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The attitude of a selected group of high school seniors in Massachusetts toward teaching as a career

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Thesis

THE ATTITUDE OF A SELECTED GROUP OF HIGH SCHOOL SENIORS
IN MASSACHUSETTS TOWARD TEACHING AS A CAREER

Submitted by

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(A.B., Bates, 1924)

In Partial Fulfillment of Requirements for
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CHAPTER I

THE PROBLEM AND RESEARCH METHODS

1. The Problem

The purpose of this study.— One of the most serious problems of the present time is the shortage of teachers. Our professional literature is replete with words of warning. The late Francis Spaulding has written:^{1/} "There is today serious doubt as to whether the schools can continue to fulfill their function. The doubt centers in one fundamental question: Shall we be able to attract into teaching, and to keep as teachers, people who are qualified to do the complex job that needs to be done?"

The purpose of this study is to inquire into some of the factors that may contribute to this shortage of teachers by determining the attitude of a selected group of high school seniors in the Commonwealth of Massachusetts toward teaching as a career and analyzing the circumstances which might have caused this attitude. In this way a partial explanation of the teacher shortage may be arrived at.

The problem.— In order to explain the present shortage of teachers it is necessary to find out what proportion of the selected students are going into teaching, what proportion rejected teaching after considering it, what proportion never considered it at all and to determine the factors contributing to these students' attitudes. By a study of these contributing

^{1/}Francis T. Spaulding, "How Shall We Determine Who Shall Be Teachers?" School Management (April, 1947), 16: 2.

factors ways and means may be found for remedying the conditions which tend to discourage teacher recruitment.

- Logical analysis of the problem.-- 1. To determine the attitude of
- a. a selected group of high school seniors in Massachusetts toward teaching as a career.
 - a. What proportion of these students chose teaching as a career?
 - b. What proportion considered teaching and rejected it?
 - c. What proportion gave teaching no consideration at all?
2. What are the factors which might have affected their consideration or lack of it?

2. Need for this Study

Teacher shortage is critical.-- W. Earl Armstrong, Associate Chief for Teacher Education in the Office of Education, Federal Security Administration, Washington, D.C., states the problem as follows: ^{1/} "The increased birthrate, which began during World War II and has continued in postwar years, has already created a greater demand for teachers, one that will rise a great deal more, it is expected during the next decade. Assuming

1/W. Earl Armstrong, "Teacher Situation Critical--What Can Be Done?" School Life (January, 1951), 33: 49-50.

that the 10,000,000 additional boys and girls in elementary and secondary schools conservatively estimated by 1957 will be taught in classes of 30 pupils each the need for teachers in 1957 will be greater than it was in 1947 by 330,000. This is about one-third of the present total number of elementary and secondary school teachers in the United States." Joy Elmer Morgan, editor of the NEA Journal, emphasizes the seriousness of the situation with these vivid words: ^{1/} "Within the next sixteen years--one generation from kindergarten through college--the nation will need a million new teachers, 10,000 elementary school principals, 5,000 high school principals, 5,000 town and city superintendents, and 1,000 college presidents."

The above quotations, it will be noted, deal with the teacher shortage on a national scale. What is the situation in Massachusetts, the birthplace of the American system of free public schools? Dr. Patrick J. Sullivan, state director of teacher colleges in this Commonwealth, has stated: ^{2/} "There were 1479 vacancies last year (1950) on elementary school faculties and only 300 graduates from state teacher colleges prepared to fill them. To fill the gap more than 500 graduates of teacher colleges in other states and 500 graduates without teacher training were employed."

2. Research Procedure

Scope of survey.-- There are two hundred fifty-six high schools in Massachusetts and from these high schools in recent years close to thirty-five thousand students have graduated each year. In 1950 the exact figure

^{1/}Joy Elmer Morgan, "The Boycott Against Teaching," NEA Journal (February, 1947), 36: 75.

^{2/}The Boston Herald (March 18, 1951).

stood at 33,032.^{1/} In conducting a survey of such a large group of schools and students there are limitations placed on one as to time, financial resources, and the like. Modern methods of sampling have been shown to give satisfactory results. It was decided to survey the students in at least twenty-five of the state's two hundred fifty-six high schools. In order to make sure this number of schools would respond requests were sent to a total of thirty-three schools.

Of the thirty-three schools invited to participate three refused on the basis of school regulations governing such surveys and three others responded too late to be included. In the final figures a total of twenty-seven schools took part.

Table 1 lists the communities in which these schools are located in

Table 1. The Communities in which Participating Schools are Located

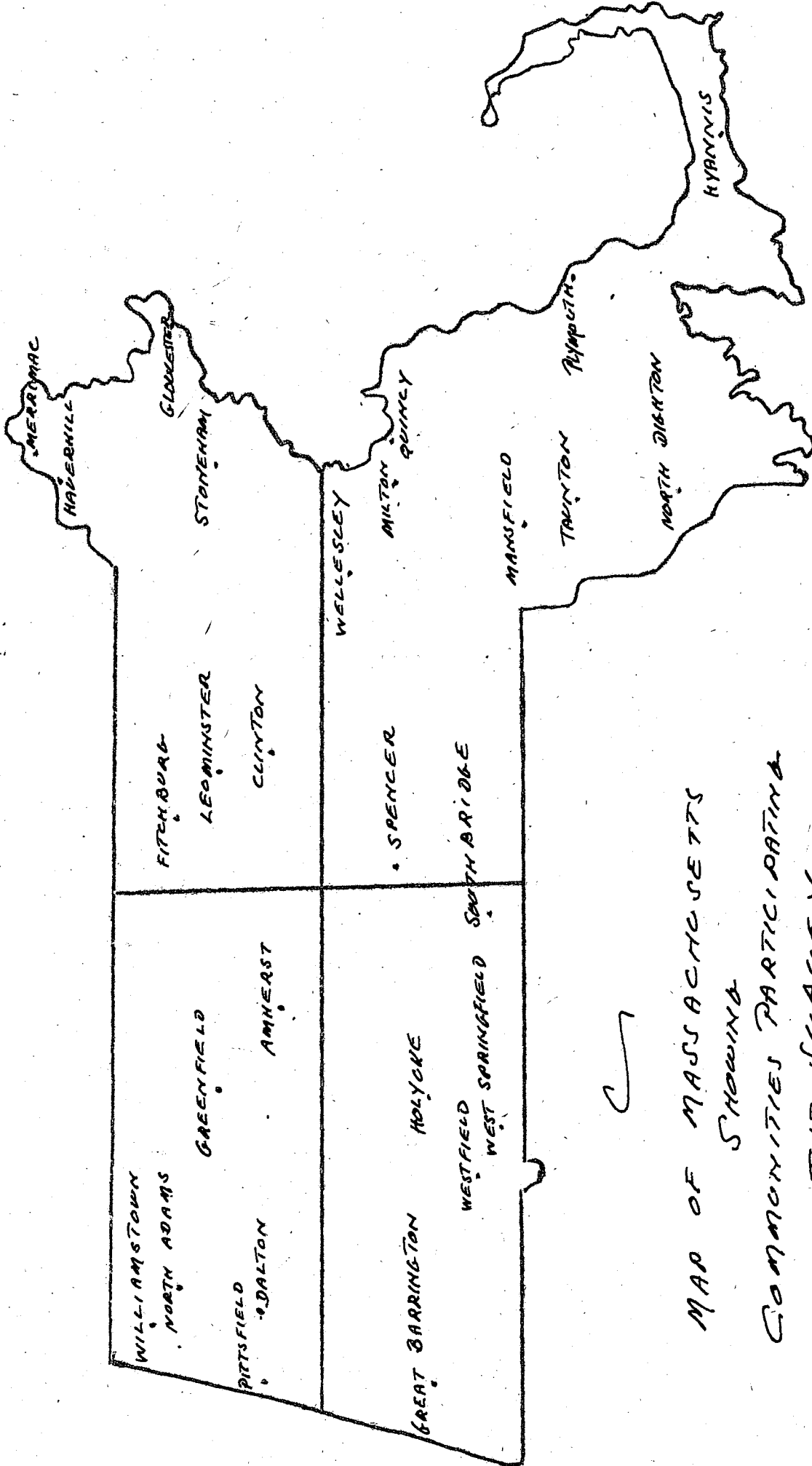
| <u>Industrial and Manufacturing</u> | <u>Suburban and Residential</u> |
|-------------------------------------|----------------------------------|
| Clinton | Amherst |
| Dalton | Milton |
| Fitchburg | Wellesley |
| Haverhill | Williamstown |
| Holyoke | <u>Fishing and Summer Colony</u> |
| Leominster | Gloucester |
| Mansfield | Hyannis |
| North Adams | Plymouth |
| Pittsfield | <u>Farming and Rural</u> |
| Quincy | Great Barrington |
| Southbridge | Greenfield |
| Spencer | Merrimac |
| Stoneham | North Dighton |
| Taunton | |
| Westfield | |
| West Springfield | |

^{1/}Figure furnished by A. Russell Mack, Supervisor of Secondary Education, Massachusetts State Department of Education.

such a way as to show the different types represented. Massachusetts is essentially a state devoted to industry and manufacturing. Sixteen of the twenty-seven cities and towns agreeing to participate are in this category. Four communities come under the type known as "Suburban and Residential." Three are listed as "Fishing and Summer Colony" communities; and four as "Farming and Rural." This distribution would seem to give a satisfactory cross section of the Commonwealth's varied activities.

The Map of Massachusetts on the following page gives a vivid picture of the geographical distribution of the communities which cooperated in the survey. Dividing the state into four segments--northeast, southeast, northwest, and southwest--seven communities are found in the northeast; nine in the southeast; six in the northwest, and five in the southwest. The eastern half of the state, where the densest population is located, is represented by sixteen of the twenty-seven communities.

The total enrollment of seniors in the participating schools numbers some 4,000 students. This figure represents slightly over 12% of the total number of high school graduates in 1950. It is clearly evident that not all of these high school graduates are desirable candidates for the teaching profession. The National Education Association has recommended^{2/} that "only those who rank in the highest one-fourth of the high school enrollment in scholarship, personality, and character should be advised to become teachers." On the basis of this recommendation the survey has been limited to the upper quarter of each high school's senior class as determined by each school for the purpose of meeting college requirements as to "Standing in 1/Benjamin Fine, Education Editor, New York Times (March 8, 1948).



MAP OF MASSACHUSETTS
SHOWING
COMMUNITIES PARTICIPATING
IN THE SURVEY

Class" as shown on college application forms. Thus the sampling is based upon the results in twenty-seven schools and 1036 seniors in these schools. This latter figure represents slightly over 12% of the total number of seniors in the upper quarter of the graduating classes in the high schools of Massachusetts in 1950.

The questionnaire.-- Leonard Koos has written: ^{1/} "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."

In constructing the questionnaire used in this study the four steps recommended by Koos, as reported by Arthur J. Jones ^{2/} were carefully followed. These steps are:

1. Very careful formulation by the author and arrangement 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. A try-out of the revised questionnaire on a group as nearly like the ones to whom it is to be sent as possible.

The questionnaire sought first of all to determine what proportion of the selected students chose teaching as a career, what proportion considered teaching and rejected it, and what proportion never considered teaching at all.

Questions were arranged to discover the home-background of the student

^{1/}Leonard V. Koos, The Questionnaire in Education, McMillan Company, 1928
^{2/}Arthur J. Jones, An Outline of Methods of Research with Suggestions for High School Principals and Teachers, U.S. Bureau of Education Publication Bulletin, 1926, No. 24.

through establishing the educational status of the father and mother, the size of the family, and whether or not the mother works outside the home. The writer desired this information in order to determine if there was any significant difference in the home background among the boys and girls in the selected group who chose teaching as a career and the boys and girls who having been interested, rejected it, and those who did not consider such a career at all.

The questionnaire was so framed as to gain an insight into the interests of the student and his high school experience as seen through his choice of curriculum and extra-curricular activities. It was, also, a matter of concern to learn of the extent of guidance offered by the school in the student's consideration of a future career.

To determine the student's attitude toward teaching as a career questions were asked in order to see the teacher and the teaching profession through the eyes of the student. The writer sought to determine what each student questioned thinks of teaching and of the teacher as a professional worker, as a personality, as a member of the community, and the teacher's financial status and opportunity for advancement. The writer was seeking to determine what difference there might be in the attitude of the selected group, who looked with favor on teaching as a career, toward teaching and the teacher, as compared with the attitude of those who, having been interested, rejected it, and those who had not considered it at all.

After the first step of formulating the questionnaire had been taken it was submitted to two members of the faculty of the Boston University School of Education. They approved the tentative draft with the stipulation

that the third and fourth steps advised by Koos be carefully followed.

Several teachers in Attleboro High School studied the questionnaire. They expressed themselves as intensely interested in it. Several questions were added, as suggested by these teachers, to reveal more clearly the reaction of the students to the teacher as a person and as a member of the community.

The last step taken, as recommended by Koos, was to submit the questionnaire to a selected group of high school seniors to determine how easily a student could follow the directions and answer each question. Twelve seniors, six boys and six girls, in the upper quarter of their class filled out the questionnaire. The response of this group was most encouraging. All questions were answered with comparative ease and no changes were found necessary as a result of this try-out. The interest of the students in answering the questions was such as to convince the writer that the questionnaire was so framed as to insure student cooperation to the full. A questionnaire which inspires such interest should be more valid in its results than one which fails to motivate such interest. The questionnaire that was finally sent out to the schools was so completely filled out and in so serious a manner that it would seem to indicate that it stimulated the same cooperation from all those questioned as it did with the try-out group. The complete questionnaire will be found in Appendix A.

Basic assumptions.-- Certain basic assumptions were made in pursuing this study. Among them are:

1. That students questioned will give thoughtful consideration to their answers.

2. That the students polled will constitute a true cross-section of all the seniors in the upper quarter of their class in Massachusetts.

3. That students in the upper quarter of their class would make superior teachers.

4. That the questionnaire's findings will indicate possible conclusions that may prove helpful in the recruitment of teachers.

CHAPTER II

REVIEW OF THE LITERATURE ON ATTITUDES TOWARD TEACHING AND THE SUBJECT OF TEACHER RECRUITMENT

1. Attitudes Toward Teaching

Attitude as revealed in American Literature.-- It has been pointed out that our professional literature is replete with words of warning as to the desperate need for more teachers. One of the most serious drawbacks in the endeavor to encourage more and better teachers is to be found in the popular feeling toward teaching as a profession and toward teachers as personalities. It should be interesting to note whether the students in Massachusetts high schools reflect this popular notion.

* The magazine Time recently asked the question: ^{1/} "What do Americans think of their teachers?" and proceeded to answer the question in this way:

"Judging by the work of U.S. authors, not much. It is sad but true, † says Psychologist Don C. Charles of the University of Nebraska, that in U.S. literature 'teachers appear pretty generally as stereotypes--and rather unflattering stereotypes at that: neurotic spinsters, frustrated fops and dull-witted fools....The literary attack on the teacher, as Psychologist Charles analyzes it, had its first flowering during the flowering of New England. William Ellery Channing, for instance, seemed to think that the essential qualities of the schoolmarm were 'gray hair and spectacles.' Of his 1/Time (April 3, 1951), 55: 67.

own schoolmistress he recalled: 'Her nose was peculiarly privileged and honored, for it bore two spectacles. The locks which strayed from her close mob-cap were most evidently the growth of other times.' Clucking sympathetically, Oliver Wendell Holmes struck a familiar note. The teacher was 'a poor, overtasked nervous creature--we must not think too much of her fancies.'

"Over the years, the female teacher, as reported by U.S. authors never seemed to improve. There were a few 'sweet young things' but they invariably escaped their fate by marrying or becoming secretaries before it was too late. The rest were like Thomas Wolfe's teacher 'a gaunt red-faced spinster, with fierce glaring eyes' or like Sherwood Anderson's frustrated Kate Swift, 'silent, cold, stern.'

"The men fared no better, says Psychologist Charles. There was Washington Irving's gawky schoolmaster Ichabod Crane, 'with huge ears, large green glassy eyes, and a long snipe nose, so that his head looked like a weathercock perched upon his spindle neck....' Tom Sawyer's bewigged schoolmaster was fussy, pedantic, strict and frustrated. 'The darling of his desires was to be a doctor, but poverty decreed that he should be nothing higher than a village schoolmaster.'" +

Conflicting attitudes in real life.-- The attitude towards teaching and teachers as found in American literature has its counter part in the comments of many persons in real life today.

The personal experience of the writer is a case in point. For two years after leaving college he engaged in the life insurance business. The desire to enter teaching drew him away from the business world. Upon ap-

praising the company of his decision he was rushed off to New York for an interview with the Supervisor of Agencies. Said this life insurance official: "I'd rather see my son in his grave than teaching school!" He was expressing a thought not held by himself alone.

A teacher writes: ^{1/} "The teacher shortage can well be expected to continue as long as people who are interested are repelled by what it does to one to deal in training the young. The mingled expression of amusement, pity, and horror that greets me at a social gathering, when some well-meaning soul lugs in the fact that I teach for a living, has often given me pause."

There is also recorded the comments of a member of a PTA organization as follows: ^{2/} "One of our social leaders who is active in local PTA affairs was recently asked: 'Don't you hope your son takes up teaching when he graduates from college?' A frank and outspoken individual, her reply was: 'Heavens, no! I have plans for that boy.'"

Such comments as these reflect a frame of mind that is far from conducive to elevating the teaching profession to a position of respect.

In spite of such popular notions in regard to teaching and the teacher there are evidences that this may not be the true state of public opinion. Elmo Roper recently conducted a poll in which the question was asked: ^{3/} "Who do you think are the most useful citizens of a community?" The results give one pause to consider whether the public holds teachers in quite

^{1/}Kathryn Martin, "I Could Never be a Teacher," Clearing House (April, 1947), 21: 490-492.

^{2/}H.M. Lafferty, "School Teaching? No Thanks," Education Digest (November, 1947), 13: 40-42.

^{3/}Education Digest (March, 1951), 16: 54.

so low an esteem as has been popularly supposed. The result of the poll is as follows:

10%.....Lawyers
 13%.....Merchants
 20%.....Mayor and other officials
 27%.....Clergy
 31%.....Teachers

A clarion call to teachers to assert their self-respect and recognize fully their important place in the scheme of things has been voiced by Joy Elmer Morgan as follows:^{1/} "Let those of us who now teach--however hard the going may have been in our lives--keep the faith and pass on the torch to those who will take our places. Let us tell the college men and women and earlier still the high school boys and girls the simple truth that teachers make civilization. It is theirs to lift up and look forward. Under their formative touch come the young people who--grown to manhood and womanhood--will keep our homes, maintain our churches, write our books, paint the pictures, supply the skilled labor, manage industry, run our government, and build the peace of the world."

Here are the words of a teacher who has asserted this self-respect and recognizes fully the teacher's important place in the scheme of things:^{2/} "There is absolutely nothing more important to America or to the world than our children. (This) is my opportunity to team up with a cause that is extremely worthwhile....I cherish both the enjoyment which comes from working with young people, and the satisfaction which comes from helping young minds steer a true course in our complex and chaotic world....I have worked in

^{1/}Joy Elmer Morgan, "The Boycott Against Teaching," NEA Journal (February, 1947), 36: 75.

^{2/}Carlos de Zafra, Jr., "Wanted: Capable Young Men," Clearing House (November, 1947), 22: 173-175.

factories and on farms, and I have friends in many businesses; but the end products of all those other efforts seem to me to be nowhere near as basically important as the job that I am trying to do....The teacher dedicated to improving the human material that comes to him, is of necessity contributing to a better society by his every effort....I want my own children to be proud of me--proud of me for doing something meaningful in the world; not despise me for simply chasing the almighty dollar, or for following a vocation which does not demand the highest abilities that I possess."

2. Surveys of Teachers' and Students'

Attitudes Toward Teaching

Teachers' attitudes.-- The question was asked of a group of teachers who are members of Delta Kappa Gamma "Why go into teaching?"^{1/} There were 1245 replies and these reasons were listed according to frequency:

1. Desire to serve society.
2. More remuneration than most other professions.
3. Admiration of older man or woman teacher.
4. Aptitude for teaching.
5. Member of family of teachers.
6. Prestige.
7. Economic security.

Students' attitudes.-- What are the attitudes of students toward the teaching profession? This is an important question in consideration of teacher recruitment and has a direct bearing on the problem of this survey. One report states^{2/} that "questionnaire data have revealed that one of the chief reasons why boys and girls are discouraged from entering the teaching

^{1/}Margaret M. Stroh, Ida A. Jewett, and Vera M. Butler, Better Selection of Better Teachers, Washington, D.C., Delta Kappa Gamma Society (1943), p. 10.
^{2/}Emery Stoops, "Teacher Recruitment," Phi Delta Kappan (April, 1947), 29: 259-260.

profession is the example of a few weak, maladjusted, and inefficient teachers."

Another report ^{1/} gives the results of a questionnaire in Pennsylvania as follows: "202 schools reporting more than 33,000 graduates revealed that only 4.4% of their graduates expected to prepare for the teaching profession." The chief reasons for not entering this profession were:

1. Low salaries.
2. Lack of appreciation by the public.
3. Because teachers themselves are not comfortable in their positions.
4. Unnatural demands made on teachers.
5. Too much outside interference.
6. Pressure of work.
7. Lack of genuine interest in teachers.
8. Politics.
9. Nervous tensions.
10. Long period of training.
11. Frustration.
12. No future.

At Indiana University a questionnaire on teaching as a profession was given to 1676 students in freshman English classes ^{2/} with the following results: "100 students had definitely decided to teach because of good salaries; opportunities to work with young people, social service work, and guidance; vocational prestige and personal satisfaction. 695 definitely decided not to teach because of poor salaries, because teaching did not appeal to them and because of a restricted personal life and limited social contacts. The others were undecided."

Charles E. Hood, of the Northern Montana College, questioned 68 members of his classes in education during the summer of 1943 on the advantages and

^{1/}"School Practices in the Recruitment of Teachers," Bulletin of the National Association of Secondary-School Principals, (October, 1948).

^{2/}Robert R. Richey and William H. Fox, NEA Journal (November, 1948).

disadvantages of teaching.^{1/} These members of his classes were asked to list what they considered the most important reasons for entering the teaching profession, and also some of the disadvantages of this vocation. The result of this survey was as follows:

Reasons for Teaching

(With per cent of student teachers who mentioned each reason)

| | Per cent |
|--|----------|
| 1. Public service to country during wartime..... | 68 |
| 2. Develops character, since teacher is example to children..... | 46 |
| 3. Three-month summer vacation..... | 45 |
| 4. Chance to work with children..... | 43 |
| 5. College education at teacher training institution valuable..... | 33 |
| 6. "Culture" acquired due to type of work..... | 33 |
| 7. Contract and tenure law protection..... | 31 |
| 8. You are "Your own boss;" in charge of classroom..... | 26 |
| 9. Good pay..... | 23 |
| 10. Permanency of employment..... | 20 |
| 11. Chance for advancement..... | 20 |
| 12. School day and school week short..... | 18 |
| 13. Opportunity to meet people..... | 18 |
| 14. Pleasant environment..... | 16 |
| 15. Prestige of teaching profession..... | 15 |
| 16. Position near home..... | 11 |
| 17. Range of jobs available..... | 10 |
| 18. Little investment in equipment..... | 10 |
| 19. Retirement law in effect..... | 5 |

Reasons for not Teaching

(With per cent of student teachers who mentioned each reason)

| | Per cent |
|---|----------|
| 1. No income during summer..... | 65 |
| 2. Isolation in rural areas..... | 60 |
| 3. Lack of personal freedom..... | 51 |
| 4. Too much preparation required for certificate..... | 36 |
| 5. Low salary..... | 33 |
| 6. Teachers are overworked..... | 30 |
| 7. Community does not appreciate teacher's efforts..... | 23 |
| 8. Job is insecure..... | 21 |
| 9. Marriage often forbidden..... | 16 |
| 10. Community "Looks down" on teachers..... | 11 |

^{1/}Charles E. Hood, "What's the Matter with Teaching?" Clearing House (December, 1944), 19: 227-231.

Herlinger reports a study of high school students who did not wish to enter teaching.^{1/} The reasons given were as follows:

1. No talent for teaching.
2. Decided on other occupation.
3. Social life unfavorable for teachers.
4. Lack of scholarship.
5. Poor salary.
6. Insufficient funds to go to school.

This study was made in Mt. Lebanon, Pennsylvania high school. There, as a result, a committee of seven teachers was formed to give guidance in teaching. Following this there were 37 candidates in a class of 258 and all the candidates were in the upper quarter of their class.

3. Recruitment of Teachers

Lack of guidance.--- Not enough high schools are giving serious attention to the matter of guidance, according to some authorities. One writes:^{2/} "The apathy towards teaching shown by high school counselors is inexcusable. Every young man and woman who is capable of entering a university should be shown the advantages of teaching and have the prejudices and misconceptions toward the profession cleared away before entering upon higher education." And another writes:^{3/} "Teaching must be made more attractive to able men and women....Teachers must be granted more respect and opportunity. At the same time the satisfactions of a teaching career, under good conditions must be systematically presented to able high school and college graduates."

Definite steps being taken.--- Concrete steps in teacher recruitment

^{1/}Harry V. Herlinger, "And Gladly Teach," Occupations (December, 1944), pp. 147-151.

^{2/}J.E. Corbally, Jr., "Guidance and Teacher Recruitment," Phi Delta Kappan (October, 1946), 28: 381-382.

^{3/}School Review "The Crisis in Teaching," American Council on Education, (May, 1947), p. 46.

are reported as follows: ^{1/} "The Future Teachers of America, active in 503 high school clubs, seek to interpret the profession to young people and to those who develop a genuine desire to teach, foster experiences designed to strengthen that aim. One FTA club lists 20 different activities engaged in by its members in the past year. For example: Acting as guides for eighth graders on 'Recognition Day;' entertaining first graders in the teacher's absence; making scrapbooks, 'Helps for a Busy Teacher,' during summer vacation; making posters for a 'Better Homes Movement,' and helping sponsor two 'Parent-Guest Nights.'

"In 1946 Phi Delta Kappa, men's education fraternity, chose teacher recruitment as one of three national projects. Since then more than a thousand speeches to laymen have been made on the subject by members and hundreds of hours of radio time and columns of space have been given to the problem. Through the city schools of Los Angeles, this organization has put out a booklet, 'I Choose Teaching,' for use in vocational guidance and counseling.

"The American Association of University Women reports encouraging responses to first-hand contacts with students as part of their 'Guidance and Teacher Recruitment' programs in nineteen different communities. The AAUW says, 'It is hoped that, with additional money, more can be done in high schools, and selective recruitment can be extended to the younger students in junior high schools.'"

Points presented by American Council on Education.--- The Commission on Teacher Education under the American Council has contributed much that is worthwhile to the discussion of teacher recruitment. Some of its contribu-

^{1/}Christine K. Simmons, "Attracting New Teachers," School Life (October, 1948), 31: 1-4.

1/
tions follow: "Good teaching requires persons of native superiority who have benefited from an extended and superior education. Such persons will be widely attracted into the profession when certain conditions exist. The esteem in which teaching is held by the community must be high. The salaries offered and the conditions of employment must be consistent with that esteem, must compare favorably with what is available to able and well educated persons in other professions.... unless the people of a community understand what constitutes a good teacher and enable the school authorities to set their standards of employment and treatment at a high level, inferior persons will have to be accepted. It is essential, therefore, that citizens should understand the qualities needed in those to whose care the children of this democracy must, for long years, be entrusted....Young people themselves are deeply concerned about vocational choices. Characteristically they want to prepare for an occupation of standing, in which they can find personally satisfactory rewards, and through which they can accomplish something of value to society. For some, teaching will constitute a wholly suitable career, for others, not. Evidently it is desirable that as large a proportion as possible of those who would make good teachers should consider entering the profession....Young people are customarily influenced, in deciding whether or not to teach, by the opinions and advice of a variety of adults. They are naturally, for example, affected by what their parents think about the profession and its suitability for them. They are also responsive to the views regarding these matters of their own teachers, both in high school and in college....it seems reasonable to ex-

1/Teachers for our Times A statement of purposes by the Commission on Teacher Education, American Council on Education, Washington, D.C. 1944, pp. 151, 154, 155, 157.

pect that those who have dedicated their own lives to education should feel an obligation to recruit promising prospects to the profession, as well as to guide away from it--and into something more suitable--those who are not qualified to meet its particular requirements."

The **thought** expressed in the closing sentences of the above quotation is reflected in the words of another authority as follows: ^{1/} "In the total picture of teacher selection and recruitment, no persons occupy a more strategic position and wield more influence on prospective teachers than the teachers in the high schools and grade schools. An enthusiastic teacher can do much to interest his students in his profession by showing his liking for teaching, by his willingness to talk over the pupil's future, by giving out materials dealing with teaching, and by giving his better students an opportunity for try-outs as teachers in his classes."

Points presented in professional literature.-- The Journal of Educational Research has reported a study ^{2/} of the professional literature relative to suggestions for steps that are necessary to be taken to advance the teaching profession. The points made are as follows: (The number at the end of each statement indicates the frequency with which the suggestion appears in the literature covered)

1. The psychological and social conditions surrounding the teacher need to be improved. (39)
2. Teacher salaries need to be raised. (35)
3. Vital need for stressing the desirable aspects of teaching. (29)
4. Recruitment of potentially desirable teachers must begin in high

^{1/}Joy Elmer Morgan, "The Boycott Against Teaching," NEA Journal (February, 1947), 36: 75.

^{2/}Journal of Educational Research (May, 1945), pp. 666-677.

school. (19)

5. Pretraining selection of teachers needs to be supplemented by continuous selection and guidance of potential teachers. (18)
6. Substantial scholarships should be granted to deserving and needy prospective teachers. (14)
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. (14)
8. Members of the profession need to have a higher regard for teaching. (10)

In connection with point four in the above list it is interesting to note that according to one authority^{1/} "potential teachers are not reached in our high schools. Data show that about 10% of all teachers planned to be teachers. The rest just fell into it." A contradictory bit of evidence is found in the following statement:^{2/} "693 students preparing to teach were questioned and among other things discovered most of the group studied had decided to become teachers while in secondary school."

These two contrary views may be explained by the fact that the first group questioned were teachers while the second group were prospective teachers. Is it not possible that a more thoughtful approach to teaching is now being taken by the students of today than was true of those already in the teaching profession. If this is indeed so this evidence is a most hope-

^{1/}Joy Elmer Morgan, "The Boycott Against Teaching," NEA Journal (February, 1947), 36: 75.

^{2/}M. E. Troyer and R.C. Pare, Evaluation in Teacher Education American Council on Education, 1944, 1. 16.

ful sign. Perhaps future generations of teachers will be made up of persons of whom it need not be said that they "just fell into it."

4. Summary

It has been shown that throughout American literature the teacher has been held up to ridicule and scorn. This attitude is reflected to a certain extent in comments from real life. However, there are indications that not all the public stands ready to assign the teacher of today to the position portrayed in American literature. The Roper poll, for example, shows that teachers are looked upon as the most useful citizens of a community as compared with other professional people.

The first and foremost reason for a group of teachers questioned as to why they chose teaching is revealed as their "desire to serve society." The next most frequent reasons given are economic circumstances and the influence of other teachers.

Data on the attitude of students toward teaching reveal interesting contradictions. One group signifies the reasons for not going into teaching while another group uses almost the identical set of reasons for choosing teaching as a career.

A serious lack of guidance is revealed by some authorities in the matter of teacher recruitment. On the other hand concrete steps are being taken by various organizations which help combat this dearth of guidance.

Research into professional organizations and professional literature shows that ranking educational organizations and leading educators are well aware of the necessity of rectifying certain conditions in order to increase teacher recruitment from superior high school and college students.

CHAPTER III
RESPONSE OF SELECTED
MASSACHUSETTS HIGH SCHOOL SENIORS TO INQUIRY

1. 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 teachers by determining the attitude of a selected group of high school seniors in the Commonwealth of Massachusetts toward teaching as a career and analyzing the circumstances which might have caused this attitude.

It is necessary to find out what proportion of the selected students are going into teaching, what proportion rejected teaching after considering it, what proportion never considered it at all and to determine the factors contributing to these students' attitudes.

The group studied was composed of the upper quarter of the senior class in twenty-seven of the state's two hundred fifty-six high schools. 1036 questionnaires were answered which represent slightly over 12% of the total number of seniors in the upper quarter of the graduating classes in Massachusetts in 1950.

In view of the very serious teacher shortage which still persists a study revealing the attitude of a selected group of high school seniors toward teaching should be of interest to educators in that it may point toward possible steps which could be taken to help bring about a change in attitude which in turn might lead to a wider acceptance of teaching as a career.

The questionnaire.-- The response from the participating schools to the questionnaire was most heartening and in many instances the school authorities expressed keen interest in the results of the survey. One Principal wrote: ^{1/} "I should appreciate very much a copy of the results. I think it would be interesting to know how our seniors react to the questions presented to them." And another wrote: ^{2/} "We are delighted with the seriousness with which the youngsters filled them out."

This interest on the part of school authorities and this "seriousness" on the part of the students leads the writer to the conclusion that the questionnaire had sufficient merit to motivate both school men and students to give it the sort of attention that would result in a serious response.

In the questionnaire itself questions were framed in such a way as to discover the background of the student in home and in school; what part guidance may have played in the student's choice of a career; what the student thinks of teaching and the teacher as a professional worker, as a personality, as a member of the community and the teacher's financial status and opportunity for advancement.

The question occurs constantly in pursuing this study: What is the difference in background, school experience, guidance, and attitudes among the groups composed of those who chose teaching, those who considered teaching and rejected it, and those who never considered it at all. This difference, then, is what the questionnaire seeks to discover.

^{1/}Roy M. Strout, Principal of Pittsfield High School.

^{2/}Dwight Davis, Principal of Leominster High School.

2. Division of Students into Three Groups

Three groups of students.-- The three groups into which the students questioned naturally fall will be designated as follows:

Group T-- Those students who chose teaching as a career.

Group R-- Those students who considered teaching as a career and rejected it.

Group NC-- Those students who did not consider teaching as a career.

In reporting the results of this survey the writer will adhere strictly to this method of grouping and will refer to Group T, Group R, and Group NC without further identification. Each will be compared with the other two in all phases of the findings as developed from the questionnaire.

It is important to bear in mind, as the reader scans the results of this survey, that all students questioned belong to the upper quarter of the senior class. There develops, as the report proceeds, a very distinct difference in some of the statistics according to which of the three groups the student is in. These differences appear throughout the survey. Some of the differences are pronounced, others less so, but differences there are.

Table 2 discloses one of the most interesting results of the survey

Table 2. Distribution of Students into Three Groups

| Groups of Students | Number of Students | Percentage of Students |
|--------------------|--------------------|------------------------|
| Group T..... | 102 | 9.9 |
| Group R..... | 476 | 45.9 |
| Group NC..... | 458 | 44.2 |
| Total..... | 1036 | 100.0 |

which is the size of Group R. Nearly forty-six per cent of the seniors questioned are recorded as having considered teaching as a career and then decided against it. Surely here is disclosed a fertile field in the realm of teacher recruitment. This group deserves special attention to discover what factors contributed to their rejection of teaching after having given it consideration.

As we further pursue the results of this survey the reader is once again advised to always bear in mind that the students in the upper quarter of their class are the only ones involved in these three groups and that Group T includes those who chose teaching, Group R those who considered teaching and rejected it, and Group NC those who never considered teaching at all.

3. Conditions Possibly Affecting Choice

Home background.-- Table 3 presents the figures on the education or

Table 3. Educational Status of the Parents

| Groups of Students | (A) At Least One Parent H.S. or College | | (B) Neither Parent H.S. or College | |
|--------------------|---|------------------------|--|------------------------|
| | Number of Students | Percentage of Students | Number of Students | Percentage of Students |
| Group T..... | 77 | 10.9 | 25 | 7.6 |
| Group R..... | 320 | 45.1 | 156 | 47.7 |
| Group NC..... | 312 | 44.0 | 146 | 44.7 |
| Total..... | 709 | 100.0 | 377 | 100.0 |

lack of it among the parents of all the students questioned. The total of 709 students coming from homes where at least one parent had formal education at least through high school represents slightly more than two-thirds of all students questioned, while nearly a third of the students come from homes where neither parent had that much education.

In each group, A and B, the smallest percentage chose teaching although the percentage in Group A is slightly higher than in Group B. This would suggest that more education in the home contributes to choosing teaching as a career in a slight degree.

The percentage of Group R is only slightly higher among those with no education on the part of the parents. The percentage of Group NC varies by less than 1%.

The percentage of Group T in both A and B is smaller by more than one-third than Group R and Group NC. The balance between A and B in Groups R and NC indicates that the educational status of the parents may play little part in forming the students' attitudes in these two groups. The large drop of those in Group T below those in Groups R and NC is similar to the data quoted in the previous chapter indicating that conditions surrounding teaching should be improved in order to attract more superior students.

Table 4 approaches the problem on the basis of the distribution of students among Groups T, R, and NC. It is found that the students in Group T have a higher percentage of parents with some education than either of the other two groups. This tallies with the findings when the problem is approached in the reverse and strengthens the indication that the educational status of the parents does influence the attitude toward teaching favorably

Table 4. Distribution of Students on Basis of Parents' Education

| | Group T | | Group R | | Group NC | |
|--|---------|-------|---------|-------|----------|-------|
| | No. | % | No. | % | No. | % |
| At least one parent H.S. or College | 77 | 75.5 | 320 | 67.2 | 312 | 68.1 |
| Neither parent H.S. or College | 25 | 24.5 | 156 | 32.8 | 146 | 31.9 |
| Total | 102 | 100.0 | 476 | 100.0 | 458 | 100.0 |

It is further apparent that three-fourths of the students choosing teaching come from homes with some educational background.

As regards Groups R and NC, an analysis shows that the relation between the percentages with education and those without are decidedly similar and almost parallel the distribution in the reverse approach. Here again the conclusions of each approach strengthens the other by confirming the trend.

Table 5 shows the average size of the family and Table 6 shows the per-

Table 5. Size of the Family

| | % |
|----------|-----|
| Group T | 3.4 |
| Group R | 3.4 |
| Group NC | 3.0 |

Table 6. Mother Works Outside Home

| | % |
|----------|------|
| Group T | 22.8 |
| Group R | 21.7 |
| Group NC | 22.6 |

centage of families where the mother works outside the home. The size of the family is fairly similar in all three groups and a similar outcome pertains to the families where the mother works. The differences in both instances are of such a character as to be devoid of much significance.

Insofar as the home background of the students is concerned the findings indicate that of the various data collected the one that has most to do with the attitude of the selected group of seniors questioned is that pertaining to the educational status of the parents. Here it is shown that the seniors choosing teaching as a career come from homes with more rather than less formal education when compared with the other two groups.

Educational foundation.-- The educational foundation of the students questioned was ascertained by determining the curriculum chosen. Table 7 re-

Table 7. Distribution of All Students as to Curriculum Chosen

| | Col. | | Tech. | | Com. | | Gen. | | Home Ec. | |
|-------------|------|-------|-------|-------|------|-------|------|-------|----------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Group T.... | 96 | 12.9 | 1 | 2.5 | 1 | .6 | 3 | 4.7 | 1 | 5.3 |
| Group R.... | 346 | 46.6 | 16 | 40.0 | 85 | 49.7 | 23 | 35.9 | 6 | 31.6 |
| Group NC... | 300 | 40.5 | 23 | 57.5 | 85 | 49.7 | 38 | 59.4 | 12 | 63.1 |
| Total..... | 742 | 100.0 | 40 | 100.0 | 171 | 100.0 | 64 | 100.0 | 19 | 100.0 |

cords the distribution of all students questioned. Inasmuch as these students are all in the upper quarter of the senior class it is not surprising to find that nearly three-quarters of them took the college preparatory curriculum. Close examination shows that of that nearly three-quarters somewhat over a tenth chose teaching as a career, while nearly half considered teaching and rejected it, and considerably more than a third never considered teaching at all. Furthermore, it is interesting to note that

nearly two-thirds of the students in the college preparatory curriculum considered teaching as a career and either chose it or rejected it. That the percentage choosing teaching is not larger, strengthens the position of ranking educators and educational organizations that conditions in and leading to the teaching profession must be improved as reported in the previous chapter.

Table 8 reports the distribution of students in the three groups as to

Table 8. Distribution of Students by Groups as to Curriculum Chosen

| | T | % | R | % | NC | % | Total | % of Total |
|------------|-----|-------|-----|-------|-----|-------|-------|------------|
| College... | 96 | 94.1 | 346 | 72.5 | 300 | 65.5 | 742 | 71.6 |
| Technical. | 1 | 1.0 | 16 | 3.4 | 23 | 5.0 | 40 | 3.8 |
| Commercial | 1 | 1.0 | 85 | 17.9 | 85 | 18.5 | 171 | 16.5 |
| General... | 3 | 2.9 | 23 | 4.8 | 38 | 8.5 | 64 | 6.2 |
| Home Ec... | 1 | 1.0 | 6 | 1.4 | 12 | 2.5 | 19 | 1.9 |
| Total..... | 102 | 100.0 | 476 | 100.0 | 458 | 100.0 | 1036 | 100.0 |

curriculum chosen. Of those in Group T considerably more than nine-tenths took the college preparatory curriculum while a very small percentage chose teaching with a background other than strictly academic.

It is evident that in the Groups R and NC the proportion who have the college preparatory curriculum foundation is smaller and those with the non-academic foundation is somewhat larger particularly in the commercial field. This would seem to indicate that the educational foundation of a student may affect the attitude toward teaching in some degree. There are, however, other factors which enter into the complete picture such as

guidance and financial ability to continue the preparation for teaching.

Extra-curricular experiences.-- To determine the leadership ability and well-rounded personality of the students, questions were included in the questionnaire asking whether a musical instrument was played, athletics participated in, elective offices held, and how many extra-curricular activities, other than the above, were a part of the students' school experience. These activities tend to reflect the scope of interest of the students and their ability to direct others and work as one of a group, all most desirable attributes in a teacher candidate.

Table 9 discloses the interesting fact that there is a higher percent-

Table 9. Participation of Students in Extra-curricular Experiences

| | Play Musical Instrument | | Participate in Athletics | | Hold Elective Offices | | Take Part in other Activities | |
|-------------|-------------------------|------|--------------------------|------|-----------------------|------|-------------------------------|------|
| | No. | % | No. | % | No. | % | No. | % |
| Group T.... | 46 | 45.1 | 57 | 56.7 | 55 | 53.9 | 94 | 92.2 |
| Group R.... | 165 | 34.6 | 239 | 50.2 | 206 | 43.2 | 394 | 82.7 |
| Group NC... | 115 | 25.1 | 222 | 48.4 | 156 | 31.1 | 359 | 74.7 |

age of those who chose teaching as a career in all four extra-curricular experiences than in the other two groups.

Group T leads most strikingly in the holding of elective offices and participation in other activities. This is significant in view of the fact that election to such offices is undoubtedly more indicative of leadership

qualities than any of the other extra-curricular experiences; likewise participation in **activities** indicates an ability to work with others.

That Group T leads, also, in the playing of a musical instrument as well as participation in athletics indicates that prospective teachers are being found among the most well-rounded group in Massachusetts high schools.

Guidance.-- Table 10 deals with guidance given in school pointing to-

Table 10. Guidance Given in School Pointing Toward a Career

| | Advice from Teachers | | "Occupations" Courses | | Guidance Counselor | | Aptitude Tests | | No Guidance | |
|---------------------|----------------------|------|-----------------------|------|--------------------|------|----------------|------|-------------|------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Group T.. | 43 | 42.2 | 28 | 27.5 | 22 | 21.4 | 31 | 30.4 | 34 | 33.3 |
| Group R.. | 143 | 30.0 | 105 | 22.0 | 82 | 17.2 | 152 | 31.9 | 141 | 29.6 |
| Group NG. | 93 | 20.3 | 93 | 20.3 | 72 | 15.7 | 119 | 25.9 | 187 | 40.4 |
| Of total Questioned | 26,9 | | 21.8 | | 16.9 | | 29.1 | | 34.9 | |

ward a career. Group T leads all groups in the percentage of students receiving advice from teachers, taking "Occupations" courses, and being helped by Guidance Counselors. It is of interest that Group T shows a percentage appreciably higher in receiving advice from teachers which would apparently indicate that teachers do seek superior students to influence in favor of teaching.

In Appendix B will be found comments of students which serve to further enlighten one as to the reasons for the students' choices. In Group T, for instance, of the 87 students who gave reasons for choosing teaching as a

career, four state they were influenced by their teachers. Of the same group five state that aptitude tests showed they were fitted for it.

In Group R of the 326 students who gave their reasons for rejecting teaching twenty-three stated aptitude tests had shown they were not fitted for it. Two of this group were advised against it by their teachers.

In Group NC of the 137 who gave their reasons for not considering teaching as a career, ten stated they were found to be unsuited by aptitude tests. No student in Group NC stated he was advised against it by his teachers.

The figures seem to indicate a weak guidance program in the schools which participated in the survey. Certainly there is ground for doubts as to the effectiveness of a guidance program which fails to exert an influence on approximately one-third of the graduating classes' upper quarter. The facts uncovered in these figures should cause a soul-searching analysis of the guidance programs and should result in attempts to strengthen this field of school work.

Students' attitude toward teaching.-- Tables 11 through 14 report the

Table 11. Attitude of Students Toward Teaching as Important and Interesting Career

| | Is it important? | | | | Is it interesting? | | | |
|-------------|------------------|-----------------|---------------|------------|--------------------|-----------------|---------------|------------|
| | Vitally | Moder- ately | Not at all | No ans. | Vitally | Moder- ately | Not at all | No ans. |
| Group T.... | 100.0 | --- | --- | --- | 86.2 | 12.8 | 1.0 | --- |
| Group R.... | 97.6 | 2.2 | .2 | --- | 54.2 | 37.8 | 8.0 | --- |
| Group NC... | 90.9 | 6.9 | 1.1 | 1.1 | 29.2 | 50.2 | 18.9 | 1.7 |

students' attitude toward teaching as a career.

All three groups agree that teaching is vitally important. It is interesting to note that all of Group T are of this opinion and that the lowest percentage is found in the group who never considered teaching. The drop in percentage from Group T to Group R is small and almost completely appears transferred to "Moderately important." The difference between Groups R and NC is greater than that between Groups T and R and again this difference is almost entirely transferred to the "Moderately important" opinion.

It is pertinent to the reasoning of the students in Group T, that although nearly one-eighth of them do not feel that teaching is vitally interesting, they still choose it. Of the 87 students in this group giving reasons for choosing teaching as a career only 15 actually said they felt it was interesting and an additional 14 expressed interest in some particular field of teaching. The reader is reminded that these comments by students will be found in Appendix B.

Of Group R, in which a little better than half feel teaching is vitally interesting and better than a third feel it is moderately so, of the 326 students giving their reasons for rejecting teaching as a career, 60 stated they decided against it because it was "uninteresting," "monotonous," or "dull."

In Group NC of 137 students giving reasons for not considering teaching as a career 12 stated they felt it would be "boring" or "dull" and 38 stated it was "uninteresting." The low percentage in this group of those who feel it is vitally interesting would indicate that this attitude may be an important factor in their failure to consider teaching as a ca-

reer.

Table 12 shows that very few students consider salaries too high.

Table 12. Attitude Toward Teachers' Salaries

| | Too High | About Right | Too Low | No Answer |
|---------------|----------|-------------|---------|-----------|
| Group T..... | 1.0 | 19.6 | 79.4 | --- |
| Group R..... | 1.7 | 25.0 | 71.6 | 1.7 |
| Group NC..... | 1.5 | 29.5 | 67.5 | 1.5 |

Practically the same percentage of each group is in agreement on this point. The span in the three groups of those thinking salaries are about right is evenly divided. The majority of all three groups assesses salaries as too low. The difference between Groups T and R on this point is more than twice as large as that between Groups R and NC, suggesting the factor of salary may have a great effect on the rejection of teaching.

No student among the 87 of Group T who gave reasons for choosing to teach gave salary alone as the reason. At the same time of the 326 students who rejected teaching as a career and who gave reasons, 75 gave poor salary as one of them. This was also a reason given by 33 of the 137 in Group NC who listed reasons for not considering teaching. This is better than one-fifth of Groups R and NC.

It is interesting to note that Group T which should be vitally concerned with the salary question leads in its estimate that salaries are too low. There must be a certain sense of "missionary zeal" in choosing a profession when nearly four-fifths of those so choosing consider the salary

received as too low. This is reflected in one comment as follows: "I feel teaching is rewarding--even if not financially."

Table 13 discloses large numbers of all three groups agreeing that

Table 13. Attitude Toward Teaching as to Length of School Day

| | Too Long | About Right | Too Short | No Answer |
|---------------|----------|-------------|-----------|-----------|
| Group T..... | 8.8 | 89.2 | 1.0 | 1.0 |
| Group R..... | 7.9 | 87.6 | 3.7 | .8 |
| Group NC..... | 7.9 | 82.7 | 7.9 | 1.5 |

the school day is about right in length. It is evident from these figures that the length of the school day does not have much to do with the choice of teaching as a profession.

In Table 14 an attitude toward teaching as to chance for advancement

Table 14. Attitude Toward Teaching as to Chance for Advancement

| | Excellent | Average | Poor | No Answer |
|---------------|-----------|---------|------|-----------|
| Group T..... | 12.7 | 59.8 | 25.5 | 2.0 |
| Group R..... | 10.1 | 49.7 | 39.3 | .8 |
| Group NC..... | 9.3 | 47.4 | 42.4 | .9 |

is disclosed which indicates that here is one factor clearly standing in the way of increasing teacher recruitment. In Group T more students consider there are excellent chances for advancement than in the other two groups but by such a small margin that it is doubtful if this feeling is a factor in

their choice of teaching as a career. In comparing the figures in the three groups representing those feeling the opportunity is average the difference between Group T and the other two is much greater. Even so, little more than half feel the chance of advancement is average. By totaling those two classifications in Group T it is apparent that less than three-fourths feel the opportunity is average or better. Among the 87 in Group T giving reasons for their choice only three mentioned advancement. Several, however, mentioned security or certainty of a job.

In Group R, while the drop in percentage was not great in the excellent column, the better than 10% drop in the average tabulation would indicate that Group R was influenced by their feeling as to the lack of opportunity for advancement. This is substantiated by the even greater difference between Group T and Group R in the "poor" rating. In Group R of those students giving reasons for rejecting teaching 18 stressed the poor chances for advancement.

The difference between the percentages in each classification between Groups R and NC are far less than between Groups R and T indicating that after considering teaching as a career Group R has adopted an appraisal much more nearly approximating that of Group NC.

The size of the percentage of those feeling the opportunity is poor in Group NC seems to indicate that this attitude may have been a contributing factor for this group never considering teacher as a career. Ten in this group gave "no advancement" as a reason for their lack of consideration.

An effort on the part of the public and school officials to make pos-

sible a greater advancement in the teaching profession is indicated in these data as necessary to remove an important factor contributing to the shortage of teachers.

Students' attitude toward their teachers.-- To ascertain the attitude of the students toward their teachers and so seek to determine what effect that attitude may have had in their consideration of teaching as a career, the questionnaire included a section designed to determine and clarify the reactions of the students to their teachers in their approach to their classes and in their personalities. The returns embraced in this phase of the survey are found in Tables 15 through 23.

Table 15. Do Teachers Enjoy Teaching?

| | Really | Don't Mind | Bored | No Answer |
|---------------|--------|------------|-------|-----------|
| Group T..... | 72.5 | 25.5 | 2.0 | --- |
| Group R..... | 61.7 | 33.2 | 3.0 | 2.1 |
| Group NC..... | 58.5 | 34.0 | 4.4 | 3.1 |

Table 15 shows that decidedly better than half of the students feel that their teachers really enjoy teaching. Possibly because of their stated interest in teaching as a career those in Group T have sensed that enjoyment to a greater degree than either of the other two groups. Again the span of difference is greater between Groups R and T than between Groups R and NC. The larger percentages in Groups R and NC who consider their teachers "don't mind" teaching may be due, in part, to their own lack of enthusiasm in recognizing that of the teacher.

The low percentages of students in all three groups who feel their teachers are bored is a compliment to their teachers in general but an indictment of those teachers represented in this classification and the school administrators who allow that attitude to be felt in the classroom. The higher percentage in Group NC feeling their teachers are bored may be a reflection of their own lack of interest in teaching; however, when it is remembered that the students questioned represent the upper quarter of their class this seems doubtful and tends to indicate that the proper approach is the reverse: that is, the students in Group T are interested to such an extent that teaching appears almost never boring to them. Yet the fact remains that even some students in Group T report their teachers seem to be bored!

Table 16 shows that in all three groups, more than half the students

Table 16. Are Teachers Pleasant People?

| | Definitely | Moderately | Not at all | No Answer |
|---------------|------------|------------|------------|-----------|
| Group T..... | 52.0 | 46.1 | --- | 1.9 |
| Group R..... | 53.8 | 46.2 | --- | --- |
| Group NC..... | 50.9 | 47.5 | .9 | .7 |

feel that teachers are definitely pleasant people. Nearly half of the remainder of each group feel they are moderately pleasant.

It is interesting to note how nearly alike the judgment of all three groups is. This is true whether the students are judging their teachers as "definitely" or "moderately" pleasant. The tabulation of answers to this

question would seem to indicate that the teacher-student relationships are almost entirely pleasant.

Table 17 shows an interesting change in feeling on the part of all

Table 17. Are Teachers Happy People?

| | Definitely | Moderately | Not at all | No Answer |
|---------------|------------|------------|------------|-----------|
| Group T..... | 48.0 | 50.0 | 2.0 | --- |
| Group R..... | 35.1 | 63.0 | 1.7 | .2 |
| Group NC..... | 27.9 | 69.0 | 1.3 | 1.8 |

three groups of students and in no group do less than half feel that their teachers are more than moderately happy. One half of Group T feels that they are moderately happy, slightly less than half that they are definitely so. It is interesting to note that Group T has the highest percentage in the "Not at all" column even though it is only slightly higher. The variation among the three groups seems to reflect no real effect on the attitude of the students toward teaching as a career except that Group T appears to be more certain that teachers are definitely happy and Group R is more nearly in line with Group NC. The same relative results appear in the "moderately" percentages in reverse.

As between Tables 16 and 17 there is an interesting contrast in judgments. Table 16, as has been pointed out, shows all three groups nearly alike in their judgment as to how pleasant teachers are. In Table 17 there is a wide divergence among these same groups as to just how happy teachers are.

Table 18 indicates that the larger part of each group feels their teachers are well-groomed. Whereas Group R has the largest percentage

Table 18. Are Teachers Well Groomed?

| | Definitely | Moderately | Not at all | No Answer |
|--------------|------------|------------|------------|-----------|
| Group T..... | 52.9 | 47.1 | --- | --- |
| Group R..... | 55.8 | 42.3 | 1.9 | --- |
| Group NC.... | 49.5 | 47.9 | 2.2 | .4 |

of students who feel their teachers are definitely well groomed, the same group has the smallest percentage that feels they are moderately so. The small difference between the percentages in the first two columns in Group NC coupled with their stated lack of interest in the teaching profession might indicate that they have not been impressed one way or the other as a group. The larger difference between the relative percentages in Group T could well indicate that they, with their stated interest in teaching, have been more observant. The very small percentages in Groups R and NC recording their feeling that teachers are "not at all" well groomed and the absence of any in Group T with this opinion seems to minimize any criticism of the grooming of teachers generally.

Table 19 shows that the largest percentage of students in each group feel their teachers have only moderately pleasing personalities and the difference between those feeling they have definitely pleasing personalities and those who feel they are only moderately so is sizable. Again the percentage in Groups R and NC is more nearly in accord than Group R

Table 19. Do Teachers Have Pleasing Personalities?

| | Definitely | Moderately | Not at all | No Answer |
|--------------|------------|------------|------------|-----------|
| Group T..... | 24.5 | 74.5 | --- | 1.0 |
| Group R..... | 20.0 | 76.5 | 3.1 | .4 |
| Group NC.... | 14.6 | 78.6 | 6.8 | --- |

and Group T. Again, Group T shows a higher percentage, if only a very small one, of students who feel their teachers are not at all pleasing personalities. One student in Group T gave as his reason for choosing to teach that he admired a teacher and wished to be like him. Five students, in Group R, stated they do not like teachers personally and do not wish to be like them. In Group NC six gave the same reason for not considering teaching. However, the percentage of students feeling thus is so small as to make it negligible. Even with the human equation taken into account it appears from an analysis of this table that teachers would do well to improve their personalities particularly when this appraisal is compared with Tables 16 and 18 both of which might have a bearing on an attitude toward teachers' personalities.

Table 20 shows a large majority of the students in all three groups

Table 20. Are Teachers Interested in You?

| | Definitely | Moderately | Not at all | No Answer |
|--------------|------------|------------|------------|-----------|
| Group T..... | 24.5 | 74.5 | --- | 1.0 |
| Group R..... | 20.0 | 76.5 | 3.1 | .4 |
| Group NC.... | 14.6 | 78.6 | 6.8 | --- |

feel their teachers are only moderately interested in them. In Group R the percentage feeling their teachers are definitely interested in them is larger than either of the other two but the greatest difference is between Groups R and NC. This is an unusual distribution and might indicate that some in Group R were partially influenced to consider teaching as a result of this feeling of definite interest on the part of their teachers. However, the wide difference between the percentage feeling definite interest and those in all three groups feeling only moderate interest would seem to make such an analysis unimportant.

The percentage of students feeling complete lack of interest is small and may be affected by personality clashes and other emotional reactions. The pattern of the table would indicate that although the feeling of definite interest was felt by nearly one-quarter of Group T, it was true by so small a margin over Group R that it probably was not an important factor in the consideration of teaching as a career. These figures tend to indicate that all too many teachers are failing to impress upon their students a feeling of being definitely interested in them. A feeling of moderate interest is not enough to get the most out of a high school boy or girl.

Table 21 shows conclusively that a large majority of students like

Table 21. Do You Like Your Teachers?

| | Most of them | Few of them | None of them | No ans. |
|--------------|--------------|-------------|--------------|---------|
| Group T..... | 84.3 | 14.7 | 1.0 | --- |
| Group R..... | 88.0 | 11.8 | --- | .2 |
| Group NC.... | 81.9 | 16.9 | .6 | .6 |

their teachers. This is interesting when one refers to Table 19 and suggests that regardless of feeling that teachers have moderately pleasing personalities pupils recognize something in their teachers that they like. Because of the relatively close grouping of the percentages, it would appear that liking their teachers has not influenced the students appreciably in their attitude toward teaching as a career. This is substantiated by the fact that the highest percentage of those liking most of their teachers is found in the group that rejected teaching as a career. Likewise none of this group stated they liked none of their teachers.

Table 22 indicates that a little better than half the students in

Table 22. Would You Seek Your Teachers' Advice on Personal Matters?

| | Group T | Group R | Group NC |
|---------|---------|---------|----------|
| Yes.... | 53.9 | 48.7 | 42.3 |
| No..... | 46.1 | 51.3 | 57.7 |

Group T would seek advice from their teachers on personal matters. This may be due in part to their common interest in teaching. In Group R nearly half the students would turn to their teachers for personal advice while in Group NC slightly over two-fifths would do so.

An analysis of these figures would seem to indicate that many students have a high regard for the human understanding of their teachers in spite of the barriers of formal education in the teacher-pupil relationship,--large classes, lack of time, lack of personal contact, etc. This is interesting, too, when compared with Table 20 which shows approximately three-fourths of

of each group with the feeling that their teachers are only moderately interested in them as individuals. Everything considered Table 22 seems to show that Group R was not too seriously influenced by this attitude in their rejection of teaching or Group NC by their failure to consider teaching as a career.

Table 23 shows that students vary in their appraisal of their teachers

Table 23. Do You Consider Your Teachers to be "Real Guys," All Right, or "Duds"?

| | "Real Guys" | All Right | "Duds" | No Answer |
|---------------|-------------|-----------|--------|-----------|
| Group T..... | 57.8 | 39.2 | 2.1 | .9 |
| Group R..... | 51.2 | 46.2 | 1.8 | .6 |
| Group NC..... | 43.6 | 51.7 | 3.7 | 1.0 |

as persons. A higher percentage of students in Group T feels their teachers are "real guys" than in either of the other groups and the difference here is nearly equal with Group R only one-half of one per cent from the mean. This appears to be a natural distribution considering that Group T, with a strong interest in teaching, would normally feel more admiration, while Group R would logically tend to feel less admiration in view of the fact that they rejected teaching as a career. The difference is not great enough to warrant the conclusion that this drop in percentage was a cause of that rejection. It seems more reasonable to suppose that it may have been a result particularly when consideration is given the fact that this group shows the lowest percentage of those feeling teachers are "duds." Furthermore, the difference between Groups T and R so nearly equals that between

Groups R and NC that it appears to be a natural distribution and not too important. The entire difference in percentages in the three groups feeling their teachers are "all right" is very slightly smaller than the range in column one with a slightly greater difference occurring between Groups T and R than between Groups R and NC. This would appear to be a normal distribution when that of column one is considered and therefore would tend to have little influence on the attitudes of the students toward choosing teaching as a career. The percentages of those feeling teachers are "duds" is not large but is not desirable. These are larger than those in Table 19 in relation to teachers whose personalities are not pleasing. Again the human equation must be considered in analyzing Table 23.

When one recalls the caricatures of the teacher in American literature and the cartoons in newspapers and magazines it is almost surprising to find such an estimate of their teachers by the boys and girls of today. Perhaps, at this point, it is well to bear in mind, that those questioned in this survey are in the upper quarter of the senior class and do not include students with scholastic difficulties. It may, also, be true that the seniors, with their high school days drawing to a close, look with a kinder spirit upon their teachers than otherwise would be the case.

Students' attitude toward their teachers as members of the community.--

To determine the attitude of the students toward their teachers as members of the community and as adults in their personal orbit, questions were asked dealing with community activity and personal behavior. Tables 24 through 27 deal with this phase of student attitude.

Table 24. Should Teachers Set a Better Example Than One's Parents?

| | Certainly | A little better | Not at all | No Ans |
|---------------|-----------|-----------------|------------|--------|
| Group T..... | 17.6 | 23.5 | 56.9 | 2.0 |
| Group R..... | 10.3 | 23.8 | 65.1 | .8 |
| Group NC..... | 5.2 | 24.7 | 70.1 | --- |

Table 24 shows that more than half of the students in all three groups do not feel that their teachers should set a better example than their parents. It is interesting to note that the largest percentage occurs in Group NC who have never considered teaching as a career. The figures for Group T show a little better than one-sixth of them feel that teachers certainly should set a better example. Group NC shows the smallest percentage feeling that way. In the second column it is of interest that nearly one-fourth of each group feel the example of teachers should be a little better than that of parents. In itself even with the distribution of percentages present, this table would hardly affect the attitude of any one group toward teaching as a career. However, considered with the following tables it may be of some importance.

In Table 25 very similar results are found in the answers to the ques-

Table 25. Is it Proper for Teachers to Smoke in Public, Visit Night Clubs, and "Date"?

| | Smoke in public | Visit Night Clubs | Date |
|---------------|-----------------|-------------------|-------|
| Group T..... | 71.5 | 70.6 | 100.0 |
| Group R..... | 78.9 | 83.2 | 97.9 |
| Group NC..... | 80.3 | 78.1 | 98.3 |

tions as to the propriety of teachers smoking in public, visiting night clubs, and dating. The students for the most part express themselves on the liberal side of these questions. As in Table 24, Group T is less liberal than either of the other two groups. On the subject of dating, however, those who chose teaching are unanimous in its favor while a very small percentage of Groups R and NC frown upon it. This almost complete approval of dating should be considered in the light of its being more usual in the experience of the student. Smoking is still not universal in that age group and night clubs are definitely beyond their experience. This lack of actual experience may have affected their attitude in regard to the smoking and night club questions. It would not seem that students in Group R finally rejected teaching because they felt it would hamper their personal behavior.

The popular notion that views the teacher in a narrow-minded light is not reflected in the minds of a majority of the high school seniors questioned in this survey. They are ready to accord the teacher the same privileges their parents and other adults enjoy. The figures in this table certainly reflect a liberal attitude toward the private life of the teacher in Massachusetts. Group T, however, is definitely recorded as the most conservative of the three groups.

Table 26 reports that a majority of the students of all three groups understand that their teachers are welcome in clubs outside of school; slightly less than half report their teachers invited to adult parties; while over two-thirds say their teachers are active in local affairs. The balance of the students say they "don't know." In these figures Group T shows a closer perception of what their teachers are doing than the other two

Table 26. Are Teachers in Your Community Members of Clubs Outside of School, Invited to Adult Parties, and Active in Local Affairs?

| | Members of clubs outside of school | | Invited adult parties | | Active in local affairs | |
|-------------|---------------------------------------|------------|--------------------------|------------|----------------------------|------------|
| | Yes | Don't know | Yes | Don't know | Yes | Don't know |
| Group T.... | 76.4 | 23.6 | 48.4 | 51.6 | 73.5 | 26.5 |
| Group R.... | 62.6 | 37.4 | 46.0 | 54.0 | 71.9 | 28.1 |
| Group NC... | 56.1 | 43.9 | 46.7 | 53.3 | 66.8 | 33.2 |

groups. This no doubt reflects their interest in teaching as a career. They seem to be more conscious of teacher activity.

Table 27 shows the attitude of the students toward the relationships

Table 27. Do Your Teachers Tend to Hold Aloof from Other Adults?

| | Definitely | Slightly | Not at all | No answer |
|---------------|------------|----------|------------|-----------|
| Group T..... | 1.0 | 30.4 | 66.5 | 2.1 |
| Group R..... | 2.5 | 34.0 | 62.4 | 1.1 |
| Group NC..... | 3.4 | 39.3 | 55.8 | 1.5 |

of their teachers with other adults in the community. Several factors enter into the analysis of this tabulation. Only two-thirds of Group T feel their teachers are not at all aloof. Groups R and NC feel even fewer are free of this aloofness. More than an additional third of Groups R and NC feel the teachers are slightly aloof and slightly under one-third of Group T feels the same. The low percentage in all groups who rate their teachers as definitely aloof would indicate that few are considered real snobs or anti-social.

In considering this table it is well to remember that strangeness in a community, lack of adequate funds for entertaining or attending community activities, and pressure of after-school work and further study may limit social contacts and may account for the size of the percentages who feel teachers are somewhat aloof. Here again, however, the majority of the students do not seem to feel that the teachers as a group are to be set too far apart from other adults. The popular notion that teachers are a "strange lot" does not seem to find affirmation in the minds of the students who should know them best.

Parents' part in teacher-student relationship.--- The last two tables deal with the parents' part in the relationship of teacher and students.

Table 28. Do Your Parents Know Your Teachers?

| | Well | Slightly | Not at all |
|---------------|------|----------|------------|
| Group T..... | 11.7 | 77.4 | 9.8 |
| Group R..... | 13.0 | 67.0 | 19.8 |
| Group NC..... | 7.6 | 71.3 | 19.4 |

In Table 28 it is disclosed that Group T has the smallest percentage of all with parents who do not know their teachers even slightly. This again is an indication that the teacher may exert greater influence on students when he knows their parents. It is interesting to note that a slightly higher percentage of Group R reports their parents as knowing the teachers well than in Group T. This would tend to minimize the importance of parents knowing teachers well. However, consider the greater percentage in Group T which knows them slightly. Perhaps knowing many parents slightly is more important

than knowing a few well and more not at all. Analysis of the table seems to indicate that parent-teacher relations in Group T are more forceful in influencing students to choose teaching as a career.

The figures in Table 29 are further indication that the students in

Table 29. Do Your Parents Respect the Opinions of Your Teachers?

| | Usually | Sometimes | Not at all | No answer |
|---------------|---------|-----------|------------|-----------|
| Group T..... | 86.3 | 12.7 | 1.0 | --- |
| Group R..... | 76.5 | 21.6 | 1.2 | .7 |
| Group NC..... | 70.7 | 27.5 | 1.0 | .8 |

Group T are influenced by their teachers to a greater degree than those of the other two groups. Teachers' opinions are not held in serious disrepute by any of the three groups. Perhaps the lower percentage of parents in Group R who usually respect the teachers' opinions may be a factor in the loss of interest in the teaching profession as a career.

4. Summary

An analysis of this survey would appear to indicate that teachers may have influenced students in favor of teaching as a career by their own attitudes, professional and personal, by their conduct in the community, and through their relationships with students and their parents. It seems they have failed in few cases to uphold the profession by example, personality, and influence among their students.

The greatest responsibility for lack of interest in Group NC, for loss of interest in Group R, and for the small number in Group T, seems to rest

with the citizenry. Increased salary expectation and more clearly defined possibilities for advancement might go a long way, not only in increasing interest in teaching as a career, but would tend to rectify the lesser weaknesses on the part of the teachers implied in some of the results of the survey. A well-rounded person is seldom bored, is able to play as well as to work, has a future goal to aim for, is interesting, and interested in life and those about him.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

It has been the purpose of this survey to determine what proportion of a selected group of high school seniors in Massachusetts chose to teach, what proportion considered teaching and rejected it, what proportion never considered it at all, and to discover, if possible, some of the factors which might have affected their consideration or lack of it. This has been done with the aim in mind to seek possible reasons for the serious shortage of teachers in Massachusetts and to offer suggestions that might serve to encourage more high school students to enter the teaching profession.

Some of the conclusions arrived at from this survey are as follows:

1. Nearly one-half (45.9%) of the boys and girls questioned indicated that they had given consideration to teaching as a career and then rejected it. To the writer this seems to be the most important disclosure of the entire survey. Projecting these figures obtained from the twenty-seven high schools participating in the survey to the two hundred fifty-six high schools in Massachusetts would mean that approximately 3,800 seniors in the upper quarter of their class had considered teaching at some time or other and then dropped the idea. Here, then, is disclosed a surprisingly large group of students deserving special attention in making plans for teacher recruitment. It is from this group that any appreciable increase in the number of teachers must largely come.

2. The educational status of the parents is the one feature of the home background of the students that seems to have some bearing on the choice of teaching as a career. Boys and girls coming from homes with more formal education apparently tend to choose teaching in larger numbers. The other two factors checked on home background, namely, the size of the family and the working status of the mother apparently play very minor parts in determining the student's choice.

3. Potential teachers are to be found in greater numbers among the boys and girls who display a wider variety of interests in extra-curricular activities and greater leadership qualities as disclosed by the holding of elective offices than among those students not displaying such interests and qualities of leadership. It is among such students, therefore, that those interested in recruiting teachers should exert greater activity in obtaining recruits for the teaching profession.

4. Approximately one-third of the students questioned indicated that they had no guidance at all in the matter of choosing a career. This would seem to show that the strengthening of the guidance services in the high schools of Massachusetts is definitely called for.

5. The boys and girls questioned as to their attitude toward teaching agree in large numbers that it is vitally important but many of them fail to look upon it as vitally interesting. This latter point in their reasoning would seem to bear considerably on whether they choose teaching or not.

6. The question of salaries paid teachers brought interesting results. The boys and girls choosing to teach looked upon salaries as too low by a larger percentage than either of the other two groups. This would

seem to indicate that the question of salaries is not so important as other factors in the minds of those students choosing to teach. On the other hand, the appraisal of salaries as too low by a large percentage of students who considered teaching and rejected it may in many instances be the very reason for such rejection.

7. The attitude of the students toward teaching as to chances for advancement indicates that here is one factor clearly standing in the way of teacher recruitment. Means need to be found to make teaching more attractive from this standpoint if a greater proportion of Massachusetts students are to choose teaching as a career.

8. It was pointed out in Chapter II that American literature looked with disdain upon the teacher as a person and upon teaching as a profession. This popular notion of literature is not reflected in the opinions of most of the boys and girls questioned. In nearly every instance where the students had an opportunity to answer questions relative to their teachers they indicated a healthy respect for them by substantial margins. The teachers, therefore, would not seem to be standing in the way of teacher recruitment by setting bad examples as personalities insofar as the boys and girls questioned in this survey are concerned.

9. It is also disclosed that the teacher as a person in the community is looked upon as fairly normal and much more like other adults than the popular notion on this point would lead one to suppose. This result does not coincide with the "Reasons for not teaching" as given on page 17 of Chapter II where "Lack of personal freedom" was a reason given by 51% of the students questioned at Northern Montana College or again on page 18 where "So-

cial life unfavorable for teachers" was given as the third reason for not choosing teaching by students of a Pennsylvania high school. The situation in this regard in Massachusetts communities indicates a healthier state of affairs than in the two instances noted in Chapter II.

2. Recommendations

Among the recommendations that seem timely in connection with the conclusions drawn from this survey are the following:

1. In view of the fact that nearly one-half of the seniors questioned signified that they had given consideration to teaching as a career and then rejected it it would seem advisable that the high schools seek to learn of this large group of students early in their high school careers. Having learned who these boys and girls are, greater opportunities should be offered to explore all the ways possible to sustain this interest in teaching and to further strengthen it. The formation of Future Teachers of America clubs would seem to be one way of stimulating and sustaining this interest. In Chapter II some of the ways these clubs function are reported. Materials for use in organizing FTA clubs in high schools may be had free from the FTA, 1201 Sixteenth Street, N.W., Washington, D.C. At the present time there are only four high schools in Massachusetts ^{1/} which have a FTA club.

2. Guidance services in Massachusetts high schools should seek to learn very early in the high school career of the boys and girls those who are giving consideration to teaching as a life-work. It is in this group that the greatest increase in teacher recruitment will be possible. Nearly a third of this group reported they had no guidance at all in the matter of 1/Reported to the writer from the Washington office of FTA in May 1951.

choosing a career. The data clearly indicates that guidance services should exert greater effort in presenting the facts and giving encouragement to potential teachers. The lack of such work now is in line with the authority quoted on page 18 of Chapter II who said, "The apathy towards teaching shown by high school counselors is inexcusable."

3. Continued efforts at increasing salary schedules is definitely indicated by the response of the boys and girls to the subject of poor salaries. Nearly three-fourths of the students who considered teaching and rejected it look upon teachers' salaries as too low. This, then, needs to be done if greater progress is to be made in recruiting teachers for the schools of Massachusetts.

4. All through the survey there are many indications that there is a much closer relationship between teachers and students who have decided to teach than between teachers and the other two groups. Teachers should make greater effort in creating more of this same atmosphere between themselves and more of the students who are giving consideration to teaching. It cannot be emphasized too strongly that it is in Group R that the most hope lies in increasing the number of teachers.

5. Teachers should be made aware of the fact that the great majority of their students in the upper quarter of the class feel that the teachers are only moderately interested in them and that less than half of the students feel close enough to their teachers to go to them for advice on personal matters. This is a case of human relations that only the teachers themselves can rectify. But it is certainly a phase of teacher-student relationship that should be strengthened. It is, indeed, the point of view

already quoted in Chapter II and which is repeated here as the closing thought of this thesis.

"In the total picture of teacher selection and recruitment, no persons occupy a more strategic position and wield more influence on prospective teachers than the teachers in the high schools and grade schools. An enthusiastic teacher can do much to interest his students in his profession by showing his liking for teaching, by his willingness to talk over the pupil's future, by giving out materials dealing with teaching, and by giving his better students an opportunity for try-outs as teachers in his classes."

APPENDICES

APPENDIX A

THE QUESTIONNAIRE

Purpose: To determine the attitude of selected high school seniors toward teaching as a career.

Do not sign or put any mark of identification on this paper.

Please fill in the following blanks:

1. Age _____ Sex _____
2. Number of brothers _____ Number of sisters _____
3. Father high school graduate? Yes ___ No ___ College graduate? Yes ___ No ___
4. Mother high school graduate? Yes ___ No ___ College graduate? Yes ___ No ___
5. Does your mother work outside the home? Yes ___ No ___
6. Your course of study in high school? College ___ Technical ___ General ___
Commercial ___ Manual Arts ___ Home Economics ___ Other _____
7. Do you play a musical instrument? Yes ___ No ___
8. Have you played on an athletic team? Yes ___ No ___
9. List the elective offices you have held.

9th grade _____

10th grade _____

11th grade _____

12th grade _____

10. List other extra-curricular activities _____

11. Have you selected a career? Yes ___ No ___
12. Did you have guidance in high school to help you choose?
 Advice from teachers ___ Advice from Guidance Counselor ___
 "Occupations" Course ___ Vocational aptitude tests ___
 None ___
13. Have you ever considered becoming a teacher? Yes ___ No ___
14. What did you decide? Yes ___ No ___
15. State your reasons for your decision: _____

16. Do you think teaching is vitally important? ___ Moderately important? ___
 not at all important? ___
17. Do you think teaching would be really interesting? ___
 reasonably interesting ___ a dull job? ___
18. Do you think teachers' salaries are too high? ___ about right? ___
 too low? ___
19. Do you think the teachers' work day is too long? ___ about right? ___
 too short? ___
20. Do you think teachers have an excellent ___ average ___ poor ___
 chance for advancement?
21. Do you think teachers really enjoy teaching? ___ don't mind teaching? ___
 are bored teaching? ___
22. Do you think your teachers are pleasant people?
 Definitely ___ Moderately ___ Not at all ___

23. Do you think your teachers are happy?
Definitely___ Moderately___ Not at all___
24. Do you think your teachers are well-groomed?
Definitely___ Moderately___ Not at all___
25. Do you think your teachers have pleasing personalities?
Definitely___ Moderately___ Not at all___
26. Do you think your teachers are interested in you as an individual?
Definitely___ Moderately___ Not at all___
27. Do you like most of your teachers?___ a few of them___
none of them___
28. Would you ask a teacher for advice on a personal problem not concerned
with school? Yes___ No___
29. Do you think most teachers are "real guys"?___ All right___ "duds"___
30. Do you expect teachers to set a better example for you than your
parents? Certainly___ a little better___ No___
31. Do you consider it proper for a teacher
to smoke in public? Yes___ No___
to be seen in a night club? Yes___ No___
32. Are teachers in your community
members of clubs outside of school? Yes___ No___ Don't know___
invited to adult parties? Yes___ No___ Don't know___
active in local affairs? Yes___ No___ Don't know___
33. Do you think teachers hold themselves aloof from other adults?
Definitely___ Slightly___ Not at all___

34. Do your parents know your teachers?

Well___ Slightly___ Not at all___

35. Do your parents respect the opinions of your teachers?

Usually___ Sometimes___ Never___

APPENDIX B

THE STUDENTS' REASONS FOR CHOOSING,
REJECTING OR NOT CONSIDERING
TEACHING AS A CAREER

Group T.-- 87 of the 102 students in Group T stated their reasons for choosing teaching as a career. The reasons given in the order of their frequency are as follows:

1. Like children
2. Like the conditions (pay, hours, etc)
3. Help others
4. Interesting work
5. Worthwhile
6. Interested in a particular subject
7. Like people
8. Feel fitted for it
9. Come from family of teachers
10. Influenced by teachers
11. Great need to be met
12. It's easy work
13. Like to be with young people

Some of the reasons are rather interestingly expressed. Here they are in the students' own words:

"It's a job where you can really accomplish something. I like some subjects and want to know more about them."

"It's easy work. There's a pleasant atmosphere,--good pay, steady job, and I like to work with children."

"After teaching Sunday School I'm sold on it."

"Quite a few members of my family have been teachers and I am familiar with the occupation--also I believe that if I do make good I can help children become better people."

"It is not physically strenuous; although it is not hard, it is a career in which you must command respect and use your head. You are also helping others in teaching. It offers some advancement, fair salary."

"I believe I would like to work with children and after seeing my teachers and how well off they are financially and other ways, I believe this career has great possibilities."

"Pays fairly well--easy life--long summer vacations."

"There is such an abundance of things vaguely conceived by thousands of unenlightened people. Teaching is the tool of combatting this."

"It is a position (sic) which pays well, you have one week off in every eight, you have two months summer vacation, pleasant surroundings especially if you like children."

"Teachers are some of the most necessary and needed people. They help mold the future of pupils and are invaluable in life."

"I want to teach city children the problems of modern agriculture."

"I think it's a wonderful, worthwhile, important profession. By the time that I'm a teacher they ought to be getting fairly good salaries. They have summers off and thus I'll be able to travel."

"It's a useful profession. There's scarcely any sex discrimination. There's a satisfaction to the job."

"A visit to Bridgewater impressed me. I was a counselor and liked it."

"I would like to become a teacher because I like children, working with people, and making friends which a teacher must do. I enjoy the reaction of children and the pleasure they get in learning new things; and becoming a teacher I'll share their experiences which to me is both enjoyable and educational."

"I believe that I want to become a teacher because I like children, I like helping people younger than myself, and I might have been influenced by my brother, sister-in-law, and aunt who are also teachers. I like to give advice."

"I feel it is rewarding even if not financially."

"From taking aptitude tests I found that music and education ranked high. I like people and want to make music interesting to them. Music is my main interest."

"I like working with children. I find it easy to understand them and

like to try making it easy for others to learn what I might have found difficult."

"Plan to teach if nothing more suitable shows up."

"The satisfaction gained is worth all the hard work."

"Influenced by grade school Principal."

"I'm interested in children. The tuition at teachers' college is moderate."

"I admired one of my teachers whom I wanted to be like."

"Good hours. Long vacation. Steady pay. Sure of job. Like children."

"Interesting and fun to work with children."

"I like children and someone has to teach them."

"Other members of family in field informed me in favor of it."

"I've been advised to do so and wanted to."

"Always liked children. Enjoyed teaching SundaySchool."

"Both my mother and father are teachers and I feel it is a vocation which has many possibilities."

Group R.-- 326 of the 476 students in Group R stated their reasons for rejecting teaching after giving it consideration. The reasons given in the order of their frequency are as follows:

1. Poor pay.
2. Not interesting--dull, monotonous.
3. Cannot afford further education.
4. Like something else better.
5. Lack the necessary patience.
6. Not suited for it.
7. Poor advancement.
8. Too confining.
9. Poor social position.
10. Don't like it.
11. Hurts chances of marriage.
12. Don't like teachers as people.
13. Don't like children.

14. Took wrong course.
15. Advised against it by teachers in family.
16. Going to get married.
17. Advised against it by teachers.
18. Too much responsibility.
19. Too hard work.
20. Can't marry and continue to teach.

Here are some of the reasons in the students' own words:

"My aptitude tests haven't shown any reason I should teach and teachers' pay, although good for the amount of work, is not sufficient."

"Low wages with little chance for advancement without considerable extra study far out of proportion with wage scale. Job seems dull and teachers are not respected as well as others in the city."

"I understand that the field of Junior High and High School teaching is vastly overcrowded and this, because of my subject choice, is where I would have to teach."

"Plan to marry. I think woman's place is in the home."

"A female, I don't think, has as much initiative as a male teacher. Teachers don't earn enough money to support a family. A female doesn't have a chance for advancement."

"After studying the behavior of children from the 1st to the 12th grade, I decided I wouldn't have the patience necessary to teach them manners and other things that have been neglected in their home life."

"I am not interested in teaching students and haven't enough patience. I also think teachers are restricted in their pleasure and are inclined to be old maids."

"I only would care to teach in a rural school where I'd be a sort of social worker at the same time--then the children appreciate you and consider you an average human being. In normal cities, no matter how nice teachers are, most students still consider them still 'out of this world.' "

"Teaching the same subjects year after year would bore me. Also, I want to get married someday, and the teaching profession doesn't offer much opportunity for meeting people my own age."

"I've seen how hard students make life for some teachers."

"Couldn't stand up under all that some teachers do."

"Father was a teacher. Didn't recommend it."

"I wanted to be a nun and teacher when I was in the 1st and 2nd grade. Then a teacher when I went to grammar school. When I came to high school, I changed my mind because of all the work and no thanks for it."

"Women teachers lack the family life which other women enjoy thus they grow up to be the type of person I would not like to be. In length, their opinions become to (sic) exact, wherein they do not accept other opinions agreeably."

"Would like it if I weren't going to get married."

"Advised against it by an uncle who is a professor."

"From when I entered grade 1 to my senior year, I wanted to become a teacher but my last few months in high school proved to me that I didn't want to spend 4 more years in college because I wouldn't be teaching as a lifetime job anyway."

"Mother was a teacher and I know the hard time she had making it work."

"Teachers in reform school for girls not paid enough."

"Too long preparation. Teachers don't seem to enjoy their work."

"Lack of self-confidence."

"In grammar school I thought of being a teacher. I think every young girl does once in awhile. I then saw what teachers go through and decided I didn't have the patience."

"People quick to criticize. Not enough pay. Not respected."

"Marriage interferes. If you have no intention of marrying, teaching is a wonderful career."

"Parents do not wish it."

"Apt to become old fashioned and/or ill-tempered."

"If I became a teacher it would have to be on the college level. I do not think I would have the patience required to handle younger children and I do not like the strict schedule used in the secondary level. I prefer a lecture type as used by college professors."

"Lost interest when found out I had to go to college."

"Not enough money or opportunity to meet people. Might do it as a last resort."

"Seems thankless job."

"I became so tired in my last year of high school that I couldn't think of staying in a school the rest of my life. It seemed dull as a career. And little chance of marriage for a girl."

"I considered teaching elementary grades but have since discovered that I am not fond of children as I thought. It would be most interesting to teach the exceptionally bright child or to aid the retarded child, but teaching in a public school would seem to be too much of a routine job besides which there never seems to be time in an ordinary teaching job to pay as much attention to one child as an individual as he needs--either in elementary or high school teaching."

"The job is too confining. You don't have a chance to meet other adults. Most teachers I know have rather peculiar personalities. I have six aunts who are teachers (not in the same family) and they advise against teaching."

"Too confined to indoors. Too dull. Rather do something constructive."

"Inside work with unruly children who won't cooperate."

"I'm not an idealist. Want a more lucrative position."

"My observations of teaching have discouraged me."

"Teachers convinced me it's not worth it."

"Too much preparation for too little. I've had plenty of encouragement from teachers."

"I don't like the attitude of the School Committee and the community."

"Inadequate pay. No change of scenery or atmosphere. Many outside hours to be spent correcting tests, etc. Subject unchanging, such as English or Math would become boring after awhile."

"Teachers get in a rut. Not enough money for time put in for education, not too many social contacts, too much abuse from students, not respected."

"Lack of patience with 40 or 50 children--more interest in working with only several--perhaps those mentally defective."

"Feel I couldn't keep discipline."

"Tired of school. Lost interest because of too much homework."

"It would be dull. I lack tact and would be restless."

"Not qualified mentally."

"Decided too late. Wrong course wouldn't allow me to become the kind of teacher I wish to or allow me to be admitted to the college of my choice."

"To be a teacher was my childhood ambition. I really liked school and everything it meant. When we started having homework piled on us, my whole idea, including that of being a teacher, changed."

"All routine. Wouldn't enjoy it. Same things from the same books. Novelty wears off even if interested."

"Not enough pay. Little advancement. The pay a teacher gets over a period of 6 years just about pays for his college education. That's a terrible deficit to overcome."

"It doesn't appeal to me to be cooped up in a classroom for ten months of a year. A teacher must be kind, understanding, and patient. I don't believe I could fill the bill."

"Indoors too regularly. Too controlled by a schedule."

"Ministry has much more appeal for me. If I can't make the ministry, I'll probably teach."

"I'd rather stay home."

"Low pay. Little control over people. I'd hate to bore others as my teachers do me."

Group NC.— 137 of the 458 students in this group composed of those who gave no consideration to teaching as a career gave reasons for this lack of consideration. These reasons in the order of their frequency are as follows:

1. Uninteresting.
2. Not enough money.
3. Lack patience.
4. Boring.
5. Not suited for it.
6. Prefer something else.
7. No advancement.
8. Poor social position.
9. Don't like it.
10. Don't like conditions.
11. Don't like teachers personally.
12. Dislike children.

13. Chances to marry are not good.
14. Too hard work.
15. Can't afford to go to college.
16. Too long preparation necessary.
17. Too confining.
18. Teachers in family advised against it.

Here are some of the reasons as the students state them:

"Tends to fix you in a groove with little chance of advancement."

"There are about six teachers in our family and I decided I didn't want to be one of them."

"Don't like to get up in front of people. Day too long."

"Too low salary. Long hours of hard work--little thanks. You have no private life in your community because you are a teacher and expected to set an example."

"The pay is too little for the work a teacher has to do. Not only does he have to teach but he has to police the school which he shouldn't have to do."

"I think teaching is too hard unless they have a master's degree."

"Teaching cannot offer enough financially to warrant (sic) spending the time and money necessary to become a teacher. Unless your family is financially able to send you to teachers college, it does not offer you enough to work your way through. After becoming a teacher, there is too much partiality and prejudice in selecting the proper teachers. The most capable are not always given the best jobs, the requirements are not consistent. In ----- High School there are some teachers who are not to be allowed to teach while others who are much more capable are not given the opportunity for advancement they deserve."

"Poor pay made me shun it if anything did."

"Not suited. Don't think teachers are very interesting people."

"Not interested. Too small pay. A teacher is the butt of all suspicion and criticism. Too nerve racking. With one exception, I would not like the type of man found in the teaching profession as a companion."

"Doesn't seem to interest me. You have to take a lot of everything from students. The pay is kind of low."

"It seems very tiring and requires a lot of patience which I do not have. I don't like to take time to teach anyone."

"I don't care to be a teacher because I would not stand the things some teachers take."

"Wouldn't want to go through what our teachers do."

"Not enough money in it. You just sit around. I want to work where you work hard."

"As a girl, I feel teachers become so-called old maids and don't have enough chance to meet people or get married. The job is nerve-racking. My uncle, who is a teacher, says not to enter this field. Monotonous work--class after class, day after day."

"I would have little patience with the ill-mannered child."

"Teaching seems drab and tiresome. My aunt is a teacher and she dislikes it."

"It has never been made appealing to me by the teachers themselves."

"I know I couldn't control a class."

"Too little pay. Not held in enough respect in keeping with the responsibility."

"Little and very hush-hush social life."

"No desire to teach the same thing year after year. I would rather marry."

"The prospect of having to teach individuals who weren't very bright never appealed to me and unless I could get exceptionally bright classes I should never consider teaching."

"Lack patience with slow learners."

"Pay too small. Don't like to talk all the time as teachers must."

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