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Music education employment in the State of Pennsylvania.

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MUSIC EDUCATION EMPLOYMENT
IN THE STATE OF PENNSYLVANIA

A THESIS

SUBMITTED TO THE COLLEGE OF MUSIC
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
for the degree
Master of Music Education

BY

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[Signatures]

First Reader

Second Reader
For parallel study covering

the State of Georgia,

see thesis by

Kenneth S. Barry,

(August, 1955)
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CHAPTER I
MUSIC EDUCATION EMPLOYMENT IN THE
STATE OF PENNSYLVANIA

Introduction

General Statement of the Problem. The mere fact that the Pennsylvania State Board of Education has established a separate department of music under a state director is significant of the changing trend of public opinion. It is in recognition that music concerns the people as a whole rather than as a restricted few and that, therefore, education in the fundamentals of the subject is a function of the state's schools.

The will to do something for music and for the development of the child through music should be an important requirement for communities. It is realized that in many localities the crystallization of public sentiment in this direction is the longest and most difficult step, but it is an absolutely necessary step. Local educational authorities, along with the press, can do most to see that it is taken. The music teacher must assume the responsibility to see that the educational objectives are met. The musically incompetent teacher not only makes a reasonably degree of progress impossible but impairs the musical faculties and tastes of the children, kills interests, and inevitably neutralizes any progress which may have been made.

Public education is an essential and vital service provided for the benefit of all the people and the general well-being of the Nation. If both State and Nation are to survive, public education must keep pace with cultural changes, and education must ever be looking forward in anticipation of still further changes.
This study is an endeavor to "look forward" in an attempt to reveal some of the changes, challenges and opportunities in the field of music education in the state of Pennsylvania.

**Significance of the Problem.** This study is designed to bring to light information concerning the status of music education in Pennsylvania and its relation to the nation as a whole. The basic purpose of the study is to provide information through which may be gained a fuller understanding of the problem of music teacher supply and the possibilities of satisfactory employment in this area. It is believed that the factual data as assembled and interpreted will present a reasonably clear picture of present public school conditions in Pennsylvania.

Employment statistics for teachers and music teachers are presented in order that trends in music education employment may be revealed. Information of this nature may be of benefit as guidance material in the selection and recruitment of prospective music teachers. It is generally agreed that the recruitment of more teachers is the main hope of meeting the needs of our overburdened public school system. Facts and statistics are herein presented which may serve as an inducement for some high school graduates to enter the profession. At least, it is hoped that the evidence contained in this thesis will show the vocational opportunities for the music educator are improving in respect to salaries, teacher tenure laws, and retirement benefits.

This study should be of value to state education departments, to the Music Educators National Conference and its state affiliates, personnel directors, guidance departments, and local administrators.

**Definition of Terms.** The term music educator as used in this
study refers to any public school teacher employed by the school to teach or supervise the study of music in its various phases of the public schools.

The term classroom teacher is used in this study to refer to all public school teachers other than the music educators. Included in this category are all inter-departmental teachers, such as English, mathematics, industrial arts, commercial, and physical education teachers.

Administration, as used in this thesis, includes the school superintendent, supervising principal, and principals on all school levels.

Music education means any phase of musical study in the public schools.

The United States Bureau of Census definition of Musician and Music Teacher is as follows: concert singers, opera singers, character singers, crooners, jazz singers, torch singers, musical specialists (whistlers, yodelers, etc.), instrumental musicians (instrumentalist, instrumental players), accompanists, bell ringers, calliope players, harpists, organists, pianists, sheet-music pluggers, choirmasters, orchestra leaders, band leaders. Teachers: music education, directors of college, university or public school music, music supervisors, singing teachers, instrumental teachers. Composers, arrangers, transcribers, orchestrators, directors of music (motion pictures, radio, television, etc.).

The following is the United States Bureau of Census specific definition of teachers: teachers of kindergarten and primary schools,
and teachers of the secondary schools and principals and instructors not elsewhere classified. Teachers of kindergarten, teachers of nursery schools, grammar schools and grade schools. In addition to the high school teacher (classified only as such), the following teachers are included: correspondence school, sewing, agriculture, Bible, commercial, cooking, English, home economics, languages, and stenography. Principals include headmasters, superintendents of schools, principals and principals of business colleges. Also included are teachers of the blind, deaf, mentally deficient, teachers of lip reading, ungraded rooms, occupational therapists, crippled students, and tutors. Also included are teachers of vocational training, manual training, vocational schools, military schools, penal institutions and dormitory governesses.

The term colleges is used to refer to all higher educational institutions offering programs of study through which students may qualify for standard certificates according to the requirements of the state in which the higher institution is located.

The term supply of teachers is used to designate the number of college students who, at the time of the school year, complete requirements for the state in which the college is located.

The term demand for teachers is applied only to those persons who, at the beginning of the school year, entered teaching positions but who did not teach anywhere the preceding year. It must be noted that this eliminates the vast number of teachers who change positions from year to year and who create additional vacancies.

The interpretation of the data presented in this phase of the
study rests entirely upon this concept of demand. The procedure completely eliminated the counting of total vacancies and total placements made. If, for example, a teacher leaves one position and accepts another one, even in a different state, he creates a vacancy which, in turn, may be filled by a teacher vacating another position. A demand does not arise and thus is not reflected in this report until a new teacher who did not teach anywhere the previous year is employed. It is believed that the true measure of demand is achieved only when the total number of new persons who are taken into the profession at the beginning of the school year is accurately determined.

School enrollment is defined to include all children in the public schools, kindergarten to twelfth grades inclusive.

Delimitation. Rather than to attempt to treat each of the various positions in the field of public school music, the term music educator or music teacher is used. Included by the terms are all music teachers and supervisors of music in the public schools. This delimitation is necessary because of the many complexities involved in the further classification of music educators into special sub-divisions. Many combinations of positions are possible and do exist. In a small school system the music supervisor may also be the instrumental teacher or vocal director or a combination of all three. Some music teaching positions involve the teaching of other subject matter. Other schools employ a supervisor of music responsible for a complete staff of music specialists, each working in a particular field such as: elementary school vocal music, elementary school instrumental music, secondary school general music, choral music, and secondary instrumental music.
The period between the years 1940 and 1950 is believed to be satisfactory for the purpose of this study. The year 1940 was representative of a period in our development which was economically stable, and data from that period was concluded to be satisfactory for our purpose. The war years greatly disrupted the progress of economic and social stability, but by the year 1950 sufficient recovery was made and near-normal conditions existed. Thus, conditions based on figures taken from this period can be assumed to be valid for the purpose of prognostication. Statistics are carried into the present year of 1955, as the most recent figures are of great importance in determining recent employment trends.

In measuring the "supply" of teachers, certain limitations must be recognized. The first is that a new teacher may come from either of two sources. One of these is the current college graduating class, and the other is the group of persons who at some earlier time completed the requirements for certificates and now hold or may obtain valid certificates without further preparation. This latter group of unknown number is not shown in this study.

The second limitation in this study of teacher supply is that, although the exact number of college graduates at the end of any school year may be known, there is no way to determine how many of these graduates obtain, seek, or even desire teaching positions. It must be instantly recognized that many college graduates at the time of graduation have already chosen other occupations. Many women, for example, will immediately enter homemaking. Other college graduates will continue with advanced study or accept positions in other fields.
Specific Statement of the Problem. In this study, pertinent data is presented and interpreted in an effort to determine trends in music educator employment in the state of Pennsylvania in relation to those in the field of general education.

A picture of state and national employment conditions in these fields is presented. This is accomplished by showing the employment ratio between musicians and music educators and teachers of all subjects, comparing salaries of these two groups, and by revealing other employment conditions discovered.

Information concerning the professional training of teachers, salaries, retirement benefits and state certification requirements is tabulated for use in determining what effect these factors have on the employment and recruitment of teachers. Vocational opportunities are briefly presented because of their importance in influencing the supply of music teachers in the state.

An attempt is also made to forecast developments in reference to music teacher supply and demand. College and public school enrollments are given, and statistics concerning present supply and demand conditions are tabulated and interpreted.

Sources of Data. Statistical data and other materials used in the preparation of this study were obtained from textbooks, periodicals, professional journals, and the United States Bureau of Census Reports of 1940 and 1950. Numerous bulletins from the Pennsylvania Department of Education also provided considerable data. Most of these materials were found in the general public and music libraries, or with the aid of such facilities.
CHAPTER II
HISTORICAL DEVELOPMENT OF PRESENT
EMPLOYMENT CONDITIONS

Development of the Problem. The school is one of the many agencies of a democratic society seeking to provide the desirable experience for its immature members. As an agency for a democratic society, the school should guard and cherish the wisdom of the past and promote a wholesome attitude to all change by liberating the minds through free inquiry.

The school has been created by society to carry out the specialized functions of education. The education of the learner should result in the greatest good both to himself and to society. The school is expected to prepare and implement all children to take as effective parts as possible in the social order. Above all, the school should provide opportunities and guidance in the development of interests and skills for the greatest personal and social satisfaction of all concerned. This can be done only where these special skills and abilities are developed in their relation to such social goals as attitudes, appreciation, motives, tastes, and other social ideals.

The Constitution of Pennsylvania includes as one of its basic provisions the mandate that the General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools wherein all children above six years of age may receive a proper education. The General Assembly has accordingly, from time to time, enacted into law such enabling legislation as will carry out the full intent and purpose of the constitutional provision.
In order that a proper accounting may be made of all children coming under the compulsory attendance laws, a school census is taken each year between March first and September first by the local school boards. The number of children thus enumerated represents essentially the potential load for which the school must provide.

Under the provisions of the first compulsory attendance law in Pennsylvania, which was signed on May 16, 1895, parents were required to send all of their children between eight and thirteen years of age to a school where English branches were taught for a minimum period of sixteen weeks in each school year. Exemptions from attendance could be granted to children who had mental or physical handicaps, lived more than two miles from a public school, were being instructed in the English branches, or for other urgent reasons.

The Act of 1895 was amended in 1897 to include all children between the ages of eight and sixteen with the provision that its requirements did not apply to any child between the ages of 11 and 16 who was regularly employed in some useful service.

The general revision of the school laws in 1911, commonly referred to as the School Code, resulted in a complete rewriting and strengthening of the attendance laws thus far enacted and in such additional requirements as the conditions of the times made necessary, all of which are embodied in Article XIV of the present School Laws of Pennsylvania.

Setting up new standards for teachers is of little use unless provisions are made enabling teachers to meet the requirements. Therefore, in 1921 necessary legislation enabling a music program to function
was enacted. The law provides, among other things, for the teaching of music in every elementary school, public and private. New standards were set up for the elementary and secondary school teachers and music supervisors.

The program in Pennsylvania for music in the public schools made the musical training of the grade teacher second in importance only to that of the music supervisor. The Law of 1921 provided that by September, 1927, every teacher in the elementary schools must hold a standard certificate representing two years of professional training after graduating from a four-year high school. Music became one of the required subjects for every elementary certificate. The minimum requirements included the ability to sing rote songs acceptably, to read at sight individually music of moderate difficulty, to write from hearing simple melodies, and to conduct several activities included in a typical music lesson in different grades.

Consequently music was made a major subject in the State Teachers Colleges of Pennsylvania. Each student was, and is still, held strictly to the minimum standard of attainment, and failure to complete the work of any semester necessitated repetition of the course.

The aim was to democratize music, to make it an art of the people, utilizing its tremendous potential power as a humanizing, unifying and uplifting influence upon individuals, communities, and the nation. The aim of the course was practical, treating music as a language, a means of expression, and recognizing certain conditions necessary to the effective use of that language.

The effects of this program produced gratifying results. Thus,
the state began to solve the problem of music teaching in the schools. Pennsylvania is at the present time undergoing a period of reorganization in the elementary schools. In July, 1946, the State Department of Education issued Bulletin 233-A, *Local Participation In Statewide Revision of the Elementary School Curriculum*, as an organizational guide.

During the fall of 1946, meetings were held at teachers colleges for administrators and supervisors, to set up the necessary machinery for local participation in as many localities as possible. During the fall of 1947 a second series of twelve area meetings was held at key cities. More than a thousand curriculum groups studied ways to improve their own elementary schools. These study groups submitted recommendations which were classified and used by the State Production Committee in the construction of the second bulletin, 233-B, *A Course of Study*.

The state is presently preparing the third and final bulletin, 233-C, which is to represent further reorganization and refinement as are deemed advisable or necessary.

Several comprehensive projects in Teacher Education are under progress in Pennsylvania. One of these is a survey of practices, standards and values with relation to the Master's degree in the education of teachers. The study comprehends some seventy institutions which prepare teachers. The first phase of the survey inquires into the various patterns of preparation leading to a degree; the second phase deals with the relationship between the preparation and uses of the degree; and the third phase attempts to evaluate the effectiveness of the graduate work in professional practice in service.
Another project which attempts to get at the real causes and effects of good teaching is a state-wide study of laboratory practice in Pennsylvania institutions. This project is limited to a survey of laboratory experiences in the language arts. The inquiry seeks to identify present practices in observation, participation, and practice teaching in the various institutions. It also inquires into the effectiveness of these experiences in their application to everyday classroom instructions.

Pennsylvania is carrying on two other state-wide programs, one in the field of selective recruitment and the other in the field of supply and demand of professional personnel.

The Pennsylvania TWPS Commission (Teacher Education and Professional Standards) at its first meeting in 1955 discussed the desirability and need for a de novo approach in conceiving and planning a program of teacher education to meet the needs of modern society. This would involve examining the present American scene, identifying the qualities of the teacher for today's schools, and developing a specification for the preparation of such a teacher.

This project also involves the formulation of a philosophy of teacher education, a set of guiding principles, and clear-cut policies to implement such philosophy and principles.
CHAPTER III

TABLE 1

UNITED STATES TOTAL EMPLOYMENT FOR
MUSICIANS AND MUSIC TEACHERS
AND TEACHERS, BY SEX IN
1950 AND 1940

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1950</td>
<td>1940</td>
<td>1950</td>
</tr>
<tr>
<td>Musicians and Music Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>73,110</td>
<td>69,800</td>
<td>81,270</td>
</tr>
<tr>
<td>Female</td>
<td>81,270</td>
<td>59,456</td>
<td>134,380</td>
</tr>
<tr>
<td>Total</td>
<td>154,380</td>
<td>129,256</td>
<td>215,650</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>285,870</td>
<td>253,561</td>
<td>337,120</td>
</tr>
<tr>
<td>Female</td>
<td>337,120</td>
<td>276,600</td>
<td>674,240</td>
</tr>
<tr>
<td>Total</td>
<td>622,990</td>
<td>530,160</td>
<td>1,155,140</td>
</tr>
</tbody>
</table>

This table compares the 1950 and 1940 employment figures for musicians and music teachers, and teachers of all subjects. In 1950 there were 134,380 musicians and music teachers employed, as compared to 129,256 in 1940. In 1950 there were 1,122,990 teachers employed, and in 1940 the total was 1,030,001.
**TABLE 2**

*EXPERIENCED CIVILIAN LABOR FORCE AND NUMBER EMPLOYED BY THE STATE OF PENNSYLVANIA IN 1950*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Experienced Civ. Labor Force</th>
<th>Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Musicians and Music Teachers</td>
<td>5,202</td>
<td>4,714</td>
</tr>
<tr>
<td>Teachers</td>
<td>20,984</td>
<td>52,300</td>
</tr>
</tbody>
</table>

This table shows that in 1950 there were 9,916 musicians and music teachers in the state of Pennsylvania, while at the same time there were 73,284 teachers. Of these totals, 9,511 musicians and music teachers, and 72,781 teachers found employment.
TABLE 3
EXPERIENCED CIVILIAN LABOR FORCE
EMPLOYED IN THE STATE OF PENNSYLVANIA FOR THE YEARS 1940 AND 1950

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Male 1950</th>
<th>Male 1940</th>
<th>Female 1950</th>
<th>Female 1940</th>
<th>Total 1950</th>
<th>Total 1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicians and Music Teachers</td>
<td>4,876</td>
<td>4,762</td>
<td>4,635</td>
<td>3,610</td>
<td>9,511</td>
<td>8,370</td>
</tr>
<tr>
<td>Teachers</td>
<td>20,754</td>
<td>19,634</td>
<td>52,027</td>
<td>53,060</td>
<td>72,781</td>
<td>72,694</td>
</tr>
</tbody>
</table>

The foregoing table shows that in 1950 a total of 9,511 musicians and music teachers were employed. In 1940 there was a total of 8,370 persons employed in the same profession.

In 1950 there was a total of 72,781 teachers employed, while in 1940 the total number was 72,694.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Race</th>
<th>Class of Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number</td>
<td>White</td>
</tr>
<tr>
<td>Musicians and Music Teachers</td>
<td>Male</td>
<td>4,876</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4,635</td>
</tr>
<tr>
<td>Teachers</td>
<td>Male</td>
<td>20,754</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>52,027</td>
</tr>
</tbody>
</table>
The preceding table shows that in 1950 the racial characteristics of 4,876 male and 4,635 female musicians and music teachers were as follows: 4,507 white males, 4,485 white females, 359 Negro males and 150 Negro females, plus 10 males and no females of other races. Comparable statistics for 20,754 male and 52,027 female teachers of all subjects were: 20,446 males and 50,933 females of the white race, 305 males and 1,081 females of the Negro race, and 3 males and 13 females of other races.

Concerning the class of workers, the following figures were presented: 2,918 male and 2,062 female musicians and music teachers, and 4,606 male and 12,735 female teachers of all subjects were private wage and salary workers. Some 790 male and 1,003 female musicians and music teachers, and 15,919 male and 38,912 female teachers were government workers. Some 1,165 male and 1,541 female musicians and music teachers, and 224 male and 305 female teachers were self-employed. Three male and 9 female musicians and music teachers were classified as unpaid family workers and 5 male and 75 female teachers were so designated.
TABLE 5
STUDENT ENROLLMENT IN THE PUBLIC SCHOOLS OF PENNSYLVANIA IN 1940 AND 1950, AND ESTIMATED ENROLLMENT IN 1955

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Kindergarten</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>35,006</td>
<td>1,119,459</td>
<td>701,065</td>
<td>1,855,530</td>
</tr>
<tr>
<td>1950</td>
<td>58,464</td>
<td>940,538</td>
<td>559,600</td>
<td>1,558,602</td>
</tr>
<tr>
<td>1955</td>
<td>70,868</td>
<td>1,101,000</td>
<td>637,000</td>
<td>1,808,868</td>
</tr>
</tbody>
</table>

The above table shows that in 1940 there was a total of 1,855,530 pupils enrolled in the public schools of Pennsylvania. Of this total 35,006 were in kindergarten, 1,119,459 in elementary, and 701,065 in the secondary schools. In 1950 there were 58,464 in kindergarten, 940,538 in elementary, and 559,600 in the secondary schools, for a total of 1,558,602. The estimates for 1955 are as follows: of a total of 1,808,868, there will be 70,868 in kindergarten, 1,101,000 in elementary, and 637,000 in the secondary schools.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving Bachelor's Degree</td>
<td>443,734</td>
<td>381,352</td>
<td>331,924</td>
<td>301,867</td>
<td>292,880</td>
<td>284,500</td>
</tr>
<tr>
<td>Percent Change from 1950</td>
<td>-11.4</td>
<td>-23.5</td>
<td>-29.7</td>
<td>-32.5</td>
<td>-34.4</td>
<td>-36.4</td>
</tr>
<tr>
<td>Majors in Music</td>
<td>5,296</td>
<td>4,652</td>
<td>4,882</td>
<td>4,641</td>
<td>4,323</td>
<td>4,495</td>
</tr>
<tr>
<td>Percent Change from 1950</td>
<td>-12.2</td>
<td>-7.8</td>
<td>-12.1</td>
<td>-18.1</td>
<td>-15.1</td>
<td>-16.1</td>
</tr>
<tr>
<td>Total Prep. to Teach High School</td>
<td>86,890</td>
<td>73,015</td>
<td>61,510</td>
<td>51,013</td>
<td>48,916</td>
<td>51,418</td>
</tr>
<tr>
<td>Percent Change from 1950</td>
<td>-16.0</td>
<td>-29.2</td>
<td>-37.8</td>
<td>-43.7</td>
<td>-40.8</td>
<td>-40.8</td>
</tr>
<tr>
<td>Total Prep. to Teach Elem. School</td>
<td>28,587</td>
<td>33,762</td>
<td>37,649</td>
<td>37,430</td>
<td>36,805</td>
<td>35,278</td>
</tr>
<tr>
<td>Percent Change from 1950</td>
<td>418.2</td>
<td>431.7</td>
<td>430.9</td>
<td>429.0</td>
<td>423.4</td>
<td>423.4</td>
</tr>
<tr>
<td>Total Prep. to Teach Elem. &amp; High School</td>
<td>115,477</td>
<td>106,797</td>
<td>99,159</td>
<td>91,443</td>
<td>85,801</td>
<td>86,696</td>
</tr>
<tr>
<td>Percent Change from 1950</td>
<td>-7.5</td>
<td>-14.1</td>
<td>-20.8</td>
<td>-25.7</td>
<td>-24.9</td>
<td>-24.9</td>
</tr>
</tbody>
</table>
The preceding table shows that from 1950 to 1955 the number of college graduates in the United States decreased from 443,734 to 281,500, with corresponding percent changes ranging from 11.4 in 1951 to 24.4 in 1955.

The number of music majors graduating from 1950 to 1955 decreased from 5,296 to 4,495, with percent changes varying from -7.8 in 1952 to -18.4 in 1954. The number of high school teacher candidates varied from 86,890 in 1950 to a low of 48,916 in 1954, with percent changes ranging from -16.0 in 1951 to -43.7 in 1954. The number of elementary school teacher candidates varied from 28,537 in 1950 to a high of 37,649 in 1952, with percent changes ranging from +18.2 in 1951 to +31.7 in 1952.

The grand total of graduates in all these areas varied from a high in 1950 of 115,477 to a low in 1954 of 85,801. Percent changes of these figures ranged from -7.5 in 1951 to -25.7 in 1954.
TABLE 7

TOTAL NUMBER OF COLLEGE AND UNIVERSITY GRADUATES COMPLETING CERTIFICATE REQUIREMENTS, ACCORDING TO THE REGULATION OF EACH OF THE 48 STATES, ALASKA, DISTRICT OF COLUMBIA, AND HAWAII, IN 1955, COMPARED TO THE NUMBER WHO MET SUCH REQUIREMENTS IN 1954, BY SEX

<table>
<thead>
<tr>
<th>Type of Preparation</th>
<th>1954</th>
<th>1955</th>
<th>Net Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Elementary Total</td>
<td>4,869</td>
<td>30,909</td>
<td>35,278</td>
<td>36,885</td>
</tr>
<tr>
<td>High School Total</td>
<td>26,967</td>
<td>24,451</td>
<td>51,418</td>
<td>48,916</td>
</tr>
<tr>
<td>Music</td>
<td>1,963</td>
<td>2,532</td>
<td>4,496</td>
<td>4,323</td>
</tr>
</tbody>
</table>

In 1954 there were 36,885 college graduates qualifying for elementary school teaching certificates, 48,916 qualified for the high school level, and 4,323 qualified for certificates in music. In 1955 the totals were 35,278 elementary school, 51,418 high school, and 4,496 music teacher trainees eligible for certificates in their respective fields.

Comparing these figures we find that on the elementary level, from 1954 to 1955, there was a decrease of 1,607 graduates or a loss of 4.36 percent. The number of high school candidates increased by 42,502 for a gain of 5.11 percent. In the field of music education there was an increase of 172 graduates for a gain of 4.38 percent.
TABLE 3
DEMAND FOR TEACHERS IN 30 STATES AND THE
DISTRICT OF COLUMBIA AND THE SUPPLY
PRODUCED BY COLLEGES IN THE SAME
STATES, IN 1954

<table>
<thead>
<tr>
<th>Composite of 30 States and District of Columbia</th>
<th>Demand</th>
<th>Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>1,579</td>
<td>2,171</td>
</tr>
<tr>
<td>High School Total</td>
<td>21,891</td>
<td>21,810</td>
</tr>
<tr>
<td>Elementary Total</td>
<td>32,984</td>
<td>17,586</td>
</tr>
</tbody>
</table>

This table shows that in 1954, in 30 states and the District of Columbia, there was a demand for 1,579 music teachers and a supply of 2,171. The high school teacher demand was 21,891, and the supply was 21,810. The elementary teacher demand was 32,984, and the supply was 17,586.
In 1955 there was a total of 1,430 college and university graduates in the state of Pennsylvania completing requirements for certification in the elementary school. Compared to the 1954 figure of 1,443, this shows a loss of 13. On the high school level there were 2,723 graduates completing requirements for certification in 1955. Compared to the 1954 figures of 2,719, this shows an increase of 4.


<table>
<thead>
<tr>
<th>Types of Certificates</th>
<th>General Cultural Subjects</th>
<th>Music Subjects</th>
<th>Professional Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Cultural</td>
<td></td>
<td>Total Applied Music</td>
</tr>
<tr>
<td></td>
<td>English, Speech</td>
<td></td>
<td>Gen. &amp; Ed. Psych.</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td></td>
<td>Princ. of Ed.</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Phys.Ed.</td>
<td></td>
<td>Practice Teaching</td>
</tr>
<tr>
<td>Provisional College Certificate in Music Edu.</td>
<td>h5 11 15 6 5</td>
<td>50 22 6 7 2 17</td>
<td>32 6 3 7 11</td>
</tr>
<tr>
<td>Temporary Standard Certificate in Instrumental Music</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

The above table shows that 15 semester hours in general cultural subjects consisting of 11 hours of English, 15 hours of social science, 6 hours of science and/or mathematics, and 5 hours of health and/or physical education, are required for certification in music.

Total music requirements are 50 semester hours, to include 22 hours of music theory, 6 hours of solfeggio, 7 hours of music history and appreciation, 2 of conducting, and 17 of applied music.

Total professional subjects required are 32 semester hours, to include 6 of psychology, 3 of principals of education, 7 of music methods and materials, and 11 of practice teaching.
Table II

PROFESSIONAL STATUS OF TEACHERS
IN THE STATE OF PENNSYLVANIA
IN 1950

<table>
<thead>
<tr>
<th>Total Teachers</th>
<th>Type of Certificate</th>
<th>% With Two or More Years Preparation</th>
<th>Percent with College Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>61,538</td>
<td>36,836</td>
<td>13,630</td>
<td>9,604</td>
</tr>
</tbody>
</table>
The preceding table shows that in 1950 there were 61,538 teachers in the state of Pennsylvania. Of this number, 36,883 held college certification, 13,630 held the Normal Certificate, 9,604 the Standard Certificate, 814 the Partial Certificate, and 1,337 the Emergency Certificate.

During the school term of 1950-1951, 97.7 percent of the teachers had two or more years of preparation. Also, during the school year of 1950-1951, 59.9 percent of the teachers held college certificates, while in 1949-1950 there were 58 percent, and in 1920-1921 the percentage was 7.7.
TABLE 12

INCOME OF MUSICIANS AND MUSIC TEACHERS, AND TEACHERS IN THE STATE OF PENNSYLVANIA, IN 1950, BY SEX

<table>
<thead>
<tr>
<th>Occupation &amp; Music Teachers</th>
<th>Sex</th>
<th>Total Empl'd</th>
<th>Total Incl. Persons Without Income</th>
<th>$1,00 - $1,999</th>
<th>$2,000 - $2,999</th>
<th>$3,000 - $3,999</th>
<th>$4,000 - $4,999</th>
<th>$5,000 - $5,999</th>
<th>$6,000 - $6,999</th>
<th>$7,000 - $7,999</th>
<th>Over $10,000</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicians</td>
<td>Male</td>
<td>5,645</td>
<td>1,495</td>
<td>855</td>
<td>925</td>
<td>990</td>
<td>830</td>
<td>1,35</td>
<td>250</td>
<td>50</td>
<td>70</td>
<td>$2,450</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4,850</td>
<td>1,255</td>
<td>1,940</td>
<td>910</td>
<td>815</td>
<td>385</td>
<td>125</td>
<td>20</td>
<td>25</td>
<td>--</td>
<td>$1,175</td>
</tr>
<tr>
<td>Teachers</td>
<td>Male</td>
<td>20,125</td>
<td>19,190</td>
<td>1,075</td>
<td>1,310</td>
<td>1,680</td>
<td>6,015</td>
<td>3,635</td>
<td>1,133</td>
<td>540</td>
<td>400</td>
<td>$3,377</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>52,175</td>
<td>44,755</td>
<td>7,230</td>
<td>1,040</td>
<td>21,765</td>
<td>8,790</td>
<td>2,215</td>
<td>1,140</td>
<td>100</td>
<td>35</td>
<td>$2,417</td>
</tr>
</tbody>
</table>
The preceding table compares the income of 5,045 male and 4,850 female musicians and music teachers with that of 20,425 male and 52,175 female teachers of all subjects. Of this group, 4,495 male and 4,255 female musicians and music teachers, and 19,190 male and 41,755 female teachers were employed.

The annual income of all this group ranged from less than $1,000 to over $10,000. The median income for musicians and music teachers was $2,450 for the males and $1,175 for the females. The median income for the teachers was $3,377 for the males and $2,417 for the females.
CHAPTER IV
ANALYSIS AND TREATMENT
OF THE DATA

Supply and Demand. The American school system faces a larger
task than ever before, as citizens everywhere come to a sober realisa-
tion of what a continuous two-world struggle means. If we are to retain
leadership in the battle with our adversaries, we must make a more ef-
fective use of our greatest advantage - the free use of the intellectual
powers of our people. With the tremendous weight of manpower in the
hands of those who would destroy us, we must sharpen our search for the
youth who can profit through more extensive opportunities and thus make
a larger contribution to our natural defense, welfare and progress.

Recent gains in professional standards movement must not only be
consolidated, but greatly extended. The nation can look forward to the
full utilization of its intellectual potential when the communities and
the states insist that every teacher be adequately prepared and profes-
sionally competent. Only then will our youth have an opportunity for
the full development of their talent.

If the school system is to meet its responsibilities, the demand
for qualified, competent teachers must be met in a number of areas. It
must meet the demand of those who left the teaching field; meet the de-
mand of growing enrollments; reduce oversize classes and eliminate half-
day sessions; offer the programs of instruction in all schools; provide
better benefits to the teaching personnel; relieve the untrained, incom-
petent persons now holding teaching positions.

The exact number who withdraw from teaching each year is not
known, but close observers justify an estimate of not less than eight percent. This would mean 55,000 elementary teachers and 30,000 high school teachers. This need alone, therefore, would require every member of the graduating class to enter classroom service, and thus leave no new supply to meet expanding enrollment demands, overcrowded classrooms, added service, and demands to relieve the untrained. It is anticipated that for the next several years the school enrollment will be expanded by one million new pupils. The population of the United States is expected to reach 228,000,000 by 1975 through births alone. This is an increase of 63,000,000 over 1955.1

Table 5 shows the student enrollment in the state of Pennsylvania. The Department of Education contends that the pupil-teacher ratio has been 28.5 in the elementary and 21.2 pupils per teacher in the secondary level. It also contends that these figures have remained quite constant throughout the years. However, the population is expected to increase, and a sober look at the output in the present teacher supply is of great concern.

In a national survey made by the NEA, Table 6 shows that in 1954, in the elementary field, the demand for teachers was 32,964 while the supply was 17,586. This means that for 1955 there will be a shortage of 15,398 teachers.

Table 6 shows that in 1950, 143,734 persons received bachelor degrees. Of this total, 115,477, or 26.0%, were prepared to teach in the public schools. Also, from this total, 86,890, or 19.33%, were

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- 30 -
prepared to teach in the high school, and 28,587, or 6.7%, in the elementary.

The 5,296 music majors graduating were not classified as a part of the teacher training institutions, according to the United States Bureau of Statistics, therefore it is presumed that this figure is absorbed in the total prepared to teach in the public schools. It is further presumed that some of these graduates are included with the elementary group and the others with the high school. In 1950 there were 5,296 persons, or 1.19%, which were classified as music graduates.

Of the total 115,477 receiving their bachelor's degree in the field of education, 70.5% were prepared to teach in high schools, with 29.5% in the elementary. Also from this total, 4.56% were prepared to teach music.

Data for 1955, as given by the Bureau of Statistics, is estimated. Statistics for this period had not been computed at the time of this writing.

A grand total of 284,500 persons are expected to receive their bachelor's degree in 1955. Of this group, 86,696, or 30.1%, will be prepared to teach in the public schools. Also of the grand total, 17.7% will be prepared to teach in high schools, 17.4% in the elementary, and 1.58% in music.

Of the total 86,696 persons who graduate and are prepared to teach in 1955, 58.1% will be prepared for high school, while 41.9% will be ready for elementary. Music comprises of 5.17%.

It is significant to note that since 1950, the grand total of college graduates had a loss of 34.4%. The loss for high school
teachers was 40.8%, and for music it was 15.1%. The elementary field showed a gain of 23.8%.

It is also significant to note that, while teacher training institutions provided a total of 26.0% of those receiving bachelor's degrees in 1950, they supplied 30.1% in 1955, or a net gain of 4.1%. Music showed a gain of .39%, and elementary a gain of 5.7%, while the secondary field showed a loss of 1.63%.

Although it is impossible to determine exactly how many of the musicians and music teachers are music teachers actually employed in the public schools of Pennsylvania, it is interesting to note the ratio between the music profession and the general teaching profession.

Nation-wide statistics show that in 1940 there were 3.6 male classroom teachers to every male musician and music teacher, while in 1950 the ratio was 3.9 to one. There were 10.2 female classroom teachers to every one female musician and music teacher in 1940, while in 1950 it was 13.3 to one. This shows that the ratio of musicians and music teachers to the classroom teacher was lower in 1950 than it was in 1940.

For the state of Pennsylvania, Tables 2 and 3 show that in 1950 there were 4.2 male classroom teachers to every male musician and music teacher. There were 11.22 female classroom teachers to every female musician and music teacher. The ratio for the total was 7.73 teachers to every musician.

Table 9 shows that, in the state of Pennsylvania, the graduating candidates for teaching are not meeting the necessary proportionate rate of increase to those of the pupil enrollment. In fact, there were 13 less teachers prepared for the elementary field in 1955 than there were
in 1954. The secondary field showed a negligible gain of four.

The demand for high school teachers has been about constant for two decades, until recently. This demand has been for the replacement of those who left the classroom. In fact, the total number of students enrolled has dropped, year by year, for a decade, until 1952. The total increase to date has hardly been enough to exert an influx on the total demand for teachers. However, the time for the big expansion is at hand. Public School enrollment will expand sensational year by year. The biggest crop of babies born in one year, four million in 1954, will bring the ninth grade to a new peak in 1968.

In the geographical area indicated, Table 8 shows the demand for music teachers was 1,579, while the supply for the period was 2,171. In the field of music there was a surplus of 592.

With regard to the supply of teachers, the following facts stand out. The shortage of qualified teachers is not an isolated fact. It is part of a general shortage of trained, specialized workers now being dramatized by the critical need for engineers and other personnel in the technological fields. There are fewer graduates coming out of college today than at any time during the past five years. Table 6 shows that there are 34.4 percent less persons receiving their bachelor's degree in 1955 than there were in 1950 although the general demand for college-trained personnel has been stepped up since the end of World War II. Opportunities for the college-trained woman are expanding, and many who may have gone into the teaching profession are finding their way into other fields. As our concept of necessary national defense has been completely overhauled since 1950, the government now foresees the
call for two years of military service by three million men.

 Fewer youths are coming to maturity; in 1954 the total number of 16-21 year olds was less than eight million, while in 1945 it was more than nine million. Since we cannot add to the total limited manpower supply, we can only seek to improve our efficiency in utilizing the talents of each young man and woman as maturity is reached. Our best efforts to date have brought to college graduation no more than half of those who ranked in the top quarter of their high school graduating class.

The present and future supply of qualified teachers must be viewed in relation to these facts and, unhappily, the general public has not yet come to sense their impact upon the educational system.

A letter asking for specific figures as to the exact number of music teachers employed in the state of Pennsylvania was answered vaguely by the Department of Public Instruction. Figures appear to be in round numbers. For 1940, these figures show that the total music teachers employed was 1,600; for 1950 it was 2,000; for 1955 it is 2,200. However, on the basis of these figures, there appears to be a ratio of 36.6 classroom teachers to every music teacher. Also, computations show that there is one music teacher to every 622 pupils. This shows quite a contrast to the 28.5 pupil-teacher ratio in the elementary and 21.2 ratio in the secondary!

Certification. Teacher demand must take into consideration the means for replacing inadequately trained personnel. Public recognition of this fact continues to lag.

The NEA Research Division reports indicate that in some states it
is almost certain that every child in every elementary school will have
a teacher whose broad, general education is at least implied by four
years of college attendance. In some states the chances may be as great
as one in four that the child's teacher has had five years education and
holds a Master's Degree.

At the other extreme is the child in a state where the chances
are as high as four to one that his teacher will not be a college grad-
uate. Despite the amazing progress in the upgrading of elementary
school teachers, a recent study shows that in at least 13 states the
chances are yet more than equal that the elementary school child will
be under the direction of a non-college graduate.

In an effort to improve the quality of service given by nearly a
million persons, certain details must necessarily be subordinated to the
larger goals. To improve the quality of instruction, a "first" goal has
been to assure the broad, general education of the teacher. It then be-
comes possible and logical to identify and emphasize the particular
element of an organized four-year program of study which will prepare
the young graduate for a specific assignment. With the upgrading of
the general education of the teacher, the way becomes clearer for more
penetrating consideration of the specific components to be integrated
with the underlying program of general education.

The 31st Annual Report on Professional Status of Teachers indi-
cates a continuous rising tide in the professional education of teachers
in all school districts in the state of Pennsylvania. Today more public
school teachers have completed four or more years of preparation than at
any other period in the history of public education in the state. In
1920, when initial steps were taken to improve the instructional program through more meaningful preparation of teachers, only 7.7 percent of the whole total number of teachers then employed had completed four years of post-secondary preparation.

Table 11 shows that in 1950 there were 61,533 teachers in the state of Pennsylvania. Of this number, 36,683 held college certificates. This figure is 59.9 percent of the total then teaching. In 1949 the percent holding a four year college degree was 58.0. At the present time 61.6 percent, or a total of 39,777 college graduates, are employed in the Pennsylvania public schools.

The significant fact in the 31st Annual Report is that appreciable gains are indicated in all classes of school districts in the employment of teachers who have completed four years or more of preparation. These gains have been accomplished despite the difficulties school boards and administrators have encountered due to the scarcity of qualified teachers.

A national total of 86,696 members of the 1955 graduating class will come from colleges and universities with standard preparation to enter teaching in the elementary and secondary schools in the fall of this year. Of this group, 35,278 will have completed four years of preparation for service in the elementary schools and 51,418 will have completed a span of preparation for high school service. However, only 79 percent, or about 27,800 of the potential elementary, and only 56 percent, or about 29,000 of the potential high school teachers will actually find their way into the classrooms.

State Certification. The data presented on State Certification
was obtained from the most recent certification pamphlets provided by
the Pennsylvania State Department of Public Instruction.

In using this material the reader should bear in mind that cer-
tification requirements represent minimums rather than desirable pat-
terns for teacher education. For the sake of progress and continuing
improvement, it would seem best to think of teacher certification as a
coopartner with teacher education, together purposing to provide compe-
tent and effective personnel for schools, rather than as a legal means
of "getting by" with the employment of poorly prepared teachers.

Pennsylvania provides a suggested curriculum in music education
as a standard for evaluating and approving programs for the education of
music teachers. With almost all the curriculum definitely prescribed,
the courses include academic and professional subjects as well as spe-
cific areas in music. What degree of variance from this curriculum is
permitted is not apparent. Below are listed the required courses for
certification in music education in the state of Pennsylvania as well
as other requirements and authorizations.

The Provisional College Certificate in Music Education is valid
for three years in the elementary and secondary fields. It authorizes
the teaching and the supervision of all music subjects. Requirements:
Minimum age 18; U.S. citizenship; health certificate; good moral charac-
ter; completion of an approved four-year teacher education curriculum in
an accredited college or university. Note: Specific requirements in
General Education, Music, and Professional Education are determined by
the educating institution; however, since the office of Teacher Education
and Certification has established a recommended curriculum, the details
appear below as suggestive of their standards.

**General Education, 45 semester hours, as follows:**

- Communications ........................................ 10
- World Literature ........................................ 4
- History of Civilization ................................ 6
- History of United States and Pennsylvania ....... 3
- American Government .................................... 3
- World Geography ......................................... 3
- Basic Physical Science ................................ 3
- Basic Biology ........................................... 3
- Introduction to Art ..................................... 2
- Health ..................................................... 2
- Physical Education ...................................... 1
- Eurythmics ............................................... 2
- Home and Family Living ................................. 3

**Music, 50 semester hours, including:**

- Solfeggio .................................................. 6
- Theory ..................................................... 11
- Orchestration ............................................. 2
- Survey of Music Literature ............................. 1
- History of Music ......................................... 6
- Choral Conducting ....................................... 1
- Instrumental Conducting ................................ 1
- Applied Music ........................................... 17
- Music Elective ........................................... 2

**Professional Education, 32 semester hours, including:**

- General Psychology ...................................... 3
- Educational Psychology .................................. 3
- Professional Orientation ............................... 3
- Audio-Visual Education ................................. 2

**Music Methods:**

- Elementary ............................................... 3
- Secondary ............................................... 2
- Instrumental ............................................ 2
- Student Teaching ....................................... 12
- Professional Practicum ............................... 2

**Note:** A non-music teacher's certificate may be extended to include the field of music upon completion of 30 semester hours in music from an approved four-year curriculum in music.

A Temporary Standard Certificate in Instrumental Music is valid
in grades 7 to 12. It authorizes teaching of instrumental music only. It is issued to persons who have had 6 years of approved professional experience in music, and have completed 12 semester hours of approved courses in professional education. The requirements are: U.S. citizenship; health certificate. **Note:** For part time teaching of music, the requirements are the same as those authorized with a Temporary Standard Certificate.

**Vocational Opportunities in Music.** The profession has had its greatest growth in the field of music education. The number of professional performers who do not teach, in one capacity or another, is relatively small. Good opportunities exist in church music as choirmasters, singers and organists, but opportunities for employment as a conductor are extremely limited.

"The greatest number of vocational opportunities (in music) exist in teaching. The added compensations of income certainty, domestic stability, retirement benefits, and desirable environment have greatly increased the stature of this professional activity during the past thirty years."1

To enjoy a successful career in music education one must possess natural aptitudes and a real love for both music and teaching. The music educator must be extremely versatile. He is not expected to be a performing artist, but he should possess the following qualities: general musicianship, ability to teach, knowledge of the voice and voice production, ability as an accompanist, knowledge of the fundamentals of all band and orchestral instruments, and business and administrative ability.

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The field of music education is a vast one with many areas of specialisation. The following are some of the areas: music history, theory, appreciation, vocal and choral study, instrumental music, and general supervision. It is, however, not only desirable but necessary that all music educators have a general knowledge of all these areas before specialisation.

Among both men and women, those who prepare for elementary school teaching have a more direct intention to enter teaching than do those who qualify for the high school certificate. In almost every college, the elementary school curriculum is broader, with some required work in a number of basic academic fields. Concentration in a "major" field, on the other hand, is characteristic of nearly all programs pointing to high school teaching. Thus, the potential high school teacher is more likely to emerge from college with reasonable readiness for another occupation which calls for a college background.

This holding power shows that about 65 percent of the men and 62 percent of the women who follow the four-year elementary education pattern are found in the teaching service. In the secondary level, no more than 45 percent of the men and 65 percent of the women are reported to have accepted teaching positions.

Among the latter group the appeal of teaching varies widely among the various fields of high school instruction. Below are listed the various areas of instruction in the high school and the percent of the qualified teachers who chose to remain in the profession:

- Music.................... 66.5
- English.................... 67.9
- Home Economics............ 86.4
<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>59.0</td>
</tr>
<tr>
<td>Commerce</td>
<td>58.1</td>
</tr>
<tr>
<td>Speech</td>
<td>57.8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>56.7</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>56.0</td>
</tr>
<tr>
<td>General Science</td>
<td>52.5</td>
</tr>
<tr>
<td>Social Science</td>
<td>51.5</td>
</tr>
<tr>
<td>Biology</td>
<td>49.4</td>
</tr>
<tr>
<td>Agriculture</td>
<td>41.6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>36.1</td>
</tr>
</tbody>
</table>

Teaching of music attracts 2 out of every 3 eligible candidates while the teaching of chemistry attracts only 1 out of 3. Among men 2 of every 3 take teaching jobs while among women there are 3 of every 4. Only 56 percent of the total who are eligible to teach accept teaching positions.

If the profession of music is to maintain a high level of accomplishment, it is the responsibility of those engaged in the field to encourage the competent pupil to enter it. In many of the public schools of our nation the counseling of the music student falls upon the music teacher in the schools. It is true that no one is in a better position to identify pupils who show promise of being competent musicians and music teachers. It is highly important that this guidance and counsel be based upon more than just observation in the music class or activity. Understanding must be based upon a sound analysis of the individual, and analysis which not only gives insight into the total development and potentialities of the child, but which also brings forth significant facts which may aid the pupil to make a vocational choice for himself.

It should be the music teacher's function to create a situation in which the pupil plays the leading role. The teacher should not be
too dominating or too willing to express his own personal viewpoints concerning professional opportunities in music. Educators agree that the quality of the teacher directly affects the vocational interests of his pupils. By encouraging and guiding the talented pupil into the profession of music teaching, music teachers will be providing an invaluable service to thousands of children whose only opportunity for music instruction is in the elementary and secondary schools.

Salaries. Table 12 shows the income of musicians and music teachers and that of the classroom teacher for 1950. The table shows a median salary of $2,550 for the male and $1,175 for the female musician and music teacher. For the classroom teacher it was considerably higher since the males averaged $3,377 and the females $2,417. However, in 1949 the Pennsylvania General Assembly enacted a mandate salary which will increase considerably the median salaries for teachers. The music supervisor, among other supervisors, stands particularly to gain by the law. The 1949 Amendment to Legislative Act 471 went into effect immediately and the basic data from its text is presented herein.

All school districts and vocational school districts shall pay all regular and temporary teachers and supervisors in the public schools, unless otherwise provided, the following minimum salaries: teachers holding a standard certificate, a minimum annual salary of $2,400 with eight minimum annual service increments of $200.00; teachers holding a college certificate, a minimum annual salary of $2,400 with ten annual service increments of $200.00; teachers holding a Master's Degree and

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who also hold a college certificate, a minimum of $2,400 with twelve increments of $200.00; supervisors who devote one-half or more of their time to supervision of instruction holding a Standard or College certificate, a minimum annual salary of $3,400 with eight increments of $200; supervisors holding a Master's Degree, a minimum salary of $3,400 with ten increments of $200.00.

Retirement. The Public School Employees' Retirement System of Pennsylvania was established July 1, 1919 by law passed July 18, 1917.

This system makes it possible for school employees to accumulate funds on a savings bank basis in the event they terminate their services prior to eligibility for retirement benefits, or provides them with income for life after attainment of a certain age, or after completion of a required number of years of service.

A sound employees' system for retirement is beneficial to the Commonwealth as well as the teaching profession. It encourages people to enter and remain in public school service. It permits teachers to devote time to teaching, free from anxiety about "old age security."

Membership in the retirement system is limited to persons employed full time in the public schools, in the State Teachers Colleges, in the State Institutions for the Deaf and the Blind, in certain State-owned schools, and in any other full-time employment connected with the public schools of Pennsylvania. The employment must be regular and full time except for vacation periods. Substitute employees are eligible for membership, if employed full time for one month or more.

There are two classes of membership: members in the 1/160 class consisting of members who did not elect prior to July 1, 1950 to come
under the higher benefit and contributions, as provided in the legislation adopted in 1949, and membership in the 1/240 class consisting of members who entered the system prior to July 1, 1950 and who elected to come under this new provision, as well as those who entered service for the first time on or after July 1, 1950 and all members who were in service prior to the 1949-1950 school year and re-entered service on or after July 1, 1950.

Each member of the Retirement System contributes on a savings bank basis the percentage of his salary which is computed to be sufficient to produce an annuity in accordance with the benefits provided in the Retirement Act. The rate of contribution is determined by sex and age of the member at the time he or she enters public school service.

Contributions by member, the local school district, and the State are required to be made by law. Regular interest charges payable, the creation and maintenance of reserves in the Fund, and the payment of all retirement allowances and other benefits granted by the Retirement Board are obligations of the Commonwealth.

Rates of contributions have been computed on an actuarial basis, and are lower for men than women, because the mortality among men annuitants is higher than among women. This results in a fewer number of payments to men and consequently, in a reduction of the cost of the retirement allowance.

Under the provisions of the Sabbatical Leave Act, as amended, every person on sabbatical leave shall continue his or her membership in the Public School Employees' Retirement System and shall receive full retirement credit for the period he or she is absent from the school.
district. The school shall pay into the Retirement Fund, on behalf of each such employe, the contributions required by law to be paid by the employe and the school district. The amount of contributions required to be paid by the employe shall be deducted from any compensation payable to the employe while on leave.

The Retirement Act provides that an employe who separates from school service may withdraw all the amount credited to his or her account, including interest, which is 4½ compounded annually, or leave the full amount in the Fund, or withdraw only a part of it. Interest is not payable on the accounts of members no longer in school service.

Should a contributor die before retirement, his or her contributions plus interest will be paid to a legally designated beneficiary or to theestate of the deceased member.

The law provides further that if an employe separates from service, leaving at least 20% of the deductions in the Retirement Fund, and returns to service any time before reaching the age of 60 years, the amount previously withdrawn may be returned within two years and credit restored for the service previously credited to the member's account.

An employe who withdraws all contributions plus interest and returns to service within five years, may return the amount withdrawn and regain credit for previous years of service. The amount withdrawn must be returned in a lump sum payment within one year of the date of return to active service.

On first becoming a member of the Retirement System, a beneficiary should be named. A contingent beneficiary may be named or, if one desires, two joint beneficiaries.
Any member under age 62 or any member of the 1/140 class not having completed 35 years of credited service, who becomes mentally or physically incapacitated for service after 10 years of credited service, is eligible for disability retirement.

Any member of the 1/140 or 1/160 class who is 62 years of age or over with at least 10 years of credited service in the Retirement System, or any member of the 1/160 class who has completed 35 years of service is eligible for a superannuation retirement allowance. Retirement is compulsory at age 70 or at the close of the school year during which the age of 70 is attained.

In making application for a retirement allowance, one may elect to receive a regular maximum retirement allowance or a reduced allowance based upon any one of the four options as set forth herein:

Option 1. Annual retirement income will be greater than other options, but all payments of the allowance will cease following the death of the member. Under this election, no protection is provided for a beneficiary or estate.

Factors in computation. Example: Member
1/140 class, age 59; sex, male; accumulated deductions, $5,533.25; total service, 37 years; prior service, 2 years; final salary, $3,600.00.

Computation results of above example: Annual maximum retirement allowance, $1,913.41. Monthly maximum retirement allowance, $159.45.

Option 2. A reduced joint allowance will be paid as long as the member lives, and following death the surviving beneficiary will
receive the same amount throughout his or her lifetime.

Factors in computation. In addition to the factors used in Option 1, the age and sex of the beneficiary is also figured. Age of beneficiary, 57; sex of beneficiary, female.

Computation results of Option 2: The amount payable to beneficiary following the death of the retired member would be $103.74.

Option 3. A reduced allowance will be paid throughout the lifetime of the member, and following death, one-half allowance will be continued throughout the lifetime of a designated beneficiary.

Factors in computation. The factors used in this computation are the same as used in the computation of the retirement allowance under Option 2.

Computation results of Option 3. The amount payable to beneficiary following the death of the retired member is 1/2 of $125.65 or $62.82 per month.

Option 4. If none of the listed options herein meets with the member's needs, he or she may elect some other benefit that is the actuarial equivalent of the regular allowance. The Retirement Board, through the Actuary, makes computations and the member is advised accordingly.

Out-of-state service. The law permits, within certain limitations, to purchase credit not to exceed ten years for school service rendered outside the Commonwealth of Pennsylvania.
Sabbatical Leaves of Absence. Whenever any person employed in the public school system of the Commonwealth shall have completed ten years of satisfactory service as a teacher, at least five consecutive years, such person shall be entitled to a leave of absence for the restoration of health, study or travel, or at the discretion of the school board, for other purposes, for a half or full year, or for two half school years during a period of two years. Thereafter, one leave of absence shall be allowed after each seven years of service.

No leave of absence shall be granted unless the person agrees to his or her employment with the school district for a period of not less than one year after such leave.

The person on leave of absence shall receive the difference between his or her regular salary and the salary paid to any substitute employed temporarily engaged because of such leave. The employee who is absent on sabbatical leave shall not receive more than $1,600.00, if the leave is for a full year, and not more than $800.00 if the employee's absence is for a half school year.

Sick Leave. Whenever a teacher is prevented by sickness or some other unavoidable circumstance from following his or her occupation, the school district may, at the discretion of the directors, make such payments of compensation during the period of absence from duty as the exigencies of the case may seem to warrant. However, in the case of sickness, no payment shall be made unless such teacher shall have furnished to the board of school directors a certificate from a physician stating the nature of the sickness and certifying that he or she was unable to perform duties as a teacher.
Teacher Tenure. The only valid cause for termination of a contract entered into with a professional employee are immorality, incompetency, intemperance, cruelty, persistent negligence, mental derangement, advocacy of or participation in un-American or subversive doctrines, persistent and wilful violation of the school laws of the Commonwealth.

If a contract with a teacher, or, as the act now terms him or her, a professional employee, is to be terminated, there should exist competent testimony on one or more of the above charges. By competent testimony, it is meant testimony of existing facts which relate to the charge or charges to be used by the school board in terminating a contract, and not rumor or hearsay evidence which is not admissible evidence if the case is eventually appealed to the Court of Common Pleas.
CHAPTER V

SUMMARY

Of all the arts, music perhaps plays the most important part in our present social order. Almost everyone is affected by it in some way, either by listening or through participation. As it contributes, in a large measure, to the emotional and spiritual well-being of the individual, so it becomes a force of stability and culture in the community and nation.

Music teachers and supervisors have an important role in this make-up, not only in their school responsibilities, as administrators and teachers, but as public servants as well. They interpret the classroom work to the public through programs, club activities and the press. They may have a civic responsibility which compels them to actively participate in the various fields of social, civic, industrial and religious activities.

Intelligent leadership, of course, is necessary if the individual is to successfully accomplish his responsibilities. The task set forth for the professional schools in training such a person is a tremendous one. As prescribed by the state of Pennsylvania, the curriculum is varied, and presumably diversified enough to equip these students to exercise their training to yield the largest returns.

This study has provided data on public school music education employment in the state of Pennsylvania, and its relation to employment in the general field of public education. It is with the hope that information of this nature may be of benefit as guidance material in the selection and recruitment of prospective music teachers. It is generally
agreed that the recruitment of more and well qualified teachers is the main hope of meeting the needs of overburdened public school systems.

In this dire need for adequate staffing of schools, we should be satisfied with nothing less than the selective recruitment of teachers. In spite of teacher shortages in our public schools, we must all work for the maintenance of high standards for selective recruitment.

The schools of Pennsylvania have progressed wonderfully well during the past several decades, but in many respects the schools are not holding their own. While a small percentage of the whole total number of teachers employed three decades ago had completed four years of post-secondary preparation, today the percentage is many times greater. This shows excellent progress, but it must be remembered that there are still many children who are being taught by non-graduates.

Unfortunately, since 1950, college graduates have been on the decline. The loss of teachers trained for public school service has dropped by better than a third. The fact remains that in the state of Pennsylvania, the graduating candidates for teaching are not meeting the necessary proportionate rate of increase to those of the pupil enrollment.

The ratio, as computed in this study, shows that there are 28.5 pupils to every elementary teacher, 21.2 pupils to every high school teacher, while there are 822 pupils to every music teacher in the state of Pennsylvania. There are 36.6 classroom teachers to every music teacher.

Among other factors, the teacher demand must take into consideration the means for replacing inadequately trained personnel. Since our
best efforts to date have brought to college graduation no more than half of those who ranked in the top quarter of their high school graduating class, the schools must attract these young people to enter the profession. The prime reason for this lack of interest may be summed up in the following: lack of social prestige, teacher load, lack of suitable living conditions, and lack of sufficient remuneration. Other occupations compete vigorously for the services of the most capable young people, as, for example, in the field of scientific research. Therefore, if the quality of education must improve, the quality of the teacher must improve, and the schools should be adequately staffed with sufficient personnel.

Our schools should keep step with other developments in American life, and we, as music educators, must be certain to do our share. If the profession of music is to maintain a high level of accomplishment, it is the responsibility of those engaged in the field to encourage competent pupils to enter it. In many of the public schools, the counseling of the music student falls upon the music teacher in the school. Understanding must be based upon a sound analysis of the individual, and analysis which not only gives insight into the development and potential of the student, but which also brings forth significant facts which may aid the pupil to make a vocational choice himself. By encouraging and guiding the talented pupil into the profession of music teaching, music teachers will be providing an invaluable service to thousands of children whose only opportunity for music instruction is in the elementary and secondary schools.
The demand for teachers has been about constant for two decades, until recently. This demand has been for the replacement of those who left the classroom. This condition has prevailed because the total number of students enrolled in the public schools has dropped, year by year, for a decade, until 1952. The total increase to date has hardly been enough to exert an influx on the total demand for teachers. However, school enrollment will expand sensationaly. In 1953 the population of our nation expanded more than at any other time in the history of our country. Furthermore, we can count on an increase in births in the total population in years ahead. The birth rate has been tremendous since World War II, and the fact that most of these births will reach marriageable age in the 1960s means that there will be an even bigger jump in the number of births at that time.

The Pennsylvania Department of Education has made excellent progress in meeting the responsibilities of the present, but the recruitment program must be extended to meet the responsibilities of the future. A successful program can be realized with extended benefits for the teaching personnel.
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