Supply and demand of elementary and rural school teachers in the years 1936-37 and 1937-38 in Montana

Walter Lincoln Conway

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SUPPLY AND DEMAND OF ELEMENTARY AND
RURAL SCHOOL TEACHERS IN THE YEARS
1936-37 AND 1937-38 IN MONTANA

by

Walter Lincoln Conway
B.S., University of Montana, 1915

Presented in partial fulfillment of the
requirement for the degree of
Master of Arts

Montana State University
1940

Approved:

W. F. Green
Chairman of Board of Examiners

W. S. Bateman
Chairman of Committee on Graduate Study
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The writer wishes to express his appreciation to Dr. W. R. Ames, Professor of Education, Montana State University, for his unfailing interest and for the many ways in which he has been helpful. Appreciation is also felt for the suggestions of Mr. W. E. Haddock, Professor of Education, Montana State University.

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Grateful acknowledgment is made for the lists of graduates provided by the Montana State University, the Montana State College of Agriculture and Mechanic Arts, the Montana State Normal College, the Northern Montana College, the Eastern Montana Normal, the Great Falls College of Education, and the Billings Polytechnic Institute.
And finally, the writer wishes to express his appreciation to all the county superintendents in the state and to the many district superintendents who provided necessary information regarding individual teachers.

Walter L. Conway
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CHAPTER I

THE INTRODUCTION

Purpose of the Study

The problem presented here for consideration has two decidedly different aspects, these being the problem of teacher demand and supply over a period of several years, and the separate problem of teacher demand and supply as limited to the years 1936-37 and 1937-38.

The Ultimate Problem

A study of teacher demand and supply covering only one or two years presents certain definite facts. However, if a series of such studies is carried on in the same territory over an extended period, the series should reveal trends in the preparation of teachers. The surmise is that such a prolonged study would show, in different years, an increasing number of students who are in training to become teachers, followed by a decreasing number.

The increase and decrease should show a cycle recurring over a fairly definite number of years. The assumption that this would be so is based upon the fact that when teaching positions are plentiful and easy to secure, more young people are attracted by the teacher-
training institutions or departments. This would probably result in an over-supply of teachers, and would be followed by a period when students in training would prepare themselves for other vocations.

A review of the literature in this field fails to show that such an extended study of teacher demand and supply covering one state has ever been made. The idea, however, has been mentioned by some investigators. Peterson and others have expressed it as follows:

Another thing which makes for difficulty in such a study as this is the fact that the pendulum is forever swinging back and forth, making for an undersupply in one field in one five-year period and an oversupply in the same field in the next five-year period. Any undersupply brings about enthusiastic efforts on the part of training institutions, certification bodies, and legislative bodies to remedy the situation. These efforts too often result in a serious oversupply in the same field in which there has previously been an undersupply. Therefore, a still greater problem than that of identifying existing instances of oversupply and undersupply is the problem of arriving at certain facts prerequisite to the building of a program which purposes to control the supply so as to strike and maintain a satisfactory ratio with demand.

2. Ibid., p. 23.
Bailey presents the idea in this way:

The need for adjusting the supply of and the demand for teachers is a pressing problem which has harassed the educational administration departments of the majority of states in the Union.

The hope and assumption is that an extended study of teacher demand and supply in Montana can result in information which will permit the maintenance of an adequate supply of teachers at all times without a periodic over-supply. No such information can possibly result from the present study. However, as the first of such a projected long-term series of studies, it is felt that a statement of the ultimate problem should be included here.

**The Immediate Problem**

The immediate problem with which this study is concerned is, strictly speaking, the demand and supply of teachers in the year 1937-38 in the rural and elementary schools of Montana. However, it is essential that there be something with which to compare the year 1937-38. So there is also included a study of the supply of teachers, but not the demand, in the year 1936-37 in the rural and elementary schools of Montana.

---

4. Ibid., p. 1.

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Another study covering the same years has been prepared for the high schools in Montana. Therefore, the present study is not concerned with high school teachers.

However, there is a large group of individuals connected with the teaching profession in Montana which is included in the present study which is composed of those who cannot be considered as strictly rural or elementary school teachers. The group referred to is composed of administrators who have supervision over the elementary and rural schools. Therefore, the present study includes three groups, (1) the rural school teachers, (2) the elementary school teachers, and (3) the administrators of rural and elementary schools. The group of administrators includes the State Superintendent of Public Instruction and such of her staff whose work is concerned with schools of an elementary level, the county superintendents, and those administrators who are heads of local school systems which include schools of an elementary level.

Definitions

Since this study deals with rural school teachers and with elementary school teachers as separate groups, it is quite necessary to define each group.

Rural School Teachers

Those individuals who compose the group here known
as rural school teachers are those who teach in schools which are not under the direct supervision of an administrator employed by the local school system. The supervision of these teachers rests with the county superintendents.

**Elementary School Teachers**

Those individuals who compose the group here known as elementary school teachers are those who teach in schools of the elementary level which are under the supervision of a person designated by the trustees of the local school system as the administrative head of the local school system. This person may be known as principal or as superintendent. Also included in the group of elementary school teachers are those individuals who teach in the junior high schools, even though, in a few instances, a part of their work may be with pupils of the ninth grade level. Also included as elementary school teachers are a few individuals who are teachers of special subjects such as music, and who work with the pupils of both elementary and high school levels in the local school system.

**Demand**

In order to have an exact idea of what is meant by teacher-demand, a definition is necessary. Some
investigators have meant by teacher-demand the number of teachers needed to fill all positions in a given area for a given year. By teacher-demand, other investigators mean the number of teachers needed to fill those positions which previous teachers have left vacant by their exodus for various reasons, or which have been newly-created. This second definition is the one used for this study.

The shifting of an elementary school teacher to a different building in the same school system, so long as the type of position is the same, is not here considered as the creation of demand. Neither is the shifting of a rural school teacher to a different rural school if both rural schools are in the same district and are controlled by the same board of trustees. Such shifting of teachers inside the same system, so long as the type of position for each teacher has remained the same, has not created a demand which must be filled by bringing a new teacher into the system.

Following the definition of demand which is used in this study, it is theoretically possible, but improbable, that the entire demand for teachers in the state might be satisfied by the movement between school systems of teachers already employed the previous year, so that no other reservoirs of potential teachers need be drawn upon.
Sources of Data

Each year the county superintendents in Montana prepare and send to the office of the State Superintendent of Public Instruction a list of all active teachers within their respective counties. Copies of these lists for the years 1936-37 and 1937-38 were obtained from the secretary of the Montana Education Association, and form the principal basis for this study.

Aside from naming those occupying the teaching positions in the various counties, there is little uniformity in these lists. Some include the name of the school in which the teacher was employed, the district number, the type of school, and the subjects or grades which had been assigned to the individual teacher. Other lists contain only the names of the teachers, and still others provide a limited amount of the information. Therefore, in order to secure the desired information regarding all teachers, it was necessary in many cases to write to county superintendents and to district superintendents, requesting information in regard to individual teachers.

In order to determine the sources of the supply of new teachers in the year 1937-38, lists of these teachers were prepared and were checked against the lists of
graduates of the Montana State University at Missoula, the State College of Agriculture and Mechanic Arts at Bozeman, the Montana State Normal College at Dillon, the Eastern Montana Normal School at Billings, the Northern Montana College at Havre, the Billings Polytechnic Institute (combined with Intermountain Union College) at Billings, and the College of Education at Great Falls. These constitute the existing teacher-training institutions in Montana.

The records in the office of the State Superintendent of Public Instruction were then searched to determine the sources of supply of those teachers who had come into the state after having received their training in other states.

These sources of material have supplied information which has enabled this study to be based on one hundred per cent of the available facts.

Some Previous Studies

Anderson and Foster\(^5\), knowing that Ohio had an over-supply of teachers at the time of their study, sought to determine the number of teachers needed by the state, and

to determine what steps should be taken to insure adequately trained teachers. The study covers the elementary field only. Each superintendent in the state was asked for a list of all elementary school employees. When these were collected, a questionnaire was sent to each employee individually. Responses were received from ninety-three per cent of the entire group. The study resulted in recommendations that legislation should be effected, as soon as possible, to require teachers to have a minimum of two years' training.

Bailey, in a study based upon the records of the State Department of Education, and designed to show how to plan and control a supply of teachers for Vermont so that the supply for each type of position would approximately balance the demand, reports that (1) requirements for certification in Vermont were being raised; (2) the Vermont Teachers Guidance Association had initiated the practice of recruiting high school students of high caliber for the teaching profession; and (3) the quota of students for each teacher-training institution, in order to avoid bidding for students, was set by the director of teacher training of the State Department of Education in cooperation with the colleges and normal schools.

Buckingham developed a study of supply and demand of teachers in Ohio with particular reference to the teacher-training institutions. His problem was to present a plan for the coordination of teacher-training so that a graduate of one of these institutions would actually be trained. An attempt was made to question each teacher in the state. However, this proved so expensive that the attempt was abandoned, and reports from superintendents were substituted. The material used covered about ninety per cent of the teachers, which Buckingham believed was sufficient. His recommendations presented his plan for Remedying the defects in the Ohio teacher-training system. This study was supported financially by the Commonwealth Fund, for the purpose of producing a model upon which other studies on the same subject could be based.

Ruth Eakin developed a study in California based upon the records of the State Department of Education, the Teachers Retirement Salary Board, and


other minor sources. The purpose was to determine the relationship of the increase of regular teachers in 1926-27 to the demand. She found that newly-trained secondary teachers exceeded the demand four to one, but the supply of newly-trained elementary and kindergarten teachers was only very slightly in excess of the demand.

Elliff studied the supply of newly-trained teachers and newly-certified teachers in Missouri, without reference to those who had been previously trained or certified. The material upon which the study was based consisted of questionnaires regarding each recent graduate of each of the teacher-training institutions in that state. The teacher-training institutions answered the questions. Elliff found that only thirty-seven per cent of those with whom her study was concerned obtained positions. Of the positions filled by newly-trained teachers, fifty per cent were in rural schools, although specific training for rural school teaching was woefully lacking. This condition resulted from the over-supply of newly-trained high school teachers, and indicated that teacher training in Missouri was not designed to fit the needs of the state.

Foster and others\(^{10}\) made a study of teacher demand and supply in Indiana, to learn the number of teaching positions in the state, the possible annual modifications of this number, if the teacher-training institutions were meeting the situation, and if guidance in enrollments would be advisable. State directories, the records of the teachers' retirement fund, and the records of the State Department formed the basis for the study. The results of the study showed that there was an over-supply of teachers for nearly all types of positions. The writers recommended that further study of the situation be made, including a study of guidance in teacher-training and a study of entrance requirements to teacher-training institutions.

Huffaker\(^{11}\) reports that many graduates of teacher-training institutions in Oregon were unable to obtain positions. His study was to learn whether this condition resulted from poor training in these institutions, or was


the result of a poor distributive system and competition from untrained teachers. Blanks sent from the State Department to all teachers in the state were the basis for the work, and complete returns were received from ninety-five per cent of the teachers. The study showed that the state produced approximately the number of trained teachers to fill the vacancies. The lack of balance between the supply and the demand, it was found, was due to the large number of inadequately trained teachers who were admitted to teach in the state. This was more apparent in the elementary schools than in the high schools.

Myers traced the history of the development of teacher-training institutions in Ohio. He then presented the results of his study, which was based upon reports from superintendents supplemented by the records of the state teachers' retirement board. This study was compared with that of Buckingham, who was the pioneer in this field of study. A discussion of the defects of the Ohio system of teacher-training was followed by a proposal for teacher-training in that state which Myers believed would eradicate the defects of the system.

Peterson and others\textsuperscript{13} made a very exhaustive study of the teacher situation in Iowa in an effort to find a means to maintain a supply of satisfactory teachers to balance the demand.

The study of supply was based on four previous studies at the University of Iowa. The basis for the study of demand was a questionnaire which every teacher in the state was requested to answer. Each county superintendent was held responsible for the questionnaires of teachers in her county.

In their conclusions, the writers emphasize the fact that teaching is now so highly specialized that merely speaking of a teacher is not sufficient. The teaching positions must be divided according to the special training demanded for each, and the over-supply or under-supply of teachers in each division must be studied with reference to the training demanded by that division of the teaching profession.

They also point to the fact that the supply of teachers is very unstable, as they found the median experience for all teachers to be only four years; and many people prepare for teaching only incidentally, so that, while they must be considered as potential teachers, 

\textsuperscript{13} Op. Cit.
they are also potentially prepared for several other lines of work.

Steele reviewed the extent of the training of teachers, the teacher-training institutions, and teacher turnover in Vermont. His work was based on records which were on file in the office of the State Commissioner of Education. He found:

The amount of training possessed by teachers in Vermont, particularly the elementary teachers, is much below the standard which has been widely accepted as a satisfactory minimum of training.

His study showed that Vermont had too many teacher-training institutions, and that the amount of training offered in these institutions was not standardized.

Teacher turnover, he found, was very high. He writes:

Graded teachers stay on the average 2 7/8 years in a position and teach eight years, while the rural teacher rarely stays more than one year in a place and on the average teaches only 3.15 years.

Mr. Steele recommended higher certification standards and fewer training institutions.

A study for the state of Colorado dealing with the teacher-training institutions, the number of teachers from

15. Ibid., p. 89
16. Ibid., p. 89

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outside the state, and the teacher turnover, was prepared by Whitney. The material was secured from the teacher-training institutions and from superintendents. He found that the average tenure of teachers in the state was not over four years. The teacher-training institutions in Colorado, at the time of the study, were graduating slightly less than the number of teachers needed to fill the vacancies. However, at the time a large number of inadequately trained teachers were admitted to teach in the state. He learned that Colorado was receiving more teachers from outside the state than she was furnishing to other states. He found that those teachers who came into Colorado from other states were very well prepared, being much more so than the teachers prepared within the state.

CHAPTER II

THE PROCEDURE

The Information Card

A filing card, a replica of which is shown in Figure 1, was made out for each teacher in the state for the year 1936-37. The notations on the card show the name of the teacher, the county in which she taught, the number of the school district, the name of the particular school, and the type of school. If the individual occupied some administrative position, this was also noted.

In some instances, some of these notations were omitted. For example, if the individual was teaching in the elementary school system in Missoula, this information alone would be sufficient. It would not be necessary to note whether the individual taught in the Lowell or in the Roosevelt school.

Although this study is not concerned with high school teachers, a card was made out for each high school teacher in the state for the year 1936-37, as well as for teachers in other types of schools. Cards for the high school teachers were made necessary because of the fact that some high school teachers, at the end of the year, change to other types of schools. Thus high school teachers in 1936-37 might be, in 1937-38, administrators.
<table>
<thead>
<tr>
<th>Name</th>
<th>Doe, Jane</th>
</tr>
</thead>
<tbody>
<tr>
<td>County</td>
<td>Dawson</td>
</tr>
<tr>
<td>District</td>
<td>98</td>
</tr>
<tr>
<td>School</td>
<td>Range View</td>
</tr>
<tr>
<td>Type</td>
<td>Hi</td>
</tr>
<tr>
<td>Admin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|              |             |
|              |             |

|              | 1936-37     |
|              | 1937-38     |
|              | Lincon      |
|              | 152         |
|              | Red Arrow   |
|              |             |

**FIGURE 1**

REPLICA OF INFORMATION CARD WITH NOTATIONS
dealing with elementary schools, or they might become teachers in elementary or in rural schools.

The card file for 1936-37, therefore, contained a card for each rural teacher, each elementary teacher, each high school teacher, and each administrator in the state.

Notations were then made on the same cards for the year 1937-38 in cases where teachers in the state in 1936-37 continued to teach in the state in 1937-38. Those individuals who were high school teachers in 1936-37 and were again teaching in high schools in 1937-38 were now eliminated from further consideration in this study.

If a 1936-37 teacher did not hold a teaching position in Montana in 1937-38, no notations were made on that individual's card for the year 1937-38.

Conversely, it was found that there were teachers listed in the year 1937-38 who had held no teaching position in Montana in the year 1936-37. Cards were made out for these teachers, and these cards bear no notations for the year 1936-37.

The next step was to isolate in one filing case the cards of all teachers who occupied positions in rural schools in the year 1936-37. A study of these cards gave the following information regarding these individuals for the year 1937-38.
Rural school teachers of 1936-37:

Number who occupied same positions in 1937-38.
Number who occupied positions in the same type of school in 1937-38.
Number who occupied positions in other types of schools in 1937-38.
Number who occupied no teaching position in the state of Montana in 1937-38.

Assuming that in 1937-38 there would be the same number of positions for teachers in rural schools as there had been in 1936-37 — a point which at this stage of the study had not been determined — the demand for rural school teachers in Montana would be shown by the last three groups in this classification.

A similar study was then made of those teachers who had occupied non-administrative positions in the elementary schools in the state in 1936-37.

A study was then made to secure similar information regarding the administrators in the state in 1936-37. However, because of the variety of administrative positions, this group was sub-divided as follows:

Individuals in the office of the State Superintendent of Public Instruction who dealt with rural or elementary schools.
County superintendents.
Superintendents of first class school districts.
Superintendents of second class school districts.
Superintendents of third class school districts.

This concluded the study of the cards for the year 1936-37.

A study was then made of the cards of those individuals who occupied teaching positions in the state in 1937-38. This study for 1937-38 revealed the actual demand for teachers in that year. In the administrative positions, it was found that the number of positions was the same with the exception of the elimination of one position in the office of the State Superintendent of Public Instruction. However, the number of elementary teaching positions in the state showed an increase in 1937-38 over 1936-37; and the number of rural school teaching positions was decreased in 1937-38 as compared with 1936-37.

In the study for 1937-38, the information secured regarding individuals teaching in rural schools in this year was as follows:

Number who had held same positions the previous year.
Number who had held similar positions in the state the previous year.
Number who had held teaching positions of other types in the state the previous year.

Number who had held no teaching positions in the state the previous year.

The last three groups in this classification indicated the demand for rural school teachers in Montana in 1937-38.

Similar information was secured for those holding elementary teaching positions in Montana in 1937-38. The administrative positions were sub-divided as they had been in 1936-37, and information was then secured relative to each sub-division similar to that secured concerning rural and elementary school teachers.

This study for 1937-38 showed the demand for teachers of each type for that year, and also showed the sources of supply.

One large group in the supply of teachers was composed of those who had held no teaching position in the state of Montana in the year 1936-37. This group was checked against the records of the teacher-training institutions in Montana, as previously indicated, to determine the number who had received their training within the state. Those whose names did not appear in the lists of graduates from the teacher-training
Institutions in Montana were then checked against the records in the office of the State Superintendent of Public Instruction in order to determine the sources of this supply of teachers who were not graduated from the teacher-training institutions within the state.
CHAPTER III

RESULTS OF THE STUDY OF 1936-37

In the year 1936-37, those teachers with whom this study is concerned were distributed, according to type, as follows:

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>275</td>
</tr>
<tr>
<td>Elementary school teachers</td>
<td>1992</td>
</tr>
<tr>
<td>Rural school teachers</td>
<td>1969</td>
</tr>
<tr>
<td>Total</td>
<td>4236</td>
</tr>
</tbody>
</table>

This distribution is shown graphically in Figure 2.

The study of the cards for the teachers in 1936-37 shows the distribution of these teachers, in 1937-38, according to types of positions.

Rural School Teachers

In 1937-38, seven hundred fourteen of the 1936-37 rural school teachers continued to hold the same positions. Five hundred twenty-two held similar positions, but in different school districts. The tendency for rural school teachers to try to secure positions in other types of schools is shown by the fact that one hundred fifty-one of the 1936-37 rural school teachers became teachers in elementary schools in 1937-38. Four became high school teachers, four became superintendents of third class
Elementary Teachers
47%

Administrators
6.5%

Rural Teachers
46.5%

FIGURE 2
DISTRIBUTION OF TYPES OF TEACHERS IN 1936-37
school districts, and two were elevated to the office of county superintendent. Five hundred seventy-two of the 1936-37 rural school teachers held no position whatever in Montana in 1937-38.

**Elementary School Teachers**

The elementary school teachers were more stable than the rural school teachers. In 1937-38, one thousand five hundred twenty-one of the elementary school teachers held the same positions as in 1936-37. One hundred five held similar positions, but in different school districts. Twenty-seven of the 1936-37 elementary school teachers became rural school teachers in 1937-38. Twenty-four of the elementary school teachers were high school teachers in 1937-38, four became superintendents of third class school districts, one was elected county superintendent, and two became connected with the office of the State Superintendent of Public Instruction. Of the 1936-37 elementary school teachers, three hundred eight held no position in Montana in the year 1937-38.

The distribution in 1937-38 of the 1936-37 rural school teachers and elementary school teachers is shown in Table I.

**Administrators**

Because of the variety of administrative positions
<table>
<thead>
<tr>
<th>1936-37</th>
<th>Positions held in 1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Teachers</td>
<td>714</td>
</tr>
<tr>
<td>Elementary Teachers</td>
<td>1521</td>
</tr>
<tr>
<td>Total</td>
<td>2235</td>
</tr>
</tbody>
</table>

* These positions were similar to those held by these teachers in 1936-37, but were in different districts.
in the state, the different types of these positions have been studied separately, instead of studying all administrative positions in one group. The 1930-37 types of administrative positions, together with the 1937-33 distribution of these administrators, is shown in Table II.

In 1930-37, there were four individuals in the office of the State Superintendent of Public Instruction whose work was concerned with rural and elementary schools. In 1937-33, two of these individuals held no teaching position in the state, one became a high school teacher, and one became a college instructor.

Of the fifty-six county superintendents in 1930-37, fifty-three retained the same positions in 1937-33. Two became elementary school teachers, and one held no teaching position in the state in 1937-33.

There were only six superintendents of first class school districts in Montana in 1930-37. Of these, five retained the same positions, and the remaining one held no teaching position in the state in 1937-33.

In 1930-37, there were seventy-one superintendents of second class school districts. Sixty-five of these retained the same positions in 1937-33. One held a similar position, but in a different school district. Two became, in 1937-33, superintendents of third class school
TABLE II

DISTRIBUTION IN 1937-38 OF
1936-37 ADMINISTRATORS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supt. Third Class Dist.</td>
<td>98</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>8*</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td>138</td>
</tr>
<tr>
<td>Supt. Second Class Dist.</td>
<td>65</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1*</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>71</td>
</tr>
<tr>
<td>Supt. First Class Dist.</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>County Supt.</td>
<td>53</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td>Officer in State Dept.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>221</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>31</td>
<td>275</td>
</tr>
</tbody>
</table>

* These positions were similar to those held by these teachers in 1936-37, but were in different districts.
districts, and three held no teaching position in Montana.

There were one hundred thirty-eight superintendents of third class school districts in Montana in 1936-37. Ninety-eight of these occupied the same positions the following year. Eight held similar positions, but in different school districts. Two, in 1937-38, became elementary school teachers, and two became high school teachers. Two occupied positions in 1937-38 as superintendents of second class school districts, one became a county high school principal, and one was connected with the office of the State Superintendent of Public instruction. Twenty-four of the 1936-37 superintendents of third class school districts occupied no teaching position in Montana in 1937-38.

Of the 1936-37 rural school teachers, thirty-six per cent held the same positions in 1937-38. Seventy-six per cent of the elementary school teachers held the same positions, and eighty per cent of the administrators. The average of all teachers of 1936-37 who held the same positions in 1937-38 was fifty-eight per cent. Figure 3 shows these percentages graphically.
FIGURE 3

1936-37 TEACHERS WHO RETAINED SAME POSITIONS IN 1937-38
CHAPTER IV

RESULTS OF THE STUDY OF 1937-38

In the year 1937-38, there were altogether four thousand sixty-five teachers in the state with whom this study is concerned. Two hundred seventy-four of these were administrators, two thousand eighteen were elementary school teachers, and one thousand seven hundred seventy-three were rural school teachers. This distribution is shown graphically in Figure 4.

The total shows that in 1937-38 there were one hundred seventy-one fewer teachers employed in the state as administrators, elementary school teachers, and rural school teachers than there had been in 1936-37.

The number of administrators was one less than in 1936-37. This decrease was caused by the elimination of one position in the State Department. The number of county superintendents, superintendents of first class districts, superintendents of second class districts, and superintendents of third class districts remained the same.

In 1937-38, there were twenty-six more elementary school teachers employed in the state than there were the previous year. On the other hand, in 1937-38 there were one hundred ninety-seven fewer rural school teachers.
FIGURE 4

DISTRIBUTION OF TYPES OF TEACHERS IN 1937-38

- Elementary Teachers 49.6%
- Rural Teachers 43.6%
- Administrators 6.8%
employed in the state than there had been in 1936-37.

A study of the cards of the elementary school teachers and the rural school teachers shows that while the migration from the country to the towns has affected all towns to some extent, it has been primarily from the east to the west. The marked decrease in the number of rural schools in Montana has been in the eastern counties; while the greatest increase in the number of elementary school positions has been in the mountainous section of the state. This probably shows one influence of the present-day economic conditions on the teaching profession. The probable cause of the decrease in the rural schools and the increase in the elementary schools is the fact that many farmers located on poor land have migrated toward the west, causing a school problem which extended far beyond the western borders of this state.

Rural Teachers

Seven hundred fourteen of the rural school teachers employed in the state in 1937-38 retained the same positions which they had held in 1936-37. Five hundred twenty-two held positions similar to the ones they had occupied the previous year, but in different school districts. Twenty-seven of the 1937-38 rural school teachers had been elementary school teachers in 1936-37.
Of the rural school teachers employed in Montana in 1937-38, five hundred ten had held no teaching positions in the state in 1936-37.

**Elementary School Teachers**

A much larger proportion of the 1937-38 elementary school teachers retained the same positions they had held the previous year, there being one thousand five hundred twenty-one of these. One hundred five had held positions in 1936-37 similar to their 1937-38 positions, but in different school districts. Two of the 1937-38 elementary school teachers had been county superintendents in 1936-37, two had been superintendents of third class school districts, and one hundred fifty-one had been elementary school teachers. No teaching positions in the state had been held in 1936-37 by two hundred thirty-seven of the 1937-38 elementary school teachers.

Table III shows the distribution in 1936-37 of those individuals who held positions in Montana in 1937-38 as rural school teachers and elementary school teachers.

**Administrators**

As in Chapter III, because of the variety of administrative positions in the state, the administrators have been divided here according to the type of position.

Two of the individuals who, in 1937-38, were
TABLE III
SOURCES OF SUPPLY OF 1937-38 RURAL AND ELEMENTARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>1937-38</th>
<th>Position held in 1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Same Position</td>
</tr>
<tr>
<td>Rural Teachers</td>
<td>714</td>
</tr>
<tr>
<td>Elementary Teachers</td>
<td>1521</td>
</tr>
<tr>
<td>Total</td>
<td>2235</td>
</tr>
</tbody>
</table>

* These positions were similar to the ones held by these teachers in 1937-38, but were in different districts.
connected with the office of the State Superintendent of Public Instruction, had been elementary school teachers in 1936-37. The third individual in this office had held no teaching position in the state the previous year.

Fifty-three of the county superintendents in 1937-38 had held the same offices in 1936-37. One had been an elementary school teacher and two had been rural school teachers in 1936-37.

There were six superintendents of first class school districts in the state in 1937-38. Five of these retained their former positions. The sixth had previously been a high school principal.

1936-37 positions were retained by sixty-five of the superintendents of second class school districts in 1937-38. One held a similar position in 1936-37, but in a different school district. One of the 1937-38 superintendents of second class school districts had been a county high school principal the previous year, two had been superintendents of third class school districts, and two had held no teaching positions in Montana in 1936-37.

Changes had been more numerous among the superintendents of third class school districts, only ninety-eight of the one hundred thirty-eight holding the same positions in 1937-38 as they occupied in 1936-37.
Eight held positions in 1937-38 similar to those which they had held in 1936-37, but in different school districts. Two of the 1937-38 superintendents of third class school districts had, in 1936-37, been superintendents of second class school districts. Eleven had been high school teachers in 1936-37, four had been elementary school teachers, and four had been rural school teachers. Eleven of the 1937-38 superintendents of third class school districts had held no teaching positions in Montana in 1936-37.

Table IV shows the distribution in 1936-37 of those individuals who held administrative positions in Montana in 1937-38.

A word of explanation is in order in regard to the complete replacement in the office of the State Superintendent of Public Instruction, of those officers dealing with elementary and rural schools. In 1936, a new State Superintendent of Public Instruction was elected, and the turnover in this department is due to the new administration. These replacements actually took place in January, 1937, rather than at the beginning of the school year 1937-38. The same explanation (a general election) accounts for the changes in county superintendents.
### TABLE IV

**SOURCES OF SUPPLY OF 1937-38 ADMINISTRATORS**

<table>
<thead>
<tr>
<th>1937-38</th>
<th>Positions held in 1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supt. Third Class Dist.</td>
<td>96</td>
</tr>
<tr>
<td>Supt. Second Class Dist.</td>
<td>65</td>
</tr>
<tr>
<td>Supt. First Class Dist.</td>
<td>5</td>
</tr>
<tr>
<td>County Supt.</td>
<td>53</td>
</tr>
<tr>
<td>Officer in State Dept.</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>221</td>
</tr>
</tbody>
</table>

*These positions were similar to the ones held by these teachers in 1937-38, but were in different districts.*
Of the various types of teaching positions, the greatest proportion of changing positions between 1936-37 and 1937-38 took place among the rural school teachers. Only forty per cent of the rural school teachers of 1937-38 had held the same positions in 1936-37. Seventy-five per cent of the 1937-38 elementary school teachers had held the same positions the previous year, and eighty per cent of the administrators. Of the entire group of teachers with whom this study is concerned, sixty per cent of those employed in 1937-38 retained the same positions which they had held in 1936-37. Figure 5 shows this comparison of the different types of positions.
FIGURE 5
1937-38 TEACHERS WHO HAD HELD
SAME POSITIONS IN 1936-37
CHAPTER V

SOURCES OF SUPPLY OF 1937-38 TEACHERS

It is apparent that the demand for teachers in 1937-38 included all those positions which, in 1936-37, were not occupied by the same individuals as in 1937-38. This total demand for teachers in 1937-38 consisted of one thousand six hundred nine positions. Fifty-three of these were administrative positions, four hundred ninety-seven were elementary school positions, and one thousand fifty-nine were rural school positions.

Sources of Supply

One large source of supply in filling these positions consisted of the teachers who were engaged in teaching in the state in 1936-37, but left their positions for different ones in the state in 1937-38. Thirty-nine of the 1937-38 administrators were in this group, two hundred sixty of the elementary school teachers, and five hundred forty-nine of the rural school teachers. The positions held by these individuals in 1936-37 have already been shown in Table III, page 36, and Table IV, page 39. No further consideration, therefore, needs to be given to this group of teachers in this study.

We have yet to account for those individuals who
were engaged in teaching in the state in 1937-38, but who held no teaching positions in the state in 1936-37. These consisted of seven hundred sixty-one individuals, distributed as follows: fourteen of the 1937-38 administrators, two hundred thirty-seven of the elementary school teachers, and five hundred ten of the rural school teachers.

These have been divided, according to the sources of supply, into three large groups, as shown in Figure 6. These groups are (1) two hundred seventy-one individuals who graduated in 1937 from the Montana teacher-training institutions; (2) four hundred one individuals who had previously taught in Montana, but not during the year 1936-37; and (3) eighty-nine teachers from outside the state who had not previously taught in Montana.

1937 Graduates of Montana Training Institutions

The largest group of the 1937-38 teachers who were graduated from a Montana teacher-training institution in 1937 was the group from the Eastern Montana Normal School, numbering one hundred three. Sixty-nine of these filled positions in rural schools, and thirty-four became elementary school teachers.

Sixty-four of the 1937 graduates from the Montana
1937 Graduates In The State

35.75%

Previous Teachers In The State

54%

New Teachers From Outside The State

11.25%

FIGURE 6

SOURCES OF SUPPLY OF 1937-38 TEACHERS NOT TEACHING IN MONTANA IN 1936-37
State Normal College became rural school teachers in 1937-38, fifteen secured positions as elementary school teachers, and one became an administrator.

The 1937 graduating class from the Northern Montana College contributed fifty to the ranks of the 1937-38 rural school teachers, and seven of this class became elementary school teachers.

Two of the 1937 graduates from the Montana State University became rural school teachers, and four became elementary school teachers.

The 1937 graduating class of the Montana State College provided one rural school teacher and two elementary school teachers in 1937-38.

These institutions are state institutions in Montana. There were two teacher-training institutions which contributed to the 1937-38 supply of teachers, which were not state institutions.

Twenty-one of the 1937 graduates from the Great Falls College of Education became rural school teachers in 1937-38.

One graduate from the Billings Polytechnic Institute secured a position as a rural school teacher in 1937-38.

Table V is arranged to show how the graduates of
<table>
<thead>
<tr>
<th>Graduated from</th>
<th>Rural School</th>
<th>Elementary School</th>
<th>Administrative Position</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billings Polytechnic Institute</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Eastern Montana Normal School</td>
<td>69</td>
<td>34</td>
<td>-</td>
<td>103</td>
</tr>
<tr>
<td>Great Falls College of Education</td>
<td>21</td>
<td>-</td>
<td>-</td>
<td>21</td>
</tr>
<tr>
<td>Montana State College</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Montana State Normal College</td>
<td>64</td>
<td>15</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Montana State University</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Northern Montana College</td>
<td>50</td>
<td>7</td>
<td>-</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>62</strong></td>
<td><strong>1</strong></td>
<td><strong>271</strong></td>
</tr>
</tbody>
</table>

TABLE V
1937-38 TEACHERS GRADUATED IN 1937 FROM MONTANA TRAINING INSTITUTIONS
teacher-training institutions in Montana were distributed according to type of position in 1937-38.

The small number of 1937 graduates from the Montana State University and the Montana State College who became rural school teachers and elementary school teachers in 1937-38 is explained by the fact that these institutions train teachers for high school positions. Only occasionally does a graduate of one of these institutions become a teacher in an elementary school or in a rural school.

**Previous Teachers in the State**

By far the greatest source of supply of new teachers in 1937-38 was the group of individuals who had previously taught in the state, but, for various reasons, had not held teaching positions in the state in 1936-37. Table VI shows where these teachers secured their training. Those who received their training in Montana are segregated according to institutions. Those who received their training outside Montana are designated only according to states.

One hundred forty-one previous graduates of the Montana State Normal College returned to teaching in 1937-38, after an absence. Eighty-one of these secured positions in 1937-38 as rural school teachers. Fifty-six
### TABLE VI

**SOURCES OF 1937-38 TEACHERS WHO PREVIOUSLY TAUGHT IN MONTANA BUT NOT IN 1936-37**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rural School</th>
<th>Elementary School</th>
<th>Administrative Position</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billings Polytechnic Institute</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Eastern Montana Normal School</td>
<td>56</td>
<td>23</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Montana State College</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Montana State Normal College</td>
<td>81</td>
<td>56</td>
<td>4</td>
<td>141</td>
</tr>
<tr>
<td>Montana State University</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Northern Montana College</td>
<td>34</td>
<td>9</td>
<td>-</td>
<td>43</td>
</tr>
<tr>
<td>Minnesota</td>
<td>10</td>
<td>6</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>North Dakota</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Oregon</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>Washington</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Graduate of no training institution</td>
<td>49</td>
<td>5</td>
<td>-</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>265</td>
<td>124</td>
<td>12</td>
<td>401</td>
</tr>
</tbody>
</table>
became elementary school teachers, and four became administrators.

Eighty previous graduates of the Eastern Montana Normal School returned to teaching in 1937-38. Fifty-six of these taught in rural schools, twenty-three in elementary schools, and one became an administrator.

Northern Montana College had graduated forty-three of these returned teachers. Thirty-four of them went to rural school positions and nine to elementary school positions.

Fifteen former graduates of the Montana State University returned, after an absence, to teaching in 1937-38. Four of these became rural school teachers, eight became elementary school teachers, and three secured administrative positions.

Only three from the Montana State College were in this group of returned teachers. One of these taught in a rural school in 1937-38, and two taught in elementary schools.

One graduate of the Billings Polytechnic Institute returned to teaching in 1937-38, securing an elementary school position.

Of those returning to teaching in Montana in 1937-38 who had received their training outside the state, the
largest group came from North Dakota. Fifteen of these became rural school teachers in 1937-38, nine became elementary school teachers, and three became administrators.

Minnesota contributed ten rural school teachers and six elementary school teachers.

Thirteen of these returning teachers had received their training in Washington. Nine of these became rural school teachers in 1937-38, three became elementary school teachers, and one became an administrator.

Six rural school teachers and two elementary school teachers had received their training in Oregon.

Fifty-four of these individuals who returned to teaching in Montana in 1937-38 were, according to the records in the State Department of Education, graduates of no training institutions whatever, having secured their teaching certificates by examination.

Teachers From Outside Montana
Not Previously Employed Here

Those individuals who received their training outside of Montana, and who had not taught in the state previous to 1937-38, numbered eighty-nine. Table VII shows the distribution of these, arranged according to the states in which they received their training.

Sixty of these new teachers not experienced in
**TABLE VII**

**SOURCES OF TEACHERS FROM OUTSIDE MONTANA**
**NEW TO STATE IN 1937-38**

<table>
<thead>
<tr>
<th>State</th>
<th>Rural School</th>
<th>Elementary School</th>
<th>Administrative Position</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Iowa</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Minnesota</td>
<td>4</td>
<td>7</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>Missouri</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>North Dakota</td>
<td>22</td>
<td>37</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Santiago, Chile</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Washington</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>51</td>
<td>1</td>
<td>89</td>
</tr>
</tbody>
</table>
Montana came from North Dakota. Twenty-two became rural school teachers, thirty-seven became elementary school teachers, and one became an administrator.

Minnesota provided eleven. Four of these secured rural school positions and seven secured elementary school positions.

One rural school teacher and four elementary school teachers came from Washington.

Two of the new rural school teachers, not previously employed in Montana, came from Illinois. Two came from Iowa, and two from Wisconsin.

Oklahoma, Oregon, and Santiago, Chile, each trained one of the new elementary school teachers.

One 1937-38 new rural school teacher received her training in Kansas. One was trained in Missouri, one in Nebraska, and one in South Dakota.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The ultimate problem is to determine, through a series of studies of this character covering several years, a basis for training new teachers so that the demand for teachers for each type of position will be approximately balanced by the supply. The immediate problem is to determine the supply of teachers in 1936-37, the demand for new teachers in 1937-38, and the sources of the supply of these new teachers. The study is limited to elementary and rural school teachers and those administrators whose work deals with these types of schools.

The information on which this study is based was secured from the reports of the county superintendents to the office of the Secretary of the Montana Education Association. This was supplemented by letters from county superintendents and district superintendents.

A card was prepared showing the position held by each teacher in the state in the years 1936-37 and 1937-38. Those teachers who served only in high schools were not considered beyond this point.

Many teachers occupied the same positions in both
the years 1936-37 and 1937-38. The number of these was determined.

All other teachers in the state in 1937-38 were considered as being new teachers, as they were new either to the state or to the position. A part of this new teacher group taught in the state in 1936-37 but occupied different positions in 1937-38. The movement of these was traced.

Another group of 1937-38 teachers held no positions in Montana in 1936-37. The records of the teacher-training institutions in Montana showed which of these teachers had been graduated from these institutions in 1937. The placement of these teachers was determined. Another section of this group had previously taught in Montana, but not in 1936-37. The placement of these teachers in 1937-38 was determined, and the sources of training of these teachers were traced through the records in the State Department of Education. The third section of this group was composed of teachers from outside the state who had not taught previously in Montana. The placement of these teachers was determined, and the sources of training of these teachers were traced.

Conclusions

In considering these conclusions, it must be
remembered that they are based on only the two years with which this study has been concerned. There is a possibility that these two years have not been typical of the time which may be covered by a future series of studies, and therefore the conclusions presented here may be refuted or modified in the light of future information.

1. There is very slight danger, if any, of producing too many newly-trained teachers for rural and elementary school positions in Montana. In 1937-38, there were seven hundred sixty-one vacancies in these types of positions in the state, while the teacher-training institutions in the state graduated only two hundred seventy-one individuals who were interested in filling these vacancies. The training institutions report that their graduates of 1937 who wished to teach were able to secure positions without undue effort.

2. There has been much comment regarding the influx of teachers from other states, to the detriment of those teachers trained in Montana. This study shows no basis for alarm. Of the vacancies which were not filled by individuals teaching in the state in 1936-37, less than twelve per cent were filled by teachers from other states, coming for the first time into Montana schools. This
does not appear to be an alarming situation, especially as Montana is not training enough individuals to fill all positions which are vacant.

3. Quite a different picture is presented by the supply of individuals who, for various reasons, have left the teaching profession in the state, but who continue to hold certificates which entitle them to teach if they so desire.

Just how many of these there may be, it is impossible to ascertain accurately. In the office of the State Superintendent of Public Instruction, there are files containing many thousands of names of those who have been granted life diplomas of varying types and six-year certificates. There are enough of these listed in the files to fill all vacancies in any single year many times over, to the exclusion of all other sources of supply.

No one knows when these people may decide to resume teaching. They may do so at will, so long as the time-limit of their certificates has not expired. However, it is known that some of them offer their services as teachers when economic conditions become severe. These have been termed "rainy-day teachers". They feel the need of additional financial resources, and teaching for a year or two offers a means of meeting the demand for more money.
Just at such a time, teachers who are in active service are having their salaries lowered, and the number of positions is being reduced so that some active teachers must seek new positions—-and the retired teacher enters the field to make matters worse for the teacher who is making a profession of teaching.

That this source of teachers is a serious threat to the professional teacher is shown by this year 1937-38. Of the seven hundred sixty-one vacancies filled by those not teaching in the state in 1936-37, fifty-four per cent of the positions were filled by this group.

Of course, some of these returning teachers have left the profession only for further training, and are to be commended for doing so, and to be given every consideration in securing new positions. The threat to the professional teacher comes not from these, but from the "rainy-day teacher".

4. Tenure for administrators and for elementary school teachers is good in this state, and the teacher turnover in these types of positions is not excessive.

However, only thirty-six per cent of the 1936-37 rural school teachers held the same positions in 1937-38. In other words, the average rural school teacher in this state holds one position only about one and one-half years.
The teacher in the rural school should be the best teacher in the profession. The rural teacher must depend entirely upon her own resources, while the teacher in the larger systems has others for help and inspiration. The rural teacher is, in many instances, the only person directly concerned with inspiring the boys and girls toward better intellectual attainments — a wonderful opportunity, if the teacher is prepared to grasp it.

But because living conditions are usually better in town, because social opportunities are more enticing, and because salaries are higher in town, the rural school is usually left to the teacher who is inexperienced and is least able to do the job right. This is not an indictment of the present group of rural school teachers. Rather, it is merely mentioning a defect in our educational system.

The importance of this problem in Montana is shown by the rural school situation in 1937-38. Of a total of one thousand seven hundred seventy-three rural school teaching positions in that year, one thousand sixty-nine were filled by teachers who were not in the same positions during the previous year.

Recommendations

1. Being fully aware that the office of the State
Superintendent of Public Instruction is entirely outside my province, and not in any way wishing to cast reflections upon those who have conducted the work of this office, I nevertheless make a recommendation that the files of those who have received teaching certificates in this state be divided. In one set of files I recommend that the names of those individuals be placed who, for any reason, will not again teach in this state. Many have died, and many others have allowed their certificates to lapse. Others are probably known who, for some reason, will not teach again in Montana. In the other file, I recommend placing the names of those individuals who are now teaching in the state or who may do so in the future.

2. There are many individuals who have been issued teaching certificates in this state who are not intending to teach here again. I recommend that a law be enacted by the Legislature to the effect that holders of life diplomas to teach in Montana, and who cease active teaching, be required to register these diplomas with some county superintendent in the state of Montana at least once in each four years, and that notice of this registration be forwarded to the State Department; and that, having failed to make such registration, an individual again wishes to teach in the state, additional work at a Montana teacher-
training institution will be required in order to re-
instate the life diploma.

This would enable teacher-training institutions to
ascertain accurately the possible supply of teachers from
the ranks of those teachers who are inactive.

3. I recommend that studies similar to this be made
annually, with the idea in view of a possible solution of
the ultimate problem stated at the beginning of this study.


Kyers, Alonzo F., A Teacher Training Program for Ohio.

Peik, W.E., The Training of Teachers in North Dakota.


Steele, Robert McCurdy, A Study of Teacher Training in the State of Vermont.

Whitney, Frederick L., Teacher Demand and Supply in the Public Schools.