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The satisfactions and dissatisfactions of the teaching profession at the elementary school level and their effect on teacher shortage.

Breen, M. Lillian

Boston University

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Thesis

THE SATISFICATIONS AND DISSATISFACTIONS OF THE TEACHING PROFESSION
AT THE ELEMENTARY SCHOOL LEVEL
AND THEIR EFFECT ON TEACHER SHORTAGE

Submitted by

M. Lillian Breen
(B.S. in Ed., Salem Teachers College)

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First Reader: Gilbert M. Wilson
Assistant Professor of Education

Second Reader: J. Richard Chambers
Assistant Professor of Education
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CHAPTER I

THE PROBLEM AND RESEARCH METHODS

Statement of Problem

The problem and purpose of the study.—Our present day educators, periodicals, and newspapers are deploring the seriousness of the teacher shortage situation which is facing the American nation. Benjamin Fine writes:

Rarely in the history of the country has there existed so great a need for teachers on various levels.

Although the nation's public and private schools and colleges employed approximately 1,350,000 men and women this year to fill their teaching positions, acute teaching shortages still exist, especially in the elementary schools. Here, a total of 650,000 teachers has been employed to handle the stupendous enrollment of 20,000,000 children.¹

The words of the late Francis Spaulding note the effect of teacher needs.

There is today serious doubt as to whether the schools can today continue to fulfill their function. The doubt centers in one fundamental question: Shall we be able to attract into teaching, and keep as teachers, people who are qualified to do the complex job that needs to be done?²

¹Benjamin Fine, Opportunities in Teaching (Vocational Guidance Manuals, Inc., 1952), pp 9, 10.

²Francis T. Spaulding, "How Shall We Determine Who Shall Be Teachers?" School Management (April, 1947), p. 16.
Such statements are a challenge to one in the teaching field. The writer realizes that many factors are involved which account for such staggering figures, but questions, too, whether or not a contributing factor may lie within the profession.

The purpose of this study is threefold: (1) to find out from a selected group of elementary teachers some of the satisfactions and dissatisfactions of the teaching profession; (2) to collect data from such a direct source, which will give some additional insight into the problem of teacher shortage and its relationship to members within the profession; (3) to compile this material so that guidance teachers may find it useful in presenting to teacher candidates the pros and cons of the profession.

In order to arrive at some conclusions as to whether or not the attitude of elementary school teachers is an influencing factor in the problem of teacher recruitment, it is necessary to find out the satisfactions and dissatisfactions of the teaching profession from those within its ranks. After compilation of the material, it will be necessary to ascertain whether or not the feelings expressed contribute to the encouragement or discouragement of young people who may be considering the teaching profession.

**Justification**

An intensive search of literature reveals that the most critical problem in American education today is that of providing qualified teachers to adequately fill the country's needs.

In an article entitled "101 Questions About Public Education,"
John Studebaker quotes Ray C. Maul of the National Education Association:

'If we need 10,000 teachers to relieve overcrowding and eliminate dual and triple sessions per day. We need 20,000 teachers to meet the increased enrollment. We need 60,000 to replace the annual losses from the classroom—those who will not return. We need 70,000 to replace just the worst of the undertrained—those who do not meet even one half the minimum requirements.

If we can meet this immediate demand for 160,000 qualified elementary school teachers, we will then need 100,000 per year until 1957, which is the year the children born in 1951 will enter the first grade. (It seems fair to assume that the present birth rate of at least 3½ million children per year will continue.) If so, the annual demand beyond 1957 will continue at 100,000 qualified elementary school teachers.1

The following figures stated by James H. Bedford are very significant, "The most critical need is for elementary teachers. The National Education Association has estimated that from 1950 to 1960 a total of 1,045,622 new elementary teachers will be needed."2 These figures are startling. The educational outlook of the future citizens of America is in grave danger.

The reader will note that these figures on teacher shortage are on a national scale. Here in Massachusetts the picture is equally appalling. In a State Teachers College Report issued in the Massachusetts Teacher the estimates indicate that the elementary school enrollment will increase by about 146,000 pupils from 1952 to 1959; the article further states that in order to meet the teacher need the teachers colleges must


practically double their enrollment.¹

Recruiting potential teachers is the problem confronting the country. Publicizing teacher shortage, stimulating parent-teacher organizations and lay citizens to the appreciation of teaching as a career are steps forward. Benjamin Fine writes that:

The teaching profession today holds out great opportunities for qualified young men and women.

Aside from actual job opportunities it offers promise of growing improvements in working conditions, teaching facilities, educational materials, salary levels, and other personal and social benefits.

More and more the American public is becoming aware of the teacher as an important social force.²

Recent shortages in the teaching profession have brought to focus the work of the teacher. If educational leaders and laymen are becoming concerned with this problem of teacher recruiting, what about the classroom teacher?

Despite the shortcomings of the teaching profession, are teachers satisfied with their chosen career enough to encourage young people to enter the field of education?

The writer believes that most teachers are content with their work, but this is merely a supposition. Such an hypothesis is not enough; therefore, the opinions of teachers are necessary to make valid any conclusions.


²Fine, op. cit., p. 9.
Procedure

A survey was formulated in the form of a questionnaire to inquire into some of the factors that determine the attitude of teachers toward the profession which tend to encourage or discourage teacher recruitment.

In constructing such a questionnaire, the advice of Leonard Koos was given much consideration. "One can hardly urge too great care in the preparation of the questionnaire form itself... No study of merit can be based on the returns of a poor questionnaire."¹

The four steps recommended by Koos, as reported by Arthur J. Jones, were carefully adhered to, namely:

1. Very careful formulation and arrangement by the author in the form to be used.
2. Submission to some expert for advice and correction.
3. Try-out on teachers or others not primarily concerned—disinterested persons.
4. Try-out of the revised questionnaire on a group as nearly like as possible, the ones to whom it is being sent.²

In organizing the questions a tentative list was prepared and discussed with a group of personal friends, some of whom were teachers

¹Leonard V. Koos, The Questionnaire in Education (New York: The Macmillan Company, 1928)
and the others nonprofessional. It was from this group that the opinions expressed formed the nucleus for the final drafting of the questionnaire.

The questionnaire was formulated and submitted to a group of seminar students at Boston University under the leadership of Dr. Mark Murfin who made a few suggestions regarding the rewording of some of the questions and omission of others. The work was completed under the guidance of Gilbert W. Wilson.

Several teachers in the Lynn School System viewed the questionnaire and it was their interest in it that encouraged the writer to go on with the study.

**Basic assumptions.**—(1) That teachers will give careful consideration to their answers; (2) that the teachers polled will be a true indication of the attitudes toward teaching which are prevalent today; (3) that the findings may be of future value to anyone considering a teaching career.

**The scope.**—The questionnaire is the means to be used to find out whether or not such an hypothesis is correct. Leonard Koos states that: "The prospective respondents to whom the questionnaires go should as far as possible be those in the best position to make reliable answers."¹

Thus, elementary schoolteachers in six school systems are to be the logical respondents who would assume some responsibility for evaluating the teaching profession. This group of teachers will include those who have been in the service for many years as well as the beginning teacher. The survey will include both men and women teaching in the elementary grades.

¹Koos, op. cit., p. 167.
CHAPTER II

REVIEW AND SUMMARY OF THE LITERATURE
ON ATTITUDES TOWARDS TEACHING AND
THEIR EFFECT ON TEACHER SHORTAGE

Generalities

Generalities.—As already stated in the previous chapter, the teacher shortage problem facing school administrators has been brought to the attention of the American public through the media of newspapers, periodicals, P.T.A. organizations, the National Education Association, and many other civic-minded groups. Somewhere in the background are the teachers themselves, fully aware that the situation exists, but reluctant about taking an active part in the recruiting of young people into the profession.

In defense of the teacher, the apparent apathy is not, in the writer's belief, due to a lack of interest in the profession but due to inherited stigmas of the attitude of the public toward teaching as a profession and the teacher as a personality.

Gilbert Highet makes the following analysis of the teaching profession:

The teacher has a very peculiar job. It is easy in some ways and in others it is difficult. The easiest part about it is the spacious routine. There are not many teachers who, like business-men and professional people, are on duty forty-eight or fifty weeks a year, and there are still fewer who teach from nine to five every day, five or six days a week. Most schools and colleges run for only nine months in the year altogether, and there is seldom any necessity for
a teacher to be on call every hour of the working day. Of course, there is a great deal to be done outside teaching hours. Some of it is routine . . . preparing examinations, reading papers, interviewing pupils. Some of it is research and preparation. But much of this kind of work can be done in one's own time, at one's own home, or in the quiet of a book-room. The great advantage of this is that comparatively few teachers are tied to the desk, chained to the telephone which begins to ring at nine on Monday morning and is still chattering at noon on Saturday, or limited for vacations to a fortnight in July among the millions of exhausted factory workers.

Leisure is one of the three greatest rewards of being a teacher. It is, unfortunately, the privilege which teachers most often misuse. But let us leave that point meanwhile; we can come back to it later, with some constructive suggestions. There is not too much leisure in the world.

The teacher's chief difficulty is poverty. He (or she) belongs to a badly paid profession. He cannot dress and live like a workman, but he is sometimes paid as little as an unskilled laborer. There are some big prizes at the top of the profession and a few lucrative sidelines, but the average teacher in every land must be resigned to a life of genteel poverty. In some countries, where wealth is greatly admired as a symbol of success, this is a heavy sacrifice to make. In others, it is partly compensated by the rewards of prestige and respect. But it is always painful. Nevertheless the job is secure, since there will always be young people who need teaching. Still, even a safe poverty is galling, and many of the snarly bad-tempered teachers whom we remember with hatred were really nice people soured by years of anxiety and penny-pinching.

The teacher's second reward is that he is using his mind on valuable subjects. All over the world people are spending their lives either doing jobs where the mind must be numb all day, or else on highly rewarded activities which are tedious and frivolous.

With this the third reward of teaching is very closely linked. That is the happiness of making something. When pupils come to you their minds are only half informed, full of blank spaces and vague notions and oversimplifications. You do not merely insert a lot of facts, if you teach them properly . . . You take the living mind and mold it. ¹

Here are some very significant facts about the teaching profession

which might be conducive to attracting young people, yet the nation is faced with a serious shortage crisis. What is the cause?

Teaching as a profession is fairly new. It is only within the last hundred years that unification has taken hold. The idea that professional organizations could elevate teaching, secure school reforms, and awaken public interest has been a slow process. During the past few years there has been an awareness that education is big business. Never before in the history of education have there been such opportunities for service or for advancement. It is doubtful that in any other profession there are over 1,400 classifications from which to choose. Despite these challenges the profession lacks the "come hither" to competent young men and women considering careers. In reviewing the current literature the consensus of opinion among the writers seems to evolve around the following basic causes for teacher shortage:

1. Inadequate salaries
2. Attitude of the public toward teachers and the profession
3. Personal restrictions
4. "Fringe benefits" such as sick leave, retirement rights, rest periods, not attractive
5. Heavy work load
6. Extra curricular responsibilities
7. Long period of training
8. Attitude of teachers themselves toward the profession
9. Lack of stimulating recruitment program
10. No future
A more detailed analysis of the basic causes of teacher shortage is warranted.

1. Salaries

Capable men and women who should be getting into teaching are avoiding this vocation for several reasons, as already stated. The one most commonly given is that teachers are not paid enough.

Why should anyone want to teach? As in any other profession or type of work, teachers come into their jobs in many strange and devious ways. Some because they always wanted to teach, some because it was the only type of work they could get, some because they are following family tradition, some because of the security; but whatever the reason when planning a career, an important factor is the prospect of earning money.

Since teachers are a professional group, they are expected to put service to others before personal gain. It has been generally accepted that a profession is differentiated from other vocations because its emphasis is on service. If this is an accepted theory, then teachers have ably qualified as professional workers. As Theodore Martin says: "In fact, this attitude on the part of the public has been one of the handicaps which has made it difficult to get teachers! salaries raised to a reasonable standard."¹

Despite this popular view, the average teacher is not allergic to making money. Scientific studies show "... when salaries in other

fields are relatively high, there is a tremendous exodus from teaching.\footnote{1}{Myron Lieberman, \textit{Education As A Profession} (New York: Prentice-Hall, Inc., 1956), p. 216.}

In discussing the economic welfare of teachers, Lieberman says in part:

Teachers tend to move from rural areas, where educational services are most needed but where salaries and working conditions are least attractive, to urban areas, where salaries and working conditions generally are superior. In other words, the actions of teachers show that they are just as much motivated by economic considerations as other groups despite the current dogma that they are set apart by their greater devotion to service.\footnote{2}{Ibid., p. 216.}

It is common knowledge that teachers' salaries are much lower than they should be to provide an adequate standard of living and to attract and hold the very best for the profession. Industry and business are strong competitive forces in attracting teacher personnel. If the profession hopes to attract its share of recruits, certain basic issues must be met. There \textquoteleft\. . . seems to be general agreement among business and professional leaders that economic security in any profession has a direct relation to the number of young people interested in entering the profession. If that is a sound thesis, it can be safely stated that professional salaries for qualified teachers is a fundamental issue.\textquoteright\footnote{3}{Mary Eva Hite, \textquoteleft\textit{Who Will Teach in the Decade Ahead?}\textquoteright\ The Delta Kappa Gamma Bulletin (Winter, 1956), p. 26.}

In the past few years, compensation for teachers has taken an upward trend. Much credit must be given to those individuals and teachers' organizations who have worked consistently and vigorously to elevate the
status of the profession. The National Education Association must be particularly recognized for the work it has done and is doing to increase teacher compensation.

It would be well, at this point, to view the picture of progress made to further teacher welfare. The following figures speak for themselves: "In 1870 the average salary of the teachers in this country was $189; in 1900, $325; in 1925, $1,250; in 1950, $3,010; and in 1955, $3,932. The increases suggested by these figures should not be taken at face value since, in their calculation, the increase in the cost of living has not been taken into account."¹

On the surface the above figures show progress, but a closer view gives another shading:

The National Education Association has shown that from 1939 to 1953 the average earnings of all employed persons rose 184 per cent, while the earnings of all public-school teachers rose only 155 per cent. Its recent report goes on to say that 'teachers as a group are on about the same level as the average wage or salary worker in the United States but far below the average worker in other professional occupations.'²

The following table substantiates the above statement:

In its survey of Current Business, the Office of Business Economics in the United States Department of Commerce published figures from three nonsalaried professional groups for 1951 as follows:

¹Martin, op. cit., p. 25.
<table>
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<th>Group</th>
<th>Average Gross Income</th>
<th>Average Net Income After Expenses and Before Income Tax</th>
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<tr>
<td>Physicians</td>
<td>$22,298</td>
<td>$13,432</td>
</tr>
<tr>
<td>Dentists</td>
<td>14,085</td>
<td>7,820</td>
</tr>
<tr>
<td>Lawyers</td>
<td>14,171</td>
<td>8,730</td>
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The NEA reports that the national average salary for teachers for the 1951-52 school year was $3365, ranging from $4197 in California to $1665 in Mississippi, with the figure for the continental United States being $3725, a far cry from the professions named above.\(^1\)

There is some justification in the accusation that teachers have lacked aggressiveness in selling to the public the importance of education. On the other hand, the public has never clarified its stand as to whether or not the teacher belongs to the wage-earner or professional group. A significant stand, which should put the teachers in the professional bracket, was taken in July, 1955 when "... the Representative Assembly of the NEA recommended a beginning salary of at least $4,200 for a teacher with a bachelor's degree including specific preparation for teaching and a salary of at least $9,500 for a teacher with a master's degree and 15 years of teaching."\(^2\)

Generally speaking, the starting salaries are high compared to most other occupations, particularly in the other professional fields, but the rate of increase is slower. Teaching does not pay as high at the top as many other occupations. According to a national study of salary schedules by the Illinois Chamber of Commerce, the findings showed that:

\(^1\)Ibid.

A teacher reaches the top salary after an average of 15 years of teaching but still has 20 or 25 years of teaching ahead.\(^1\) The results of this poll arouse the question, "Are teachers' salaries stabilized too early in their careers, thereby cutting off incentive to improve?"\(^2\) The beginning teacher would not be in accord with an affirmative answer.

The question of salaries will always be a tremendous problem because of the many factors involved. Salary schedules have been set up in many communities. Such schedules help to establish minimum salaries and provide for regular increments which serve as an inducement for teachers. A schedule "... tends to eliminate horse-trading in the employment of teachers. Also, a system of planned increments serves as an inducement to teachers, and the schedule furnishes the administrator with an instrument for planning long-term salary budgets."\(^3\)

The disadvantages to a salary schedule are that they tend to "... be automatic and may or may not be related to the quality of teaching or the financial ability of the district. As a result of the first objection, merit has been added as additional factor in some schedules. As for the second objection, more research on the economic resources of a district before the schedule is adopted is called for."\(^4\)

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\(^2\) Ibid., p. 31.


\(^4\) Ibid.
One could not conclude this phase of the salary question without presenting other opinions on the timely subject of salaries.

From a research bulletin presenting high school teaching as a career, the following view is stated:

Statements that the salaries of teachers are low, though untrue in most cases, continue to be publicized and discourage many potential instructors. Salary schedules are very attractive in most school systems, and the payment per days work is good. Ambitious, highly successful teachers sometimes resent the fact when they have reached the maximum salary of their school system they remain at a standstill.¹

Lieberman states that practically every occupational group tends to overlook facts which would weaken its argument for higher salaries and that teachers are no exception. He goes on to say that teachers often fail to take into account the fact that they do not work as many days during the year as are worked by most professional groups.²

Most of the studies agreed that while the starting salaries are generally high compared to most other occupations, the rate of increase is slower. During inflationary periods teachers¹ wages go up more slowly than those in other occupations, but in periods of depression they remain more stable.

Research emphasizes that salaries are affected by public interest in education and by the economic law of supply and demand.

A point which might be debated is expressed by Haskew, who states:

²Lieberman, op. cit., p. 38.
"The teacher in America's public schools can expect to live comfortably, but not luxuriously, on his salary."

A summarization of the salary problem is presented by Robert W. Richey:

Although definite improvements have been made during the past several years, the average salaries of teachers generally are low as compared to those of other professions requiring comparable training. Any average salary listed must be interpreted carefully in light of all factors that enter into the establishment of an average. It would be desirable for you to view teaching in terms of existing and probable future salary schedules for beginning teachers.

There is some evidence that the general public is becoming increasingly concerned over the economic welfare of teachers. Through the organized efforts of educators and others, the prospects of improving teacher salaries look promising.

Some positive trends are to be noted in the scheduling of teachers' salaries: the establishment of minimum salaries for beginning teachers, definite yearly increments, the same pay for men and women who have equal training and experience, and a single salary schedule for elementary and secondary teachers. Unfortunately, the scheduling of college salaries has lagged behind that of salaries in the public schools.

These positive and rather rapid improvements in the scheduling of salaries should (1) encourage competent teachers to remain in the profession for a longer period of time, (2) attract more young men and women who hold promise into the profession, and (3) enable educators to be more selective of those who are prepared, certified, and employed as teachers. As these refining factors operate, the level of the teaching profession will be raised, and this, in turn will tend to raise salaries.

Wynn calls attention to the fact that although salaries are a

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powerful factor, he reveals from information gathered by labor committees that some of the industries most plagued with strikes are among those that pay highest wages.\(^1\) Thus, the "economic man" concept has become tenable.

The writer has dwelt at length on the question of salaries, since remunerations are generally considered a most important aspect of teacher welfare. However, there are other factors which have a terrific impact on the decision, "To Teach or Not To Teach." One of these, is the attitude of the public toward teachers and the teaching profession.

2. Attitudes

The hand-me-down stigma toward the profession is due in part to the literary characterization of school teachers and teaching. The storyteller has vividly impressed the general public with personal peculiarities of teachers. These exaggerated conceptions have been inherited from the stories of teachers in our early history. The general character of these early teachers is graphically portrayed by Professor E. W. Knight:

One does not have to exercise any freedom that belongs to the storyteller to furnish a rather faithful account or picture of American school-teachers. The records themselves tell the story. Although he has greatly improved and is becoming more and more reputable, the American school-teacher as a type has a shady past. He has not always been an inspiring figure or even a person of good refute. Ugly things have been said about him, often because he was ugly. Often he was ignorant, sometimes almost illiterate, and knew little more than his pupils, if any more.\(^2\)

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1Richard Wynn, "Teachers Are Entitled to Job Satisfaction," The Nation's Schools (May, 1955), p. 43.

Stereotypes have had their effect on teacher shortage, for the bespectacled, neurotic spinster and the bewigged, pedantic schoolmaster have had destructive results on teacher morale. Probably the most noted of caricatures is Washington Irving's Ichabod Crane, "with huge ears, large glassy eyes, and a long snipe nose, so that his head looked like a weathercock perched upon his spindle neck."

Lafferty\textsuperscript{1} and Lieberman\textsuperscript{2} are of the opinion that in the mass media teachers are portrayed less favorably than members of other professions. Lafferty questions Hollywood's typing of school teachers when he states:

It so happens that school teachers are normal human beings with all the strengths and weaknesses that 'flesh is heir to.' While you may not suspect it after seeing some of the 'supercolossals' at your neighborhood theatre, a number of teachers are regular subscribers to Esquire, Vogue, Nation and P.M. and a few of the male teachers have read Kitty Foyle, Cass Timberlane, and other similar 'human interest' offerings. . . . Others have discovered through application of the fundamental law of pragmatism that the expression 'a full house' does not always mean 'standing room only.'

. . . And if a pedagogue is asked what a 'bookie' is, the questioner need not be surprised if the answer is given correctly.

There are, of course, many normal experiences that the average teacher has not had. Much of this lack, however, is due to forces beyond his control rather than from an absence of desire.

For example, because his monthly salary check is sufficient to keep him only a jump ahead of the Grapes of Wrath set, he is not likely to know when the stock market stops being 'bearish' and starts being 'bullish.'

\textsuperscript{2}Lieberman, op. cit., p. 473
\textsuperscript{3}Lafferty, op. cit.
The various pictures "drawn" by our literary contemporaries may be responsible for the conflicting attitude of the general public. Good analyzes the situation by stating that there is no single description that will fit all; everyone is an individual and in characterizing a whole class or profession, allowances must be made for the variations that will exist in any large group of people.¹

The personal opinion of one or two people in a community may not be far-reaching, but when opinions are multiplied they become vitally important and influence a community, which builds up strong attitudes either for or against the profession. Cressman makes a most significant statement when he says:

Communities differ greatly in their attitudes toward teachers. In some places educators are highly respected, just as are certain members of the older professions of medicine and law. Here they will be welcomed into all of the various community organizations and enterprises and expected to share community responsibilities. They will be granted the same rights and privileges as are members of the older professions. On the other hand, in not a few places they will not be a very highly respected group and they may be surrounded with restrictions, some of which seem petty and ridiculous.²

The common opinion is that anyone's views of teaching are probably strongly colored by his memories of the types of teachers he had had. Therefore, the conflicting attitudes of the citizenry are not fragmentary but based on personal experiences, pleasant or otherwise.

²Cressman and Benda, op. cit., p. 118.
Thus teaching, unlike any other profession, has a handicap insofar as public relations are concerned. "Inferiority in any particular teacher may be carelessly thought of as no life and death matter. But when we think of teachers in mass, when we consider the total significance of their function in our society, we see things differently."¹

William E. Carr predicts that, "... millions of adults will continue their learning and as a result, attitudes toward schools and colleges will change markedly. Education will be understood as a part of society just as we now recognize the basic rules of government and business."²

Public opinion is mighty important but what gnaws most at the hearts of teachers, from the writer's personal contact with teachers, is the lack of respect shown by the pupils. Teachers get pretty "bogged down" by the attitude, lack of courtesy, and sneers of the pupils with whom they have to live five hours per day. As Charles Funk relates:

If they (the teachers) demand a high quality of work from students or try to maintain discipline they are criticized by parents who carry their children's version of every dispute to school board members, to the county superintendent and to anyone who will lend a sympathetic ear.³

Along this same trend of thinking, one writer attributes the


shortage of teachers to the fact that "few young people are likely to enter a profession subjected in addition to fear, distrust, suspicion, and charges of disloyalty and lack of patriotism because the 3 R's are not being taught correctly."¹

Fortunately, there are many, many parents who are most cooperative with teachers. Parents are human and want to be proud of their offspring. A teacher's diplomacy and tact can win a friend or make an enemy.

Attitudes, as already indicated, are most conflicting and arise from personal experiences and unwarranted conclusions.

The teacher of 1957 cannot escape the inbred stereotyped impressions but those of us in the profession can look with pride at our fellow teachers whenever we attend an educational conference. Glamour has entered into the ranks. The Montana Education Association boasts that three of the last four "Miss Montana's" have been schoolteachers.²

Haskew is of the opinion that:

Teachers are somewhat prone to charge that their profession lacks prestige and respect in the eyes of the public. Such judgments must have a strong element of self-deprecation in them because every study known to this author shows that the public gives teaching a social status in the upper fourth of all vocations. In recent studies beginning teachers reported satisfaction with the social recognition and acceptance they had received.³

¹I. L. Kandel, School and Society, Volume 75, No. 1948, April 19, 1952.
³Haskew, op. cit., p. 184.
Writers such as Brammell,\(^1\) Carr,\(^2\) Bruce and Holden,\(^3\) and Cressman\(^4\) are in complete agreement that teachers are favorably accepted in communities and are being looked to as leaders. Lieberman differs with these other learned men and states that, "There is no solid ground for asserting that participation in community affairs is necessary for professional status."\(^5\) He goes further by saying that even if community participation is encouraged, it should not be the type that reinforces stereotypes of teachers such as chaperoning teenage dances and teaching Sunday School.

Closely linked to public attitude is the desire for teachers to live "normal lives." This brings up the question, "How much freedom does a teacher have?"

3. Personal Restrictions

While the day of unreasonable requirements as to what a teacher may or may not do in her after school hours is rapidly passing, it is well to remember that "Teachers live in a goldfish bowl of community attention and gossip."\(^6\)

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\(^2\)Carr, op. cit., p. 167.


\(^4\)Cressman and Benda, op. cit., p. 120.


\(^6\)Fine, op. cit., p. 94.
The teacher, man or woman, is looked upon by the community as a leader of youth. "In some communities there may be trivial but annoying requirements in personal conduct. In one community, the prohibition may be against card playing; in another, dancing on school nights; and in still another community, smoking." It is a wise teacher candidate who realizes what is to be expected of her before accepting a teaching position in a new community. "A young teacher may find herself in a community which places taboo on customs he takes for granted, such as dancing, extremes in dress and other social customs."1

Nervousness and physical fatigue are occupational hazards of the profession, therefore, it is important that teachers learn how to relax and have fun. A teacher with "high professional zeal probably would want to do very few forbidden things that other citizens can do without being censored, but he certainly should have the right to do them. A community may well expect decency and idealism from its teachers but it has not the right to scrutinize every petty detail of their personal lives."2 Other professional people are allowed to lead normal lives and teachers should be treated likewise. This is the current trend as expressed by Schorling,3 Richey,4 and Fine.5

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1Careers—High School Teaching As A Career, op. cit.
3Ibid., p. 383.
4Richey, op. cit., p. 247.
5Fine, op. cit.
The advice of Simon might well be a guiding post to a successful teacher, namely:

If the teacher respects the standards of the community on small things, which are really symbolic, such as not eating in certain restaurants, he will be in a far better position to win a victory on such important matters as the freedom to teach controversial issues and to carry on the full duties of citizenship.1

Cressman's statement, "It should be considered a challenge rather than a handicap that teachers are generally expected to be examples of fine living," is an ideal not to be scorned.2

In the overall picture it is generally accepted that the teacher's personal diversions are not so carefully scrutinized as they were a few years ago. The personal "liberties" of a desirable citizen, self-respect and respect of others should be criteria and in most communities are recognized for teacher conduct.

Authorities and teachers will agree that no one goes into the profession with the idea of becoming rich. However, there are other advantages that are tangible rewards for the educator.

4. "Fringe Benefits"

"Neither annual dollar earnings nor life earnings tell the complete story of the economic position of teachers. Steady employment, sick leave, and provisions for retirement add to teachers' economic security."3

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2 Cressman and Benda, op. cit., p. 118.
Nearly all of the well-trained teachers in the country are hired on the basis of contracts assuring them of employment for at least one year. Generally speaking, most teachers are rehired except, of course, in cases where a teacher's services are no longer required or where incompetence has been shown. This is a step forward for the profession, for it was not so long ago that teachers were hired or fired at the least provocation.

Today, more than three-fourths of the states have some type of tenure laws that are intended to protect teachers. In these communities teachers who have taught two or three years and have proved their ability are given the protection of tenure. "Tenure" is a continuing of contracts, which means more security of position and a protection against unjust dismissal.¹

Every state has some provision for retirement. "A democratic society has an obligation to see that no one dies by virtue of his inability to provide the basic necessities of life."² Few teachers are able to make adequate financial arrangements for their latter years. The age at which retirement is permitted or required varies from state to state. The retirement range may be from sixty-five to seventy-five and in some states no age limit is set, according to data accumulated by McCloskey.³

¹Ibid., p. 380.
²Richey, op. cit., p. 166.
The amount of money paid into a retirement fund varies and in some states it is a "joint-contributory" type, such as here in Massachusetts. In all but two of the states the latter type is used.\(^1\) The state pays a specific amount and the teacher contributes a given percentage (usually 4 or 5 per cent).\(^2\)

A great many school systems are providing sick leave pay, either by group disability insurance or provision by the city or community. Sick leave allowances vary anywhere from five to ten days a year and in some areas "cumulative" sick leave may vary from twenty days to over a hundred, depending on length of service.

Other "fringe benefits", as lay people are apt to call them, are the long vacation periods in the summer, the Christmas vacation, the spring and winter vacations, and long weekends. In some communities teachers are granted sabbatical leave. After seven years of teaching, a teacher may plan to take time off with pay, or a percentage of his pay, to continue study, write, or travel.

One authority cautions:

If you are interested primarily in making a lot of money, don't go into education. There are other fields where the chances are better... though the risks are greater too. One should not overlook the advantages of tenure, sabbatical leaves, extended vacation periods, and fiscally sound retirement programs in the field of

\(^1\)Ibid.

\(^2\)Richey, op. cit., p. 174.
education. Provisions in these respects vary from state to state and from community to community within the state.¹

Job satisfaction is one of the intangible rewards of teaching and one of the hardest to obtain. Individual opinions vary greatly, but most teachers are in accord that class size is a factor in teacher morale.

Every competent teacher knows the satisfaction that comes from the educational progress of her pupils. Teaching is not merely an imparting of knowledge but a development of attitudes and ideals. The day of regimentation and class recitation is gone. Today’s teachers are faced with new goals in education which stress such factors as social adjustment, physical growth, health, mental hygiene, and developmental processes as well as achievement in subject matter areas.²

In general, teachers feel that children today are more difficult to instruct than were children and youth some years ago. Very probably broken homes, war tensions, family mobility, and overstimulation of radio and television have contributed to this situation.³

5. Heavy Work Load

At the mechanical level, the school activities are numerous, and the many social responsibilities wholly unrelated to education have become a burden. There are many tasks which are inescapable, such as taking attendance, correcting tests, preparing lesson plans, moving the piano,

³Wahlquist, et al., op. cit., p. 228.
helping Johnny find his sweater, etc. Adding to the list of demands is the selling of government stamps, collecting money for pictures, checking on health cards—the list could go on and on—and these additional duties are contingent on the school administration. Then there are the drives, such as clothing, fund collecting for the various agencies, the P.T.A., collecting canned goods, and drives for other welfare agencies. "The fallacy that every activity per se is educational is as harrassingly unfair as it is destructive to sound school programs." Voluntary work on the part of the teacher is good public relations, but when this type of work becomes mandatory, then the teachers work load becomes heavier.

Although many factors cited by teachers which add to the heavy work load are intangible and make it difficult to measure, administrators and teachers agree that for the welfare of the pupils the type of duties must be carefully screened and equalized among the faculty.

Closely interwoven with heavy teaching load are the extra-curricular activities.

The really professional teacher is not content with just 'going thru the motions' while he serves as a mass baby sitter, his continuance in teaching as a life career is many times determined by the prospects for professional satisfactions along with a salary that can meet competition.

Class size has become a critical factor in recruitment of teachers. A study of 1953-54 class size in cities of over 100,000 population revealed that the medium-sized class was 33 pupils in the elementary school.

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1Bestor, op. cit., p. 203.

and 29.1 in junior high school.¹

It is very difficult to prove what is the desirable class size for the most effective teaching because the factors which enter into the situation make it difficult to measure objectively.

6. Extracurricular Activities

There seem to be confused opinions as to what is meant by extracurricula activities. Some teachers think that it is extraneous to the classroom, while to others the word implies additional labor beyond teaching of the grade or subject. The general usage of the word "extracurricula" implies work beyond the classroom.

In both elementary and secondary schools there are activities which are carried on outside the classroom. These activities have been brought into the classrooms by the pupils themselves, by administrators, and by school boards. Although there was much opposition to these outside "interferences," elementary teachers, on the whole, accept the demands made upon them as part of the learning situation. In the grade schools some of the extracurricula duties might include traffic patrol, bus transportation, excursions, clubs, cafeteria, and intramural sports, all of which are time-consuming responsibilities. The items just mentioned, and there must be others, are justifiable and worthwhile and are accepted by the teacher as being in the line of duty or as a burden for which she should be compensated.

Mort says that "undertaking 'extracurricular' commitments in

¹Huggett and Stinnett, op. cit., p. 214.
education usually enhances one's professional growth as a teacher.\textsuperscript{1}

Merit rating, in some communities, is a factor in the extra-curricula program carried on by the teacher. In some areas the men teachers receive remuneration for coaching sports after school hours.

The distribution of duties is an important duty of the administrator if the health and welfare of the teacher are to be maintained for the good of the children.

Although some of the activities mentioned may seem mechanical and tedious, they are a part of teaching and learning. There is merit in remuneration for extra duties; the difficulty lies in meeting certain professional responsibilities and in seeing that all members of the faculty are treated fairly.

7. Long Period of Training

Generally speaking, facts "indicate that of all the professions, teaching requires the least preparation. A majority of states now require a four-year teacher-training or liberal arts course beyond high school. Of course, there are many substandard areas where you can teach with only one or two years of college."\textsuperscript{2}

The public expects any professional worker to continue his training after he has completed his formal requirement. Thus, if teachers wish to maintain the status of belonging to a profession, then further study is


\textsuperscript{2}Fine, \textit{op. cit.}, p. 26.
required. "Teachers have a moral obligation to the general public and to the boys and girls whom they teach to be continuous students of the rapid progress being made in the field of education."¹

Teachers are accused of not maintaining the spirit of the learner, putting themselves into a rut, and regressing. Education is one of the most inspiring and intellectualizing professions. "Man is never too old to learn" is an old adage applicable to teachers.

The standards for the teaching profession have been raised to keep pace with the demand for skilled personnel.

Teacher-education programs are being broadened and the profession has in action a voluntary national accrediting process to assure minimum standards of quality in preparation programs.²

In the past twenty-five years the levels of teacher preparation have risen greatly. Elementary schoolteachers with master's degrees rose from 0.6 per cent in 1931 to 12.8 per cent in 1956.³

Anyone contemplating a teaching career must be aware of the need for a good basic preparation. "All professions expect their members to keep up with new discoveries and ideas that may affect their professional practice."⁴ The building of a profession is the responsibility of its

¹Richey, op. cit., p. 96
⁴Ibid., p. 14.
personnel. Whether or not a teacher accepts the challenge that he is a member of a profession depends on his own personal attitude toward his chosen career.

8. Attitude of Teachers Themselves Toward the Profession

"Teachers are potentially the most powerful profession in the country," states Theodore Martin, basing his comment on six facts: (1) there are more of them; (2) they are education; (3) they have an altruistic philosophy of life; (4) they have almost daily contact with one of the best advertising media in the world; (5) they have a chance to participate in community activities, including politics; (6) they have an opportunity to work as an organized profession through local, state, and national associations.¹

To some people the above statements may sound idealistic, but nevertheless there is more than an ounce of truth in them. Teachers, however, are apt to lose the perspective of their profession. "Gripping" is one of the most undermining diseases of the profession. It is contagious and infectious and tears down teacher morale quicker than anything else. A wholesome discussion of problems that are general in nature and can be solved by meetings with the entire staff is to be encouraged. All teachers gripe at some time or other, but as teachers the attention of the public should be focused on the work they accomplish and not on petty grievances within the profession.² There are always those teachers

¹Martin, op. cit.

who complain about the drudgery and dullness of their work, and unfortunately this type of publicity travels fast.

"Teachers in elementary schools tend to be somewhat more enthusiastic about the school system in which they teach than do teachers in secondary schools."¹

Despite the "gripping" the Research Division of the National Education Association found, in a recent survey—to which there were 5,602 replies—that "80.7 per cent of the women, but only 53.9 per cent of the men, would choose teaching again."²

A satisfied and inspiring teacher is the best advertising medium of the profession.

9. Recruitment Program

Several theories have been advanced as to why more young people do not go into teaching. Spalding states that "there have been no definite studies of the reasons why the best students do not go into teaching."³ Some of the reasons advanced are very obvious: the low rate of pay is mentioned frequently; the unattractiveness of teachers under whom the student has worked; the status of the teacher in the community; the absence of men; the effect upon the personality of being alone with children for long periods; and the effect of autocratic administration.


Whatever the reason, teacher recruitment is being considered far more seriously than ever before.

"Elaborate teacher-recruitment campaigns have little success if they have been preceded by years of sneering attitudes toward the profession," comments John Studebaker who advises parents not to criticize the profession in public or in private; honor its worth and value in our society; and encourage their sons and daughters to enter the profession if they exhibit the qualities needed for teaching.¹

The Journal of Educational Research has reported a study of the professional literature relative to suggestions for steps that are necessary to secure potential teachers.² The following points are made:

1. The psychological and social conditions surrounding the teacher need to be improved.
2. Teacher salaries need to be raised.
3. Vital need for stressing the desirable aspects of teaching.
4. Recruitment of potentially desirable teachers must begin in the high school.
5. Pretraining selection of teachers needs to be supplemented by continuous selection and guidance of potential teachers.
6. Substantial scholarships should be granted to deserving and needy prospective teachers.

¹Studebaker, op. cit., p. 23.
7. Recruitment is a teacher's problem and every teacher should do his part to strengthen the profession by urging his better students to consider teaching.

8. Members of the profession need to have a higher regard for teaching.

Teaching, to some extent, seems to run in families. In a survey conducted by the Research Division of the National Education Association, teachers were asked if parents, brothers or sisters had been teachers, to which 33.6 per cent of the men and 42.5 per cent of the women answered yes.¹

With the raising of the professional standards and the extensive recruitment programs that are underway, there should be less danger of teachers "just falling into" the profession. The recruitment of teachers of superior ability is one of the nation's top educational problems. Solving it requires financial, moral, and spiritual support.²

10. No Future

There are those who criticize the profession as one lacking in opportunities. Mort states:

A field that is in the period of rapid change and offers such variety of opportunity should not lead one to dwell too long on overpublicized inadequacies in the vocation of education. An able young person, if he takes full advantage of the opportunities for advancement can make for himself a good career, at substantial if not handsome, remuneration.³

³Mort and Vincent, op. cit., p. 214.
Perhaps the greatest opportunities in teaching are found in the specialized fields such as reading, arithmetic, guidance, and social studies. With the professional advancements that are being made the chances for advancement have been increased. Mort points out the fact that moving from school system to school system to gain financial betterment is not universal. Many good teachers remain in lower-paying districts because they prefer to teach in the place where they have always lived. However, if personal advancement and professional contribution are motivating factors, moving about in the early stages of one's career is important. Each move, if chosen wisely, should give one better opportunity for advancement.

In some communities, years of service and training are recognized when administrative openings occur and teachers are moved from within the ranks. Unfortunately, this is not always true, because of the political infiltration into the school systems.

Education must have a future because it is the first line of defense and the first pillar of support in a democracy.

Summary.—The research shows that while there are "two sides to a teacher's desk" the real cause for the teacher shortage is not easy to define. Although American literature has made uncomplimentary reflections on the teacher, the public today has become aware of the importance of teachers and education. As President Dwight D. Eisenhower said in his message to Congress; "Good teachers do not just happen. They are the product of the highest personal motivation, encouraged and helped in their

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1Ibid.
work by adequate salaries and the respect, support, and good will of their neighbors.\textsuperscript{1}

The teacher in the modern school is expected to be well trained, to guide numerous extracurricular activities, to take an active part in community affairs, to keep abreast of educational trends, to integrate the personality of the child and to maintain her self-respect.

The answer to "Why Do Teachers Teach?" is a complex one. Research concludes that basically the answer lies in the desire to serve society.

CHAPTER III

THE RESPONSE TO THE SURVEY OF SELECTED
ELEMENTARY SCHOOL TEACHERS IN MASSACHUSETTS

The Problem and the Questionnaire

The problem.—It is the purpose of this study, as already stated, to inquire into some of the factors which may contribute to the shortage of elementary schoolteachers. The answer may be found in the reply to the questionnaire on the satisfactions and dissatisfactions of the teaching profession, as expressed by a selected group of elementary schoolteachers in the Commonwealth of Massachusetts. It may be beneficial to find out what proportion of teachers are satisfied with their vocation and the number who are unhappy with their choice.

The group of elementary teachers selected were from six towns and cities from the Greater Boston area. Five hundred nine questionnaires were answered, which represents 74 per cent of the total number of teachers included in the survey.

The teacher shortage is critical. For at least the next ten years there will be a great demand for qualified new teachers in our elementary schools. Colleges are not graduating enough young people prepared or willing to go into the educational field. Although there are many young people trained to teach, they have been attracted to other fields of work. Superintendents of schools are looking desperately for qualified teachers. Those within the profession, parents, and lay people
have become keenly aware of the seriousness of the situation. This study should be of interest to anyone concerned with the education of children in that it may lead toward possible steps which might be taken to alleviate the teacher-shortage situation.

The research in this study may be of value to guidance counselors and teachers who have the opportunity of recruiting students to a teaching career. This work might also be beneficial to potential candidates who are considering entering the profession. The writer has strived to present the pros and cons of the teaching profession as it affects teacher shortage.

The questionnaire.—The response to the questionnaire was most gratifying. In many instances the teachers expressed keen interest in the results or made comments which indicated personal reaction toward the inquiry. As one teacher with two and one-half years of experience wrote: "Teaching is my life, my joy, my love—because children are. I pray that every human may love his work as thoroughly as I do and may enjoy the deep sense of satisfaction with which the Lord has graced me. I have but one objection to the profession—namely—that, generally speaking, teachers are inclined to cease educating themselves, so become staid and stagnant. They lose the zestful and enthusiastic approach that a love for teaching should foster and which the profession itself requires. I would love to see the results of your survey."\(^1\)

There were many similar responses by teachers with far more

\(^1\)Anonymous
experience, some of which may be found in the Appendix.

Before the questionnaire was actually framed, the topic was discussed by a group of friends in the field of education who thought the subject a timely and interesting one. Further discussion with people outside the profession evoked many enthusiastic comments about the subject. This display of interest gave encouragement to the writer, who concluded that the subject had sufficient merit to warrant an investigation.

In the questionnaire itself the questions were organized so as to discover the background of the teacher; to get a personal insight into the attitude of the teacher toward the profession, and to find out the social aspects which determine the satisfactions and dissatisfactions of the profession.

Dr. Mark Murfin and the seminar group discussed the questionnaire and agreed that the inquiry as presented would give the desired information for the selected problem.

The intangible elements involved might cause the reader to take issue with the results. For example, the question, "Would you prefer to work with another age level?" if answered in the negative, would indicate unhappiness in the present situation but not necessarily with teaching as a career. The significance of the replies in this survey was contingent upon personal experiences and personalities of the professional people who participated.

The results of the questionnaire are hereby presented to give the reader an opportunity to see at a glance the reactions of the teachers surveyed. A further analysis will follow.
RESULTS OF QUESTIONNAIRE
March 15, 1955 - 509 Answers

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<td>1</td>
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</tr>
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</tr>
<tr>
<td>25 Plus Years</td>
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<td>38 Years</td>
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<td></td>
</tr>
<tr>
<td>26 Years</td>
<td>1</td>
<td>39 Years</td>
<td>4</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>28 Years</td>
<td>7</td>
<td>41 Years</td>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td>42 Years</td>
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<td>30 Years</td>
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<td>44 Years</td>
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</tr>
<tr>
<td>30 Plus Years</td>
<td>3</td>
<td>46 Years</td>
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<td></td>
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<tr>
<td>31 Years</td>
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<td>49 Years</td>
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<tr>
<td>32 Years</td>
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<td>50 Years</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>33 Years</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
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</table>

Part I - 2. Sex:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>471</td>
</tr>
<tr>
<td>No Answer</td>
<td>2</td>
</tr>
</tbody>
</table>

Part I - 3. Marital Status:

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>191</td>
</tr>
<tr>
<td>Single</td>
<td>278</td>
</tr>
<tr>
<td>Widowed</td>
<td>26</td>
</tr>
<tr>
<td>Engaged</td>
<td>3</td>
</tr>
<tr>
<td>Divorced</td>
<td>8</td>
</tr>
<tr>
<td>No Answer</td>
<td>3</td>
</tr>
</tbody>
</table>
Part I - 4. Does Your Husband or Wife Teach?

Yes 31
No 162
No Answer (mostly single people) 316

Part I - 5. Training:

Normal School 210
College Graduate
  Liberal Arts 83
  School of Education 206
Private 1
Junior College 2
Gloucester Training School 1
Perry Kindergarten 1
No Answer 5
No Degree 123
Bachelors' 354
Masters' 107
CAGS 2
Working on Bachelors' 1
Working on Masters' 6
Working on Doctors' 3
No Answer 13
### Part II - 1. Would you prefer working with another grade level?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>447</td>
</tr>
<tr>
<td>No Answer</td>
<td>12</td>
</tr>
</tbody>
</table>

### Part II - 2. Have you ever SERIOUSLY considered another type of work?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>152</td>
</tr>
<tr>
<td>No</td>
<td>355</td>
</tr>
<tr>
<td>No Answer</td>
<td>1</td>
</tr>
</tbody>
</table>

### Part II - 3. Have you ever left the teaching profession for another type of work other than the armed forces?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td>449</td>
</tr>
<tr>
<td>No Answer</td>
<td>8</td>
</tr>
</tbody>
</table>

### Part II - 4. Have there been other members of your family (other than your husband or wife) who have been or are in the teaching profession?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>273</td>
</tr>
<tr>
<td>No</td>
<td>235</td>
</tr>
<tr>
<td>No Answer</td>
<td>1</td>
</tr>
</tbody>
</table>

### Part II - 5. Do you feel that the teaching profession interferes with your social activities?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>119</td>
</tr>
<tr>
<td>No</td>
<td>383</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
</tr>
<tr>
<td>No Answer</td>
<td>1</td>
</tr>
</tbody>
</table>
### Part II - 6. Do you feel that the teaching profession is a social handicap?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>413</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
</tr>
<tr>
<td>No Answer</td>
<td>8</td>
</tr>
</tbody>
</table>

### Part II - 7. Do you feel that there are too many demands on you outside of school because you are a member of the teaching profession?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>154</td>
</tr>
<tr>
<td>No</td>
<td>349</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
</tr>
<tr>
<td>No Answer</td>
<td>2</td>
</tr>
</tbody>
</table>

### Part II - 8. Do you feel that you have to accept situations or criticisms because you are a teacher that others do not?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>247</td>
</tr>
<tr>
<td>No</td>
<td>252</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
</tr>
<tr>
<td>No Answer</td>
<td>6</td>
</tr>
</tbody>
</table>

### Part II - 9. Do you feel burdened by the amount of work expected of you?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>176</td>
</tr>
<tr>
<td>No</td>
<td>286</td>
</tr>
<tr>
<td>Sometimes</td>
<td>39</td>
</tr>
<tr>
<td>Not Amount but Kind of Work</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>7</td>
</tr>
</tbody>
</table>
Part II - 10. Do you feel that you should be expected to carry on extracurricular activities such as field trips, clubs, cafeteria, etc.?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
</tr>
<tr>
<td>No</td>
<td>292</td>
</tr>
<tr>
<td>Triple No</td>
<td>1</td>
</tr>
<tr>
<td>Yes, Field Trips</td>
<td>9</td>
</tr>
<tr>
<td>No, Clubs and Cafeteria</td>
<td></td>
</tr>
<tr>
<td>Yes, Field Trips and Clubs</td>
<td>10</td>
</tr>
<tr>
<td>No, Cafeteria</td>
<td></td>
</tr>
<tr>
<td>In Moderation</td>
<td>16</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
</tr>
<tr>
<td>No Answer</td>
<td>9</td>
</tr>
</tbody>
</table>

Part III - 1. Do you feel that your salary is adequate?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>168</td>
</tr>
<tr>
<td>No</td>
<td>323</td>
</tr>
<tr>
<td>Double No</td>
<td>4</td>
</tr>
<tr>
<td>Triple No</td>
<td>2</td>
</tr>
<tr>
<td>Not Quite</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>11</td>
</tr>
</tbody>
</table>

Part III - 2. Do you feel that the salary is compensated by the sense of security which your job gives you?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>209</td>
</tr>
<tr>
<td>No</td>
<td>247</td>
</tr>
<tr>
<td>Double No</td>
<td>4</td>
</tr>
<tr>
<td>No Answer</td>
<td>49</td>
</tr>
</tbody>
</table>
### Part III - 3. Do you enjoy teaching?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>497</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>Occasionally</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>7</td>
</tr>
</tbody>
</table>

### Part III - 4. Do you like sharing your ideas with others?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>498</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>No Answer</td>
<td>7</td>
</tr>
</tbody>
</table>

### Part III - 5. Do you get a great deal of satisfaction from watching your pupils' progress and their personal talents develop?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>501</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>No Answer</td>
<td>3</td>
</tr>
</tbody>
</table>

### Part III - 6. Do you enjoy working with others?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>501</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>2</td>
</tr>
</tbody>
</table>

### Part III - 7. Do you feel that the so-called heartaches of the teaching profession are compensated by vacation periods and lack of dull routine?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>375</td>
</tr>
<tr>
<td>No</td>
<td>88</td>
</tr>
<tr>
<td>No Answer</td>
<td>46</td>
</tr>
</tbody>
</table>
Part III - 8. Do you enjoy children and are you sympathetic with their problems?

Yes 502
No 4
No Answer 3

Part III - 9. Do you object to joining one or more professional groups?

Yes 77
No 421
One is sufficient 1
No Answer 10

Part III - 10. Are you open-minded to new ideas that will improve your teaching?

Yes 501
No 5
No Answer 3

Part III - 11. Do you get a deep satisfaction from realizing that you are doing your part inspiring the "leaders of tomorrow?"

Yes 426
No 52
No Answer 31
Part III - 12. Would you advise or encourage someone to enter the teaching profession?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>399</td>
</tr>
<tr>
<td>No</td>
<td>61</td>
</tr>
<tr>
<td>Double No</td>
<td>1</td>
</tr>
<tr>
<td>No Answer (most of these had special notes)</td>
<td>48</td>
</tr>
</tbody>
</table>

The purpose of this study, as already stated, is to inquire into the satisfactions and dissatisfactions of the teaching profession at the elementary level and its effect on teacher shortage.

An analysis of the results of the survey, presented in the previous pages, is most enlightening. In classifying these responses, it was necessary to generalize on the idea so that grouping was possible.

There were five hundred nine teachers who responded to the questionnaire, or seventy-four per cent of the teachers contacted. This number of responses is a good percentage and is indicative of the interest in this study. Of the total number there were four hundred seventy-one women teachers and thirty-six men teachers. The number of years of teaching experience ranged from one year to fifty years with the average length of service being ten years.

Contrary to the usual conception that schoolteachers are "spinster ladies," the survey indicates that the ratio of married and single teachers is very close. In arriving at a percentage of eighty and eight-tenths, the marital status included those who had been married. This change in status is due to the abolishing of the rules that existed in many communities prohibiting teachers to marry.
Part I, Sections 5 and 6.—It is interesting to note that the profession has raised the educational requirements of incoming teachers. The early tradition, on the elementary level, required only two years of teacher-training colleges. The typical new teacher is likely to have had a four-year college course, either from a school of education or a liberal arts college. Despite the fact that these new teachers are coming to the classroom with a goodly amount of professional knowledge, many of them are continuing their studies. In this survey, two hundred ten attended normal schools while the number holding degrees far exceeded those without. Forty-one and two-tenths per cent attended normal schools and apparently did no further study toward a degree. The facts herewith are substantiated by the National Education Association which reports that "the average preparation of all elementary schoolteachers has been lifted the equivalent of one full year of formal preparation."\(^1\)

The fact that twenty-one and one-tenth per cent have continued and earned a master's degree is evidence of the trend on the desire of teachers to improve their professional preparation and to keep on the alert to educational practices.

Part II, Items 1 through 4.—This section of the survey concerns itself with the general satisfactions and attitudes of the teachers toward the profession. A study of items one, two and three shows that there is general contentment regarding grade placement and type of work. Although twenty-nine and nine-tenths per cent seriously considered another

type of work, of that number ten and two-tenths per cent apparently left
the profession but returned to teaching as a career.

**Part II, Items 5 through 10.**—The data in these items evolve
around the social status of the teaching field. The facts disclose that
eighty-three and four-tenths per cent did not feel that the teaching
profession is a social handicap; however, there seems to be a difference
of opinion in the number who feel that the profession interferes with
their social activities. This feeling of personal restriction which set
them apart from society was expressed by seventy-six and two-tenths per
cent.

The interpretation of these two items has very personal signifi-
cance. To a teacher, the general usage of the term "social activities"
means the right to smoke, to partake of a cocktail, to dance, and to enjoy
parties. On the other hand "social handicap" may be interpreted to mean a
barrier to community activities, social organizations, and associations
with the so-called upper class. Throughout the research perused by the
writer, authorities are in agreement that the social status of the class-
room teacher has improved and that he is held in esteem by the citizens.

**Part II, Item 7.**—It is apparent that thirty and six-tenths per
cent of the teachers felt that there are too many demands on their leisure
time. This would seem to indicate that teachers are willing to participate
in community affairs when sixty-nine and four-tenths per cent felt that
there were not too many demands made of them. These results might also in-
dicate that teachers are willing to assume leadership in their respective
communities and do not look upon these duties as burdensome. A teacher's
program is no longer confined merely to the classroom but extends into the various activities of society. On the other hand, when a community recognizes good leadership qualities among its teachers there is the danger of being "absorbed" in too many civic affairs at the expense of good teaching.

Part II, Item 8.—On the question of teachers having to "accept" criticisms that other professional people do not have to take, forty-nine and five-tenths per cent felt that they did and fifty and five-tenths per cent felt they did not. This particular question is a very personal one and the experiences teachers have had with parents play an important part in the answering of this question. Some teachers are far more sensitive than others; therefore, the response to this item must be weighed carefully. Schools have been the subject of much adverse criticism and the teacher has been highlighted.

Part II, Items 9 and 10.—There is evidence in this reply that some teachers feel that too much work is expected of them while others accept their duties as a part of their profession. Thirty-three and one-tenth per cent definitely felt that they were burdened by too many obligations, while fifty-four and nine-tenths per cent did not accept the extra duties as a chore but as part of their work. Twelve per cent signified that there were times when too much work was thrust upon them. The latter response may be the truer one because there are days in the profession, as in any kind of work, that the burdens become extra heavy. Hear again, the personal element is strong, for what one teacher may classify as a burden another would accept as a challenge.
In question 10 where extracurricular activities are specified in a general way, the negative responses were greater than the affirmative. This answer seems to contradict the findings in number 9. The majority of teachers were willing to accept their "burdens" but in question number 10 where a few "specifics" were mentioned, the number of negatives were fifty-eight and four-tenths per cent. The writer believes that the insertion of the word cafeteria may have been a determining factor in the large number of negative responses.

Part II, Items 1, 2, and 7.—The results of this survey are in accord with the findings expressed by leading authorities. Although sixty-four and nine-tenths per cent of the teachers felt that the salaries are inadequate, thirty-five and one-tenth per cent felt satisfied with their compensation. In the next question concerning security, fifty-four and two-tenths per cent did not feel that this compensation offset the low salary.

The findings here substantiate the research which states that low salaries have been the basic cause for teacher shortage. If a sufficient number of our outstanding youth are to be recruited for the teaching profession, then the efforts now being made to secure attractive salaries must continue. Although teachers have many "fringe benefits," the take-home pay is their primary concern. If the teaching profession hopes to attract more men, salary schedules comparable to other professions will need to be introduced.

Part II, Items 3, 4, 5, 6, 8, 10, and 11.—These items are consistent in their results. The teachers included in this survey are very
happy with their chosen career and are working for the interests of the children. These questions averaged ninety per cent, indicating that teacher morale and attitude are excellent. The five teachers who do not enjoy working with others, do not like to share ideas, and who do not enjoy teaching are, without question, being unfair to the children whom they teach and to themselves.

Part III, Item 12.—The results of this question may be surprising to some readers, but the findings are in accord with studies made throughout the country, namely, that three hundred ninety-seven teachers or seventy-six and four-tenths per cent would encourage interested young men and women to enter the profession. There were sixty-one who would not advise anyone to become a teacher. The majority of these people wrote very interesting comments. Most of the negative replies were from men teachers who felt that the salaries were inadequate to support a family and the opportunities for advancement were very slight.

Summary.—An analysis of this survey would appear to indicate that elementary teachers are satisfied with their chosen careers and would encourage others to enter the profession.

The strong dissatisfactions which showed in this survey concerned inadequate salaries and extracurricular activities. Although teachers have to campaign for salary increments, much progress has been made. Much credit should be given to teacher organizations. It is significant that if salaries were substantial, recruiting of teachers would be made easier.

The extracurricular activities are a problem of administration and efforts are being made to equalize the teacher's work load. In many
communities teachers are reimbursed for specific duties carried on outside the classroom.

The attitude of parents is a public relations job of every teacher. This is definitely an individual problem to be solved by teachers, administrators, and school officials.

Teaching is hard work but it is highly individual and creative. It is work that affects the lives of boys and girls. The many comments on the questionnaire sent to the teachers mentioned the "love for teaching." Thus, there is within every competent teacher the heartfelt desire to be of service to others.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It has been the purpose of this study to determine the satisfactions and dissatisfactions of the teaching profession on the elementary level and its effect on teacher shortage.

The conclusions arrived at from this survey are:

1. That teachers in the six areas surveyed in Massachusetts for this study are satisfied with their careers.

2. That these teachers are willing to encourage others to enter the profession. There was a difference in opinion as to the advisability of encouraging men to enter the profession because of the low salaries.

3. That teachers do not feel handicapped by personal restrictions and can lead their own lives as members of society.

4. That teachers are dissatisfied with the salaries. This is a universal dissatisfaction but efforts are being made by teacher organizations to establish salary schedules which will give teachers a liveable income and added prestige.

5. That a goodly percentage of teachers hold college degrees. This is indicative of the rise in the professional standards of education.
6. That while teachers are not in favor of extracurricular activities, they are accepting them as part of their teaching duties. Others feel very strongly that they should be reimbursed for added hours of coaching, lunchroom duty, bus supervision, and work carried on outside the classroom.

7. That the community demands are not too heavy. There are those teachers who enjoy community leadership, and the amount of time and energy spent is a personal matter as long as such participation does not interfere with the teaching load.

8. That although several teachers had seriously considered leaving the profession for other fields of work, the majority of these teachers merely considered the possibilities but did nothing about it. There were some who did leave the profession to try "greener fields" but who returned to teaching and are content with their work.

9. That these teachers, despite the dissatisfactions with the salaries, remain on the job because they like to work with children. The good teacher puts service before remuneration. Massachusetts is fortunate to have such a goodly number who teach because they "love it!"

Recommendations

Among the recommendations that seem fitting to this topic are:

1. That these teachers take a more active part in recruiting young, superior students to enter the teaching profession.

Unfortunately, elementary schoolteachers do not have as many
opportunities for guiding pupils about to enter a career as
do the secondary teachers.

2. That stimulating "Future Teachers of America Clubs" be
   sponsored by more teacher organizations.

3. That teachers continue their efforts to secure salary
   schedules comparable to other professions and industry.

4. That this study be greatly elaborated on and expanded in the
   secondary field of education to determine whether or not the
   satisfactions would be as strongly expressed and as meaning-
   ful as they were in this survey.
APPENDIX A

LETTER TO TEACHERS

AND GENERAL QUESTIONNAIRE
Dear Fellow Teacher:

Nearly every day we hear of the need of young people to enter the teaching profession. As a part of my work for the degree of Master of Education from Boston University, I am making a survey of "the satisfactions and dissatisfactions of the teaching profession", in the hope that there may be an answer to the problem of teacher recruitment today.

I should appreciate it very much if you would complete the attached questionnaire and return to me in the enclosed envelope. No signature is required.

Thank you for your cooperation.

Sincerely,

M. Lillian Breen
GENERAL QUESTIONNAIRE

Part I.  Teacher of Grade ____________

1. Number of years teaching experience ____________

2. Sex  Male ____________  Female ____________
   Married ____________  Single ____________

3. Marital Status  Single ____________

4. Does your husband or wife teach? ____________

5. Training:  Normal School ____________
              College Graduate ____________
              Liberal Arts ____________
              School of Education ____________

      Degrees
              None ____________
              Bachelor's ____________
              Master's ____________
              Doctorate ____________

Part II.  Check yes or no in the designated column:

  Yes  No

1. Would you prefer working with another grade level?  1.     2.

2. Have you ever SERIOUSLY considered another type of work?  2.     3.

3. Have you ever left the teaching profession for another type of work other than the armed forces?  3.     4.

4. Have there been other members of your family (other than
   your husband or wife) who have been or are in the teaching
   profession?  4.     5.

5. Do you feel that the teaching profession interferes with your social activities?  5.     6.
6. Do you feel that the teaching profession is a social handicap?  

7. Do you feel that there are too many demands on you outside of school because you are a member of the teaching profession?  

8. Do you feel that you have to accept situations or criticisms because you are a teacher that others do not?  

9. Do you feel burdened by the amount of work expected of you?  

10. Do you feel that you should be expected to carry on extra curricular activities such as field trips, clubs, cafeteria, etc.  

Part III.  

1. Do you feel that your salary is adequate?  

2. Do you feel that the salary is compensated by the sense of security which your job gives you?  

3. Do you enjoy teaching?  

4. Do you like sharing your ideas with others?  

5. Do you get a great deal of satisfaction from watching your pupils progress and their personal talents develop?  

6. Do you enjoy working with others?
7. Do you feel that the so-called heartaches of the teaching profession are compensated by vacation periods and lack of dull routine?

8. Do you enjoy children and are you sympathetic with their problems?

9. Do you object to joining one or more professional groups?

10. Are you open-minded to new ideas that will improve your teaching?

11. Do you get a deep satisfaction from realizing that you are doing your part inspiring the "leaders of tomorrow"?

12. Would you advise or encourage someone to enter the teaching profession?

Please feel free to make any further comment.
APPENDIX B

TEACHERS' COMMENTS

REGARDING TEACHING AS A CAREER
TEACHERS' COMMENTS
REGARDING TEACHING AS A CAREER

"I feel if a greater cooperation between parents and teachers could be established, the teachers' task would be a smoother one. The child also would benefit. P.T.A's are an asset but if parents could be aided in differentiating between false pride in a child's ability and his actual ability, many headaches would be averted."

"I feel that the clerical work connected with teaching becomes increasingly burdensome. I think I would not urge one to enter the profession unless they had a strong desire for it, already."

"The teaching profession has given a lot to the community and will continue to do so—but it is up to the community to help provide the incentive and satisfaction from a job well done. Then there will be many people attracted to the profession which can be a pleasure to be a part of."

"Many teachers, themselves, seem to run the profession down trying to raise salaries out of 'pity the poor teacher.' Such tales as they spread, some may be true. However, if they try to get respect and proved they deserved it. They would be better off."

"Teaching is a profession in which a person needs a special gift of patience and understanding. Everyone is not suited to teach. One must give a great deal of himself at all times. However, I believe
that once a teacher always a teacher. Although you may have heartaches at
times, there is joy and satisfaction which no other profession can give."

"Though I feel that the salary is inadequate and not com-
pensated by a sense of security I would not change my profession for all
the luxuries in the world. Money cannot buy the thrill of self-satis-
faction in knowing you have helped a child's mental development as well as
nourished his physical and emotional growth."

"I feel that the teaching profession is probably the best for
any girl—regardless how hard the work, I enjoyed every minute of my
work."

"Today, the clerical demands made on teachers are very time-
consuming. To date, I have eight record cards for each child, plus a
monthly evaluation of social progress and social anecdotes. I do not
mind doing these things, however, I do feel school systems should begin
to realize they are asking their teachers to do a lot of work without pro-
viding proper time for it. Why not give the teachers an afternoon a week
so they could feel free to do some of this clerical work at school and not
have to carry it home to do. One really begins to feel 'bogged down' when
all these things must be done plus a superior job in preparing and
carrying out a good program in the classroom."

"Teaching is a marvelous profession for a person with a love of
children and the health and endurance to cope with all the problems of
today. It is by no means an easy job as some may think, but it is most
rewarding. I love my job, if I didn't I would leave. Don't be a teacher just for the money—Love it or Leave it!

"Teaching does not interfere appreciably with my social activities, because I think it is unwise to let this situation occur. The tensions of teaching are such that relaxation is most necessary. This does not mean that the teacher should neglect important tasks in order to enjoy herself. Rather, she should make sure of a reasonable balance between the two."

"I object to the stereotypes of the teacher present in many people's minds. It annoys me, too, that 'teachers' are thought to react always in the same way. But, I don't consider the teaching profession as a social handicap of real consequence."

"I have actually known persons who are sensitive about teaching and hate to admit that they teach. They feel this puts them in a certain 'class!' Such an antiquated idea!"

"This questionnaire will definitely vary according to the type of school system you are in. Some schools have a free, happy, rarely-supervised program. Others stern, reserved, overly-supervised program."

"I would advise only a person with a great deal of patience and personality to enter the teaching profession. I feel that both are very necessary."

"It depends upon the person. I believe that teaching is not
'just for anyone.' It requires a definite type of personality."

"I think that the vacation periods do not compensate for the emotional strain of teaching. I think they are absolutely necessary both for the pupil and the teacher."

"Although I enjoy teaching I'm considering a change for two reasons. Chances for advancement appear slim for teachers. I don't approve of all teachers getting the same salary because they don't all put in the same amount of effort. In other words good competition is lacking in this field."

"I considered other work because of a desire to do something which would reward with personal advancement—very seriously considered law school. However, decided that I enjoy every minute (well, almost!) I am at school, certainly am never bored, and feel that the work is extremely worthwhile. There is no position that affords a happier atmosphere. Wouldn't change for anything!"

"You realize from the number of years teaching (33) that times have changed rapidly. There is just one remark I would like to make, namely: It is indeed a sad situation when youngsters show so little respect for adults."
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