figure 8, page 37. The number of new teachers with four or more years of college training decreased over the period from 44.6 per cent in 1938-39 to 32.2 per cent in 1947-48, which was a 27.8 per cent decrease in percentage of new teachers with four or more years of college preparation. The school year 1943-44 showed the lowest percentage of new teachers, 19.4 per cent, with this amount of training, and 1940-41 had the highest percentage of 49.7 per cent new teachers with four or more years of college training. The average percentage of new teachers with four or more years of college preparation for the ten-year period was 33.8 per cent.

The number of new teachers with three years of college preparation decreased from 8.3 per cent in 1938-39 to 4.2 per cent in 1947-48. This was a decrease of 49.4 per cent new teachers with such training. A low of 2.6 per cent was found in 1946-47 and a high of 13.3 per cent was reached in 1940-41 in percentage of new teachers with three years of college training. The average percentage was 6.9 per cent new teachers with three years of college preparation for the ten-year period.

The number of new teachers with two years of college preparation also decreased over the ten-year period with a high of 43.1 per cent in 1938-39 and 15.3 per cent in 1947-48. From computations using these



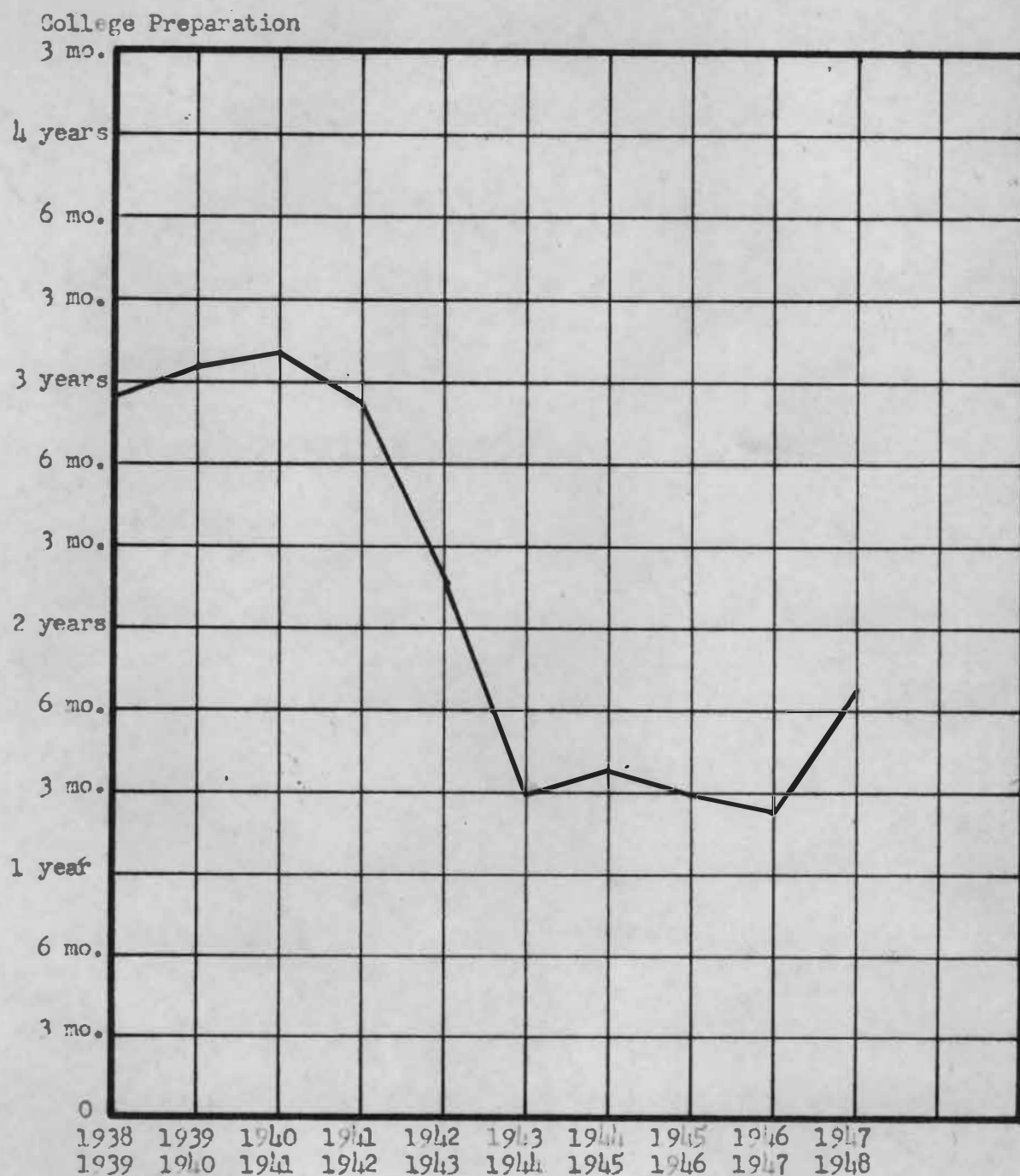


Figure 7. Trend in Mean Years of Preparation of New White Public School Teachers in Tennessee



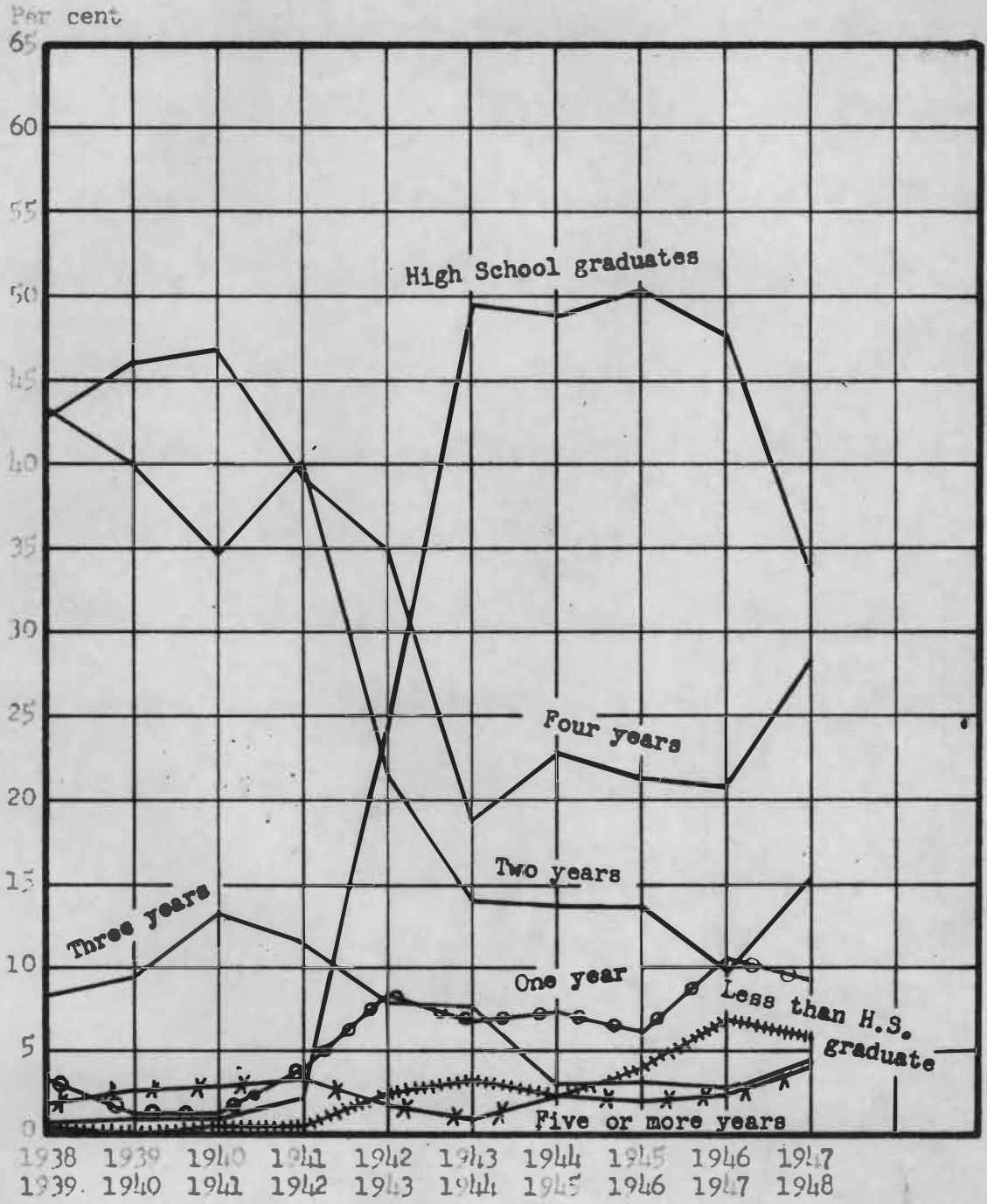


Figure 8. Trends in Percentage of New Teachers by Levels of Preparation in All the Selected White Public Schools of Tennessee

percentages it was found that there was a decrease of 64.5 per cent in the percentage of new teachers with two years of college preparation over the period under study. The year 1946-47 had a low of 9.6 per cent. There was an average for the period of 23.7 per cent of all new teachers who had two years of college preparation.

The trend in the percentage of new teachers with one year of college preparation was found to be a reverse of the trends established for the new teachers with higher levels of college preparation. In 1938-39 3.1 per cent of the new teachers had one year of college training while in 1947-48 9.2 per cent of the new teachers had such training. These figures represent an increase of 196.8 per cent in the percentage of new teachers with one year of college preparation. A low of 1.2 per cent was obtained in both 1939-40 and 1940-41 and a high of 10.5 per cent was reached in 1946-47. The average percentage for the period of new teachers with one year of college preparation was 6.0 per cent.

New teachers with no college preparation increased from a low of 0.9 per cent of all new teachers in 1938-39 to 39.0 per cent of all new teachers in 1947-48 which represents an increase of 4233.3 per cent in the percentage of new teachers with no college training. A high of 54.4 per cent of all new teachers was noted in 1946-47 as having no college training. For the ten-year period there was an average of 29.6 per cent of all new teachers who had no college preparation.

#### Analysis of Trends

The general trend in the level of preparation of new teachers in

the state has been downward during the ten-year period from 1938-39 to 1947-48. The downward tendency appeared in 1941-42 which was a reverse of an upward trend evident from the first year of the period. This downward tendency continued through 1943-44, rose slightly in 1944-45, and continued downward through 1946-47. This downward tendency overbalanced the increases made earlier in the period by eleven times. The school year of 1947-48 showed a termination of the downward trend and a tendency upward. The decline in mean preparation of new teachers for the period was 39.8 per cent. This decline amounted to 1.17 years or more than 10.5 months of college training.

There were also some very significant changes during the period as to the numbers of new teachers by various levels of preparation. In 1938-39 out of every one hundred new teachers in the state, forty-four had four or more years of college training, while in 1947-48 thirty-two out of every one hundred new teachers had four or more years of training, which was a 27.8 per cent decrease. Of the forty-four out of one hundred new teachers with four or more years of college training in 1938-39, two had five or more years, and in 1947-48 of the thirty-two out of one hundred with four or more years of training, four had five or more years. In 1938-39 out of every one hundred new teachers in the state eight had three years of college preparation while in the last year of the period only four had three years of college training. This was a decrease of almost 50 per cent in the percentage of new teachers having three years of college training. For the same period forty-three new teachers out

of every one hundred in the initial year of the period had two years of college training but in the last year of the period only fifteen new teachers had such training. This represents a decrease of 64.5 per cent of the percentage of new teachers with two years of college preparation. In 1938-39 out of every one hundred new teachers three of them had one year of college preparation and in 1947-48 nine out of every one hundred had like preparation. This is an increase of almost 200 per cent in the percentage of new teachers with one year of college training. In the first year of the period one out of every one hundred new teachers had no college preparation while in the last year of the period thirty-nine out of every one hundred new teachers had no college preparation which was an increase of about 4233 per cent new teachers with no college preparation. In other words, in 1947-48 the percentage of new teachers with no college preparation was forty-three times as great as the percentage of such new teachers in 1938-39. An even more striking statement can be made concerning the years 1945-46 and 1946-47 when it was found that the percentage of new teachers without any college preparation was sixty times as great as those new teachers in 1938-39.

#### Summary

The general trend in the level of preparation of all the new teachers in Tennessee's public schools for the period 1938-39 through

1947-48 was downward, although upward tendencies were evident from 1938-39 through 1940-41, in 1944-45, and again in 1947-48. The decline in mean preparation amounted to 1.17 years of college training, a decline of 39.8 per cent. This drastic decline came about due to the fact that almost as many new teachers without any college preparation were placed in the public schools of Tennessee as there were new teachers with four or more years of college preparation. Those levels of preparation of new teachers which showed an increase for the period were those new teachers with five years of college training, those with one year of college training, and those with no college training. The new teachers with no college training made, by far, the greatest increase in percentage of new teachers. Those levels of preparation of new teachers which showed a decrease were those new teachers with four, three, and two years of college preparation. Those new teachers with two years of college training showed the greatest decrease in percentage of new teachers. Thirty-three and eight-tenths per cent of all new teachers had four or more years of college preparation while 29.6 per cent of the new teachers had no college training.

## CHAPTER IV

### THE LEVEL OF PREPARATION OF NEW TEACHERS IN THE ELEMENTARY SCHOOLS OF SELECTED SYSTEMS IN TENNESSEE FROM 1938-1939 THROUGH 1947-1948

Noted authors emphasize the importance of elementary schools as a part of our educational program. It is during this period that the youth of today are being transformed into citizens of tomorrow. The early years of a person's life are important ones and it is obvious that these schools should be staffed with the most competent personnel.

"Let it be kept well in mind that the free school system as established by our forefathers had for its purpose to extend equal opportunities to all members of the commonwealth."<sup>1</sup> The elementary schools which help to extend equal educational opportunities should not be penalized by placing incompetent personnel in these schools when it could otherwise be prevented.

A national research of twenty years ago points up the fact that a very large percentage of the new teachers in city system elementary schools had two or more years of college preparation. The findings of this research are given below for the purpose of comparing the level of preparation of new teachers in city system elementary schools of Tennessee for the period of 1938-39 through 1947-48 with that of the national picture in 1930-31.

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<sup>1</sup>Harold Waldstein Foght, The American Rural School (New York: The Macmillan Company, 1926), p. 303.



**Qualifications of Newly Appointed Teachers in  
1930-31 in Cities of over 2500<sup>2</sup>**

Professional Training	Elementary School Teachers
Less than 1 year	0.25
1 year	1.8
2 years	74.7
3 years	16.1
4 years	6.1
5 years	0.1
6 years	0.0

<sup>3</sup>"The great need is for professionally trained rural school teachers."

This chapter is an attempt to reveal the trends in the level of preparation of new teachers in the elementary schools of Tennessee and to show the relationship between this level of preparation and that of all new teachers in the public schools in respect to system and size of schools.

**Trends in the Level of Preparation of New Teachers  
in Selected County and City System  
Elementary Schools**

Table VMI, page 44, shows the mean and median years of preparation for new county and city system elementary teachers. The mean preparation of new teachers in county systems in 1938-39 was 2.54 years of college training and in 1947-48 it was 1.09 years, a decline of 1.45 years or 57.9 per cent. A general rise was evident through 1940-41 reaching 2.75 years. The lowest mean over the period was 0.53 years of preparation in 1946-47. This is graphically presented in Figure 9, page 45.

<sup>2</sup>Research Bulletin of the National Education Association, Vol. X, No. 1, January 1932, p. 8.

<sup>3</sup>Harold Waldstein Foght, op. cit., p. 19.



TABLE VIII

MEAN AND MEDIAN YEARS OF PREPARATION OF NEW TEACHERS IN ELEMENTARY  
SCHOOLS OF SELECTED COUNTY AND CITY SYSTEMS

Year	County		City	
	Mean	Median	Mean	Median
1938-39	2.54	2	3.41	4
1939-40	2.62	2	3.77	4
1940-41	2.75	2	3.78	4
1941-42	2.55	2	3.86	4
1942-43	1.63	2	3.46	4
1943-44	.90	0	3.25	4
1944-45	.81	0	3.00	4
1945-46	.71	0	2.81	3
1946-47	.53	0	2.92	4
1947-48	1.09	0	3.78	4
Summary 1938-39 through 1947-48	1.92	1	3.44	4

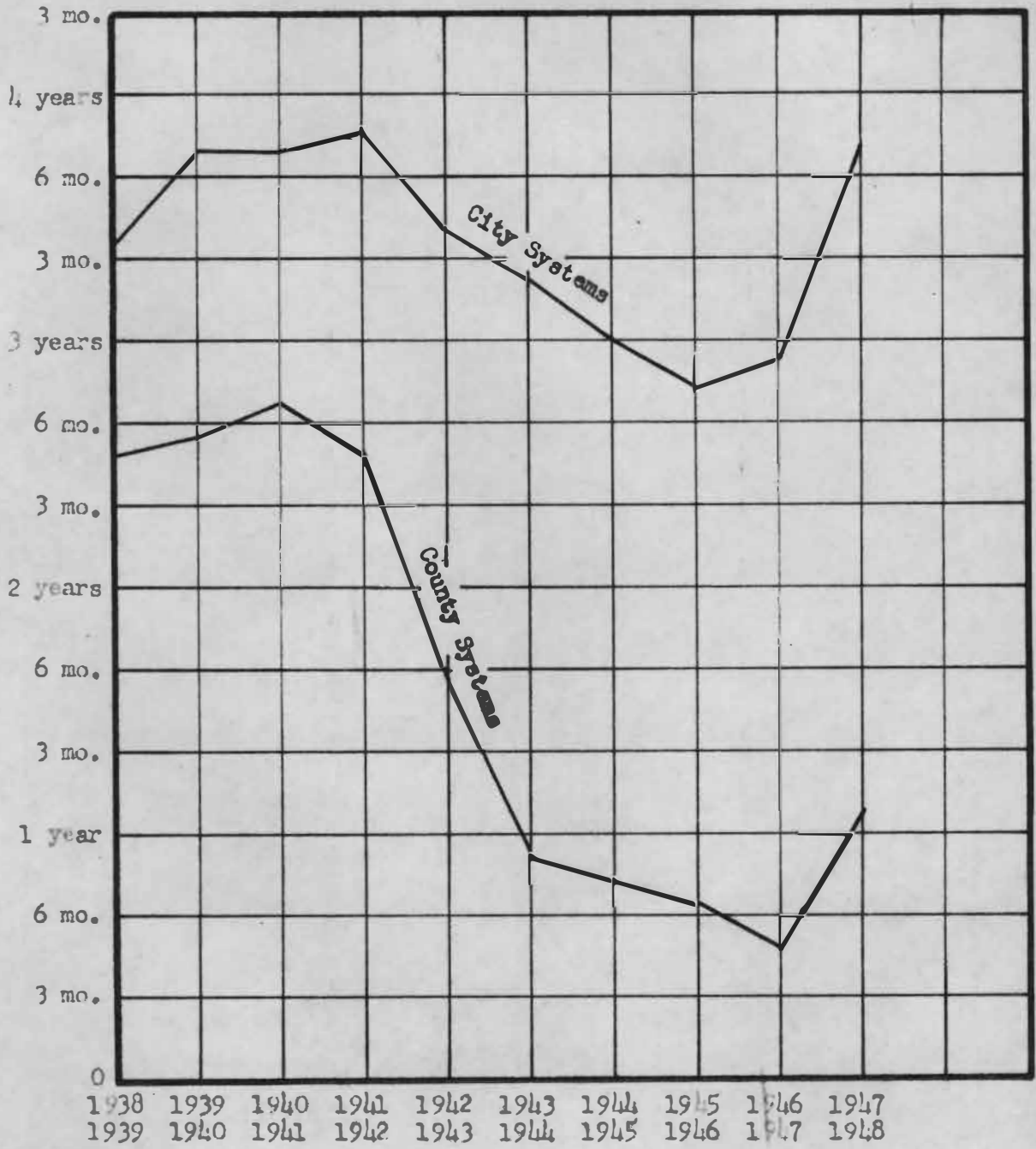


Figure 9. Trends in Mean Years of Preparation of New Teachers in Elementary Schools of Selected County and City Systems

For the whole period, the mean of means was 1.52 years. The median for each of the first five years of the period was 2 years and for each of the last five years the mean was 0 years.

The mean preparation of new teachers in city system elementary schools in 1938-39 was 3.41 years of college training, and in 1947-48 it was 3.78 years, an increase of 0.37 years or 10.9 per cent. A general rise was evident through 1941-42, reaching 3.86 years of college preparation. A decline occurred for four years through 1945-46, reaching a low of 2.81 years of college training for the period. Then there was an increase for the next two years through 1947-48. The mean of means for the ten years was 3.44 years of college training. The median preparation for all years of the period was 4 years with the exception of 1945-46 when it was 3 years.

Table XI, Appendix B, page 106, shows the number and percentage of new teachers by levels of preparation in elementary schools of selected county and city systems. The number of new teachers in county system elementary schools with four or more years of college training decreased 24.3 per cent in 1938-39 to 14.2 per cent in 1947-48. This was a decrease of 41.6 per cent from 1938-39. The high for new teachers with such training was 30.1 per cent in 1940-41 and the low was 6.0 per cent in 1946-47, a decline of 80.1 per cent. The new teachers with one, two, or three years of college training in county system elementary schools decreased from 74.8 per cent in 1938-39 to 33.3 per cent in 1947-48, a decline of 55.5 per cent in level of preparation. The high for new teachers with such training was 74.8 per cent in 1938-39, and the low was 23.2 per cent in 1945-46, a decline of 69.0 per cent. New teachers

with no college preparation in county system elementary schools increased from 0.9 per cent in the initial year of the study to 52.5 per cent in the last year, an increase of 98.3 per cent. A high of 70.0 per cent was reached in 1946-47. Trends in percentage of new teachers in city and county system elementary schools with four or more years of college training are shown in Figure 10, page 48. New teachers in county and city system elementary schools with no college training are shown in Figure 11, page 49.

The number of new teachers with four or more years of college training in city system elementary schools increased from 70.6 per cent in 1938-39 to 87.0 per cent in 1947-48, an increase of 23.2 per cent over 1938-39. A low of 50.0 per cent was reached in 1945-46. The number of new teachers with one, two, and three years of college training was very irregular during the period, reaching a high of 43.7 per cent in 1945-46 and a low of 11.1 per cent in 1940-41, an increase of 74.6 per cent in the five years. There were no new teachers in city system elementary schools with no college training employed in 1938-39, 1939-40, 1941-42, and 1947-48 but a high of 18.5 per cent was noted in 1944-45.

Table IX, page 50, gives the mean and median years of preparation of new teachers in certain size county system elementary schools. This mean is graphically shown in Figure 12, page 51. The trends in percentage of new teachers in certain size county system elementary schools with four or more years of college training and those with no college training are presented in Figure 13, page 52, and Figure 14, page 53, respectively.

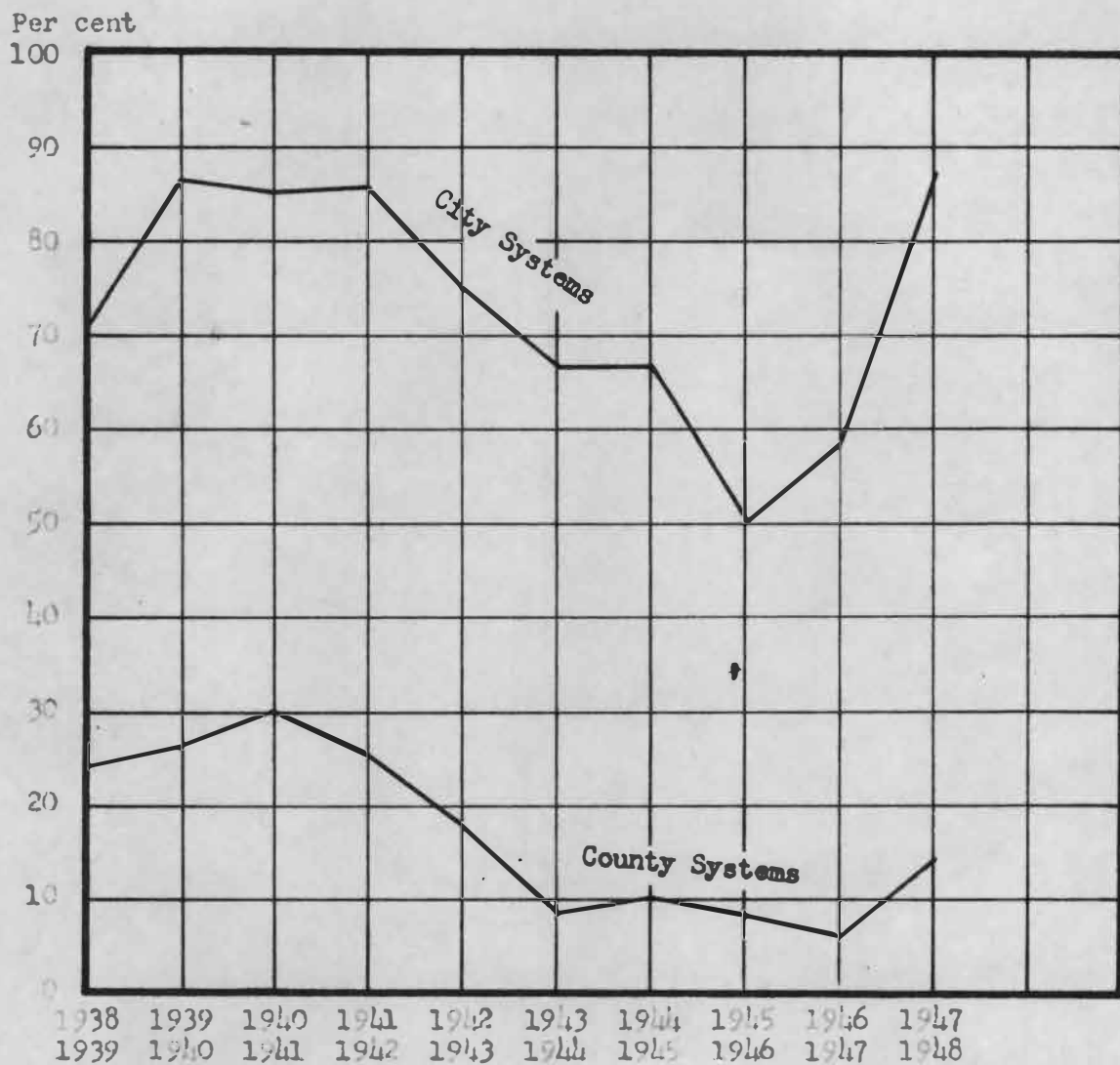


Figure 10. Trends in Percentage of New Teachers with Four or More Years of College Preparation in Elementary Schools of Selected County and City Systems

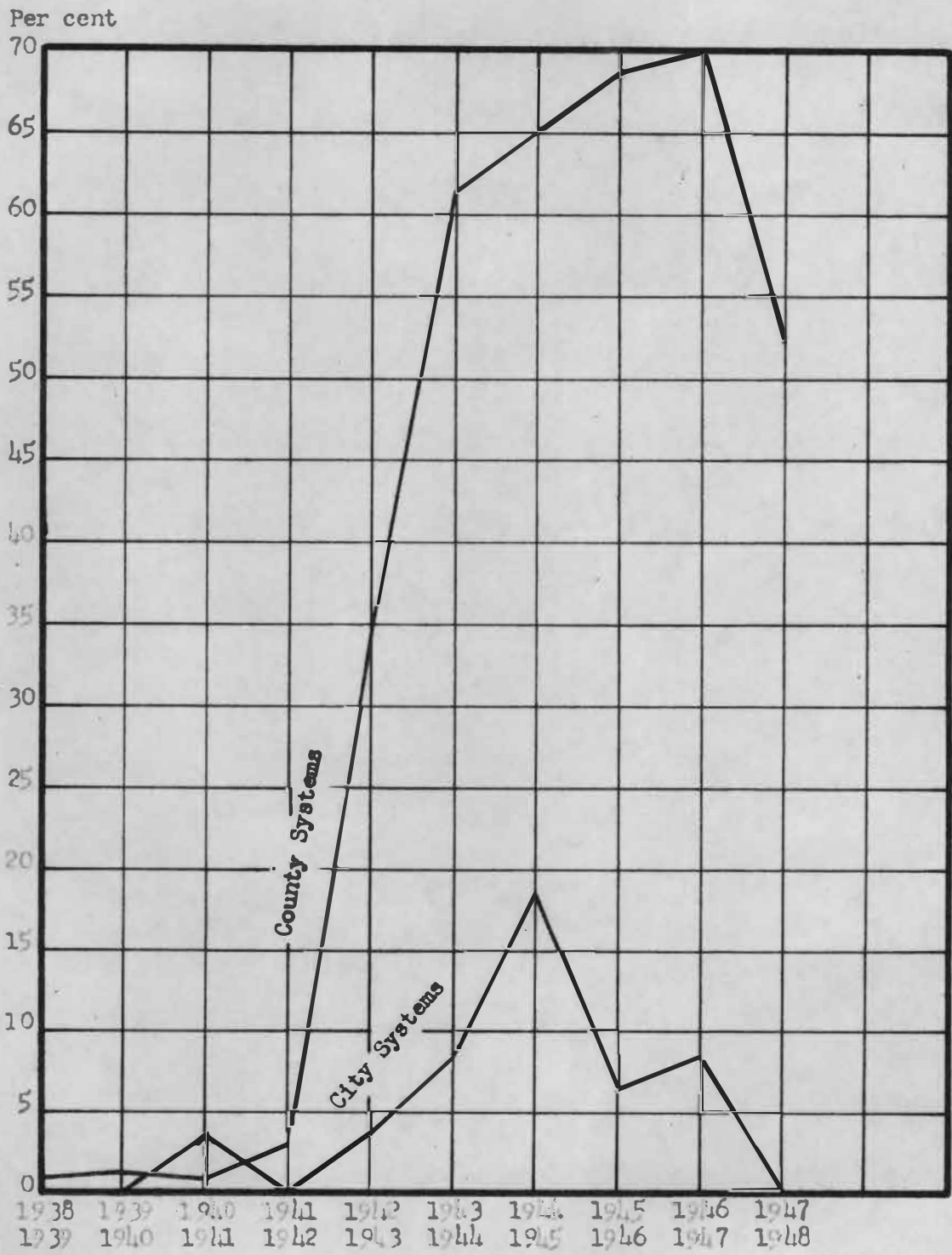


Figure 11. Trends in Percentage of New Teachers With no College Preparation in Elementary Schools of Selected County and City Systems



TABLE II

MEAN AND MEDIAN YEARS OF PREPARATION OF NEW TEACHERS  
IN CERTAIN SIZE ELEMENTARY SCHOOLS OF SELECTED COUNTY SYSTEMS

Year	One Teacher		Two Teacher		Three Teacher		Four-through- Eight Teacher		Nine-or-more Teacher	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
1938-39	2.24	2	2.34	2	2.45	2	2.88	3	3.17	3
1939-40	2.16	2	2.34	2	2.56	2	2.97	3	3.06	3
1940-41	2.12	2	2.54	2	2.55	2	3.09	3	3.31	4
1941-42	1.89	2	2.33	2	2.52	2	2.79	2	3.35	4
1942-43	0.92	H.S.	1.04	H.S.	2.16	2	2.02	2	3.00	3
1943-44	0.22	H.S.	0.54	H.S.	0.74	H.S.	1.33	1	2.67	3
1944-45	0.14	H.S.	0.38	H.S.	1.05	H.S.	1.43	1	1.91	2
1945-46	-0.07	H.S.	0.33	H.S.	0.86	H.S.	1.65	2	2.26	2
1946-47	0.00	H.S.	0.16	H.S.	0.34	H.S.	1.05	1	1.67	2
1947-48	0.24	H.S.	0.43	H.S.	1.19	1	1.47	1	2.27	2
Summary 1938-39 through 1947-48	0.78	H.S.	1.11	H.S.	1.56	H.S.	2.10	2	2.60	3



College Preparation  
4 years

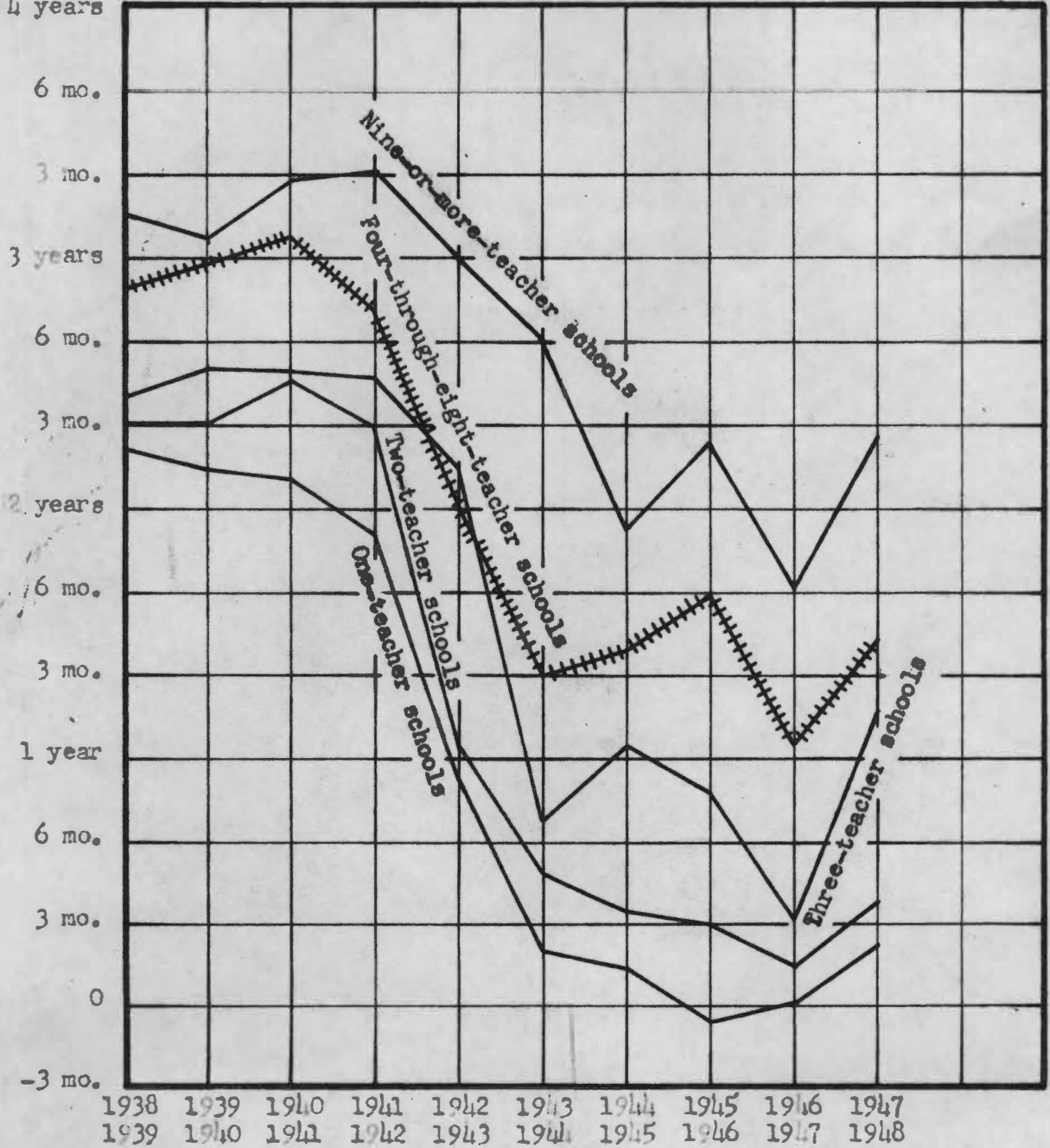


Figure 12. Trends in Mean Years of Preparation of New Teachers in Certain Size Elementary Schools of Selected County Systems

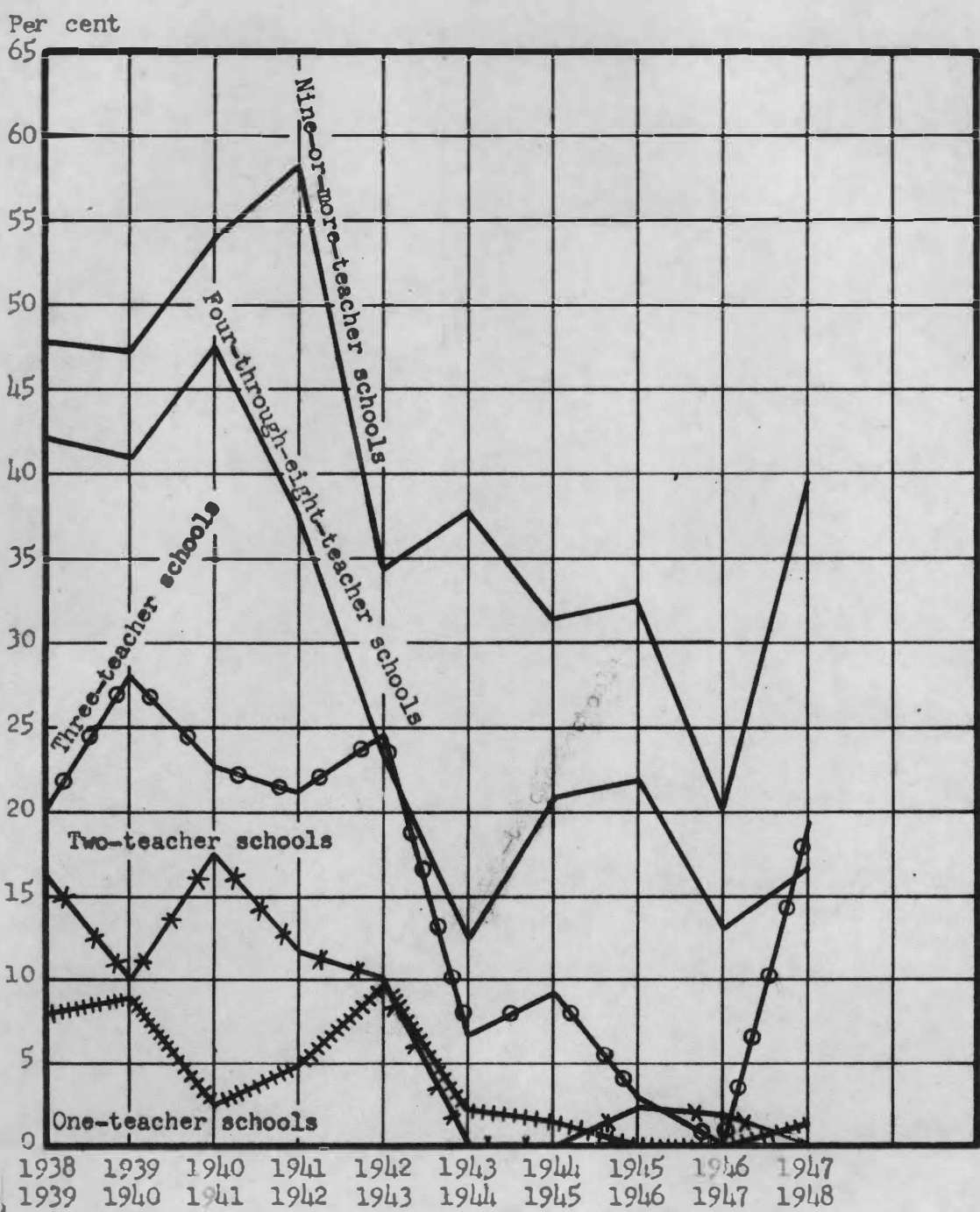


Figure 13. Trends in Percentage of New Teachers with Four or More Years of College Preparation in Certain Size Elementary Schools of Selected County Systems

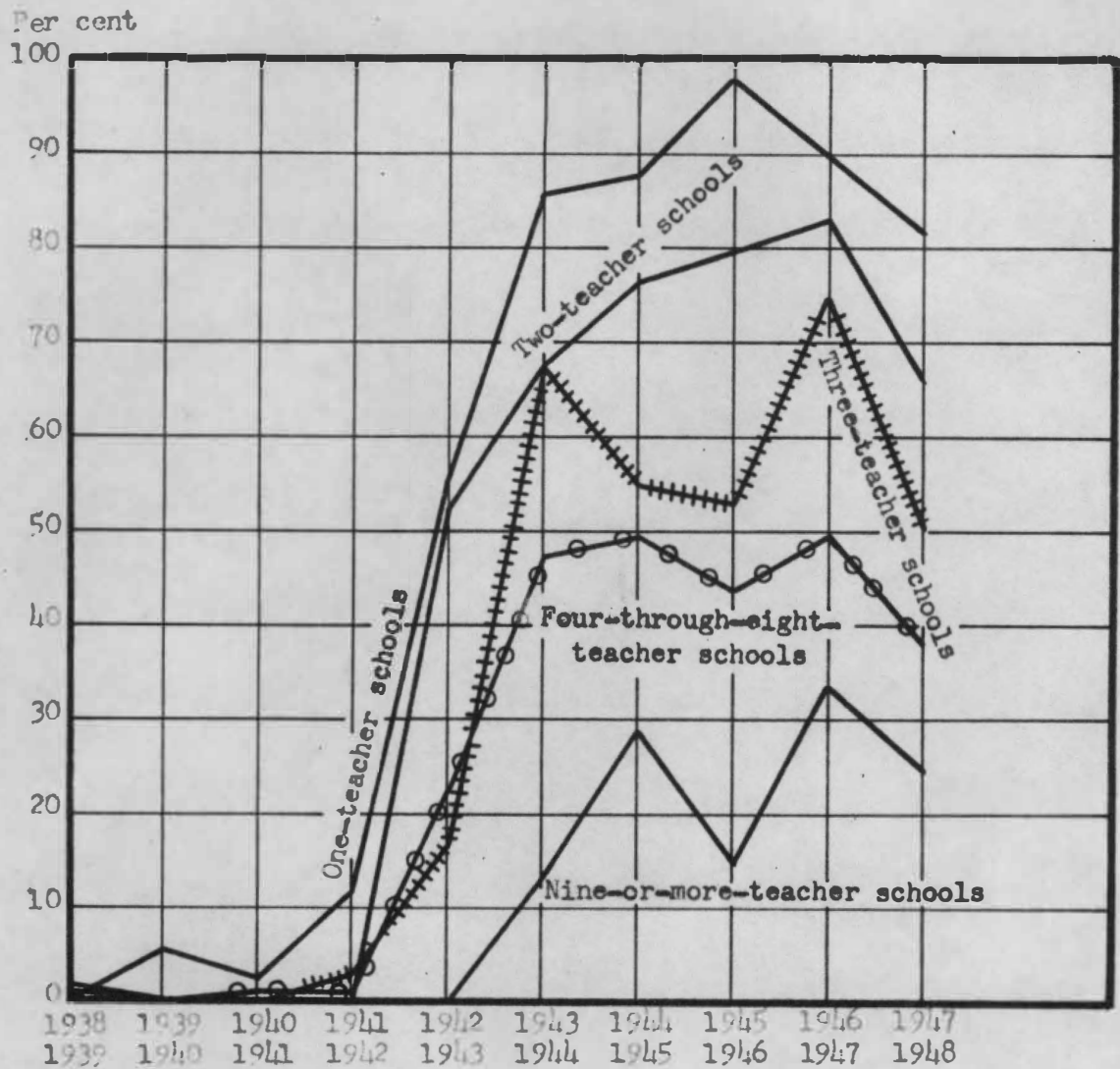


Figure 14. Trends in Percentage of New Teachers with no College Preparation in Certain Size Elementary Schools of Selected County Systems

Wide variations were evidenced in the level of preparation of new teachers placed in different size elementary schools of county systems. The lowest level of preparation was found in the one-teacher schools. Starting in 1938-39 with a mean preparation of 2.24 years, this dropped to 0.24 years in 1947-48, a decline of 2.00 years or a decline of 89.3 per cent. The high of 2.24 years in the initial year of the period was never again reached and a low of -0.07 appeared in 1945-46. This was an actual decline of 2.31 years. The mean of means for the period was 0.78 years. The median years of preparation was 2 years from 1938-39 through 1941-42, then dropped to high school graduate the last six years of the period. Table XIII, Appendix B, page 99, shows the number and percentage of new teachers by levels of preparation in one-teacher schools of county systems. The new teachers with four or more years of college training decreased from 8.0 per cent in 1938-39 to 1.3 per cent in 1947-48. This represents a decrease of 83.8 per cent from 1938-39. These one-teacher elementary schools did not employ a single new teacher during the period with as much as five years training in college. In the same period, the new teachers with one, two, and three years of college preparation dropped from 92.0 per cent in 1938-39 to a low of 2.2 per cent in 1945-46, a decline of 97.6 per cent, and rose again to 17.3 per cent by 1947-48. The number of new teachers with no college training rose from 0.0 per cent in 1938-39 to a high of 97.8 per cent in 1945-46 with the period ending with 81.3 per cent. New teachers employed during the period in one-teacher elementary schools of county systems who were not high school graduates increased from 0.0 per cent in 1938-39 to a high

of 13.6 per cent in 1946-47 and 9.3 per cent in 1947-48.

The two-teacher elementary schools of county systems follow a similar pattern at a slightly higher level of preparation. From a mean preparation of 2.34 years in 1938-39 and a high of 2.54 years in 1940-41, the mean preparation declined to 0.43 years in 1947-48 and a low of 0.16 years in 1946-47. During the ten year period there was a decrease of 1.91 years in the level of preparation of new teachers in the two-teacher elementary schools of county systems which was an 81.6 per cent decrease from the first year of the period. The median was 2 years from 1938-39 through 1941-42 and high school for the remaining six years of the period. The mean of means for the period was 1.11 years. Table XIV, Appendix B, page 100, shows the number and percentage of new teachers by levels of preparation in two-teacher elementary schools of county systems. No new teachers with as much as five years of college training were employed during the period in two-teacher elementary schools of county systems and the number of teachers with four or more years of training decreased from 16.3 per cent to 0.0 per cent over the ten year period. New teachers with one, two, and three years of college training dropped from 82.5 per cent to 34.3 per cent from 1938-39 through 1947-48. This was a decline of 58.4 per cent. At the same time, the number of new teachers with no college training increased from 1.2 per cent in 1938-39 to 65.7 per cent in 1947-48, an increase of 5375.0 per cent, with a high of 79.3 per cent in 1945-46. The number of new teachers who were not high school graduates increased from 1.2 per cent in 1938-39 to a high of 12.9 per cent in 1947-48, an increase of 975.0 per cent.



The preparation of new teachers in the three-teacher schools, starting with a mean of 2.45 years, increased to 2.56 years in 1939-40 and then declined to 1.19 years in 1947-48 with a low of 0.34 years in 1946-47. During the ten-year period there was a decrease of 1.26 years in the level of preparation of new teachers in the three-teacher elementary schools of county systems which was a 51.4 per cent decrease from the first year of the period. The mean of means for the ten years was 1.56 years. The median was 2 years for each of the first five years of the period through 1942-43. From 1943-44 through 1946-47 the median was high school and for 1947-48 it increased to one year of college preparation. Table XV, Appendix B, page 101, shows the number and percentage of new teachers by levels of preparation in three-teacher elementary schools of county systems. Only one new teacher with as much as five years of training was placed in the three-teacher elementary schools of selected county systems during the ten-year period and that placement was in 1945-46. The percentage of new teachers with four or more years of college training declined from 20.0 per cent to 0.0 per cent from 1938-39 through 1946-47, reaching 19.2 per cent by 1947-48, a decline of 4.0 per cent during the period. A high of 28.0 per cent was attained in 1939-40. Those new teachers with one, two, and three years dropped from 80.0 per cent in 1938-39 to 30.7 per cent in 1947-48, a decline of 61.6 per cent, with a low of 25.0 per cent in 1943-44. The number with no college training increased from 0.0 per cent to 50.0 per cent by 1947-48 with a high of 74.3 per cent in 1946-47. The year 1946-47 showed that 11.4 per cent of the new teachers in three-teacher elementary schools of county systems had less than high school training.

The mean preparation of new teachers placed in four-through-eight-teacher schools was 2.88 years in 1938-39. A high of 3.09 years was reached in 1940-41, and a low of 1.05 years appeared in 1946-47. The period under study ended with a mean preparation of 1.47 years. There was a decline in mean preparation of 1.41 years or 49.0 per cent. The mean of means for the ten years was 2.10 years. The median preparation for each year of the first three years of the period was 3 years, declining to 2 years through 1942-43, and again decreasing to 1 year through 1944-45. There was an increase in the median preparation of new teachers in four-through-eight-teacher schools in 1945-46 to 2 years but decreased to 1 year for the last two years of the period. Table XVI, Appendix B, page 102, shows the number and percentage of new teachers by levels of preparation in four-through-eight-teacher elementary schools of county systems. In 1938-39, 42.1 per cent of the new teachers in these schools had four or more years of college training, while in 1947-48 only 16.5 per cent had such training. This was a decrease of 60.8 per cent. A high of 47.6 per cent was reached in 1940-41 while a low of 12.9 per cent existed in 1943-44. The number of teachers with one, two, and three years of college training decreased from 56.2 per cent to 45.6 per cent, a decrease of 18.9 per cent, with a high of 61.5 per cent in 1941-42 and a low of 30.2 per cent in 1944-45. The percentage with no college training rose from 1.8 per cent in 1938-39 to 49.4 per cent in 1946-47 with the period ending with 37.9 per cent. There was a 95.3 per cent increase over 1938-39.

In 1938-39 the new teachers of nine-or-more-teacher elementary schools of county systems had a high mean preparation of 3.17 years which



dropped to a low of 1.67 years in 1946-47, and in 1947-48 the mean preparation was 2.27 years. There was a decrease of 28.4 per cent in mean preparation. The mean of means for the ten-year period was 2.60 years. The median was 3 years of preparation from 1938-39 through 1939-40, 4 years from 1940-41 through 1941-42, 3 years from 1942-43 through 1943-44, and 2 years from 1944-45 through 1947-48. Table XVII, Appendix B, page 103, shows the number and percentage of new teachers by levels of preparation in nine-or-more-teacher elementary schools of county systems. Two new teachers with as much as five years of training were placed in these size schools, one in 1941-42 and the other one in 1946-47. The number of new teachers in nine-or-more-teacher elementary schools of county systems with four or more years of college training decreased from 47.8 per cent to 39.4 per cent, a decline of 17.6 per cent. The number with one, two, and three years declined from 52.2 per cent to 36.4 per cent, a decline of 30.3 per cent. Those with no college training increased from 0.0 per cent in 1938-39 to 24.2 per cent in 1947-48 with a high of 33.3 per cent in 1946-47. During two years of the period, 1943-44 and 1946-47, these schools had as much as 2.2 per cent of new teachers who were less than high school graduates.

The mean and median years of preparation for certain size city system elementary schools are given in Table X, page 59. It is evident in this table that the wide range in the levels of new teacher preparation found in different size county system schools was not present in city schools. However, the lowest level of new teacher preparation in city system elementary schools was found in the larger, or nine-or-more

TABLE I

MEAN AND MEDIAN YEARS OF PREPARATION OF NEW TEACHERS IN CERTAIN  
SIZE ELEMENTARY SCHOOLS OF SELECTED CITY SYSTEMS

Year	<del>Eight or Less-Teacher</del>		<del>Nine or More-Teacher</del>	
	Mean	Median	Mean	Median
1938-39	4.00	4	3.33	4
1939-40	4.00	4	3.71	4
1940-41	4.00	4	3.76	4
1941-42	4.00	4	3.85	4
1942-43	3.67	4	3.44	4
1943-44	4.00	4	3.18	4
1944-45	3.50	4	2.91	4
1945-46	4.00	4	2.73	2
1946-47	3.40	4	2.79	4
1947-48	None employed		3.78	4
Summary: 1938-39 through 1947-48	3.76	4	3.39	4

teacher schools and not in the smaller schools as was true in the county elementary schools. In the ~~eight-or-less-teacher elementary schools~~ of city systems there was a mean preparation of new teachers of 4.00 years in 1938-39. This mean preparation remained constant except for three years of the period when in 1942-43 it dropped to 3.67 years, in 1944-45 to 3.50 years and in 1946-47 to 3.40 years of preparation, a decline of 0.60 years and a decline of 15.0 per cent. No new teachers were placed in these schools for the year 1947-48. This is graphically shown in Figure 15, page 61. The mean of means for the ten years was 3.76 years. The median for each year of the period was 4 years. Table XVIII, Appendix B, page 104, shows the number and percentage of new teachers by levels of preparation in ~~eight-or-less-teacher elementary schools~~ of city systems. The percentage of new teachers in these schools having four or more years of college training decreased from 100 per cent in 1938-39 to 80 per cent in 1946-47. A low of 66.7 per cent was evidenced in 1942-43. One other year showed a drop below the 100 per cent mark and that was in 1944-45 with 75.0 per cent. In 1946-47 one teacher with as much as five years of training was placed in such schools which was 20 per cent of the new teachers employed for that year in like type schools. One new teacher with three years of training was employed in 1942-43, one with two years training in 1944-45, and one high school graduate in 1946-47. These trends are shown in Figure 16, page 62.

The mean preparation of new teachers in the ~~nine-or-more-teacher schools~~ was less than those in the ~~eight-or-less-teacher schools~~ for each corresponding year. The mean preparation increased from 3.33 years

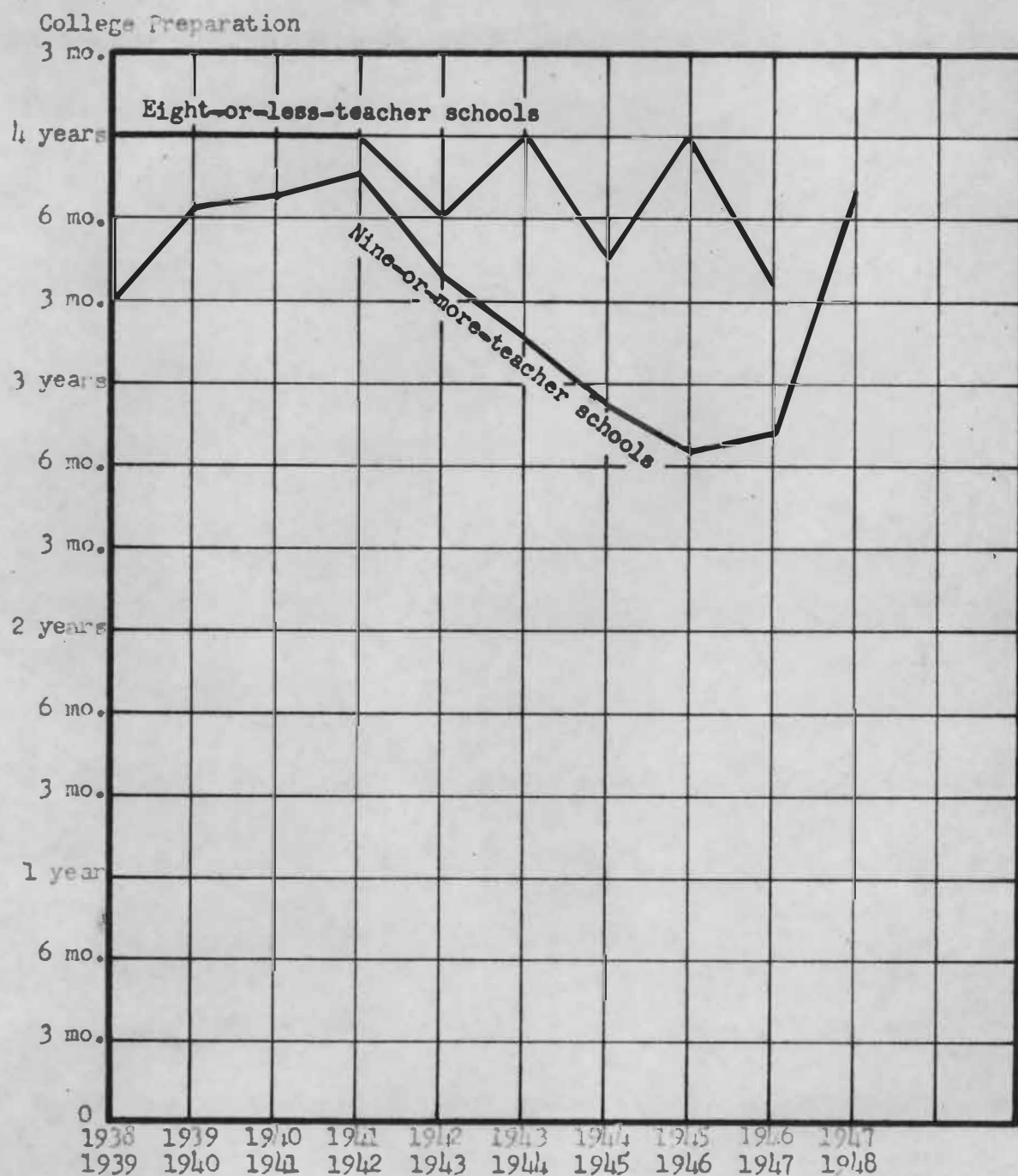


Figure 15. Trends in Mean Years of Preparation of New Teachers in Certain Size Elementary Schools of Selected City Systems

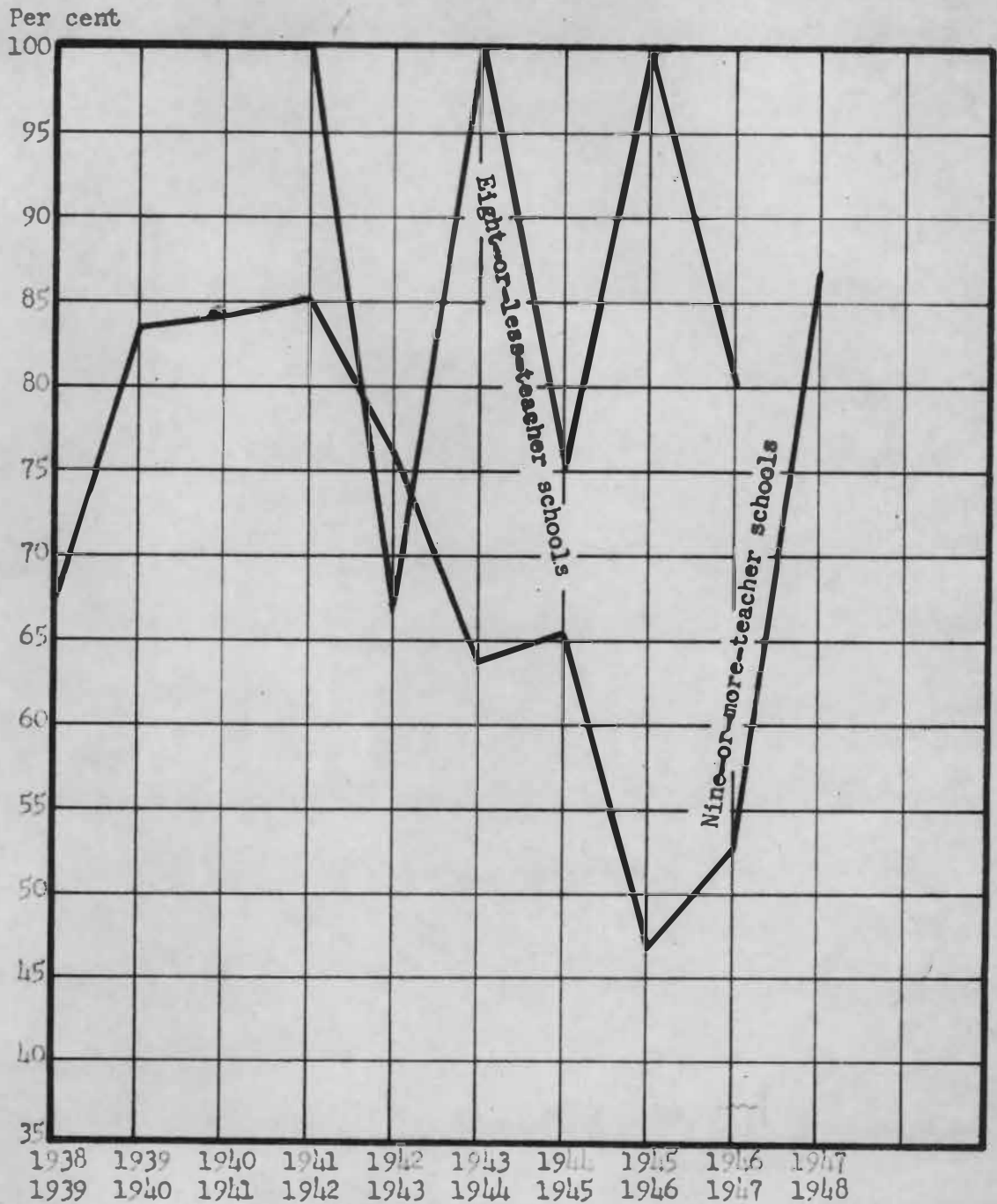


Figure 16. Trends in Percentage of New Teachers with Four or More Years of College Preparation in Certain Size Elementary Schools of Selected City Systems

in 1938-39 to 3.78 years in 1947-48, an increase of 13.5 per cent, with a high of 3.85 years in 1941-42 and a low of 2.73 years in 1945-46. The mean of means for the ten years was 3.39 years. The median was 4 years for each year of the period except for 1945-46 when it dropped to 2 years. Table XIX, Appendix B, page 105, shows the number and percentage of new teachers by levels of preparation in nine-or-more-teacher elementary schools of city systems. The number of new teachers with four or more years of training increased from 66.7 per cent in 1938-39 to a high of 86.9 per cent in 1947-48, an increase of 30.3 per cent, with a low of 46.7 per cent in 1945-46. The number with one, two, and three years training decreased from 33.3 per cent in 1938-39 to 13.0 per cent in 1947-48, a decline of 61.0 per cent, with a high of 46.6 in 1945-46 and a low of 12.0 per cent in 1940-41. New teachers with no college training were not placed in 1938-39 and none were placed in 1947-48 although a high of 21.7 per cent was reached in 1944-45.

#### Analysis of Trends

The general trend in the level of preparation of new teachers placed in one-teacher county system elementary schools was sharply downward. Starting at the beginning of the period with the lowest mean preparation of any schools studied, the decline was greatest in these schools from 2.24 years of preparation in 1938-39 to 0.24 years in 1947-48, amounting to an 89.3 per cent decrease in level of preparation. This indicates that new teachers in these one-teacher schools in 1938-39 had more than nine times as much college training as new teachers in the



same positions in 1947-48. At the beginning of the period, about eight in one hundred new teachers had four or more years of college training, ninety-two in one hundred had one, two, or three years, and there were no new teachers without college training. By 1947-48, these figures had changed to one in one hundred with four or more years of college training, seventeen in one hundred had one, two, or three years, and eighty-one in one hundred had no college training. In other words, there were, in 1947-48 as compared with 1938-39, about one-sixth as many new teachers with four or more years, less than one-fifth as many with some college training but less than four years, and more than eighty-one times as many new teachers with no college preparation. There was not a new teacher placed in one-teacher county system elementary schools who had more than four years of college preparation during the entire period under study.

The next lowest level of preparation of new teachers was found in the two-teacher county system elementary schools. The general trend in level of preparation of new teachers in these schools was also sharply downward. The decline in mean preparation amounted to 81.6 per cent. At the end of the period new teachers in these schools had less than one-fifth as much college training as new teachers in the same positions in 1938-39. At the beginning of the period, about thirteen new teachers in every one hundred new teachers had four or more years of college training; eighty-three in one hundred had one, two, or three years; and one in one hundred had no college preparation. By 1947-48 new teachers with four or more years had declined to zero in one hundred; teachers with one, two, or three years had declined to thirty-four in one hundred; and teachers with



no college training had increased to eighty in one hundred. A comparison of the last year of the period with the first, reveals that there were no new teachers with four or more years of training as against sixteen in one hundred, two-fifths as many with some college training but less than four years, and nearly sixty-six times as many teachers with no college training.

Continuing with county system elementary schools, the next level of preparation was found in the three-teacher schools where the general trend was also sharply downward. The decline in mean preparation over the period amounted to 51.4 per cent. At the end of the period, new teachers in these schools had on the average more than eleven months less college training than new teachers in similar positions at the beginning of the period. In 1938-39 of every one hundred new teachers in these schools, twenty had four or more years of college training, eighty had one, two, or three years, and four new teachers had no college training. In 1947-48 these figures had changed to nineteen in one hundred with four or more years, thirty-one with one, two, or three years, and fifty with no college work. This shows there were in 1947-48 as compared with 1938-39 approximately the same number of new teachers with four or more years of college training, almost one-half as many with one, two, or three years, but more than fifty times as many new teachers with no college training.

The four-through-eight-teacher schools also showed a downward trend in the level of preparation of new teachers. The decline in mean preparation was 49.0 per cent. At the end of the period, new teachers in these schools had on the average more than twelve months less college

training than new teachers in similar positions at the beginning of the period. In 1938-39 of every one hundred new teachers in these schools, forty-two had four or more years of college training, fifty-six had one, two, or three years, and four new teachers had no college training. In 1947-48 these figures had changed to seventeen in one hundred with four or more years of college preparation, forty-six with one, two, or three years, and thirty-eight with no college work. A comparison of the last year of the period with the first reveals there were a little more than one-third as many new teachers with four or more years of college preparation, a little more than three-fourths as many with one, two, or three years, and twenty-one times as many new teachers with no college training.

The nine-or-more-teacher schools were the least affected by a decline in the level of new teacher preparation. In these schools, the drop in mean preparation amounted to 28.4 per cent. The number of new teachers with four or more years of college preparation decreased from forty-eight in one hundred in 1938-39 to thirty-nine in 1947-48. Those new teachers with one, two, or three years of college preparation dropped from fifty-two in one hundred to thirty-six, while new teachers with no college training increased from zero in one hundred to thirty-two in every one hundred new teachers.

The general trend in the level of preparation of new teachers placed in city system eight-or-less-teacher schools was downward. The decrease in mean preparation over the period amounted to 15.0 per cent. New teachers in these schools in 1946-47 had, on an average, five and one-half months less college training than new teachers in the same

positions in 1938-39. Out of one hundred new teachers in 1938-39, one hundred had four or more years of college training, leaving no new teachers with less than four years of college preparation. In 1946-47 out of a similar number of teachers, eighty had four or more years of college preparation, none had one, two, or three years, and twenty had no training beyond high school.

The trend in the level of preparation of new teachers in the nine-or-more-teacher schools of city systems was upward with an increase in mean preparation which amounted to 13.5 per cent which was not as great an increase as the decrease in the eight-or-less-teacher schools. The new teachers in these schools, on the average, increased in college preparation by four months. The changes by years of preparation for every one hundred new teachers from 1938-39 to 1947-48 were: four or more years of college training increased from sixty-seven to eighty-seven; one, two, and three years of college preparation decreased from thirty-three to thirteen; no college training was still zero in 1947-48 as it was in the initial year of the period.

The general trend in the preparation of new teachers in all sizes of schools combined of county system elementary schools was downward. The decline in the mean preparation for the ten years of the period amounted to 57.1 per cent. The median remained constant at two years for the first five years but decreased to zero in 1943-44 and continued as such through 1947-48. The personnel with four or more years of college training decreased from twenty-four in one hundred to six. In 1938-39 seventy-five in one hundred new teachers had one, two, or three years of college

training and one new teacher in one hundred had none. In 1947-48 thirty-three in one hundred had one, two, or three years in college, while fifty-three in one hundred had no college training.

The general trend in the preparation of new teachers in city system elementary schools was upward. The increase in mean preparation for the ten years of the period amounted to 9.9 per cent. The median of preparation was 4 years for the entire period except in 1945-46 when it dropped to 3 years for that one year. New teachers with four or more years of college training increased from seventy-one in one hundred to eighty-seven. Personnel with one, two, or three years decreased from twenty-nine in one hundred to thirteen, while new teachers with no college training remained constant at the zero level.

### Summary

In the initial year of the period under investigation, there were decided differences in the level of preparation of new teachers placed in certain size schools of county elementary systems. These differences were directly proportional to the size of the school, the lowest level being in the smallest schools. While the general trend in the level of preparation of all size schools in county elementary systems was downward the decrease was also proportional to the size of school, except in one instance where the level of preparation in the four-through-eight-teacher schools reached a lower ebb than the three-teacher schools. The range in mean preparation was from 2.24 years in the one-teacher schools in

1938-39, with a decrease over the period of 89.3 per cent, to 3.17 years in the nine-or-more-teacher schools in 1938-39, with a decrease of 28.4 per cent.

The differences in the level of preparation of new teachers placed in certain size schools of city elementary systems was larger than in county elementary systems. The general trend of the level of preparation of new teachers placed in the eight-or-less-teacher schools of city elementary systems was downward, although the level fluctuated to a great extent.

The trend in the level of preparation of new teachers in the nine-or-more-teacher elementary schools of city systems increased over the ten-year period although there was a drastic drop between 1941-42 and 1945-46. In 1938-39 the mean preparation was 3.33 years and in 1947-48 it was 3.78 years, an increase of 13.5 per cent.

The trend in the county system elementary schools was upward through 1940-41, while in the city system the level rose through 1941-42. The decline in county system elementary schools starting in 1941-42 continued through 1946-47, while the decline in city elementary schools starting in 1941-42 was checked by 1945-46. The increase in the mean preparation of new teachers in city system elementary schools was 10.9 per cent for the period contrasted with 57.1 per cent decrease in county system elementary schools. In 1938-39 new city system elementary teachers had approximately eight months college training more than county system elementary teachers. In 1947-48 teachers in city system elementary schools averaged a little more than 2 years college training more than county system elementary teachers.



## CHAPTER V

### THE LEVEL OF PREPARATION OF NEW TEACHERS IN THE HIGH SCHOOLS OF SELECTED SYSTEMS IN TENNESSEE FROM 1938-1939 THROUGH 1947-1948

It is becoming evident that more than four years of college or university study are needed for the complete preparation of teachers for secondary schools.<sup>1</sup>

It should be of interest for the purpose of making a comparison between the level of preparation of new teachers in Tennessee from 1938-39 through 1947-48 in the city system high schools and the level of preparation of new teachers in the United States in 1930-31 in the city system high schools.

#### Qualifications of New Appointed Teachers in 1930-31 in Cities of Over 2500<sup>2</sup>

Professional Training	High School Teachers
Less than 1 year	0.1%
1 year	0.0
2 years	0.9
3 years	0.9
4 years	94.6
5 years	3.4
6 years	0.1

This chapter is for the purpose of disclosing the trends in the

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<sup>1</sup>Harl R. Douglass, Organization and Administration of Secondary Schools (New York: Ginn and Company, 1932), p. 86.

<sup>2</sup>Research Bulletin of the National Education Association, Vol. X, No. 1, January 1932, p. 8.

level of preparation of new teachers in the high schools of selected county and city systems and making comparisons between the systems and sizes of schools.

**Trends in the Level of Preparation of New Teachers in  
Selected County and City System High Schools**

Table II, page 72, presents the mean and median years of preparation of new teachers in county and city systems and in certain size high schools of these systems. The median preparation of new teachers for all size and system high schools was 4 years for every year of the period with the one exception in 1947-48 when the median for the city system was 5 years of college preparation.

The table shows that the mean preparation of new county system high school teachers was 3.97 years in 1938-39 and 3.71 years in 1947-48, a decline of 0.26 years and a decrease of 6.5 per cent in mean preparation. The mean rose the first three years of the period reaching a peak of 4.08 years in 1941-42. The lowest level was 3.49 years in 1944-45. For the whole period the mean of means was 3.85 years of preparation. The trend in mean preparation is graphically shown in Figure 17, page 73.

During the period under study, the trend of the mean preparation of city system new teachers was slightly downward. A low of 3.57 years was evidenced in 1943-44 and a high of 4.28 years was reached in 1946-47. The mean of means for the period was 3.98 years.

The levels of mean preparation became more meaningful with an



TABLE XI

MEAN AND MEDIAN YEARS OF PREPARATION OF NEW TEACHERS IN CERTAIN  
SIZE HIGH SCHOOLS OF SELECTED COUNTY AND CITY SYSTEMS

Year	County		City		All County	
	Eight-or-Less Mean	Nine-or-More Median	Nine-or-More Mean	Median	Mean	Median
1938-39	4.06	4	3.78	4	3.97	4
1939-40	4.11	4	4.08	4	4.09	4
1940-41	4.03	4	4.17	4	4.08	4
1941-42	4.03	4	4.14	4	4.08	4
1942-43	3.84	4	3.97	4	3.90	4
1943-44	3.73	4	3.64	4	3.68	4
1944-45	3.41	4	3.55	4	3.49	4
1945-46	3.62	4	3.65	4	3.64	4
1946-47	3.84	4	3.43	4	3.62	4
1947-48	3.63	4	3.77	4	3.71	4
Summary:						
1938-39						
through						
1947-48	3.88	4	3.83	4	3.85	4
			3.98	4		

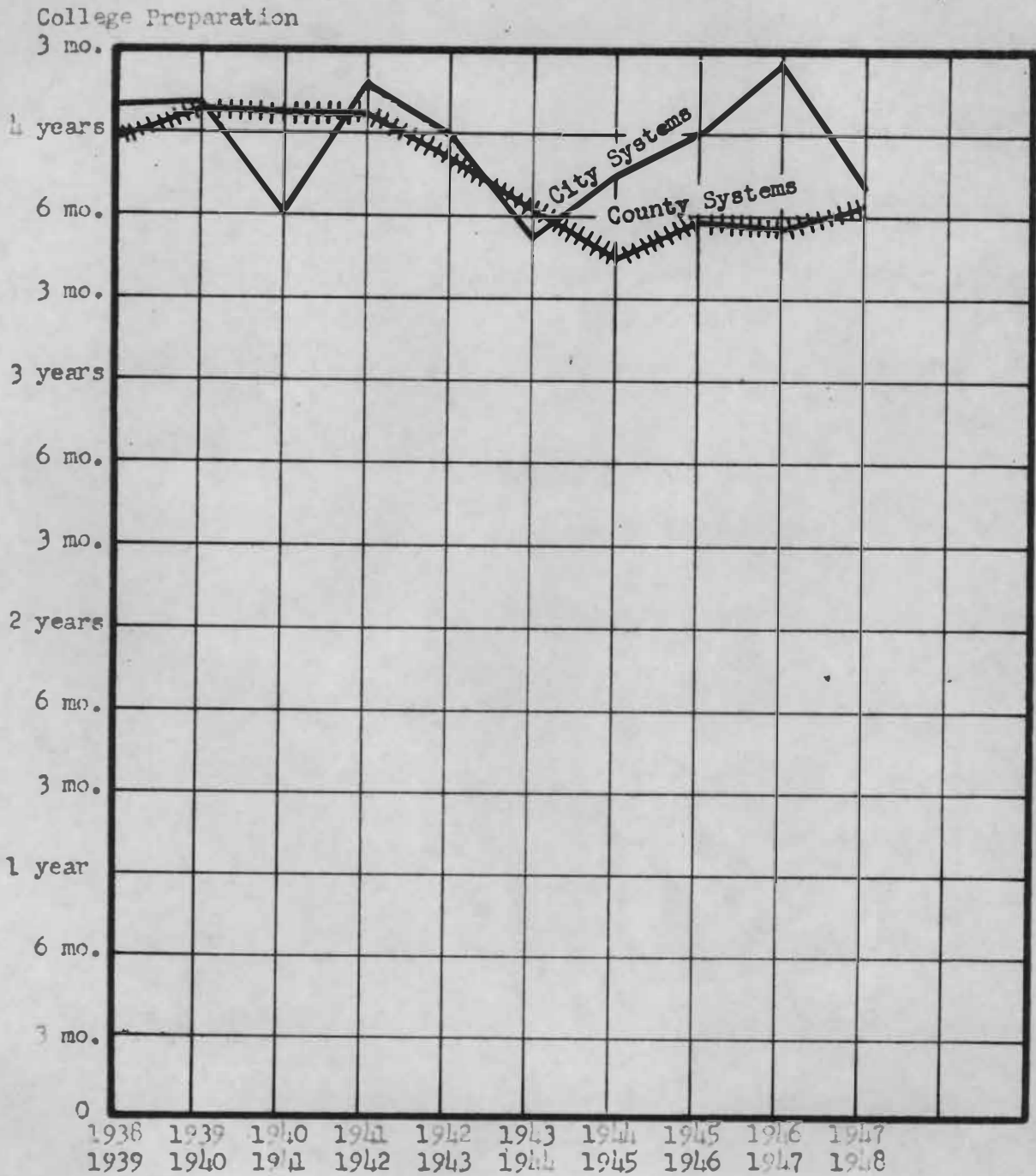


Figure 17. Trends in Mean Years of Preparation of New Teachers in High Schools of Selected County and City Systems

examination of the trends in per cent of new teachers with various levels of training. Table XXIV, Appendix C, page 111, shows the number and percentage of new teachers by levels of preparation in high schools of selected county and city systems. In the first year of the period in county system high schools, 97.2 per cent of the new teachers had four or more years of college preparation, while at the end only 82.2 per cent had this amount of training, a decline of 15.4 per cent. A high of 100 per cent was reached in 1940-41 and a low of 70.3 per cent was evidenced in 1944-45. These trends are shown in Figure 16, page 75. New teachers with less than four years of college training increased from 2.8 per cent in 1938-39 to 17.8 per cent in 1947-48, which was an increase of 53.6 over 1938-39. In 1940-41 no new teachers were employed with less than four years of college training while in 1944-45 29.7 per cent of all new teachers employed had less than four years of college training.

Table XXIII, Appendix C, page 110, shows the number and percentage of new teachers by levels of preparation, in nine-or-more-teacher high schools of city systems. In the city system high schools, the per cent of new teachers with four or more years of college training was 100 per cent in 1938-39, 1939-40, 1941-42, 1942-43, and 1946-47. The low for the period was 85.7 per cent in 1944-45 and the period ended with 92.3 per cent, 7.7 per cent lower than the initial year of the period. This resulted in an increase in new teachers with less than four years from 0 per cent to 7.7 per cent.

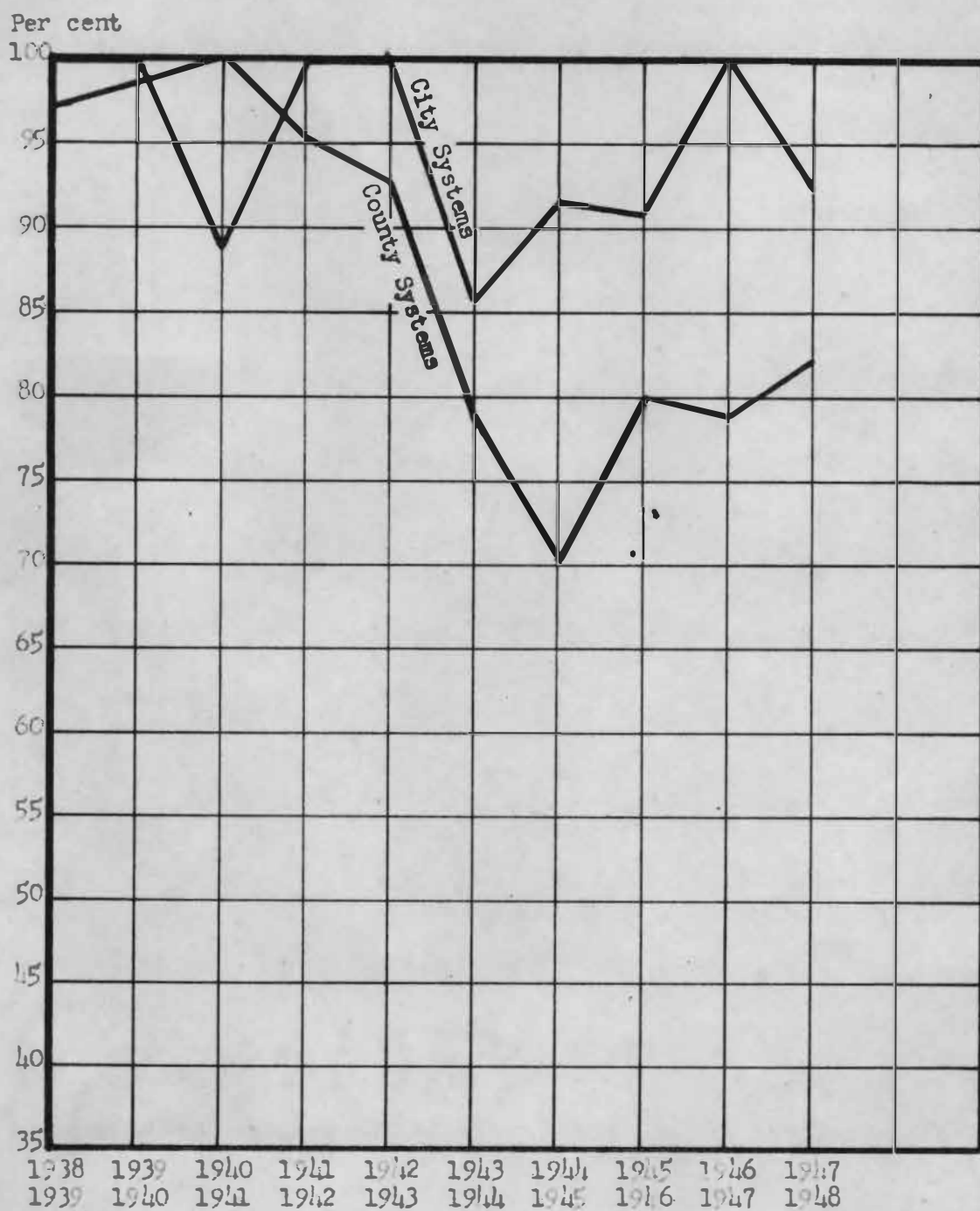


Figure 18. Trends in Percentage of New Teachers with Four or More Years of College Preparation in High Schools of Selected County and City Systems

Trends in the Level of Preparation of New Teachers in  
Certain Size Schools of Selected County Systems

Table XI, page 72, shows the mean and median years of preparation of new teachers in certain size high schools of selected county systems. The highest level of preparation of new teachers was found in the eight-or-less-teacher schools. In 1938-39 the mean level of preparation of new teachers in the eight-or-less-teacher high schools of county systems was 4.06 years, and by 1947-48 it had dropped to 3.63 years which was a decline of 35.2 per cent in level of preparation. The highest level was reached in 1939-40 at 4.11 years, while the low was 3.41 years in 1944-45. The mean of means was 3.88 years of college training. Table XII, Appendix C, page 108, shows the number and percentage of new teachers by levels of preparation in eight-or-less-teacher high schools of county systems. The number of new teachers with four or more years of preparation declined from 100 per cent in 1938-39 to 80.0 per cent in 1947-48, and in 1944-45 only 70.6 per cent had such preparation. New teachers with less than four years of college preparation increased from 0 per cent to 20 per cent with a high of 29.4 per cent in 1944-45.

In the nine-or-more-teacher high schools of selected county systems the mean preparation was 3.78 years at the beginning of the period and 3.77 years at the end of the period, a decline of 0.01 years which was a decrease of 0.3 per cent. The highest level was reached in 1940-41 with 4.17 years, while the low was 3.43 years in 1946-47. The mean of means for the period was 3.83 years. Table XXII, Appendix C, page 109 shows the number and percentage of new teachers by levels of

preparation in ~~nine-or-more-teacher~~ high schools of county systems. The per cent of new teachers with four or more years of preparation declined from 91.3 per cent in 1938-39 to 83.7 per cent in 1947-48. This was a decrease in level of preparation of 8.3 per cent. There was a high of 100 per cent reached in 1940-41 and a low of 70.0 per cent in 1944-45. The per cent of new teachers with less than four years of preparation increased from 8.7 per cent in 1938-39 to 16.3 per cent in 1947-48, an increase of 87.4 per cent in level of preparation. A high of 30.0 per cent was employed in 1944-45 while no new teacher with less than four years of preparation was employed in 1940-41. These trends in the ~~nine-or-more-teacher~~ high schools of county systems by sizes of schools are shown in Table XI, page 72, Figure 19, page 78, Figure 20, page 79, and Figure 21, page 80.

#### Analysis of Trends

The trend in the level of preparation of new teachers in the ~~eight-or-less-teacher~~ county system high schools has been downward. The decline in mean preparation amounted to 10.6 per cent. At the beginning of the period, no new teacher had less than four years of college training, but at the end of the period, one in five had less than four years of such training.

The trend in the level of preparation of new teachers in the ~~nine-or-more-teacher~~ county system high schools follows the same pattern at a slightly higher level. The decline in mean preparation was 0.3 per cent. While in 1938-39 one in twelve new teachers did not have a college degree, in 1947-48 about one in six did not have this degree.

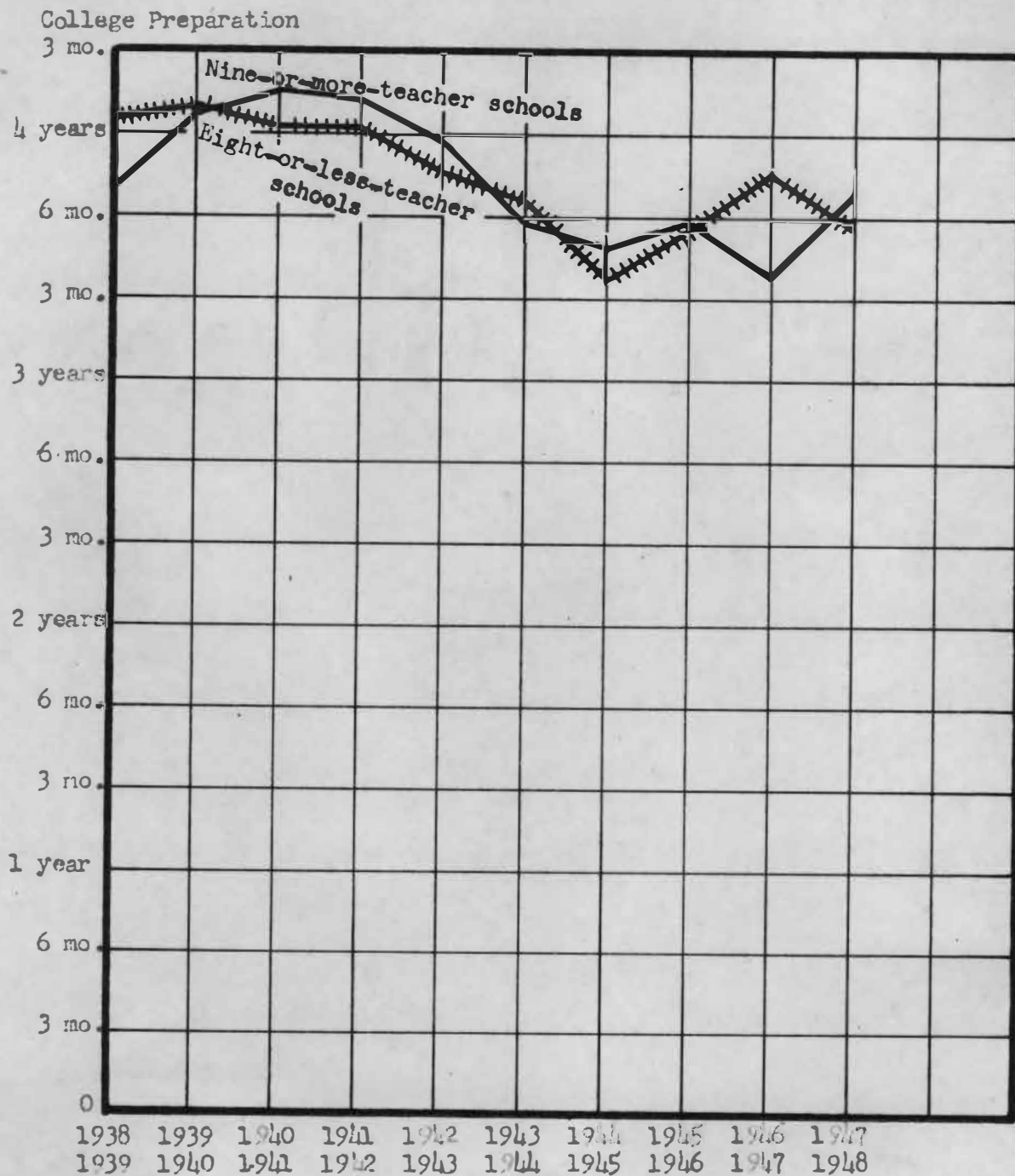


Figure 19. Trends in Mean Years of Preparation of New Teachers in Certain Size High Schools of Selected County Systems



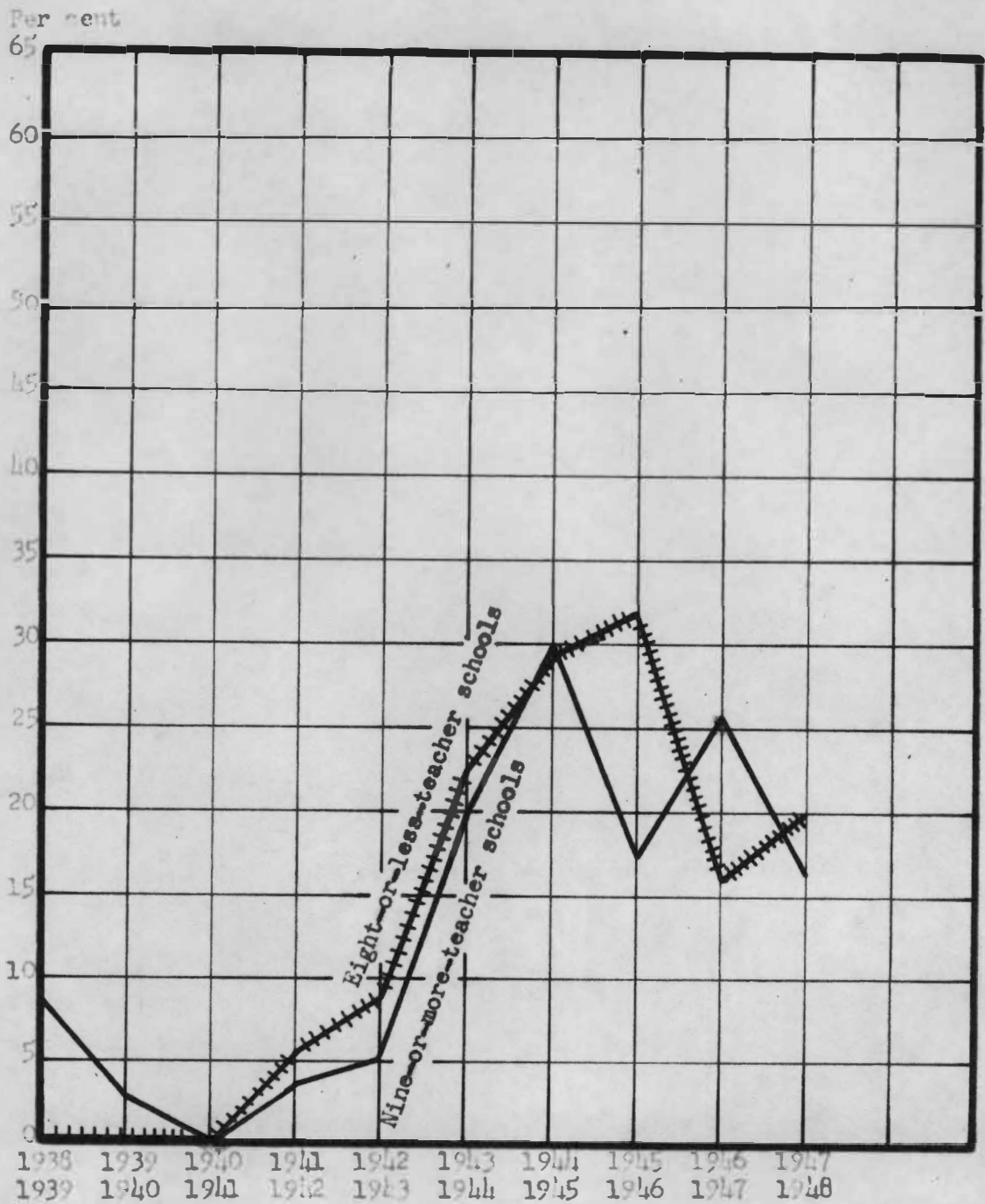


Figure 20. Trends in Percentage of New Teachers with Less than Four Years of College Preparation in Certain Size High Schools of Selected County Systems

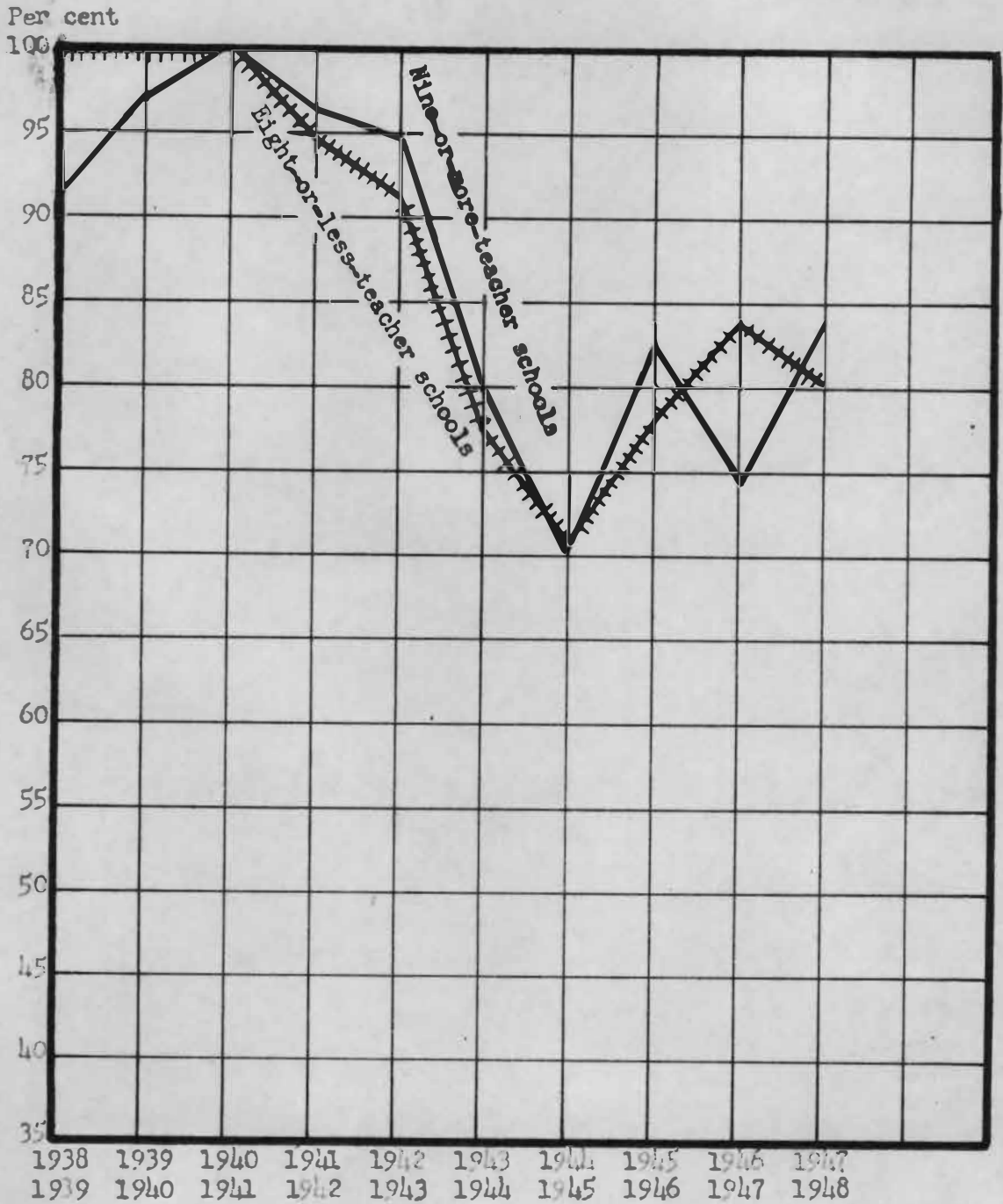


Figure 21. Trends in Percentage of New Teachers with Four or More Years of College Preparation in Certain Size High Schools of Selected County Systems

Although the decline in mean preparation in the small county system high schools was 10.6 per cent and only a 0.3 per cent decline in the large schools the mean preparation in the smaller schools was greater than that of the larger schools. In six of the ten years new teachers with more training were secured for the larger schools, however, there is not substantial evidence to prove that as the supply of better trained new teachers became scarce, the larger schools were given preference. Although the mean preparation of new teachers declined in all county high schools, the drop was thirty-five times as great in the smaller schools as compared with the larger. At the end of the period, the smaller schools had slightly more new teachers without four years of college training in proportion to the larger schools. In the smaller schools there was one in five and in the larger schools there was one in six without such training. At the end of the period the smaller schools had three times more new teachers with five or more years of college training than the larger schools.

The mean preparation of new teachers in all county high schools declined 6.5 per cent during the ten-year period under consideration. The mean preparation of new teachers in city system high schools declined by even a larger per cent, 8.3. In 1938-39 the county system high schools had ninety-seven in one hundred with four or more years of college training. By 1947-48 this number had changed to eighty-two.

In 1938-39 no new teachers in city system high schools had less than four years of college training, while in 1947-48 only eight in one hundred had less than four years of college work. In the same period new teachers with five years of college training increased from eleven in

one hundred to ninety-two in one hundred. This indicates that the city system high schools were able to place new teachers with a higher level of preparation than the county system high schools.

### Summary

There was only a slight difference in the level of preparation of new teachers placed in certain size high schools of county systems. The lowest level of preparation of new teachers was in the large nine-or-more-teacher schools of county systems, for the entire period. For four different years of the period new teachers with the highest level of preparation in county systems were found in the small eight-or-less-teacher schools. The decline in mean preparation of new teachers over the period ranged from 10.6 per cent in the smaller high schools to 0.3 per cent in the larger high schools.

The general trend in level of preparation in county system high schools was downward and amounted to 6.5 per cent. The mean preparation of new teachers in city system high schools started at a higher level than county system schools. The general trend in level of preparation of new teachers in city system high schools was downward, amounting to 8.3 per cent which was a greater decline than in the county system high schools.

The level of preparation of new high school teachers in both county and city systems was higher than the level of preparation of new teachers in elementary schools of these systems.

There was a decline in the level of preparation of new high school

teachers in both county and city systems; a decline in the level of preparation of new elementary teachers in county systems but an increase in level of preparation of new elementary teachers in city systems.

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS

It is generally believed that a higher level of preparation of new teachers contributes to their competence and thus brings about more equality of educational opportunity. It was the purpose of this study to determine and study the placement of new teachers and the trends in the level of preparation of new teachers placed in different classifications of white public schools of Tennessee from 1938-39 through 1947-48.

#### Conclusions

I. In the beginning of the study the hypothesis was made that there has been an increase in the percentage of new teachers, without previous experience, placed in the white public schools of Tennessee for the period 1938-39 through 1947-48. From the findings of this study there is substantial evidence to support this hypothesis in that there has definitely been an increase in the percentage of new teachers.

A. The following conditions were evident in the first year of the period studied:

1. There was a greater percentage of new teachers placed in county system elementary schools than in city system elementary schools.
2. There was a greater percentage of new teachers placed in county system high schools than in city system high schools.
3. In the county system elementary schools there was a greater percentage of new teachers placed in the one-teacher schools



followed by the two-teacher schools, four-through-eight-teacher schools, three-teacher schools, and nine-or-more-teacher schools in order of decreasing percentages.

4. In the city system elementary schools there was a greater percentage of new teachers placed in the nine-or-more-teacher schools than in the eight-or-less-teacher schools.

5. Of the county system high schools there was a greater percentage of new teachers placed in the eight-or-less-teacher schools than in the nine-or-more-teacher schools.

B. The following trends were visualized during the period under study:

1. The percentage of new teachers placed in the public schools of Tennessee increased over the ten-year period.

2. The new teachers in county system elementary schools, city system elementary schools, and city system high schools increased in percentages from 1938-39 through 1947-48 while new teachers in county system high schools decreased in percentage.

3. The percentage of new teachers increased in all size county system elementary schools with the greatest increase in one-teacher schools.

4. The percentage of new teachers in the eight-or-less-teacher schools of city system elementary schools decreased while those new teachers in the nine-or-more-teacher schools of city system elementary schools increased in percentage.

5. The percentage of new teachers in the eight-or-less-teacher schools of county system high schools decreased while those new

teachers in the nine-or-more-teacher schools increased in percentage.

II. Another major hypothesis was that the general trend in the level of preparation of new teachers, without previous experience, placed in the white public schools of Tennessee has been downward for the period 1938-39 through 1947-48. It was apparent from the findings of this study that this hypothesis was proven to be true.

A. The following conditions were evident in the first year of the period studied.

1. The new teachers placed in the larger elementary schools of county systems had a higher level of preparation than new teachers placed in the smaller schools of the same type and system.

2. The new teachers placed in the smaller elementary schools of city systems had a higher level of preparation than new teachers placed in the larger schools of the same type and system.

3. The new teachers placed in the schools of city systems had a higher level of preparation than new teachers placed in comparable type schools of county systems.

4. The new teachers placed in high schools had a higher level of preparation than new teachers placed in the elementary schools.

5. More new teachers with two years of college preparation were placed in the public schools than any other level of preparation.

6. The new teachers placed in the larger high schools of county systems had a lower level of preparation than new teachers placed in the smaller schools of the same type and system.

B. The following trends were visualized during the period under study:

1. The level of preparation of new teachers in county system elementary schools did not decrease in exact order according to the size of school. The greatest decrease, however, was in the one-teacher schools but there was a greater decrease in the four-through-eight-teacher schools than there was in the three-teacher schools. The least decrease was found in the nine-or-more-teacher schools.

2. The level of preparation of new teachers in the eight-or-less-teacher schools of city system elementary schools decreased while the level of preparation of new teachers in the nine-or-more-teacher schools increased for the period.

3. The level of preparation of new teachers in the county system high schools decreased in order according to the size of school with the greatest decrease occurring in the eight-or-less-teacher schools.

4. The level of preparation of new teachers in the city system high schools decreased during the period.

It is further concluded that new teachers in larger elementary schools of county systems have had a higher level of preparation than new teachers in smaller schools, and that the differences in this level have been increased during the period except for the level of preparation between three-teacher and four-through-eight-teacher schools where it has decreased. The fact that the smaller schools in city elementary systems had a higher level of preparation of new teachers throughout the period suggests that the factors which influence placement of new teachers are not so closely related to the size of school in city systems as in county systems.

New teachers in city schools have had a higher level of preparation

than new teachers in the same type of schools in county systems. These differences have increased for the elementary school systems but they have decreased for the high school systems.

New teachers in high schools have had a higher level of preparation than new teachers in elementary schools.

There seems to be general agreement among educational leaders that beginning teachers should have at least four years of college preparation. How did the new teachers in Tennessee meet this criterion for the ten-year period?

Table XX, Appendix B, page 106, shows the number and percentage of new teachers by levels of preparation in elementary schools of selected county and city systems. Table XXIV, Appendix C, page 111, shows the number and percentage of new teachers by levels of preparation in high schools of selected county and city systems. Ninety-five per cent of the new teachers in city system high schools had four or more years of college training. Eighty-nine per cent of the new teachers in county system high schools were college graduates. Seventy-five per cent of the new teachers in city system elementary schools had the necessary training but only sixteen per cent of new teachers in county system elementary schools had four or more years of college preparation.

It is apparent in this study that city system schools needed to employ fewer new teachers and their level of training was higher than new teachers in county systems. Also, the new teachers employed in high schools were better trained than new teachers employed in elementary schools of both county and city systems. One explanation of this is the

higher certification requirements for high school teachers.

It is further apparent that in county elementary schools the level of training of new teachers is directly proportional to the size of the school and inversely proportional to the number of new teachers employed. In other words, the larger schools as compared with the smaller schools needed proportionally fewer teachers and were able to employ better trained teachers. The schools which had relatively poorly trained staffs at the beginning of the period employed less well qualified personnel, and those schools with relatively better trained personnel employed nearly as well or better trained teachers.

Again the writer wishes to emphasize the fact that the percentage of new teachers has increased in the public schools of Tennessee between 1938-39 and 1947-48 and that the trend in the level of preparation of these new teachers has been downward.

#### Implications

This study has concerned itself with the percentage of new teachers in the public schools of Tennessee and the level of college preparation of those new teachers. Findings of the investigation show that there has been an increase in the percentage of new teachers and that the trend in the level of college preparation of those new teachers has been downward. Such a study would likely be of greater importance if some consideration were given to implications of such findings for educational improvement. An attempt is made to point out such implications.

The findings of this study further point up the weaknesses of Tennessee's certification regulations. Under present requirements high schools will continue to have better trained teachers than elementary schools. Granting that there are weaknesses in Tennessee's certification regulations, it seems that a greater responsibility of selecting competent personnel for the public schools of Tennessee falls upon the shoulders of the employing authorities. Whether it was the principal, superintendent, or local board of education who placed new teachers in the public schools, they should be more aware of the importance of selecting those new teachers with the highest level of college preparation. They should also realize the importance of the elementary schools, and they should attempt to prevent too great a concentration of new teachers in these schools, especially in the smaller elementary schools.

From this study the need for numerous periods of orientation for new teachers in Tennessee is more clearly realized for the purpose of acquainting them with the sound educational practices. An intensive in-service training program is, no doubt, of great need in Tennessee due to the increasing percentage of new teachers and a decrease in their level of college preparation.

With the present status of new teachers in Tennessee the need is realized for an extensive program of supervision. Since 1947-48 the State of Tennessee has realized the importance of supervision to the extent that provisions have been made to provide county supervisors as a part of its minimum educational program. These supervisors are in a very responsible position to aid and assist these many new teachers in promoting



a more functional instructional program.

The consistent placement of poorly trained new teachers in the smaller schools shows a need for a thorough study of possible consolidation or other precautions if Tennessee is to provide equality of educational opportunity.

This study suggests that improvement should be made in the security of teachers in the county systems. Plans should be made which would avoid their becoming victims of the political axe which is so prevalent in many counties.

The need arises for the task of selling the public on the idea that it is important to have teachers with a high level of college preparation if Tennessee is going to exercise the principle of equality of educational opportunity. The development of this concept on the part of the lay members of a community should be encouraged to the extent that they will develop greater interest in their schools by demanding that their schools be staffed with competent personnel with a higher level of college preparation.

An effort should be made in encouraging prospective teachers to extend their professional preparation to the utmost in order that they may be able to do a more thorough job in the educational field. This might include extension work in child psychology, curriculum, methods, and needed subject matter areas.

While this study was confined to the political boundaries of Tennessee the writer does not wish to leave the impression that it is of importance only to that State. Other states, whose new teacher status may be of a similar nature, may profit from an examination of the findings

of this study as to what was found to be true in Tennessee. Other states are encouraged to conduct similar studies in order to determine their particular status in relation to percentage of new teachers and the level of preparation of those new teachers.

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**APPENDICES**

**APPENDIX A**

**NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN THE SELECTED WHITE PUBLIC SCHOOLS OF TENNESSEE**



TABLE XII

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN THE SELECTED WHITE PUBLIC SCHOOLS OF TENNESSEE

Year	Total New Teachers	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	327	6	1.8	140	42.8	27	8.3	141	43.1	10	3.1	2	0.6	1	0.3
1939-40	345	9	2.6	159	46.1	32	9.4	138	40.0	4	1.2	3	0.9		
1940-41	324	9	2.8	152	46.9	43	13.3	112	34.6	4	1.2	3	0.9	1	0.3
1941-42	399	13	3.3	156	39.1	46	11.5	160	40.1	15	3.8	8	2.0	1	0.3
1942-43	473	7	1.5	165	34.9	37	7.8	101	21.4	39	8.2	113	23.9	11	2.3
1943-44	423	3	0.7	79	18.7	32	7.6	59	13.9	28	6.6	209	49.4	13	3.1
1944-45	322	7	2.2	73	22.7	9	2.8	44	13.7	23	7.1	157	48.8	9	2.8
1945-46	371	7	1.9	79	21.3	11	3.0	51	13.7	22	5.9	187	50.4	14	3.8
1946-47	458	10	2.2	95	20.7	12	2.6	44	9.6	48	10.5	218	47.6	31	6.8
1947-48	425	17	4.0	120	28.2	18	4.2	65	15.3	39	9.2	142	33.4	24	5.6
Summary: 1938-39 through 1947-48	3867	88	2.3	1218	31.5	267	6.9	915	23.7	232	6.0	1042	26.9	105	2.7

**APPENDIX B**

**NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN CERTAIN SIZE ELEMENTARY SCHOOLS OF COUNTY AND CITY SYSTEMS**

TABLE XIII

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN ONE-TEACHER ELEMENTARY SCHOOLS OF COUNTY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	50			4	8.0	7	14.0	36	72.0	3	6.0				
1939-40	56			5	8.9	6	10.7	41	73.2	1	1.8	3	5.4		
1940-41	41			1	2.4	6	14.6	32	78.0	1	2.4	1	2.4		
1941-42	62			3	4.8	8	12.9	38	61.3	6	9.7	6	9.7	1	1.6
1942-43	83			8	9.6	2	2.4	16	19.3	11	13.3	41	49.4	5	6.0
1943-44	92			2	2.2			6	6.5	5	5.4	74	80.4	5	5.4
1944-45	73			1	1.4			5	6.8	3	4.1	57	78.1	7	9.6
1945-46	91							1	1.1	1	1.1	80	87.9	9	9.9
1946-47	88							3	3.4	6	6.8	67	76.1	12	13.6
1947-48	75			1	1.3	2	2.7	4	5.3	7	9.3	54	72.0	7	9.3

TABLE XIV

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN TWO-TEACHER ELEMENTARY SCHOOLS OF COUNTY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	80			13	16.3	9	11.3	52	65.0	5	6.2			1	1.2
1939-40	50			5	10.0	8	16.0	36	72.0	1	2.0				
1940-41	57			10	17.5	11	19.3	36	63.2						
1941-42	69			8	11.6	9	13.0	50	72.5	2	2.9				
1942-43	90			9	10.0	2	2.2	25	27.8	7	7.8	42	46.7	5	5.5
1943-44	104					4	3.8	19	18.3	11	10.6	65	62.5	5	4.8
1944-45	63					1	1.6	9	14.3	5	7.9	46	73.0	2	3.2
1945-46	82			2	2.4	1	1.2	7	8.5	7	8.5	60	73.2	5	6.1
1946-47	105			2	1.9	1	1.0	2	1.9	13	12.4	76	72.4	11	10.5
1947-48	70					1	1.4	13	18.6	10	14.3	37	52.8	9	12.9

TABLE XV

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN THREE-TEACHER ELEMENTARY SCHOOLS OF COUNTY SYSTEMS

Years	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	20			4	20.0	1	5.0	15	75.0						
1939-40	25			7	28.0	1	4.0	16	64.0	1	4.0				
1940-41	22			5	22.7	2	9.1	15	68.2						
1941-42	33			7	21.2	5	15.2	20	60.6			1	3.0		
1942-43	49			12	24.5	7	14.3	16	32.7	6	12.2	7	14.3	1	2.0
1943-44	46			3	6.5	3	6.5	6	13.0	3	6.5	29	63.0	2	4.3
1944-45	22			2	9.1	1	4.5	5	22.7	2	9.1	12	54.5		
1945-46	36	1	2.8					10	27.8	6	16.7	19	52.8		
1946-47	35					1	2.9	5	14.3	3	8.6	22	62.9	4	11.4
1947-48	26			5	19.2			5	19.2	3	11.5	11	42.3	2	7.7

TABLE XVI

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN FOUR-THROUGH-EIGHT-TEACHER ELEMENTARY SCHOOLS OF COUNTY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	57			24	42.1	5	8.8	26	45.6	1	1.8	1	1.8		
1939-40	66			27	40.9	11	16.7	27	40.9	1	1.5				
1940-41	80	1	1.3	37	46.3	15	18.7	23	28.7	3	3.8	1	1.3		
1941-42	96			36	37.5	12	12.5	41	42.7	6	6.3	1	1.0		
1942-43	94	1	1.1	21	22.3	9	9.6	32	34.0	10	10.6	21	22.3		
1943-44	70			9	12.9	7	10.0	15	21.4	6	8.6	33	47.1		
1944-45	53	1	1.9	10	18.9	3	5.7	9	17.0	4	7.5	26	49.1		
1945-46	46	1	2.2	9	19.6	4	8.7	11	23.9	1	2.2	20	43.5		
1946-47	77			10	13.0			14	18.2	15	19.5	36	46.8	2	2.6
1947-48	79	1	1.3	12	15.2	6	7.6	20	25.3	10	12.7	25	31.6	5	6.3



TABLE XVII

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION IN  
NINE-OR-MORE-TEACHER ELEMENTARY SCHOOLS BY COUNTY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	23			11	47.8	5	21.7	7	30.5						
1939-40	36			17	47.2	4	11.1	15	41.7						
1940-41	26			14	53.8	6	23.1	6	23.1						
1941-42	43	1	2.3	24	55.8	8	18.6	9	20.9	1	2.3				
1942-43	35			12	34.3	12	34.3	10	28.6	1	2.9				
1943-44	45			17	37.8	12	26.7	7	15.6	3	6.7	5	11.1	1	2.2
1944-45	35			11	31.4			9	25.7	5	14.3	10	28.6		
1945-46	34			11	32.4	2	5.9	11	32.4	5	14.7	5	14.7		
1946-47	45	1	2.2	8	17.8	4	8.9	10	22.2	7	15.6	14	31.1	1	2.2
1947-48	66			26	39.4	4	6.1	15	22.7	5	7.6	15	22.7	1	1.5



TABLE XIX

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
 IN ~~NINE OR MORE~~ TEACHER ELEMENTARY SCHOOLS OF CITY SYSTEMS

Years	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	15			10	66.7			5	33.3						
1939-40	24			20	83.3	1	4.2	3	12.5						
1940-41	25	2	8.0	19	76.0	3	12.0							1	4.0
1941-42	20	1	5.0	16	80.0	2	10.0	1	5.0						
1942-43	25			19	76.0	2	8.0	1	4.0	2	8.0	1	4.0		
1943-44	11			7	63.6	1	9.1	2	18.2			1	9.1		
1944-45	23	1	4.3	14	60.9	1	4.3	1	4.3	1	4.3	5	21.7		
1945-46	15	1	6.7	6	40.0			5	33.3	2	13.3	1	6.7		
1946-47	19	1	5.3	9	47.4			4	21.0	4	21.0	1	5.3		
1947-48	23	1	4.3	19	82.6			3	13.0						

TABLE XI

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN ELEMENTARY SCHOOLS OF SELECTED COUNTY AND CITY SYSTEMS

Year	County Systems				City Systems			
	Four or more One, two, and		No		Four or more One, two, and		No	
	Years of Training		College Training		Years of Training		College Training	
	No.	Cent.	No.	Cent.	No.	Cent.	No.	Cent.
1938-39	56	24.3	172	74.8	17	70.6	5	29.4
1939-40	61	26.2	169	72.5	30	86.7	4	13.3
1940-41	68	30.1	156	69.0	27	85.2	3	11.1
1941-42	79	26.1	215	70.9	21	85.7	3	14.3
1942-43	63	17.9	166	47.3	28	75.0	6	21.4
1943-44	31	8.7	107	30.3	12	66.7	3	25.0
1944-45	25	10.2	61	24.8	18	66.7	4	14.8
1945-46	24	8.3	67	23.2	8	50.0	7	43.7
1946-47	21	6.0	84	24.0	14	58.3	8	33.4
1947-48	45	14.2	105	33.3	20	87.0	3	13.0
Summary								
1938-39	230	16.3	1302	1126	285	74.7	46	11
1947-48	473	16.3	1302	1126	285	74.7	46	11

1947-48

**APPENDIX C**

**NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN CERTAIN SIZE HIGH SCHOOLS OF COUNTY AND CITY SYSTEMS**

TABLE XII

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN EIGHT-OR-LESS-TEACHER HIGH SCHOOLS OF COUNTY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S. Cent
1938-39	48	3	6.2	45	93.8									
1939-40	38	4	10.5	34	89.5									
1940-41	39	1	2.6	38	97.4									
1941-42	37	4	10.8	31	83.8	1	2.7	1	2.2	1	2.2	1	2.2	
1942-43	45	3	6.7	38	84.4	1	2.2	1	2.2	1	2.2	1	2.2	
1943-44	22			17	77.3	4	18.2	1	4.5					
1944-45	17	1	5.9	11	64.7	2	6.3	4	23.5	1	5.9			
1945-46	32	1	3.2	25	78.1	4	12.9	5	15.6					
1946-47	31	2	6.7	22	80.6	1	3.3	1	3.2	2	6.7			
1947-48	30				73.3	1	3.3	3	10.0	2	6.7			



TABLE XXII

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
 IN NINE-OR-MORE-TEACHER HIGH SCHOOLS OF COUNTY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	23	2	8.7	19	82.6					1	4.3	1	4.3		
1939-40	36	4	11.1	31	86.1	1	2.8								
1940-41	23	4	17.4	19	82.6										
1941-42	28	5	17.8	22	78.6	1	3.6								
1942-43	38	3	7.9	33	86.8	1	2.6			1	2.6				
1943-44	25	2	8.0	18	72.0	1	4.0	3	12.0			1	4.0		
1944-45	20	3	15.0	11	55.0	3	15.0	1	5.0	1	5.0	1	5.0		
1945-46	23	2	8.7	17	73.9	2	8.7					2	8.7		
1946-47	35	1	2.9	25	71.4	2	5.7	5	14.3			1	2.9	1	2.9
1947-48	43	1	2.3	35	81.4	4	9.3	2	4.7	1	2.3				

TABLE XXIII

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN NINE-OR-MORE-TEACHER HIGH SCHOOLS OF CITY SYSTEMS

Year	Total	Five Years	Per Cent	Four Years	Per Cent	Three Years	Per Cent	Two Years	Per Cent	One Year	Per Cent	H.S. Grad.	Per Cent	Less than H.S.	Per Cent
1938-39	9	1	11.1	8	88.9										
1939-40	8	1	12.5	7	87.5										
1940-41	9	1	11.1	7	77.8							1	11.1		
1941-42	10	2	20.0	8	80.0										
1942-43	11			11	100.0										
1943-44	7	1	14.3	5	71.4							1	14.3		
1944-45	12	1	8.3	10	83.3					1	8.3				
1945-46	11	2	18.1	8	72.7		1	9.1							
1946-47	18	5	27.8	13	72.2										
1947-48	13	12	92.3							1	7.7				

TABLE XXIV

NUMBER AND PERCENTAGE OF NEW TEACHERS BY LEVELS OF PREPARATION  
IN HIGH SCHOOLS OF SELECTED COUNTY AND CITY SYSTEMS

Year	County Systems							City Systems						
	Total	Four or More Years of Training		One, two, and Three Years of Training		No College Training		Total	Four or More Years of Training		One, two, and Three Years of Training		No College Training	
		No.	Per Cent	No.	Per Cent	No.	Per Cent		No.	Per Cent	No.	Per Cent	No.	Per Cent
1938-39	71	69	97.2	1	1.4	1	1.4	9	9	100.0				
1939-40	74	73	98.6	1	1.4			8	8	100.0				
1940-41	62	62	100.0					9	8	88.9			1	11.1
1941-42	65	62	95.4	3	4.6			10	10	100.0				
1942-43	83	77	92.8	5	6.0	1	1.2	11	11	100.0				
1943-44	47	37	78.7	9	19.2	1	2.1	7	6	85.7			1	14.3
1944-45	37	26	70.3	10	27.0	1	2.7	12	11	91.7	1	19.3		
1945-46	55	44	80.0	9	16.4	2	3.6	11	10	90.9	1	9.1		
1946-47	66	52	78.8	12	18.2	2	3.0	18	18	100.0				
1947-48	73	60	82.2	13	17.8			13	12	92.3	1	7.7		
<b>Summary:</b>														
1938-39 through 1947-48	633	562	88.8	61	10.0	8	1.2	108	103	95.4	3	2.8	2	1.8