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SUPPLY AND DEMAND
OF MONTANA
SECONDARY TEACHERS, 1941-42

by

James Albert Gilbert

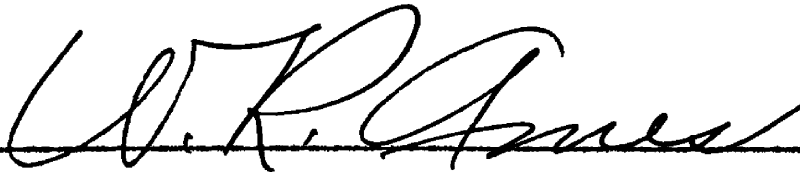
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CHAPTER I

GENERAL INFORMATION

Aims and Reasons

A number of studies regarding the supply and demand of Secondary School Teachers have been made during the last few years.¹ Three studies have been made for the Montana Secondary School teachers during the last twelve years. The first was made by Evenden² in 1930, one by Norwood³ for the year 1938-39, one by Metzger⁴ for the year 1940-41, and this one was made for the year 1941-42 with the approval of the School of Education of the Montana State University.

There are several reasons for this study; first, to determine the actual supply and demand of Montana High School instructors; second, to estimate the number of high school teachers that will be needed and the fields in which they will be needed, and third, to determine the number of people who should be trained as teachers each year, and the particular fields in which they should be trained.

-
1. R. H. Eliassen and E. A. Anderson, "Teacher Supply and Demand," Review of Educational Research, 10:179-81, June 1940.
 2. Edward S. Evenden., Guy C. Gamble., and Harold G. Blue, Teacher Personnel in the United States, U. S. Department of Interior, U. S. Office of Education Bulletin No. 10, 1933. pp. 1-258. (National Survey of Education of Teachers, Volume II.)
 3. George A. Norwood, "The Demand and Supply of Montana H. S. Teachers".
 4. Olin C. Metzger, "The Demand and Supply of Montana Secondary Teachers for 1940-41."

Several other problems were studied which are related to this subject: The educational qualifications of Montana teachers, the degrees they held, where they were educated, how their positions were obtained, and what became of their predecessors.

It was also a part of this study to determine the teacher load according to the number of classes taught each day, but it was not possible to determine the teacher load according to the number of pupils per class, as that was not a part of the Superintendent's High School Report Part "A".⁵

An attempt was made to ascertain the number of men from the profession who joined the Armed Forces, but it was found that the number on the questionnaires⁶ was much smaller than the actual number, for many decided to join during the summer and did not take a position.⁷ Many would not be given a contract if there was a possibility that they would have to leave during the year. This difficulty was detrimental both to the schools and the men who wanted to teach but had to go away.

Sources of Information and Methods of Collection

The greater part of the information used in this study was obtained from the Superintendent's High School Report Part "A"⁸

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5. Appendix A, Superintendent's High School Report, Part "A"
 6. Appendix B, Questionnaire to New Teachers.
 7. , School and Society, 54:304-305 (October 11, 1941)
 8. Appendix A, Montana High School Report Part "A"

which are submitted to the State Superintendent of Public Instruction early in the fall. These reports contain the names of the administrators, the names of the high school teachers, the institution of higher learning in which they received their training, the degree that they were granted, the number years of experience, the certificate held, its date of issue and expiration, and the daily teaching schedule.

The Superintendent's High School "A"⁹ Reports for the year 1940-41 were compared with those of 1941-42 to determine the number of teachers new to the state as well as the information regarding each as is mentioned above.

Questionnaires¹⁰ and a letter of request¹¹ were sent to the administrators of the state requesting that they have their new secondary teachers fill out and return these questionnaires regarding supply and demand.

In this way it was possible to find out what became of the predecessors, why they left their jobs, what the new teacher had been doing the year before as well as how he obtained his appointment.

Through this procedure it was possible to determine the migration of the experienced and inexperienced teachers from out

9. Ibid.

10. Appendix B, Copy of Questionnaires.

11. Appendix C, Copy of Letter of Request to Administrators.

of the state, and the teachers within the state.

Previous Investigations Pertaining to This Study

In the field of supply and demand sixty-seven reports which seemed worthy of noting in this review¹² were published during the years 1931, 1932 and 1933. Fifty were factual studies; the rest were bibliographies, critical reviews, indices, predictions and thoughtful suggestions. Five were national in scope; seven covered large sections of the country; twenty-five were state-wide; and thirteen analyzed the placement success of single colleges. The great majority of the studies were concerned with the public secondary and elementary schools in general, although three covered the field of commercial education, two special education and one college teaching.

The average percentages of placement of graduates in 166 educational institutions as reported to Umstadd¹³ in January, 1932 was 68 in high school and 42 in the elementary schools respectively, 59 per cent for men and 54 per cent for women. Adams¹⁴ found that the average for 135 institutions in 1932 was approximately 60 per cent.

All reports indicated that the percentages of placement

12. Earl W. Anderson, "Teacher Supply and Demand", Review of Educational Research, 4:257-260, 326-328, April 1934.
13. Anderson, *loc. cit.*, pp. 257-260, 326-328.
14. *Ibid.*

were lower in 1932 than in previous years.

There were 3700 fewer teaching positions in Michigan in 1933 than there were in 1930. Ludeman¹⁵ reported 400 fewer teaching positions in South Dakota in 1932 than during the preceding year.

According to Monroe¹⁶ the turnover had been reduced from 18.7 per cent in 1931 to 11 per cent in 1933. Myers¹⁷ reported that the normal annual demand for teachers in the United States had been reduced from 100,000 to 10,000.

A Period of Oversupply

Generally there was a period of oversupply from 1930 to 1934. Many had gone to teaching who under ordinary circumstances had been in other fields of endeavor. In one Teachers' College there was a situation which was prevalent all over the nation.

Boston Teachers' College in 1934 was facing a problem common to all normal schools and other educational institutions, yet perhaps more acute in the case of the Boston institution than some others.¹⁸ The problem was what to do with the graduates it was turning out. Less than a decade before it was difficult for the institutions to supply teachers to meet the demand, and especially in Boston where the population was growing in some sections. Then three factors entered, which operating together, so diminished

15. Ibid.

16. Ibid.

17. Ibid.

18. "Editorial" Boston Evening Transcript School and Society, 40:223, August 18, 1940.

the demand that Boston had about 1200 graduates of the college without teaching positions. What was true in Boston was true in much of the nation, and the causes for the decrease in demand were much the same.

First, the restrictive immigration laws cut down the influx from abroad, this materially limited the foreign population. Second, came the rapid growth of parochial schools, which are private institutions under no obligation to secure their teachers from the graduate list of teachers. Third, a fact in itself of national social interest, the size of the American family has so diminished as to affect noticeably what otherwise would be the normal growth of population in America.

Period of Improving Conditions

The reports of the placement offices show that the picture for 1934 was perhaps one-third better than in 1933. The upward trend in employment continued through 1935-36¹⁹ with a shortage of teachers beginning to appear in 1936 in several states in elementary education, music, commercial subjects, home economics, industrial arts, fine arts and physical education. Substantial oversupply still existed in English, history and in some of the foreign languages. In California information was received from 260 collegi-

19. R. H. Eliassen and E. A. Anderson, "Supply and Demand of Teachers," Review of Educational Research, 7:239-41, June 1937.

ate institutions showing that 65 per cent of the graduates of the year 1934-35 were placed as compared with 56 per cent for the previous year. Tendencies of school boards to employ poorly-trained teachers in preference to qualified people were noted in Tennessee and Kentucky.

Frazier²⁰ showed that the regular school population would probably continue to decrease for several years. The generally increased teaching load reduced the demand for teachers during the depression.

Second Decline In Placement of the Decade

Goodykoontz²¹ brought out the thought of the trend of the times by giving us the thought that teachers will have to find employment in services related to education. In 1940 it was said that they were hearing much of the decreasing school population with the implication that employment therefore in school work is decreasing. This is only partially true; 1936 shows an increase in total number of teachers employed in elementary and secondary schools over the previous biennium and over the 1930 figures. Furthermore, enrollments in secondary schools are requiring additional teachers, and new services in school such as art, music, and industrial art, health instruction and others are requiring

20. Ibid.

21. Hess Goodykoontz, "Employment Opportunities in Services Related to Education", School Life, 25:101, January 1940.

gradual additions. Decreases in population may not show a corresponding decrease in numbers of teachers for some years due to these two great needs.

Late Trends

A review²² of the studies for 1941 indicates the beginning of a new trend in teacher supply and demand. The surplus of teachers which has existed in many areas during the last decade is changing, and there are indications that during the next few years shortages will exist in most teaching fields. These will be extremely acute in many areas.

The present summary includes the reports of investigations published during the calendar years of 1940 and 1941. Some annual studies were made by such organizations as the National Institutional Placement Association²³; others were annual reports of institutional placement offices. Studies of recruitment were reported by Steiner and Von Haden²⁴ and Eliassen and Martin.²⁵

22. R. H. Eliassen and Earl E. Anderson, "Investigations of Teacher Supply and Demand in 1940 and 1941," Education Research Bulletin, Vol. XXI No. 4, pp. 96-102, April 15, 1942.
23. F. R. Adams, "Is There a Shortage of Teachers?" Minnesota Journal of Education XXI, pp. 118, November 1941.
24. R. E. Steiner and H. I. Von Hagen, "The Pre-Training Selection and Guidance of Teachers," Journal of Educational Research, XXXIII, pp. 321-50, January 1940.
25. R. H. Eliassen and Robert L. Martin, "Pre-Training and Selection of Teachers during 1937-39," Educational Administration and Supervision, XXVI pp. 481-92, October 1940.

The opportunities for employment²⁶ in teaching are better at present than they have been for more than a decade. The factors contributing to this shortage of teachers are the industrial boom, the selective service, the added opportunities for both men and women in defense activities, and the great increase in the number of women who have left teaching for homemaking.

Salaries for beginning teachers in Illinois were 6 per cent higher in 1941 than in 1940.²⁷ Ohio County Superintendents informed Hickerson that they had more difficulty in securing teachers in 1941 than at any time since the World War.²⁸

Frazier²⁹ thinks that the present reported shortage of teachers is more imaginary than real. He contends that the large reservoir of unemployed teachers can be tapped to change the shortage into a surplus, or at least into an adequate supply. He refers to recently married women teachers, not now teaching, as a possible supply that can be utilized. It is also true that in some cases it is only difficult for employer and employee to get together.

26. Eliassen, loc. cit.

27. Lewis W. Williams, "Annual Report of the Committee on the Appointment of Teachers of the University of Illinois for the year 1940-41." Urbana, Illinois, University of Illinois, 1940, 6 pp. Mimeographed.

28. Frank R. Hickerson, "The Scarcity of Teachers in Ohio," Ohio Schools XIX, p. 441, December 1941.

29. Benjamin W. Frazier, "Teacher Supply and the Defense Program," School Life, XXVII, pp. 71-74, December 1941.

The Need for Better Trained Teachers

The need for better trained teachers is probably greater than ever. It is now that the youth of the country need good training. They need it for the present war emergency. Many are leaving the higher institutions of learning, the senior high schools and even the junior high schools for the armed forces and the defense industries. It seemed incredible last year, when the author read of the enlistment of a local junior high school boy; he was overage, but not very much.

The boys and girls need good training for the post-war period. We can not predict what it will be, but it is certain that it will take a well-rounded person to cope with the new conditions. Those who predict a world of great scientific progress certainly foretell a world that will need many well trained men and women to take their places in industry. There is a shortage of skilled help at the present time, and according to this line of thought it will be very great.

For this change there is a need for well trained teachers. Where are we going to get them with the decrease in the numbers in teachers colleges and the increase in the numbers that are required for other jobs which take little training?

According to The Statistical Division of the United States

Office of Education³⁰ an attempt was made to determine the extent of the shortage, if any. At the beginning of the school year 1941-42, a postal card inquiry was sent out by the Statistical Division of the United States Office of Education to each county and city superintendent in this country requesting data as of October 15, 1941. Of the total of 3,090 county superintendents, 987 responding reported that they had been "unable" to secure 283 elementary teachers and 196 high school teachers in their school systems. The high school shortage was distributed as follows: industrial arts 54; physical education 28; home economics 14; senior high school subjects (not specified) 66; science 9; and vocational education 25.

According to this study the subjects that are the most necessary for the development for the future are the subjects in which it was hardest to get teachers.

Reports³¹ were also made by 264 superintendents concerning the methods used to meet existing shortages. The six most frequently mentioned methods were: 1. Reinstating married women, ex-teachers--71. 3. (a) Lowering standards for teacher employment--37. (b) Issuing emergency certificates--40. 4. Increasing teacher load. 5. Increasing salaries to retain teachers in competition with defense work--17. 7. Discontinuance of certain courses.

30. B. W. Frazier, "Shortage of Teachers," Education for Victory, April 15, 1942.

31. Ibid.

Other methods--20.

We have the good teacher training institutions, but the necessary number of trainees are not there. Probably if reason number five above³² were used more, or could be used more we would not lose so many of our teachers to the defense works. It seems they are needed in defense works.

The following³³ is much in contrast to the above and was written in 1940:

Considerations of local residence, political need, etc., must be put aside and the teacher selected on the single consideration of the welfare of the children to be taught. A democracy is no better than its officers. Here is a responsibility that rests squarely upon school boards, superintendents, and principals. Why not employ the best?

But from a necessary over supply of 15 per cent according to Frazier³⁴ we have gone to a shortage of teachers. We still need the best, but perhaps now the same article would be called, "Let us employ the best that we can find."

Community Attitudes Affecting Employment

The selection of teachers at the present time and in the immediate future will be affected by the shortage, and to some extent will affect the community attitudes affecting employment.

32. Frazier, loc. cit.

33. Breckbill, "Why not Employ the Best," Educational Administration and Supervision, 26:667-71, September, 1940.

34. Frazier, loc. cit.

Perhaps on account of this shortage it will be necessary that less attention be given to church affiliation, marital status, age, social and personal practices.

The local control of schools is a long guarded tradition, boards of education are elected locally, and the wishes of the local community must be considered, although in some cases these wishes are unwise.

A study of the freedom of Montana teachers was made by Robertson.³⁵ Questionnaires and requests for other materials were sent to superintendents, principals, and teachers of Montana. Among the conclusions reached were: 1. That other factors in addition to the training and ability of the teacher are generally considered in the selection of Montana teachers, and that such factors as marital status, age, lack of experience, church affiliations, political party, physical defects and eccentricities often handicap teachers in the securing of positions in the public schools of the state. 2. That Montana teachers are subject to considerable pressure from a number of sources both in and outside school, but chiefly from those connected directly with the school--the school administrator, parents, school board members, students and other teachers. 3. The study shows that our Montana

35. Garry E. Robertson, "Status of Personal and Academic Freedom of Montana Public School Teachers." Unpublished Master's Thesis, Montana State University, Missoula, Montana, 1939, p. 175-6.

teachers are limited in their work and lives, but not more than the rest of the country if compared to the amount of freedom given teachers elsewhere in the United States.

Hanson and Umstatted³⁶ studied the community mores influencing teacher employment, with specific reference to church affiliation, marital status, age preferences, and social and personal practices. They found that seventy-two communities in Minnesota reject teachers who have no church affiliation, whereas in one hundred and thirty-eight communities this is not a significant factor. Certain faiths are discriminated against. Married women are barred in 80 per cent of the communities, although one-half of the Superintendents prefer married men. The desirable ages are from twenty to thirty years. Two-thirds of the communities reported that the use of tobacco by men would not jeopardise their employment, but that women who smoked would be rejected. Women are rejected more frequently than men for failure to attend church or for activities in politics although these activities are deemed important in half of the communities studied. Card playing was listed as a handicap in only four communities. Six would refuse those who dance.

The results of these two studies show that the State has about the same practice regarding the freedom of teachers, and the attitude of the communities is about the same as for the other

36. Ernest M. Hanson and J. G. Umstatted, "Mores and Teacher Selection in Minnesota," School and Society, 45:579-582, April 1937.

states.

Future Predictions

The future prediction of the demand and the supply of teachers, depends much upon the events that will follow, and especially the length of the war. The longer the war the greater the shortage of teachers will become, because more and more will be taken out of the profession and the conditions which have caused the shortage will be more intensified as the time goes on. Wilson³⁷ says that there is a lack of places for teachers in the institutions of higher learning on account of the decrease in the enrollment of the schools of higher learning which train the teachers for the secondary and elementary schools. Along with the fact that fewer are being trained many are being taken by the industrial boom, the selective service, and the added opportunities for both men and women in defense activities, and the great increase in the number of women who have left teaching for homemaking.³⁸ Ohio County Superintendents informed Hickerson that they had more difficulty in securing teachers in 1941 than at any time since the first World War.³⁹

37. Logan Wilson, "Supply and Demand in Teaching", Journal of Higher Education, XII, pp. 93-96, February 1941.

38. Lewis W. Williams, "Annual Report of the Committee on the Appointment of Teachers of the University of Illinois for the year 1940-41." Urbana, Illinois, University of Illinois, 6 pp. Mimeographed, 1940.

39. Frank R. Hickerson, "The Scarcity of Teachers in Ohio", Ohio Schools, XIX, p. 441, December 1941.

There is an acute shortage of teachers in the field of rural sociology and economics. George F. Zook,⁴⁰ President of the American Council on Education, believes this shortage is threatening because it constitutes a problem of national importance. The graduates in these fields are very necessary in the Government Agencies, and inexperienced people are being employed in positions of responsibility.

Some of the current contributions which show the shortage are "Next Fall--Wanted 250,000 Teachers,"⁴¹ "Prospective Teacher Shortages",⁴² "Teacher Recruitment in Wartime,"⁴³ "What About Teacher Shortages,"⁴⁴ . . . There is an endless list to show that a shortage is expected and not only is it expected, but it is here, and the indications are that it will be worse as the war goes on for the conditions will be intensified.

It stands to reason that although many are out of the teaching profession temporarily and will return as soon as the war is over, there is not a sufficient number being trained to have a sufficient number of teachers.

-
40. George F. Zook, "An Acute Shortage of Teachers in the Field of Rural Sociology and Economics," School and Society, LI, March 23, 1940, pp. 374-75.
41. "Next Fall--Wanted 250,000 Teachers," American School Board Journal, 104:18, May 1942.
42. C. E. Prall, "Prospective Teacher Shortages," Educational Record, 23:235-41, April 1942.
43. Harold J. Bowers, "Teacher Recruitment in Wartime," American School Board Journal, 104:2, p. 45.
44. B. W. Frazier and others, "What About Teacher Shortages", Education for Victory, 1:11-13, April 15, 1942.

It is true that the shortage will be on during the war and immediately after the war it will be such the same, until people can be trained to fill the positions that are vacant or are filled by untrained people.

If the predicted expansion in industry, and the scientific world takes place, many who normally would have been teaching will not return to it and there will be a continued shortage and a bigger demand for teaching and training than ever before.

CHAPTER II

THE EDUCATION OF MONTANA HIGH SCHOOL TEACHERS

The 1941-42 High School Teachers Listed by College Attended

The number of high school teachers in the state of Montana was determined by examination of the Superintendent's High School Report Part "A"⁴⁵ for the year 1941-42, listed under "school attended". All those who taught two or more classes were classified as high school teachers.

Montana has 1578 high school teachers. Montana State University has trained more than any other institution of higher learning either in or outside of Montana. This school trained 463 or 29.3 per cent of our high school instructors. Montana State College is second with 280 or 11.4 per cent; Intermountain Union College (now Polytechnic Intermountain College) 53 or 3.3 per cent; University of Minnesota 52 or 3.3 per cent; University of Washington 43 or 2.7 per cent; Montana State Normal 38 or 2.4 per cent; University of North Dakota 37 or 2.3 per cent; St. Olaf College 29 or 1.2 per cent; Concordia College 28 or 1.2 per cent.

A comparison for the studies that have been made in 1939, 1941 and 1942 shows the following per cents for the schools listed: University of Montana 25.6 per cent, 28.6 per cent and this year 29.3 per cent. Montana State College 17.0 per cent, 17.5 per cent, and 11.4 per cent. Intermountain Union College has been third on

45. Appendix A, Superintendent's High School Report, Part A.

the list for the three studies having 3.2 per cent, 3.3 per cent, and 3.3 per cent.

For the fourth place on the list University of Minnesota was in this place in the 1939 and the present report, with Montana Normal College in fourth place in 1940. Montana State Normal College ranked fifth in 1939 with 2.8 per cent, University of Minnesota in 1941 with 2.8 per cent, and the University of Washington in this report with 2.7 per cent.

Five of the Montana commercial teachers do not have degrees, but had an equivalent in Normal Schools plus business colleges. Three had no education other than trade experience or training in purely trade schools, and three were not clearly listed.

TABLE I

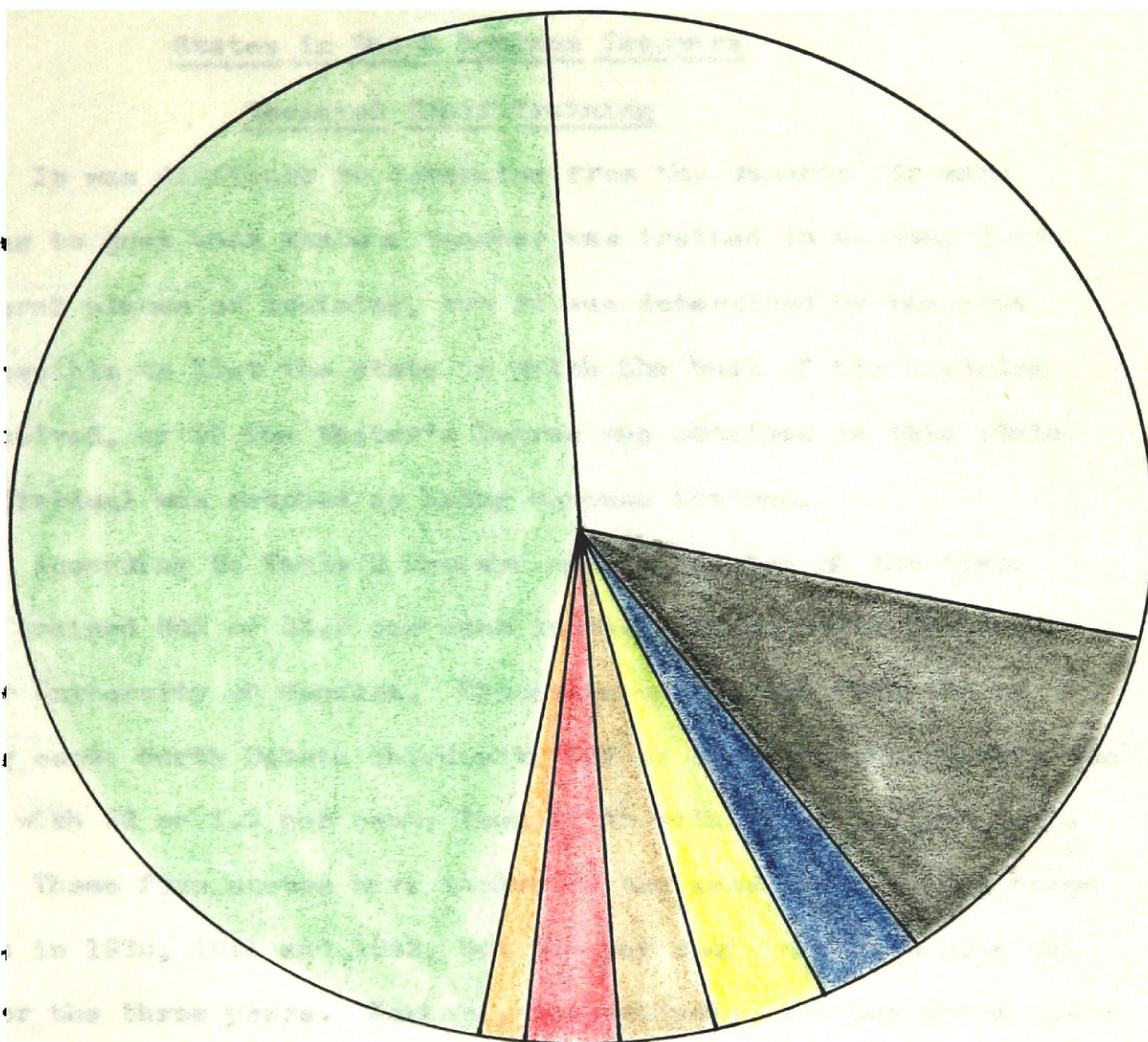
INSTITUTIONS OF HIGHER LEARNING THAT EDUCATED THE
1941-42 MONTANA HIGH SCHOOL TEACHERS

| University or College | Number | Per Cent |
|---|--------|----------|
| University of Montana | 463 | 29.3 |
| Montana State College | 280 | 11.4 |
| Intermountain Union College | 53 | 3.3 |
| University of Minnesota | 52 | 3.3 |
| University of Washington | 43 | 2.7 |
| Montana State Normal | 38 | 2.4 |
| University of North Dakota | 37 | 2.3 |
| St. Olaf College | 29 | 1.4 |
| Concordia College | 28 | 1.2 |
| Minot State Teachers | 28 | 1.2 |
| University of Chicago | 22 | 1.3 |
| Colorado State Teachers College | 20 | 1.3 |
| Valley City State Teachers College | 20 | 1.2 |
| Columbia University | 19 | 1.0 |
| Jamestown College | 17 | 1.0 |
| University of California | 16 | 1.0 |
| University of Iowa | 15 | --- |
| Northwestern University | 11 | --- |
| University of Michigan | 10 | --- |
| University of Wisconsin | 10 | --- |
| Dakota Wesleyan University | 9 | --- |
| University of Nebraska | 8 | --- |
| Minnesota State Teachers College | 8 | --- |
| University of Missouri | 8 | --- |
| South Dakota Teachers College | 8 | --- |
| Hamline University | 7 | --- |
| Kansas State College of Agriculture | 7 | --- |
| Nebraska State Teachers College | 7 | --- |
| North Dakota State Agricultural College | 6 | --- |
| Iowa State College | 6 | --- |
| Luther College | 5 | --- |
| University of Idaho | 5 | --- |
| Stout Institute | 5 | --- |
| Wisconsin State Teachers College | 5 | --- |
| University of South Dakota | 5 | --- |
| Utah State Agricultural College | 5 | --- |
| Kansas State Teachers College | 5 | --- |

(continued on next page)

(continued from preceding page)

| University or College | Number | Per Cent |
|-----------------------|--------|----------|
| Carleton College | 5 | --- |
| University of Kansas | 5 | --- |
| Huron College | 5 | --- |
| Whitman College | 5 | --- |
| All Others | 238 | 15.1 |
| Total | 1578 | --- |



| | | |
|--------------------------|--------|-----------|
| Montana State University | 29.3 % | -- White |
| Montana State College | 11.4 % | -- Black |
| Intermountain Union | 3.3 % | -- Blue |
| U. of Minnesota | 3.3 % | -- Yellow |
| U. of Washington | 2.7 % | -- Brown |
| Montana State Normal | 2.4 % | -- Red |
| U. of North Dakota | 2.3 % | -- Orange |
| All other | 45.1 % | -- Green |

Graph I. The colleges attended by Montana secondary teachers.

States in Which Montana Teachers
Received Their Training

It was difficult to determine from the reports¹ in many cases as to just what state a teacher was trained in as many listed several places of training, but it was determined by the rule when possible to list the state in which the bulk of the training was received, or if the Master's Degree was obtained in this state the individual was counted as being Montana trained.

According to Table 2 Montana was at the top of the list, having trained 845 or 53.5 per cent in the various units of the Greater University of Montana. Minnesota was second with 156 or 9.9 per cent; North Dakota third with 132 or 8.4 per cent; Washington fourth with 62 or 3.9 per cent; Iowa fifth with 46 or 2.9 per cent.

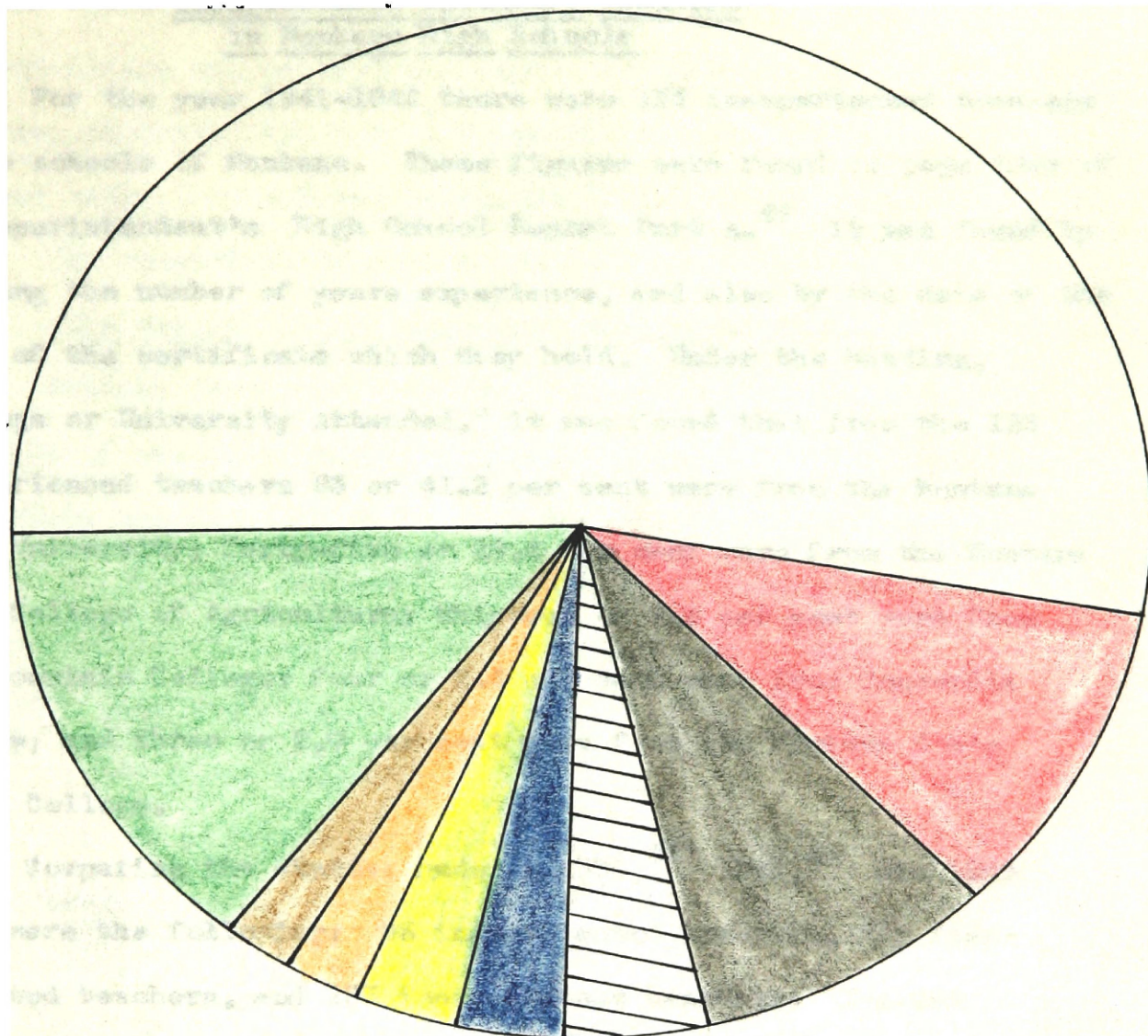
These five states have ranked in the same order in the three reports in 1939, 1941 and 1942, but the per cents have not been the same for the three years. Montana, respectively, for the three years has had 49.6 per cent, 54.0 per cent, and 53.5 per cent; Minnesota 10.3 per cent, 10.3 per cent, and 9.9 per cent.

Combining the percentages of these highest five states it was found that in 1939 the per cent of the total was 76.2 per cent, in 1941 it was 79.1, and for the present study it was 78.6.

Graph II is a circular graph giving the same information as Table 2.

TABLE 2
MONTANA HIGH SCHOOL TEACHERS
EDUCATED BY EACH STATE

| State | Number | Per Cent |
|----------------------|-------------|------------|
| Montana | 845 | 53.5 |
| Minnesota | 156 | 9.9 |
| North Dakota | 132 | 8.4 |
| Washington | 62 | 3.9 |
| Iowa | 46 | 2.9 |
| Illinois | 46 | 2.9 |
| South Dakota | 33 | 2.0 |
| Kansas | 32 | 2.0 |
| Wisconsin | 30 | 1.9 |
| Nebraska | 30 | 1.9 |
| New York | 26 | 1.6 |
| Colorado | 23 | 1.5 |
| California | 21 | 1.3 |
| Michigan | 20 | 1.3 |
| Oregon | 19 | 1.2 |
| Missouri | 18 | 1.2 |
| Idaho | 10 | --- |
| Utah | 8 | --- |
| Ohio | 6 | --- |
| Wyoming | 4 | --- |
| Arizona | 3 | --- |
| Massachusetts | 2 | --- |
| Indiana | 2 | --- |
| No college education | 2 | --- |
| Cannot locate | 2 | --- |
| Total | 1578 | --- |



| | | |
|--------------|--------|-----------|
| Montana | 53.5 % | -- White |
| North Dakota | 8.4 % | -- Black |
| Minnesota | 9.9 % | -- Red |
| Washington | 3.9 % | -- Shaded |
| Iowa | 2.9 % | -- Blue |
| Illinois | 2.9 % | -- Yellow |
| Kansas | 2.0 % | -- Brown |
| South Dakota | 2.0 % | -- Orange |
| All others | 14.4 % | -- Green |

Graph II. The states in which Montana secondary teachers were educated.

Inexperienced Secondary Teachers
in Montana High Schools

For the year 1941-1942 there were 153 inexperienced teachers in the schools of Montana. These figures were found on page four of the Superintendent's High School Report Part A.⁴⁷ It was found by checking the number of years experience, and also by the date of the issue of the certificate which they held. Under the heading, "College or University Attended," it was found that from the 153 inexperienced teachers 63 or 41.2 per cent were from the Montana State University; forty-five or 29.4 per cent were from the Montana State College of Agriculture; thirteen or 8.5 per cent were from Intermountain College; four or 2.6 per cent were from Concordia College; and three or 2.0 per cent were from the Montana State Normal College.

Comparing the studies made in 1939,⁴⁸ 1941,⁴⁹ and 1942 there were the following: 83 inexperienced teachers, 128 inexperienced teachers, and 153 inexperienced teachers. The institutions of higher learning which educated these teachers in the respective years were: First study--Montana State University, 29 or 35.4 per cent; Montana State College of Agriculture 47, or 36.7 per cent; second study--Montana State College 22 or 26.5 per cent; Montana State University, 47 or 36.7 per cent; present study--

47. Appendix A, Superintendent's High School Report, Part "A"

48. Norwood, op. cit., pp. 15-64.

49. Metzger, op. cit., p. 32.

Montana State University 63, or 41.2; and Montana State College of Agriculture 45, or 29.4 per cent. In third place for the three studies, respectively, were Intermountain Union College with 8 or 6.0 per cent, 8 or 6.2 per cent, and 13 or 8.5 per cent.

The comparison is also shown on Graph III.

The Supply of Inexperienced Teachers by States

Montana trained the greatest number of the high school teachers of any state during the year of 1941-42. The Institutions of Montana supplied 125 of the 153 inexperienced teachers of the state. In the year 1940-41⁵⁰ there were 128 inexperienced teachers and 106 or 82.8 per cent of them were from Montana, and in 1938-39⁵¹ this state supplied sixty or 72.3 per cent of the eighty-three inexperienced teachers.

For the year 1941-42 Minnesota supplied 10 or 6.5 per cent; North Dakota 6 or 3.9 per cent; Illinois 3 or 2.0 per cent; and Iowa 3 or 2.0 per cent as shown by Table 4.

In 1940-41 Minnesota trained eight or 6.2 per cent, Washington three and California and South Dakota each two. In 1938-39 there were four or 4.8 per cent from Washington, three from Oregon and two each from Colorado and Minnesota.

To show the picture of the inexperienced teachers graphically, Graph IV shows the same figures used in Table 4. A comparison can be made by referring to the figures on the two pages.

50. Metzger, op. cit., p. 30.

51. Norwood, op. cit., pp. 15-64.

TABLE 3

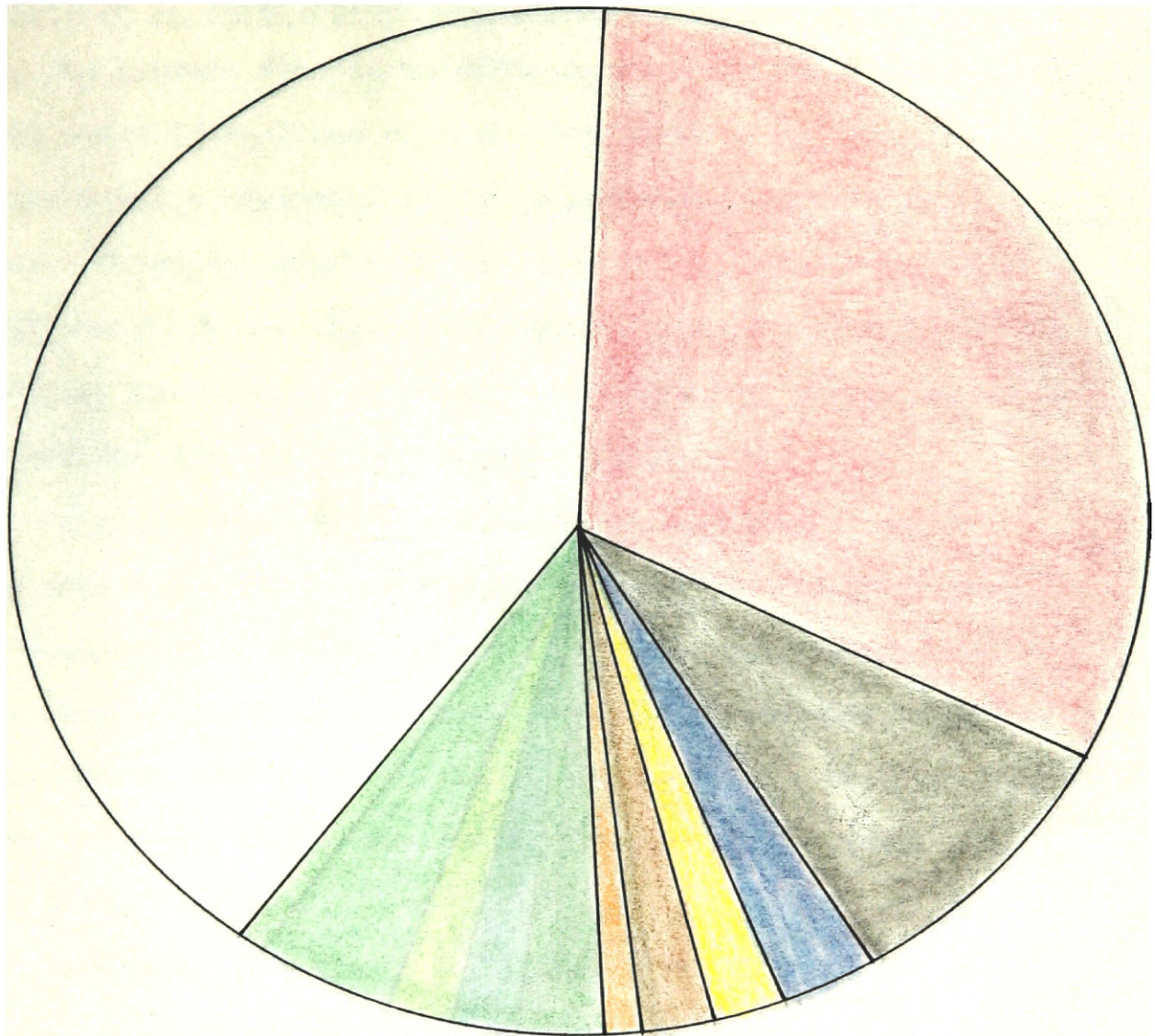
INSTITUTIONS OF HIGHER LEARNING THAT EDUCATED THE 1941-42
MONTANA INEXPERIENCED HIGH SCHOOL TEACHERS

| College or University | Number | Per Cent |
|--------------------------------------|--------|----------|
| Montana State University | 63 | 41.2 |
| Montana State College of Agriculture | 45 | 29.4 |
| Intermountain Union College | 13 | 8.5 |
| Concordia College | 4 | 2.6 |
| Montana State Normal College | 3 | 2.0 |
| St. Olaf College | 3 | 2.0 |
| Dakota Wesleyan University | 2 | 1.3 |
| Whitworth College | 1 | .6 |
| Eastern Montana Normal | 1 | .6 |
| Eighteen other colleges | 18 | 11.8 |
| Total | 153 | --- |

TABLE 4

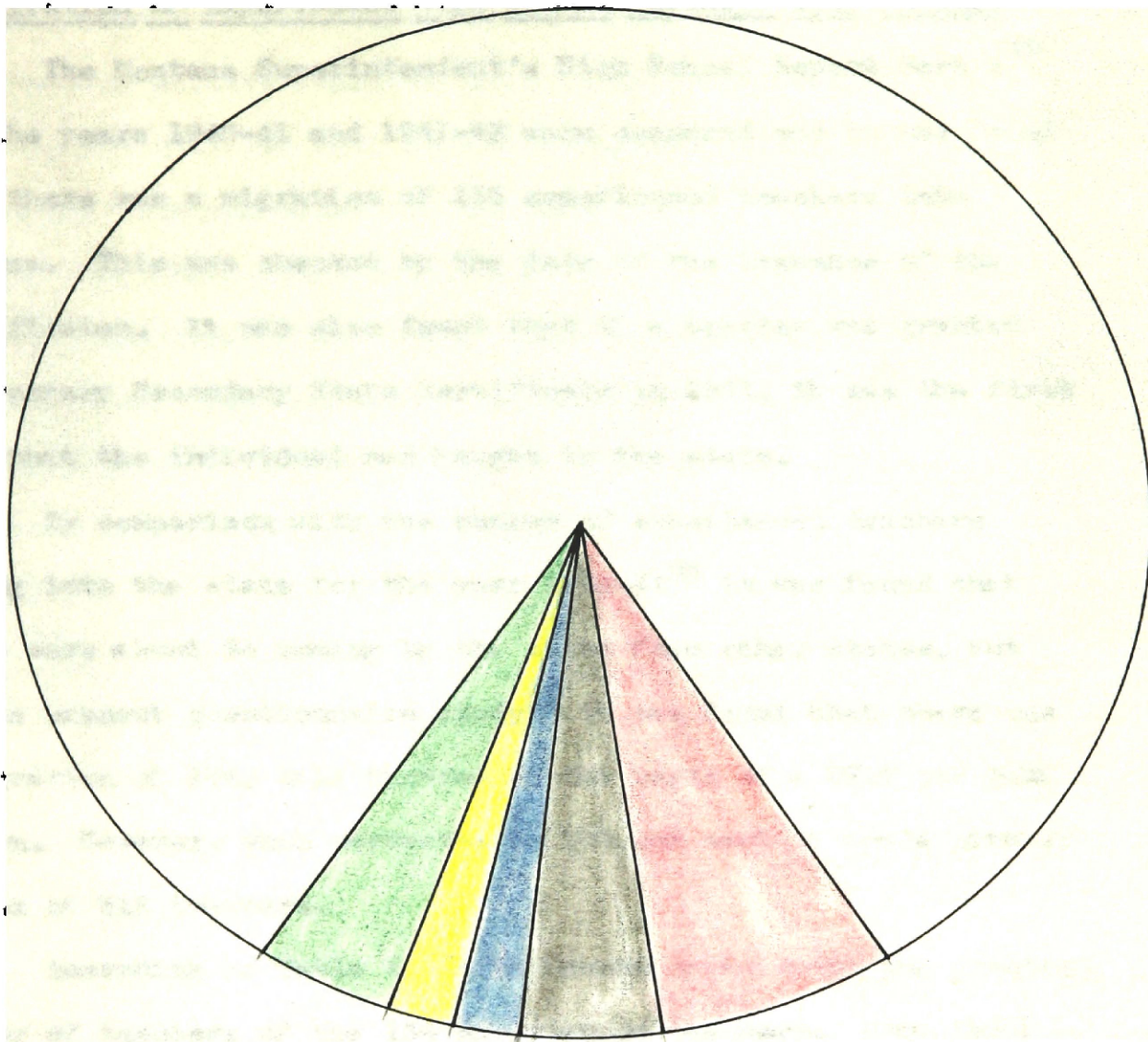
THE 1941-42 INEXPERIENCED HIGH SCHOOL TEACHERS
EDUCATED IN EACH STATE

| State | Number | Per Cent |
|--------------|--------|----------|
| Montana | 125 | 81.7 |
| Minnesota | 10 | 6.5 |
| North Dakota | 6 | 3.9 |
| Illinois | 3 | 2.0 |
| Iowa | 3 | 2.0 |
| Nebraska | 1 | .7 |
| Washington | 1 | .7 |
| Oklahoma | 1 | .7 |
| Wisconsin | 1 | .7 |
| Idaho | 1 | .7 |
| California | 1 | .7 |
| Total | 153 | — |



| | | |
|--------------------------|--------|-----------|
| Montana State University | 41.2 % | -- White |
| Montana State College | 29.4 % | -- Red |
| Intermountain Union | 8.5 % | -- Black |
| Concordia | 2.6 % | -- Blue |
| Montana State Normal | 2.0 % | -- Yellow |
| St. Olaf College | 2.0 % | -- Brown |
| Dakota Wesleyan | 1.3 % | -- Orange |
| All others | 14.3 % | -- Green |

Graph III. The schools that trained Montana's 1941-42 inexperienced secondary teachers.



| | | | |
|------------|--------|----|--------|
| Montana | 81.7 % | -- | White |
| Minnesota | 6.5 % | -- | Red |
| N. Dakota | 3.9 % | -- | Black |
| Iowa | 2.0 % | -- | Blue |
| Illinois | 2.0 % | -- | Yellow |
| All others | 3.9 % | -- | Green |

Graph IV. The states in which Montana's inexperienced secondary teachers were educated.

Immigration of Experienced High School Teachers Into Montana

The Montana Superintendent's High School Report Part A⁵² for the years 1940-41 and 1941-42 were compared and it was found that there was a migration of 134 experienced teachers into Montana. This was checked by the date of the issuance of the certificates. It was also found that if a teacher was granted a Temporary Secondary State Certificate in 1941, it was the first time that the individual had taught in the state.

By comparison with the number of experienced teachers coming into the state for the year 1940-41⁵³ it was found that there were about 34 coming to the state from other states, but in the present questionnaire study⁵⁴ it was found that there was a migration of 134, this figured on the basis of a 63.7 per cent return. However, when corrected to 100 per cent it would give an influx of 212 teachers.

According to Table 5, North Dakota contributed the greatest number of teachers of the 134 experienced teachers. From North Dakota came 59 or 44 per cent, from Minnesota came 30 or 22.4 per cent, Washington's institutions contributed 7 or 5.2 per cent, and Iowa and Colorado each 6 or 4.5 per cent.

In Table 6 a comparison is made for the experienced and

52. Appendix A, Superintendent's High School Report, Part "A"

53. Metzger, *op. cit.*, pp. 38-39.

54. Appendix B, Copy of Questionnaire.

inexperienced teachers of the state. This shows that Montana institutions educated 53.5 per cent of the 1578 teachers in Montana, and 81.7 per cent of the 153 inexperienced teachers in the state. The per cents for the year 1940-41⁵⁵ were 54. and 82.8, showing that the percentage for the two years were very close together. When these states were ranked according to the percentages that came from each state compared with the total number of teachers, the rank for both years was the same: Montana first, Minnesota second, North Dakota third, Washington fourth, and Iowa fifth.

55. Metzger, op. cit., pp. 35-40.

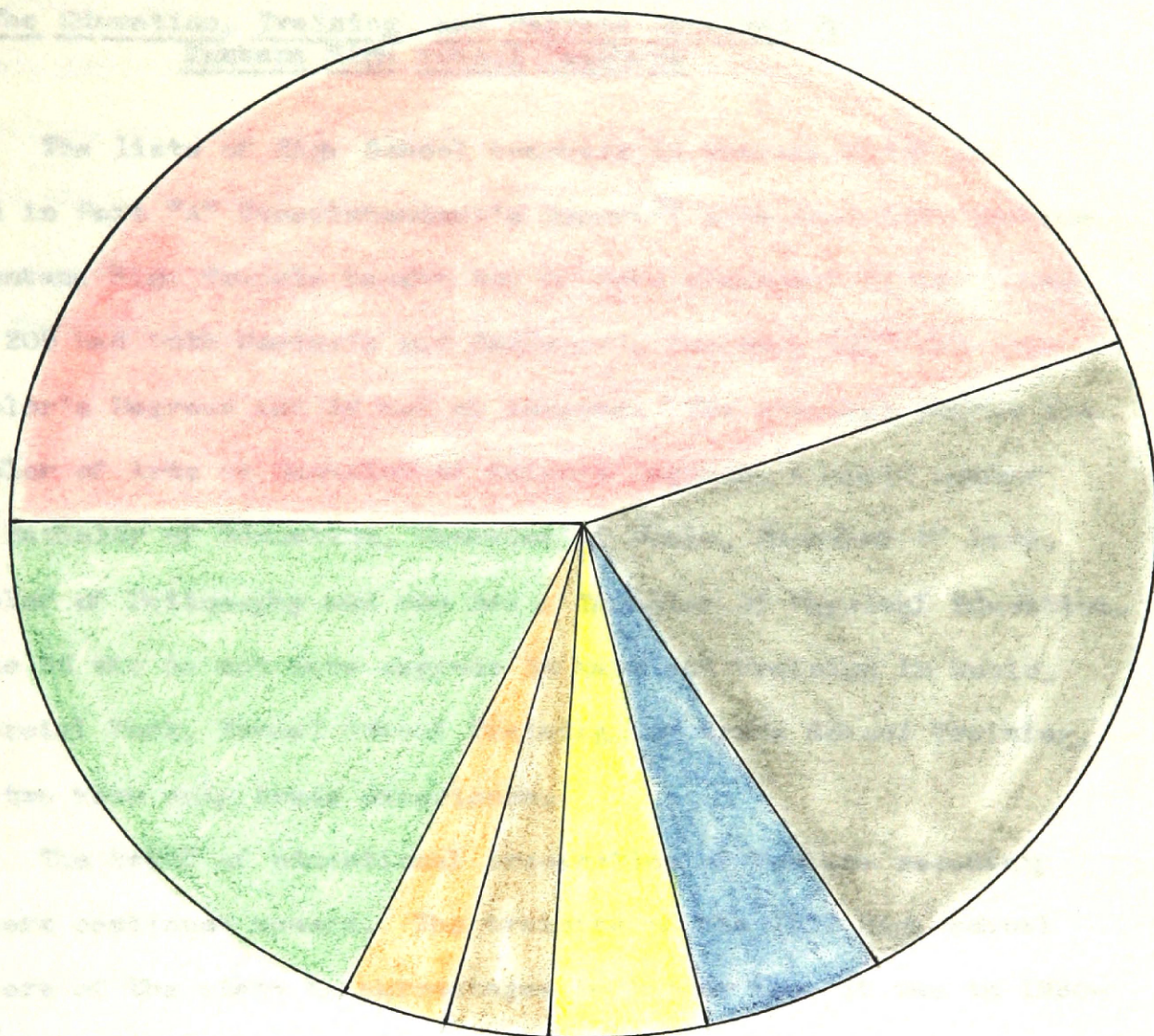
TABLE 5

IMMIGRATION OF EXPERIENCED HIGH SCHOOL
TEACHERS INTO MONTANA
1941-42

| State | Number | Per Cent |
|--------------|--------|----------|
| North Dakota | 59 | 44.0 |
| Minnesota | 30 | 22.4 |
| Washington | 7 | 5.2 |
| Iowa | 6 | 4.5 |
| Colorado | 6 | 4.5 |
| Illinois | 4 | 3.0 |
| Wisconsin | 4 | 3.0 |
| New York | 4 | 3.0 |
| South Dakota | 4 | 3.0 |
| Kansas | 2 | 1.5 |
| Nebraska | 2 | 1.5 |
| California | 2 | 1.5 |
| Utah | 2 | 1.5 |
| Missouri | 2 | 1.5 |
| Total | 134 | 100.1 |

TABLE 6
STATES EDUCATING THE
1941-42 HIGH SCHOOL TEACHERS IN MONTANA

| State | Per Cent of 1578 Teachers trained by each State | Per Cent of 153 Inexper- ienced H. S. Teachers train- ed per State | Per Cent of 134 Out-of-state Experienced Teachers per State |
|--------------|--|--|---|
| Montana | 53.5 | 81.7 | ----- |
| Minnesota | 9.9 | 6.5 | 22.4 |
| North Dakota | 8.4 | 3.9 | 44.0 |
| Washington | 3.9 | .7 | 5.2 |
| Iowa | 2.9 | 2.0 | 4.5 |
| Illinois | 2.9 | 2.0 | 3.0 |
| South Dakota | 2.0 | ----- | 3.0 |
| Kansas | 2.0 | ----- | 1.5 |
| Wisconsin | 1.9 | .7 | 3.0 |
| Nebraska | 1.9 | .7 | 1.5 |
| New York | 1.6 | ----- | 3.0 |
| Colorado | 1.5 | ----- | 4.5 |
| California | 1.3 | .7 | 1.5 |
| Michigan | 1.3 | ----- | ----- |
| Oregon | 1.2 | ----- | ----- |
| Missouri | 1.2 | ----- | 1.5 |
| Oklahoma | ----- | .7 | ----- |
| Idaho | ----- | .7 | ----- |
| Utah | ----- | ----- | 1.5 |



| | | |
|--------------|--------|-----------|
| North Dakota | 44.0 % | -- Red |
| Minnesota | 22.4 % | -- Black |
| Washington | 5.2 % | -- Blue |
| Iowa | 4.5 % | -- Yellow |
| Illinois | 3.0 % | -- Brown |
| South Dakota | 3.0 % | -- Orange |
| All others | 17.9 % | -- Green |

Graph V. The immigration of experienced out-of-state secondary teachers into Montana.

The Education, Training, and Degrees Received By
Montana High School Teachers

The lists of High School teachers in Montana which are given in Part "A" Superintendent's Report⁵⁶ show that 1578 teachers in Montana High Schools taught two or more classes. It was found that 205 had both Master's and Bachelor's Degrees, 1337 had only Bachelor's Degrees and 36 had no degrees. The greatest number had Bachelor of Arts or Bachelor of Science Degrees, a small number have Bachelor of Education, Bachelor of Music, Bachelor of Laws, Bachelor of Philosophy and one has a Bachelor of Physical Education. Of the 36 who do not have degrees 34 have had training in Music, Commercial Work, Normal School Training, or Trade School Training, only two have only trade experience.

The trend of educational preparation of Montana secondary teachers continues upward. The training of the 1578 high school teachers of the state by percentages is larger than it was in 1930-31.⁵⁷ At that time 7.5 per cent had both Bachelor's and Master's Degrees, 84.5 per cent had baccalaureate degrees only, and 8 per cent had no degrees. Of the 1578 high school teachers in this

56. Appendix A, Superintendent's High School Report, Part "A"

57. Edward S. Evenden, Guy C. Gamble, and Harold G. Blue, Teacher Personnel in the United States, U. S. Department of the Interior, U. S. Office of Education Bulletin No. 10, 1933, pp. 1-258. (National Survey of Education of Teachers, Volume II.)

study 205 or 12.3 per cent have both Bachelor's and Master's Degrees, and only 36 or 2.2 per cent have no degrees. In 1939-39 eighty-five per cent had Bachelor's Degrees, 11 per cent had Master's Degrees and 4 per cent had no degrees.⁵⁸

58. Norwood, op. cit., pp. 15-64.

CHAPTER III

MIGRATION OF THE STATE'S SECONDARY TEACHERS

Teacher Turnover

During the year of the present study 1941-42 there were 1578 high school teachers in Montana. During that period 464 of these teachers or 29.4 per cent of them were not teaching in the same position the year before which was 1940-41, and the mobility ratio for the same time was 1-3.40 for the state. During the year of 1930-31 the turnover was 52 per cent,⁵⁹ in 1938-39 the turnover was 29.1 per cent,⁶⁰ and during 1940-41 the turnover was 25.7 per cent. However, this does not take into consideration some who left their positions during the year and their places taken by substitutes or other teachers were hired. This was found by the questionnaire study⁶² but some were taken by Selective Service, the number stated was 27. In some cases which I learned of independently this happened two times in one position.

Turnover According to Size of School

A computation of the turnover according to the size of the school was made, and it was found as in the other studies that the

59. Edward S. Evenden, Guy C. Gamble and Harold G. Blue, op. cit.
 60. Norwood, op. cit.
 61. Metzger, op. cit.
 62. Appendix B, Questionnaire Study.

greatest amount of turnover was in the smallest high schools of the state and the least was in the largest. It varied from 44.3 per cent in the smallest high schools to 4.6 in the largest high schools employing over fifty teachers.

In the 102 high schools employing from 1 to 5 teachers the per cent turnover was 44.3 per cent; in the 79 schools of 6 to 20 teachers the turnover was 34.9 per cent; those 12 schools having 21 to 50 teachers it was 10.7 per cent and the two largest schools of over 50 teachers it was 4.6.

The per cent turnover according to the size of high school varies from no per cent turnover in 22 schools to 100 per cent in ten schools. The one hundred per cent turnover was in the smallest schools having from one to five teachers. And in these the administrator, the principal, was also included in turnover for he in all cases was a teacher of two or more classes.

TABLE 7

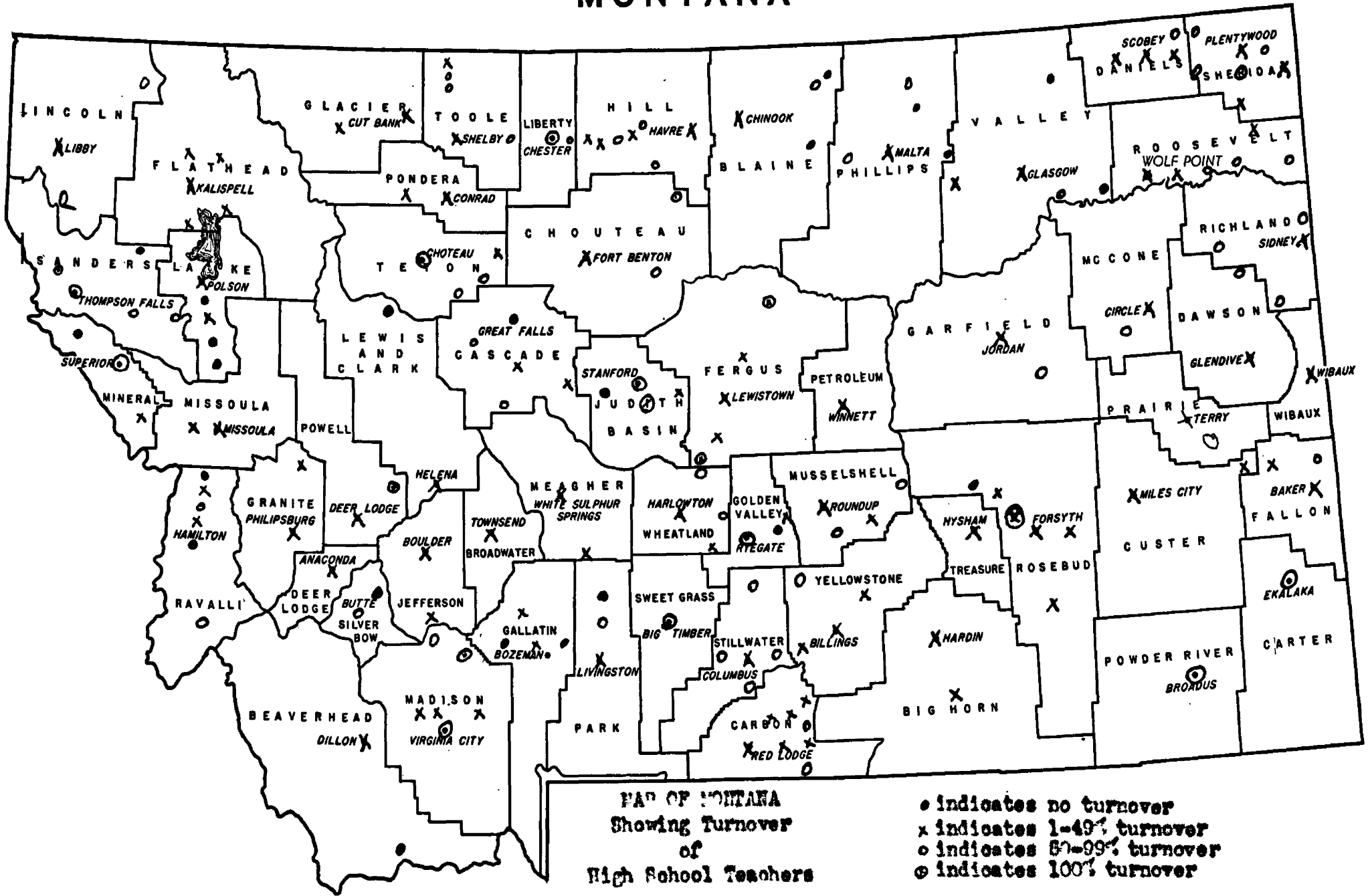
TURNOVER:
DISTRIBUTION BY SIZE OF HIGH SCHOOL

| Size " | No. H.S. | Teachers | New | Per Cent Turnover | Mobility Ratio |
|---------|----------|----------|-----|-------------------|----------------|
| 1-5 | 102 | 404 | 179 | 44.3 | 1-2.26 |
| 6-20 | 79 | 690 | 241 | 34.9 | 1-2.36 |
| 21-50 | 15 | 355 | 38 | 10.7 | 1-9.34 |
| 51-Up | 2 | 129 | 6 | 4.6 | 1-21.50 |
| Montana | 198 | 1578 | 464 | 29.4 | 1-3.40 |

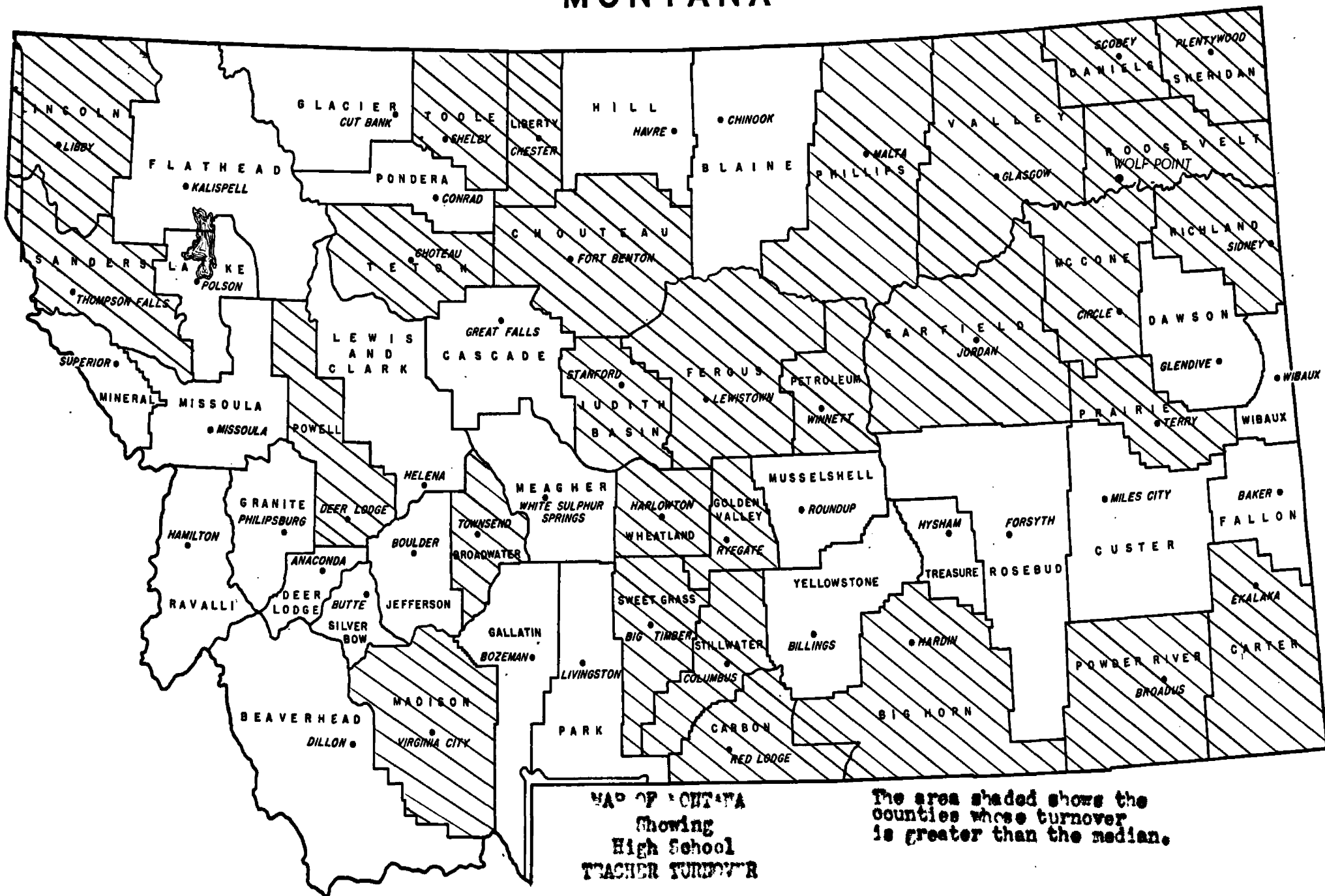
TABLE 8
 AMOUNT OF TURNOVER
 ACCORDING TO SIZE OF HIGH SCHOOL

| Per Cent Turnover | 1-5 Teachers | 6-20 Teachers | 21-50 Teachers | 51-Up Teachers | Total |
|-------------------|--------------|---------------|----------------|----------------|------------|
| 0 | 14 | 4 | 2 | 2 | 22 |
| 1-9 | 1 | 1 | 3 | — | 5 |
| 10-19 | 12 | 6 | 4 | — | 22 |
| 20-29 | 15 | 14 | 3 | — | 32 |
| 30-39 | 7 | 18 | — | — | 25 |
| 40-49 | 14 | 6 | — | — | 20 |
| 50-59 | 18 | 20 | — | — | 38 |
| 60-69 | 6 | 4 | — | — | 10 |
| 70-79 | 5 | 4 | — | — | 9 |
| 80-89 | 5 | — | — | — | 5 |
| 90-99 | — | — | — | — | — |
| 100- | 10 | — | — | — | 10 |
| Total | 107 | 77 | 12 | 2 | 198 |

MONTANA



MONTANA



MAP OF MONTANA
 Showing
 High School
 TEACHER TURNOVER

The area shaded shows the
 counties whose turnover
 is greater than the median.

Turnover Per County

A study was made of the percentage turnover and the mobility ratio of the 56 counties of the state. Table 9 shows the number of high schools in each county, the total teacher positions in each county, the number of teachers in each county, the per cent turnover and the mobility ratio for each county.

Silver Bow County has the least turnover with 1.4 per cent while Golden Valley County has the greatest with 90 per cent. The median is 33.3 per cent or one-third of the teachers in the state were new in their positions during the last year.

In 1940-41⁶³ Missoula County had the least with 3.8 per cent and Powder River County the greatest with 80 per cent, the median per cent being 25.7 or about one-fourth.

In 1938-39 the turnover per county varied from 4.3 per cent in Deer Lodge County to 66.7 per cent in Liberty County. The state median turnover was 28.9 per cent.⁶⁴

A comparison shows that for 1941-42, the range was greater than for the other two years studied, and the median per cent was also higher.

63. Metzger, op. cit., pp. 50

64. Horwood, op. cit., pp. 35-36

TABLE 9
 TURNOVER OF TEACHERS
 BY COUNTY

| Turn- over rank | County | No. H.S. | Total teach- er po- siti- ons | New Teach- ers | Percent- age turn- over | Mobility ratio |
|-----------------------|---------------|-------------|---|----------------------|-------------------------------|-------------------|
| 1. | Silverbow | 2 | 72 | 1 | 1.4 | 1-72. |
| 2. | Gallatin | 5 | 52 | 10 | 1.9 | 1-5.2 |
| 3. | Missoula | 2 | 51 | 4 | 7.8 | 1-12.7 |
| 4. | Deer Lodge | 1 | 25 | 2 | 8. | 1-12.5 |
| 5. | Yellowstone | 6 | 76 | 8 | 10.5 | 1-9.5 |
| 6. | Park | 3 | 28 | 3 | 10.7 | 1-9.3 |
| 7. | Meagher | 2 | 36 | 4 | 11.1 | 1-9. |
| 8. | Cascade | 7 | 94 | 12 | 12.8 | 1-7.8 |
| 9. | Granite | 2 | 12 | 2 | 16.7 | 1-6. |
| 10. | Lewis & Clark | 2 | 41 | 7 | 17.1 | 1-5.8 |
| 11. | Custer | 2 | 28 | 5 | 17.8 | 1-5.6 |
| 12. | Flathead | 5 | 61 | 13 | 21.3 | 1-4.7 |
| 13.5 | Jefferson | 2 | 14 | 3 | 21.4 | 1-4.7 |
| 13.5 | Mineral | 3 | 14 | 3 | 21.4 | 1-4.7 |
| 15. | Lake | 5 | 36 | 8 | 22.2 | 1-4.5 |
| 16. | Dawson | 2 | 25 | 6 | 24. | 1-4.1 |
| 17. | Beaverhead | 2 | 20 | 5 | 25. | 1-4. |
| 18. | Hill | 7 | 48 | 17 | 25.8 | 1-2.8 |
| 19. | Pondera | 3 | 23 | 6 | 26.1 | 1-3.8 |
| 20. | Glacier | 2 | 22 | 6 | 27.3 | 1-3.7 |
| 21. | Ravalli | 6 | 36 | 10 | 27.8 | 1-3.6 |
| 22.5 | Wibaux | 1 | 7 | 2 | 28.6 | 1-3.5 |
| 22.5 | Treasure | 1 | 7 | 2 | 28.6 | 1-3.5 |
| 24. | Blaine | 4 | 27 | 8 | 29.6 | 1-3.4 |
| 25. | Musselshell | 4 | 23 | 7 | 30.4 | 1-3.3 |
| 26. | Fallon | 3 | 16 | 6 | 31.3 | 1-2.7 |
| 27.5 | Rosebud | 6 | 24 | 8 | 33.3 | 1-3. |
| 27.5 | Petroleum | 1 | 6 | 2 | 33.3 | 1-3. |
| 27.5 | Broadwater | 1 | 12 | 4 | 33.3 | 1-3. |
| 30. | Phillips | 5 | 29 | 9 | 34.1 | 1-3.2 |
| 31.5 | Powell | 2 | 17 | 6 | 35. | 1-2.8 |
| 31.5 | Daniels | 4 | 20 | 7 | 35. | 1-2.8 |
| 33. | Roosevelt | 6 | 45 | 16 | 35.6 | 1-2.8 |
| 34. | Toole | 5 | 25 | 9 | 36. | 1-2.8 |
| 35. | Valley | 5 | 43 | 16 | 37.2 | 1-2.6 |

(continued on next page)

(continued from preceding page)

| Turn-over rank | County | No. H.S. | Total teacher positions | New Teachers | Percentage turn-over | Mobility ratio |
|----------------|---------------|----------|-------------------------|--------------|----------------------|----------------|
| 36. | Richland | 4 | 34 | 13 | 38.2 | 1-2.6 |
| 37. | Fergus | 7 | 54 | 21 | 38.9 | 1-2.6 |
| 38. | Prairie | 2 | 10 | 4 | 40. | 1-2.5 |
| 39. | Chouteau | 4 | 26 | 11 | 42.3 | 1-2.4 |
| 40. | Kadison | 6 | 25 | 11 | 44. | 1-2.3 |
| 41. | Sheridan | 7 | 34 | 15 | 44.1 | 1-2.5 |
| 42. | Carbon | 8 | 41 | 19 | 46.3 | 1-2.2 |
| 43. | Big Horn | 2 | 25 | 12 | 48. | 1-2.1 |
| 44.5 | Stillwater | 5 | 22 | 11 | 50. | 1-2. |
| 44.5 | Wheatland | 4 | 18 | 9 | 50. | 1-2. |
| 44.5 | Garfield | 2 | 10 | 5 | 50. | 1-2. |
| 44.5 | Judith Basin | 5 | 26 | 13 | 50. | 1-2. |
| 48. | Sanders | 6 | 41 | 21 | 51.2 | 1-2. |
| 49. | Sweet Grass | 1 | 9 | 5 | 55.6 | 1-1.8 |
| 50. | Lincoln | 3 | 21 | 12 | 57.1 | 1-1.8 |
| 51. | Carter | 1 | 7 | 4 | 57.1 | 1-1.7 |
| 52.5 | McCone | 2 | 10 | 6 | 60. | 1-1.7 |
| 52.5 | Teton | 4 | 25 | 15 | 60. | 1-1.7 |
| 54. | Liberty | 2 | 10 | 7 | 70. | 1-1.4 |
| 55. | Powder River | 1 | 5 | 4 | 80. | 1-1.2 |
| 56. | Golden Valley | 3 | 10 | 9 | 90. | 1-1.1 |
| | Montana | 198 | 1578 | 464 | 29.4 | 1-3.4 |

CHAPTER IV

DEMAND OF HIGH SCHOOL INSTRUCTORS

Questionnaire Return

A questionnaire study was made to the high school instructors new in their positions for the school year 1941-42. Questionnaires⁶⁵ and a Letter of Request⁶⁶ were sent to all Superintendents or High School Principals, according to the size of the district, during the first week of April. Three weeks later post cards⁶⁷ were sent to those schools from which there had been no return. To ascertain the number of high school teachers new in their positions the Reports⁶⁸ from 1940-41 and 1941-42 were compared and it was found that there were 464 teachers new in their high school positions in the State of Montana. Two hundred ninety-one questionnaires were returned or 62.7 per cent is the basis of this chapter.

The return according to the size of the school is shown in Table 10. The largest number or 86.8 per cent were returned from the schools having 21-50 teachers, and the least return was in the districts employing 6-20 teachers, from which there was a return of 60.2 per cent. In 1938-39⁶⁹ the best percentage of reply was shown

65. Appendix B, Copy of Questionnaire.

66. Appendix C, Letter of Request.

67. Appendix D, Post Card

68. Appendix A, Superintendent's High School Report, Part "A"

69. Norwood, loc. cit.

in the one to five teacher schools with a return of 86.6 per cent, and the least reply was in the schools employing fifty-one or more teachers with a return of 51.8 per cent. In 1940-41⁷⁰ the teachers in schools employing 50 or more returned the greatest number of questionnaires or 37.5 per cent, while the least return was from the schools having 6-20 teachers or 80.1 per cent.

TABLE 10

THE RETURN OF QUESTIONNAIRES ACCORDING
TO SIZE OF HIGH SCHOOLS

| Size of the school Number of teachers | New teachers | Questionnaires returned | Per Cent Reply |
|--|--------------|----------------------------|-------------------|
| 1-5 | 179 | 108 | 60.3 |
| 6-20 | 241 | 145 | 60.2 |
| 21-50 | 38 | 33 | 86.8 |
| 51-Up | 6 | 5 | 83.3 |
| State of Montana | 464 | 291 | 62.7 |
| | | | |

70. Metzger, loc. cit.

The Demand For High School Teachers

Evenden, Gamble and Blue⁷¹ made a survey of the teacher personnel in 1930-31 for the United States Department of Interior, Office of Education. The term "demand" in this study was used to mean the number of positions vacant between September 1, 1929 and September 1, 1930. The same general pattern of the questionnaire has been used in the four studies of the teacher personnel in the secondary schools in Montana. One item which is included in the questionnaire⁷² for 1941-42 which does not appear in the others is "predecessor was drafted." It was found by personal contact with administrators near the end of the year that in a few cases during this year it was found that the predecessor's predecessor was drafted since the first of September.

In the 1931 study the main reasons in their order are:

"predecessor left for another position in Montana," "predecessor left for another state," "hold newly created position," "predecessor took up new occupation," and "predecessor married."

In 1938-39 the reasons were: "predecessor left for another position in Montana," "predecessor married," "took up new occupation," "hold newly created position," and "predecessor left for position in

71. Edward S. Evenden, Guy C. Gamble and Harold G. Blue, Teacher Personnel in the United States, U. S. Dept. of the Interior, U. S. Office of Education Bulletin No. 10, 1933. pp. 1-258. (National Survey of Education of Teachers, Volume II.)

72. Appendix B, Copy of Questionnaire.

another state." The reasons were the same in 1940-41 as in 1938-39.

In this study it was found that the first three reasons are in the same order, but in the fourth place comes "predecessor drafted" and "predecessor left for position in another state" is ahead of "hold newly created position."

TABLE 11

THE 1930-31, 1938-39, 1940-41, and 1941-42 REASONS FOR DEMAND

| REASON | U.S. Office of Ed. 1930-31 | | Norwood 1938-39 | | Kotzer 1940-41 | | Gilbert 1941-42 | |
|--|----------------------------------|-------------|--------------------|-------------|-------------------|-------------|--------------------|-------------|
| | No. | % | No. | % | No. | % | No. | % |
| Predecessor died | 1 | .6 | 2 | .6 | 1 | .3 | 1 | .3 |
| Predecessor retired | 4 | 2.3 | 1 | .3 | 7 | 2.1 | 2 | .7 |
| Predecessor entered college | 11 | 6.5 | 21 | 5.9 | 11 | 3.3 | 9 | 3.1 |
| Predecessor married | 16 | 9.4 | 49 | 13.5 | 68 | 20.7 | 63 | 21.6 |
| Predecessor left for another Mont.H.S. position | 39 | 25.3 | 134 | 37.4 | 104 | 31.4 | 83 | 28.5 |
| Predecessor left for out-of-state high school position | 33 | 19.4 | 36 | 10.4 | 25 | 7.6 | 18 | 6.2 |
| Predecessor took up new occupation | 20 | 11.8 | 40 | 11.2 | 47 | 14.3 | 51 | 17.5 |
| Predecessor had leave of absence, ill health, etc. | 7 | 4.1 | 6 | 1.7 | 7 | 2.1 | 6 | 2.0 |
| Hold newly created position | 24 | 14.1 | 38 | 10.7 | 26 | 7.9 | 14 | 4.8 |
| Drafted | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 9.3 |
| Another reason | 11 | 6.5 | 30 | 8.7 | 31 | 9.4 | 17 | 5.8 |
| Total | 170 | ---- | 357 | ---- | 327 | ---- | 291 | ---- |

Reasons for Turnover by Size of School

Cooke⁷³ has made a table of relative reasons why teachers change positions. The exact reasons were not taken for this study, but perhaps had the reasons been broken down we would have found many of these. However, it is believed among the reasons "to seek or to accept a better salary or position," "to be closer home," "to get into a larger school and community," "little chance for promotion," "unsatisfactory living conditions," "inadequate chance for professional growth," "desire to make new professional contacts," are prevalent. These reasons probably had much to do with large number of changes in the schools having 1-5 teachers, 48 or 41.7 per cent "left for Montana High School position," and "left for out of state position." In comparing the reasons for leaving in the schools 51-Up, 2 or 25 per cent were married and 12.5 per cent for the other reasons. However, for the state "marriage" ranks next to "predecessor left for another position in Montana," the per cents being 28.6 and 21.6. This same trend is found by studying the surveys for 1938-39⁷⁴ and 1940-41.⁷⁵ All the results of the 1941-42 study are shown in Table 12.

In the questionnaire,⁷⁶ item 3 "predecessor entered college," a space for the name of the college entered was requested. There

73. Dennis S. Cooke, Problems of the Teaching Personnel, (New York: Longmans, Green and Company, 1933, p. 82.
74. Norwood, loc. cit., p. 56.
75. Metzger, loc. cit., p. 58.
76. Appendix B, Copy of Questionnaire.

were nine vacancies caused by the predecessor entering college. Stanford University, University of Vermont, Kinman Business College at Spokane, and Columbia each had one student who had been teaching in Montana Secondary schools the year before. In five cases it was known that the teacher entered college but they were left blank or unknown.

The space provided on the questionnaire for additional reasons, 17 filled in reasons. The largest number wrote "teacher asked to resign or equivalent," meaning that the work or the presence in the community was not satisfactory. Army duties and National Guard also took four in addition to those drafted. A complete tabulation of the reasons is shown in Table 14.

TABLE 12

CAUSES FOR DEMAND FOR MONTANA TEACHERS BY SIZE OF HIGH SCHOOL

| Cause | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|--|-----|-------|------|-------|-------|-------|-------|-------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Predecessor died | - | -- | 1 | 4.8 | - | -- | - | -- | 1 | .34 |
| Predecessor retired | - | -- | - | -- | - | 2.5 | - | -- | 1 | .69 |
| Predecessor entered college | - | -- | 4 | 3.2 | 4 | 9.3 | - | -- | 8 | 3.0 |
| Predecessor married | 20 | 17.4 | 36 | 24.8 | 5 | 15.1 | 2 | 25.0 | 63 | 21.6 |
| Predecessor left for Montana H.S. position | 42 | 36.5 | 46 | 31.7 | 4 | 9.3 | - | -- | 92 | 28.5 |
| Predecessor left for out-of-state position | 6 | 5.2 | 15 | 10.5 | - | -- | - | -- | 21 | 6.2 |
| Predecessor took up new occupation | 20 | 18.0 | 19 | 15.2 | 2 | 6.0 | - | -- | 41 | 17.5 |
| Predecessor had leave of absence | - | -- | 3 | 2.4 | 3 | 6.9 | - | -- | 6 | 2.0 |
| Hold newly created position | 4 | 3.5 | 6 | 4.0 | 4 | 9.3 | 1 | 12.5 | 14 | 4.8 |
| Drafted | 8 | 6.9 | 11 | 8.8 | 7 | 16.3 | 1 | 12.5 | 27 | 9.3 |
| Another reason | 8 | 6.9 | 5 | 4.0 | 3 | 6.9 | 1 | 12.5 | 17 | 5.8 |
| Total | 108 | ----- | 145 | ----- | 33 | ----- | 6 | ----- | 291 | ----- |

TABLE 13

THE 1941-42 HIGH SCHOOL TEACHERS OF MONTANA
WHO LEFT POSITIONS TO ATTEND COLLEGE

| Name of college attended | Number of cases |
|-----------------------------------|-----------------|
| Stanford University | 1 |
| University of Vermont | 1 |
| Kinman Business College - Spokane | 1 |
| Columbia University | 1 |
| Unknown | 3 |
| Blank | 2 |
| Total | 9 |

TABLE 14
ADDITIONAL REASONS FOR VACANCIES

| Reason written in blank following "another reason" | Number of cases |
|---|-----------------|
| Teacher asked to resign, or equivalent | 4 |
| Added a new teacher | 2 |
| Advanced in system | 1 |
| National Guard | 1 |
| Army duties | 3 |
| Entered nurse's training | 1 |
| Resigned | 2 |
| Civil Service position | 1 |
| Illness | 1 |
| To join husband | 1 |
| Total | 17 |

CHAPTER V

THE MONTANA SECONDARY TEACHER SUPPLY AND THE SOURCE

Source of Montana High School Teachers

There are several sources of high school teachers for the State of Montana. The word "supply" indicates the instructors who filled the 1941-42 vacancies. In the largest number of cases there were no vacancies, but the same teacher took the position that he had last year. In 1291 cases the position was filled by teachers experienced in Montana High Schools.

Table 15 gives the sources of Montana's 1941-42 high school teachers. It shows the following sources of supply to fill the demand: "experienced in out-of-state high schools," "Montana State University," "Montana State College," "Intermountain Union College," "Montana State Normal College," "Carroll College," "out-of-state colleges." The variable supply was increased by the granting of "special certificates," and holders of certificates who had not taught for many years. A good number of individuals were practically drafted to fill out terms. It was also necessary to grant many "temporary certificates" before filling the requirement of attendance at one of the colleges or universities in the State of Montana.

TABLE 15

THE SOURCES OF MONTANA'S 1941-42
HIGH SCHOOL INSTRUCTORS

| Source | Number |
|--|-------------|
| Experienced in Montana high schools | 1291 |
| Experienced in out-of-state high schools | 134 |
| Inexperienced: | |
| Montana State University | 63 |
| Montana State College | 45 |
| Intermountain Union College | 13 |
| Concordia College | 4 |
| Montana State Normal College | 3 |
| St. Olaf College | 3 |
| Dakota Wesleyan University | 2 |
| Whitworth College | 1 |
| Eastern Montana Normal | 1 |
| Eighteen other colleges | 18 |
| Total | <u>153</u> |
| | 153 |
| Total for Montana | 1578 |

TABLE 16

MONTANA SECONDARY CERTIFICATES GRANTED IN 1941

| School | Number |
|---|------------|
| Montana State University | 102 |
| Montana State College (approximately) | 61 |
| Intermountain Union College | 31 |
| Great Falls College of Education | — |
| Montana State Normal College (Not secondary state, 112) | — |
| Carroll College | 8 |
| Out-of-state qualifiers (attended Montana State University Summer School, 1941) | 83 |
| Total | 285 |

One of the numbers in the above table is approximate and as the statistics had not been compiled at the State Department of Public Instruction, it was not possible to check the other figures. There were probably more state secondary certificates granted than shown on the above table.

Certificates Issued by Montana Institutions
of Higher Learning

The Montana State University granted 102 Certificates to teach in the State of Montana during the months January through September, 1941. Of those receiving certificates during this time, sixty-five were employed in the Junior or Senior High Schools of Montana. It is known that twelve of the men went to the Armed Forces during the school year 1941-42. Table 17 shows what the graduating class were doing in September, 1941.

TABLE 17

THE DESTINATION OF THE 102 RECEIVING UNIVERSITY
CERTIFICATES DURING 1941

| Destination | Number |
|---|------------|
| To junior or senior high school positions | 65 |
| To other work | 16 |
| Status unknown | 7 |
| To unemployment | 7 |
| To further education | 4 |
| To marriage (girls) | 3 |
| Total | 102 |

There were eight Certificates of Qualification to teach granted by Carroll College during 1941. Table 18 shows what became of them.

TABLE 18

THE DESTINATIONS OF THE EIGHT GRADUATES FROM
CARROLL COLLEGE RECEIVING CERTIFICATES

| Destination | Number |
|--|----------|
| To high school teaching | 1 |
| To government employ | 1 |
| To further education | 1 |
| To unemployment | 1 |
| Graduate study | 3 |
| To the Armed Forces of the United States | 1 |
| Total | 8 |

The Intermountain Union College, an affiliate of the Billings Polytechnic Institute, issued certificates of qualification to teach to thirty-one graduates during the year 1941. Table 19 lists their destination.

TABLE 19

POSITIONS HELD BY THE RECIPIENTS OF CERTIFICATES AT
INTERMOUNTAIN UNION COLLEGE DURING 1941

| Destination | Number |
|---|-----------|
| To high school teaching positions | 15 |
| To grade or junior high school teaching positions | 5 |
| To marriage (women) | 2 |
| To government employ | 1 |
| To other employment | 1 |
| To further education | 2 |
| To educational positions in other states | 2 |
| To the Armed Forces of the United States | 3 |
| Total | 31 |

The positions held by the recipients of degrees and certificates of the Montana State Normal are shown in Table 20. These graduates are not qualified to teach in the high schools of Montana, but those receiving Bachelor of Education Degrees are granted Secondary Certificates upon the completion of twelve quarter hours work at one of the other Institutions of Higher Learning.

TABLE 20

POSITIONS HELD BY THE RECIPIENTS OF DEGREES AND CERTIFICATES
AT MONTANA STATE NORMAL COLLEGE DURING 1941

| Destination | Number |
|---|--------|
| To grade, junior high school or high school positions | 95 |
| To marriage (women) | 4 |
| To other employment | 2 |
| To further education | 4 |
| To the Armed Forces | 7 |
| Total | 112 |

No information was received as to the number of certificates granted at the Great Falls College of Education, and the only information from Bozeman was that there were 61 certificates granted during 1941.

Study of the Sources of Montana Secondary Teachers According to Questionnaires

The United States Office of Education in 1933 published the results of a study of the sources of the teachers in every state in

the nation.⁷⁷ In 1930-31 the sources in order of the number supplied were: "from another state," "from a college or university in Montana," and "from a college or university in another state".⁷⁸ In the 1938-39 study by Norwood⁷⁹ and in the study by Metzger⁸⁰ for 1940-41, the order was changed but little, but the per cents were slightly changed. These are shown in Table 21. By inspecting this table it is found that during the last year, 1941-42, there was a drop of about 4 per cent in the number "in attendance at a college or university in Montana," and a fall of about 5 per cent of those who "held another high school position in Montana." This decrease is offset by the increase from 8.5 per cent to 15.8 per cent of those who "held another high school position in another state." There was also a change of 6.6 per cent between the two years for the statement "returned to teaching from other work".

77. Evenden, op. cit., pp. 1-258.

78. Ibid

79. Norwood, op. cit., pp. 54-60.

80. Metzger, op. cit., pp. 70-75.

TABLE 21

THE 1930-31, 1938-39, 1940-41, and 1941-42 SOURCES
OF MONTANA HIGH SCHOOL INSTRUCTORS

| Source | U.S. Office of Educa- 1930-31 | | Norwood 1938-39 | | Wetzer 1940-41 | | Gilbert 1941-42 | |
|---|-------------------------------------|-------|--------------------|-------|-------------------|-------|--------------------|-------|
| | No. | % | No. | % | No. | % | No. | % |
| In attendance at a college or university in Montana | 35 | 20.6 | 72 | 20.2 | 99 | 30.2 | 77 | 28.4 |
| In attendance at a normal school or teachers' college in Montana | -- | -- | 4 | 1.1 | 2 | .6 | 1 | .34 |
| In attendance at a college or university of another state | 33 | 19.4 | 27 | 7.6 | 29 | 8.8 | 17 | 6.8 |
| In attendance at a normal school or teachers' college of another state | 1 | .6 | 5 | 1.4 | 3 | .9 | 4 | 1.3 |
| Held another high school position in Montana | 47 | 27.7 | 143 | 40.0 | 110 | 30.3 | 73 | 25.1 |
| Held another high school position in another state | 40 | 23.5 | 50 | 14.0 | 28 | 8.5 | 46 | 15.8 |
| Held another educational position other than in a high school | 6 | 3.5 | 19 | 5.3 | 18 | 5.5 | 12 | 4.1 |
| Returned from leave of absence, ill health, etc. | -- | -- | 3 | .8 | 4 | 1.2 | 4 | 1.3 |
| Returned to teaching from other work | 7 | 4.1 | 32 | 9.0 | 10 | 3.0 | 28 | 9.6 |
| Other place | 1 | .6 | 2 | .6 | 24 | 7.3 | 29 | 9.9 |
| Total | 170 | ----- | 357 | ----- | 327 | ----- | 291 | ----- |

Sources of Instructors by Size of High School

Table 22 shows more clearly the sources of the teachers.

The sources are shown according to the size of high school in the state. The groups 1-5, 6-20, and 21-50 procured their teachers mainly from a college or university in Montana or from another high school position in Montana. In the smallest group the greatest number of 37 per cent came from Montana Colleges or the University, while in the 6-20 group, 37.2 per cent came from another high school in the state, but in the 21-60 group, 36.3 per cent came from each of the largest sources. In the 51-Up group there were none coming from the Colleges or University of Montana. The numbers from other sources are shown by Table 22.

The experienced high school teachers from out-of-state are shown by Table 23. Under the name of "state" on the questionnaire⁸¹ it was shown that there were 134 experienced teachers who came to Montana to teach during the year 1941-42. North Dakota contributed the greatest number which was 59 or 44 per cent; Minnesota was second with 30 or 22.4 per cent, Washington with 5.2 per cent, and Iowa and Colorado each having 4.5 per cent.

81. Appendix B, Questionnaire.

TABLE 22

SOURCES OF MONTANA TEACHERS
BY SIZE OF HIGH SCHOOL

| Source | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|--|-----|-------|------|-------|-------|-------|-------|-------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| In attendance at a college or university in Montana | 40 | 37. | 47 | 32.4 | 12 | 36.3 | -- | -- | 99 | 34. |
| In attendance at a normal school or teachers' college in Montana | 2 | 1.8 | -- | -- | -- | -- | -- | -- | 2 | .6 |
| In attendance at a college or university of another state | 9 | 8.3 | 14 | 9.7 | 2 | 6. | 1 | 20. | 28 | 8.9 |
| In attendance at a normal school or teachers' college of another state | 1 | .9 | 1 | .8 | 1 | 3. | -- | -- | 3 | 1. |
| Held another high school position in Montana | 25 | 23.1 | 54 | 37.2 | 12 | 36.3 | 1 | 20. | 92 | 31.6 |
| Held another high school position in another state | 7 | 6.4 | 22 | 15.1 | -- | -- | 1 | 20. | 30 | 10.3 |
| Held another educational position other than in a high school | 8 | 7.4 | 2 | 1.3 | 1 | 3. | 1 | 20. | 12 | 4.1 |
| Returned from leave of absence, ill health, etc. | 1 | .9 | 1 | .8 | 1 | 3. | -- | -- | 3 | 1. |
| Returned to teaching from other work | 6 | 5.5 | 1 | .8 | -- | -- | -- | -- | 7 | 2.4 |
| Other place | 9 | 8.3 | 3 | 2. | 4 | 12.1 | 1 | 20. | 17 | 5.8 |
| Total | 108 | ----- | 145 | ----- | 33 | ----- | 5 | ----- | 291 | ----- |

TABLE 23
EXPERIENCED MONTANA HIGH SCHOOL TEACHERS
FROM OUT-OF-STATE

| State | Number | Per Cent |
|--------------|------------|--------------|
| North Dakota | 59 | 44.0 |
| Minnesota | 30 | 22.4 |
| Washington | 7 | 5.2 |
| Iowa | 6 | 4.5 |
| Colorado | 6 | 4.5 |
| Illinois | 4 | 3.0 |
| Wisconsin | 4 | 3.0 |
| New York | 4 | 3.0 |
| South Dakota | 4 | 3.0 |
| Kansas | 2 | 1.5 |
| Nebraska | 2 | 1.5 |
| California | 2 | 1.5 |
| Utah | 2 | 1.5 |
| Missouri | 2 | 1.5 |
| Total | 134 | 100.1 |

TABLE 24

IMMIGRATION OF HIGH SCHOOL TEACHERS INTO
MONTANA FROM EACH STATE

| State | *Experienced | Inexperienced | Total |
|--------------|--------------|---------------|-------------|
| North Dakota | 95. | 6 | 101. |
| Minnesota | 48. | 10 | 58. |
| Washington | 11. | 1 | 12. |
| Iowa | 10. | 3 | 13. |
| Colorado | 10. | -- | 10. |
| Illinois | 6. | 3 | 9. |
| Wisconsin | 6. | 1 | 7. |
| New York | 6. | -- | 6. |
| South Dakota | 6. | -- | 6. |
| Kansas | 3. | -- | 3. |
| Nebraska | 3. | 1 | 4. |
| California | 3. | 1 | 4. |
| Utah | 3. | -- | 3. |
| Missouri | 3. | -- | 3. |
| Oklahoma | -- | 1 | 1. |
| Idaho | -- | 1 | 1. |
| Total | 213. | 28 | 241. |

*Corrected to 100 per cent from 62.7 per cent.

The Supply and Demand Corrected to 100%

Tables 25 and 26 show the supply and demand corrected to 100%. The questionnaire study is worked out upon the basis of a 62.7 return of questionnaires. In these tables this has been corrected to 100 per cent. This was calculated by dividing each of the numbers given under the various reasons by .627. Under ordinary conditions it might be possible to predict the reasons for the supply and demand in 1942-43, but with the present World conditions, this is difficult to do with any degree of accuracy. As some men were deferred until the end of the term a large number will go to the Armed Forces, some men and women too will go to other work for the war effort.

TABLE 25

THE DEMAND FOR HIGH SCHOOL TEACHERS
CORRECTED TO 100%

| Reason | Number |
|--|------------|
| Predecessor died | 2 |
| Predecessor retired | 3 |
| Predecessor entered college | 14 |
| Predecessor married | 100 |
| Predecessor left for another Montana H. S. position | 133 |
| Predecessor left for out-of- state high school position | 29 |
| Predecessor took up new occupation | 81 |
| Predecessor had leave of absence, ill health, etc. | 10 |
| Hold newly created position | 22 |
| Drafted | 43 |
| Another reason | 27 |
| Total | 464 |

TABLE 26
THE SUPPLY OF HIGH SCHOOL TEACHERS
CORRECTED TO 100%

| Source | Number |
|--|------------|
| In attendance at a college or university in Montana | 123 |
| In attendance at a normal school or teachers' college in Montana | 2 |
| In attendance at a college or university of another state | 27 |
| In attendance at a normal school or teachers' college of another state | 6 |
| Held another high school position in Montana | 116 |
| Held another high school position in another state | 74 |
| Held another educational position other than in a high school | 19 |
| Returned from leave of absence, ill health, etc. | 6 |
| Returned to teaching from other work | 45 |
| Other place | 46 |
| Total | 464 |

CHAPTER VI

METHODS OF OBTAINING POSITIONS
USED BY MONTANA'S NEW 1941-42 HIGH SCHOOL POSITIONSAssistance Received by the Applicants

Many ways were used by teachers to obtain positions. A section of the questionnaire⁸² was devoted to learning the ways in which the new high school teachers of Montana for 1941-42 secured their positions. Under the section "how position was obtained" the teacher could show whether he did or did not receive help from an agency or placement bureau. There was also a space for the name of the organization with which he worked and its location. Of the 291 questionnaires returned, eight left the space blank. Twenty-two and three-tenths per cent had registered with a teachers' agency in Montana, 41.2 per cent had worked with a college placement bureau in the state, 7.2 per cent applied with the aid of an out-of-state agency, and 4 per cent received their appointments with the help of an out-of-state college placement bureau, and 22.3 per cent obtained their positions independent of an agency or employment bureau.

The teachers gaining employment in the two smallest groups, that is, 1-5 and 6-20, were aided mainly by teachers' and college

82. Appendix B, Questionnaire.

placement bureaus in Montana. In the 21-50 group about 66.5 per cent applied independently and 28.0 per cent applied with the aid of a college placement bureau, while in the largest group 100 per cent applied independently.

Table 27 shows how the positions were obtained, and indicates that as the school increases in size that the employers would rather work directly with the applicant.

TABLE 27

HOW NEW TEACHERS OBTAINED POSITIONS
1941-42

| Aid in obtaining position | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|--|-----|-------|------|-------|-------|-------|-------|-------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| With the aid of a teachers' agency in Montana | 32 | 29.6 | 33 | 22.7 | -- | -- | -- | -- | 65 | 22.3 |
| With the aid of a college placement bureau in Montana | 50 | 45.4 | 60 | 42.5 | 10 | 28.5 | -- | -- | 120 | 41.2 |
| With the aid of an out-of-state teachers' agency | 12 | 11. | 9 | 6.1 | -- | -- | -- | -- | 21 | 7.2 |
| With the aid of an out-of-state college placement bureau | 6 | 5.5 | 6 | 4.1 | -- | -- | -- | -- | 12 | 4. |
| Without the aid of an agency or bureau | 6 | 5.5 | 32 | 22. | 22 | 66.5 | 5 | 100 | 65 | 22.3 |
| Left blank | 2 | 1.8 | 5 | 3.5 | 1 | 2.8 | -- | -- | 8 | 2.7 |
| Total | 108 | ----- | 145 | ----- | 33 | ----- | 5 | ----- | 291 | ----- |

TABLE 28

1941-42 MONTANA HIGH SCHOOL TEACHERS PLACED
BY MONTANA TEACHERS' AGENCIES

| Agency | 1-5 | | 6-20 | | Montana | |
|---------------------------|-----|-------|------|-------|---------|-------|
| | No. | % | No. | % | No. | % |
| Huff Teachers' Agency | 27 | 84.6 | 28 | 87.7 | 53 | 81.5 |
| M. E. A. Placement Bureau | 5 | 15.6 | 7 | 20.6 | 12 | 18.4 |
| Total | 32 | ----- | 33 | ----- | 65 | ----- |

Teachers Placed With the Aid of
a Teachers' Agency in Montana

According to the questionnaire⁸³ study sixty-five new high school teachers obtained their positions with the help of a teachers' agency in Montana. Huff Teachers' Agency placed 81.5 per cent, and the M. E. A. Placement Bureau 18.4 per cent. These teachers were all placed in schools having 1-5 teachers or 6 to 20 teachers. It was not possible to ascertain the average salaries, and the amount of commission that was paid by these teachers. However, Huff Teachers' Agency charges five per cent, and Montana Education Association Placement Bureau two per cent.

83. Appendix B, Questionnaire.

Assistance Received from Montana College Placement Bureaus

There are three institutions of higher learning in Montana maintaining placement bureaus, which were listed as having helped teachers obtain positions. The Montana State University Placement Bureau, assisted 67 or 64.1 per cent of the 120 who received positions with the aid of college placement bureaus. Montana State College Placement Bureau aided 47 or 39.1 per cent, and the Intermountain Union College placed 5 or 4.1 per cent. The three schools placed the largest number in the high schools having from 6 to 20 teachers, 60 teachers secured positions in schools in this size. Montana State University placed 31 in the high schools having 1-5 teachers, 28 in the schools having 6 to 20 teachers, and one in the high schools having 21 to 50 teachers. Montana State College placed 15 in schools having 1 to 5 teachers, 31 in the schools having 6 to 20 teachers, and 2 in the schools having 21 to 50 teachers. Intermountain Union College placed 4 teachers in the smallest schools and one in the next larger group. These figures are shown in Table 29.

TABLE 29

1941-42 MONTANA HIGH SCHOOL TEACHERS AIDED
BY MONTANA COLLEGE PLACEMENT BUREAUS

| College Bureau | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|---|-----|-------|------|-------|-------|-------|-------|-------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Montana State University Placement Bureau | 31 | 62. | 28 | 46. | 8 | 80. | -- | -- | 67 | 64.1 |
| Montana State College Placement Bureau | 14 | 28. | 31 | 51.6 | 2 | 20. | -- | -- | 47 | 39.1 |
| Intermountain Union College Placement Bureau | 4 | 8. | 1 | 1.6 | -- | -- | -- | -- | 5 | 4.1 |
| Total | 50 | ----- | 60 | ----- | 10 | ----- | -- | ----- | 120 | ----- |

Commercial teachers agencies in other states assisted 21 of the 291 new high school teachers in the state during the year 1941-42. Schumer's School Service of Minneapolis placed 6 or about 28.5 per cent of the number. Western Teachers' Exchange of Minneapolis assisted 3, Clark-Brewer Teachers' Agency and Westmore Teachers' Agency of Spokane each placed two. Six other agencies placed one each. All of the placements by commercial teachers' agencies outside the state are shown on Table 30.

Table 31 shows the placement of 12 new secondary teachers by out-of-state college placement bureaus.

Method of Applying

The methods of applying were investigated by questionnaire.⁸⁴ A space was left for the teacher to indicate a written or a personal application. Nineteen wrote in that they did not make application at all, but that their positions were secured by the bureau or agency and they were only notified of their election. Table 32 shows the replies to the questions. Sixty-two made both written and personal applications. The trend of the applications is from a larger number of written applications in the smaller schools to a larger number of personal applications in the larger.

How Teachers Learned of Vacancies

The ways in which the applicants learned of the vacancies are

84. Appendix B, Copy of Questionnaire.

shown by Table 33. An interesting point noticed was the fact that some teachers would learn of a vacancy through one bureau or agency and apply through another. The largest number were notified by Huff Teachers' Agency, the second largest were notified by Montana State University Placement Bureau, and the third largest number learned of the vacancy through friends. Twenty-six of those who returned questionnaires did not indicate how they learned of the vacancies.

TABLE 30

1941-42 MONTANA HIGH SCHOOL TEACHERS PLACED
BY OUT-OF-STATE TEACHERS' AGENCIES

| Agency | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|--|-----------|--------------|----------|--------------|-----------|--------------|--------------|--------------|-----------|--------------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Clark-Brewer Teachers' Agency Spokane, Washington | 1 | 8.3 | 1 | 11.1 | -- | -- | -- | -- | 2 | 9.5 |
| Westmore Agency Spokane, Washington | 1 | 8.3 | 1 | 11.1 | -- | -- | -- | -- | 2 | 9.5 |
| Western Teachers' Exchange Minneapolis, Minnesota | 2 | 16.6 | 1 | 11.1 | -- | -- | -- | -- | 3 | 14.2 |
| Schumers School Service Minneapolis, Minnesota | 3 | 24.9 | 3 | 33.3 | -- | -- | -- | -- | 6 | 28.5 |
| N. D. State Employment Service Bismarck, N. D. | 1 | 8.3 | -- | -- | -- | -- | -- | -- | 1 | 4.9 |
| McDonald Agency Valley City, N. D. | -- | -- | 1 | 11.1 | -- | -- | -- | -- | 1 | 4.9 |
| Love Teachers' Agency Fargo, North Dakota | 1 | 8.3 | -- | -- | -- | -- | -- | -- | 1 | 4.9 |
| Northwestern Agency Minneapolis, Minnesota | 1 | 8.3 | 1 | 11.1 | -- | -- | -- | -- | 1 | 4.9 |
| Clinton Teachers' Agency Clinton, Iowa | 1 | 8.3 | 1 | 11.1 | -- | -- | -- | -- | 1 | 4.9 |
| Boulder Teacher Agency Boulder, Colorado | 1 | 8.3 | -- | -- | -- | -- | -- | -- | 1 | 4.9 |
| Albert Teachers' Agency Spokane, Washington | 1 | 8.3 | -- | -- | -- | -- | -- | -- | 1 | 4.9 |
| Total | 12 | ----- | 9 | ----- | -- | ----- | ----- | ----- | 21 | ----- |

TABLE 31

1941-42 MONTANA HIGH SCHOOL TEACHERS AIDED
BY OUT-OF-STATE COLLEGE PLACEMENT BUREAUS

| College bureau | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|--|-----|-------|------|-------|-------|-------|-------|-------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Concordia College Placement Bureau | -- | -- | 1 | 16.6 | -- | -- | -- | -- | 1 | 8.3 |
| Whitman College Placement Bureau | 1 | 20. | -- | -- | -- | -- | -- | -- | 1 | 8.3 |
| Northwestern University School of Music Placement Bureau | 1 | 20. | 1 | 16.6 | -- | -- | -- | -- | 2 | 16.6 |
| University of Missouri Placement Bureau | 1 | 20. | 1 | 16.6 | -- | -- | -- | -- | 2 | 16.6 |
| University of North Dakota Placement Bureau | 1 | 20. | 1 | 16.6 | -- | -- | -- | -- | 2 | 16.6 |
| Jamestown College Placement Bureau | 1 | 20. | 1 | 16.6 | -- | -- | -- | -- | 2 | 16.6 |
| Dickenson Normal Placement Bureau | 1 | 20. | -- | -- | -- | -- | -- | -- | 1 | 8.3 |
| Iowa University Placement Bureau | -- | -- | 1 | 16.6 | -- | -- | -- | -- | 1 | 8.3 |
| Total | 6 | ----- | 6 | ----- | 0 | ----- | 0 | ----- | 12 | ----- |

TABLE 32

METHOD OF APPLYING FOR POSITIONS
BY 1941-42 MONTANA HIGH SCHOOL TEACHERS

| | 1-5 | | 6-20 | | 21-50 | | 51-Up | | Montana | |
|---------------------------------|-----|-------|------|-------|-------|-------|-------|-------|---------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| MADE PERSONAL APPLICATION | 41 | 37.9 | 80 | 55.1 | 28 | 84.8 | 4 | 80. | 153 | 52.5 |
| MADE WRITTEN APPLICATION | 63 | 76.8 | 85 | 59.4 | 14 | 42.4 | 5 | 100. | 182 | 62.5 |
| MADE NO APPLICATION | 12 | 11.1 | 6 | 4.1 | -- | -- | - | -- | 19 | 6.5 |
| NUMBER PLACED | 108 | ----- | 145 | ----- | 33 | ----- | 5 | ----- | 291 | ----- |

TABLE 33

WAYS THE 1941-42 MONTANA HIGH SCHOOL
TEACHERS LEARNED OF THE VACANCIES

| Learned of Vacancy | Number | Per Cent |
|--|------------|-------------|
| Huff's Agency | 76 | 26.1 |
| Montana State University Placement Bureau | 49 | 17.1 |
| Through friends | 33 | 11.3 |
| Montana State College Placement Bureau | 17 | 5.8 |
| Notified by Superintendent | 13 | 4.4 |
| M.E.A. Placement Bureau | 12 | 4.1 |
| Through State Director of Home Economics | 9 | 3.0 |
| Notified by former Superintendent | 8 | 2.7 |
| Polytechnic Placement Bureau | 5 | 1.7 |
| Notified by a Board Member | 4 | 1.3 |
| Schumer's School Service | 4 | 1.3 |
| Through relatives | 3 | 1.0 |
| By County Superintendent | 3 | 1.0 |
| By predecessor | 3 | 1.0 |
| Western Teachers' Exchange | 3 | 1.0 |
| State Director of Vocational Education | 3 | 1.0 |
| Clinton Teachers' Agency | 2 | .6 |
| Notice in paper of the acceptance of another position by the predecessor | 2 | .6 |
| On my own | 2 | .6 |
| Principal | 2 | .6 |
| Hired directly | 2 | .6 |
| Clark Brewer Agency | 1 | .3 |
| College coach | 1 | .3 |
| Reported privately | 1 | .3 |
| Love Agency | 1 | .3 |
| McDonald Agency | 1 | .3 |
| Boulder Teachers' Agency | 1 | .3 |
| N. D. State Employment Service | 1 | .3 |
| Vo. Ag. Director | 1 | .3 |
| Albert Agency | 1 | .3 |
| Government Employment Bureau of Bismarck | 1 | .3 |
| Blank | 26 | 8.9 |
| Total | 291 | ---- |

CHAPTER VII

STATISTICS SHOWING THE NUMBER OF MEN AND WOMEN TEACHING
IN THE STATE, THE SUBJECTS TAUGHT IN THE HIGH SCHOOLS OF
THE STATE, AND THE DEMAND AND SUPPLY ACCORDING TO THE
UNIVERSITY OF MONTANA PLACEMENT BUREAU

The purpose of this chapter is to give some guidance by inspecting the number of teachers in the positions according to "men" and "women"; to show the number of subjects taught in the different high schools of the state, and the number of calls and the available supply for subject teachers to the University Placement Bureau during the last two years.

Table 34 shows new teachers and teachers who had also been in the district for the previous year according to the Montana classification of districts. According to the Montana Educational Directory,⁸⁵ a "first class district is one which has a population of eight thousand or more," "a second class district is one which has a population of one thousand or more, but less than eight thousand," and a "third class district is one which has less than one thousand population."

The turnover varies from 5.8 per cent in the first class districts to 42.3 per cent in the third class districts. Under "Montana" there were 699 or 44.3 per cent of the men who had been

85. Montana Educational Directory, State Department of Public Instruction, Helena, Montana 1941-42, pp. 5-10.

in the school the year before, and 515 or 26.3 per cent of the women who had been in the school the year before. There were 211 men or 13.3 per cent new in their positions and 253 or 16 per cent of the women teachers new in their positions. The total turnover for the high school teachers of the state was 29.3 per cent, 3.3 per cent more among women than men. The entire picture is shown in Table 34.

During 1942-43 there will probably be a higher per cent of women teaching in the high schools than men as many men have gone to the Armed Forces during the latter part of 1941-42 and during the summer months. It will be perhaps impossible to replace them with men because much of the usual available supply is also in the Armed Forces.

Table 34

TEACHERS BY MEN AND WOMEN NEW TO DISTRICTS AND
TEACHERS BY MEN AND WOMEN PREVIOUSLY IN
DISTRICTS, CLASSIFIED BY DISTRICTS,
1941-42

| Teachers | First Class | | Second Class | | Third Class | | Montana | |
|----------------------------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|
| | No. | % | No. | % | No. | % | No. | % |
| Men previously in districts | 98 | 43.5 | 343 | 43.3 | 258 | 45.7 | 699 | 44.3 |
| Women previously in districts | 112 | 50.4 | 236 | 29.8 | 67 | 11.8 | 515 | 26.3 |
| Total | 210 | 94.1 | 579 | 73.2 | 325 | 57.6 | 1114 | 70.5 |
| Men new to districts | 7 | 3.1 | 95 | 12.0 | 109 | 17.7 | 211 | 13.3 |
| Women new to districts | 6 | 2.6 | 117 | 14.7 | 130 | 23.0 | 253 | 16.0 |
| Total | 13 | 5.8 | 212 | 26.6 | 239 | 42.3 | 464 | 29.3 |
| GRAND TOTAL | 223 | ---- | 791 | ---- | 564 | ---- | 1578 | ---- |

The figures for Table 35 are from the Montana State Department of Public Instruction.⁸⁶ The figures show the number of high schools that teach the subjects. According to what was taught last year, this table shows the fields in which the greatest number of teachers are needed. The largest numbers are in English, mathematics, and commercial. Next year probably there will be a larger number of high schools with classes in aeronautics, more advanced mathematics, and manual arts. To fill the need more classes will be organized.

86. J. A. Woodard, Report Compiled from the "A" Reports, June 1942, Unpublished.

Table 35

TOTAL SUBJECTS TAUGHT IN THE SCHOOLS OF
THE STATE, 1941-42

| Subject | Number of High Schools in Which Subject is Taught |
|-------------------------------|--|
| <u>Agriculture</u> | |
| Agriculture | 5 |
| Vocational Agriculture | 1 |
| <u>Art</u> | |
| Art, First Year | 31 |
| Art, Second Year | 12 |
| Art, Industrial | 4 |
| Aeronautics | 3 |
| <u>Business or Commercial</u> | |
| Typing I | 192 |
| Typing II | 157 |
| Stenographic I | 141 |
| Stenographic II | 81 |
| Bookkeeping I | 145 |
| Bookkeeping II | 5 |
| Business Arithmetic | 17 |
| Business English | 6 |
| Office Practice | 4 |
| Commercial Law | 31 |
| Business Training | 40 |
| <u>English</u> | |
| English I | 189 |
| English II | 185 |
| English III | 149 |
| English IV | 147 |
| Speech and Public Speaking | 51 |
| Journalism | 59 |
| Debate | 10 |
| Library | 52 |
| Dramatics | 32 |
| <u>Foreign Language</u> | |
| Latin I | 64 |
| Latin II | 60 |
| Latin III | 10 |
| Spanish I | 31 |

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| Subject | Number of High Schools in Which Subject is Taught |
|---------------------------------|---|
| Spanish II | 22 |
| French I | 15 |
| French II | 13 |
| <u>Guidance</u> | 12 |
| <u>Home Economics</u> | |
| Home Economics I | 111 |
| Home Economics II | 88 |
| Home Economics III | 51 |
| Sewing | 5 |
| Better Homes | 2 |
| <u>Laboratory Science</u> | |
| General Science | 151 |
| Biology | 134 |
| Physics | 86 |
| Chemistry | 100 |
| Senior Science | 14 |
| <u>Manual Arts</u> | |
| Manual Training | 56 |
| General Shop | 17 |
| Metal Shop | 1 |
| Shop | 32 |
| Mechanical Drawing | 44 |
| <u>Mathematics</u> | |
| Algebra I | 162 |
| Algebra II | 20 |
| Plane Geometry | 158 |
| Solid Geometry | 13 |
| Trigonometry | 8 |
| General Mathematics | 55 |
| Advanced Algebra or Mathematics | 44 |
| Arithmetic | 22 |
| <u>Music</u> | |
| Band | 119 |
| Orchestra | 27 |
| Chorus or Glee Club | 92 |
| Music | 54 |
| <u>Psychology</u> | 11 |

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| Subject | Number of High Schools in Which Subject is Taught |
|-----------------------------|---|
| <u>Physical Education</u> | 109 |
| <u>Social Studies</u> | |
| Orientation--Citizenship | 41 |
| World History | 140 |
| U. S. History | 156 |
| Civics | 19 |
| Ancient History | 5 |
| Medieval and Modern History | 9 |
| American Problems | 28 |
| Sociology | 97 |
| Economics | 92 |
| Montana History | 6 |
| <u>Vocations</u> | 61 |

TABLE 36

COMPARISON OF THE NUMBER OF CALLS AND THE NUMBER QUALIFIED
TO TEACH EACH SUBJECT FOR THE LAST TWO YEARS⁸⁷

| Subjects | 1941 Vacancies | Number Qualified | 1940 Vacancies | Number Qualified |
|---------------------------|-------------------|---------------------|-------------------|---------------------|
| Art | 11 | 21 | 4 | 20 |
| <u>Commercial</u> | | | | |
| All | 79 | 68a | 65 | 74a |
| Typing | 23 | — | 7 | — |
| Bookkeeping | 20 | — | 3 | — |
| <u>Econ. and Soc.</u> | 1 | 85 | 4 | 90 |
| <u>English</u> | | | | |
| Academic | 130 | 270 | 115 | 301 |
| Dramatics | 33 | — | 33 | — |
| Public Speaking | 9 | — | 11 | — |
| <u>French</u> | 6 | 117 | 8 | 128 |
| <u>German</u> | 2 | 38 | 2 | 47 |
| <u>History</u> | 37 | 250 | 44 | 248 |
| <u>Home Economics</u> | | | | |
| Vocational | 22 | 21 | 21 | 25 |
| Non-Vocational | 56 | 21 | 20 | 19 |
| <u>Journalism</u> | 20 | 9 | 26 | 11 |
| <u>Latin</u> | 24 | 47 | 31 | 43 |
| <u>Library</u> | 8 | 4 | 19 | 2 |
| <u>Manual Training</u> | 36 | 15 | 19 | 6 |
| <u>Mathematics</u> | 88 | 92 | 62 | 70 |
| <u>Music</u> | | | | |
| Unspecified | 30 | 68b | 13 | 56b |
| Band | 45 | — | 30 | — |
| Instrumental | 3 | — | 2 | 3 |
| Orchestra | 3 | — | 7 | — |
| Piano | 13 | — | 8 | — |
| Public School | 28 | — | 5 | — |
| String Instrument | 1 | — | 5 | — |
| Wind Instrument | — | — | 1 | — |
| Vocal Music | 39 | — | 38 | — |
| <u>Physical Education</u> | | | | |
| Men | 63 | 30 | 56 | 22 |
| Women | | | | |
| Academic | 5 | 20 | 8 | 17 |
| Gen. Recreation | 52 | 20 | 28 | — |

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| Subjects | 1941 Vacancies | Number Qualified | 1940 Vacancies | Number Qualified |
|-----------------|-------------------|---------------------|-------------------|---------------------|
| <u>Science</u> | | | | |
| Unspecified | 35 | — | 24 | — |
| Agriculture | 1 | 2 | — | 3 |
| Biological | 25 | 62 | 22 | 66 |
| Chemistry | 20 | 53 | 12 | 65 |
| General Science | 23 | 14 | 19 | 6 |
| Geology | — | 4 | 1 | 1 |
| Physics | 9 | 10 | 11 | 20 |
| Social Science | 40 | d | 48 | d |
| Spanish | 20 | 72 | 11 | 75 |

- (a) This figure is the total number of persons with either a major or minor in business administration. They may not be qualified to teach all commercial subjects.
- (b) This figure is the total number of persons with either a major or a minor in all phases of music.
- (c) "General Recreation." This represents the calls for girls' basketball and other outside sports that are extra-curricular activities.
- (d) See "Econ. and Soc." and "History."

Explanation

"The first column shows the number of requests we had for teachers of this subject, either alone or in combination with other subjects. The second column, "number qualified" shows the number of people in the current file (including those graduating this year as well as those graduating in former years, and transfer students) who are qualified to teach the subject under North Central Accrediting Association requirements."

Table 36 shows where the demand and the supply have been the largest during 1940 and 1941. It is known by information from the Placement Bureau that the demand is much greater this year and the supply is smaller.

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In the summary of this study, the summaries of 1938-39⁸⁸ and 1940-41⁸⁹ are included for comparison.

1. Of the 1578 Montana high schools in 1941-42, Montana State University educated 463, or 29.3 per cent, and Montana State College 280, or 11.4 per cent. Of the 1531 Montana Secondary teachers in 1940-41, Montana State University educated 440, or 28.6 per cent, and Montana State College educated 270, or 17.5 per cent. In 1938-39, Montana State University educated 386, or 25.6 per cent, and Montana State College 257, or 17 per cent of 1507 high school teachers.
2. There were 153 inexperienced high school teachers in Montana in 1941-42. Montana State University supplied 63, or 41.2 per cent and Montana State College 45, or 29.4 per cent. In 1940-41 there were 128 inexperienced high school teachers in Montana. Montana State College supplied 47, or 36.7 per cent and Montana State University 46, or 35.9 per cent. In 1938-39 there were eighty-three inexperienced high school teachers. Montana State University supplied 29, or 35.4 per cent, and

88. Norwood, op. cit., p. 1-72.

89. Metzger, op. cit., p. 1-99.

Montana State College 22, or 26.5 per cent.

3. In 1941-42 Montana produced 81.7 per cent of the inexperienced high school teachers of the state while in 1940-41 the figure was 82.8 per cent, and in 1938-39 Montana institutions of higher learning contributed 72.3 per cent.
4. There has been a decided change in the trend of the number of experienced out-of-state teachers. In 1938-39 there were fifty, in 1940-41 there were twenty-eight, and in 1941-42 there were one hundred thirty-four. North Dakota has supplied the greatest number for the three studies, twenty in 1938-39, fifteen in 1940-41, and fifty-nine in 1941-42.
5. The smaller schools had the highest percentage of turnover for the years 1938-39, 1940-41, and 1941-42.
6. For 1941-42 there were twenty-two schools having no turnover and ten schools having a complete turnover. In 1940-41 there were twenty-six schools having no turnover and thirteen having all new teachers, while in 1938-39 there were twenty-three schools having no turnover, and thirteen having a complete turnover.
7. Silverbow County had the smallest turnover with one teacher new in his position, and Golden Valley County had the highest percentage turnover with nine new teachers, or 90 per cent turnover. In 1940-41 Missoula County had 3.8 per cent turnover, and the county having the largest turnover was Powder

River County with 80 per cent. In 1938-39 Deer Lodge County had the smallest turnover with 4.5 per cent and Liberty County had the largest turnover with 66.7 per cent of the teachers new in their positions.

8. The main reasons for turnover has been the same for 1938-39, 1940-41, and 1941-42. The reasons given were that the predecessor left for another high school position in Montana, and the marriage of women.
9. The number of teachers who have left their positions to attend college has been less each year. In 1938-39 there were twenty-one, in 1940-41 there were eleven and in 1941-42 there were nine.
10. In 1941-42 most of the teachers new in their positions were in attendance at a college or university in Montana during the previous year, while the next highest number were teaching in another high school. The 1938-39 teachers and the 1940-41 teachers new in their positions came mainly from another high school position in the state, and next from a college or university in Montana.
11. Sixty per cent of the recipients of University Certificates of Qualification to Teach from the Montana State University during the school year 1937-38 were teaching in 1938-39. Fifty-eight and two-tenths of the 1939-40 worked in schools during 1940-41, and sixty-three per cent of those receiving certificates in 1940-41 were teaching at the beginning of the school year 1941-42.

12. There were practically no qualified Montana high school teachers unemployed during the school year of 1941-42 unless they did not desire to teach.
13. There were more out-of-state experienced teachers employed than during the previous years, probably on account of the shortage of teachers.

Recommendations

1. The study of supply and demand of Montana high school teachers should be continued each year. It will take a number of such studies before any reliable conclusions can be reached. It too is true that the present study was made under conditions of supply and demand that are not normal.
2. Montana high school certification requirements will have to remain the same or lowered, owing to the world conditions. The shortage will perhaps be greater as time goes on.
3. Holders of Life Certificates who are teaching should be required to attend one quarter at an institution of higher learning at least every six years.
4. The placement bureaus and registrars of Montana schools should be required to keep better records of the positions or placements of the school's graduates.
5. The high school principals should be required to make legible, complete, and accurate reports.

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APPENDIX

Name
(You need not fill in the name if you do not wish.)

School.....City.....County.....

Please give your total years of teaching experience.....
On what type of Montana Certificate are you now teaching?.....
What subjects do you teach and what are your extra-curricular
activities?.....

.....

DEMAND

Which one of the following reasons most nearly tells why the position that you now hold was open when you applied? Please place one check in the space provided at the left.

-1. Predecessor died.
-2. Predecessor retired.
-3. Predecessor entered college.
Please name college entered.....
-4. Predecessor married. (Mont.)
-5. Predecessor left for another position in the profession in
-6. Predecessor left for another position in the profession in another state.
-7. Predecessor took up new occupation.
-8. Predecessor had leave of absence, ill health, etc.
-9. Hold newly created position.
-10. Predecessor was drafted. (Approximate date _____)
-11. Another reason (Please fill in.....)

SUPPLY

Which one of the following most nearly tells what you were doing during the past school year (1940 - 41). Please check one of the spaces provided at the left.

-1. In attendance at a college or University in Montana. (Mont.)
-2. In attendance at a Normal School or Teachers' College in
-3. In attendance at a College or University of another state.
-4. In attendance at a Normal School or Teachers' College in another state. School and state
-5. Held a position in another secondary school in the state of Montana.
-6. Held a position in another secondary school in another state. (Name state.....)
-7. Held a position in another elementary school in the state of Montana.
-8. Held a position in another elementary school in another state (Please name state
-9. Held an educational position other than in a secondary or elementary school
-10. Returned from leave of absence, ill health etc.
-11. Returned to teach after other work.
-12. Other place. (Please fill in.....)

.....

HOW POSITION WAS OBTAINED.

Which one of the following most nearly tells how you obtained the position you now have. Please place one check in the space provided at the left.

-1. With the aid of a teachers' agency in Montana
(Please name agency.....)
-2. With the aid of a college placement bureau in Montana.
(Please name bureau.....)
-3. With the aid of an out-of-state college placement bureau.
(Please name.....)
-4. With the aid of an out-of-state teachers' agency
(Please name agency.....)
-5. Without the aid of an agency or bureau.

Method of Applying

Please answer questions 1 and 2 with yes or no, and question 3 in full.

-1. Did you make a personal application?
-2. Did you make a written application?
-3. How did you learn of the vacancy? Please state.....
-

117 Avenue B
Billings, Mont.
March 31, 1942

In conjunction with the Montana State University Department of Education, I am making a study of the supply and demand of secondary teachers in the State of Montana. This study is to be for the benefit of you and the teaching profession as well as for myself. The results of this study will be used for my master's degree thesis.

A study of this kind, if carried on for several years will be valuable to the Montana Colleges in that they will know the approximate number of secondary teachers needed. It will be of service to those now teaching in Montana High Schools by creating a guidance program for them.

Will you have the new teachers of your high school, those who were not teaching there during the 1940- 1941 term fill out the enclosed questionnaires and return them to me. If it will be more convenient for you, please send me the names of the new secondary teachers in your school, and I will send the questionnaires directly to them.

This study has been carried out twice before in a different way. I dislike to trouble you to have these filled out, but I find that I have time to complete it before my induction into the United States Army, and this is the only way I can do it at this time, so I will greatly appreciate the favor. The statistics will be turned over to Dr. W.R. Ames of the University of Montana in the event that I do not have time to finish the thesis before the war is over.

Thanking you for your cooperation, I am

Very sincerely yours,

James A. Gilbert
Billings Junior High School

COPY OF POST CARD

117 Avenue B
Billings, Montana
April 15, 1942

Dear Mr. _____ :

About two weeks ago I mailed questionnaires to you for your new High School teachers. As yet I have not received the questionnaires and will greatly appreciate the favor if you will have them filled out and return them to me.

Your immediate return of the questionnaires will be sincerely appreciated by me and will help to make the study more reliable and valuable.

Sincerely yours,