A STUDY OF THE PERMANENCE OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN MICHIGAN

Thesis for the Degree of Ed. D.

MICHIGAN STATE UNIVERSITY

Ray Budde

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This is to certify that the

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A STUDY OF THE PERMANENCE OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN MICHIGAN

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Major professor

Date March, 1959

A STUDY OF THE PERMANENCE OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN MICHIGAN

By

Ray Budde

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and Applied Science
in partial fulfillment of the requirements
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DOCTOR OF EDUCATION

1959

Department of Administrative and Educational Services

Approved by _____

The problem. There has been much concern during the last decade about the rapid turnover of teachers in grades seven, eight, and nine. These grades have been labeled by many as being the most difficult to teach. They should be staffed, as should all grades in public education, with qualified, permanent teachers. This study seeks to compare the permanence of seventh, eighth, and ninth grade teachers in Michigan with the permanence of teachers of other grades in Michigan.

Methodology. Tippett's random numbers were used to draw a 10 per cent sample of school systems of Michigan. With the letterhead of the Michigan Secondary School Association, contact letters were sent to the superintendents of these systems requesting permission for teachers of all grades to participate in the "Michigan Teacher Personnel Study." Affirmative answers were received from thirty-four of the thirty-five superintendents. Eighty per cent of the 3471 questionnaires sent out were returned.

The data were analyzed by use of the chi-square statistic to test significance of differences. The number values were used in the statistical analysis; tabular information was generally presented in percentages. It was possible to chart actual patterns of mobility for each grade from 1947 to 1957.

Findings and conclusions. The significant findings of this study were as follows:

(1) Seventh, eighth, and ninth grade teachers were less permanent in classroom teaching than teachers in all other grades

except grade ten. Considered as a grade group, teachers in grades seven, eight, and nine were less permanent than teachers in any other grade group.

(2) Three hundred forty-nine teachers were needed per hundred available teaching positions in seventh grade from 1947 to 1957; 352 in eighth grade; and 312 in ninth grade. These compared with 320 teachers needed per hundred available teaching positions in tenth grade; 247 in twelfth grade; 270 in sixth grade; and 223 in kindergarten, the grade with the lowest rate of turnover.

(3) Seventh, eighth, and ninth grade women teachers were less permanent than women teachers in other grade groups. Seventh, eighth, and ninth grade men teachers were less permanent than women teachers in their same grade group and men teachers in senior high school.

(4) Seventh, eighth, and ninth grade teachers in large school systems were more permanent in classroom teaching and in grade than seventh, eighth, and ninth grade teachers in small systems. Seventh, eighth, and ninth grade teachers in both large and small systems were less permanent in classroom teaching than senior high school teachers in their respective sized systems.

(5) Seventh, eighth, and ninth grade teachers were younger and had fewer years of teaching experience than did teachers in other grades.

(6) "Discipline problems" was given as the main reason by teachers for disliking to teach seventh, eighth, and ninth grade students. "Professional and salary advancement" and "the

desire to teach more challenging subject matter" were the two most frequently given reasons for changing from grades seven, eight, and nine.

(7) Virtually the only sources of supply for senior high school vacancies from 1947 to 1955 (except for teachers who started directly in the senior high grades) were seventh, eighth, and ninth grade teachers.

The findings of this study when used with projected public school enrollment figures for Michigan point toward a critical shortage of qualified teachers for grades seven, eight, and nine from 1958 to 1963. Present efforts of teacher training institutions to devote more attention to training teachers for junior high school work need to be expanded. Long-term improvement in permanence of staff in these grades depends on the acceptance of the idea that the early adolescent is sufficiently different from those younger and older to warrant a distinctive kind of educational program and that this program should be staffed by qualified teachers who are as permanent in their positions as are teachers in other grades.

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ACKNOWLEDGMENTS

Many have helped make this dissertation a reality. Discussion and correspondence with a number of junior high school principals in Michigan--Mr. Nelson Budde, Mr. Al Chanoton, Mr. Harold Logan, Mr. Harold Rapson, and Mr. Herbert Stoeri--helped to define the problem.

Dr. Dale Kennedy and the 1957 Executive Board of the Michigan Secondary School Association under its president, Mr. Don Wheeler, were of vital assistance in insuring successful contact with the school systems.

Dr. Willard Warrington and Dr. Wilbur Brookover gave special help with the statistical aspects of the problem.

The author's committee, Dr. Wilbur Brookover, Dr. Clyde Campbell, Dr. Cecil Millard, and chairman, Dr. William Roe, have given unselfishly of their time during the writing of this dissertation as well as on many other occasions during the period of doctoral study.

The author owes a special debt of gratitude to his chairman, Dr. William Roe, for the continuing encouragement and help given the candidate.

These acknowledgments would not be complete without a sincere and warm thanks to the author's wife, Patricia Budde.

DEDICATION

This dissertation is dedicated by Ray and Pat Budde to Norman and Lucille Johnson for their continuing encouragement and support.

CHAPTER

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THE PROBLEM

I. INTRODUCTION

Basic in the ideals of American education is the concept of equality of opportunity. Each student has the right to an education which will provide the opportunities he needs to grow as a competent person. The struggle to provide equal opportunity to the children of rich and poor has been a continuing one. The struggle to provide equal opportunity to the children of parents of different colored skins rages at a high pitch at the time of the writing of this thesis.

Equality of opportunity in education may be viewed in another way: students should have equal opportunities regardless of the grade level in which they happen to be. A kindergarten child is very different from a fourth grader. An eighth grade youngster is very different from a senior in high school. Each grade level has different challenges to teachers and perhaps requires teachers of different temperaments and interests. Good teaching at each grade level contributes to the education and personality of the youngster as he "grows up" through the school. If this is true, then it does not make sense, either purposely or by accident, to provide better, more permanent professional staff for some grades than for others.

During recent years there has been much concern over the problem of providing professionally qualified, permanent teachers for students in grades seven, eight, and nine. Grades seven, eight, and nine are grades frequently included in junior high schools.

> The most pressing problem facing the junior high school today is the problem of obtaining adequately trained teachers. Teachers are trained in college for one of two levels of teaching: the secondary level or the elementary level. This teaching is not adequate to provide an understanding of the many problems that arise to confront the teacher of junior high school students.[1]

> Perhaps the most basic fault of the junior high lies in an educational system, national in scope, which has widely adopted a 6-3-3 plan on an administrative basis without adequate insight into the personnel problem. . . . Teachers' colleges prepare for elementary school or secondary school teaching. The middle school takes the unhappy precipitate of the latter and the more ambitious of the former.[2]

Another author has made an even stronger statement in describing the junior high school as a "school without teachers."[3]

A member of the staff of a teacher-training institution has called the junior high school

> . . . the stepchild of American education. . . . What about the teachers in the junior high school? Traditionally, junior high school teachers have been beginning

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[1]L. E. Leipold, "Junior High Schools Face These Problems," Clearing House, XXVII (January, 1953), 264.

[2]Aron Goff, "Junior High School Psychosis," Clearing House, XXII (May, 1948), 544.

[3]Lloyd H. Elliott, "The Junior High--A School without Teachers," Education, LXX (November, 1949), 186-190.

> teachers who cannot get into the high school until they have been relegated to teach in the lower grades of the high school. Sometimes teachers trained as elementary teachers are found in junior high schools, but they are usually there under protest and hope to be reassigned as soon as possible. . . . It is not strange that many of the most poorly qualified teachers in the nation are found in junior high schools. . . . It is extremely difficult to see how junior high schools with poor buildings, poor program and poor teachers can adequately meet the needs of America's youth.[1]

Several important contributions have been made recently in Michigan which should result in improved junior high school teaching personnel and consequently better education for students in these grades. The Southeastern Michigan Junior High School Principals' conference has approved and publicized a statement of the "Desired Characteristics of Junior High School Teachers with Implication for Elementary and Secondary Teacher Training."[2] Leland W. Dean, in his recent doctoral thesis, made many specific recommendations to training institutions which supply junior high schools with teachers.[3] Michigan State University is inaugurating an experimental program in which teachers may be trained for elementary and junior high teaching or senior high and junior high teaching, if they so choose.

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[1]Byron Hansford, "Junior High Schools--the Stepchild of American Education," The Bulletin, XX, No. 8 (May, 1956), 133.

[2]"Desired Characteristics of Junior High School Teachers with Implication for Elementary and Secondary Teacher Training," The Bulletin, XXI, No. 1 (October, 1956), 5-6. (Approved by Junior High Principals of the Southeastern Michigan Region Meeting held at Haven Hill, October 28, 1953.)

[3]Leland W. Dean, "A Preparation Program for Junior High Teachers," (unpublished Ph. D. thesis, Michigan State University, East Lansing, 1956).

There is, however, still much to be done. Research in many areas is needed before intelligent action can be taken to give students their "equal opportunity" while they are in grades seven, eight, and nine. This study takes just one problem in the area of teacher personnel. It hopes to prove or disprove that, from the standpoint of permanence of teaching staff, grades seven, eight, and nine are the "weakest links" in public school education in Michigan.

II. STATEMENT OF THE PROBLEM

This is a study of the permanence of seventh, eighth, and ninth grade teachers in Michigan. It seeks to compare these teachers to those of other grades in regard to the following:

1) Permanence in classroom teaching during the past ten years,

2) Permanence at the same grade level during the past ten years.

In regard to permanence in classroom teaching and permanence at the same grade level, this study will seek to determine:

3) Differences in permanence in different sized school systems,

4) Differences in permanence in school systems with varying types of organization of grade levels.

A final area of study seeks to find out:

5) The characteristics of those who have been permanent in grades seven, eight, and nine, compared with those

who have been in these grades and are now teaching in other grades, and those who taught in other grades and are now teaching in grades seven, eight and nine.

III. IMPORTANCE OF THE STUDY

This thesis seeks facts to support or refute the general contention that grades seven, eight, and nine, more than other grades, are staffed with many teachers who do not have a permanent, professional interest in the youngsters they are teaching. Assuming that the facts support this contention, then this is an important and necessary study from a number of different viewpoints.

Educational Opportunity of Students in Grades Seven, Eight, and Nine

If relatively more teachers in these grades are "transient," then many youngsters in Michigan for about 25 per cent of the time they are in public schools, will be receiving less than the full measure of educational opportunities they deserve.

Greater Difficulty in Teaching Grades Seven, Eight, and Nine

The age group in grades seven, eight, and nine, is considered by many as being the most difficult age group to teach. One author labels it as the

> . . . greatest challenge to teacher resourcefulness. . . . In order to pass from childhood to adulthood the adolescent must solve a number of problems. He must develop heterosexual interests, become free from home supervision, achieve economic and intellectual independence, and learn how to use

> his leisure time; he must also make new emotional and social adjustments to reality, and begin to evolve a philosophy of life.[1]

Teachers in grades seven, eight, and nine face a wide range of maturity levels within a group. The same writer goes on to state:

> In a hypothetical school containing two hundred 13 year old children, one-half of whom were boys and one-half girls, there would be the following situation: 70 girls would be physically mature and thirty immature, while one-half of the boys would be mature and one-half immature. Because of the paramount importance in sexual maturity to adolescents, this mixture would show differences in emotional attitude and interest that would make the group difficult to teach.[2]

An author of one of the most recent textbooks on junior high schools describes the age group as follows:

> In early adolescence, accompanying new spurts of physical growth, curiosities about the world and society, interests in developing new social and manual skills, needs for relating self to other human beings, urges toward independence of thought and action, and a quickening wonder about the meaning of life becomes awakened. These are the characteristics of the period that follows childhood. With few exceptions children are in it for some part of the time they spend in junior high school.[3]

Research in child growth and development has been fruitful in identifying youngsters in grades seven, eight, and nine as being an age group which justifies separate educational considerations. One summary of research points out that this is the age

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[1] Luella Cole, Psychology of Adolescence (New York: Rinehart and Company, Inc., 1948), p. 54.

[2] Ibid., pp. 56-57.

[3] Gertrude Noar, The Junior High School Today and Tomorrow (New York: Prentice-Hall, Inc., 1953), p. 39.

when girls are the most different from boys in their growth patterns. This is the age when there is the greatest range of achieved growth within the sex groups. This is also the age at which the different parts of the body are most incongruous in their rates of growth.[1] With as difficult a job to do as has been assigned, grades seven, eight, and nine should be staffed with permanent, professionally qualified staff.

High Turnover of Staff

This thesis can be considered as being a study of the turnover of teachers. If it is proven that teachers in grades seven, eight, and nine are less permanent, then it will mean that the turnover of teachers in grades seven, eight, and nine will be higher. The higher rate of turnover itself in these grades brings about many administrative headaches.

Principals with a high turnover rate in their schools must spend much of their own time and much of their staff meeting time in a continuing job of orientation. For example, a beginning teacher entering a seventh grade classroom for a few years experience before going on to a senior high school position will take at least one of his "few" years in seventh grade to become used to teaching and to become acquainted with the curriculum and

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[1] Walter H. Gaumnitz et al., Junior High School Facts--A Graphic Analysis, U. S. Department of Health, Education, and Welfare, Misc. Pamphlet No. 21 (Washington: Government Printing Office, November, 1954), pp. 56-59.

all the organizational procedures of the school. Seldom will it be possible to seriously involve this teacher in efforts to improve curriculum. The motivation of the "transient" teacher will be in the direction of "handling these kids" with methods which he thinks are probably adequate for the older, more desired age group. His efforts certainly will not be in the direction of seeking a fundamental understanding of the personalities and problems of seventh grade boys and girls.

This situation is a continuing one for the junior high principal as this "two or three year teacher" will probably be replaced by another "two or three year teacher."

Secondary Reorganization in the United States

Grades seven, eight, and nine are closely associated with the long-range reorganization of secondary education which has been taking place in the United States and in Michigan over the last half century. In 1952, 57.2 per cent of the high schools of the United States were under an administrative plan which included some form of the junior high school. Three-fourths of the students in secondary education in 1952 attended school in these systems which had departed from the traditional eight grade elementary school and four grade high school.[1] Of the 703 public secondary schools in Michigan in 1952, 81.7 per cent were in systems which

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[1] Ibid., p. 16.

had some form of junior high school.[1] Over 90 per cent of the secondary enrollment was to be found in these schools.[2]

Grades seven, eight, and nine frequently form a separate junior high school. In smaller communities they are the lower three grades of a junior-senior high school. There are many instances of a two-year junior high (grades seven and eight) with grade nine considered a part of the senior high school--all housed in the same building. Grades seven, eight and nine are the three grades most affected from organization, curriculum and personnel standpoints by this reorganization in secondary education.

Teacher-Training Implications

It is not the purpose of this dissertation to justify or condemn this reorganization in American secondary education. The fact that junior high schools and junior-senior high schools exist cannot be denied. The percentage of students in the last four years of high school enrolled in reorganized schools rose from 13.5 per cent in 1922 to 65.9 per cent in 1952.[3] Junior high schools and junior-senior high schools desperately need teachers who desire and will remain in teaching positions in grades seven, eight, and nine. The results of this study should be important

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[1] Ibid., p. 15.

[2] Ibid., p. 21.

[3] Leonard V. Koos, Junior High School Trends (New York: Harper and Brothers, 1955), Table 3, p. 9.

to teacher-training institutions that are trying to improve their programs for teachers of early adolescents.

Hiring of Teachers

This study might possibly make significant contributions to administrators who hire teachers for these grades. Once aware of the "upward mobility" of teachers, superintendents and principals can make sure that every person hired for these grades has a primary interest and concern with these youngsters. It is hoped that this study will enumerate some of the characteristics of teachers who are permanent in these grades.

Perhaps this study will help some prospective teachers to point towards grades seven, eight, and nine as an area of first rather than second choice.

Encouraging Further Research

Listed in Appendix A are problems of research suggested by prominent junior high school principals in Michigan. It is hoped that this study will help the educational profession and the lay public to realize that greater attention needs to be focused on the unsolved problems of educating early adolescents.

These are some of the reasons which justify a turnover study of teachers in grades seven, eight, and nine. What is best in education for these youngsters is a changing and challenging question. It is hoped that the results of this study will contribute in a small way, at least, to the building of a better professional staff to perform the educational tasks at hand.

IV. DEFINITION OF TERMS

The following terms are defined for use in this thesis:

Classroom Teacher

A classroom teacher is one who spends over 50 per cent of her time in regular classroom teaching.

Present Classroom Teacher

A present classroom teacher is one who taught during the 1957-58 school year.

Permanent

Permanent: "from the Latin word 'per + manere' meaning to remain; continuing or enduring in the same . . . status . . . without fundamental or marked change; not temporary or transient."[1]

Permanence in Classroom Teaching

Permanence in classroom teaching is measured by the percentage of classroom teachers who were teaching during a given year, not necessarily at the same grade level as in 1957-1958.

Permanence in Grade or Grade Group

Permanence in grade or grade group is a teacher's continuing or remaining in the same grade or grade group. In this study permanence in grade or grade group is measured in two ways: (1) in relation to the number teaching during a specific year;

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[1] Webster's New International Dictionary, Second Edition Unabridged (Springfield, Mass: G. C. Merriam Co., 1938), 1824.

(2) in relation to the number teaching in the same grade or grade group in 1957.

Mobility

Mobility for this study is the movement of teachers from one grade or grade group to another over a period of time.

Teacher Turnover

Teacher turnover for this study refers to the fact that a given position is occupied by a number of teachers over a period of time.

Rate of Teacher Turnover

The rate of teacher turnover for this study is the number of teachers needed to staff each available teaching position in a grade or grade group from 1947 to 1957.

Secondary Reorganization

Secondary reorganization in this study refers to the long term trend which has made grades seven and eight a part of secondary education rather than elementary education.

Reorganized Secondary School

A reorganized secondary school is a secondary school in a school system in which grades seven and eight are considered a part of secondary education rather than elementary education.

School Division

A school division is a major classification of a number of school grades, usually under a separate principal in a separate building. Grades ten, eleven, and twelve in a 6-3-3 school system are considered the senior high school division. The term "grade group" is used as a classification term in this study as the grades under consideration do not form a true division in many of the school systems of the sample.

Grade Groups

Because a significant number of teachers in elementary and secondary education are unable to specify a single grade as the main grade in which they are now teaching, it is necessary to designate five general grade groups in order to include these teachers in the analysis of data.

Kindergarten ("Kdg." to be used in tables). The educational program and the training of teachers for kindergarten teaching is sufficiently different from the early elementary grades to warrant special classification for kindergarten teachers.

Grades one, two and three ("1,2,3" to be used in tables). The grades in this grade group are often designated as early elementary grades.

Grades four, five and six ("4,5,6" to be used in tables). The grades in this grade group are often designated as later elementary grades.

Grades seven, eight, and nine (7,8,9" to be used in tables). The grades in this grade group are the focal point of this thesis. Sometimes they are a part of a junior high school organization and sometimes they are not.

Grades ten, eleven, and twelve ("10,11,12" to be used in tables). The grades in this grade group are almost always considered senior high grades.

College ("Col." to be used in tables). This term is included because many present public school teachers may have taught or may desire to teach in institutions of higher education.

Types of School Systems According to Grade Organizations

A comparison of the permanence of teachers in school systems with different grade organizations is being made in this thesis. Definition of the different types of school systems as organized by grades is needed.

Six-six school system. A six-six (or 6-6) school system is one with a six-year elementary school and a six-year high school. The six-year high school may be considered strictly "high school" or "junior-senior high school."

Six-two-four school system. A six-two-four (or 6-2-4) school system is one with a six-year elementary school, a two-year junior high school (grades seven and eight) and a four-year senior high school.

Six-three-three school system. A six-three-three (6-3-3) school system is one with a six-grade elementary school, a three

grade junior high school (grades seven, eight and nine) and a three-grade senior high school.

Seven-five school system. A seven-five (or 7-5) school system is one with a seven-year elementary school and a five-year high school or junior-senior high school.

Eight-four school system. An eight-four (or 8-4) school system is one with an eight grade elementary school and a four-year high school. This is the traditional division of elementary and secondary education in the United States.

Kindergarten is not stated in the above classification system as a grade. Another way to designate the above classification is to indicate the progression of grades at each level. This way of organizing would specifically include kindergarten, i.e., K-6, 7-8, 9-12 would be the same as 6-2-4. The method of classifying which simply counts the number of grades is more widely accepted and will be used in this thesis--with the understanding that all the systems in the study have kindergartens although they are not counted as a grade in the classification system.

Types of School Systems According to Size

Small school system. A small school system is one which has from 25 to 74 teachers.

Medium-sized school system. A medium-sized school system is one which has from 75 to 224 teachers.

Large school system. A large school system is one which has 225 or more teachers.

"The Michigan Teacher Personnel Study"

"The Michigan Teacher Personnel Study" was the name that was placed on all questionnaires, correspondence and publicity related to this study. This was a "neutral" title. It did not indicate in any way (nor did any of the questions in the questionnaires or statements in any correspondence) that grades seven, eight, and nine were to be the focal point of this study.

Chi-square (X^2)

Chi-square (X^2) was the statistic used to determine whether the difference in permanence of teachers was due to chance or other factors.

Significant Differences

Significant differences were differences which could be accounted for by chance fewer than five times out of a hundred.

Highly Significant Differences

Highly significant differences were differences which could be accounted for by chance fewer than one time out of a hundred.

Designation of School Year

To simplify tables and text, school years for the remainder of the thesis will be designated by the year in which they start, i.e., the 1957-1958 school year is simply designated as 1957.

V. ASSUMPTIONS

The following assumptions have to be made:

(1) That some degree of permanence of staff is good.

(2) That the ten years between 1947 and 1957 are a sufficiently long time to measure permanence.

(3) That the cooperation of the Michigan Secondary School Association would help insure successful contact with the superintendents of the school systems in the study.

(4) That the approval and support of the superintendents would insure satisfactory returns from the teachers.

(5) That teachers will honestly answer the questions in 5-10 minutes of time given them by the principal in a regular staff meeting.

(6) That, for specific years from 1947 to 1957, the number of teachers in each grade or grade group varied directly with the number of students in that grade or grade group.

(7) That, for purposes of figuring out a rough estimate of turnover, the percentage of permanence in a grade or grade group may be applied to the figures for the same grade or grade group for an earlier year.

No assumption is made as to the merits of any particular organization of grades in a school system. Nor is it the purpose of this study to support the existence of the junior high school in any of its many forms. The junior high school is mentioned frequently as it is the institution at the heart of the reorganization presently occurring in secondary education and grades

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seven, eight, and nine are the grades most affected by this reorganization.

VI. HYPOTHESES

Hypotheses are stated with reference to the questions implied in the Statement of the Problem (pages 4 and 5).

(1) Are present seventh, eighth, and ninth grade teachers in Michigan permanent in classroom teaching ?

H-1a. Present seventh, eighth, and ninth grade teachers are <u>less</u> permanent in classroom teaching than present teachers at other grade levels.

H-1b. Present seventh grade teachers are <u>less</u> permanent in classroom teaching than either present eighth or ninth grade teachers.

H-1c. Present eighth grade teachers are <u>less</u> permanent in classroom teaching than present ninth grade teachers.

(2) Are present seventh, eighth, and ninth grade teachers permanent at their grade level?

H-2a. Present seventh, eighth, and ninth grade teachers are <u>less</u> permanent at their grade level than teachers of other grades.

H-2b. Present seventh grade teachers are <u>less</u> permanent at their grade level than are present eighth and ninth grade teachers.

H-2a. Present eighth grade teachers are less permanent at their grade level than are present ninth grade teachers.

(3) Are present seventh, eighth, and ninth grade teachers in larger school systems more permanent than present seventh, eighth, and ninth grade teachers of smaller school systems?

H-3a. Present seventh, eighth, and ninth grade teachers in larger systems are more permanent in classroom teaching than are present seventh, eighth, and ninth grade teachers in smaller systems.

H-3b. Present seventh, eighth, and ninth grade teachers in larger systems are more permanent at their grade level than are present seventh, eighth, and ninth grade teachers in smaller systems.

(4) Are present seventh, eighth, and ninth grade teachers in 6-3-3 school systems more permanent? Are present teachers in 6-3-3 school systems more permanent than teachers in school systems with other types of grade organization?

H-4a. Present teachers in large 6-3-3 school systems are more permanent in classroom teaching than teachers in large school systems with other types of grade organization.

H-4b. Present seventh, eighth, and ninth grade teachers in large 6-3-3 school systems are more permanent in classroom teaching than seventh, eighth, and

ninth grade teachers in large school systems with other types of grade organization.

(5) Are seventh, eighth, and ninth grade teachers who have been permanent at their grade levels different in their personal and professional characteristics from teachers who have not been permanent in grades seven, eight, and nine?

In comparison with teachers who have not been permanent in grades seven, eight, and nine, teachers in these three grades who have been permanent

H-5a. Have a lower degree of participation in professional teachers' organizations.

H-5b. Have fewer number of completed years of college education.

H-5c. Are significantly younger.

H-5d. Have fewer years of experience.

If the hypotheses H-1a and H-2a are true, then those presently permanent in the three grades will appear less favorable in the above hypotheses than teachers who are more mobile. This seems to be a contradiction to the assumption that some degree of permanence is a good thing. Actually it points up that those permanent at the grade levels have not been in classroom teaching long enough to compare favorably with the group that has taught in the three grades at some previous time or the group which started in other grades and is now teaching in grades seven, eight, and nine.

Additional questions were asked to provide background material for the major hypotheses. To what extent are teachers teaching at the grade for which they thought they were preparing themselves in college? Why do teachers change grade levels? What grade levels do teachers most like to teach? What grade levels do teachers least like to teach? How does obtaining preferred grade level compare with other factors in accepting a teaching position? Answers to all the questions are available and will be tabulated by present grade levels of the respondents. This information will be used in the analysis and interpretation of data submitted on the above hypotheses.

VIII. LIMITATIONS

The following may be interpreted as limitations of this study:

(1) Necessary limitations were made in taking of the sample:

(a) Schools under 25 teachers were excluded because in smaller schools the grade distinction would not be as clearly drawn.

(b) Systems without twelve grades were not included in the universe.

(c) Schools north of the 41st parallel were not included. This is not a serious limitation as the 1950 census shows that approximately 91 per cent of the population of the state lies south of the 41st parallel.

(d) Only public school systems were included in the study. Most private or parochial systems maintain the traditional 8-4 arrangement of grades.

(2) There is always some limitation imposed by the teachers who did not respond. In this thesis an 80 per cent return was accomplished. It is impossible to determine if the factors which keep teachers away from staff meetings would bias a study of this kind.

(3) A number of the school systems studied had junior colleges. No attempt was made to obtain responses from 13th and 14th grade teachers as the 13th and 14th grades were not yet widespread enough to have been included on the same basis as K-12. However, junior colleges are becoming more and more a part of the public education a community offers.

IX. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II will be a review of literature.

Chapter III describes the methodology used in this investigation.

Data pertinent to the following subjects will be presented and analyzed in chapters IV through VIII: the permanence of teachers in classroom teaching; the permanence of teachers at their grade level; permanence in classroom teaching in relation to size of school system; permanence in classroom teaching as related to pattern of grade organization; and the comparison of teachers who have been permanent in grades seven, eight, and nine

with those who have not been permanent in grades seven, eight, and nine.

Summary and conclusion will make up chapter IX, followed by the bibliography and the appendices.

CHAPTER II

REVIEW OF THE LITERATURE

Only one previous study was found which centered around permanence or turnover of teachers by specific grades. However, research has been fruitful in several related areas: the historical development of grades; the reorganization of secondary education; literature related to the problem of finding adequate, professional teaching staff for grades seven, eight, and nine; and general factors of supply and demand.

I. THE HISTORICAL DEVELOPMENT OF GRADES

The system of classifying elementary public school children by "grades" began about the middle of the nineteenth century. There seems to be general agreement that John D. Philbrick designed and built the first graded elementary school in the United States in 1848--the Quincy School in Boston.[1]

Many factors were at work which encouraged the development of the graded school. The Prussian influence was very important. The Prussian system set out the ideas of one teacher to a grade,

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[1] Edward H. Reisner, The Evolution of the Common School (New York: Macmillan Company, 1930), p. 367.

one class to a room, and restricted subject matter to be covered in a year's time.[1]

The factory system had been introduced early in the century. It had proven itself so successful that the ideas of specialization were applied to education. Teachers started specializing in certain parts of the curriculum, i.e., the subject matter which could be taught to a group of pupils within a narrow age range.[2]

With the growing demand for tax-supported schooling for all children, enrollments rose rapidly. As cities grew, so did the number of schools and the number of school districts within a city and the creation of a new administrative position, the city superintendent of schools, became a necessity. Among his earliest jobs were the classification of students and the setting up of definite promotional policies. Once these procedures were set up, new students and transfer students could be placed very easily. Grades also helped the superintendent to place definite educational responsibilities on teachers. The graded school idea spread quickly in city school systems because it provided a good solution for several major problems which superintendents faced.[3]

Thus the graded school movement grew rapidly during the last half of the nineteenth century. It brought form and order

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[1]Frank Forest Bunker, Reorganization of the Public School System, Bureau of Education, United States Department of the Interior, Bulletin No. 8 (Washington: Government Printing Office, 1916), pp. 19-27.

[2]Reisner, op. cit., pp. 241-269.

[3]Ibid., pp. 357-359.

where there had been no form and order. It provided the basis for the development of a national system of education. Along with the order, however, came a rigid system of promotion by examination and a sacrifice of the needs of individual students.

Almost as soon as the graded system was adopted, practices were started to modify it and change it. Different cities developed "plans" which sought to take care of individual differences and reduce the number of failures and dropouts. "The St. Louis Plan" sought to take the sting out of the annual promotion (or "non-promotion") by a system of quarterly promotions. Another plan, "The Batavia Plan" (New York) sought to provide extra time and instruction for slower students so that they could work up to grade level. "The North Denver Plan" singled out the brighter students for special help. These are just two of many plans developed to provide for individual differences in the graded school. The Encyclopedia of Educational Research has excellent summaries of all of the important plans which sought to modify and improve the graded school.[1]

Criticism of the graded school has continued through the years. A few examples will be cited. Phillip A. Cowan, writing in 1931, maintained that the graded system was ideally perfect, but in actual practice the assumption that all pupils of each grade were supposed to pursue the same studies to the same extent

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[1]Henry J. Otto, "Elementary Education - III. Organization and Administration," Encyclopedia of Educational Research, revised edition (New York: Macmillan Company, 1952), pp. 373-375.

and at the same rate was not valid.[1] In 1933, another critic described the graded system as a "remnant of the old lock-step plan of promotion, long condemned but still generally practiced."[2] The degree to which the graded system along with the present arbitrary placement by age has become a part of present-day American culture was ironically illustrated in the May 22, 1948 issue of New Yorker in which a mother sought to obtain advanced placement for her very mature, very intelligent son.[3] In more recent years, attempts have been made to replace the graded system with "The Ungraded Plan." "The Ungraded Plan" would substitute two to four-year "units" for grades. Subdivision within these "units" would be "levels of learning."[4]

In ending this brief history of the graded school, it is well to emphasize that this way of classifying students is a deeply entrenched cultural mechanism. Teachers are classified as well as students. Membership in a grade determines who is invited to social activities, whether school or private. Grades support and help create the "peer group" and peer culture. Grades are a standard of measurement: a student is "above, below or up to

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[1]Philip A. Cowan, "What is Wrong with Our Graded System?" Nation's Schools, VIII (November 1931), p. 46.

[2]Charles F. Allen, "Bunk in Grade Classification," Clearing House, VII (January 1933), p. 301.

[3]Janet Curren Owen, "Mrs. Ballard and Her Stone Wall," New Yorker, XXIV, No. 13 (May 22, 1948), pp. 33-36.

[4]Ethel Thompson, "The Ungraded Plan," National Education Association Journal, XLVII (January 1958), p. 16.

grade level" on an achievement test or in his academic work. The grade is the unit value of organization of education in the United States.

II. THE REORGANIZATION OF SECONDARY EDUCATION

The three-division system of education was well established in America before the graded school was started. The three major divisions being college, grammar school or high school, and elementary school. The development of the graded school during the last half of the nineteenth century tended to standardize the number of years a student would spend in each division. At first, grades applied only to elementary school or "grade school." Grade school was considered to have grades one through eight. Gradually the term "grades" was extended upward so that the next four grades, nine through twelve, were considered as secondary or high school grades. The reorganization of secondary education has to do with the realignment of grades between the elementary and secondary divisions. This realignment started about the turn of the century and is still going on.

It is generally accepted that Charles William Eliot, President of Harvard University from 1869 to 1909, was the person to plant the seed for the reorganization of secondary education. Before the Washington, D. C. meeting of the Department of Superintendents of the National Education Association in 1888, he gave an address entitled, "Can School Programmes Be Shortened and Enriched?" President Eliot pointed out that the average age for

admission to Harvard had risen until it was now at 18 years and 10 months. A person starting college training in one of the learned professions at that age could not hope to be able to support himself before the age of 26 or 27. European students were able to complete a similar length college career two years earlier because of earlier entrance into college.[1]

In 1892 Dr. Eliot was appointed to head the Committee of Ten on Secondary School Studies of the National Council of Education of the National Education Association. This committee recommended, in effect, that secondary education be started two years earlier by offering high school subjects in the later elementary grades. It was felt, too, that more challenging subject matter would reduce the high rate of dropouts between the end of the fifth grade and the start of high school.[2]

Quite logically, the earliest change to the pattern of grade organization was to cut seventh and eighth grades from the elementary school and add them to the high school. This was first done in Chicago, Illinois in 1896.[3] This change created the "six-six plan" which is still used widely today.

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[1]Charles William Eliot, Educational Reform (New York: Century Company, 1898), pp. 151-176.

[2]Walter H. Gaumnitz (ed.), Junior High School Facts--A Graphic Analysis, Office of Education, United States Department of Health, Education and Welfare, Miscellaneous Pamphlet No. 21 (Washington: Government Printing Office, 1954), chart 1, p. 11.

[3]Gaumnitz, op. cit., p. 11.

Another logical early pattern was to set up grades seven and eight as a separate program. This plan, the "6-2-4" plan, was originated in Richmond, Indiana in 1896.[1]

Special attention was given to grade nine during the first two decades of this century. It was felt that if the subjects in grade nine could be made pre-vocational in nature then many more students could be induced to stay in school until the end of the ninth grade instead of dropping out sooner. This furthered the idea of combining grades seven, eight, and nine as a separate early secondary division. The first school system in the United States under the "6-3-3 plan" was Columbus, Ohio. The Indianola Junior High School, started in September 1909, was the first school to be labeled a "junior high school."[2]

The most compact reference for use in analyzing the growth and present status of the reorganization of secondary education is Junior High School Facts--A Graphic Analysis. The section "Junior High School Status and Trends" lists the most valuable current references on secondary reorganization.[3]

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[1]National Education Association, Report of the Committee of Ten on Secondary School Studies (New York: American Book Company, 1894), pp. 34-35.

[2]Walter H. Gaumnitz (ed.), Strengths and Weaknesses of the Junior High School, Office of Education, United States Department of Health, Education and Welfare, Circular No. 441 (Washington: Government Printing Office, 1955), p. 25.

[3]Gaumnitz, Junior High School Facts--A Graphic Analysis, op. cit., part VI, pp. 64-71.

As this study concerns itself with seventh, eighth, and ninth grade teachers in Michigan, the present status of secondary reorganization in this state is of importance. By 1952, 81.8 per cent of the secondary schools of Michigan were in reorganized school districts.[1] These schools enrolled 91 per cent of the secondary students in the state.[2] About 72 per cent of the junior high schools in Michigan in 1952 included grades seven, eight, and nine. Another 22 per cent included just grades seven and eight.[3]

The original purposes of the secondary reorganization were to save time and to keep students in school longer. The reorganization has prospered almost from the start because it has offered a solution to building crises as they have come up through the years. The present purposes of the junior high school, however, have little relation to the original purposes. An excellent summary of the obsolescent and abiding purposes of the junior high school are given by Koos.[4]

Grades seven, eight, and nine are the grades most affected by the secondary school reorganization in the United States. Knowledge of this reorganization is necessary in order to see the full importance of this thesis.

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[1] Ibid., p. 19.

[2] Ibid., p. 21.

[3] Ibid., p. 23.

[4] Leonard V. Koos, Junior High School Trends (New York: Harper Brothers, 1955), pp. 16-31.

III. PERMANENCE OF TEACHERS IN GRADES SEVEN, EIGHT AND NINE

A number of studies of the relative permanence of teachers in grades seven, eight, and nine have been made during the past thirty-five years. These studies are of special interest as they offer a basis for comparison with the permanence of teachers in 1957. The grades under consideration were in a more favorable position in regard to permanence of staff during the late nineteen twenties and the early nineteen thirties than they were during the nineteen fifties.

Several of the studies involve teacher turnover by grades or school divisions in other states. The findings of these studies in New York and Pennsylvania show a similar picture to the one portrayed in Michigan by the most extensive study of teaching personnel in the early thirties, the National Survey of Teachers.

Willard Elsbree made a study of teacher turnover in the cities and villages of New York state for the 1925-1926 school year. He defined teacher turnover as being the number of teachers leaving a school system during a given year who are actually replaced. The rate of turnover, then, was this figure divided by the number of teachers in the school system who taught 180 days or more.

Elsbree found that turnover of teachers varied inversely with size of community: 6.52 in communities of more than 50,000

and 17.40 in communities of less than 5,000.[1] Every study of teacher turnover, including this present one, has found this relationship to exist.

Turnover for high school teachers was significantly higher than for either elementary school or kindergarten teachers. The rate of turnover of high school teachers was 15.40, compared with 12.13 for kindergarten teachers and 9.37 for elementary school teachers.[2]

No special mention was made of junior high school teachers in this study, but figures were given for teachers in grades one through eight. Elsbree summarized his findings as follows: "The findings are not striking since the differences between grades are small and probably due to chance. The only outstanding departure from the norm occurs in grade eight, where turnover is relatively low."[3] The figure for grade eight was 6.21; turnover rate for grade seven was 7.74. The highest rate of turnover was 9.79 for grade five.[4]

It is interesting to note that Elsbree had to make the same assumption as the present author in order to figure his turnover statistic: "the number of elementary teachers would be

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[1] Willard S. Elsbree, "Teacher Turnover in the Cities and Villages of New York State" (Contributions to Education, No. 300, Teachers College, Columbia University, New York, 1928), Table V, p. 16.

[2] Ibid., p. 18.

[3] Ibid., p. 19.

[4] Ibid., p. 19.

distributed through the grades in approximately the same proportion as the children."[1]

Another important research study was made by Lyman Van Houten, who studied the length of service of high school teachers in the state of Pennsylvania during the 1928-1929 school year. Van Houten discovered that women teachers served longer than men teachers, that there was longer teaching service in the larger districts, and that the longest teaching service occurred in the districts where the salary was the highest.[2]

One of his major conclusions was that teachers in junior high schools had the longest periods of service. "When teachers of the state are considered without reference to class of district, sex and type of education, the mean for years of service for junior high school teachers, 11.32 years, is higher than for any other type."[3]

The conclusions of the above two studies were supported for the nation as a whole and the state of Michigan in particular by the mammoth National Survey of Teachers, which was completed in the early nineteen thirties. This study included 370,000 teachers in its sample, the largest number of teachers included in a sample up to that time. Findings were summarized on a national basis

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[1] Ibid., p. 19.

[2] Lyman Henry Van Houten, "Length of Service of Pennsylvania High School Teachers" (Contributions to Education, No. 522, Teachers College, Columbia University, New York, 1932), p. 138.

[3] Ibid., p. 31.

as well as by states. Figures in this study were for the 1930-1931 school year.

The turnover statistic used in the National Survey of Teachers was the "mobility ratio." The "mobility ratio" is the ratio of the new teachers in the state to the total number of teachers in the state for a particular classification.[1]

Mobility ratios for the nation and for Michigan showed that junior high school teachers to be the least mobile, the most permanent. Figures for the United States for the 1930-1931 school year indicated that the ratio of new teachers to old teachers in junior high schools was 1-6.73. National statistics for elementary and senior high school teachers were 1-4.87 and 1-4.8[illegible]. The ratios for the state of Michigan were 1-7.35 for junior high, 1-4.4 for elementary, and 1-5.73 for senior high.[2]

As in other studies, there was a striking relationship between the turnover of teachers and the size of communities. The mobility ratio for elementary teachers in rural school districts was 1-2.5 compared with 1-20.2, the mobility ratio for elementary teachers in cities of 100,000 or more.[3]

The National Survey of Teachers offered considerable descriptive information about Michigan teachers in the early nineteen

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[1] Edward S. Evenden, Guy C. Gamble, and Harold G. Blue, Teacher Personnel in the United States, National Survey of Teachers, Office of Education, United States Department of the Interior, Bull. No. 10, Vol. II (Washington: Government Printing Office, 1932), p. 79.

[2] Ibid., p. 80.

[3] Ibid., p. 93.

thirties. The median age for junior and senior high school teachers was 30, a year older than elementary teachers.[1] In terms of the percentage of men teachers, junior high schools were between elementary and secondary schools with 29.0 per cent. Only 2.1 per cent of the elementary staffs were men while 37.6 per cent of senior high staffs were men.[2] The percentage of Michigan junior and senior high school teachers who were single was about 65 per cent. The very large number of unmarried elementary teachers brought the figure for that division up to 72.8 per cent.[3]

The questionnaires of the National Survey of Teachers covered a number of important items of educational information about Michigan teachers of thirty five years ago. The most important item relative to this present study was the fact that both elementary and junior high teachers had eight median years of experience compared with only seven for senior high school teachers.[4] Senior high school teachers, however, had significantly more years of formal education than did teachers in the other two divisions.[5] Junior and senior high school men earned about the same salary as did the women in these two divisions. Women's salaries at all

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[1] Ibid., p. 19.

[2] Ibid., p. 24.

[3] Ibid., p. 22.

[4] Ibid., p. 31.

[5] Ibid., p. 46.

levels were lower than men's salaries. Average salaries for both sexes in junior and senior high school exceeded averages for elementary teachers.[1]

It is interesting to note that the National Survey of Teachers made use of the word "permanence" in referring to the length of time teachers stay at specific positions. "Permanence" is a key word in this study and is used in the same way. "Stabilization or permanence of personnel may be considered a basic prerequisite of a profession. The high rate of transiency among teachers in public school systems in the past has been detrimental not only to educational planning but unquestionably has also been of significance in lowering the professional status of teaching in the public mind."[2]

The findings of the National Survey of Teachers did not indicate any relative lack of permanence of junior high school teachers in the United States or in Michigan. The statistics plainly indicated as did the above studies in New York and Pennsylvania, that junior high school teachers were as permanent or more permanent than teachers in the other major school divisions in the late twenties and the early thirties.

This favorable position of junior high school personnel was borne out in only one other study, a master's thesis on the turnover of teachers in Nebraska in 1936-1937. Bogar found that

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[1] Ibid., p. 253.

[2] Ibid., p. 32.

high school teachers were less stable than any other group. He also concurred with others in finding that turnover varied with size of school system.[1]

Two studies at the end of the nineteen thirties indicated that the junior high school grades had slipped from their favored position in regard to permanence of staff. In a study of city teachers, it was found that the median number of years of teaching experience for junior high school teachers in 1939 was lower than the figures for either elementary or senior high school teachers.[2] In an unpublished Master's thesis, George T. Boyd proved that turnover of teachers in Arizona in the late nineteen thirties varied inversely with school level, i.e., elementary teachers had the highest rate of turnover, junior high teachers the next highest rate, followed by senior high school teachers who were the most permanent of teachers in the three divisions.[3]

World War II brought on very serious problems of turnover and shortage at all levels. Many studies were made to measure the

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[1]William B. Bogar, "Turnover Among Nebraska's Public School Teachers," (unpublished Master's thesis, University of Nebraska, Lincoln, 1939), cited by Carl Winfield Scott, "Teacher Tenure," Review of Educational Research, Vol. XIII, No. 3 (June 1940), p. 236.

[2]National Education Association, City Teachers: Their Preparation, Salaries and Experience, Research Bulletin XVIII (Washington: National Education Association, 1940), Table 9, p. 17.

[3]George T. Boyd, "Teacher Employment in Arizona" (unpublished Master's thesis, University of Arizona, Tuscon, 1940) cited by Carl Winfield Scott, "Teacher Tenure," Review of Educational Research, Vol. XIII, No. 3 (June 1943), p. 288.

mass exodus of teachers, especially men, to military service or to war industries. Having a higher percentage of men than the elementary division, the junior and senior high schools were affected more than the elementary schools.

The end of the war found education facing many pressing problems, foremost of which was that of providing qualified staff for the ever-increasing number of students. The backlog of school construction, which was a result of the almost complete halt of building of new schools during the war, also had to be faced. It was at this point, during the late nineteen forties, that special concern was expressed about the staffing of junior high schools. Many articles were written demanding that more attention be given to the training of junior high school teachers. A statement from one of these articles takes this stand: "It would appear that forty years of experience with the junior high school, plus its phenomenal popularity, is sufficient evidence for more teacher training institutions to take active cognizance of this level of public education."[1]

In response to this article, a questionnaire was sent out to teacher training institutions across the country to determine just how much direct training was being given for service with junior high age students. This study found that "only occasionally can one find a school (teacher training institution) giving any real preparation for junior high school teachers. Most new

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[1]Lloyd H. Elliott, "Junior High School, a School without Teachers," Education, LXX (November 1949), p. 189.

teachers happen into this field without any real understanding of the purpose or philosophy of the junior high."[1]

Raymond Schultz, who called the junior high school the "forgotten teaching area," made an observation of the mobility of teachers in secondary education and how this mobility affected the junior high school grades. "Too often these teachers are recent graduates who majored in high school teaching fields where vacancies are relatively few. Consequently, they accept positions in the junior high school, often in their minor fields or as a last resort, in a self-contained seventh or eighth grade classroom. Not only are these teachers unprepared for teaching at this level, but many of them are not interested in the work; therefore, they transfer into senior high school at the earliest opportunity. Still worse, among them are weak teachers who cannot obtain employment in the high school area where they are prepared to teach."[2] Many other articles echo this same lament. The titles, such as "No Second Choice"[3] and "Junior High School Dilemma"[4] are cues to the nature and tone of these articles, all of which stress that one

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[1]F. Griffin Stewart, "Why Do We Have a School Without Teachers?" Education Outlook, XXVII (March 1953), p. 109.

[2]Raymond E. Schultz, "Forgotten Teaching Area," Journal of Teacher Education, IV (September 1953), p. 190.

[3]Harold E. Telfer, "No Second Choice," Clearing House, XXXI (September 1956), pp. 85-86.

[4]Harry J. Mergis, "Junior High School Dilemma," Clearing House, XXXI (October 1956), pp. 86-88.

major weakness in junior high school education over the years has been the lack of teachers adequately trained to cope with problems peculiar to early adolescent boys and girls.

How serious is the situation in Michigan? Are the junior high school grades in this state staffed by members of the teaching "procession"--procession from teacher training institutions through the junior high school grades into the more desired teaching positions in senior high? This study attacks the problem of permanence of teachers in these grades over the ten-year period during which there has been much concern and some action to meet and solve the problem. It is hoped that the results of this study will give a clear picture of the permanence or lack of permanence of teachers in grades seven, eight, and nine.

IV. GENERAL FACTORS OF SUPPLY AND DEMAND

The factor of preference for a particular grade level must be considered along with many other factors of supply and demand. The fact that a teacher seeks, accepts, or leaves a teaching assignment at a particular grade should not imply that her attitude toward teaching that grade was the sole determining factor in her decision. In fact, specific grade level preference may be much less important than other factors.

A teacher may accept assignment to other than her preferred grade level just to teach in her hometown or to teach in the city where her husband works. She may take an "available" position primarily because working conditions or salary are more

attractive than in her present teaching assignment. Many secondary-trained teachers are much more interested in their subject area than they are in being placed with a particular grade level student.

Similarly, a teacher may leave a position at a particular grade level for reasons other than a dislike of her present grade or a stronger preference for another grade. A teacher might leave one grade for another because she wants the advantages of teaching in a larger system. Personal and family reasons may be the main reason for a change of positions which involves a change of grades. A teacher may leave a particular grade level and the teaching profession to take a higher paying job in industry. Like or dislike of a particular grade level student is just one factor among many in the whole complex of seeking or leaving a teaching position.

Underlying, non-personal factors are basic parts of the supply and demand picture of teachers. This statement is made concerning the importance of general economic conditions in the National Survey of Teachers: "It is easy to discover in studying the history of education in the United States that there have been recurring periods of 'shortage' and 'surplus' in the supply of teachers available for work in American schools. These periods bear a rough reciprocal relationship to the past sequences of 'prosperity' and 'depression'--when times were good there were not enough teachers and when times were bad there were too many teachers . . . this relationship presents one of the fundamental difficulties in making teaching a profession and in successfully

controlling the supply and demand of teachers."[1] Other items of basic information which affect supply and demand of teachers are birth and death rates, mobility of population, immigration, holding power of the school, and the jobs given to the school to do.

One work must be cited in this part of the review of literature. Bruce Nelson, in his doctoral dissertation, has done a thorough and detailed study of supply and demand factors for teachers in Michigan from 1941 to 1960. In addition to his original work, Nelson summarized all the pertinent national and Michigan supply and demand studies. Perhaps the most crucial prediction made so far as this present study is concerned is that there will be a severe shortage of qualified teachers for grades seven, eight, and nine towards the end of the nineteen fifties. Nelson predicted that the 1957 enrollment for these grades in Michigan would be 259,895. The number in the three grades would increase to 340,272 by 1960--an increase of over thirty per cent in three years.[2] This increase in enrollments in grades seven, eight, and nine is the "wave" of students which is now in the later elementary grades in Michigan. This vital prediction is corroborated on a national basis in the Children's Bureau study of 1950 in which it is stated

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[1]Evendun, Gamble, and Blue, op. cit., p. 74.

[2]Bruce K. Nelson, "A Study of Selected Factors Relating to the Demand for and the Supply of Teachers in Michigan, 1941-1960" (doctoral dissertation, University of Michigan, Microfilm No. 1482, Ann Arbor, 1953), Table 49, p. 173.

that there will be more children ten to fourteen years of age than in any other age group.[1]

Another important point must be made before bringing together the crucial implications of this section of the chapter. The United States has had an actual shortage of qualified teachers during the period of this study, 1947 to 1957. The 1957 analysis by the Research Division of the National Education Association explains why this shortage will continue and perhaps get even more severe in the near future. The American public is steadily delegating to the public school systems larger responsibility for the education and welfare of each child. Increases in enrollment will continue to outstrip efforts to train staff and provide facilities. The rise in demand for college-trained persons will cut into the manpower which would otherwise go into teaching. During the 10 years from 1945 to 1955, the number of youth to reach adulthood decreased at the rate of about 100,000 per year. For the first time in history the American public has accepted the concept of a large "peace-time" military force. The expanding employment opportunities for educated women is striking a severe blow to teacher supply. The total number of new college graduates competing for all types of positions decreased fully one-third from 434,000 in 1950 to 287,000 in 1955. These are the important reasons why

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[1] Edward D. Schwartz, (ed.), Children and Youth at the Midcentury, Midcentury White House Conference on Children and Youth (Washington: National Press), Chart 2.

the shortage of qualified teachers will continue and perhaps become more severe.[1]

The evidence points to an even more critical staffing problem in the near future in grades seven, eight, and nine than has existed during the past ten years. If enrollments in these grades increase by one-third (and much more rapidly than enrollments increase in other divisions), if the shortage of qualified teachers for all levels becomes more severe, and if this thesis proves that these grades are being staffed by less permanent teachers, then, a personnel problem of the first magnitude faces the junior high schools of Michigan during the next five years. Will not the most qualified secondary-trained teachers seek the more favored positions in the senior high school? Will not the staff of grades seven, eight, and nine become even less permanent than they have been during the past ten years? What will be the quality of the teaching staff for these grades--these grades which many feel are the most difficult to teach--with a third more available positions, with the better teachers moving to higher grades, and during a time of chronic teacher shortage? This study will have made its contribution if it can throw some light on one major aspect of this staffing problem: the relative impermanence of teachers in grades seven, eight, and nine during the past ten years.

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[1] National Education Association, "The 1957 Teacher Supply and Demand Report," Journal of Teacher Education, VII, No. 1 (March 1957), p. 18.

CHAPTER III

METHODOLOGY

I. DEVELOPING THE PROBLEM

Several sources were used in deciding on the problem for this thesis. A number of prominent junior high school principals in Michigan were asked the question: "What are the problems related to the junior high school which need research at this time?" A valuable personal interview with Mr. Harold Rapson followed one of these contacts.[1] Mr. Nelson Dudde, chairman of the Junior High School Commission of the Michigan Secondary School Association, also suggested topics for study. Mr. Dale Kennedy, then Executive Secretary of the Michigan Secondary School Association, gave considerable encouragement to my doing research in the junior high school field. Copies of the letters sent out, plus a summary of all the topics suggested, are included in Appendix A.

From these many constructive suggestions and from eight years of teaching experience and two years as principal in a junior high school, the author came to the conclusion that a contribution could be made by a research study in the field of teaching personnel for junior high schools, perhaps one related to turnover or permanence of junior high school teachers.

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[1] Interview with Harold Rapson, April 6, 1956.

Plans were made to limit the study to the 6-3-3-school systems in Michigan. Initial investigation indicated that this would have been unwise. This would have implied that the 6-3-3 plan was the most desirable plan of organization of grades. There is no proof that this is true. Certain difficulties would be encountered in classification, e.g., how would a person be classified if he moved from a ninth grade position in a junior high school to a ninth grade position in a senior high school? Moreover, if just the 6-3-3 plans were studied, the results would not have been logically applicable to all seventh, eighth, and ninth grade teachers in Michigan.

Thus the decision was made to study the problem of permanence of teachers in grades seven, eight, and nine in the state of Michigan. General hypotheses and assumptions were drawn up and the decision made to draw a sample of teachers of all grades in the state.

II. DEFINING THE SAMPLE

Using the 1957-58 Michigan Education Directory and Buyer's Guide, the public school systems were classified as to size, location, and type. A 10 per cent sample of school systems was seen to be large enough to give the coverage as to type and size (Appendix B). Only school systems with 25 or more teachers and only systems south of the 45th north parallel were used.

Tippett's random numbers were used to choose a stratified sample of 31 school systems.[1] There was a two-fold stratification of the sample. The five classifications set up according to size were 25 to 74 teachers, 75 to 124 teachers, 125 to 174 teachers, and 225 or more teachers. The six classifications set up according to type of grade organization were the 6-6 plan, the 6-3-4 plan, the 6-3-3 plan, the 7-5 plan, the 8-4 plan, and "others." Ferndale was selected to be representative of large 8-4 school systems in order that a comparison could be made between 6-3-3 systems and one 8-4 system in the same size classification. Basic information about selected school systems may be found in Appendix B.

III. DEVELOPING THE QUESTIONNAIRE

A one-page questionnaire which could easily be checked in five to ten minutes in a regular school staff meeting was developed. After several drafts which were discussed and refined with committee members, a fifth draft was used in a pilot study in three schools--Bailey School, Haslett High School, and Walter French Junior High School. Suggestions from these teachers and those on the East Lansing Junior High School staff were incorporated in the sixth draft, which was the one used. This questionnaire is included as Appendix C.

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[1] L. H. C. Tippett, "Random Sampling Numbers," Tracts for Computers, XV (London: Cambridge University Press, 1927), p. 22.

IV. CONTACTING THE SCHOOL SYSTEMS

The Michigan Secondary School Association Board in their December, 1957 meeting gave its executive secretary, Mr. Dale Kennedy, permission to write a letter of introduction to the superintendents of the school systems chosen for the study. Answers were received from thirty-four out of thirty-five school systems. All thirty-four superintendents who answered indicated a willingness to participate in the Michigan Teacher Personnel Study.[1]

The answer sheet from the superintendent indicated whether the questionnaires were to be sent to the superintendent or directly to the principals. The appropriate number of questionnaires, each in an unsealed white envelop, was mailed together with an instruction sheet and an addressed, stamped return envelop.[2] Principals were then instructed to let teachers have five to ten minutes in a regular faculty meeting to check the questionnaire. The questionnaires were sealed in the individual white envelops by the teachers, collected by the principal and mailed.

V. ADEQUACY OF RETURNS

An overall return of 80 per cent was achieved (Appendix E, Table XV). Three extra school systems were included in the 6-6 cell, 25-74 teachers. All three alternates were used--replacing three other school systems that had poor percentages of returns.

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[1] Letters and answer sheet included in Appendix D.

[2] Instruction sheet is included in Appendix D.

VI. PRESENTATION AND ANALYSIS OF DATA

Information from each questionnaire was key-punched on IBM cards. Using the IBM counter-sorter, information according to classifications needed was taken off the cards.

Information on items such as age, sex, marital status, teaching experience, and professional activity are included in Appendix E.

Pertinent information in the following chapters and in the Appendix is usually presented in two forms: first, in terms of percentages, to present readily understandable terms the number relationships; second, in terms of chi-square values to show whether or not differences are significant.

Data are sometimes analyzed by individual grades but mostly by "grade groups." The need for using this classification was that many teachers, particularly at the secondary level, were unable to designate one main grade as the one which they were teaching. One advantage of using "grade groups" is that relationships become more clear cut with five classifications than they are with thirteen.

Some 186 questionnaires were not tabulated with the others. These were questionnaires from teachers who did not fit into any particular grade group, let alone any individual grade level. A great many of these teachers were specialists and consultants in the fields of art, music, and physical education. These teachers frequently had responsibilities over five and six grades and in some instances twelve grades plus kindergarten. As these teachers

did not fit the classification being tested in this thesis, it was impossible to use the data from their questionnaires to support or not support the hypotheses.

Data are presented in relationship to the hypotheses set forth in Chapter I. Each hypothesis is supported, supported partially or not supported by the information gathered. The most important of the tables are included in the chapters. Tables which present supplementary data and help in the interpretation of the basic tables are included in the Appendices.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA: COMPARATIVE PERMANENCE IN CLASSROOM TEACHING OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS

I. FINDINGS

The initial hypotheses have been set up to test the differences in permanence in classroom teaching in different grades. Permanence in classroom teaching as defined in this study is measured by the number of years a person has been teaching from 1947 to 1957.

Hypothesis 1a: Seventh, eighth, and ninth grade teachers in Michigan are less permanent in classroom teaching than are teachers of other grades.

This hypothesis is substantially supported by the data presented in Table I, and Table II. There were more instances of highly significant differences in 1947, 1949, and 1951 than there were in 1953, 1955, and 1956.

The one grade in which this hypothesis is not supported is the tenth grade. Differences in permanence in classroom teaching between teachers in seventh and tenth grades were insignificant for all of the years of the study.

Hypothesis 1b: Present seventh grade teachers are less permanent in classroom teaching than are present eighth and ninth grade teachers.

TABLE I

PERCENTAGES OF PRESENT (1957) TEACHERS WHO WERE IN CLASSROOM TEACHING FROM 1947 THROUGH 1956, BY GRADE

Grade Levels	1947	1949	1951	1953	1955	1956	Number Teaching 1957 [1]
Kdg	52.1**	53.0**	59.0**	70.0*	77.6	88.4*	125
1st	42.4**	45.6**	50.2*	61.5*	71.0	82.2	216
2nd	39.8**	42.5**	50.0*	60.3	71.8	85.3	186
3rd	49.1**	52.0**	58.8**	65.5	80.8**	90.5**	184
4th	48.8**	51.8**	55.7**	65.1	79.1*	93.9**	185
5th	43.6**	51.5**	61.2**	67.5*	78.7*	87.4*	177
6th	48.0**	58.2**	63.9**	72.8**	82.1**	91.0**	160
7th	21.4	26.0	35.9	53.8	66.3	77.9	105
8th	27.3	30.9	37.8	56.0	73.6	88.3*	112
9th	38.2**	41.8**	46.8	61.5	71.0	83.9	166
10th	25.9	33.3	43.8	60.9	69.3	82.7	142
11th	37.1*	43.8**	49.5*	58.3	70.9	83.8	112
12th	72.9**	64.1**	69.2**	90.9**	95.5**	98.5**	67

*Differences between number teaching and not teaching at this grade level when compared with the number teaching and not teaching at seventh grade level for the same year were found to be significant at the 5 per cent level.

**Differences between number teaching and not teaching at this grade level when compared with the number teaching and not teaching at seventh grade level for the same year were found to be significant at the 1 per cent level.

[1]Number not responding was approximately five per cent of the number of teachers.

TABLE II

PERCENTAGES OF PRESENT (1957) TEACHERS WHO WERE IN CLASSROOM TEACHING, 1947 THROUGH 1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956	Number Teaching[1] 1957
Kdg.	52.1**	53.0**	59.0**	70.0	77.6	88.4	125
1,2,3	43.7**	46.7**	52.8**	62.3	74.4	86.1	605
4,5,6	46.4**	53.2**	59.4**	67.6*	79.1*	90.6*	537.
7,8,9	32.3	37.6	45.6	60.4	72.1	85.6	537
10,11,12	39.1*	48.1**	55.8**	69.2**	78.6*	88.6	523

*Difference between number teaching and not teaching for this grade group when compared with the number teaching and not teaching for grade group "7,8,9" for the same year were found to be significant at the 5 per cent level.

**Differences between number teaching and not teaching for this grade group when compared with the number teaching and not teaching for grade group "7,8,9" for the same year were found to be significant at the 1 per cent level.

[1]Number not responding was approximately five per cent of the number of teachers.

This hypothesis is not supported by the data presented in Table II. In only three of twelve instances were differences great enough to be significant.

Hypothesis 1c: Present eighth grade teachers are less permanent in classroom teaching than present ninth grade teachers. This hypothesis is not supported by the evidence produced by this study of Michigan teachers (Appendix F, Table XXXII).

II. INTERPRETATION

Teachers in grade group seven, eight, and nine were significantly less permanent in classroom teaching than teachers in all other grade groups from 1947-1951. With the exception of comparison with the senior high grades in 1956, they were significantly less permanent than later elementary and senior high teachers from 1953 to 1956 (Table II).

Several facts from the description of the sample will assist in interpretation. Seventh, eighth, and ninth grade teachers are significantly younger than teachers in other grade groups (Appendix E, Table XVII). They have had fewer years of teaching experience (Appendix E, Table XXVI). On the other hand they have had significantly more formal educational training and belong to more professional organizations than do teachers in lower grade groups (Appendix E, Tables XXIV and XXVIII). They are exceeded by senior high school teachers in both of these categories.

To provide a more detailed and meaningful analysis, trends in school enrollment must be considered. What effect have student

enrollments had on permanence in classroom teaching over the past ten years? If enrollments have increased more in grades seven, eight, and nine than in other grades, the seeming "lack of permanence" may simply be the additions in staff to take care of the increase in the number of students.

The Michigan Department of Public Instruction figures for 1947-1956 indicate that grades seven, eight, and nine did not have as great an enrollment increase as did kindergarten and the early and later elementary grades.[1] Grades seven, eight, and nine, however, have grown more rapidly and from a larger base than did the senior high grades (Table III).

Possible Effects of Enrollment Increases

What effect has this had on the comparison of permanence in classroom teaching between these two grade groups? What part of "impermanence" in classroom teaching in grades seven, eight, and nine is made up of additions to the teaching staff in these grades?

Inspection of the percentage figures indicates that the really critical differences in growth occurs between 1955 and 1957. Between these two years, senior high grades actually had a higher percentage of increase in enrollment than did junior high grades. Computation of "permanence in classroom teaching" depends directly on those not teaching each year. Compensation for

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[1] Michigan Department of Public Instruction, Finance Division, Recapitulations (unpublished end-of-year enrollments by counties and grade level, Lansing), 1948-1957. Source for Table III.

TABLE III

PUBLIC SCHOOL ENROLLMENT IN MICHIGAN, PERCENTAGES OF 1947 ENROLLMENT, 1947-1957, BY GRADE GROUP

Grade Group	Enrollment 1947	Percentage of 1947 Enrollment					
		1949	1951	1953	1955	1956	1957*
Kdg.	105,079	94.2	116.9	134.7	143.4	155.0	168.1
1,2,3	267,245	113.7	114.2	134.2	154.1	153.8	163.2
4,5,6	229,086	105.6	117.6	130.1	133.6	147.6	155.9
7,8,9	200,270	106.9	114.4	123.3	143.9	148.2	153.2
10,11,12	154,266	101.3	105.2	113.6	124.7	131.4	140.5

*Estimated. Exact figures not available.

increasing enrollments can be made by reducing the number "not teaching" by those positions which are available because of increasing numbers of students. This adjustment is figured "backward" from 1957 and is cumulative in its effect.

The result of this compensation for increasing enrollments in junior and senior high grades is shown in Table IV. For all years except 1947, differences are more significant with the adjustment for increasing enrollment than without it. It can be concluded, therefore, that when comparison is made with senior high school teachers, the relative impermanence of seventh, eighth, and ninth grade teachers in classroom teaching is not due to patterns of student enrollment increase.

Analysis of Data by Sex

The differences in the frequency of men and women teachers in different grade groups poses this question: Is the relative lack of permanence in classroom teaching in grades seven, eight, and nine due to the fact that these grades have a greater proportion of men than do the lower grades? (Appendix F, Table XX) Further analysis of data by sex and grade group indicate that women teachers in grades seven, eight and nine are less permanent than women teachers in other grade groups (Appendix F, Table XXXIX).

Men teachers in the later elementary grades were significantly less permanent than men in junior and senior high grades. Men teachers in grades seven, eight, and nine were less permanent than men in senior high grades (Appendix F, Table XXXIII).

TABLE IV

PERCENTAGES IN CLASSROOM TEACHING, 1947 THROUGH 1956, BY SECONDARY SCHOOL GRADE GROUPS, NOT ADJUSTED AND ADJUSTED FOR ENROLLMENT INCREASES

Grade Group		1947	1949	1951	1953	1955	1956
7,8,9	Not adjusted	32.3	37.6	45.6	60.4	72.1	85.6
	Adjusted	50.5	54.6	61.7	75.6	76.9	88.4
10,11,12	Not adjusted	39.1	48.1	55.8	69.2	78.6	88.6
	Adjusted	56.5	68.2	73.9	86.2	88.8	94.8
Chi-square Values (1 degree of freedom)							
	Not adjusted	5.08*	11.43**	12.31**	8.75**	5.82**	2.06
	Adjusted	2.44	13.70**	16.53**	15.03**	23.09**	15.01**

*Number differences are significant. A chi-square value this large could happen as the result of chance fewer than five times out of one hundred.

**Number differences are highly significant. A chi-square value this large could happen as the result of chance fewer than one time in one hundred.

Chi-square values for the men were consistently higher than for the women.

These results were consistent with the tests of significance of differences between just the men teachers and the women teachers in grades seven, eight, and nine. Percentage figures for all years indicate less permanence for men. Differences were highly significant in 1947, 1949, and 1951. Differences were in the same direction but insignificant in 1953, 1955, and 1956 (Appendix F, Table XXXV).

III. SUMMARY

Seventh, eighth, and ninth grade teachers are less permanent in classroom teaching than teachers in all other grades except grade ten. Considered as a group, they are less permanent than other grade groups. The differences in permanence with other grades and grade groups is more marked in 1947, 1949, and 1951 than it is in 1953, 1955, and 1956.

The "impermanence" of junior high teachers when compared with senior high teachers is not due to different patterns of enrollment increase at the two levels.

Women teaching in grades seven, eight, and nine are less permanent in classroom teaching than women in other grades. Men teaching fourth through ninth grade are both less permanent than the women in their respective grades and the men in the senior high grades.

The evidence seems to point to the fact that important numbers of well-qualified men and women teachers in grades seven, eight, and nine enter these grades for a limited period of service before moving on to positions in other grades, staff positions in education, or to positions outside of the field of education.

CHAPTER V

PRESENTATION AND ANALYSIS OF DATA: COMPARATIVE PERMANENCE IN GRADE OR GRADE GROUP OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS

The previous chapter presented data concerning the length of time teachers in different grades had been teaching. Information in this chapter will be concerned with the degree to which teachers are permanent in a particular grade or grade group. The number teaching in the same grade or grade group for each year will be compared with the number who were teaching and with the number of teaching positions available for that year.

I. FINDINGS

Hypothesis 2a: Present seventh, eighth, and ninth grade teachers are less permanent in their grade than teachers of other grades.

When the number teaching the same grade was compared to the number teaching, this hypothesis was not supported. Figures in Table V indicate some significant differences with early grades in recent years, but beyond these exceptions differences were insignificant.

When grades seven, eight, and nine were compared as a group with other grade groups, only grade group "4,5,6" showed a significantly greater permanence over an extended period of time (Table VI).

TABLE V

PERCENTAGES OF THOSE TEACHING WHO TAUGHT THE SAME GRADE AS IN 1957, 1947-1956, BY GRADE

Grade	1947	1949	1951	1953	1955	1956
Kdg.	50.0	62.3*	68.1*	77.4**	80.0**	82.2
1st	48.8	51.6	58.8	68.8*	79.2**	87.1**
2nd	37.1	44.6	48.3	57.4	72.3*	75.8
3rd	32.9	41.6	46.0	55.2	75.9**	77.8
4th	34.1	53.6	40.2	51.8	62.9	70.8
5th	26.8	32.1	41.6	53.6	61.7	77.8
6th	30.1	37.1	44.4	58.3	67.2	78.0
7th	31.8	37.0	48.6	50.0	56.5	67.9
8th	33.3	44.1	47.6	36.1	49.4	62.2
9th	35.0	41.9	45.9	51.5	58.3	74.1
10th	42.9	42.2	50.0	51.2	61.1	71.3
11th	51.3	45.7	62.3	66.7	62.8	72.0
12th	37.1	43.9	46.7	55.0	67.2	80.0

*Number differences between the number teaching the same grade level as 1957 and those teaching other grade levels when compared with seventh grade figures were found to be significant at the 5 per cent level.

**Number differences between the number teaching the same grade level as 1957 and those teaching other grade levels when compared with seventh grade figures were found to be significant at the one per cent level.

TABLE VI

PERCENTAGES OF THOSE TEACHING WHO TAUGHT IN THE SAME GRADE AS IN 1957, 1947-1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956
Kdg.	50.0	62.3	68.1	77.4	80.0	82.2*
1,2,3	63.4*	69.5*	75.8*	83.4**	86.7*	92.7
4,5,6	54.3	60.2	67.2	74.4	80.0	88.4
7,8,9	53.3	58.5	66.2	71.2	81.1	89.6
10,11,12	72.9**	68.9*	71.4	77.2	81.6	87.5

*Differences between the number teaching in the same grade group as in 1957 and those teaching in other grade groups when compared with group 7,8,9 figures were found to be significant at the 5 per cent level.

**Differences between the number teaching in the same grade group as in 1957 and those teaching in other grade groups when compared with group 7,8,9 figures were found to be significant at the 1 per cent level.

When the number teaching the same grade was compared to the number of teaching positions available each year, the hypothesis was very strongly supported (Table VII). This was to be expected, however, as fewer of the present teachers in grade group "7,8,9" were teaching (Table II).

Hypothesis 2b: Present seventh grade teachers are less permanent in their grade than are present eighth and ninth grade teachers.

Hypothesis 2c: Present eighth grade teachers are less permanent in their grade than are present ninth grade teachers.

Neither hypothesis was supported by the data (Table V, and Appendix G, Table XXXVIII). When the number of available teaching positions was controlled, seventh grade showed less permanence than eighth and eighth grade less permanence than ninth (Appendix G, Table XXXIX). The differences, however, were never significant at the five per cent level.

II. INTERPRETATION

Compared to the number teaching each year of the study, seventh, eighth, and ninth grade teachers were as permanent in their grade or grade group as teachers in other grades. However, when permanence in grade group was computed on the basis of the number of available teaching positions, the fact that seventh, eighth, and ninth grade teachers had not been teaching as long as teachers in other grades came into focus.

TABLE VII

PERCENTAGES OF AVAILABLE TEACHING POSITIONS FILLED BY TEACHERS IN THE SAME GRADE GROUP THEY TAUGHT IN 1957, 1947-1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956
Kdg.	41.9	54.3	54.0	65.0	67.3	76.5
1,2,3	41.5	43.2	53.4	60.6	66.0	82.5
4,5,6	36.3	43.7	50.1	57.6	71.1	82.5
7,8,9	25.4	30.4	39.2	52.1	61.1	77.8
10,11,12	37.6	43.5	51.0	64.1	70.9	81.8
Chi-square	21.99**	25.46**	19.40**	15.37**	14.84**	6.54

**Number differences are highly significant. A chi-square value (4 degrees of freedom) this large could happen as the result of chance fewer than one time out of one hundred.

Why is it that grades seven, eight, and nine, more than other grades, are taught by people with fewer years of experience? Are teachers satisfied or dissatisfied if they find themselves with an assignment in one of these three grades?

Several pertinent questions were asked concerning teachers' attitudes toward their grade:

38. Are you now teaching at the grade level for which you thought you were preparing yourself in college?

46. Using numbers "1" through "6", rank the following factors in the order of their importance as you considered them in applying for your present position: immediate working conditions; morale of school; being able to teach preferred grade level; present and future possibilities so far as salary is concerned; being able to teach preferred subject; and location and size of school and community.

40. What grade level student do you feel you would most like to teach?

43. What grade student do you feel you would least like to teach?

Seventh, eighth, and ninth grade teachers rated about the same as teachers in elementary grades in their feeling that they were now teaching the grade for which they prepared themselves while in college. Grades ten, eleven, and twelve displayed the highest degree of confidence that they were now teaching the grade for which they prepared themselves (Appendix G, Table XL). This seems to indicate a greater degree of "finality" and professional

stability for the senior high grades. It is interesting to note relative to this that many more ninth grade teachers than eighth and many more eighth grade teachers than seventh felt the grade they were now teaching was the grade for which they prepared themselves while in college (Appendix G, Table XLII).

Teachers were asked which, among six factors, was the most important in their consideration when they accepted their present position. In analyzing the factors of grade preference and subject preference, seventh, eighth, and ninth grade teachers were very similar to senior high teachers in how they responded (Appendix G, Tables XLII and XLIII). Elementary teachers felt that being able to teach the grade level of their choice was a primary factor of importance when they accepted their present positions. Teachers in grades seven through twelve placed subject preference well ahead of grade preference as a factor they considered in accepting their present positions.

Elementary education has its basic "visible" organization in the division of the school into grades. Secondary education (grades seven through twelve) has both a "visible" organization by grades and a "visible" organization by subjects. This data seems to indicate that seventh, eighth, and ninth grade teachers are more closely related to their subject than they are to their grade. Thus, an opening in eleventh grade mathematics is a possible promotion to the junior high math teacher who has a greater interest in his subject area than he has in a particular age group.

Satisfaction or dissatisfaction in the present grade being taught was reflected in the responses to the questions about the grades they would most and least like to teach. Nearly [illegible] per cent fewer teachers in grades seven, eight, and nine indicated grades in their own grade group as being grades they would most like to teach. Nearly one-fifth of the seventh, eighth, and ninth grade teachers indicated grades in their own grade group as grades they would least like to teach. Number comparisons in each case indicated highly significant differences.

The only other figure which even approached the junior high figure in rejecting the grade group in which teachers taught was the 10.6 per cent of grade group "1,2,3" (Appendix C, Table XLIV). The fact that this figure was high was mainly due to second and third grade teachers' dislike for teaching beginning reading.

How serious a problem is this lack of permanence in grades seven, eight, and nine? Can it be measured in a more understandable way than simply percentages of those teaching or percentages of available positions?

By making two assumptions a fairly valid turnover figure--the number of teachers per teaching position, 1947-1957--can be established. The assumptions are these: that the number of teachers in each grade or grade group for the period under consideration would vary directly with the number of students in that grade; and that the percentage of present teachers teaching in the same grade or grade group can be applied to 1955, 1953, and 1951 totals

as well as for the base year 1957.[1] The number of teaching positions was figured from the enrollment figures obtained from the Michigan Department of Public Instruction (Table III). Number differences in the analysis of grade level permanence have already been proved to be significant differences.[2]

Results of this analysis show that 2.60 teachers were needed to fill each position in grades seven, eight, and nine during the period from 1947 to 1957. This is a much higher rate of turnover than was experienced by other grade groups (Figure 1).

Analysis by individual grade naturally gives a higher turnover figure. A teacher moving from grade eight to grade nine would cause no vacancy in the grade group, but he would be a vacancy in the eighth grade figures. Turnover rates for seventh and eighth grade are nearly the same. Ninth grade turnover rate is substantially smaller than the rates for seventh and eighth grade (Figure 2).

Charting the mobility of teachers over the ten years of the study provides an even clearer picture of what has happened. Figure 3 indicates some movement into grades seven, eight, and nine from elementary and senior high grades. The percentage of present junior high grade teachers moving from either of these grade groups for any particular year is never over 10 per cent.

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[1] Assumptions 6 and 7, p. 17.

[2] See p. 53.

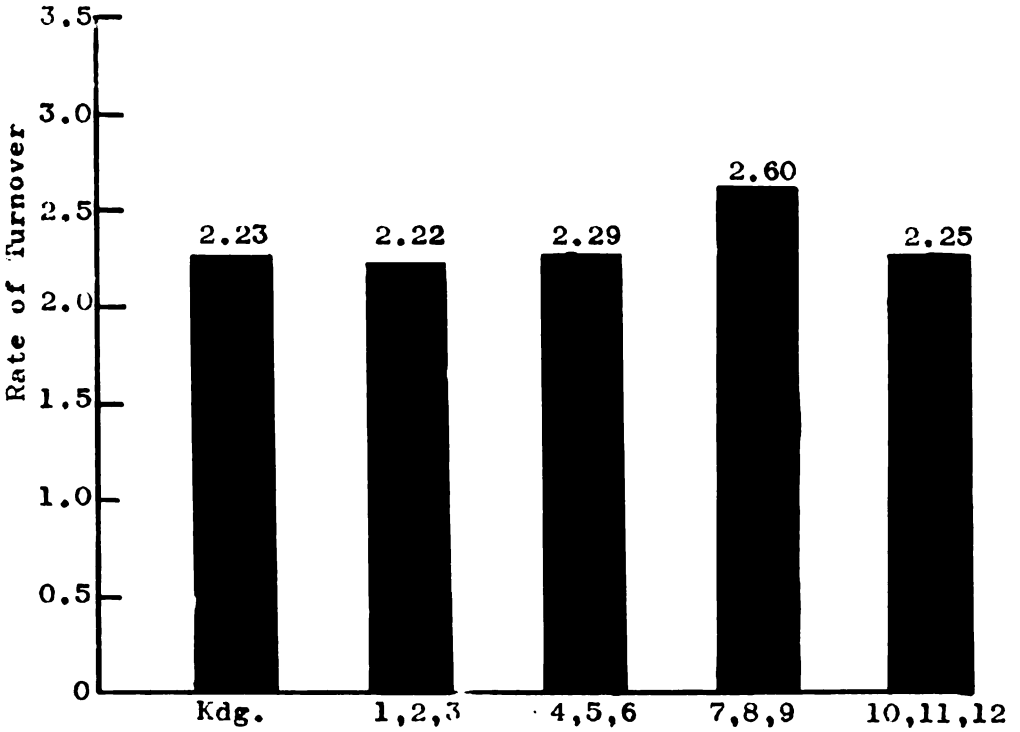

FIGURE 1

Rates of Turnover of Teachers in the Michigan Teacher Personnel Study, by Grade Group, 1947 to 1957

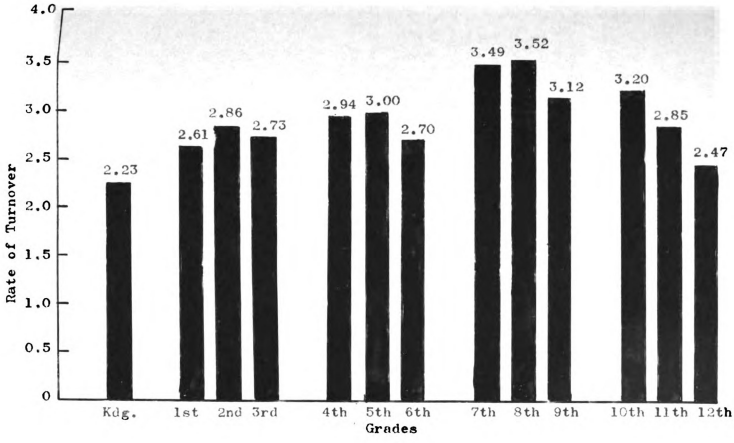

FIGURE 2

Rates of Turnover of Teachers in the Michigan Teacher Personnel Study, by Grade, 1947 to 1957

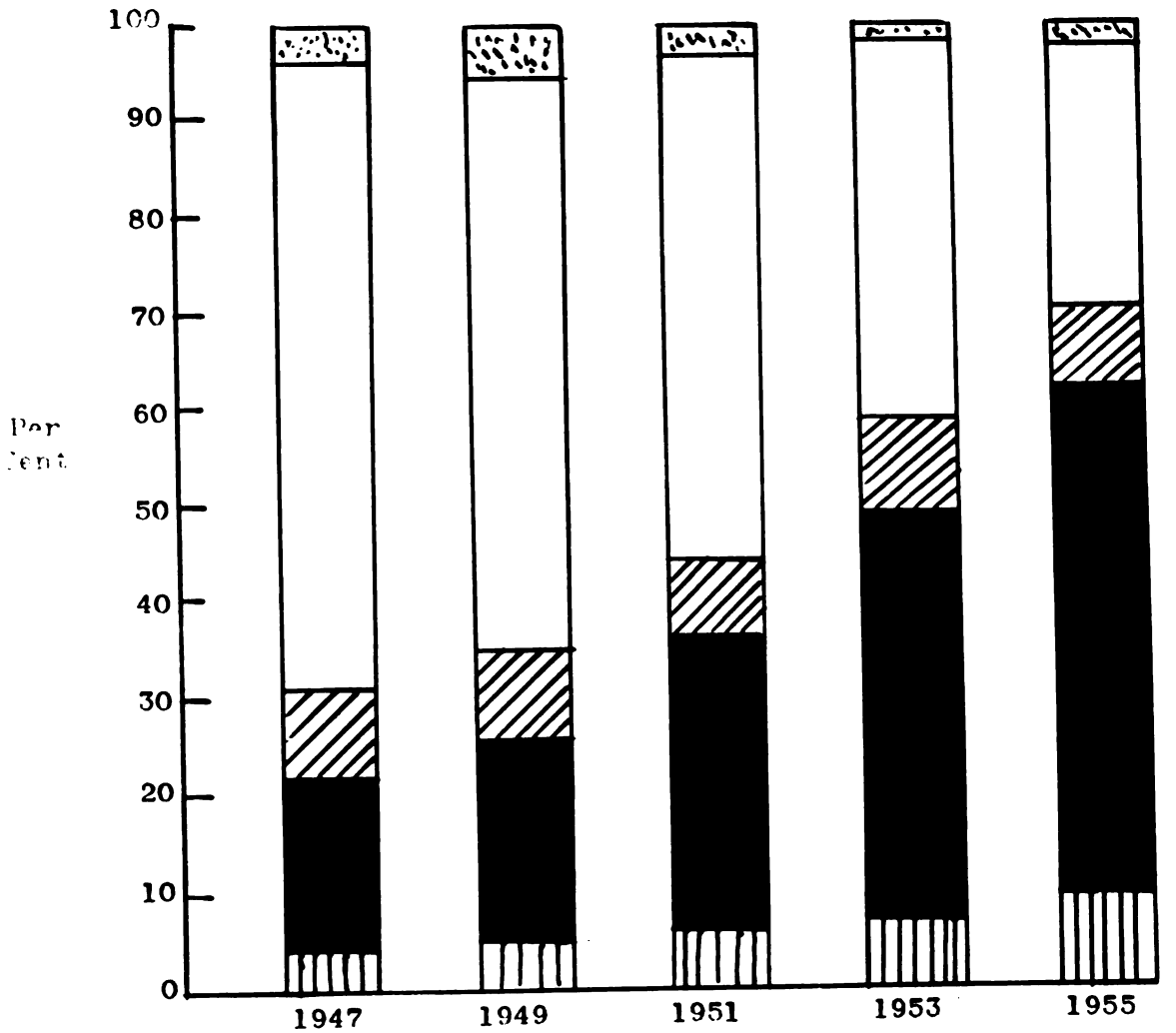

FIGURE 3

Percentages of 537 Present Seventh, Eighth, and Ninth Grade Teachers, by Grade Group in Which They Taught, 1947 to 1955

Charting present senior high school teachers indicates that practically the sole source for present senior high school teachers outside of those who started in senior high school is the grade group immediately below--grades seven, eight, and nine (Figure 4).

Grades seven, eight, and nine do not furnish teachers in any great numbers to any grade group other than the senior high grade group. Figure 5 illustrates that grades four, five, and six do not draw on the junior high grades for any important numbers of teachers. These grades do, however, draw on the early elementary grades quite heavily.

Charting grades ten and twelve separately highlights the upward mobility into senior high grades from grades seven, eight, and nine. In 1953, one-fifth of the present tenth grade teachers had positions in grades seven, eight, or nine (Figure 6). Almost one-fifth of the present twelfth grade teachers held junior high grade positions in 1951. More than one-fourth of them had positions in grade ten or eleven in 1953 (Figure 7).

Figures illustrating mobility in grades six, seven, eight, and nine as well as tables of information from which all the figures were made can be found in Appendix G.

III. SUMMARY

Relative to the number teaching each year, present seventh, eighth, and ninth grade teachers have been as permanent at grade level as teachers in other grades. Relative to the number of

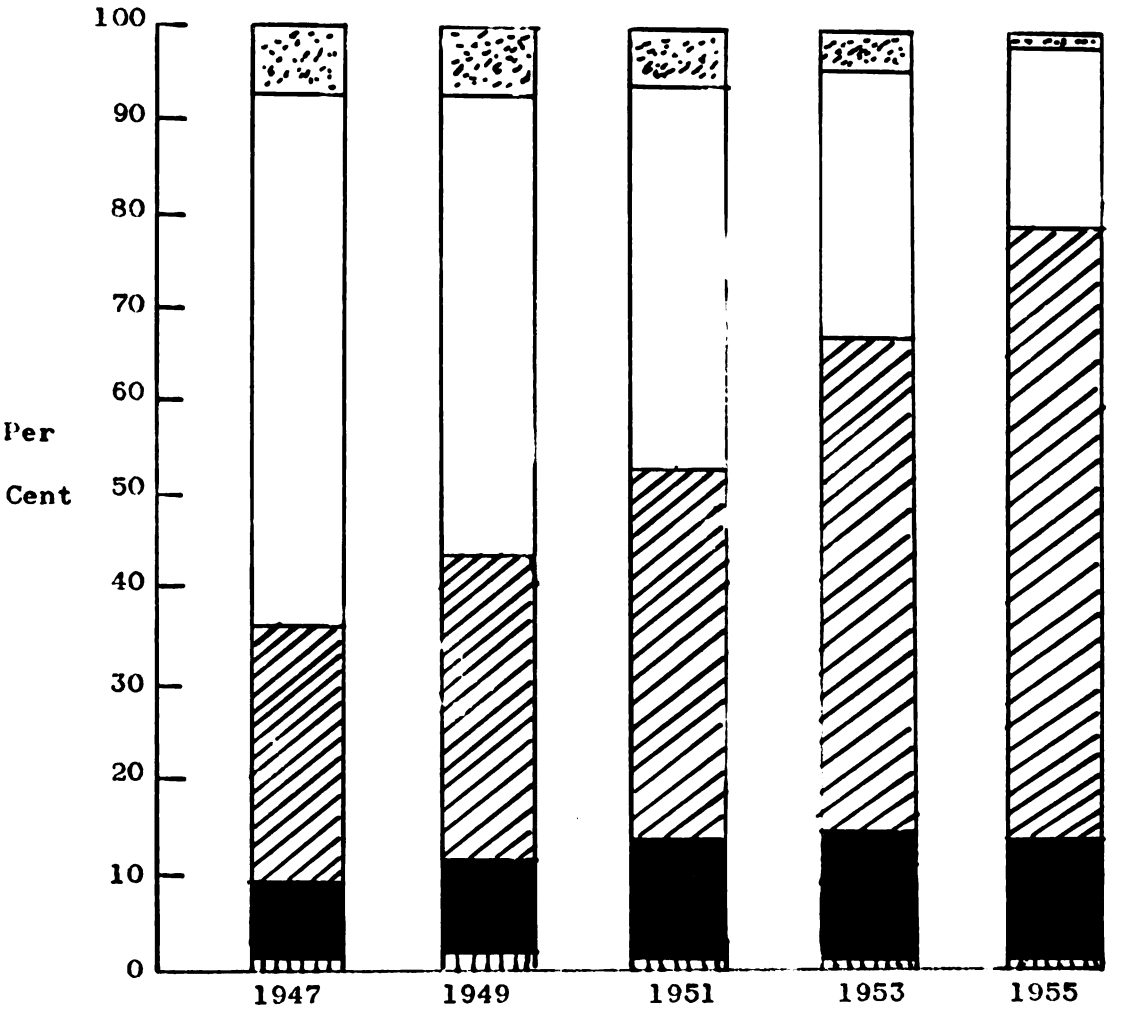

FIGURE 4

Percentages of 523 Present Senior High School Teachers, by Grade Group in Which They Taught, 1947 to 1955

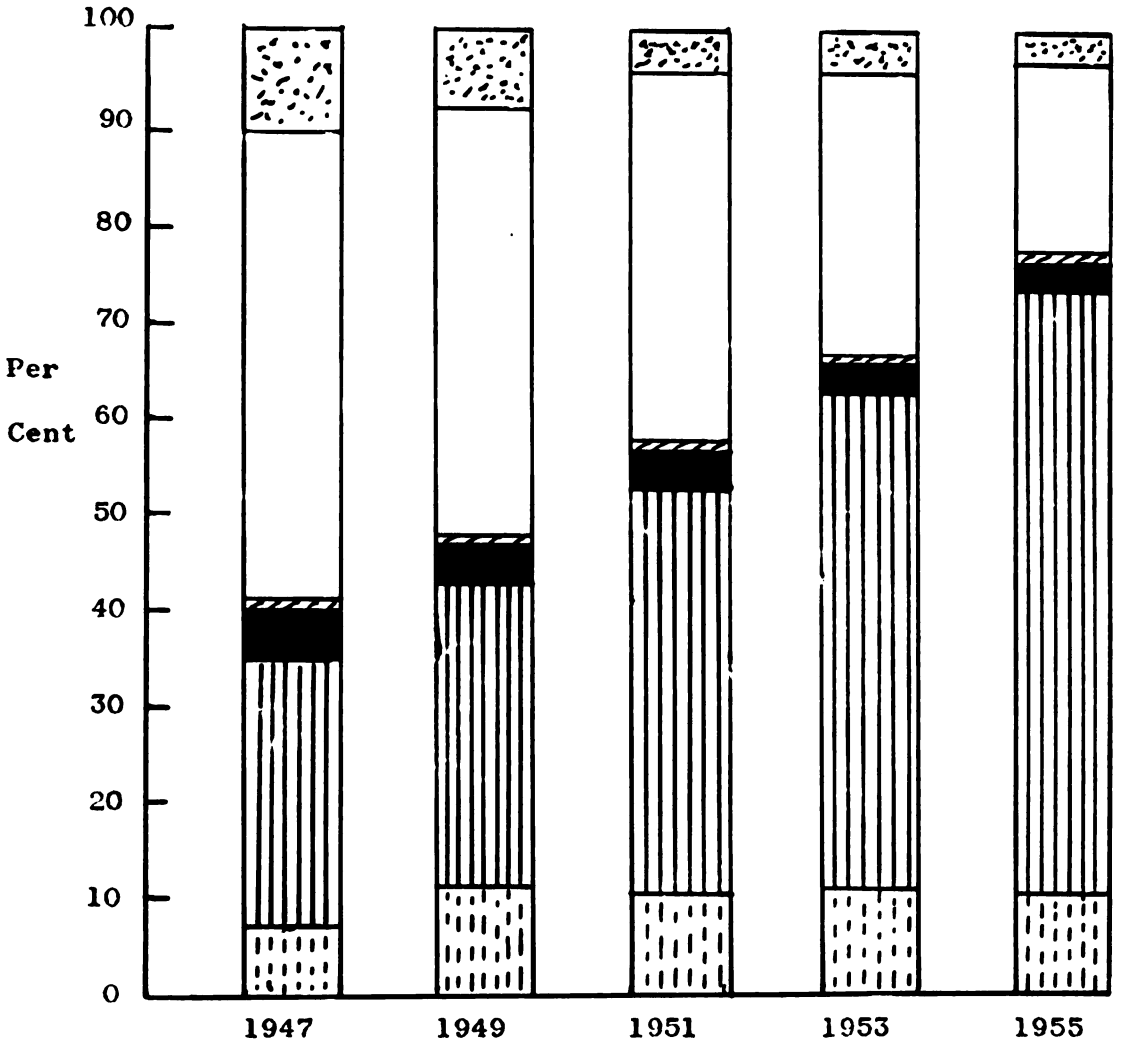

FIGURE 5

Percentages of 537 Present Fourth, Fifth, and Sixth Grade Teachers, 1947 to 1955, by Grade Group in Which They Taught

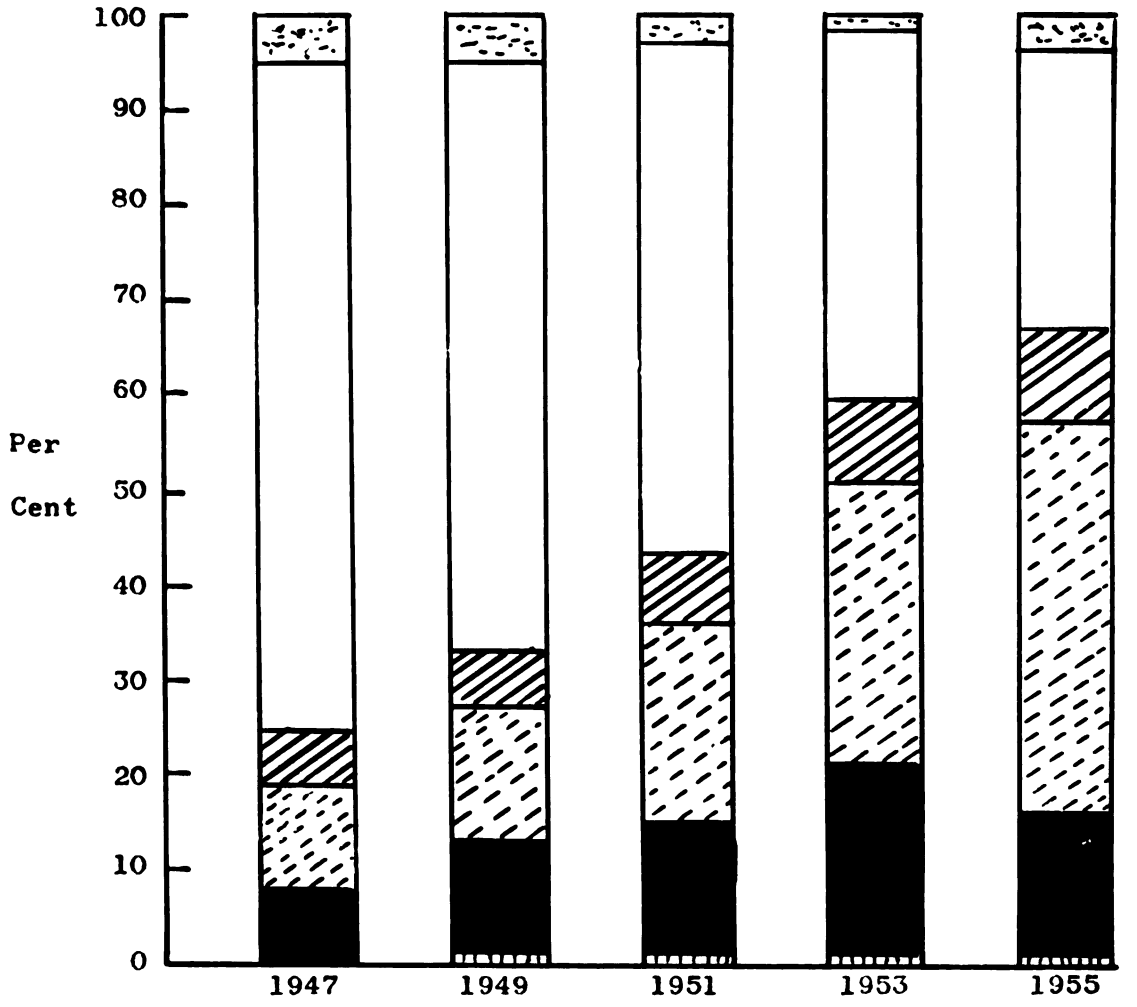

FIGURE 6

Percentages of 142 Present Tenth Grade Teachers, 1947 to 1955, by Grade or Grade Group in Which They Taught

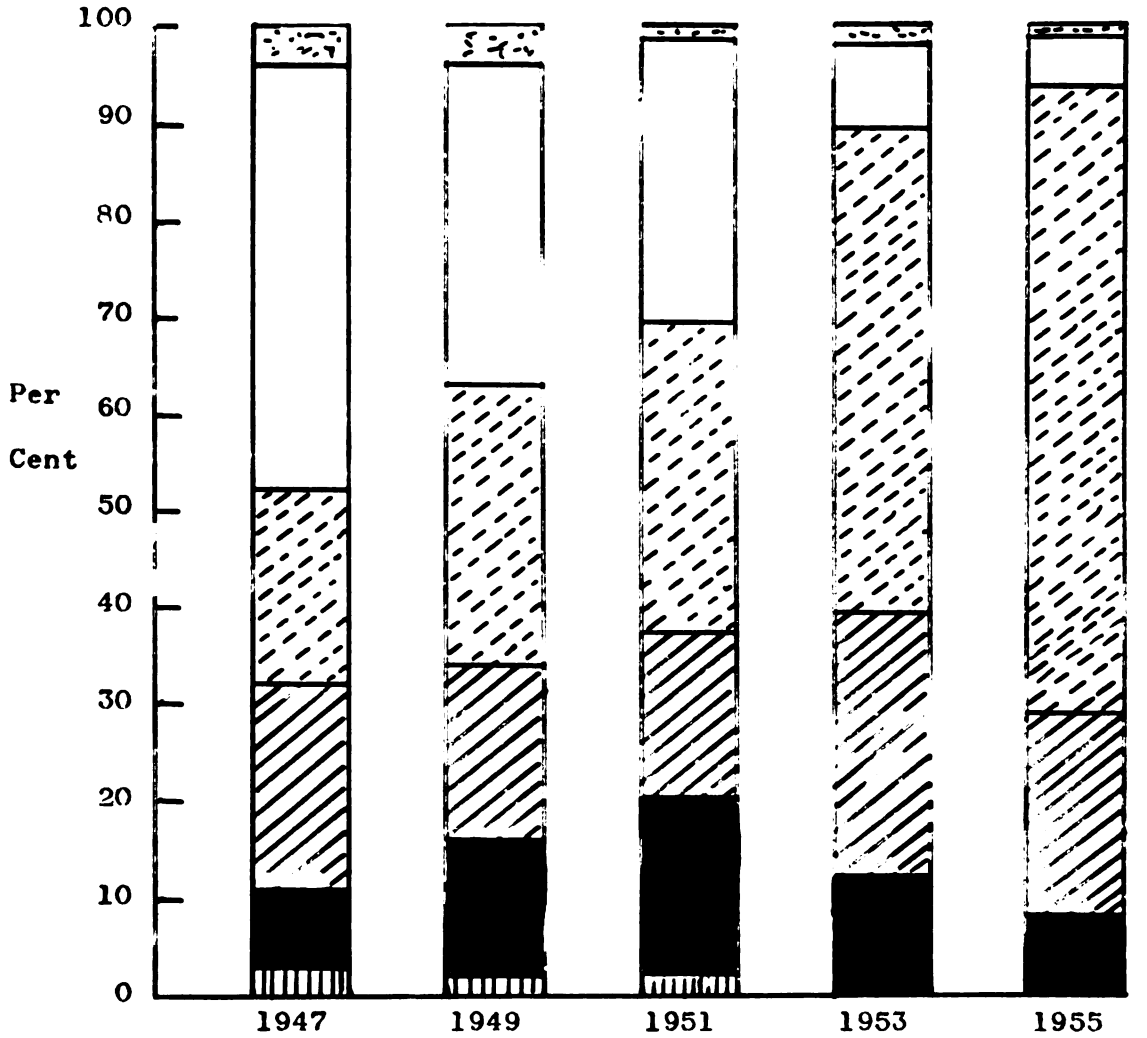

FIGURE 7

Percentages of 67 Present Twelfth Grade Teachers, 1947 to 1955, by Grade or Grade Group in Which They Taught

teaching positions available each year, however, seventh, eighth, and ninth grade teachers were significantly less permanent. Teachers in the junior high grades showed more dissatisfaction and dislike toward their own grades than did teachers in other groups.

Seventh, eighth, and ninth grade teachers are definitely "secondary" in their feeling that it is more important for a teacher to be properly placed in a subject matter area than it is to have the grade level desired. This fact alone would encourage a mobility of teachers from junior to senior high school.

Turnover figures indicate that many more people occupied the available positions in grades seven, eight, and nine during the past ten years than occupied a similar number of positions in other grades.

Charts showing the mobility of teachers in junior and senior high school grades illustrate clearly the major reason for impermanence of staff in grades seven, eight, and nine: the junior high school grades are a major source of supply for senior high school grades.

CHAPTER VI

PRESENTATION AND ANALYSIS OF DATA: PERMANENCE OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS AS RELATED TO SIZE OF SCHOOL SYSTEM

During the half century in which the reorganization of secondary education has been taking place, Americans have been moving from farms and small towns to larger towns and cities. This process of urbanization has had social and economic impacts on people in all walks of life. No study of permanence or turnover of teachers would be complete unless due consideration were given to the effect the size of community or school system has on the permanence of teachers.

I. FINDINGS

Hypothesis 3a: Present seventh, eighth, and ninth grade teachers in larger school systems are more permanent in classroom teaching than are teachers in the same grades in smaller school systems.

This hypothesis is very strongly supported by the data, especially when comparison is made between teachers in school systems with fewer than 225 teachers and those with 225 teachers or more. Chi-square values show number differences to be highly significant for every year of the study. Percentage differences between the medium-sized and larger systems are very much larger

than differences between the smaller and medium-sized systems for all years of the study except for 1951 (Table VIII).

Analysis of permanence in teaching by grade groups in different sized school systems indicates that in small school systems, 25-74 teachers, grades seven, eight, and nine are least permanent (Appendix H, Table LVI). In medium-sized systems, 175-224 teachers, there were no significant differences in permanence of classroom teachers among the grade groups (Appendix H, Table LVII). In large school systems, 225 or more teachers, seventh, eighth, and ninth grade teachers and early elementary teachers were less permanent than later elementary and senior high school teachers (Appendix H, Table LVIII).

Hypothesis 3b: Present seventh, eighth, and ninth grade teachers in larger school systems are more permanent in their grade than present seventh, eighth, and ninth grade teachers in smaller school systems.

This hypothesis was supported in part and rejected in part by the analysis presented in Table IX. It was supported in that the larger school systems showed the highest permanence in grade. The hypothesis was rejected in that the percentage figures do not seem to vary directly with the size of the school systems. With the exception of 1956, permanence in grade for medium-sized school systems is less than permanence in grade for small-sized school systems. Differences were significant in only three of the six years.

TABLE VIII

PERCENTAGES OF PRESENT (1957) SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO WERE IN CLASSROOM TEACHING 1947-1956, BY SIZE OF SCHOOL SYSTEM

Number of Teachers in School System	1947	1949	1951	1953	1955	1956	Number of Teachers 1957	Average "No Response" 1947-1956
25-74	24.8	26.0	30.7	51.6	63.2	78.6	134	5
75-224	23.7	32.8	43.9	53.4	66.4	83.5	135	3
225 and over	40.5	45.6	53.6	68.3	78.7	90.1	268	7
Chi-square	15.62**	15.69**	18.27**	13.79**	12.68**	10.00**		

** Number differences are highly significant. A chi-square value this large (two degrees of freedom) could happen as the result of chance fewer than one time out of one hundred.

TABLE IX

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO TAUGHT IN GRADES SEVEN, EIGHT, AND NINE RATHER THAN OTHER GRADES, 1947-1956, BY SIZE OF SCHOOL SYSTEM

Number of Teachers in School System	1947	1949	1951	1953	1955	1956
25-74	46.9	57.6	64.1	63.6	77.2	77.7
75-224	45.2	50.0	53.4	60.6	76.4	89.2
225 and over	57.7	62.2	72.1	78.2	86.5	93.7
Chi-square	2.15	1.92	6.50*	10.05**	5.95	18.65**

*Number differences are significant. A chi-square value this large (two degrees of freedom) could happen as a result of chance fewer than five times out of one hundred.

**Number differences are highly significant. A chi-square value this large (two degrees of freedom) could happen as the result of chance fewer than one time out of one hundred.

II. INTERPRETATION

Personal and educational data of seventh, eighth, and ninth grade teachers were analyzed by size of school system. A number of findings help to explain and support the data presented.

Teachers in school systems with fewer than 225 teachers were significantly younger than teachers in larger systems (Appendix H, Table LXIX). This, coupled with the sharp differences in teaching experience, may indicate that important numbers of new seventh, eighth, and ninth grade teachers start in smaller school systems and move to more attractive positions in larger systems (Appendix H, Table LVI).

Formal training and membership in professional organizations seem to vary with size of school system (Appendix H, Tables LXIII and LXIV). This may be the result of the age factor as much as the fact that teachers in smaller systems find institutions of higher learning and the services of professional organizations less accessible than do teachers in larger systems. The accessibility of universities and colleges may be a factor which encourages mobility toward larger systems.

It is interesting to note that there were no significant differences between teachers in these grades and the importance attached to grade assignment in accepting a teaching position (Appendix H, Table LXV). There was no significant difference between how teachers in small and large school systems felt about the importance of the factor of "size and location of community" in accepting their present positions (Appendix H, Table LXVI).

Do teachers who grew up in smaller communities tend to teach in smaller communities? Do teachers who grew up in larger

communities tend to teach in larger communities? Analysis of answers to question 15 by size of school system indicated that the larger the school system the higher the percentage figures of teachers who graduated from high school in cities of 25,000 or more (Appendix H, Table LXVII). Number differences, however, when tested, were insignificant.

Analysis of data for all grade groups by size of school system produced a number of important findings (Appendix H, Tables LXVI, LVII, and LVIII).

The most permanent teachers in small school systems were elementary teachers. This may well have been due to the "home town" factor which would be stronger in smaller communities. Except for elementary teachers in small school systems, the higher grades in both elementary and secondary education showed more permanence than lower grades in each major division.

Considering only secondary education, senior high school teachers in large school systems were the most permanent in classroom teaching and junior high school teachers in small school systems were the least permanent in classroom teaching.

III. SUMMARY

Seventh, eighth, and ninth grade teachers in school systems with 225 or more teachers were more permanent in teaching and more permanent in grade than teachers in smaller systems. Age, amount of formal training, and number of years teaching experience varied as did permanence with size of school system. This analysis seems to point toward some mobility of seventh, eighth, and ninth grade

grade teachers from smaller to larger school systems. Analysis of data on permanence in classroom teaching of all teachers by size school system indicates mobility from junior to senior high grades in small and large school systems. Differences in permanence tended to be in the same direction for most years for medium-sized school systems but were not as pronounced as they were in larger or smaller systems.

CHAPTER VII

PRESENTATION AND ANALYSIS OF DATA: PERMANENCE OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN RELATION TO ORGANIZATION OF GRADES

This thesis is most directly concerned with seventh, eighth, and ninth grade teachers regardless of the grade organization of their school systems. However, it was hoped that an analysis of teachers by grade organization would permit some judgment as to the relative merits of different types of grade organization. While the hypotheses seem to be very strongly supported, some limitations of the sample are obvious when data are analyzed in this fashion.

In order to take out the factor of size of school system, the decision was made to limit this analysis to just the school systems with 225 or more teachers.

I. FINDINGS

Hypothesis 4a: Present teachers in large 6-3-3 school systems are more permanent in classroom teaching than teachers in large school systems with other types of grade organization.

Data as presented in Table X strongly supports this hypothesis for all years of the study.

Hypothesis 4b: Present seventh, eighth, and ninth grade teachers in large 6-3-3 school systems are more permanent in

TABLE X

PERCENTAGES OF PRESENT (1957) TEACHERS IN ALL GRADES IN SCHOOL SYSTEMS WITH 225 OR MORE TEACHERS WHO WERE IN CLASSROOM TEACHING, 1947-1956, BY TYPE OF GRADE ORGANIZATIONS

Grade Organization	1947	1949	1951	1953	1955	1956	Number of Teachers, 1957 [1]
8-4	45.7	48.6	55.1	64.9	78.1	88.1	219
6-2-4	32.7	37.6	46.5	63.1	74.2	85.4	184
6-3-3	60.2	67.2	73.0	81.7	86.9	93.9	580
Varied with jr. hi unit	26.6	31.3	40.2	52.9	68.8	85.2	346
Chi-square	106.68**		105.09**		45.44**		
		122.42**		87.78**		22.18**	

** Number differences are highly significant. A chi-square value this large (with three degrees of freedom) could happen as a result of chance fewer than one time out of one hundred.

[1] Number not responding was approximately five per cent of the number of teachers.

classroom teaching than seventh, eighth, and ninth grade teachers in large school systems with other types of grade organization.

Percentage figures from Table XI strongly support this hypothesis for all years of the study. However, differences were not found to be significant in 1955 and 1956.

II. INTERPRETATION

Further analysis made in regard to all teachers in these systems indicated teachers in 6-3-3 systems were older and had significantly more years of experience than teachers in other types of grade organization (Appendix I, Tables LXVIII and LXIX). Similarly 6-3-3 teachers had more formal training and higher membership in professional organizations than did teachers in other types of systems (Appendix I, Tables LXX and LXXI).

It is interesting to note that the 8-4 system was second to the 6-3-3 system and higher than the 6-2-4 and "other" systems in all the analyses made.

The size and type of the school systems involved in this part of the analysis are given in Appendix B, Table XII. The sample taken was ten per cent of the number of schools in each cell.

Note the difficulties in taking a ten per cent sample of three, six, fourteen and fifteen school systems. Ten per cent of fourteen is one and ten percent of fifteen is two!

These systems, including Ferndale, were chosen at random from other school systems in the cells. The three systems compared

TABLE XI

PERCENTAGES OF PRESENT (1957) SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN SCHOOL SYSTEMS WITH 225 OR MORE TEACHERS WHO WERE IN CLASSROOM TEACHING, 1947-1956, BY TYPE OF GRADE ORGANIZATION

Grade Organization	1947	1949	1951	1953	1955	1956	Number of Teachers, 1957 [1]
8-4	44.1	41.2	52.9	61.8	77.1	85.7	35
6-2-4	27.5	25.0	35.0	57.5	68.3	80.0	43
6-3-3	53.8	61.5	67.6	78.4	83.8	93.9	148
Varied with jr. hi unit	20.0	23.9	36.6	54.2	75.0	87.7	75
Chi-square	25.75**	35.63**	25.42**	16.17**	5.56	7.63	

** Number differences are highly significant. A chi-square value this large (with three degrees of freedom) could happen as a result of chance fewer than one time out of one hundred.

[1] Number not responding was approximately five per cent of the number of teachers.

with the 6-3-3 systems are suburban to Detroit while the 6-3-3 systems are definitely outstate. Location factors alone could easily outweigh differences due to type of grade organization.

III. SUMMARY

The hypotheses were supported by the data in this study. However, because of limitations of the sample in this analysis, these findings should be used with caution. Comparative merits of the different grade organizations might well be the main focus of another study in which important determining factors such as location were held constant.

CHAPTER VIII

PRESENTATION AND ANALYSIS OF DATA: COMPARISON OF PERMANENT AND IMPERMANENT SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS

Three specific groups of teachers were taken from the sample and compared in order to further sharpen the problem of lack of permanence of junior high school teachers: teachers who have taught only grades seven, eight, and nine; teachers who formerly taught in other grades but taught in grades seven, eight, or nine in 1957; and former seventh, eighth, or ninth grade teachers who taught in another grade in 1957.

Why do teachers leave grades seven, eight, and nine? To what grades do they go? From what grades do teachers come into junior high school? Analysis of data of these three groups should give answers to questions such as these in addition to supporting or rejecting the hypotheses.

I. FINDINGS

It is implied in each of these hypotheses that comparison is being made with teachers who left other grades to teach junior high school and former junior high school teachers who taught in other grades in 1957.

Hypothesis 5a: Teachers who have taught only in grades seven, eight, and nine belong to fewer professional organizations.

Hypothesis 5b: Teachers who have taught only in grades seven, eight, and nine have fewer years of formal education.

Hypothesis 5c: Teachers who have taught only in grades seven, eight, and nine are younger.

Hypothesis 5d: Teachers who have taught only in grades seven, eight, and nine have fewer years of experience.

Percentage values support all of these hypotheses. Differences are significant in all analyses except hypotheses 5a (Appendix J, Tables LXXIII through LXXVI).

II. INTERPRETATION

Permanence in classroom teaching differs significantly among the three groups studied--with the "permanent" teachers having by far the lowest percentage for each year of the study (Appendix J, Table LXXVII). Where percentage of permanence is low, teachers tend to be younger and, quite logically, have fewer years of experience.

Why do teachers leave grades seven, eight, and nine? The most frequently mentioned reasons were the desire to improve professionally and the desire to teach more challenging subject matter (Appendix J, Table LXXVIII). A special tabulation was made of responses of former teachers who stated that grade seven, eight, or nine was the grade they least liked to teach. "Too many discipline problems," "too active," "too 'squirmy,'" were the most frequent answers (Appendix J, Table LXXIX).

Some 63 per cent of former seventh, eighth, and ninth grade teachers taught senior high school in 1957. Only 25 per cent taught in the elementary grades (Figure 8, page 95). This movement from junior to senior high grades was also borne out in a similar chart for all 1957 senior high teachers (Figure 4, page 75).

Why do teachers change to grades seven, eight, and nine? Analysis was made to responses given by teachers who moved from other grades to grades seven, eight and nine on why they would most like to teach these grades. "Sincerity," "willingness to learn," and the fact that this age group presents teachers with opportunities for guidance were the most prevalent responses (Appendix J, Table LXXXI).

Figure 9 (page 96) indicates that there is some movement from both elementary and senior high into junior high school teaching. Examination of the pattern of movement for all junior high school teachers also shows this to be true (Figure 3, page 73). Movement into the junior high school from other grades is probably not so noticeable as the exit of teachers, as teachers come from both lower and higher grades but depart generally just to the higher grades.

III. SUMMARY

Data about teachers who have taught only grades seven, eight, and nine reinforces a previous conclusion that the junior high schools have large numbers of young, inexperienced teachers

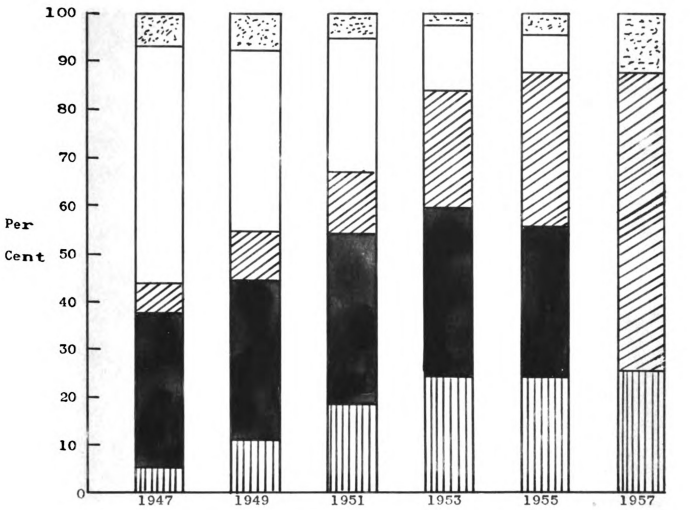

FIGURE 8

Percentages of 241 Former Seventh, Eighth, and Ninth Grade Teachers, 1947 to 1957, by Grade Groups in Which They Taught

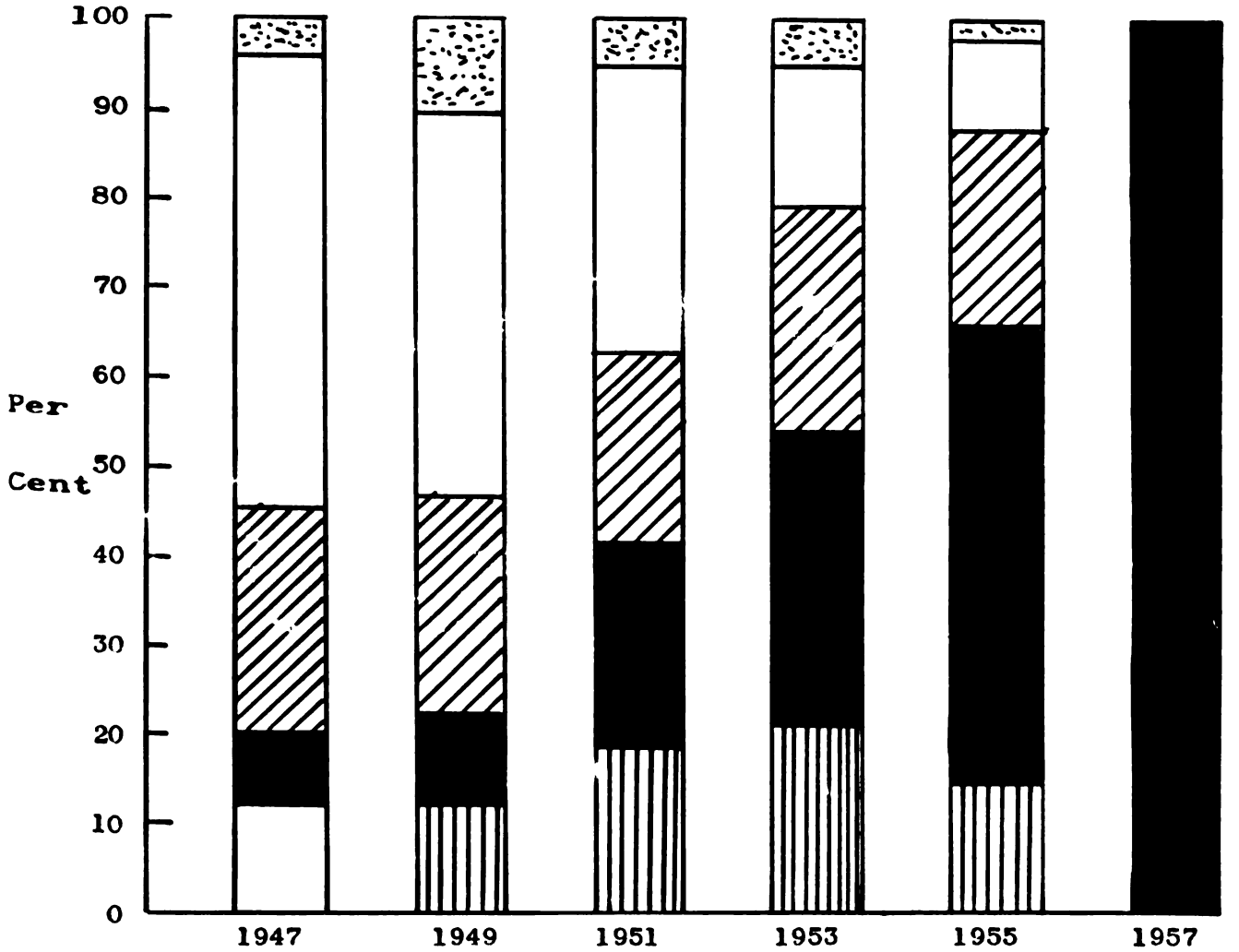

FIGURE 9

Percentages of 191 Present Seventh, Eighth, and Ninth Grade Teachers Who Formerly Taught in Other Grades, 1947-1957, by Grade Group in Which They Taught

on their staffs. Teachers tend to leave junior high school grades for two main reasons: professional advancement and the desire to teach more challenging subject matter.

There are important movements into grades seven, eight, and nine from both lower and higher grades. The reasons given most often in answer to why grades seven, eight, or nine were favorite grades were: sincerity, willingness to learn and the fact that this age group with its "growing up" problems provides opportunities for teachers to give help and guidance to students.

CHAPTER IX

SUMMARY AND CONCLUSIONS

This thesis has concerned itself with the impermanence of teachers in grades seven, eight, and nine in a ten per cent sample of the public school systems in the lower half of the Lower Peninsula of Michigan from 1947 to 1957.

I. SUMMARY OF FINDINGS

The significant findings of this study may be summarized as follows:

(1) Seventh, eight, and ninth grade teachers were less permanent in classroom teaching than teachers in all other grades except grade ten. Considered as a grade group, teachers in grades seven, eight, and nine were less permanent than teachers in any other grade group.

(2) From 1947 to 1957, 349 teachers were needed per hundred available teaching positions in seventh grade; 352 in eighth grade; 312 in ninth grade. These compared with 320 teachers needed per hundred available teaching positions in tenth grade; 247 in twelfth grade; 270 in sixth grade; and 223 in kindergarten, the grade with the lowest rate of turnover.

(3) Seventh, eighth, and ninth grade women teachers were less permanent than women teachers in other grade groups. Seventh, eighth, and ninth grade men teachers were less permanent than

women teachers in their same grade group and men teachers in senior high school.

(4) Seventh, eighth, and ninth grade teachers in large school systems were more permanent in classroom teaching and in grade than seventh, eighth, and ninth grade teachers in small systems. Seventh, eighth, and ninth grade teachers in both large and small systems were less permanent in classroom teaching than senior high school teachers in their respective sized systems.

(5) Seventh, eighth, and ninth grade teachers were younger and had fewer years teaching experience than did teachers in other grades.

(6) "Discipline problems" was given as the main reason by teachers for disliking to teach seventh, eighth, and ninth grade students. "Professional and salary advancement" and "the desire to teach more challenging subject matter" were the two most frequently given reasons for changing from grades seven, eight, and nine.

(7) Virtually the only sources of supply for senior high school vacancies from 1947 to 1955 (except for teachers who started directly in the senior high grades) were seventh, eighth, and ninth grade teachers. The proportions of 523 present senior high school teachers who occupied junior high school positions during the years of the study were as follows: 8 per cent in 1947; 10 per cent in 1949; 12 per cent in 1951; 13 per cent in 1953; and 12 per cent in 1955.

II. INTERPRETATION

The findings of this study would permit the author to agree wholeheartedly with those who have labeled the junior high school as a "dilemma" or "school without teachers." In comparison to teachers in other grades, seventh, eighth, and ninth grade teachers were less permanent in teaching and less permanent at their grade level. They were younger; they had fewer years of teaching experience. Many more of them were required to fill available positions in these grades. Many of them taught in the junior high grades for a few years and then went on to positions in senior high school.

Although teachers in grades seven, eight, and nine as a group were less permanent than teachers in other grade groups, the relative patterns within all grade groups were similar. The highest grade in each grade group for most measures in most of the years of the study was the strongest, most permanent of the three grades in the group. Grade nine, which made a better showing than grades seven and eight, compared favorably with some of the less permanent grades in the other groups--especially grade ten of the senior high school grades.

One of the minor findings has considerable significance in the interpretation of the major findings of this study. Elementary teachers were emphatic in stating that being able to be placed at the desired grade level was more important than being given choice of subject matter to teach. Teachers in grades seven, eight, and nine were equally emphatic (as were the senior

high school teachers) in giving grade level preference second place to subject area preference. If teachers in grades seven, eight, and nine are "subject matter oriented," then it is only logical that many of them consider the junior high school as a place to have several years of experience before moving up to more challenging teaching positions in their desired subject areas in senior high school.

Another more general observation must be made. Most people feel that senior high school has a more important place in public education than do the other divisions. This is the school which "graduates" the students. They feel, rightly or wrongly, that education previous to senior high school has been preparatory in nature. Most people consider the junior high school as "junior" to senior high school.

III. THE IMMEDIATE STAFFING PROBLEM

There is one immediate problem which is brought to the fore by the findings of this study and school population statistics. There will be an even more critical problem of providing qualified teachers for grades seven, eight, and nine during the next five years than there has been for the past decade--that is, unless some steps are taken to remedy the situation immediately. Not only will these grades be staffed by even larger numbers of beginning teachers, but they may also be staffed by larger numbers of teachers with special certificates who will be pressed into service because professionally qualified teachers will not be available.

Consider these related facts. Senior high school teachers remain in their positions longer than do teachers in the junior high school grades. Many of the best junior high school teachers will fill the vacancies in senior high school. Most college students being trained in secondary education consider the senior high school, not the junior high school, as their desired level of teaching. The greatest increase in enrollment in the nation and in the State of Michigan during the next five years will be in the junior high school grades. More students will be attending school in these three grades than any other three grades in public education. A continuing, more critical period of general shortage of teachers is predicted for the near future.[1] Considered in the light of these statements, the staffing problems for grades seven, eight, and nine during the next five years will, indeed, be critical!

Recommendations for Alleviation of the Immediate Staffing Problem

A number of things can be done to solve or alleviate the immediate staffing problem facing grades seven, eight, and nine.

Continuation and expansion of present efforts. Many of the teacher-training institutions of the state have started courses and summer workshops on the junior high school. Experimental programs have started to train elementary teachers for

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[1] See pp. 44 and 45.

both elementary and junior high school work and secondary teachers for junior and senior high school work. These efforts should be continued and expanded.

Publicize "facts of life" to those training to be teachers. The fact that most of the vacancies in secondary education during the next few years will be in grades seven, eight, and nine should be made known to college students who are training to be teachers. Those in training for secondary positions, especially, must not be allowed to complete their training with their hearts set on senior high positions and then have to accept junior high school positions as their second choices. It would seem that if they realized that they have a good chance of being placed in junior high school, they might make some effort to find out the challenges of teaching this age group and be better prepared for a position at this level.

Course content for those training to become teachers. Some emphasis should be made in teacher-training programs on the psychology and understanding of early adolescents as well as an introduction to the educational programs which are best suited to this age group.

Placement for student teaching. Arrangements should be made to have more student teachers in junior high schools than senior high schools during the next few years. It is hoped that the experiences with junior high students will be rewarding and thus encourage greater numbers of student teachers to seek out and accept with enthusiasm permanent positions in these grades.

Local nature of education. The control and operation of education in Michigan is local. There is competition for good teachers at all grade levels. Boards of education, superintendents, and junior high school principals should examine their junior high school programs to see what can be done to strengthen them. Special efforts should be made to keep good junior high school teachers in junior high school. Steps should be taken to prevent the junior high school from becoming the "personnel dumping grounds" of the school system. Administrators should seek to hire new teachers for junior high grades only if they view the position as a long-term professional responsibility.

There will be critical building and equipment needs for these grades in the very near future. Boards of education and superintendents should respond to these needs in the same way that many districts in Michigan have solved building and equipment problems for elementary and senior high schools--with new buildings furnished with the latest necessary equipment. In all too many instances new buildings have been built for senior high schools and the old buildings given over to junior high school use. This has been a sure way of making and keeping the junior high school "junior" in practice as well as in name.

IV. THE FUTURE STAFFING PROBLEM

Long-term improvement of staff of grades seven, eight, and nine must hinge on how this key question is answered: are seventh, eighth, and ninth grade students sufficiently different

from older and younger students to warrant being classified as a separate division of public education?

If students in these grades are not sufficiently different from students in other grades to warrant special educational consideration, then there should be little concern over the present relative impermanence of staff in these grades. The reorganization of secondary education has placed all three grades very firmly in secondary education. If these students are in the same general class as senior high school students only being younger, then the type of program and the pattern of grade organization is of minor importance so long as provision is made for the teaching of the separate subject areas. Grades seven, eight, and nine can be "junior" high school grades in a very literal sense. Thus, it would be a logical part of a subject matter teacher's career, then, to secure several years of experience with the younger students before accepting a position with greater challenge with senior high school students. Using similar logic, these grades would also be the grades in which less effective teachers would be assigned. Impermanence of staff, at least so far as the better teachers are concerned, in grades seven, eight, and nine should be accepted as a matter of course if the students in these grades are not basically different from senior high school students.

As has been pointed out, this author, however, believes that seventh, eighth, and ninth grade students are sufficiently

different from younger and older students to justify separate educational consideration.[1]

Boys and girls, eleven to fifteen years of age, are very much in the process of "becoming." This can be seen by making a simple comparison of the ten year old and the sixteen year old. A person who is ten years old is still very much a child, with a child's personality, a child's outlook on life, and a child's problems. The sixteen year old is well on the way to becoming an adult, with an adult personality, an adult's outlook on life, and an adult's problems. The ten year old's personality has had to be virtually broken up and a more mature, adult-like personality formed by the age of sixteen. Tremendous changes take place in every area of a person's life from age ten to sixteen. The school grades during which these changes take place for most students are grades seven, eight, and nine.

Boys and girls in grades seven, eight, and nine do need stimulating experiences in the important subject areas of education. The presence of the many consultants and special teachers in the later elementary grades is sufficient proof that the need for more than one regular teacher must be recognized. Meaningful experiences in the subject areas can be of great importance in helping the student to a more mature concept of the world and his place in it.

It is, however, in the need for a particular type of internal school organization and environment which establishes the argument

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[1]See p. 6.

for designating grades seven, eight, and nine as a justifiably distinct educational grouping. The basic, vitally important problem that the young person faces in these grades is one of identity. "Who am I?" "What am I growing up to be?" "What do people think of me and what I do?" Problems of "being," "becoming," and "worthfulness" are probably more acute during this stage of life than at any other because rapid change is taking place in every area of life within a relatively short period of time. A school program for these grades should take into consideration this basic need for identification.

What type of learning environment will best help these students during this period of "becoming"? Basically and simply stated, it must be a learning environment which recognizes differences in rates and levels of maturity. Each person has his own unique pattern of growing and maturing. Early, medium, and late maturing students have different kinds of problems. The early maturing youngster frequently needs special challenge, the person who grows more slowly and matures later should not be penalized for something beyond his control. Differences in rates and levels of maturity take on even more importance when viewed in light of the fact that it is at this age that the person seeks a very strong identification with his peer group.

Seventh, eighth, and ninth grade students are sufficiently different from older and younger students to warrant distinctive educational treatment. An effective educational environment for

the early adolescent is one which recognizes differences in rates and levels of maturity.

Recommendations for Long-Term Improvement of Permanence

A number of things are recommended to help solve the problem of securing and maintaining permanent teaching staff for grades seven, eight, and nine.

Need for a more positive portrayal of the early adolescent. Teachers in training must become aware of the challenges and satisfactions which can be derived from teaching students in grades seven, eight, and nine. In all too many descriptions and informal comments about this age group, it has been labeled as a "problem age group." The eleven to fifteen year olds do have problems as do people at all age levels. Lack of understanding and unwillingness on the part of adults to accept unique patterns of maturing have been responsible for much of this negative attitude toward the early adolescent. Knowledge gained from the ever-increasing amount of research being carried on should bring about a more objective and a more positive portrayal of this fascinating age group.

Improved training of teachers for grades seven, eight, and nine. A detailed statement of the necessary characteristics of teachers of early adolescents has been made elsewhere.[1] Leland

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[1] "Desired Characteristics of Junior High School Teachers with Implication for Elementary and Secondary Teacher Training," The Bulletin, XXI, No. 1 (October, 1956), pp. 5 and 6.

Dean's research points the way toward an improved training program for teachers.[1] Both of these sources as well as the current textbooks on the junior high school emphasize the need for teachers in these grades to have background in guidance and early adolescent psychology.

"Person to person" school program. If the effective educational program for grades seven, eight, and nine is one based on teachers knowing and understanding the unique patterns of maturing and growing, then the school for this age group must be one in which teachers know students and students know teachers. The organization must be such that at least two or three teachers are able to become very well acquainted with individual students. This can be done by having at least two combinations of subjects at seventh and eighth grades and one combination at ninth grade. This person to person relationship can be further strengthened by having strong, qualified teachers keep a group for more than one year. If a teacher is to understand students, the number of students a teacher faces during the course of a school day must be reasonable.

Similarly, a student who faces four teachers for longer periods of time rather than seven teachers for shorter periods of time is much more likely to develop a personal, working relationship with his teachers.

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[1]Leland W. Dean, "A Preparation Program for Junior High Teachers," (unpublished Ph. D. thesis, Michigan State University, East Lansing, 1956).

Grade organization based on nature of student. The grade organization of many school systems has been determined by the manipulation of different age groups to fit into the available space. From a financial standpoint, some flexibility is needed to solve short-term building crises. Too often, however, just the fact that space was available or a new building was built has frequently led to a new pattern of grade organization--with little or no thought as to whether this is really the best pattern for the specific students involved.

The "6-3-3" plan has an obvious advantage of separate administration and usually separate housing for students in grades seven, eight, and nine. The fact that this pattern has gained wide acceptance allows for trying and reporting on special kinds of programs in a familiar context. Most of the authorities on the junior high school favor this plan of organization. It must be remembered, however, that the arbitrary establishment of a particular kind of a junior high school does not automatically insure the best type of educational program for the early adolescent.

It is the author's opinion that the "6-6 plan" has greatest possibility of providing the educational program which will help early adolescents grow and mature toward young adulthood. A drastic and fundamental reorganization of the present six year high schools would be needed in order to do this.

The six year secondary school has the possibility of developing an effective vertical social organization in which younger students will receive many of their cues for growth toward maturity

from older students. There is no real operating vertical social organization in American secondary schools. American youth grow toward maturity by grades, by a year by year promotion system which in the secondary school has created the "peer culture". It is with this peer group with which the eighth grader must identify; it is from the peer group from which he must obtain values to judge right and wrong; he must "belong" and he must "get along" with those in his peer group--those of the same age. The fact that there is no vertical social organization intensifies the conflicts between adults and young people.

The "6-6 plan" has excellent possibilities of caring for differences in maturity and intellectual capacities. "The ungraded plan" as being tried in some elementary schools would provide even greater flexibility in a secondary program, which is not as closely identified with grades as such. It is to be regretted that most six year secondary schools have not attempted any vertical social organization nor have they been flexible in grouping students for instruction.

As has already been stated, this thesis does not attempt to prove the superiority of any particular grade organization or whether the junior high school as a separate and distinct school division is justified. The author does feel, however, that the six year secondary school has some untried possibilities of providing a healthy social and learning environment for the early adolescent. These possibilities have to a great degree been overlooked to date.

Need for regular statistics on permanence and turnover of teachers. Figures on the turnover of teachers should be computed yearly on a statewide basis. These need not be by individual grade but by the major school divisions. These along with enrollment figures would be helpful to teacher training institutions by indicating specific areas of demand.

Seventh, eighth, and ninth grade teachers in Michigan were less permanent than teachers in other grades from 1947 to 1957. One of the main reasons for this mobility was the movement of teachers in specific subject fields from these grades into senior high grades. Findings of this study when used with figures on future enrollment point toward a critical shortage of qualified teachers in grades seven, eight, and nine during the next five years. A number of stop-gap measures might alleviate this shortage. Long-term permanence of staff in these grades depends on the acceptance at the local level of the idea that the early adolescent is basically different from those older and younger and thus warrants a distinctive kind of educational program. The educational program for these students must recognize differing rates and levels of maturity as being good. The challenge of helping students to grow toward maturity, then, should become strong enough to attract and retain qualified, understanding teachers in seventh, eighth, and ninth grade.

V. TEACHING AS A PROFESSION

One of the most fundamental unsolved problems of education --a problem which has hampered efforts to elevate teaching to the

status of a profession--is the impermanence of personnel in all grades of teaching.

Certainly, some mobility is desirable in teaching. A case can be made for having a person, early in his career, teach for a short time in each of the major divisions in public education. These exploratory experiences would give him a first-hand picture of the whole educational process as well as help him decide the level he would like to teach.

Present impermanence of teachers in their jobs goes far beyond the instability which might be caused by early exploratory experiences of teachers. Perhaps the major findings of this study were the turnover rates for each grade for the period from 1947 to 1957. In the most permanent grade, twenty-two persons were needed to staff every ten available positions. In the least permanent grade, thirty-five persons were needed to staff every ten available positions over this eleven-year period.[1] With turnover rates as high as these, a school staff can not be expected to progress further than a continual orientation program for its new members. The second, third, and fourth steps toward operating at a truly professional level can never be taken because the staff can never complete the first step of orienting new members to their teaching responsibilities.

Ways and means must be found to increase the permanence of teachers in all grades before they will be able to discharge

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[1] Figure 2, p. 72.

with professional competency the responsibilities placed upon them.

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APPENDIX A

PRELIMINARY CORRESPONDENCE

211 Milford Street
East Lansing, Mich.
January 27, 1956

Mr. _____, Principal
_____
_____
_____

Dear Mr. _____:

Mr. Dale Kennedy of the MEA has informed me that the Teacher Education Committee (MSSA) of which you are chairman has been considering problems in the junior high field. I am looking for an Ed. D. thesis topic in this area. Perhaps you or your committee could suggest several topics concerning junior high where research is needed.

My major is educational administration; minors are in child growth and development and sociology. I have been teaching junior high English-Social Studies in East Lansing for a number of years.

Many thanks for the consideration you will give this request.

Sincerely,

Ray Budde

211 Milford
East Lansing, Mich.
March 15, 1956

Mr. _____, Principal
_____ Junior High School
_____

Dear Mr. _____:

Mr. Chapoton of the MSSA Teacher Education Committee has suggested that I contact you.

I am searching for a thesis topic (Ed. D) in the junior high area. I would like help from persons in junior high administrative work. Could you suggest some possible thesis topics or areas in the junior high field in which research is needed?

For your convenience you may reply on this sheet and use the self-addressed envelop.

Many thanks. I will keep you informed as to my progress.

Sincerely,

Ray Budde

Possible thesis topics or areas in junior high field in which research is needed:

SUMMARY OF RESEARCH TOPICS SUGGESTED BY THREE JUNIOR HIGH SCHOOL PRINCIPALS

A. Problems Related to Junior High School Students

1. Compare the modern junior high school with the traditionally organized school in terms of success in promoting academic, emotional and social growth.

2. What are the physiological, social and emotional changes which affect junior high school students?

3. How can homeroom and guidance programs be organized to be of genuine help to junior high students?

4. How do school policies and procedures directly affect pupils in the junior high school?

B. Curriculum Problems

1. How do students in unified classes compare with students taking separate subjects in regard to the following: reading, grammar, spelling, penmanship, history, and geography?

2. How successful is the junior high school in holding students responsible for their highest possible performance in the "tool subjects"?

3. What is the best time allotment for subjects in a junior high school program?

4. How can different parts of the curriculum be coordinated?

5. What form of organization should the junior high school program take? Should it be patterned along senior high lines? Are fusion courses desirable?

6. What is happening to the "Core Curriculum" in junior high schools?

7. What provisions should be made for the gifted child in junior high school?

C. Problems of Training Teachers for Junior High School

1. Do certification requirements for a secondary certificate really contribute to the training of a successful junior high school teacher?

2. Do secondary trained teachers do better than elementary trained teachers in junior high school?

3. What background and training are necessary for successful teaching in junior high school?

4. What can be done to make junior high school teaching a career for qualified teachers?

5. Study teacher training institutions and their programs of preparation to determine:

   Are junior high school teachers trained as well as later elementary and later secondary teachers?

D. Problems Concerning Patterns of Organization of Grades

1. How do two-year junior high schools compare with three-year junior high schools?

2. Is the "6-3-3" plan the best form of organization?

E. Other Problems

1. What are the unique problems related to the junior high school? How does the compulsory school attendance law affect the school program? How does "adolescence and all its allied difficulties" affect school program?

2. What is the philosophy of the junior high school?

APPENDIX B

THE UNIVERSE AND THE SAMPLE

TABLE XII

MICHIGAN SCHOOL SYSTEMS WITH TWENTY-FIVE OR MORE TEACHERS, BY SIZE AND TYPE OF GRADE ORGANIZATION, 1957

Number of Teachers	25-74	75-124	125-174	175-224	225 or over	Total
6-6	111	10	4	2	1	128
6-2-4	29	18	4	1	6	58
6-3-3	3	12	5	5	15	40
7-5	23	3	2			28
8-4	21		1		3	25
Other	15	5	3	2	14	39
Total	202	48	19	10	39	318

Source: "Public Schools and School Personnel," Michigan Education Directory and Buyer's Guide (Lansing: Michigan Education Directory, 1957-1958), pp. 113-189.

TABLE XIII

TEN PER CENT SAMPLE OF MICHIGAN SCHOOL SYSTEMS WITH TWENTY-FIVE OR MORE TEACHERS, BY SIZE AND TYPE OF GRADE ORGANIZATION, 1957

Number of Teachers	25-74	75-124	125-174	175-224	225 or over	Total
6-6	11	1				12
6-2-4	3	2			1	6
6-3-3		1	1	1	2	5
7-5	2					2
8-4	2				*	2
Other	2	1			1	4
Total	20	5	1	1	4	31

*Ferndale, 312 teachers, was chosen at random from these systems in order to have a large school system with the 8-4 plan. Ferndale is not included in the sample except where comparison is made between different plans of grade organization.

TABLE XIV

TEACHERS IN MICHIGAN SCHOOL SYSTEMS WITH TWENTY-FIVE OR MORE TEACHERS, BY SIZE AND TYPE OF GRADE ORGANIZATION, 1957

Number of Teachers	25-74	75-124	125-174	175-224	225 or over	Total
6-6	4792	946	553	404	245	6940
6-2-4	1285	1740	557	184	2008	5774
6-3-3	201	1226	745	1002	7225	10429
7-5	984	297	313			1594
8-4	835		146		1059	2040
Other	697	475	486	396	20472	22526
Total	8794	4684	2800	1986	31039	49303

TABLE XV

TEACHERS IN A TEN PER CENT RANDOM SAMPLE OF MICHIGAN SCHOOL SYSTEMS WITH TWENTY-FIVE OR MORE TEACHERS, BY SIZE AND TYPE OF GRADE ORGANIZATION, 1957

Number of Teachers	25-74	75-124	125-174	175-224	225 or over	Total
6-6	451	116				569
6-2-4	139	190			238	567
6-3-3		79	151	198	732	1160
7-5	86					86
8-4	72					72
Other	131	120			456	707
Total	879	505	151	198	1426	3159

APPENDIX C

THE QUESTIONNAIRE

at new grade level.

5. Requested to change by administration.

6 Changed in order to obtain teaching experience at different grade levels.

7 Prefer new age group to previous group.

8 Taught one group over a period of yrs.

9 Other (Please state):

38 Are you now teaching at the grade level for which you thought you were preparing yourself in college?

1 Yes 2 No

39 What are your vocational plans during the next five years? (Circle just one.)

1 Remain in regular classroom teaching.

2 Become a full-time homemaker.

3 Become a full-time graduate student.

4 Become a principal or superintendent.

5 Become a guidance counselor.

6 Become a consultant or supervisor in music, art, phys.ed. or other subject.

7 Enter college teaching or research.

8 Take job in business or industry.

9 Other (Please state):

5 Students too active, too "squirmy."

6 Subject matter not challenging to me.

7 Students "daydream", too preoccupied with growing up to do any studying.

8 Other (Please state):

46 Using numbers "1" thru "6", rank the following factors in the order of their importance as you considered them in ~~applying for~~ accepting your present position:

___IMMEDIATE WORKING CONDITIONS: attractiveness of room; class size; materials available.

___MORALE OF SCHOOL: staff morale; personality of administrators; reputation of system.

___ABLE TO TEACH AT PREFERRED GRADE LEVEL: teaching age student I most like to teach.

___SALARY, PRESENT AND FUTURE POSSIBILITIES: type of schedule; chances for advancement.

___ABLE TO TEACH PREFERRED SUBJECT: and not having to teach subjects not desired.

___LOCATION & SIZE OF SCHOOL & SYSTEM: nearness to hometown, large city, a university, etc.

Thank you very much for your help. The results of this study will appear in the Michigan Secondary School Bulletin and possibly the MEA Journal. Ray Budde

(Fold, insert in envelop, seal envelop.)

Directions for next question:

Use "Kdg" for kindergarten
"1st","4th","11th" etc. for grade level
"C" for college teaching
"R" for rural school teaching
"NT" for "not teaching"

If you taught in more than one grade for a particular year, answer with the grade level in which you had the most students.

21- 36 Indicate (by filling in blanks) the grade level you taught during the years listed below:

This year, 1957-58: ____grade
Last year, 1956-57: ____grade
2 yrs.ago, 1955-56: ____grade
4 yrs.ago, 1953-54: ____grade
6 yrs.ago, 1951-52: ____grade
8 yrs.ago, 1949-50: ____grade
10 yrs.ago, 1947-48: ____grade
First Year of Teaching: Grade

37 If you have changed grade levels during the past ten years, indicate the reason(s) for changing: (Circle the numbers to the left of all statements that apply)

1 Have not changed grade levels.
2 Changed school systems to obtain better salary and professional opportunities and accepted the grade level that happened to be available in new system.
3 Changed school systems in order to teach at my preferred grade level.
4 Subject matter much more challenging

40 41 What grade level student do you feel you would most like to teach? (Circle choice)

Kdg 1 2 3 4 5 6 7 8 9 10 11 12 Col

42 Why do you feel you would most like to teach this grade level student?

1 Sincere, willing, eager to learn.
2 "Growing up" problems provide opportunities to give help and guidance.
3 Needs to learn so much; life at this stage is so new to the student.
4 Responds best to my own subject.
5 Mature, settled, mentally "grown-up".
6 Needs to and is able to develop basic skills which are necessary for success in later school grades and in life.
7 Other (Please state):

43 44 What grade level would you least like to teach? (Circle your choice)

Kdg 1 2 3 4 5 6 7 8 9 10 11 12 Col

45 Why do you feel you would least like to teach this grade level student?

1 Ideas, lives already formed.
2 Students feel they "know it all."
3 Disinterested, unwilling to learn.
4 Too many discipline problems.

APPENDIX D

CONTACTING THE SCHOOL SYSTEMS

February 28, 1958

Mr. _____, Superintendent

_____

_____, Michigan

Dear Mr. _____:

Let me introduce you to the "Michigan Teacher Personnel Study." This study seeks to determine the permanence of teachers at different grade levels. I hope to find out if the permanence of teachers at particular grade levels varies with size of school systems, the organizational patterns of school systems, and the teaching certificates and college degrees held by teachers. I believe the results of this study will be of value to you as a school administrator.

In taking a stratified random sample of school systems in Michigan, _____ was drawn as one of the several systems in its size classification. I invite your careful consideration to my request that _____ Schools participate in this study.

Your system's participation would involve each principal taking 5 to 10 minutes of a faculty meeting to permit each teacher to check the items on the one-page questionnaire. Each principal will be furnished with a large stamped and addressed envelop in which to place completed questionnaires. Mailing of the envelops by each principal will end the work involved by personnel of your school system. As my basic sample is in terms of school systems, there will be no need to follow up on teachers who might have been absent from teachers' meetings.

Definite plans have been made to share the results of this study through the MSSA Bulletin.

Thank you very much for considering my request. An answer form and a self-addressed envelop are enclosed for your convenience.

Sincerely,

Ray Budde

M I C H I G A N T E A C H E R P E R S O N N E L S T U D Y

by Ray Budde
301 Highland Avenue
East Lansing, Michigan
Phone: EDgewood 2-3880

with the cooperation of the
Michigan Secondary School Association
Dale Kennedy, Executive Secretary
advisor: William Roe, Administrative
and Educational Services, M. S. U.

Answer letter to Ray Budde from _____

Check to indicate the action you wish to take on my request:

_____ "You have my approval for the teachers of _____ to participate in the Michigan Teacher Personnel Study."

_____ 1. "You may send packets of questionnaires for each school to me for distribution through regular school channels."

_____ 2. "You may contact each school principal directly for distribution of questionnaires."

Remarks:

_____ "I would rather not have teachers of _____ participate in the Michigan Teacher Personnel Study."

Remarks:

Sincerely,

_____
Superintendent

M I C H I G A N T E A C H E R P E R S O N N E L S T U D Y

by Ray Budde
301 Highland Avenue
East Lansing, Michigan
Phone: EDgewood 2-3880

with the cooperation of the
Michigan Secondary School Association
Dale Kennedy, Executive Secretary
advisor: William Roe, Administrative
and Educational Services, M. S. U.

March 14, 1958

Mr. _____, Superintendent
_____ _____
_____, Michigan

Dear Mr. _____:

Thank you for indicating your willingness to participate in the Michigan Teacher Personnel Study.

The questionnaires are divided by schools so that the large envelop can be given directly to each principal. I have placed a brief instruction sheet in each envelop. A copy of these instructions is attached to this letter.

A stamped self-addressed envelop is included in each package for the principal to use in mailing the questionnaires back to me.

Many thanks for the contribution you are making toward the success of this study.

Sincerely,

Ray Budde

Enc.

(Note: The one-page questionnaire is designed to be filled out in ten minutes or less at a school staff meeting.)

To the person giving out and collecting questionnaires

for the MICHIGAN TEACHER PERSONNEL STUDY:

1. Questionnaires should be given to regular classroom teachers -- teachers who spend at least 50% of their time teaching regular daily classes.

2. Instructions which may be read to your faculty group:

   The following are important for the success of this study:

   a. That all questions be answered. Most questions are answered by circling a number to the left of the correct response.

   b. Question '21-36' is a key question. Insofar as possible, try to answer with a specific grade (or "NT" for not teaching, "R" for rural, etc.) for the years mentioned.

      (Note: "First year of Teaching ____ Grade" was rubber-stamped in after the questionnaire was run off.)

   c. After all the questions are answered, put the questionnaire back in the white envelop and seal the envelop.

   d. Thank you very much for your co-operation.

3. The white envelop from the teachers should be collected and placed in the large enclosed self-addressed stamped envelop and mailed.

   Thank you for your important contribution to this research study.

Sincerely,

Ray Budde

APPENDIX E

DESCRIPTION OF THE SAMPLE

EXPLANATION OF FOOTNOTE SYMBOLS USED IN TABLES IN THE APPENDICES

[1]Number of "no responses" is approximately 5 per cent of the number of teachers.

*Number differences are significant. A chi-square value this large could happen as the result of chance fewer than five times out of one hundred.

**Number differences are highly significant. A chi-square value this large could happen fewer than one time out of one hundred.

No designation in reference to differences means that the differences are insignificant and could be due to chance.

The number of degrees of freedom in tables were differences are analyzed for significance is the number of classes in the left hand column less one.

TABLE XVI

NUMBER AND PERCENTAGE OF RETURNS OF QUESTIONNAIRES OF THE MICHIGAN TEACHER PERSONNEL STUDY

(Questionnaires sent out in March, 1958 and returned during March, April and May, 1958)

IBM Number	Name of School System	Number of Questionnaires Sent	Number of Teachers Responding	Percent Returns
25	Anchor Bay	37	33	89
3	Birmingham	456	365	80
26	Brandon Township	43	15	35
6	Centerline	114	94	82
7	Comstock Park	34	28	82
4	Delton	45	27	60
5	Dundee	51	45	88
8	Eaton Rapids	71	55	77
9	Farmington	238	189	79
11	Gobles	26	23	88
14	Grosse Isle	51	50	98
15	Hart	32	32	100
16	Hickory Corners	38	35	92
17	Lake Odessa	36	32	89
29	Lake Shore, St. Clair Shores	116	79	68
28	Lake View, St. Clair Shores	198	144	73
19	Lapeer	120	87	73
18	Lawton	29	12	41
20	Linden	27	22	81
21	Michigan Center	52	47	90
22	Midland	349	292	84
23	Milan	76	66	87
24	Muskegon	383	316	83
27	Rochester	151	121	80
12	Rogers	60	54	90
30	St. Johns	68	59	87
31	Scottville	43	30	70
32	South Haven	79	68	86
33	Utley	41	39	95
34	White Cloud	32	26	81
35	Whitehall	63	28	44
	Total	3159	2513	80
10	Ferndale	312	239	80
	Grand Totals	3471	2762	80

TABLE XVII

GRADE ORGANIZATION OF SCHOOL SYSTEMS IN THE MICHIGAN TEACHER PERSONNEL STUDY, 1957

Name of School System	Grade Organization
Anchor Bay	6-6
Birmingham	Other
Brandon Township	6-2-4
Centerline	6-2-4
Comstock Park	6-6
Delton	6-2-4
Dundee	6-6
Eaton Rapids	6-6
Farmington	6-2-4
Gobles	7-5
Grosse Isle	6-2-4
Hart	6-6
Hickory Corners	6-6
Lake Odessa	6-6
Lake Shore, St. Clair Shores	6-6
Lake View, St. Clair Shores	6-3-3
Lapeer	Other
Lawton	8-4
Linden	6-6
Michigan Center	6-6
Midland	6-3-3
Milan	6-2-4
Muskegon	6-3-3
Rochester	6-3-3
Rogers	7-5
St. Johns	Other
Scottville	8-4
South Haven	6-3-3
Utley	6-6
White Cloud	6-6
Whitehall	Other
Ferndale	8-4

TABLE XVIII

AGE OF 2327 TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE GROUP IN WHICH THEY TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentage of Teachers 30 Years of Age or Older
Kdg.	125	70.4
1,2,3	605	66.4
4,5,6	537	74.7
7,8,9	537	59.9
10,11,12	523	64.8
Chi-square value		27.90**

TABLE XIX

AGE OF 383 SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE IN WHICH THEY TAUGHT IN 1957

Grade	Number of Teachers[1]	Percentage of Teachers 30 Years of Age or Older
7	105	56.2
8	112	60.7
9	166	59.0
Chi-square value		.46

TABLE XX

SEX OF 2327 TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE GROUP IN WHICH THEY TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentage of Teachers Who Were Male
Kdg.	125	0.0
1,2,3	605	0.1
4,5,6	537	16.7
7,8,9	537	55.0
10,11,12	523	61.9
Chi-square value		742.58**

TABLE XXI

SEX OF 383 SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE IN WHICH THEY TAUGHT IN 1957

Grade	Number of Teachers[1]	Percentage of Teachers Who Were Male
7	105	54.4
8	112	58.0
9	166	58.5
Chi-square value		.48

TABLE XXII

MARITAL STATUS OF 2327 TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE GROUP IN WHICH THEY TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentage of Teachers Who Were Single
Kdg.	125	29.8
1,2,3	605	30.4
4,5,6	537	26.6
7,8,9	537	24.8
10,11,12	523	27.7
Chi-square value		5.09

TABLE XXIII

MARITAL STATUS OF 383 SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE IN WHICH THEY TAUGHT IN 1957

Grade	Number of Teachers[1]	Percentages of Teachers Who Were Single
7	105	26.7
8	112	21.6
9	166	25.2
Chi-square value		.80

TABLE XXIV

FORMAL TRAINING OF 2317 TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE GROUP IN WHICH THEY TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentage of Teachers with Master's Degree and Above
Kdg.	125	7.2
1,2,3	599	5.8
4,5,6	534	13.5
7,8,9	536	31.3
10,11,12	523	43.4
Chi-square value		296.46**

TABLE XXV

FORMAL TRAINING OF 383 SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE THEY TAUGHT IN 1957

Grade	Number of Teachers[1]	Percentage of Teachers with Master's Degree and Above
7	105	22.9
8	112	27.7
9	166	30.9
Chi-square value		2.07

TABLE XXVI

TEACHING EXPERIENCE OF 2319 TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE GROUP IN WHICH THE TEACHERS TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentage of Teachers with Six or More Years of Teaching Experience
Kdg.	123	65.9
1,2,3	603	61.7
4,5,6	535	66.4
7,8,9	535	51.0
10,11,12	523	61.4
Chi-square value		29.75**

TABLE XXVII

TEACHING EXPERIENCE OF 383 SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE IN WHICH THE TEACHERS TAUGHT IN 1957

Grade	Number of Teachers[1]	Percentage of Teachers with Six or More Years' Experience
7	105	42.9
8	112	45.5
9	166	53.0
Chi-square value		3.06

TABLE XXVIII

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY 2306 TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE GROUP IN WHICH TEACHERS TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentage of Teachers Belonging to the Local, State and National Professional Units plus One Affiliated Unit
Kdg.	124	16.1
1,2,3	599	21.7
4,5,6	532	22.2
7,8,9	532	31.6
10,11,12	519	35.8
Chi-square value		48.49**

TABLE XXIX

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY 383 SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS IN THE MICHIGAN TEACHER PERSONNEL STUDY, BY GRADE IN WHICH THEY TAUGHT IN 1957

Grade	Number of Teachers[1]	Percentage of Teachers Belonging to the Local, State and National Professional Units plus One Affiliated Unit
7	105	18.1
8	112	33.3
9	166	37.8
Chi-square value		12.00**

APPENDIX F

INFORMATION ON PERMANENCE IN TEACHING

TABLE XXX

RESULTS OF TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN PRESENT (1957) TEACHERS IN SEVENTH GRADE AND OTHER GRADES IN REGARD TO THE NUMBER TEACHING AND NOT TEACHING, 1947-1956, BY GRADE

Grade	Chi-square Values					
	1947	1949	1951	1953	1955	1956
Kdg.	22.17**	16.66**	11.66**	6.2*	3.45	6.19*
1st	13.17**	11.16**	5.66*	1.69*	.69	.84
2nd	9.96**	7.72**	5.23*	1.14	.94	2.56
3rd	20.69**	18.04**	13.46**	3.77	7.37**	8.63**
4th	20.35**	17.56**	10.19**	3.50	5.58*	13.89**
5th	13.67**	17.10**	16.24**	5.05*	5.10*	4.40*
6th	18.67**	25.93**	19.38**	9.93**	8.38**	8.69**
7th	---	---	---	---	---	---
8th	1.90	.64	.08	.10	1.38	4.17*
9th	8.18**	6.85**	3.30	1.52	.64	1.49
10th	.67	1.52	1.51	1.20	.24	.89
11th	6.25*	7.33**	3.97*	.43	.52	1.21
12th	37.03**	23.90**	17.68**	25.57**	20.07**	14.14**

TABLE XXXI

RESULTS OF TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN PRESENT (1957) TEACHERS IN GRADES SEVEN, EIGHT, AND NINE AND OTHER GRADE GROUPS IN REGARD TO THE NUMBER TEACHING AND NOT TEACHING, 1947-1956, BY GRADE GROUP

Grade Group	Chi-square Values					
	1947	1949	1951	1953	1955	1956
Kdg.	35.60**	9.35**	6.87**	3.81	1.45	.67
1,2,3	14.75**	9.20**	5.70**	.43	.72	.06
4,5,6	21.03**	25.08**	19.83**	5.86*	6.94**	6.39*
7,8,9	---	---	---	---	---	---
10,11,12	5.08*	11.43**	12.31**	8.75**	5.82*	2.06

TABLE XXXII

PERCENTAGE OF PRESENT (1957) EIGHTH AND NINTH GRADE TEACHERS WHO WERE IN CLASSROOM TEACHING, 1947-1956, BY GRADES

Grade	1947	1949	1951	1953	1955	1956	Number of Teachers 1957 [1]
8	27.3	30.9	37.8	56.0	73.6	88.3	112
9	38.2	41.8	46.8	61.5	71.0	83.9	166
Chi-square values	3.47	3.27	2.15	.82	.23	1.05	

TABLE XXXIII

PERCENTAGES OF PRESENT (1957) MEN TEACHERS WHO WERE IN CLASSROOM TEACHING, 1947-1956, BY GRADE GROUP

Grade Group***	1947	1949	1951	1953	1955	1956	Number of Men Teaching[1] 1957
4,5,6	12.5	22.7	37.9	47.2	63.6	81.6	89
7,8,9	23.1	29.7	39.3	56.9	70.7	83.3	292
10,11,12	35.0	47.4	56.3	70.0	78.6	90.3	322
Chi-square values	21.49**	28.80**	20.70**	19.99**	9.83**	8.05	

*** Grade groups Kdg. and 1,2,3 are not considered in this analysis as the grades are taught predominantly by women.

TABLE XXXIV

PERCENTAGES OF PRESENT (1957) WOMEN TEACHERS WHO WERE IN CLASSROOM TEACHING, 1947-1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956	Number of Women Teaching[1] 1957
4,5,6	53.7	59.8	63.9	71.9	82.3	92.4	445
7,8,9	42.2	45.8	51.5	63.8	73.2	88.0	239
10,11,12	46.2	49.2	54.8	67.9	78.5	85.8	198
Chi-square values	7.78*	13.28**	10.60**	4.73	7.56*	7.53*	

*** Grades groups Kdg. and 1,2,3 were not considered in this analysis as they are taught predominantly by women.

TABLE XXXV

PERCENTAGES OF PRESENT (1957) TEACHERS IN SEVENTH, EIGHTH, AND NINTH GRADE WHO WERE IN CLASSROOM TEACHING, 1947-1956, BY SEX

Sex	1947	1949	1951	1953	1955	1956	Number of Teachers 1957
Men	23.1	29.7	39.3	56.9	70.7	83.3	292
Women	42.2	45.8	51.5	63.8	73.2	88.0	239
Chi-square values	21.39**	14.09**	7.66**	2.46	.39	2.23	

APPENDIX G

INFORMATION ON PERMANENCE IN GRADE OR GRADE GROUP

TABLE XXXVI

RESULTS OF TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN TEACHERS IN SEVENTH GRADE AND TEACHERS IN OTHER GRADES IN REGARD TO THE NUMBER TEACHING THE SAME GRADE AS IN 1957 AND THE NUMBER TEACHING IN GRADES OTHER THAN THE ONE THEY WERE TEACHING IN 1957, 1947-1956, BY GRADE

Grade	Chi-square Values					
	1947	1949	1951	1953	1955	1956
Kdg.	2.16	4.82*	3.85*	11.29**	10.21**	5.20*
1st	2.03	1.78	1.14	5.87*	12.02**	13.81**
2nd	.20	.46	.00	.81	5.07*	1.69
3rd	.20	.17	.08	.40	8.05**	2.77
4th	.04	.48	.78	.44	.78	.22
5th	.27	.22	.55	.19	.50	2.71
6th	.02	.00	.19	1.04	2.20	2.75
7th	---	---	---	---	---	---
8th	.01	.31	.01	2.32	.76	.62
9th	.07	.12	.07	.03	.05	.05
10th	.69	.19	.02	.02	.34	.26
11th	2.16	.52	1.65	3.40	.61	.35
12th	.17	.32	.03	.29	1.59	2.69

TABLE XXXVII

RESULTS OF TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN TEACHERS IN GRADE GROUP SEVEN, EIGHT AND NINE AND TEACHERS IN OTHER GRADE GROUPS IN REGARD TO THE NUMBER TEACHING IN THE SAME GRADE GROUP AS IN 1957 AND THE NUMBER TEACHING IN GRADE GROUPS OTHER THAN THE ONE IN WHICH THEY WERE TEACHING IN 1957, 1947-1956, BY GRADE GROUP

Grade Group	Chi-square Values					
	1947	1949	1951	1953	1955	1956
Kdg.	.20	.28	.08	1.27	.05	4.46*
1,2,3	4.17*	5.93*	5.98*	14.42**	4.77*	2.91
4,5,6	.04	.14	.06	.82	.15	.33
7,8,9	---	---	---	---	---	---
10,11,12	14.89**	5.09*	1.61	3.15	.04	.94

TABLE XXXVIII

PERCENTAGES OF EIGHTH AND NINTH GRADE TEACHERS WHO TAUGHT THE SAME GRADE AS IN 1957, OF THOSE TEACHING EACH YEAR, 1947-1956, BY GRADE

Grade	1947	1949	1951	1953	1955	1956
8th	33.3	44.1	47.6	36.1	49.4	62.2
9th	35.0	41.9	45.9	51.5	58.3	74.1
Chi-square values	.02	.09	.03	3.63	1.51	3.72

TABLE XXXIX

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO WERE TEACHING THE SAME GRADE, IN RELATION TO THE NUMBER OF AVAILABLE TEACHING POSITIONS, 1947-1956, BY GRADE

Grade	1947	1949	1951	1953	1955	1956
7	9.5	12.8	21.7	30.4	36.1	54.5
8	14.3	20.0	24.4	25.6	38.8	57.0
9	19.4	23.3	27.4	38.1	36.5	62.1
Chi-square values	3.46	3.30	.89	3.95	1.30	1.64

TABLE XL

PERCENTAGES OF TEACHERS WHO FELT THEY WERE TEACHING THE GRADE FOR WHICH THEY WERE PREPARING THEMSELVES WHILE IN COLLEGE, BY GRADE GROUP IN WHICH THEY WERE TEACHING IN 1957

Grade Group	Number of Teachers[1]	Percent
Kdg.	125	67.2
1,2,3	605	70.1
4,5,6	537	62.2
7,8,9	537	63.8
10,11,12	523	95.6
Chi-square value		193.95**

TABLE XLI

PERCENTAGES OF TEACHERS WHO FELT THEY WERE TEACHING THE GRADE FOR WHICH THEY WERE PREPARING THEMSELVES WHILE IN COLLEGE, BY GRADE IN WHICH THEY WERE TEACHING IN 1957

Grade	Number of Teachers[1]	Percent
7	105	48.5
8	112	47.3
9	166	77.3
Chi-square values		33.50**

TABLE XLII

PERCENTAGES OF TEACHERS INDICATING GRADE PREFERENCE AS THE MOST IMPORTANT FACTOR CONSIDERED IN ACCEPTING PRESENT POSITION, BY GRADE GROUP, 1957

Grade Group	Number of Teachers Responding	Number Not Responding	Percent
Kdg.	123	3	42.3
1,2,3	570	35	27.9
4,5,6	483	54	23.0
7,8,9	479	58	9.6
10,11,12	462	61	10.2
Chi-square value			124.95**

TABLE XLIII

PERCENTAGES OF TEACHERS INDICATING SUBJECT PREFERENCE AS THE MOST IMPORTANT FACTOR CONSIDERED IN ACCEPTING PRESENT POSITION, BY GRADE GROUP, 1957

Grade Group	Number of Teachers Responding	Number Not Responding	Percent
Kdg.	114	11	5.3
1,2,3	550	55	1.9
4,5,6	482	75	3.3
7,8,9	484	53	22.9
10,11,12	465	58	29.2
Chi-square value			253.02**

TABLE XLIV

PERCENTAGES OF TEACHERS WHO INDICATED A GRADE IN THEIR OWN GRADE GROUP AS ONE THEY WOULD MOST LIKE OR LEAST LIKE TO TEACH, BY GRADE GROUP TEACHERS TAUGHT IN 1957

Grade Group	Number of Teachers[1]	Percentages who Indicated a Grade in Their Own Grade Group as Being the Grade which They Would Most Like to Teach	Percentages Who Indicated a Grade in Their Own Grade Group as Being the Grade which They Would Least Like to Teach
Kdg.	125	84.7	1.7
1,2,3	605	83.5	10.6
4,5,6	537	81.9	4.5
7,8,9	537	59.7	17.5
10,11,12	523	78.4	4.8
Chi-square values		114.14**	79.32**

TABLE XLV

NUMBER OF TEACHERS FILLING EACH AVAILABLE TEACHING POSITION, 1947-1956, BY GRADE GROUP

Grade Group	Number of Teachers Occupying Positions	Average Number of Teaching Positions	Number of Teachers Filling Each Position
Kdg.	209	93	2.25
1,2,3	1068	481	2.22
4,5,6	978	426	2.30
7,8,9	1127	433	2.60
10,11,12	956	425	2.25

Note: This table may be read as follows: 260 teachers were needed for every 100 teaching positions in grades seven, eight, and nine during the past ten years.

TABLE XLVI

RATES OF TURNOVER OF TEACHERS,
BY GRADE, 1947 TO 1957

Grade	Number of Teachers Occupying Positions	Average Number of Teaching Positions Available	Rate of Turnover
Kdg.	209	93	2.23
1st	467	179	2.61
2nd	417	146	2.86
3rd	387	142	2.73
4th	390	133	2.94
5th	434	145	3.00
6th	379	140	2.70
7th	314	90	3.49
8th	310	88	3.52
9th	403	129	3.12
10th	379	118	3.20
11th	258	91	2.85
12th	142	58	2.47

Note: This table may be read as follows: approximately 223 teachers were needed to fill every 100 available kindergarten positions during the period from 1947 to 1957.

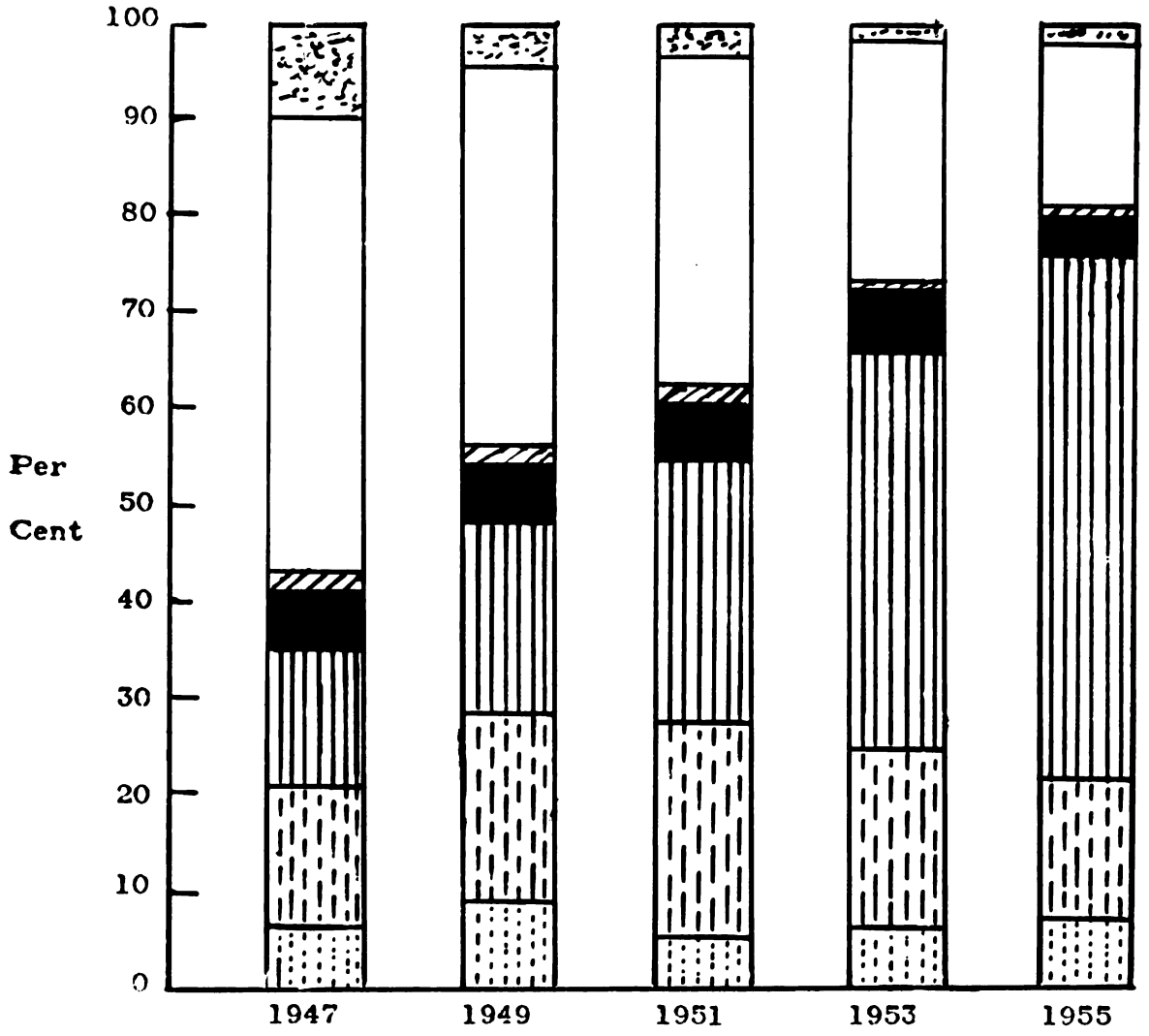

Figure 10

Percentages of 160 Present Sixth Grade Teachers, 1947 to 1955, by Grade or Grade Group in Which They Taught

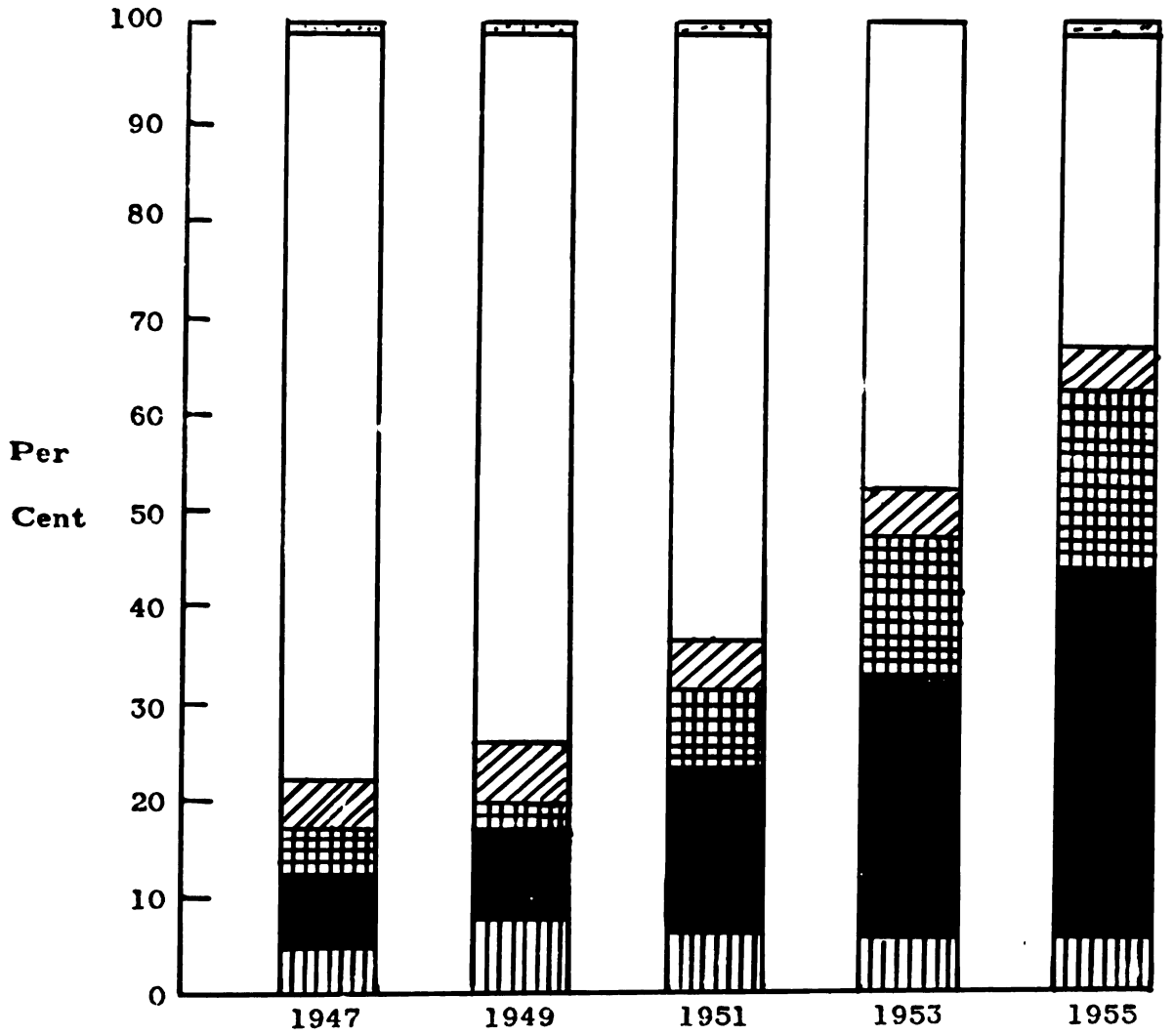

Figure 11

Percentages of 105 Present Seventh Grade Teachers, 1947 to 1955, by Grade or Grade Group in Which They Taught

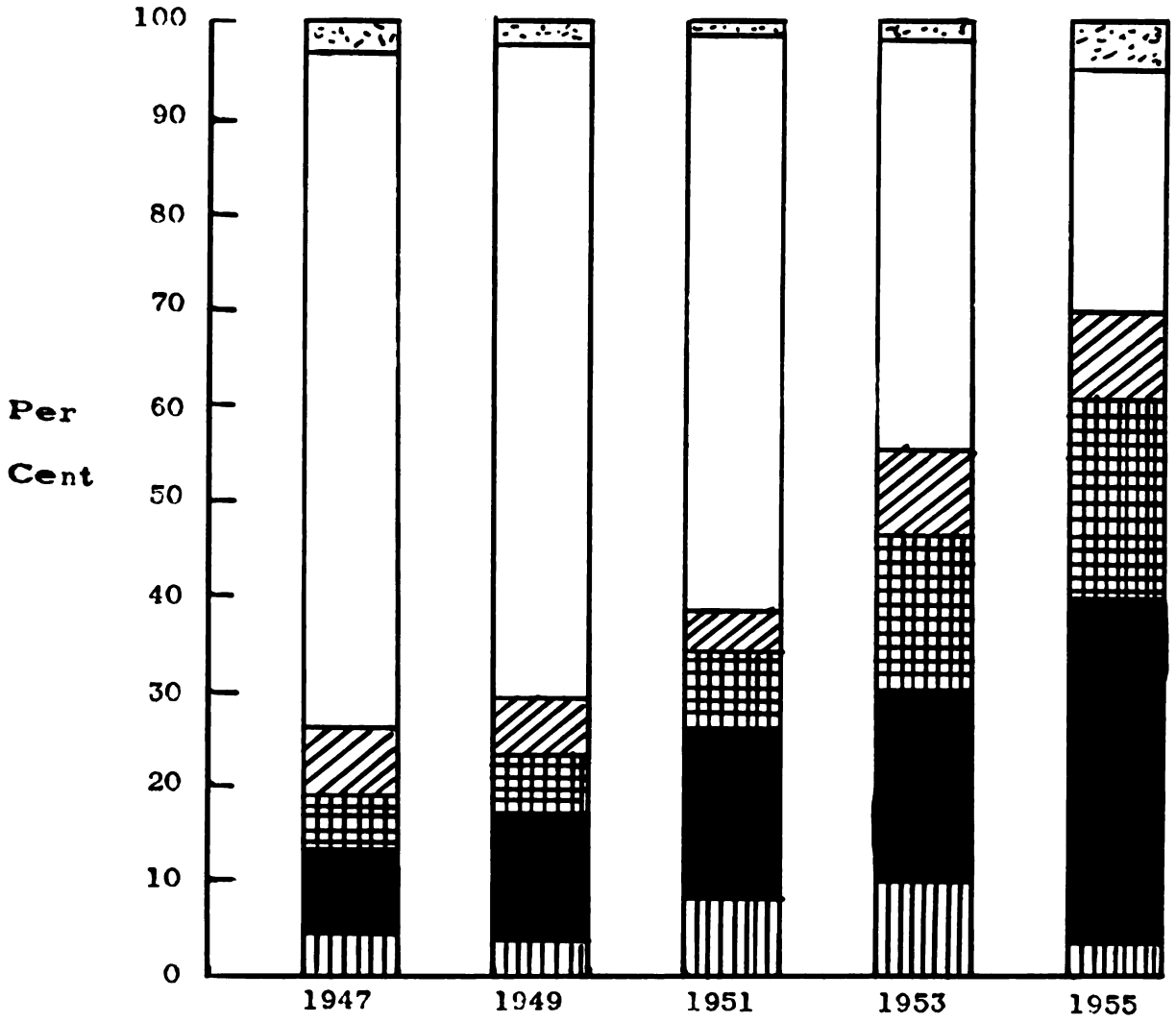

Figure 12

Percentages of 112 Present Eighth Grade Teachers, 1947 to 1955, by Grade or Grade Group in Which They Taught

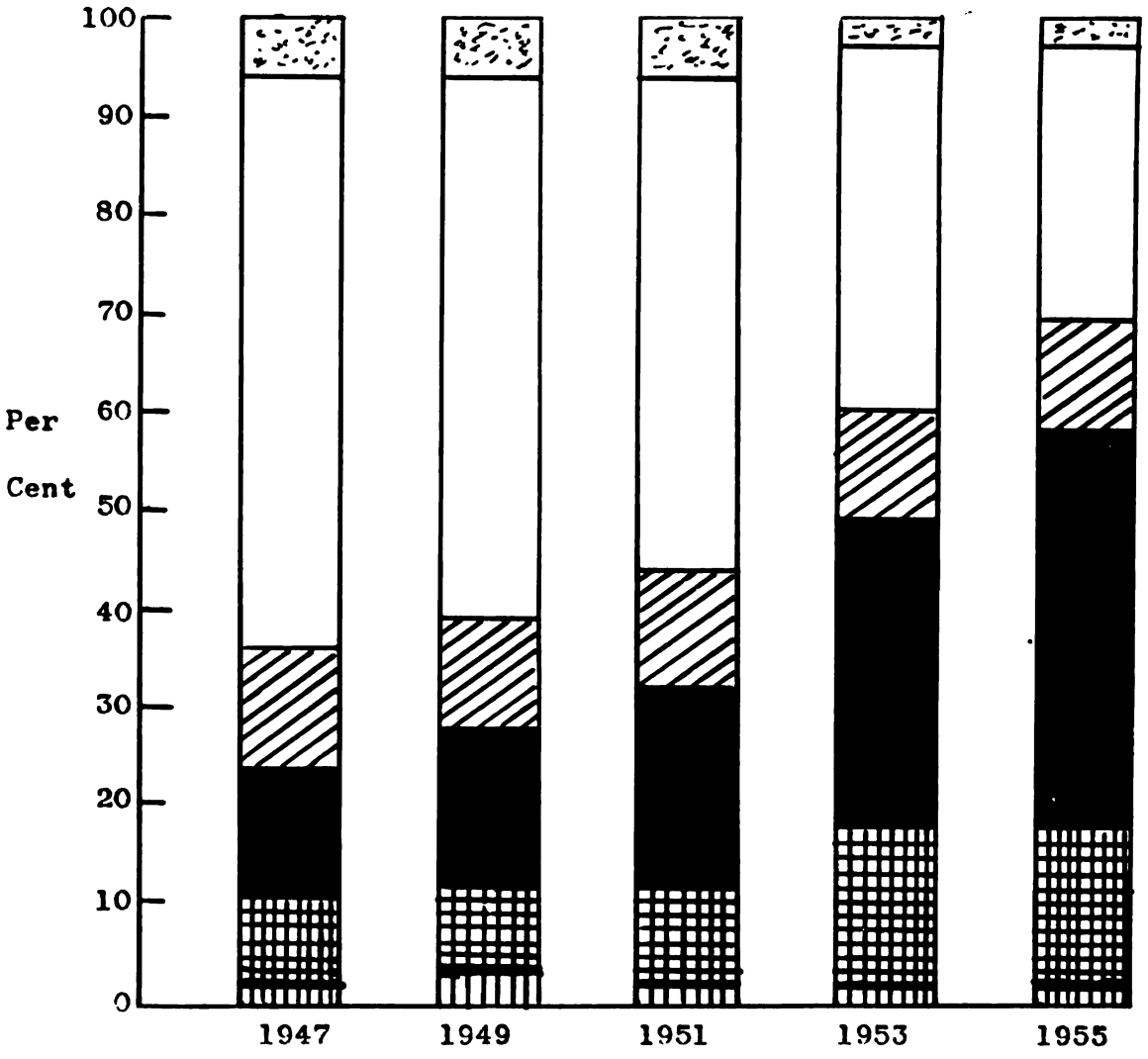

Figure 13

Percentages of 166 Present Ninth Grade Teachers, 1947 to 1955, by Grade or Grade Group in Which They Taught

TABLE XLVII

PERCENTAGES OF 537 PRESENT SEVENTH, EIGHTH AND NINTH GRADE TEACHERS, BY GRADE GROUP IN WHICH THEY TAUGHT, 1947 TO 1957

Grade or Grade Group	Per Cent					
	1947	1949	1951	1953	1955	1957
Kdg.-6	4	5	6	7	5	0
7,8,9	18	21	30	42	57	100
10,11,12	9	9	8	10	8	0
Not Teaching	65	60	53	39	27	0
No Response	4	5	3	2	3	0

TABLE XLVIII

PERCENTAGES OF 523 PRESENT SENIOR HIGH SCHOOL TEACHERS, 1947 to 1955, BY GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-6	1	2	1	1	1
7,8,9	8	10	12	13	12
10,11,12	27	32	39	52	64
Not Teaching	57	49	42	30	21
No Response	7	7	6	4	1

TABLE XLIX

PERCENTAGES OF 537 PRESENT LATER ELEMENTARY TEACHERS 1947 TO 1955, BY GRADE OR GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-3	7	11	10	10	11
4,5,6	27	33	42	51	62
7,8,9	5	4	4	3	3
10,11,12	1	1	1	1	1
Not Teaching	49	43	38	31	20
No Response	11	8	5	4	3

TABLE L

PERCENTAGES OF 160 PRESENT SIXTH GRADE TEACHERS, 1947 to 1955, BY GRADE OR GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-3	7	9	5	6	7
4,5	14	19	22	18	14
6	14	20	27	41	54
7,8,9	6	6	6	6	4
10,11,12	2	2	2	1	1
Not Teaching	47	40	35	27	18
No Response	10	4	3	1	2

TABLE LI

PERCENTAGES OF 105 PRESENT SEVENTH GRADE TEACHERS, 1947 TO 1955, BY GRADE OR GRADE GROUP TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-6	5	8	6	6	6
7	7	9	17	27	37
8,9	5	3	8	14	18
10,11,12	5	6	5	7	5
Not Teaching	77	73	63	46	33
No Response	1	1	1	0	1

TABLE LII

PERCENTAGES OF 112 PRESENT EIGHTH GRADE TEACHERS, 1947 TO 1955, BY GRADE OR GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-6	4	4	8	10	3
8	9	13	18	20	36
7,9	6	6	8	16	21
10,11,12	7	6	4	9	9
Not Teaching	71	68	61	43	26
No Response	3	3	1	2	5

TABLE LIII

PERCENTAGES OF 166 PRESENT NINTH GRADE TEACHERS, 1947 TO 1955, BY GRADE OR GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-6	2	4	2	2	2
7,8	9	8	10	16	16
9	13	16	20	31	40
10,11,12	12	11	12	11	11
Not Teaching	58	55	50	37	28
No Response	6	6	6	3	3

TABLE LIV

PERCENTAGES OF 142 PRESENT TENTH GRADE TEACHERS, 1947 TO 1955, BY GRADE OR GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-6	0	1	1	1	1
7,8,9	8	12	14	20	15
10	11	13	21	30	41
11,12	6	6	7	9	10
Not Teaching	70	63	54	38	29
No Response	5	5	3	2	4

TABLE LV

PERCENTAGES OF 67 PRESENT TWELFTH GRADE TEACHERS, 1947 TO 1955, BY GRADE OR GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent				
	1947	1949	1951	1953	1955
Kdg.-6	3	2	2	0	0
7,8,9	8	14	18	12	8
10,11	21	18	17	27	21
12	20	27	32	50	65
Not Teaching	44	35	30	9	5
No Response	4	4	1	2	1

APPENDIX H

INFORMATION BY SIZE OF SCHOOL SYSTEM

TABLE LVI

PERCENTAGES OF PRESENT (1957) TEACHERS IN SMALL SCHOOL SYSTEMS WHO WERE IN CLASSROOM TEACHING 1947 TO 1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956	Number of Teachers[1] 1957
Kdg.-1,2,3	59.0	63.4	67.5	76.8	88.3	95.2	171
4,5,6	59.7	62.5	67.2	74.2	86.0	91.7	137
7,8,9	24.8	26.0	30.7	51.6	63.2	78.6	134
10,11,12	33.6	43.8	49.4	66.9	73.6	86.6	166
Chi-square values	48.45**	50.56**	49.63**	24.10**	32.84**	21.57**	

TABLE LVII

PERCENTAGES OF PRESENT (1957) TEACHERS IN MEDIUM-SIZED SCHOOL SYSTEMS WHO WERE IN CLASSROOM TEACHING 1947 TO 1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956	Number of Teachers[1] 1957
Kdg.-1,2,3	35.3	36.3	44.9	51.4	65.0	81.5	192
4,5,6	35.3	38.7	46.4	56.8	71.0	86.3	144
7,8,9	23.7	32.8	43.9	53.4	66.4	83.5	135
10,11,12	27.6	34.1	41.7	53.5	69.0	80.5	129
Chi-square values	6.64	1.16	.61	.92	1.49	1.96	

TABLE LVIII

PERCENTAGES OF PRESENT (1957) TEACHERS IN LARGE SCHOOL SYSTEMS WHO WERE IN CLASSROOM TEACHING 1947 TO 1956, BY GRADE GROUP

Grade Group	1947	1949	1951	1953	1955	1956	Number of Teachers[1] 1957
Kdg.-1,2,3	43.5	45.5	51.8	63.5	73.4	84.8	362
4,5,6	47.9	57.6	63.4	69.0	80.3	92.4	253
7,8,9	40.5	45.6	53.6	68.3	78.7	90.1	268
10,11,12	50.2	59.3	68.9	80.0	87.9	95.4	228
Chi-square values	5.61	17.07**	14.35**	17.62**	17.59**	19.17**	

TABLE LIX

PERCENTAGES OF SEVENTH, EIGHTH AND NINTH GRADE TEACHERS WHO WERE 30 YEARS OF AGE OR OLDER, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers[1]	Per Cent
25-74	134	56.7
75-224	135	50.4
225 or over	268	66.4
Chi-square value		10.35**

TABLE LX

PERCENTAGE OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO HAD SIX OR MORE YEARS OF TEACHING EXPERIENCE, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	38.9
75-224	135	48.1
225 or over	268	58.6
Chi-square value		14.64**

TABLE LXI

PERCENTAGES OF SEVENTH, EIGHTH AND NINTH GRADE TEACHERS WHO WERE MEN, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	56.4
75-224	135	57.0
225 or over	268	53.2
Chi-square value		.66

TABLE LXII

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO WERE SINGLE, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	18.7
75-224	135	31.3
225 or over	268	24.8
Chi-square value		5.80

TABLE LXIII

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO HAD MASTER'S DEGREES OR ABOVE, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	20.1
75-224	135	24.4
225 or over	268	37.1
Chi-square value		14.61**

TABLE LXIV

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO HELD MEMBERSHIP IN FOUR OR MORE PROFESSIONAL ORGANIZATIONS, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	18.7
75-224	135	18.5
225 or over	268	44.0
Chi-square value		40.42**

TABLE LXV

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO FELT CHOICE OF GRADE WAS THE MOST IMPORTANT FACTOR IN THEIR ACCEPTING THEIR PRESENT POSITION, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	9.8
75-224	135	7.4
225 or over	268	10.6
Chi-square value		.94

TABLE LXVI

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO FELT LOCATION AND SIZE OF SCHOOL SYSTEM WAS THE MOST IMPORTANT FACTOR IN THEIR ACCEPTING THEIR PRESENT POSITION, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	29.7
75-224	135	20.5
225 or over	268	19.0
Chi-square value		5.64

TABLE LXVII

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO GRADUATED FROM HIGH SCHOOLS IN TOWNS OF 25,000 OR MORE, BY SIZE OF SCHOOL SYSTEM, 1957

Size of School System	Number of Teachers [1]	Per Cent
25-74	134	36.8
75-224	135	42.2
225 or over	268	45.1
Chi-square value		2.49

APPENDIX I

INFORMATION BY TYPE OF GRADE ORGANIZATION

TABLE LXVIII

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO WERE 30 YEARS OF AGE OR OLDER, BY TYPE OF GRADE ORGANIZATION, 1957

Grade Organization	Number of Teachers[1]	Per Cent
8-4	35	76.5
6-2-4	43	55.8
6-3-3	147	77.4
Varied with junior high unit	75	51.4
Chi-square value		19.28**

TABLE LXIX

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WITH SIX OR MORE YEARS OF TEACHING EXPERIENCE, BY TYPE OF GRADE ORGANIZATION, 1957

Grade Organization	Number of Teachers[1]	Per Cent
8-4	35	57.1
6-2-4	43	46.5
6-3-3	147	74.1
Varied with junior high unit	75	35.1
Chi-square value		34.04**

TABLE LXX

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WITH MASTER'S DEGREES OR ABOVE, BY GRADE ORGANIZATION 1957

Grade Organization	Number of Teachers[1]	Per Cent
8-4	35	37.1
6-2-4	43	30.2
6-3-3	147	46.9
Varied with junior high units	75	30.7
Chi-square value		7.48

TABLE LXXI

PERCENTAGES OF SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WITH MEMBERSHIP IN FOUR OR MORE PROFESSIONAL ORGANIZATIONS, BY GRADE ORGANIZATION, 1957

Grade Organization	Number of Teachers[1]	Per Cent
8-4	35	39.4
6-2-4	43	32.6
6-3-3	147	54.4
Varied with junior high units	75	29.3
Chi-square value		15.59**

TABLE LXXII

SIZE AND ORGANIZATION OF SCHOOL SYSTEMS WITH 225 OR MORE TEACHERS, 1957

Name of System	Grade Organization	Number of Systems in Universe	Number of Teachers[1]
Ferndale	8-4	3	312
Farmington	6-2-4	6	238
Midland	6-3-3	15	349
Muskegon	6-3-3	15	383
Birmingham	Varied with junior high unit	14	456

APPENDIX J

INFORMATION ABOUT PERMANENT AND IMPERMANENT TEACHERS IN GRADES SEVEN, EIGHT, AND NINE

TABLE LXXIII

PERCENTAGES OF PRESENT TEACHERS WITH MEMBERSHIP IN FOUR OR MORE PROFESSIONAL ORGANIZATIONS, BY GROUPS IN RELATION TO TEACHING EXPERIENCE IN GRADES SEVEN, EIGHT, AND NINE, 1947 TO 1956

Teaching Experience in Grades 7, 8, 9	Number of Teachers[1]	Per Cent
Only taught in 7, 8, or 9	346	29.2
Taught in 7, 8, or 9 in 1957; formerly in other grades	191	33.5
Taught other grades in 1957; formerly in 7, 8, or 9	241	37.8
Chi-square value		4.58

TABLE LXXIV

PERCENTAGES OF PRESENT TEACHERS WITH MASTER'S DEGREES AND ABOVE, BY GROUPS IN RELATION TO TEACHING EXPERIENCE IN GRADES SEVEN, EIGHT, AND NINE, 1947 TO 1956

Teaching Experience in Grades 7, 8, 9	Number of Teachers[1]	Per Cent
Only taught in 7, 8, or 9	346	25.9
Taught in 7, 8, or 9; formerly in other grades	191	35.8
Taught other grades in 1957; formerly in 7, 8, or 9	241	38.6
Chi-square value		11.93**

TABLE LXXV

PERCENTAGES OF PRESENT TEACHERS THIRTY YEARS OF AGE OR OLDER, BY GROUPS IN RELATION TO TEACHING EXPERIENCE IN GRADES SEVEN, EIGHT, AND NINE, 1947 TO 1956

Teaching Experience in Grades 7, 8, 9	Number of Teachers[1]	Per Cent
Only taught in 7, 8, or 9	346	52.0
Taught in 7, 8, or 9 in 1957; formerly in other grades	191	74.6
Taught other grades in 1957; formerly in 7, 8, or 9	241	76.5
Chi-square value		47.09**

TABLE LXXVI

PERCENTAGES OF PRESENT TEACHERS WITH SIX OR MORE YEARS OF TEACHING EXPERIENCE, BY GROUPS IN RELATION TO TEACHING EXPERIENCE IN GRADES SEVEN, EIGHT, AND NINE, 1947 TO 1956

Teaching Experience in Grades 7, 8, or 9	Number of Teachers[1]	Per Cent
Only taught in 7, 8, or 9	346	41.9
Taught in 7, 8, or 9 in 1957; formerly in other grades	191	76.3
Taught other grades in 1957; formerly in 7, 8, or 9	241	76.3
Chi-square value		72.57**

TABLE LXXVII

PERCENTAGES OF PRESENT TEACHERS IN CLASSROOM TEACHING, 1947 TO 1956, BY GROUPS IN RELATION TO TEACHING EXPERIENCE IN GRADES SEVEN, EIGHT, AND NINE

Teaching Experience in Grades 7, 8, 9	Per Cent						Number of Teachers 1957 [1]
	1947	1949	1951	1953	1955	1956	
Only taught in 7, 8, or 9	23.9	28.7	35.3	49.6	63.1	79.0	346
Taught in 7, 8, or 9 in 1957; formerly in other grades	47.1	54.1	64.0	79.8	88.3	97.4	191
Taught other grades in 1957; formerly in 7, 8, or 9	46.2	64.3	69.6	84.1	91.1	97.9	241
Chi-square values	40.62**	66.64**	76.25**	91.78**	79.20**	69.25**	

TABLE LXXVIII

REASONS GIVEN BY FORMER SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS FOR CHANGING GRADES, 1947-1956
(241 Teachers Responding)

Reason	Number
Changed school systems to obtain better salary and professional opportunities and accepted the grade that was available in the new system	80
Changed school systems in order to teach at preferred grade level	35
Subject matter more challenging at new grade level	69
Requested to change by administration	30
Changed in order to obtain teaching experience at different grade levels	38
Prefer new age group to previous group	47
Taught one group over a period of years	10
Other	18
No response	4

TABLE LXXIX

REASONS GIVEN BY FORMER SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS FOR DISLIKING GRADES SEVEN, EIGHT AND NINE
(73 Teachers Responding)

Reasons	Number
Ideas, lives already formed	2
Students feel they "know it all"	13
Disinterested, unwilling to learn	11
Too many discipline problems	27
Students too active, too "squirmy"	18
Subject matter not challenging to me	12
Students "day dream," too preoccupied with growing up to do any studying	9
Other	3
No response	2

TABLE LXXX

REASONS GIVEN BY TEACHERS COMING TO GRADES SEVEN, EIGHT OR NINE FROM OTHER GRADES FOR PREFERRING ONE OF THESE GRADES AS THE ONE THEY WOULD MOST LIKE TO TEACH
(191 Teachers Responding)

Reasons	Number
Sincere, willing, eager to learn	41
"Growing up" problems provide opportunities to give help and guidance	48
Needs to learn so much; life at this stage is so new to the student	16
Responds best to my own subject	21
Mature, settled, mentally "grown up"	3
Needs to and is able to develop basic skills which are necessary for success in later school grades and in life	24
Other	1
No response	4

TABLE LXXXI

PERCENTAGES OF 241 FORMER SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS, 1947 TO 1957, BY GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent					
	1947	1949	1951	1953	1955	1957
Kdg.-6	5	11	18	24	24	25
7,8,9	32	33	35	35	31	0
10,11,12	6	10	13	24	32	63
Not Teaching	50	39	29	15	9	0
No Response	7	7	5	2	4	12

TABLE LXXXII

PERCENTAGES OF 191 PRESENT SEVENTH, EIGHTH, AND NINTH GRADE TEACHERS WHO FORMERLY TAUGHT IN OTHER GRADES, 1947 TO 1957, BY GRADE GROUP IN WHICH THEY TAUGHT

Grade or Grade Group	Per Cent					
	1947	1949	1951	1953	1955	1957
Kdg.-6	12	12	18	19	14	0
7,8,9	8	10	23	33	51	100
10,11,12	25	24	21	25	22	0
Not Teaching	51	44	35	20	11	0
No Response	4	10	3	3	2	