

**A STUDY OF TRENDS IN THE
LEVEL OF PREPARATION,
EXPERIENCE. SALARY AND
TURNOVER OF TEACHERS
IN THE PUBLIC SCHOOLS OF
CHEATHAM COUNTY, TENN.
FROM 1944 THROUGH 1954**

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JUNE 1955

To the Graduate Council:

We are submitting a thesis written by Gene C. Fusco entitled "A Study of Trends in the Level of Preparation, Experience, Salary and Turnover of Teachers in the Public Schools of Cheatham County, Tennessee from 1944 Through 1954." We recommend that it be accepted for six quarter hours' credit in partial fulfillment of the requirements for the degree of Master of Arts with a major in education and a minor in history.

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A STUDY OF TRENDS IN THE LEVEL OF PREPARATION, EXPERIENCE, SALARY
AND TURNOVER OF TEACHERS IN THE PUBLIC SCHOOLS OF CHEATHAM
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CHAPTER I

THE NATURE OF THE STUDY

Equality of educational opportunity is characteristically an American ideal. In spite of certain obvious shortcomings, the realization of that ideal was never closer than it is today.

Yet, if equality of opportunity in education is to be more than a pious phrase, attention must be directed and appropriate action taken to raise the educational standards of the rural schools of the nation. The rural schools have been referred to as the "mired wheel" on the vehicle of educational progress.¹ Perhaps the major contributing factor to this condition has been the comparatively low professional status of the rural school teacher.

In the "Minutes of the Common Council of Philadelphia, 1704-1776," under date of July 30, 1750, it is stated with reference to Benjamin Franklin's Academy "that a number of the poorer sort will be hereby qualified to act as Schoolmasters in the country . . . and being of good morals and known character, may be recommended from the Academy to country schools for that purpose."²

Until comparatively recent times, there seems to have been a general agreement to relegate to the rural schools the teachers from the

1. National Education Association, The White House Conference on Rural Education, p. 54. Washington: NEA Department of Rural Education, 1944.

2. Francis N. Thorpe, Editor, Benjamin Franklin and the University of Pennsylvania, pp. 245-46. Washington: Government Printing Office, 1893.

lowest levels of professional competence.

Statement of the Problem

The purpose of this study is to determine, analyze and interpret the trends in the level of preparation, experience, salary and turnover of the public school teachers in Cheatham County for the period 1944 through 1954. It is felt that these criteria constitute major contributing factors in evaluating the professional status of teachers, and thus represent reliable indices of the quality of instruction in a given school district.

It is assumed that a school system in which the teachers possess high levels of college preparation, experience, salary, and long tenure is superior to one in which the levels of teacher preparation, experience and salary are low, and the rate of turnover is high.

Hypotheses of the Study

The following hypotheses have been formulated concerning the trends in teacher preparation, experience, salary and turnover in Cheatham County for the period of the study:

1. The general trend in the level of college preparation of teachers was upward. The lowest average level of training was reached in the immediate post World War II period. A rising trend was in evidence for the remaining period.

Trends in preparation were higher in schools employing three-or-more teachers than in the one and two-teacher schools.

Trends in preparation for the elementary teachers was consistently

lower for the period than the trends of teachers employed at the Ashland City High School.

2. There was an upward trend in the level of teaching experience of personnel who taught in Cheatham County for the period. Teachers in the high school possessed lower levels of experience than those in the elementary school.

3. The trend in the level of average monthly salary was upward. It reached its lowest point in the beginning years of the period under study, and showed upward trends for the remaining years.

4. The trend in the percentage of teacher turnover was upward. The level of turnover was high in all size schools for the entire period of the study.

5. In general, the larger schools showed higher average levels of teacher preparation and salary than the smaller schools. The average level of teaching experience was higher in the small than in the large schools. All schools showed a high percentage of teacher mobility during the period.

Definition of Terms

The listed terms have the following denotations as used in this study:

Teacher refers to a person employed in an official capacity for the purpose of giving instruction to pupils or students in the public school system.

Teacher preparation has reference to the total amount of formal

or professional training that a person has completed in a higher institution that has been recognized by a state certification agency.

Teacher experience means the accumulated number of years which a teacher has spent giving instruction in an official capacity.

Teacher salary is that periodical allowance made as compensation to a teacher for his professional services.

Teacher turnover refers to those teachers who were new in their positions for a given school year as a result of entering the school system for the first time or after an absence. Teachers who were reassigned to positions within the system will also constitute turnover.

Trend is a general course or direction usually involving a tendency toward change. A trend over a period of years implies a course which increases, decreases or remains constant at any point along its line of direction.

Scope of the Study

This study is one of a number of research projects that have been conducted in Cheatham County, Tennessee. These studies represent one segment of research initiated by the Southern States Cooperative Program in Educational Administration, a regional division of the Cooperative Program in Educational Administration which is sponsored and supported by funds from the W. K. Kellogg Foundation.

The present study was conducted because the need for the information arose as the result of research projects which have been completed in Cheatham County. The trends in the level of teacher preparation, experience, salary and turnover were examined for a ten-year period, i. e.,

1944 through 1954, the final year for which records were available.

It is assumed that the findings and implications of this study will aid in achieving one of the major goals of the Cheatham County Project, namely--to stimulate educational leadership in formulating plans designed to correct pressing educational problems in the community.

Significance of the Study

Our society is characterized by rapid social change. These changes impinge on the public school system resulting in a need for a continuous modification of educational activities. To the degree that the schools do not alter their policies and programs to conform to the unique conditions that exist at a given time and place, they represent serious educational anachronisms which as a nation we can ill afford. Since the teacher's position is central in any consideration of the worth of an educational system, it follows that low levels of teacher competence will be reflected in all aspects of the school program.

Rural America is an essential and integral part of the dynamic world in which we live, and rural education remains a very great reality. The 1950 census reports more than 54,000,000 people, or 36 per cent of the national population as living in rural areas.³ Since over one-half of the children of school age live in these areas, and about one-half of the nation's public school teachers are employed in schools located in

3. U. S. Bureau of the Census, Census of Population: 1950, Vol. 1. Number of Inhabitants, p. 5. Washington: Government Printing Office, 1952.

rural communities,⁴ it is readily seen that the educational standards of the United States cannot be raised without special consideration being directed to the needs of the rural schools.

Study after study confirms the thesis that there is an alarming number of ill-equipped teachers serving in the rural schools. As a result, millions of rural school children are seriously handicapped in the educational opportunities available to them. In 1944, the White House Conference on Rural Education reported: "Largely as a result of inadequate salaries for teachers the rural schools get the teachers with the least amount of education for their jobs and the least amount of experience."⁵ It was further revealed in this study that the rate of turnover of the rural teachers was twice that of teachers in urban areas.⁶

...the typical rural teacher, from the point of view of personal qualifications, education, and experience, is at the foot of her profession. She has had less general and professional education than her city colleague, is less experienced, and has spent a shorter time on her current job. Teachers in one-and two-room schools, who face particularly exacting assignments, as a group have the greatest deficiencies of all.⁷

A more recent study reports that "the rural situation does not encourage the worker to seek a position in a rural community by preference

4. Julian E. Butterworth and Howard A. Dawson, The Modern Rural School, p. vii. New York: McGraw-Hill Book Co., 1952.

5. The White House Conference on Rural Education, op. cit., p. 30.

6. Ibid., p. 31.

7. George A. Works and Simon O. Lesser, Rural America Today, p. 145. Chicago: The University of Chicago Press, 1942.

and to remain there despite any attraction the city may offer."⁸

The authors attribute the disproportionate number of inexperienced and inadequately prepared teachers in rural schools to unfavorable working conditions, low salaries, and low ideals of educational qualifications and standards on the part of many rural laymen.⁹

The teacher's position is at the very heart of the educational process. It is evident that no effective reconstruction of rural education can take place as long as rural teaching remains a transient occupation of the most poorly qualified of the nation's teachers.

Review of Related Studies

The writer was unable to discover any studies whose purpose corresponded in every particular with the present investigation. Several studies regarding the professional status of school teachers had varying degrees of relevance and merit consideration.

A survey of the rural schools of New York state conducted in 1923 found that "the most significant fact regarding the education of the rural school teachers of New York is the very small proportion of normal-school graduates in the one-teacher schools."¹⁰ The report stated that out of a total of 8,400 teachers in the one-teacher schools, not more than 420

8. Butterworth and Dawson, op. cit., p. 369.

9. Ibid., p. 375.

10. William C. Bagley, Orville G. Brim, and Mabel Carney, Rural School Survey of New York State, p. 56. Philadelphia: W. F. Fell Co., 1923.

have had the amount of preparation generally agreed upon as the lowest acceptable minimum for elementary teachers.¹¹

The following question was included on a questionnaire which was sent to all of the rural teachers of the state: "If you are now a village teacher and were formally a rural-school teacher, what were your chief reasons for leaving rural schools and going to town to teach?" In response to the question, "Better salaries" ranked first among the reasons determining a change of schools.¹²

In 1923, an intensive study was made of rural education in Connecticut. The following factors were discovered with respect to the professional status of the rural school teachers:

1. The professional preparation of teachers in consolidated schools¹³ is superior to that of teachers in one-room schools. Of the teaching personnel in consolidated schools 59 per cent and of those in one-room schools 31 per cent have attended normal schools.
2. The consolidated schools have the greater number of experienced teachers. The median experience of teachers in consolidated schools is five years; in one-room schools it is three years.
3. The consolidated school teachers receive salaries from \$100 to \$200 higher than are paid to teachers in one-room schools.
4. Various other factors militate against securing and retaining

11. Ibid., pp. 56-7.

12. Ibid., p. 37.

13. The author of this study defines consolidated schools as those with two or more teachers.

the ablest teacher for rural schools. Their living conditions are often less attractive, and their social opportunities less numerous and less varied.¹⁴

In 1942, a nationwide study of the professional status of the rural school teacher resulted in the following findings:

1. Less than one-fourth of the rural teachers wished to continue serving in the small rural schools.

2. The median years of service of rural school teachers was 5.3 years.

3. Sixty-two per cent of these teachers had two or more years of college training, and only 10 per cent possessed four-year college degrees.

4. The mean salary of rural teachers was \$668.00.

This survey included data on the status of teachers in the larger open-country schools and those located in villages of twenty-five hundred population and less. In these categories the status of rural teachers was found to be considerably higher on the average, than in the category of the one-teacher school but, nevertheless, lower than the status of teachers in urban schools.¹⁵

A trend study on teacher preparation was conducted in Tennessee by Kincheloe. He found that the general trend in the level of preparation

14. Emil L. Larson, One-Room and Consolidated Schools of Connecticut, pp. 56-7. New York: Teachers College, Columbia University, 1925.

15. Iman E. Schatamann, The Country School, p. 194. Chicago: The University of Chicago Press, 1942.

of teachers was downward. The level of preparation of teachers in city system schools was consistently higher than the level of preparation of teachers in county school systems. The amount of decline of preparation for the period of the study showed a direct relationship to the size of the school, with the greatest decline occurring in the smaller schools.

Relating the trends in preparation to selected factors, it was found that schools where the level of preparation of teachers was higher as compared with schools where the preparation of teachers was lower, salary and experience were higher, and turnover was lower.¹⁶

Gupton's study on trends in teacher turnover in Tennessee contained the following conclusions:

1. Teacher turnover is inversely related to the size of the school.
2. There is a relationship between teacher turnover and teacher salaries.
3. There is a relationship between teacher turnover and the type and system of school.
4. Teacher mobility is greater in the low paying systems than in the high paying systems.
5. There are other factors related to turnover. They include: community mores, housing and boarding accommodations, teacher load,

16. James B. Kincheloe, "A Study of Trends in the Level of Preparation of Teachers in the White Public Schools of Tennessee (1938-39 through 1947-48)." Unpublished Master's Thesis, University of Tennessee, 1949. Pp. vii + 84.

politics, social conditions in the community, physical plant and facilities, and community co-operation.¹⁷

Savage, like Kincheloe and Gupton, examined selected educational trends in the public schools of Tennessee for the period 1938-39 through 1947-48. He discovered that the general rate of retardation of pupils during the period was downward. Retardation rates were higher in systems having low average teacher preparation than in systems having high average teacher preparation. Rates of retardation and teacher turnover were higher in one-teacher and two-teacher schools than in three-or-more teacher schools.

The study concluded that such factors as low levels of teacher preparation and high rates of teacher turnover may have contributed to the persistence of pupil retardation during the period.¹⁸

Sources of Data and Methods of Procedure

The data on teacher preparation, experience, salary and turnover in Cheatham County for the years 1944 through 1954 was gathered from the Annual Statistical Report of the Superintendent of Schools in the County. A basic data sheet was prepared in order that the information

17. Fred W. Gupton, "A Study of Trends in Teacher Turnover and some Factors Related to this Turnover in the White Public Schools of Tennessee from 1938-39 through 1947-48." Unpublished Master's Thesis, University of Tennessee, 1949. Pp. vii + 80.

18. Tom K. Savage, "A Study of Some Trends in Retardation and Their Relationships to Selected Factors in the White Elementary Public Schools of Tennessee (1938-39 through 1947-48)." Unpublished Master's Thesis, University of Tennessee, 1949. Pp. x + 116.

regarding each teacher in a particular school could be transposed from the Annual Reports.¹⁹

After the data was recorded for the ten-year period, it was analyzed by reporting teacher preparation in terms of an arbitrary number for each yearly level of training. With this scale, a resultant mean could be read as years of college preparation. Thus:

Five years of college training	5
Four years of college training	4
Three years of college training	3
Two years of college training	2
One year of college training	1

The years of teaching experience and monthly teacher salaries were reported in terms of mean and median years of teaching experience and mean and median monthly salary.

The percentage of teacher turnover was calculated by dividing the number of teachers holding new positions for a given year into the total number of teaching positions for that year.

The measures of central position calculated in this study are the mean and median. Thus, the sum of a group of figures divided by their number gives the arithmetic mean, popularly called the "average." It is this measure which will be referred to most frequently in this study. All the graphs are based on the mean measure of central tendency.

The median represents the figure above and below which 50 per cent

19. See Appendix A.

of the cases fall. It is computed by a formula:

$$Md = \begin{array}{c} \text{lower limit} \\ \text{of the mid-} \\ \text{interval} \end{array} + \frac{\begin{array}{c} \text{Total Frequency} - \text{Partial Sum} \\ 2 \end{array}}{\text{Frequency in the Interval}} \times \begin{array}{c} \text{Interval}^{20} \\ \text{limit} \end{array}$$

The chief value of the median lies in the fact that it is not affected by extreme cases.

Organization of the Study by Chapters

Chapter I outlines the nature of the study. It includes a statement of the problem, hypotheses, scope, significance and sources of data of the study.

The remainder of the study will be organized as follows:

Chapter II will present background information on the history, economy, population, social organizations, media of transportation and communication, and the school system of Cheatham County, Tennessee. This chapter will also summarize the eight major studies comprising the Cheatham County Research Project.

Chapter III will present and analyze the trends in the years of college preparation of school teachers in the County for the period 1944 through 1954.

Chapter IV will trace the trends in the level of experience of teaching personnel in the County for the period.

Chapter V will deal with the trends in the level of monthly salary of the teachers in the County.

10. Frederick L. Whitney, The Elements of Research, p. 395. New York: Prentice-Hall, 1950.

In Chapter VI trends in the percentage of teacher turnover will be examined for the period under study.

Trends in the level of teacher preparation, experience, salary and turnover will be compared in Chapter VII in order to determine possible relationships that may have existed among these factors in Cheatham County.

Chapter VIII will set forth the conclusions and implications of the study based on the evidence gathered in the preceding chapters.

The Appendix, immediately preceding the Bibliography, contains some basic data to which the author will have reference during the course of the writing.

CHAPTER II

THE SETTING OF THE STUDY

The purpose of this chapter is to present some background information on Cheatham County including its history, physical features, economy, population, social organizations and media of communication and transportation.

In order to give the reader a comprehensive view of the community forces and the nature of public education in Cheatham County, this chapter will also summarize the eight major studies comprising the Cheatham County Research Project. These include three sociological studies and five role investigations.

Historical Background

Early in 1800, Adam Binkley, his wife and six children established the first settlement in what is now Cheatham County. They settled at Sycamore Mills and, in time, were joined by other settlers who located themselves along the stream and erected fortifications as a protection against the Indians. Nearly all of these early pioneers came from Virginia and the Carolinas.

The County was named for Edward S. Cheatham, State Senator and Speaker of the Senate at the time Cheatham County was created on February 28, 1856, by an act of the Tennessee Legislature.¹

1. Joe C. Humphrey, "The Role of the School Board in Cheatham County." Unpublished Ed.D. dissertation, George Peabody College for Teachers, 1952, p. 18.

Physical Features

Cheatham County contains 305 square miles and is situated on the highland rim of the state. It is one of the smaller counties in Tennessee. Its length is three times its width and it is divided by the Cumberland River into two nearly equal parts.

About 55 per cent of the 195,200 acres in the County is covered with valuable hardwood forest land. There are practically no mineral resources in the County.

The County seat is located in Ashland City which is about twenty miles from Nashville, the state capital.²

An Agrarian Economy

"A rural population supported by an agrarian economy" is a phrase which best describes the Cheatham County setting. The chief source of income, and a large part of effective net buying income in the County is agriculture.³

In fact, despite its size, this County ranked fifth in state tobacco production in 1953. The sale of three and a half million pounds of tobacco, according to the Tennessee Department of Agriculture, contributed \$1,100,000 to the total of \$2,000,000 for all agricultural products. Other field crops, like corn and wheat, contribute to the total value of farm products.

2. Edward Clifton Merrill, Jr., "Communication and Decision-Making Related to the Administration of Education." Unpublished Ph.D. dissertation, George Peabody College for Teachers, 1953, Pp. 41-42.

3. Humphrey, op. cit., p. 22.

Industry is practically non-existent in Cheatham County. Outside of small local ventures in outlying areas, there is a complete lack of industrial manufacturing. It is evident that agriculture has and will continue to form the basic element of the general economy.⁴

The People of Cheatham County

The 1950 census report indicates that the median income for families, of the 2,260 families surveyed, reported less than a thousand dollars for 1949, whereas, only five reported incomes of \$10,000 and over for the same period.

One thousand, three hundred and ninety of the 2,260 families made less than \$2,000 during this year. This data indicates the presence of a rather low income group in comparison with other areas in the state and nation.⁵

Research regarding the occupations of Cheatham County citizens showed that out of a population of 2,263 in 1951, 1,051 were engaged as farmers or farm managers, and 310 as farm laborers, farm foremen, etc. Further, the 1950 census indicates that of the 4,880 persons over twenty-five years of age, 3,790 or approximately 78 per cent did not attend high school. Sixty of the 4,880 people in the County had attended college for four years, many of whom were personnel of the school system.⁶

4. Ralph B. Kimbrough, "The Operational Beliefs of Selected Leaders in a Selected County." Unpublished Ed.D. dissertation, University of Tennessee, 1953, pp. 39-40.

5. Ibid., p. 41.

6. Merrill, op. cit., pp. 44-45.

The total population for the past 90 years has shifted in composition but has remained fairly stable. The distribution of the population by ages for the past thirty years showed clearly the loss of a large percentage of residents between the ages of 19 through 24.

Thus, the young people who would normally be expected to assume a progressive role in community affairs continually leave the County.⁷

Investigation within the County showed that these native southerners are a friendly group of people who are imbued with the traditions and virtues of the American pioneer. The motivating factor in the life of these people which, in the last analysis, determines their beliefs and actions, is tradition.⁸

The Social Organization

With respect to the basic social institutions which shape the thinking of the citizens of Cheatham County, the family is paramount and exerts great influence on the attitudes and behavior of the young people. The families are of old stock and have conceived definitions of prestige centering around conventional patterns of thinking which have their roots in Southern traditions.

This close family orientation gives expression to the religious aspect of the community. Approximately 75 per cent of the residents of Cheatham County are church members.

7. Ibid.

8. Humphrey, op. cit., p. 14.

There are a number of active civic clubs in the County, such as the Lions Club, an American Legion Post, a Masonic Lodge, as well as interest groups, such as the Sportsmens Club. The Farm Bureau and the Home Demonstration Clubs are active in community life.⁹

Transportation and Communication

The transportation and communication facilities in Cheatham County are somewhat limited. The southern section is isolated from the northern section by the Cumberland River and the forest area which form natural barriers and prevent travel. People living in the southern section are compelled to go through another County in order to get to Ashland City.

The County is served by two railroads and by bus lines. There is no airport in the County or in the immediate vicinity.

There are over 600 telephones in the County. A majority of the homes have radios, and many have television sets. The only newspaper published in the community is the Ashland City Times, which has a circulation of about 1,200.

Research showed that despite these transportation lanes and media of communication, the most common and effective medium for exchanging ideas, opinions and information in the County was through person-to-person contact.¹⁰

9. Merrill, op. cit., pp. 56-57.

10. Clinton O. McKee, "The Principal's Role in a Selected County School System." Unpublished Ed.D. dissertation, George Peabody College for Teachers, 1953, p. 25.

The County School System

The chief administrative and executive body for personnel for the schools, the Superintendent and the Board of Education, respectively, are elected by the people by popular vote and appointed by the County Court. The members of the County Board of Education are appointed by the County Court for staggered terms of seven years. There are seven members on the board, each from a different section of the County. The Superintendent is the official agent of the School Board in the operation of the County School System.¹¹

Schools in Cheatham County are financed through the taxing power of the County government plus aid from the state and federal governments. Increased aid for the schools has enabled Cheatham County to expand and improve its educational program significantly, especially during the past ten years.¹²

The County Board of Education does not have fiscal independence and is required to submit an annual budget to the County Court. The County Court is also responsible for setting the school tax rate. All County offices created by the Legislature must be filled by the people of the County Court in accordance with the provisions of the Constitution of Tennessee. It is therefore illegal for the County Superintendent to be appointed by the County Board of Education.¹³

11. Public Acts of Tennessee, 1921, chapter 20, section 1.

12. McKee, op. cit., p. 28.

13. Constitution of Tennessee, Article xi, Section 17.

Community Forces and the Nature of Public Education

This section will summarize the eight major studies that have been completed in Cheatham County since the inception of the project. It is intended to serve as a backdrop for the succeeding chapters dealing with trends in the professional status of teachers in Cheatham County.

Pattern of Social Control

The sociological studies were undertaken in order to discover the social forces that impinged upon the administration of public education. In effect, these studies attempt to answer the question: To what degree do individuals and groups in authority exercise control over functions which are normally the prerogative of the Superintendent of Schools? One study identified the real leaders in the county, another took eleven of these leaders and made a detailed study of their value patterns or operational beliefs, and a third study was conducted in order to determine the basic methods of communications used in decision-making.

Investigation brought to light the fact that community leadership in Cheatham County, including educational leadership, was exercised by identifiable individuals other than those persons who are specifically delegated leadership responsibilities by legal statute.

The power of leaders for controlling action or producing change in the community is derived not only from legally constituted rights, responsibilities and authorities, but also from indigenous social, economic, educational and interest factors.

It was also found that identifiable leadership groups are formed

by leaders who hold like-minded beliefs. These leaders utilize similar sources of power to influence the conduct and opinion of others.¹⁴

The basic value patterns of community leaders, which is expressed in terms of his position on a continuum ranging from liberal to conservative or independent to interdependent, largely determines the stand he will take on public issues. He is also influenced by the value patterns of the constituency which he represents. It was found that the stand of a leader will not vary appreciably regardless of whether the problem concerns roads, education, public health or some other public issue. These findings reveal that leaders who hold value and operational beliefs in common utilize similar sources of power to influence the conduct and opinion of others. The converse was also true.¹⁵

The manner in which ideas were exchanged before a final decision was made by community leaders was the subject of a study by Merrill. He found that the nature of the communication process was conditioned by mutually understood and respected values, attitudes and expressions which are indigenous to the residents of the community.

When a civic issue arises, communication is characterized by an increase in the volume which takes place through the activation of traditional patterns, and the adaptation of these patterns to serve new purposes.

14. Leland Craig Wilson, "Community Power Controls Related to the Administration of Education." Unpublished Ph.D. dissertation, George Peabody College for Teachers, 1952. Pp. ix + 390.

15. Kimbrough, op. cit., Pp. vi + 356.

Research also showed that leaders in a civic issue were adept at manipulating the established patterns of communication in order to exchange ideas and opinions with communicants.¹⁶

The Pattern of Public Education

The sociological studies were undertaken in order to determine the relationship that existed between county-wide leadership and the nature of the leadership provided for schools. A further step was taken by individual studies concerning the role of the board of education, the Superintendent of Schools, and the principals to identify their performance and compare it with role expectancies of the people.

Studies were also conducted on the role of the school and of the teachers. The expectancy of lay citizens and professional educators regarding these roles was determined. All of the roles studies, with the exception of those on the school and the teacher, determined the role of the subject as revealed by practice.

Smotherman found that a close similarity existed between the role of the school superintendent as the people think it should be and the role as indicated by present practices, but both of these fell far short of the role as indicated by accepted theory. The role as identified by the Superintendents corresponded very closely with that of accepted theory.

The greatest lack of similarity between the roles identified by

16. Merrill, op. cit., Pp. viii + 368.

the people and by present practices and the roles identified in accepted theory was found in the amount of democratic leadership provided by the superintendent in the formulation of school policy and the development of the school program.

The people noted practically no recognition of this area of the superintendent's role. Furthermore, it was found that very little was being done in this area by the present superintendent. This area of the role as identified by the superintendent compared very favorably with accepted theory. There was substantially favorable comparison of all the roles in the area of democratic leadership in program and policy execution.¹⁷

McKee's investigation was conducted to study the role of the principal in Cheatham County as conceived by lay citizens, teachers and principals. The study also attempted to ascertain the actual practice of the principal in the schools of the County and compare them with the conceptions of the lay citizens, teachers and principals.

The principal's role was divided into the following categories: selection, qualifications and duties of the principal; his relations to the professional staff, the pupils and the community.

In the comparison of the conceptions of the lay citizens, teachers, and principals with the actual practice of the principals in Cheatham County agreement was evident on some points; but a sharp contrast existed

17. Kelley Bealer Smotherman, "The Role of the School Superintendency in Cheatham County." Unpublished Ed.D. dissertation, George Peabody College for Teachers, 1953. Pp. ix + 329.

about many phases of the role of the principal. Sharp differences were found between the conceptions of actual practice and the principal's relationships.

For example, most of the expressed opinions were in favor of teachers participating in the administration of the school, but there is little participation in actual practice. With the exception of nearly one-half of the lay citizens, the conceptions are in favor of pupil participation in the formulation of school policies, but it is practically unknown in practice.

It was found that the principals do not use the methods of promoting good discipline that have been recommended by the conceptions. According to the conceptions, one of the weakest segments of the principals role in practice is in the relation of the principal to the community. The teachers, principals, and some of the lay citizens of the community think that the citizens should participate in the formulation of school policies. In practice, the citizens have not been given this opportunity.

It was significant to note that the principals do not concern themselves with the needs and problems of the community. The school seems to be isolated from the community, and the community from the school.¹⁸

The purpose of Johnson's study was to determine the laymen's and professional educator's concepts of the role of the school in the community.

18. McKee, op. cit., Pp. x + 276.

It was found that concepts held by professional educators and other citizens are not identical. In some areas minor disagreements were indicated. A greater percentage of laymen than educators felt that the role of the school should be to prepare for living by giving more emphasis to vocational training. Laymen seemed to be more aware of problems of financial support than were professional personnel. They favored federal support without federal control. Professional people favored more financial aid regardless of source.

A greater percentage of laymen than teachers felt that the schools should teach students how to get along with each other. Both groups agreed that the school program should be made more flexible in order to meet the individual needs of the student.

Both groups agreed that cooperative planning on the part of citizens of the community and professional people was necessary for the successful operation of the school program. Professional educators were more reserved than laymen in being in favor of using the school building as a community center.

Laymen expressed themselves more strongly than educators regarding the salary schedules of the teachers. They believed that present salary schedules were not conducive to attracting the most promising young people into the profession.¹⁹

Campbell's study on the role of the teacher in Cheatham County

19. Raymon D. Johnson, "The Role of the School in the Community." Unpublished Ed.D. dissertation, University of Kentucky, 1952, Pp. 108.

was conducted in order to determine what school administrators, lay groups and teachers believed the role of the teacher should be, and to compare these beliefs with the opinions of authoritative writers in the field of education.

There was considerable agreement between the conceptions of teachers and administrators and the conceptions of educational authorities concerning what the role of the teacher should be. The conceptions of administrators were in closer agreement, quantitatively, with authorities than were the conceptions of teachers regarding the role of the teacher in planning, pupil promotion policies, lesson assignments, pupil control, guidance, teacher-parent conferences, and professional organizations.

It was found that there were no marked differences in quality between the responses of teachers and administrators. The quality of frequency of conceptions of laymen were similar to practices found in the County and in general did not compare favorably with the views of educational authorities.

Practices in Cheatham County did not compare favorably with educational theory as presented in the study. Variations in the quality of practices were inclined to parallel variations in the quality of conceptions expressed by interviewees.²⁰

Humphrey's purpose was to study the role of the school board as determined by what the people in the County think it should be, what

20. Claude Campbell, "The Role of the Teacher in Cheatham County, Tennessee." Unpublished Ed.D. dissertation, George Peabody College for Teachers, 1954, Pp. viii + 194.

the members of the school board think it should be, and what present practices show it to be, and to compare these concepts with an accepted theory of the role of the school board.

The conceptions, opinions, understandings, and attitudes of the people were fairly well reflected in the opinions of the members of the school board. Approximately one-half of these conceptions were found in present practices. Most of the opinions of the people and the school board were in general agreement with accepted theory, but about one-half of these conceptions had never been followed in practice.

One difference between the board and the people was over the method of selecting board members. A majority of the board thought the county court should select board members instead of the people's electing them. Whereas, members of the board looked to the Superintendent for educational leadership, the people expected a joint role of responsibility and leadership, from the superintendent and the board.²¹

Summary

Cheatham County is a small, rural, agricultural community in Middle Tennessee. The people of the County are primarily engaged in agricultural labor, largely in the production of tobacco--the County's chief product. The people receive a relatively low income, most citizens do not have a high school education, and few have gone to college. The County has been exporting its young people over the years, though the population has remained relatively stable. The people are religious,

21. Humphrey, op. cit., Pp. viii + 300.

friendly and basically conservative in their attitudes. Their chief media of communication is face-to-face contact.

The sociological and role studies which have been conducted in the County reveal the influence that the total county understandings and behavior have upon the operation of school people. Specifically, the studies reveal the decided gap existing between the professional preparation of school people and the operational aspect of their work. The prevailing pattern in the community was that educators seemed to be carrying on at about the level desired by school people. The conceptions of the latter more closely approximated the theories as set forth in modern educational literature.

CHAPTER III

TRENDS IN THE LEVEL OF PREPARATION OF TEACHERS IN CHEATHAM COUNTY

The period immediately following the termination of World War II found the state of Tennessee faced with an educational crisis. One of the most serious problems was the dearth of qualified teachers for the public schools.

In 1947, the state began to take effective action to raise the level of its educational services by establishing minimum educational opportunities for all school children. Cheatham County, Tennessee, a typical rural community used as a laboratory for a number of studies in education, reflected this effort. This chapter presents and analyzes the trends with respect to the average years of college training of teachers in Cheatham County for the period 1944 through 1954.

Trends in the Years of Preparation of Teachers

Table 1 shows that the mean years of college training for all teachers in Cheatham County in the initial year of the study was 2.17 years. In the final year, it was 3.24 years, a gain of 1.07 mean years of college training for the period. The median gain during the period was 1.08 years, from 2.42 years in 1944-45 to 3.50 years in 1953-54.

For the ten-year period of the study, the true mean was 2.71 years. The true mean for elementary and high school teachers was 2.38 and 4.10 years, respectively.

TABLE 1

MEAN AND MEDIAN YEARS OF COLLEGE TRAINING OF
TEACHERS IN CHEATHAM COUNTY

School Year	Years of College Training of Teachers					
	Elementary		High School		County	
	Mean	Median	Mean	Median	Mean	Median
1944-45	1.84	2.00	4.00	4.00	2.17	2.42
1945-46	1.83	1.88	4.00	4.00	2.20	2.35
1946-47	1.56	1.44	3.38	3.89	1.88	1.81
1947-48	1.61	1.54	4.07	4.04	2.14	2.17
1948-49	1.80	1.85	4.15	4.09	2.19	2.18
1949-50	2.56	2.39	4.33	4.25	2.89	3.00
1950-51	2.98	3.06	4.36	4.20	3.23	3.58
1951-52	3.15	3.36	4.22	4.17	3.40	3.67
1952-53	3.33	3.54	4.27	4.18	3.52	3.74
1953-54	3.02	3.10	4.06	4.05	3.24	3.50

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

This data is graphically presented in Figure 1 which illustrates that the nadir point for all teachers in the county was in 1946-47 when the mean level of training was 1.88 years. The zenith point for the period was in 1952-53 when the mean years of training reached 3.52 years.

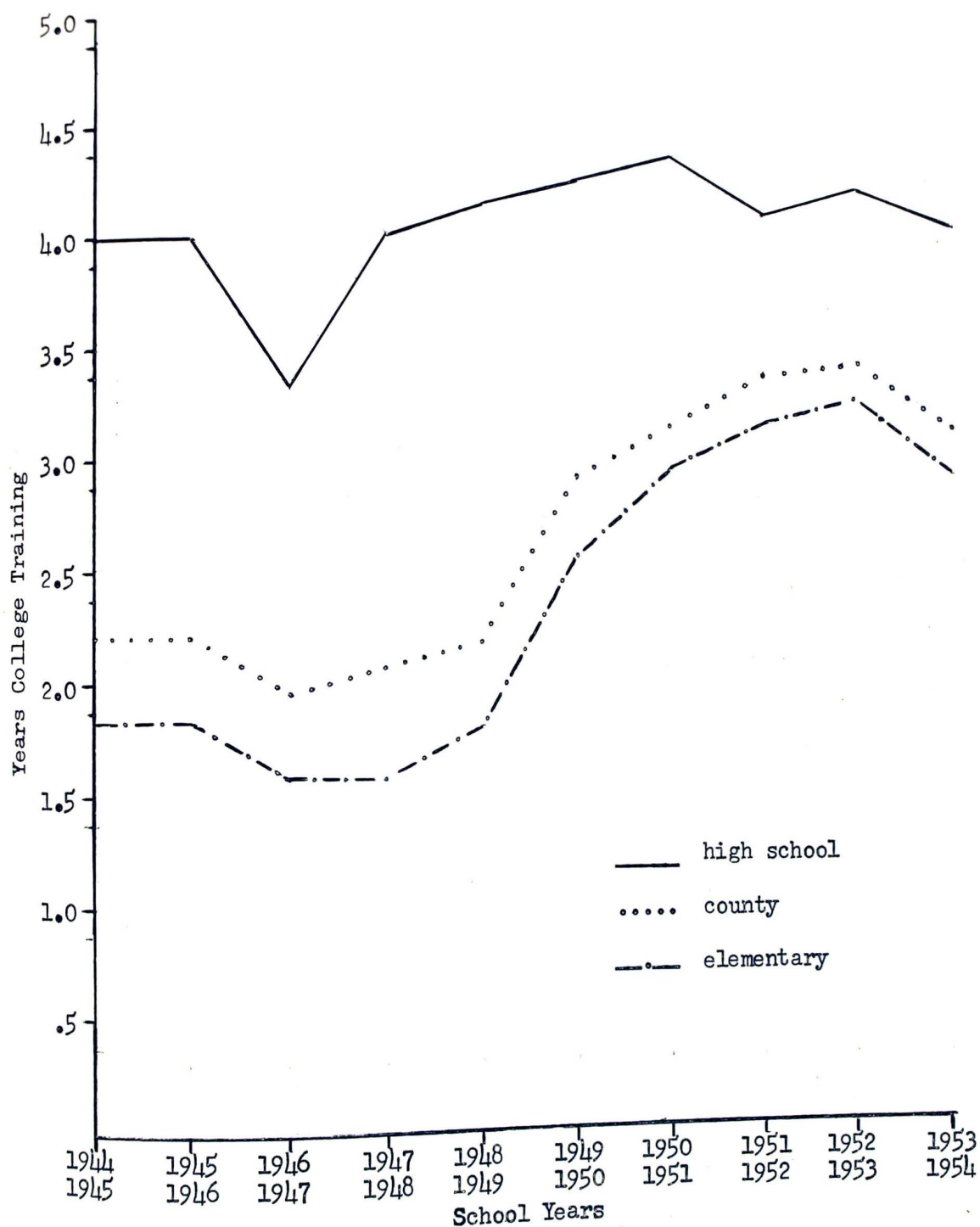


Figure 1.-- Trends in the Mean Years of Preparation of Teachers in Cheatham County.

Trends in the Years of Preparation of the Elementary Teachers

There was an upward trend in the average level of training of the elementary teachers in Cheatham County. The school year 1946-47 qualified as the low point for the period with 1.56 and 1.44 representing the mean and median years of college training, respectively. In 1952-53, the high point for the period, the mean was 3.33, a gain of 1.49 years, and the median was 3.54, a gain of 1.54 years of college training over the initial year of the study. The final year reflected a downward trend.

Trends in the Years of Preparation of the High School Teachers

Table 1 and Figure 1 show that the average years of college training of the high school teachers was higher than that of the elementary teachers in Cheatham County during the decade under study. The average level of training of the high school teachers was consistently above four years of college preparation, except for the school year 1946-47, when the mean dropped to 3.38 and the median to 3.89 years. These teachers also showed a slightly downward trend in average years of preparation in the final year of the study.

Trends in the Years of Preparation of the Elementary Teachers by Sizes of Schools

Table 2 and Figure 2 present the trends in the average years of preparation of teachers who taught in certain size elementary schools during the period of the investigation. It is seen that teachers in the one-teacher schools possessed 1.43 mean and 1.75 median years of college

TABLE 2

MEAN AND MEDIAN YEARS OF COLLEGE TRAINING OF ELEMENTARY TEACHERS
IN CHEATHAM COUNTY BY SIZES OF SCHOOLS

School Year	Years of College Training of Elementary Teachers by Size of School					
	One-Teacher		Two-Teacher		Three-or-more-Teacher	
	Mean	Median	Mean	Median	Mean	Median
1944-45	1.43	.75	1.86	1.83	2.32	2.57
1945-46	1.77	1.75	1.58	1.50	2.00	2.30
1946-47	1.41	1.00	.90	.83	1.90	1.92
1947-48	1.14	.75	1.69	1.79	1.86	1.88
1948-49	1.00	.75	1.79	1.75	2.11	2.14
1949-50	2.00	2.00	1.83	1.83	2.93	3.00
1950-51	2.83	2.50	2.81	2.50	3.07	3.21
1951-52	3.25	3.50	3.13	3.56	3.15	3.25
1952-53	1.75	2.00	3.35	3.56	3.46	3.65
1953-54	2.00	1.50	2.07	2.20	3.33	3.50

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

training in the initial year of the study. The two-teacher schools showed a mean of 1.86 and a median of 1.83 years; whereas, the mean and median years were 2.32 and 2.57, respectively, in the three-or-more teacher schools. Thus, in the initial year of the study, the better prepared teachers were to be found in the larger elementary schools. The next year's upward trend in the one-teacher schools was followed by three

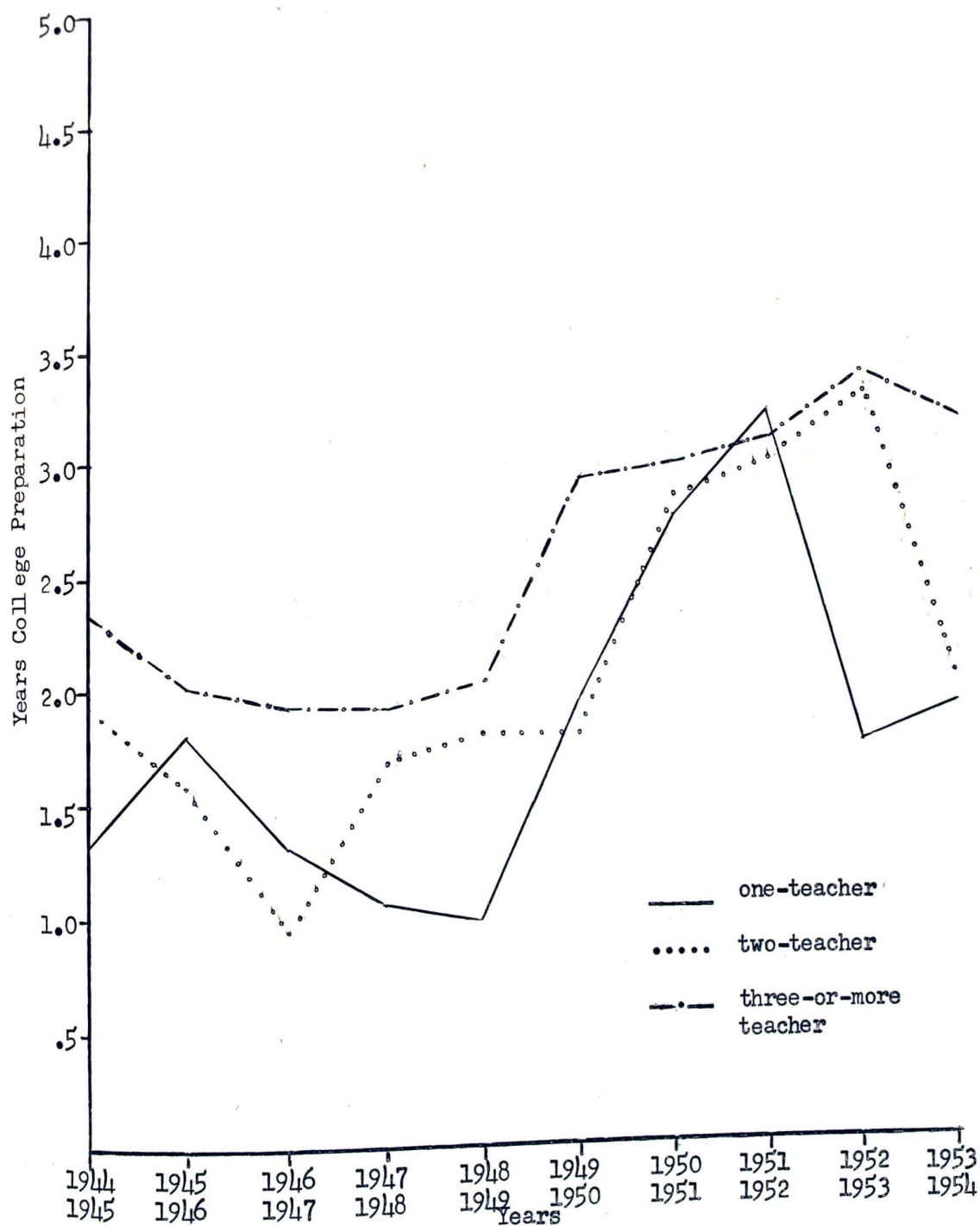


Figure 2.-- Trends in the Mean Years of Preparation of Elementary Teachers in Cheatham County.

years of decline, reversed by rising levels of preparation culminating in a mean of 3.25 years in 1951-52.

It must be noted that twenty-one schools were consolidated during the period under study.¹ All of these consolidations took place in one-teacher schools. In 1944-45 there were twenty-three teachers employed in one-teacher schools. This figure was reduced to eleven by 1949-50. The final four years of the study showed further reductions in the number of these teachers--six in 1950-51, four in 1951-52 and 1952-53, and only one in 1953-54. This being the case, the data for the one-teacher schools must be considered in light of the steady disappearance of these schools. Obviously, trends based on data for one teacher or four teachers will not be as reliable as trends based on fifteen or forty teachers.

The trend regarding teachers in the two-teacher schools was marked by a gradual and then a sharp decline in average years of college training during the first two years of the study. This was followed by a steady upward trend which was sustained over a six year period, reaching a peak of 3.35 mean and 3.56 median years in 1952-53 as compared with a mean of 1.86 and a median of 1.83 years in 1944-45. The final year witnessed a sharp downward trend in the number of college-trained teachers in these schools.

There was a less erratic trend in the three-or-more teacher schools. Beginning with a proportionately higher level of preparation

1. See Appendix C.

than the smaller elementary schools, there followed a gradual decline which reached a low point in 1947-48 when the mean and median years were 1.86 and 1.88, respectively. Except for the final year, which showed a slight decline, there was a steadily rising trend in the intervening period. The high mark for the period was the year 1952-53 when the mean was 3.46 and the median, 3.56 years.

Trends in the Percentage of Teachers With Certain Years of College Training

Table 3 and Figure 3 show the trends in the percentage of teachers with certain years of college training. It will be noted that the number of teachers with less than two years of college training declined from 33.4 per cent in 1944-45 to 7.3 per cent in 1953-54. This trend is graphically illustrated in Figure 3 which also depicts the relatively stable core of teachers with two-to-three years of college preparation. Too, it is seen that twice as many teachers had four-or-more years of college training in the final year than in the initial year of the period under investigation.

Table 3 also shows the trends in the percentage of elementary teachers with certain years of college training. Thus, in 1944-45, 14.3 per cent of the elementary teachers had four years of college training. By 1953-54, this figure had risen to 40.6 per cent, a gain of 44.6 per cent for the period. On the other hand, 39.3 per cent of the elementary teachers had less than two years of college training in 1944-45. By 1953-54, this figure had been reduced to 9.4 per cent.

Figure 3 graphically illustrates the relatively stable trend in

TABLE 3

THE PERCENTAGE OF TEACHERS WITH CERTAIN YEARS OF COLLEGE TRAINING
IN CHEATHAM COUNTY

School Year	Percentage of Teachers With Certain Years of College Training								
	Elementary			High School			County		
	Less than 2 yrs.	2 yrs. and 3 yrs.	More than 4 yrs.	Less than 2 yrs.	2 yrs. and 3 yrs.	More than 4 yrs.	Less than 2 yrs.	2 yrs. and 3 yrs.	More than 4 yrs.
1944-45	39.3	46.4	14.3	0.0	20.0	80.0	33.4	42.4	24.2
1945-46	41.3	39.6	18.9	0.0	8.3	91.6	34.3	34.3	31.4
1946-47	50.8	36.1	13.1	15.4	7.7	76.9	44.6	31.1	24.2
1947-48	49.1	38.9	11.9	0.0	6.7	93.3	39.1	32.4	28.4
1948-49	39.4	48.5	12.1	0.0	0.0	100.0	32.8	40.5	26.6
1949-50	19.0	49.2	31.7	0.0	0.0	100.0	15.3	39.7	44.9
1950-51	6.1	50.0	43.9	0.0	0.0	99.9	5.0	41.2	53.7
1951-52	1.7	50.8	47.5	0.0	5.6	94.5	1.3	40.3	58.4
1952-53	1.7	46.7	51.7	0.0	0.0	100.0	1.3	37.3	61.3
1953-54	9.4	50.0	40.6	0.0	16.7	83.3	7.3	42.6	50.0

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

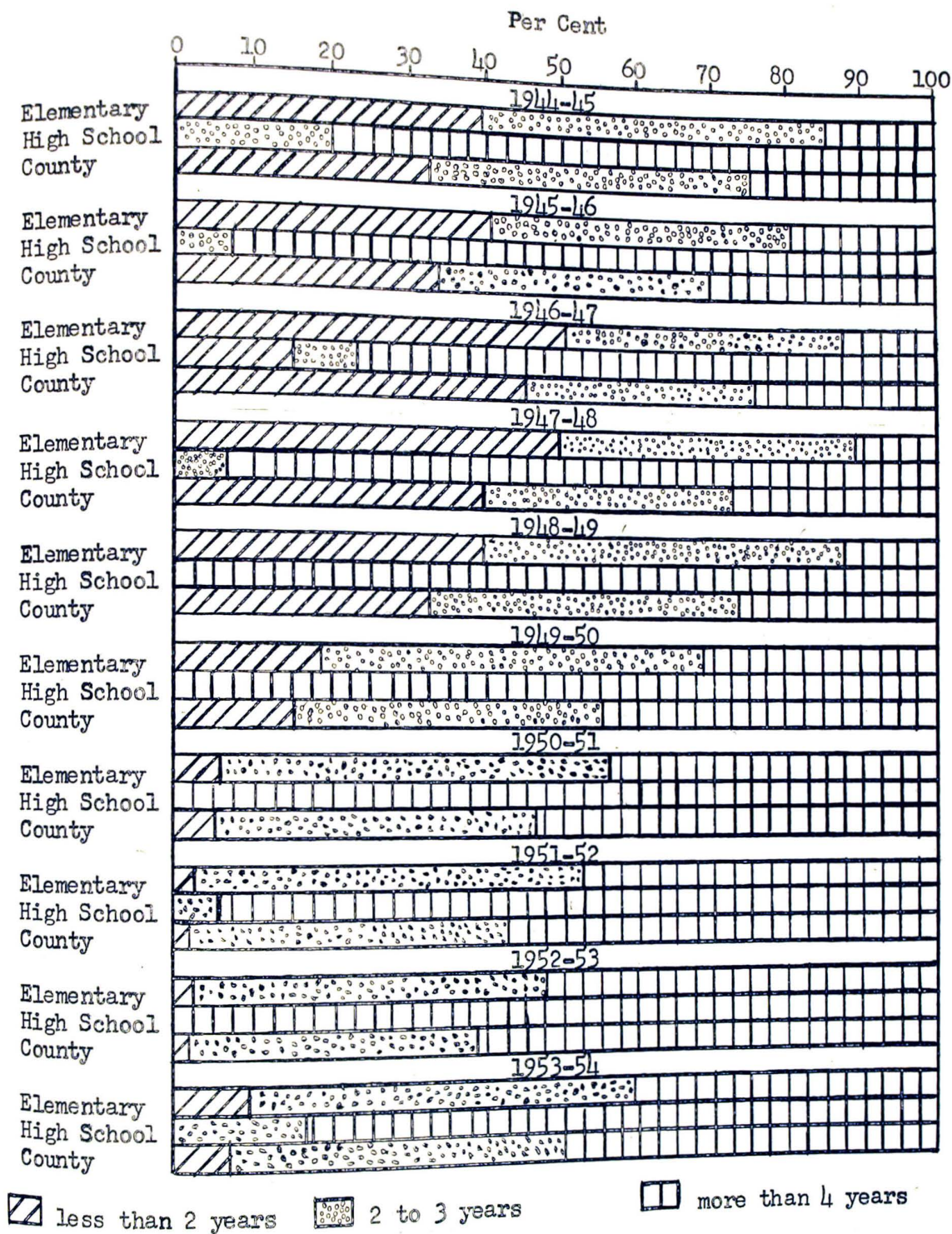


Figure 3.-- Trends in the Percentage of Teachers with Certain Years of College Preparation in Cheatham County.

the two-to-three year category, the downward trend in the less-than-two year group, and the upward trend in the number of elementary teachers with college degrees. It will be noted, however, that in the final year of the study, the number of teachers with less-than-two years of college training rose from 1.7 per cent in 1952-53 to 9.4 per cent in 1953-54. The rise is balanced by a decline in the number of teachers with more-than-four years of training, from 51.7 per cent in 1952-53 to 40.6 per cent in 1953-54.

It is seen that over eighty per cent of the high school teachers consistently possessed more than four years of college training during the period. The only exception was the year 1946-47 when 76.9 per cent of these teachers had four-or-more years of college training. The data shows that except for the years 1944-45, 1946-47 and 1953-54, over 90 per cent of the high school teachers had four-or-more years of college training for the period. A downward trend manifested itself in the final year when the percentage of high school teachers with two-to-three years of college training reached 16.7 per cent. Except for the initial year of the study, this figure is twice as high as any of the previous years.

An Analysis of Trends in the Years of Preparation of Teachers

The general trend in the level of preparation of teachers in Cheatham County during the period 1944 through 1954 was upward. The low point for all teachers was the year 1946-47. This was the year when public education in the state of Tennessee felt the full impact

of the post-war years. The teaching profession as a career did not appear very attractive at this time.²

In a later chapter, possible relationships between level of teacher training and the factors of experience, salary and turnover will be studied. It remains to be seen whether fluctuations in the level of training, such as the downward trend in the year 1946-47, will be reflected in the other factors.

The highest average levels of training were attained in the year 1950-51 for the elementary teachers, and 1952-53 for the high school teachers. In each case, however, there was a downward trend in average years of college training in the final year of the study.

During the period, the trend regarding teachers with low levels of training was steadily downward, and in the four-or-more year category, steadily upward. Although the final year reversed these trends, the general trends for the period were of progressively higher levels of training.

The figures for the two-to-three years training column remain relatively constant for the period. It may be inferred that some of these teachers increased their training by at least one year during the period and entered the more-than-four years training group. Meanwhile, teachers with less than two years of training, many of whom taught in one-teacher schools, more than likely increased their level

2. State Department of Education, A Study of Tennessee's Program of Public Education, p. 50. Nashville, Tennessee: State Department of Education, 1948.

of college training and replaced the outgoing teachers in the two-to-three year category. The great number of school consolidations accomplished in the years, 1951-53, was probably reflected in the increased percentage of teachers who had high levels of training during these years. It is assumed that some teachers with less than one year of college training were not re-employed after they lost their positions as a result of consolidations.

It may be noted that although the high school teachers maintained consistently higher levels of college training than the elementary teachers during the period, the final year trend would seem to indicate that this position had apparently not been attractive enough to retain the highly prepared teachers. The factor of training will be related to turnover and salary later in the study in order to attempt to determine possible causes for this situation.

It is significant, perhaps, to note the gap that existed in the levels of preparation of elementary and high school teachers. Whereas the high school teachers had 2.16 more mean years of training than the elementary teachers in the initial year of the study, the gap was reduced to .94 more mean years of training in the year 1952-53. In the final year, the gap widened slightly to 1.04 more mean years of training of high school as compared with elementary school teachers, but the trend in this year was downward in both categories, from 3.33 to 3.02 mean years in the elementary schools, from 4.27 to 4.06 in the high school.

Hence, in the final year of the study, teachers in Cheatham County possessed slightly lower average levels of preparation than in the

previous year. In the high school, 1953-54 qualified as the fourth lowest year, the first three years of the period having shown lower average levels of college-trained teachers. In the elementary schools, the downward trend in the final year reversed a steadily upward trend which began in the school year 1947-48.

Summary

The general trend in the average years of college training of teachers in Cheatham County during the period under study was upward. The high school teachers consistently maintained higher levels of training than the elementary teachers, although this gap narrowed during the latter part of the period. The nadir point for all teachers occurred in 1946-47. The zenith point was attained in 1950-51 by the high school teachers and in 1952-53 by the elementary teachers. Both groups showed downward trends in the final year of the study.

After finding that the teachers in Cheatham County raised their level of college preparation during the period, the trend in the level of their teaching experience was studied. These are vital factors in appraising the quality of educational services in a community since the level of preparation and the length of teaching service are the basic criteria in qualifying for state salary increases or local supplements. Chapter IV will trace and interpret the trends in the average years of teaching experience of personnel who taught in Cheatham County during the period 1944 through 1954.

CHAPTER IV

TRENDS IN THE LEVEL OF EXPERIENCE OF TEACHERS IN CHEATHAM COUNTY

Did the trends in the average years of teaching experience of the public school teachers in Cheatham County follow a pattern similar to that of their preparation, that is, did this factor show an upward trend during the period under investigation? Did the high school teachers have higher levels of experience than the elementary teachers? Was there a relationship between the level of teaching experience and the size of school where the teachers were employed? What relationship, if any, existed between the level of preparation and the level of experience of teachers in Cheatham County during the period?

This chapter will attempt to answer these and related questions by presenting and analyzing the trends in the average years of teaching experience of personnel who taught in Cheatham County during the years 1944 through 1954.

Trends in the Years of Experience of Teachers

Table 4 and Figure 6 set forth the mean and median years of experience of teachers in Cheatham County during the period. It is seen that the general trend in the average years of experience of teachers was upward. During the first half of the period there was no appreciable change in the average years of teaching experience, which was slightly more than nine years. In 1949-50, the mean rose to 11.10 years. There was a steady rise during the next two years and in 1952-53, a slight drop

to 11.91 years took place. The final year showed an upward trend, 12.39 mean years of teaching experience.

TABLE 4
MEAN AND MEDIAN YEARS OF EXPERIENCE OF TEACHERS
IN CHEATHAM COUNTY

School Year	Years of Experience of Teachers					
	Elementary		High School		County	
	Mean	Median	Mean	Median	Mean	Median
1944-45	9.44	8.50	13.00	12.49	9.98	9.37
1945-46	8.93	5.50	12.08	10.00	9.47	7.00
1946-47	9.49	6.40	9.15	8.89	9.43	7.00
1947-48	10.08	6.40	8.73	6.01	9.81	6.25
1948-49	9.56	6.40	11.54	7.75	9.89	6.88
1949-50	11.33	8.35	10.13	7.00	11.10	8.08
1950-51	12.75	10.69	7.21	3.49	11.79	9.49
1951-52	13.37	11.14	8.39	4.51	12.21	10.00
1952-53	12.15	10.39	10.93	7.00	11.91	9.76
1953-54	12.72	10.90	11.20	7.00	12.39	10.24

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

It will be noted in Table 4 that the median years of teaching experience actually declined during the first four years of the study. In 1947-48 one-half of the teachers had more than six years of experience, whereas, in 1944-45, the median was nine years. The median rose for the

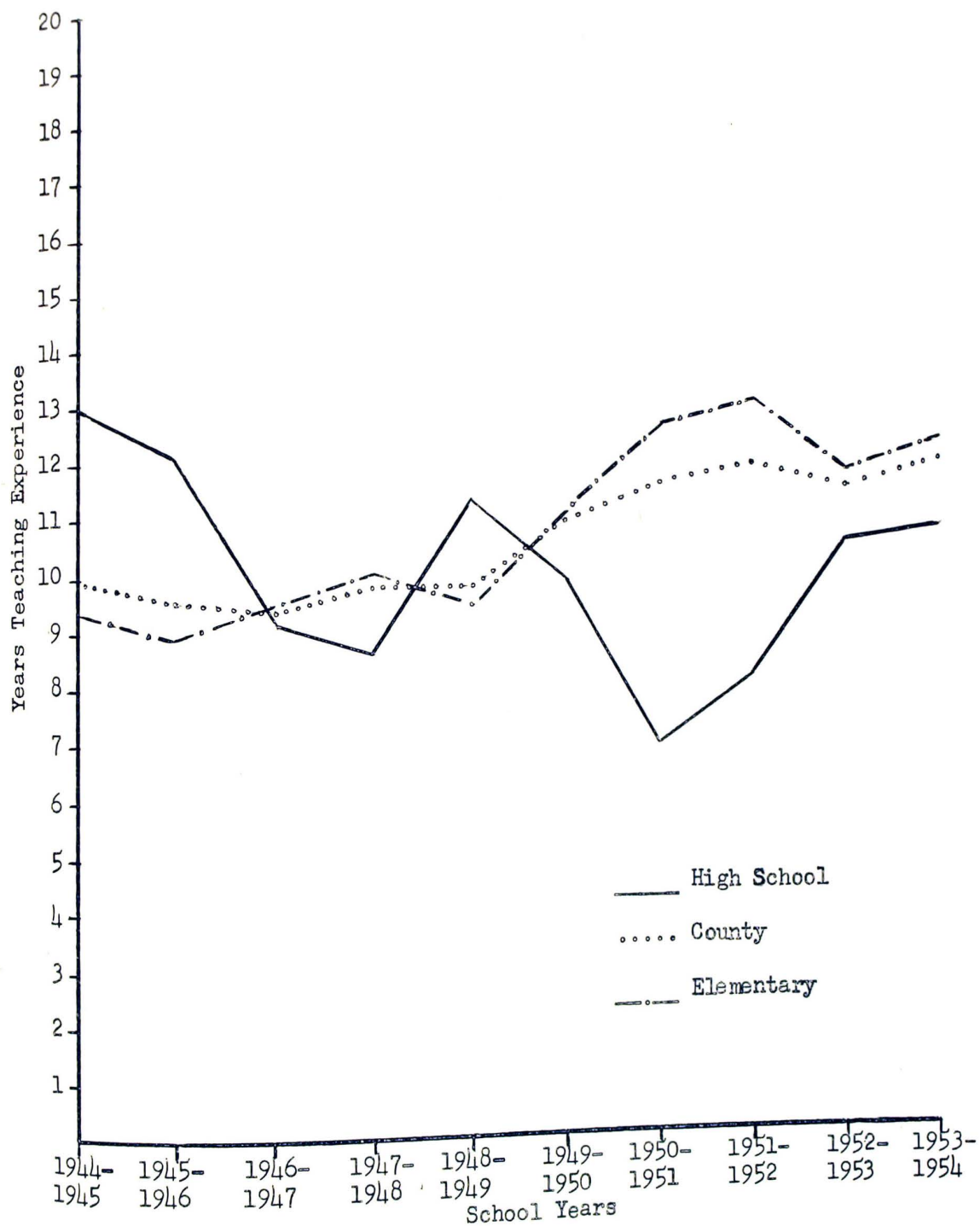


Figure 4.-- Trends in the Mean Years of Experience of Teachers in Cheatham County.

remainder of the period, except for the year 1952-53, when a slight decline took place.

Trends in the Years of Experience of Elementary Teachers

In the elementary schools, the general trend in the average years of teaching experience was upward, from 9.44 years in 1944-45 to 12.72 years in 1953-54. Declines took place in the years 1945-46, 1948-49, and 1952-53. An upward trend was in evidence in the final year of the study although it was below the peak year 1951-52, when elementary teachers had a mean average of 13.37 years of teaching experience.

The median dropped from 8.50 to 5.50 years during the first two years of the study and remained at 6.40 years for the following three-year period. The year 1949-50 marked the beginning of a steady rise until the year 1951-52 when one-half of the teachers had eleven or more years of teaching experience. The median remained above ten years in the final two years of the period.

Trends in the Years of Experience of High School Teachers

The trend in the average years of teaching experience of the high school staff was somewhat erratic during the period under study. Though the trend was upward during the latter four years and in the school year 1948-49, the remaining years of the period showed declines in the level of teaching experience. Too, the level of experience of these teachers was below that of the elementary teachers for seven of the ten years under study. In the final year, the teaching experience

of the high school personnel was 1.52 mean years below that of the elementary school teachers. The trends for county, elementary and high school teachers are given in Table 4 and Figure 6.

Trends in the Years of Experience of Elementary
Teachers by Sizes of Schools

Table 5 and Figure 7 present the trends in the average years of

TABLE 5

MEAN AND MEDIAN YEARS OF EXPERIENCE OF ELEMENTARY TEACHERS
IN CHEATHAM COUNTY BY SIZES OF SCHOOLS

School Year	Years of Experience of Elementary Teachers by Sizes of Schools					
	One-Teacher		Two-Teacher		Three-or-More-Teacher	
	Mean	Median	Mean	Median	Mean	Median
1944-45	8.65	7.39	11.64	12.10	8.79	7.99
1945-46	8.23	4.87	9.50	7.00	9.29	9.25
1946-47	9.82	7.00	9.10	2.50	9.38	7.75
1947-48	8.64	4.75	11.88	7.75	9.79	5.29
1948-49	7.36	2.50	10.36	6.49	10.08	7.51
1949-50	9.70	4.75	7.92	5.50	13.05	11.50
1950-51	8.00	8.50	10.75	5.50	14.14	13.00
1951-52	19.00	17.50	13.33	9.25	12.83	11.23
1952-53	15.75	8.50	12.06	9.64	11.82	10.87
1953-54	15.00	16.00	11.07	8.14	13.19	12.16

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

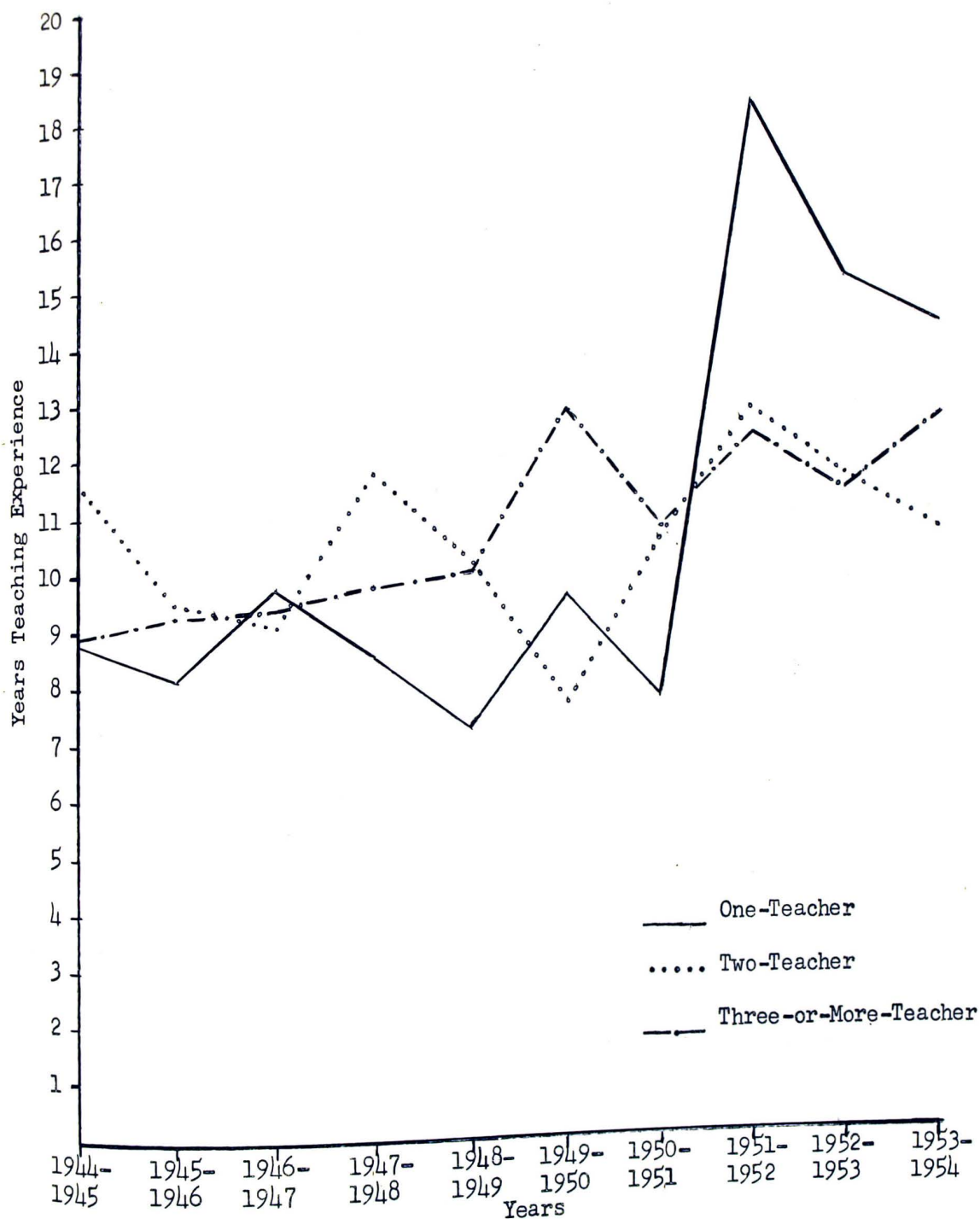


Figure 5.— Trends in the Mean Years of Experience of Elementary Teachers in Cheatham County.

teaching experience of elementary teachers by sizes of schools. In the one-teacher schools, it is seen that the trend was upward. From 1944-45 to 1950-51, the level of experience of these teachers averaged slightly more than eight years. In 1951-52, a sharp upward trend was in evidence, followed by declining trends in the final two years. However, the reader is again reminded of the diminishing number of these schools during the latter years of the study which casts doubt on the validity of these figures.

The two-teacher schools showed a slightly downward trend during the period under study, 11.64 mean years in 1944-45 compared with 11.07 mean years in 1953-54. Upward trends were in evidence during only three years--1947-48, 1950-51 and 1951-52. It is seen that, except for the initial year, the median years were well below the mean years of teaching experience. This would seem to indicate that there were extremes in the levels of teaching experience in this size school during the period of the study. A case in point is the year 1946-47 when the mean was 9.10 years, but the median indicated that one-half of the teachers had less than two-and-one-half years of teaching experience.

The three-or-more teacher schools showed an upward trend for the period. The first four years of the study showed little change in mean years of experience. A gradual upward trend in 1948-49 was followed by sharp upward trends in the following two years which reached their peak in 1950-51. Declines took place in the next two years followed by an upward trend in the final year of the study.

An Analysis of Trends in the Years of Experience of Teachers

The level of mean years of teaching experience of personnel who taught in Cheatham County rose from 9.98 years in the initial year of the study to 12.39 years in 1953-54, the final year of the investigation. Upward trends were in evidence beginning with the school year 1947-48 and reached a peak in the final year of the study when the mean and median years of experience were 12.39 and 10.24 years, respectively.

Regarding the relationship of the mean and median in the high school, it is seen that the medians for 1950-51 and 1951-52 were 3.49 and 4.51 years, indicating that one-half of the high school teachers fell below these levels of teaching experience. A study of the comparable means for these years would suggest that some of these teachers could lay claim to very high levels of teaching experience. This factor registers in the mean but does not affect the median since this measure of central tendency is not influenced by extreme cases. The median rose in 1952-53 to seven years and remained at this level in the final year of the study.

Regarding trends between the elementary and the high school teachers for this factor, it is noted that in 1944-45 and 1945-46 the high school teachers had 4.56 and 3.15 more mean years of teaching experience than the elementary teachers. By 1948-49, their advantage in this respect was reduced to 1.98 more mean years. The remaining seven years of the study showed that the elementary teachers had higher average levels of teaching experience than the high school teachers.

The widest gap for the period occurred in 1950-51 when the elementary teachers had 5.54 mean and 7.20 median years of experience above that of the high school teachers. The gap narrowed in the final year when the elementary teachers had 1.52 mean and 3.90 median years of experience above that of the high school teachers.

Thus, although the high school teachers consistently maintained higher levels of preparation than the elementary teachers during the period, the elementary schools employed a greater proportion of experienced teachers. It is assumed that a college graduate seeking a teaching position in Cheatham County would be placed in the high school since this school showed high trends in preparation and low trends in teacher experience in relation to the elementary schools.

The relationship between mean and median years of teaching experience for all teachers during the period would seem to indicate that a stable core of teachers with high levels of teaching experience remained in the system, and thus insured a relatively static mean average for the period. The incoming teachers, with varying levels of teaching experience, influenced the median measure of central position. In calculating the median, these teachers had equal weight with those having very high levels of teaching experience. It is assumed, therefore, that many more teachers with low levels of teaching experience were employed in the county than the mean figure would indicate. It will be significant later in the study to compare trends in the level of experience and training with trends in teacher turnover in order to determine whether increased turnover meant employing replacements with higher or lower levels

of teaching experience than the personnel whom they replaced. The data for the one-teacher schools has little validity after the school year 1949-50 for the reasons previously mentioned.

The three-or-more teacher school trend for the period was upward and reached its peak in 1950-51. It is the only type of school which showed a rising trend in the average level of teaching experience in the final two years of the study. This size school presented more stable trends than the smaller elementary schools. Throughout the study, it was found that this size school showed trends that were unlike those of the smaller elementary schools. It was also found that the data for the one and two-teacher schools was somewhat similar. Conceivably, these schools could have been treated as a unit in this study.

Summary

The trend in the average years of teaching experience was upward for personnel who taught in Cheatham County during the years 1944 through 1954. The elementary teachers gained 3.28 years and the high school teachers lost 2.20 years of teaching experience during the period. Hence, the upward trend reflects the greater number of teachers employed in the elementary schools as compared with those in the high school.

The three-or-more teacher schools showed increasing levels of experience during the period, whereas the smaller elementary schools presented fluctuating trends which reached their peak in the school year 1951-52, after which downward trends were in evidence.

Chapter III and Chapter IV presented the trends in the average level of teacher training and experience during the period under study. In view of the fact that the salary of teachers in Tennessee, like most other states, is based on these two factors, it would be pertinent to investigate the trends in the average level of monthly salaries of teachers in Cheatham County. This factor will be examined in the following chapter.

CHAPTER V

TRENDS IN THE LEVEL OF MONTHLY SALARY OF TEACHERS IN CHEATHAM COUNTY

The trends in the level of monthly salary of teachers in Cheatham County during the period under study reflected the educational changes in the state of Tennessee following the passage of the General Education Bill by the State Legislature in 1947. During the period 1944 through 1954, three major changes were made at the state level with respect to the salary schedule of public school teachers.

In this chapter, an attempt will be made to delineate these changes as they affected the Cheatham County school system.

Trends in the Monthly Salary of Teachers

It may be seen from Table 6 and Figure 7 that the general trend in the level of monthly salary of teachers in Cheatham County for the period under investigation was decidedly upward.

In the year 1944-45, the mean monthly salary was \$120.45. Stable trends were in evidence until the school year 1947-48 when the average monthly salary rose to \$156.93 as compared with \$118.45 in 1946-47. Another sharp upward trend took place in the year 1949-50 when the mean monthly salary was \$207.01 as compared with \$158.24 in the previous year.

The trends in the average monthly salary of teachers continued until the peak year 1951-52. The final two years of the study showed slight declines in average monthly salary.

TABLE 6

MEAN AND MEDIAN MONTHLY SALARY OF TEACHERS IN CHEATHAM COUNTY

School Year	Average Salary of Teachers					
	Elementary		High School		County	
	Mean	Median	Mean	Median	Mean	Median
1944-45	\$110.66	\$114.58	\$175.30	\$162.50	\$120.45	\$117.28
1945-46	106.93	110.50	172.92	159.00	118.24	115.48
1946-47	106.14	101.48	176.15	158.70	118.45	116.02
1947-48	145.96	140.50	200.07	191.52	156.93	154.78
1948-49	148.31	150.58	208.62	191.52	158.24	154.12
1949-50	195.38	188.02	255.87	249.00	207.01	199.48
1950-51	205.60	202.75	253.21	248.52	213.94	223.48
1951-52	217.16	222.28	256.33	250.50	226.32	231.70
1952-53	219.12	223.48	251.33	247.50	225.56	226.48
1953-54	215.26	206.98	253.22	259.50	223.60	211.48

Source: Computed from Annual Statistical Reports. Cheatham County School Superintendent, 1944-45 through 1953-54.

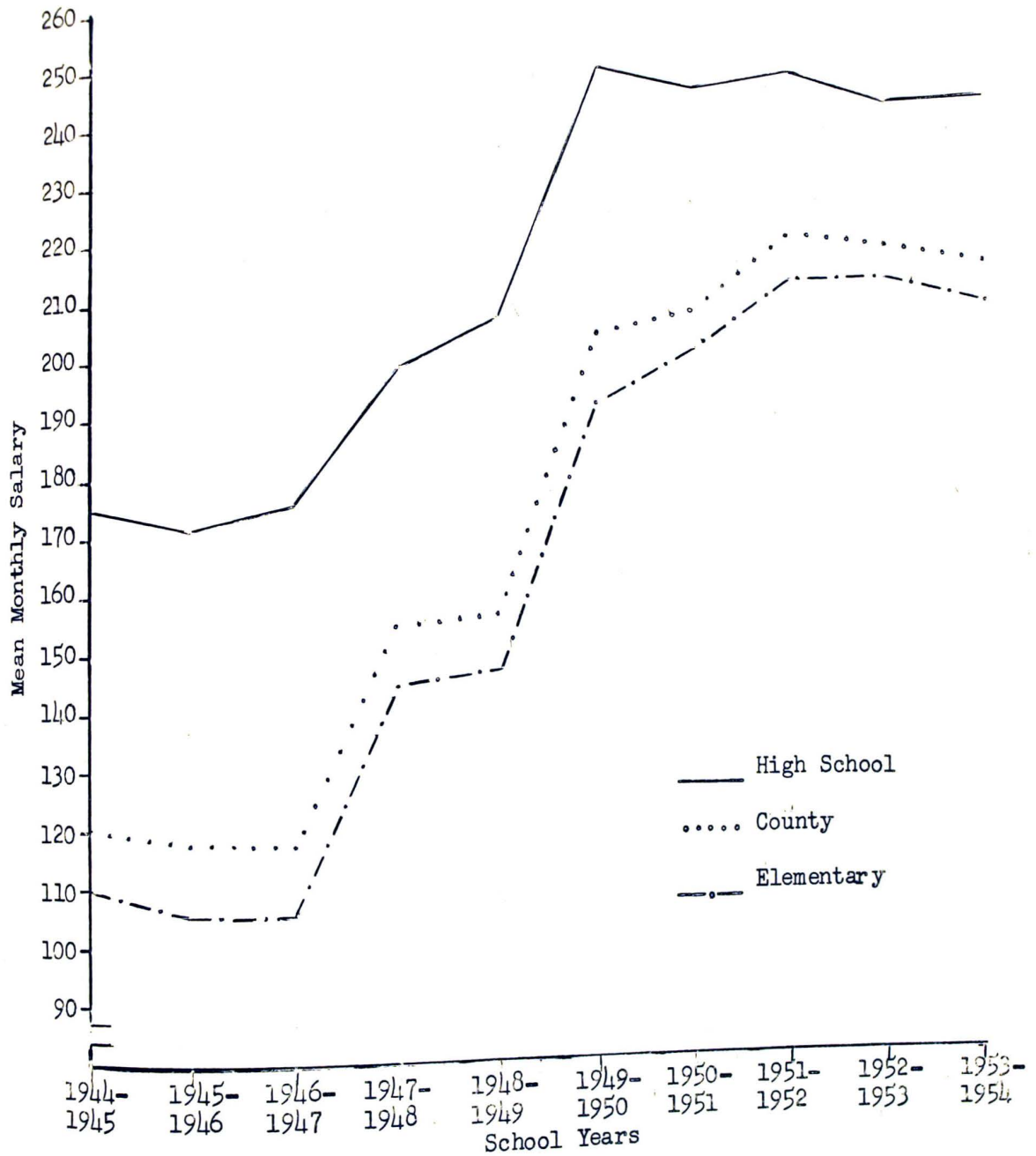


Figure 6.-- Trends in the Mean Monthly Salary of Teachers in Cheatham County.

Trends in the Monthly Salary of Elementary Teachers

The data indicates that, in the elementary schools, upward trends were in evidence during the period. Sharp upward trends were recorded for the school years 1947-48 and 1949-50. Thus, in 1953-54, the mean monthly salary of these teachers was \$215.26 as compared with \$110.66 in 1944-45, \$145.96 in 1947-48 and \$195.38 in 1949-50. In the final year, a slight decline in average salary was evidenced.

The upward trend for these teachers did not attain its peak until the year, 1951-52. In the high school, it is seen that a plateau was reached two years earlier, in the school year 1949-50. The possible causes for this situation will be determined later in the chapter.

Trends in the Monthly Salary of High School Teachers

In the high school, the general trend in average monthly salary was similar to that of the elementary teachers although on a much higher scale. In 1944-45, the mean salary for high school teachers was \$175.30. In 1947-48, with an increased state minimum salary schedule in effect, it had increased to \$200.07 as compared with \$176.15 the previous year. In 1949-50, the mean monthly salary again increased markedly, to \$255.87 as compared with \$208.62 in 1948-49. Figure 7 shows that the upward trend was arrested after this increase, and the average salary became somewhat stabilized for the remaining years of the period.

Trends in Monthly Salary of Elementary Teachers by Sizes of Schools

Table 7 and Figure 9 set forth the mean and median monthly salary of teachers in the one, two, and three-or-more teacher schools in Cheatham County during the period under investigation.

In the initial year, teachers in the one-teacher schools averaged less in monthly salary than those who taught in the two-teacher schools. The latter group averaged somewhat less than the teaching personnel in the three-or-more teacher schools. These trends represent a general, though not a consistent, pattern for the period of the study.

The data shows that in 1947-48, the mean monthly salary of teachers in the one-teacher schools was \$137.43 as compared with the previous year's average of \$102.27. A slight decline in average salary was evident in 1948-49. Three years of steadily upward trends followed which reached their peak in the year 1951-52. During this year, however, the number of one-teacher schools had been reduced to four.

The two-teacher schools showed a decline in mean monthly salary for the first two years. In 1947-48, a sharp upward trend took place and rising levels of salary continued until the year 1952-53. During this year, the mean salary was \$225.75, as compared with \$112.64 in the initial year of the study. A sharp decrease in the average monthly salary of these teachers occurred in the final year of the study.

The three-or-more teacher schools, in accordance with the established pattern, showed upward salary trends in the year 1947-48 and 1949-50. Upward trends continued until the school year 1952-53. In the final year of the study, a downward trend took place.

TABLE 7

MEAN AND MEDIAN MONTHLY SALARY OF ELEMENTARY TEACHERS IN
CHEATHAM COUNTY BY SIZE OF SCHOOL

School Year	Average Salary of Teachers					
	One-Teacher		Two-Teacher		Three-or-more-Teacher	
	Mean	Median	Mean	Median	Mean	Median
1944-45	\$105.13	\$ 94.24	\$112.64	\$114.70	\$115.89	\$117.70
1945-46	103.32	95.50	103.17	95.50	112.13	115.48
1946-47	102.27	92.50	99.40	89.50	111.41	116.50
1947-48	137.43	125.50	147.56	151.00	149.21	151.78
1948-49	132.50	125.50	149.79	152.50	153.61	153.28
1949-50	173.27	170.50	176.17	185.50	207.23	198.52
1950-51	207.33	191.50	200.88	197.50	215.07	202.30
1951-52	230.00	227.50	217.60	224.50	222.30	221.50
1952-53	179.75	194.50	225.75	224.50	229.38	225.28
1953-54	192.00	191.50	186.67	190.00	224.68	208.90

Source: Computed from Annual Statistical Reports. Cheatham County School Superintendent, 1944-45 through 1953-54.

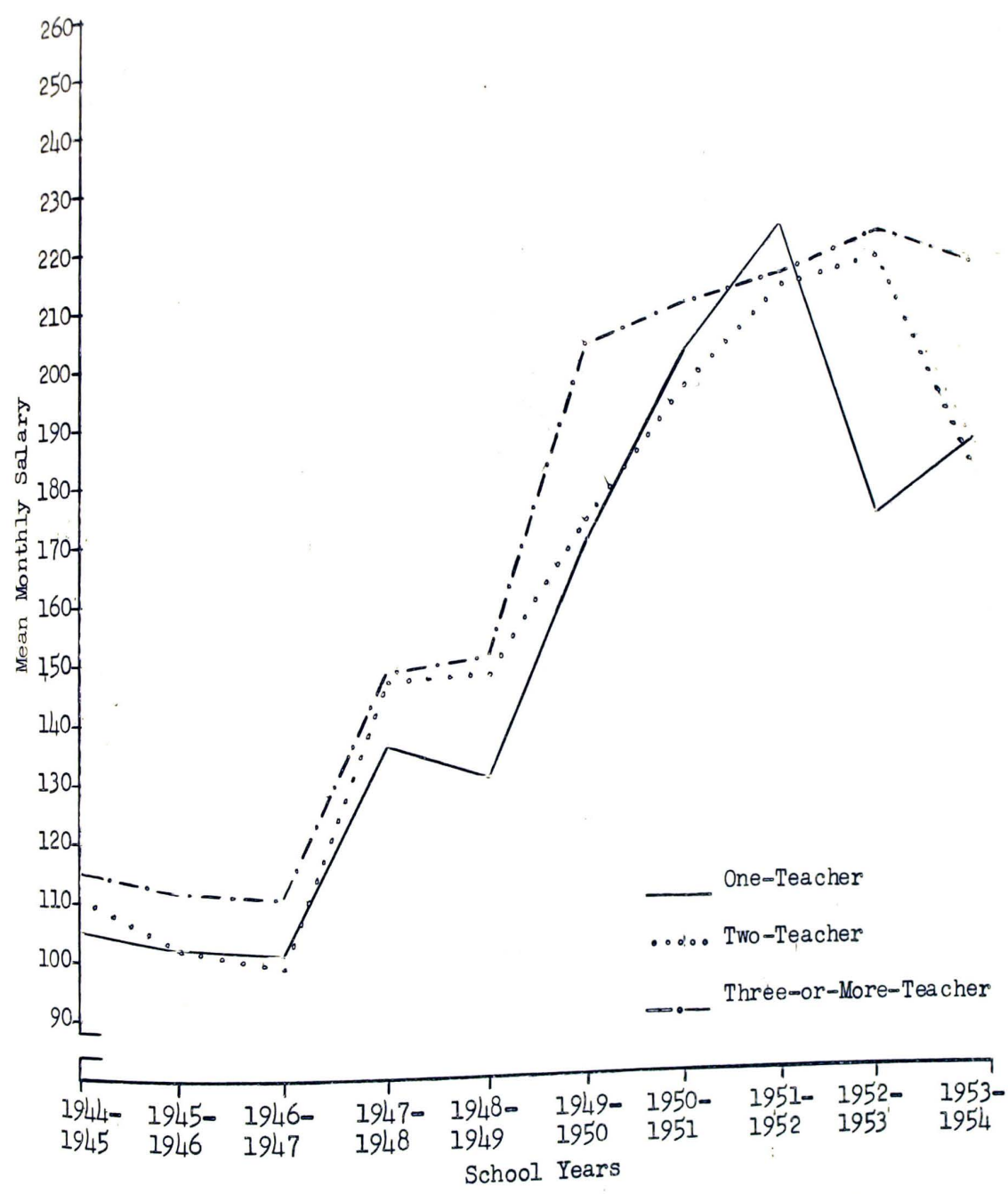


Figure 7.-- Trends in the Mean Monthly Salary of Elementary Teachers in Cheatham County.

In the initial year of the study, these teachers averaged \$115.89 a month. In 1947-48, this figure increased to \$149.21, and by 1949-50, average monthly salary had risen to \$207.23. Upward trends are noted for the succeeding three year period, but in the final year, the mean salary declined to \$224.68 a month in this type school.

An Analysis of Trends in the Monthly Salary of Teachers

It is significant to compare trends in the average mean salary of the elementary and high school teachers for the period of the study. In 1944-45, the high school teachers averaged \$64.76 more in mean monthly salary than the elementary teachers. In 1953-54, the continuing upward trend in the level of salary for the elementary teachers had reduced this disparity to \$37.96. Thus, in the initial year, the average salary of the elementary teachers was 63 per cent of that of the high school teachers. In the final year, elementary teachers' salaries were 85 per cent of that of the high school teachers'.

Thus, despite the fact that the state of Tennessee adopted a single salary schedule under the minimum school program of 1947, the elementary teachers in Cheatham County succeeded only in reducing by 50 per cent the discrepancy in salary between themselves and the high school teachers during the succeeding years of the period under study. The consistently higher levels of training of the high school teachers in the County most probably accounts for this condition.

In 1945, the State Legislature provided for a study of Tennessee's program of education. The study, conducted by the State Department of

Education, revealed that the low level of teachers' salaries in the state was not attracting the outstanding young men and women to the teaching profession.¹

As a result of the findings of this report, the State Legislature of 1947 made available increased revenue for public education. Under the Minimum School Program for that year, an across-the-board salary raise was provided for all the state public school teachers.

Every teacher and principal in any public school in the state shall receive an increase of at least Three Hundred (\$300.00) Dollars per school year above the salary for which he originally contracted for the school term 1946-47, or above the salary including the increments to which he would be entitled under the salary schedule in effect at the beginning of the school term 1946-47.²

This state increase was reflected in the data that was gathered for Cheatham County during the period under study. Whereas in 1946-47, one-half the county teachers made more than \$116.02 a month, this figure increased to \$154.78 in 1947-48.

It is seen from Table 6 that the elementary teachers received proportionately more in average salary raise than the high school teachers. This was the case because, for the first time, the elementary teacher salary schedule was put on the same basis as that of the high school teachers. These teachers were, in effect, given benefits that the high school teachers had been receiving. If the elementary teachers had had comparable levels of training during the remaining years of the study,

1. A Study of Tennessee's Program of Public Education, op. cit, p. 50.

2. The Tennessee Educational Bulletin, p. 14. Tennessee State Board of Education. Nashville, Tennessee: Board of Education, 1947.

their average salaries would probably have been similar to that of the high school teachers'.

In comparing the mean and median measures of central position for the elementary and high school teachers for the years 1946-47 and 1947-48, it is found that the median is slightly lower than the mean. The median for the high school teachers was considerably lower than the mean, especially in the year 1945-46 and 1946-47. This would suggest that the mean average was slightly deceptive for these years and that the salary distribution for these years was asymmetrical with a few teachers receiving very high salaries. These high salaried teachers are reflected in the mean measure of central tendency.

In the final year of the study, the median exceeds the mean figure for the high school teachers. This would indicate that there were many more high salaried teachers in this type school than in any of the previous years of the study. The salary schedule for the year 1947-48 may be found in Appendix D. Table 6 shows that in the same year, the mean is greater than the median for the elementary teachers, suggesting that the high salaried elementary teachers were leaving the Cheatham County school system.

The data shows that the school year 1949-50 was also marked by sharp upward trends in the level of monthly salary for teachers. This trend is attributable to the revised state salary schedule adopted during this year. The salary schedule for the year 1949-50 may be found in Appendix E.

A literal interpretation of the data obtained in Cheatham County

compared with the state salary schedule for the year 1949 shows that the average salary in the county was slightly higher than the figure arrived at in the table. The data on the average level of training and experience of the elementary teachers for the year 1949-50 would, according to the table, amount to approximately \$191.00. Since the mean training for the elementary teachers was 2.56 years, 50 per cent of the difference between \$181.00, the maximum salary for teachers with two years of college training and \$200.00, the maximum salary for teachers with three years of college training, is approximately \$190.00. Although Table 4 shows that the average level of teaching experience for the elementary teachers in the year 1949-50 was eleven years, this factor does not enter into the calculation since teachers were not paid for experience beyond six years according to the basic salary schedule.

The five dollar discrepancy lies in the fact that a few of these teachers had four years of training and, therefore, were paid for two years of experience beyond the maximum in the two and three-year training category. This factor tended to raise the mean average salary for the group.

In the high school, the level of mean training and experience for the year 1949-50 was four years and ten years, respectively. According to the revised salary schedule, the salary of these teachers would be approximately \$249.00. Actually, they received \$225.00 in Cheatham County. The explanation for the elementary teacher disparity is probably also applicable in this case.

A comparison of the salary schedules for the years 1947-48 and

1949-50 shows the progressively higher salary increments when proceeding from salary classification E to 4A. The schedule was obviously designed to encourage teachers to raise their level of college preparation. It was found in Chapter III that in Cheatham County the level of training of teachers did increase during the period.

In 1951-52, the state salary schedule was again revised, this time by adding additional years of teaching experience at increments of three dollars for each year. The salary schedule for the year 1951-52 may be found in Appendix F. A comparison of the salary schedules for the years 1949-50 and 1951-52 shows that teachers possessing one year or less of college training did not benefit from the revised 1951-52 schedule. The teachers with two years of college training and seven or more years of teaching experience received salary increases on a graduated scale. Teachers with four or more years of college training and nine or more years of teaching experience received the largest salary increases.

Table 1 and Table 4 show that many of the elementary teachers qualified for salary increments because of their levels of training and experience in the year 1951-52.

In the high school, only those teachers with nine or more years of teaching experience benefited from the raise since all of these teachers had four or more years of college training in 1951-52. Investigation showed that, due to their level of experience, only four out of the eighteen high school teachers who taught in this year qualified for increments. This fact is reflected in Table 6 which shows a

very slight gain during this year in average monthly salary for the high school teachers. The elementary teachers, on the other hand, increased their average monthly salary from \$205.60 in 1950-51 to \$217.16 in 1951-52.

The downward trend in the median monthly salary of teachers in the final year of the study calls attention to the fact that teachers who were new in their positions in this year had lower qualifications than the personnel whom they replaced, a reflection of the elementary teacher trend.

Summary

The upward trends in the average monthly salary of teachers in Cheatham County during the period was largely attributable to state action initiated in 1947 under the General Education Bill. Sharp upward trends in salary were evidenced for the school years 1947-48 and 1949-50. The upward trends in salary continued in the elementary schools for two years beyond the school year 1949-50, which marked the zenith point for the high school teachers.

Thus, upward trends in the level of teacher training and experience during the period was reflected in the upward salary trends, since computation of the latter is based on the former factors.

It has been discovered that the final year of the study evidenced downward trends in the level of teacher preparation, experience and salary, suggesting that the incoming teachers in this year possessed lower qualifications than the personnel whom they replaced. This

supposition bears many implications regarding the ability of Cheatham County to retain well-qualified teachers. It is pertinent, however, before drawing these implications, to study the trends in the percentage of teacher turnover in Cheatham County during the years 1944 through 1954.

CHAPTER VI

TRENDS IN THE PERCENTAGE OF TEACHER TURNOVER IN CHEATHAM COUNTY

What constitutes "normal" turnover of the teaching staff in a public school system? The investigator failed to find a categorical answer to this question either in educational literature or through informal questioning of his colleagues. The answer must be left to the reader's judgement. He may determine for himself at which level the percentage of teacher turnover in a school community would hinder the on-going educational program and the administrative policies of the educational leader.

The answer regarding this problem, then, must be measured in terms of long-range teacher effectiveness, teacher orientation programs, teacher morale, emotional adjustments of the pupils to new personnel, the maintenance of lay confidence in the schools, and so forth. Surely, the educational program in a school district will be seriously hampered if a large number of teachers are new in their positions each year. It is suggested that at least a year is required before a teacher is fully oriented to the needs of her students, effective classroom procedure, community patterns, and so on.

This chapter will attempt to trace and analyze the trends in the percentage of teacher turnover in Cheatham County during the period under study. The reader is reminded that turnover may be caused by teaching personnel who may have left the profession or left the County, as well as those who may have been transferred within the county school system.

Trends in Teacher Turnover

Table 8 and Figure 10 set forth the trends in the percentage of teacher turnover during the years 1944 through 1954. The general trend in the percentage of teacher turnover for this period was upward. In the initial year, 40 per cent of the elementary and high school teachers who taught in Cheatham County were new in their positions. In the following year, this figure rose to 51 per cent. For the next two

TABLE 8

THE PERCENTAGE OF TEACHER TURNOVER IN CHEATHAM COUNTY

School Year	Per Cent of Teacher Turnover		
	Elementary	High School	County
1945-46	36.2	58.3	40.0
1946-47	50.8	53.8	51.3
1947-48	44.1	60.0	47.3
1948-49	47.0	7.7	40.5
1949-50	38.1	53.3	41.0
1950-51	47.0	42.9	46.3
1951-52	42.4	66.7	48.1
1952-53	48.3	26.7	44.0
1953-54	50.0	33.3	46.3

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

years the trend was downward, but beginning in 1949-50, a rising trend was in evidence. Teacher turnover reached its peak in the school year 1951-52 when 48 per cent of the county teachers were new in their positions. In the final year, teacher turnover rose to 46 per cent, reversing the downward trend for the previous year.

Trends in Turnover of Elementary Teachers

In the elementary schools, the percentage of teacher turnover was generally upward, fluctuating between 36 per cent and 50 per cent during the period. Thirty-six per cent of these teachers were new in their positions during the initial year, which constituted the lowest figure for the period. This figure rose to 50.8 per cent in 1946-47, the high mark for the period. In the remaining years, turnover did not fall below 38 per cent, and in the final year, only one-half of these teachers had remained in the position in which they taught the previous year.

Trends in Turnover of High School Teachers

The percentage of turnover of the high school teachers was marked by extreme fluctuating trends. During the school year 1945-46, 58 per cent of these teachers were new in their positions. The percentage dropped to 53 per cent in the following year, rose to 60 per cent in 1947-48 and plunged to 7 per cent in 1948-49.

These teachers attained a peak level of turnover in the school year 1951-52 when 66 per cent were new in their positions. In the final two years of the study, a downward trend was reversed by a rising trend in teacher turnover.

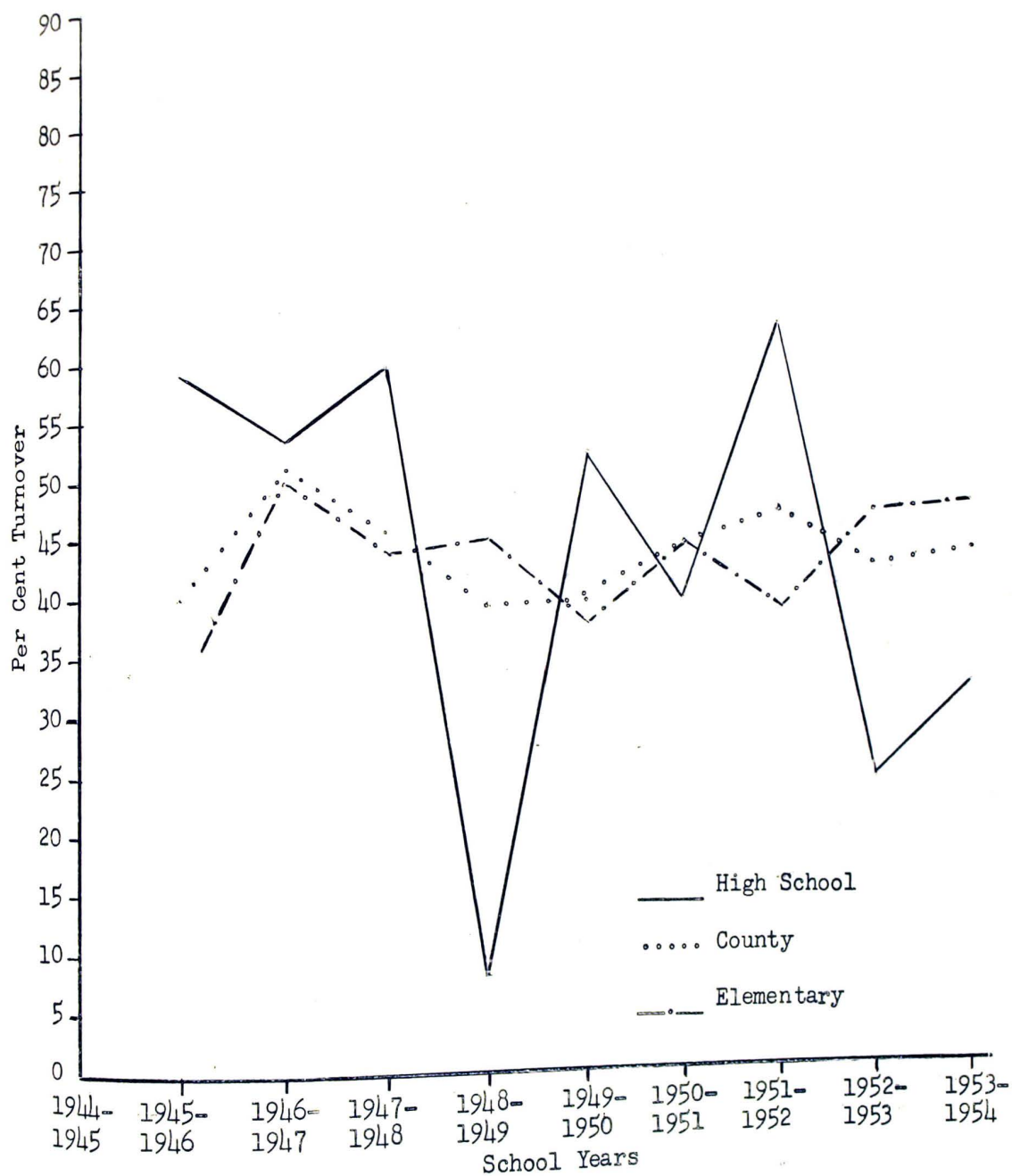


Figure 8.-- Trends in the Percentage of Teacher Turnover in Cheatham County.

Trends in Elementary Teacher Turnover by Sizes of Schools

Trends in the percentage of elementary teacher turnover by sizes of schools may be found in Table 9 and Figure 11. It is seen that the percentage of turnover in the one-teacher school showed very unstable trends for the period. In the first three years of the study, the percentage of turnover was 45, 50, and 35 per cent, respectively. In 1948-49, the figure was twice that of the previous year. This school year witnessed the highest turnover for the period in this type school, 71.4 per cent.

TABLE 9

THE PERCENTAGE OF TEACHER TURNOVER IN ELEMENTARY SCHOOLS IN CHEATHAM COUNTY BY SIZES OF SCHOOLS

School Year	Per Cent of Teacher Turnover		
	One-Teacher	Two-Teacher	Three-or-More-Teacher
1945-46	45.5	50.0	20.8
1946-47	50.0	60.0	48.3
1947-48	35.7	50.0	44.8
1948-49	71.4	35.7	23.8
1949-50	45.5	41.7	35.0
1950-51	33.3	75.0	38.6
1951-52	50.0	66.7	32.5
1952-53	50.0	70.6	26.0
1953-54	00.0	66.7	45.8

Source: Computed from Annual Statistical Reports, Cheatham County School Superintendent, 1944-45 through 1953-54.

The least amount of turnover occurred in 1950-51 when 33 per cent of these teachers were new in their positions. Of the four teachers employed in 1951-52 and 1952-53, one-half either did not return to their positions the following year, or were transferred to a larger school. In the final year, the remaining one-teacher school retained its teacher for the entire year and, therefore, no turnover was recorded.

In the two-teacher schools, the percentage of teacher turnover increased markedly during the ten-year period. One-half of the teachers in 1945-46 left their positions. In 1946-47, this figure had increased to 60 per cent. The school year 1949-50 reversed the downward trend of the previous two years and, in the following year, the apex point for the period was reached when 75 per cent of these teachers were new in their positions. Turnover remained high for the remaining three years of the study: 66, 70, and 66 per cent, respectively.

Over twice as many teachers left their positions in 1953-54 as in 1945-46 in the three-or-more teacher schools. It is noted, however, that the percentage of turnover was generally below that of the smaller elementary schools for the period.

In 1945-46, only 20 per cent of these teachers left their positions as compared with 45 per cent in the one-teacher schools and 50 per cent in the two-teacher schools. In the following year, this figure had risen to 48 per cent, a percentage below that of the smaller schools for comparable years. Fluctuating trends marked the remaining years, the highest and lowest levels having been attained in the first two years of the study. It will be noted that the final year witnessed a sharply

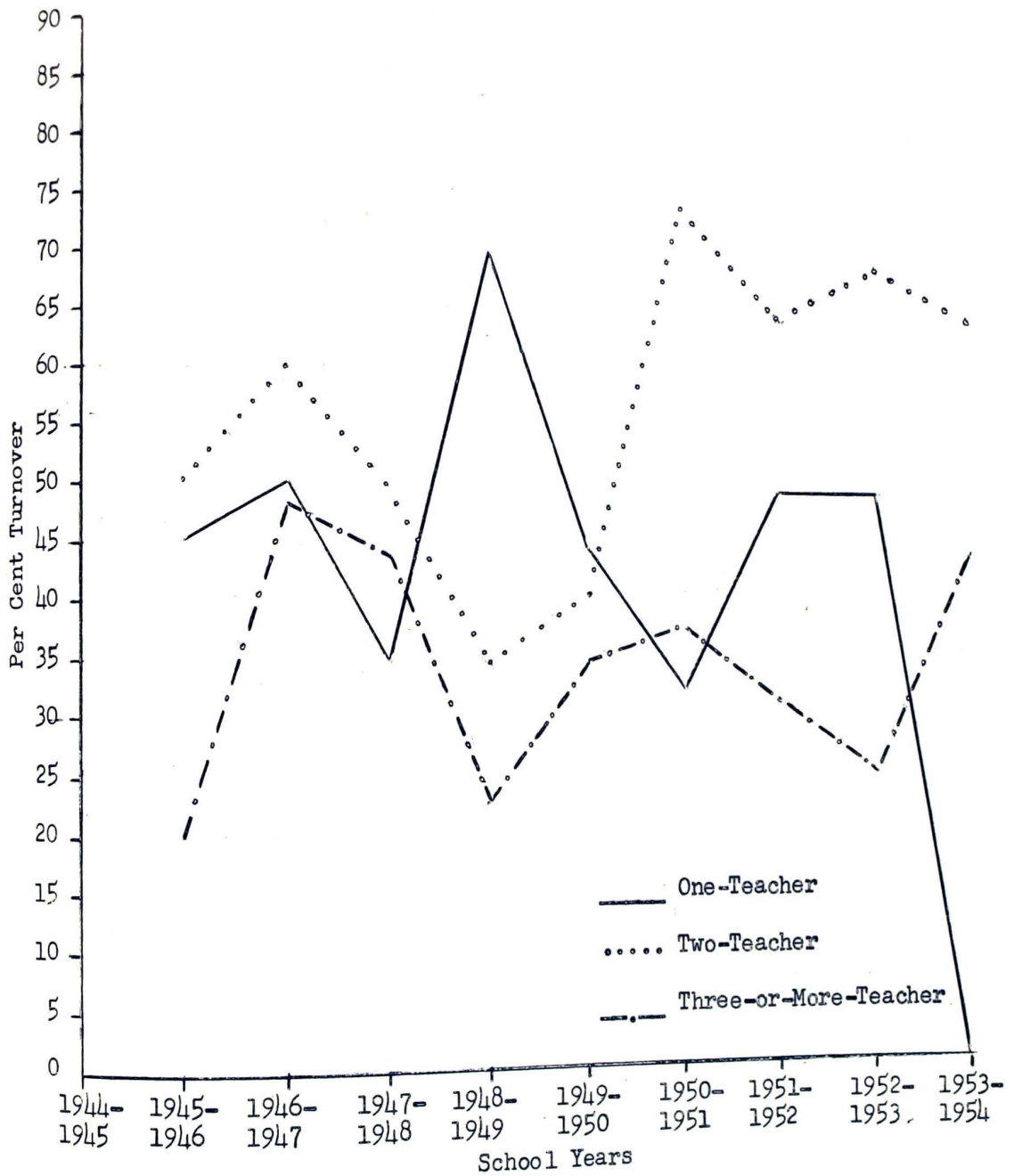


Figure 9.-- Trends in the Percentage of Elementary Teacher Turnover in Cheatham County.

rising trend in the level of teacher turnover in this school.

An Analysis of Trends in Teacher Turnover

The reader was asked, early in the chapter, to judge for himself the percentage figure which constituted a manageable level of teacher turnover. This was to be considered in terms of successfully implementing an integrated and continuous educational program which would serve the needs of the students and the community.

In view of the fact that teacher turnover in Cheatham County was consistently above 40 per cent for the period of the study, it is suggested that this condition is unfavorable and would be reflected in many aspects of the teaching-learning situation in the county.

Teacher turnover reached its peak in the school year 1946-47 when over 50 per cent of all teachers left their positions. Turnover remained high and continued to increase during the period. Downward trends were evident during only three of the ten years of the study. In the final year, the percentage of turnover teachers showed a rising trend.

It is seen that, except for the final year, when rising trends in turnover were evident in all the schools, increased turnover in the elementary schools was matched by decreased turnover in the high school for comparable years. The reverse also seemed to be true.

In 1947-48, the year which marked the first state salary increase for the period, new high school personnel entered the Cheatham County School System and replaced teachers who probably improved their salary status by transferring to better paying school systems. Meanwhile, the

trend in elementary teacher turnover declined, since the great majority benefited by remaining in their positions.

In the following year, the trends reversed themselves. A very small percentage of the high school teachers were new in their positions, but the percentage of elementary teacher turnover increased over that of the previous year.

In 1949-50, the year of the second state salary increase for the period, high school teacher turnover increased sharply and a condition similar to that of the year 1947-48 was evidenced as fewer elementary teachers were new in their position as compared with the previous year.

A salary increase based exclusively on years of teaching experience went into effect in the year 1951-52. A pattern emerged similar to that of the school years 1947-48 and 1949-50, as high school teacher turnover increased and a downward trend took place in turnover for elementary teachers. In the final year, with a static salary trend in evidence, the trend in teacher turnover was upward.

It will be noted in Figure 10 that the county trend is a reflection of the elementary trend since there were many more of these teachers as compared with the number of high school teachers. Another point of interest in this graph is the fact that the elementary teacher turnover trend lags behind that of the high school teachers by one year. This is the case for every year except 1953-54, the final year of the study.

It was found that concomitant trends existed in the level of salary and turnover of the high school teachers during the period. Upward trends in salary were accompanied by upward trends in high school teacher turnover.

It is difficult to see how a well-planned and continuous school program could be implemented with such a high incidence of teacher turnover. The causes for this situation are probably to be found in the local setting. Among other factors, Cheatham County, because of its geographical location, attracts a body of teachers who are transients--personnel who know in advance that they will remain in the school system for one or two years. Such persons would include wives of students and instructors at the colleges in Nashville. Too, the county is surrounded by metropolitan and urban areas which pay higher salaries and would, therefore, attract the Cheatham County teachers.

The lower percentage of teacher turnover in the three-or-more teacher schools suggests that these schools offer greater advantages to incoming elementary teaching personnel, both professionally and socially. The superior quality of instructional facilities, a more modern school plant, accessibility to shopping areas, better housing conditions, and greater prestige probably account for the relatively high rate of tenure in these schools.

Turnover of elementary teachers may indicate that as a result of consolidations, increased levels of teacher training and experience, and superior instructional and social advantages, some of these teachers transferred within the system--most probably from the smaller to the larger schools. High school teacher turnover, on the other hand, presupposes the loss of these teachers to the county.

Summary

The percentage of teacher turnover in Cheatham County during the period under study was consistently above 40 per cent, indicating that a high proportion of the teaching staff were new in their positions each year. It was assumed that Cheatham County's geographical location, together with the limited social and cultural advantages offered by its rural setting, accounted for the high incidence of transient teaching personnel.

Thus, it is seen that, despite the upward trends in the level of training, experience and salary of the teaching staff in Cheatham County during the period 1944 through 1954, the percentage of teacher turnover remained at considerably high levels for the period. In the following chapter, these four factors will be placed in juxtaposition in order to ascertain possible relationships which may have existed.

CHAPTER VII

A COMPARISON OF TRENDS IN THE LEVEL OF TEACHER TRAINING, EXPERIENCE, SALARY AND TURNOVER IN CHEATHAM COUNTY

The danger of making fallacious imputations of causal influence is ever-present when two or more contemporaneous events are compared. In analyzing the comparative aspects of trends for the four factors under study an attempt was made to avoid this pitfall.

This chapter will study and interpret the possible relationships that existed among the trends in teacher training, experience, salary and turnover in Cheatham County during the period 1944 through 1954. The implications of these trends will be discussed in the succeeding and final chapter of the study.

Analysis of Trends from 1944-45 Through 1947-48

The school year 1947-48 was a highly significant one for the Cheatham County public school system during the period of this study. The previous chapters showed that the improvement in the professional status of teachers was initiated in this year. It was found that during the first two years of the study, the factors under investigation showed no significant trends. In the school year 1946-47, there was a decided downward trend in the average years of teacher preparation. The trends in teacher experience and salary remained stable and an increase in the percentage of teacher turnover was evident.

These trends were markedly altered in the school year 1947-48. In this year, there was an upward trend in teacher training and experience,

and a sharp increase in the average level of teacher salary. A downward trend in the percentage of teacher turnover was recorded.

Closer examination of the data reveals that the high school teachers increased their level of training considerably between the years 1946-47 and 1947-48, thereby influencing the upward mean county trend. The elementary teachers increased their average level of teaching experience, which was reflected in the upward county trend. Sharp upward salary trends took place during this year for all the teachers in the county. The downward county trend in teacher turnover in the final year of this period reflected the downward elementary teacher trend for this factor.

Thus, in general, it is seen that there was a marked improvement in the professional status of teachers in Cheatham County in the year 1947-48 as compared with the previous three-year period. It is assumed that the General Education Bill of 1947 had a salutary effect on many aspects of public education in this rural community. Perhaps, the most dramatic result of the state action was the sharp upward trend in the average salary of teachers in the year 1947-48.

Analysis of Trends from 1948-49 Through 1952-53

This five-year period showed upward trends in teacher preparation, experience and salary. The trend in the percentage of teacher turnover, however, gradually increased. Only the year 1952-53 showed a downward trend for this factor.

A closer scrutiny of the data reveals that the increase in the

and a sharp increase in the average level of teacher salary. A downward trend in the percentage of teacher turnover was recorded.

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Analysis of Trends from 1948-49 Through 1952-53

This five-year period showed upward trends in teacher preparation, experience and salary. The trend in the percentage of teacher turnover, however, gradually increased. Only the year 1952-53 showed a downward trend for this factor.

A closer scrutiny of the data reveals that the increase in the

level of elementary teacher training was considerable, from 1.80 years in 1948-49 to 3.33 years in 1952-53. The high school teacher training level remained above four years of college preparation for this period.

The trend in the level of teaching experience rose steadily for the elementary school teachers until a peak was reached in 1951-52 when the mean teaching experience was 13.37 years. The high school teachers showed a slight decline in their level of teaching experience for this period. Though an upward trend was evident in 1952-53, it was not enough to offset the downward elementary trend, and, therefore, a downward county trend was recorded for this year. Though the elementary teachers increased their level of average monthly salary during each year of this period, the trends for the high school teachers showed marked fluctuations. The stabilized salary trend for all teachers in the year 1952-53 reflected the upward elementary and the downward high school salary trend for this year.

Teacher turnover remained above 38 per cent for the elementary teachers during this period. High school teacher turnover fluctuated considerably, though 1952-53 showed a sharp decline, from 66.7 per cent in 1951-52 to 26.7 per cent in 1952-53 since elementary teacher turnover increased slightly during this year.

The fact that a high level of teacher turnover was accompanied by a steady increase in the average years of teacher preparation during this period probably indicated the presence of personnel who were new in their positions as a result of entering the Cheatham County school system for the first time or had returned after an absence, rather than

personnel who were reassigned to teaching positions within the county schools.

It may be significant to note that ten one-teacher schools were consolidated during this period. This factor probably contributed to the maintenance of high turnover trends for the period since consolidation in itself created turnover as teachers transferred to larger schools. As previously mentioned, the level of teacher training increased during these years. A causal relationship, however, probably did not exist between these factors. It is likely that the upward trend in training merely accompanied the progressive disappearance of the one-teacher schools.

Whereas, Cheatham County teachers averaged slightly more than nine years of experience for the first four years of the study, this figure had increased to slightly more than eleven years in the succeeding five-year period. Hence, despite the high level of turnover during this period, upward trends in training and experience were evident. An intensified in-service training program was carried out at the local level under the leadership of the county superintendent and the supervisor of schools.¹ The added incentive of entering a higher income bracket as a result of increased years of college training probably added to the success of their efforts.

With respect to the upward trends in the average years of teaching

1. Interview between the writer and the Supervisor of Instruction of the Cheatham County Schools on June 30, 1954.

experience during the period, it is evident that an accompanying low percentage of teacher turnover would account for such a trend. However, turnover was high in Cheatham County for this period. Thus, a relationship seemed to have existed between trends in teacher turnover and trends in the level of teaching experience. As turnover increased, the level of teaching experience also increased. These trends would indicate that older teachers possessing high levels of teaching experience entered the system during the period.

As a result of increased state support of education, teaching, as a profession, probably became more attractive at this time. As some of the well-qualified teachers left the Cheatham County school system for better paying positions in other districts, the administration was compelled to hire teachers who re-entered the teaching field. These teachers, for the most part, had high levels of teaching experience, but low levels of college preparation.

A relationship also seems to have existed between salary increases and teacher turnover. An upward trend was accompanied by an increase in high school teacher turnover and a decrease in elementary teacher turnover. These trends would suggest that the high school teachers were the group that left Cheatham County for better paying positions in other systems. Since the elementary teachers could not materially advance themselves by leaving the county because of their lower average levels of college training, most found it expedient to remain in the Cheatham County system.

It is seen that replacements in the larger schools had higher

average levels of training than those in the smaller schools. This is particularly true of the high school teachers as compared with the elementary teachers. Incoming teacher replacements with low levels of training and experience probably entered the smaller schools. Highly trained replacements with low levels of experience were most probably employed in the high school. This trend seems to have existed despite the high percentage of turnover in the high school during this period. The high school, it would appear, consistently attracted the better qualified teachers.

Analysis of Trends in the Year 1953-54

In accordance with the standard of judgement established in Chapter I, the trends relative to the four factors under study during the years 1944 through 1953 were generally favorable. Trends in teacher training, experience, and salary were upward, despite the high percentage of teacher turnover for the period.

In the final year of the study, however, unfavorable trends were in evidence. The trend in teacher training was downward. The level of teaching experience had become stabilized; average monthly salary decreased; and an upward trend in teacher turnover was recorded.

It is significant to note that in the high school, six new teachers were hired in the final year of the study. The data shows that one-half of these teachers had less than four years of college training. The high school, which had hitherto attracted the teachers with college degrees, was accepting teachers who had less than four years of college training.

It may also be noted that the median monthly salary of teachers was \$117.28 in the initial year of the study. The peak average salary was recorded in 1951-52 when one-half of the teachers made more than \$231.70. In the final year of the study, a decline in the median monthly salary was noted. The median monthly salary decreased from \$226.48 in 1952-53 to \$211.48 in 1953-54. The mean monthly salary for this year was \$223.60. It would appear, therefore, that the highly paid teachers, and consequently those with high levels of training, were leaving the Cheatham County system.

This trend reflects the median monthly salary of the elementary teachers for comparable years. The median fell from \$223.48 in 1952-53 to \$206.98 in 1953-54. Since the mean salary for these teachers in the final year was \$215.26, the median decline is indicative of the fact that the teachers with high professional qualifications were leaving the school system.

The trend in mean monthly salary for the period 1944 through 1954 followed a fairly consistent pattern; that is, the teachers in the large schools received higher levels of salary than those who taught in the small schools. This pattern was broken by the salary trends in the one-teacher schools for reasons which were discussed in Chapter V.

It may be noted that the number of teachers in the three-or-more teacher schools doubled during the period under study. Immediately following World War II, the need for school plant improvements and new buildings was realized by school authorities and the people of Cheatham County. Plans were developed for a program of consolidation of the

smaller schools and the construction of new buildings in the largest community centers of the County.

In 1948, a new, brick building was erected at Ashland City to house the senior high school. In the same year, a modern, brick building housing grades one through ten was constructed in the southern section of the County at Kingston Springs. Another new building was erected at Pleasant View located in the northern end of the County which serves pupils through grade eight.¹

The data shows that the larger school units had better qualified teachers than the smaller schools. These teachers also had a better record of tenure. The quality of instruction in the larger schools was probably superior to that of the smaller schools since the pupil-teacher ratio was reduced. Obviously, a large attendance unit containing a cafeteria, library and adequate classroom facilities which is located within a large community area offers the students a higher level of educational services than the small schools which they replaced.

Summary

With the passage of the General Education Bill which took effect in the school year 1947-48 favorable trends in the level of teacher training, experience and salary were recorded and, for the most part, maintained for the period of the study. The percentage of teacher turnover remained high despite these favorable trends.

1. McKee, op. cit., p. 30.

In the final year, the trends were reversed as teacher training declined, teacher experience became stabilized, average monthly salary decreased and the percentage of teacher turnover increased. The well qualified teachers seemed to be leaving the Cheatham County school system. The high school was apparently losing its power to attract the highly trained teachers.

In the following chapter, the problem and procedure of the study will be reviewed, conclusions will be drawn on the basis of the findings, and implications will be set forth with a view toward suggesting courses of action designed to improve the professional status of the teaching staff in the Cheatham County public school system.

CHAPTER VIII

CONCLUSIONS AND IMPLICATIONS

The purpose of this study has been to determine the trends in the level of teacher training, experience, salary and turnover in Cheatham County during the period 1944 through 1954. This chapter will present a brief overview of the methods used in gathering and analyzing the data, a summary of the conclusions reached on the basis of the evidence, and the implications of the findings for the Cheatham County public school system.

Problem and Procedure

Since the study dealt with the trends in the professional status of the Cheatham County school teachers in relation to the factors of college training, number of years of teaching experience, monthly salary and percentage of teacher turnover, the primary source of information was the annual Statistical Report of the Superintendent of Schools in Cheatham County.

The data was recorded on a worksheet which provided space for transposing the factors mentioned above for the ten-year period of the study. After the information was recorded for each teacher by sizes of schools, the mean and median measures of central position were calculated for the factors of training, experience, and salary. Training and experience were reported by average years of college training and teaching experience completed. Salary was reported by average monthly salary, and percentage of turnover was arrived at by dividing

the number of new teachers into the number of teaching positions for a given year.

The statistical data for each category was arranged in Tables from which line graphs were drawn.

Conclusions

1. The average years of college preparation of teachers in Cheatham County during the period of the study was upward. The level of training of the high school teachers was consistently above that of the elementary teachers, although this gap narrowed during the period.

The nadir point for this factor for all teachers was the year 1946-47. The final year showed downward trends in teacher training.

2. The trends in the average years of teaching experience was upward. This reflects the upward elementary teacher trend, since the high school teacher trend declined for the period and, during the latter years of the study, was below that of the elementary teachers.

3. The trends in teacher salary in Cheatham County reflects the state salary increases that were initiated in 1947 with the passage of the General Education Bill. Although a single salary schedule was put into effect during this year, the elementary teachers succeeded only in narrowing by 50 per cent the gap between themselves and the high school teachers during the period of the study. The revised salary schedules benefited mostly those teachers possessing high levels of college preparation.

4. Teacher turnover was high for the period. A salary raise tended to increase high school teacher mobility and decrease turnover

of the elementary teachers. The data suggests that with increased turnover, a greater percentage of teachers with high levels of experience entered the school system.

5. The professional status of teachers in the larger school units was superior to that of personnel who taught in the smaller schools. They possessed higher levels of training, experience, and salary, and had a lower rate of turnover.

6. In the final year of the study, unfavorable trends were in evidence as the trend in teacher training and salary decreased, the level of teacher experience became stabilized, and an increase in teacher turnover took place. It seemed evident that the well qualified teachers were leaving the Cheatham County School System.

Implications

If it may be assumed that the social and economic setting in Cheatham County is reflected in the trends in the professional status of school teachers, a number of implications make themselves manifest.

The general pattern of leadership in the community, both formal and informal, is conservative. The decision-making powers are in the hands of a few people. The communication process functions through devious channels and information is transmitted primarily through face-to-face contact. The action which is taken when a public issue arises is usually based on traditional thought patterns. Individuals and groups other than regularly constituted educational personnel largely determine school policies. All of these factors impinge upon the school and account, in part, for the relatively low professional

status and high mobility of the Cheatham County teaching staff.

There is an acute need for a well informed public regarding the educational problems which exist in the County. Research indicates that the citizens are not informed about school problems.¹ Cooperative participation of lay citizens and professional educators is practically absent.² In view of this condition it would appear that one of the most important outgrowths of this study would be to disseminate the findings regarding the trends in the professional status of teachers. This is a responsibility which devolves upon the educational leader who has been delegated authority to perform this role, and is in the most favorable position to exercise the initiative in publicizing such information.

A program designed to stimulate public sentiment for taking necessary action to arrest undesirable trends and maintaining and improving desirable ones is indicated. The first step may be to create an advisory committee made up of lay and professional people to study the professional status of the public school teachers. The statistical data contained in the present study could be used as a point of departure. After problem areas have been identified, methods and procedures may be formulated to raise the professional level of the school teachers in the community.

In view of the high rate of teacher turnover, the need for a

1. McKee, op. cit., p. 80.

2. Ibid., p. 81.

community-sponsored teacher orientation program is indicated. This could include a hospitable and planned welcome by the community to new teachers, and a tactful introduction of the teacher to the community's social and cultural life. Raising the standards of the teacher's material surroundings may also be considered as part of this program.

It is evident that the improvement in the status of teachers during the period of this study came about as a result of state action. The quality of the teaching staff may be further improved if the community provided a salary supplement. No such action has yet been taken by Cheatham County. Such a move could serve a double purpose: reduce the high percentage of teacher mobility; attract teachers into the community who possess high qualifications.

A program may be initiated at the local level to entice young teachers to remain in the County school system. Such teachers could have a salutary effect in the school and community by stimulating and preparing the public to be receptive to more progressive ideas, methods and techniques.

The patrons of the school should be made aware of the fact that unfavorable trends in the status of teachers were evident in the year 1953-54. Local action is indicated in order that these trends may be arrested. The Cheatham County school system can ill afford to export its well qualified teachers.

The increased responsibility assumed by the state government in financing education represents a possible inhibiting force. State aid,

which has increased prodigiously in recent years in Cheatham County³ can lead to diminishing local interest in the schools and a further deterioration in the quality and tenure of the teaching staff. The educational leader bears the responsibility for bringing this to the attention of the public.

Another factor in this respect is that state action is designed primarily to aid the teacher make a better living. It does not help to develop and maintain desirable community attitudes toward the teaching profession. It will be noted that in the latter years of the study, the increases in salary reached a point of diminishing returns as some of the better qualified teachers left the system and turnover remained at high levels. Educational values are usually delayed values, and teacher worth may not be immediately perceived. There is a decided need in the County for a better understanding of the value of good teachers and good teaching, and of their usefulness in community living.

It is believed that the focal point of efficient school administration should always be located nearest to the vital purposes for which the public school exists--namely, effective teaching. To the degree that educational leadership places emphasis on matters of little concern in good instruction, teachers, pupils, and the community will be severely handicapped.

3. Annual Statistical Reports, Cheatham County School Superintendent, 1930-1950, inclusive.

Next Steps

It is evident that this study in achieving its stated purpose also raises many questions regarding the trends in the professional level of the public school teachers in Cheatham County. Problem areas which would qualify as an extension of this study could be investigated by a research student or by personnel within the County under the direction of the educational leader. Attention may be given to such questions as the following:

1. Was the rise in the level of training due to the fact that more highly trained teachers entered the system, or was the trend mainly attributable to the in-service training program?

2. Assuming that the upward trend in the level of teacher experience during the latter years of the study indicated that a high percentage of older teachers entered the system, what implications does this bear for the educational program in Cheatham County?

3. What percentage of teacher turnover was attributable to new personnel who entered the County in comparison with the percentage of turnover as a result of transferring within the County system?

4. Why is there such a high incidence of transient teaching personnel in Cheatham County? Assuming that the low salary schedule is the primary cause, what are some contributing factors?

5. In projecting the trends for the four factors for a five or ten-year period, what immediate and long-range steps for the educational administrator are indicated?

APPENDIX A

[illegible][illegible]

sheets.

APPENDIX B

NUMBER OF TEACHERS IN CHEATHAM COUNTY BY SIZES OF SCHOOLS—1944 THROUGH 1954

Size of School	Years									
	1944- 45	1945- 46	1946- 47	1947- 48	1948- 49	1949- 50	1950- 51	1951- 52	1952- 53	1953- 54
Elementary	56	58	61	59	66	63	66	59	60	64
High School	10	12	13	15	13	15	14	18	15	18
County	66	70	74	74	79	78	80	77	75	82
One-Teacher	23	22	22	14	14	11	6	4	4	1
Two-Teacher	14	12	10	16	14	12	16	15	17	15
Three-or-More Teacher	19	24	29	29	38	40	44	40	39	48

Source: Compiled from Annual Statistical Reports. Cheatham County School Superintendent, 1944-45 through 1954-54.

APPENDIX C

Ashland City
 Lillimay
 Poplar Ridge
 St. Amandas
 Cochran
 Bethlehem
 Cedar Hill
 Lockertsville

Ashland City (n)
 Neptune (n)
 Mt. Hebron
 Mt. Lebanon

Pleasant View
 Sweet Home
 Thomasville
 Triangle

Kingston Springs
 Peagram
 Dog Creek

Bethel
 Neptune
 Hinton

Cheap Hill
 Beech Grove

Bell Town
 Peagram (n)

Greenbriar
 Idlewild

Marrowbone
 Mt. Pleasant

School Years

1944-	1945-	1946-	1947-	1948-	1949-	1950-	1951-	1952-	1953-
1945	1946	1947	1948	1949	1950	1951	1952	1953	1954

Consolidation of Schools by Years, 1944 through 1954, Into Present Attendance Centers in Cheatham County.

Source: Compiled from Annual Statistical Reports, Cheatham County School Superintendent, 1944 through 1954.

APPENDIX D

TENNESSEE STATE SALARY SCHEDULE FOR TEACHERS AND PRINCIPALS IN THE PUBLIC SCHOOLS,
GRADES ONE THROUGH TWELVE

Salary Classi- fication	Training	Years of Teaching Experience										
		Less Than 1	1	2	3	4	5	6	7	8	9	10-or More
4-A	A teacher who has completed the required graduate study and holds an earned Doctor of Philosophy Degree	225	228	231	234	237	240	243	246	249	252	255
3-A	A teacher who has completed one year of graduate study and holds an earned Master's Degree, plus 45 additional quarter hours of credit	210	213	216	219	222	225	228	231	234	237	240
2-A	A teacher who has completed one year of graduate study and holds an earned Master's Degree	195	198	201	204	207	210	213	216	219	222	225
A	A teacher who has completed a standard 4-year high school course and holds a Bachelor's Degree from an approved 4-year college	170	173	176	179	182	185	188	191	194		
B	A teacher who has completed a standard 4-year high school course and has in addition not less than 135 quarter hours credits in an approved college	150	153	156	159	162	165	168				

TENNESSEE STATE SALARY SCHEDULE FOR TEACHERS AND PRINCIPALS IN THE PUBLIC SCHOOLS,
GRADES ONE THROUGH TWELVE (Continued)

Salary Classi- fication	Training	Years of Teaching Experience										
		Less Than 1	1	2	3	4	5	6	7	8	9	10-or More
C	A teacher who has completed a standard 4-year high school course and has in addition not less than 90 quarter hour credits in an approved college	135	138	141	144	147	150	153				
D	A teacher who has completed a standard 4-year high school course and has in addition at least 45 quarter hour credits in an approved college	120	122	124	126	128	130					
E	A teacher who has completed less than 45 quarter hour credits in an approved college	115	117	119	121	123	125					

Source: 1946-47 Rules and Regulations, p. 10. Tennessee State Board of Education.
Nashville, Tennessee: Board of Education.

APPENDIX E

TENNESSEE STATE SALARY SCHEDULE FOR TEACHERS AND PRINCIPALS IN THE PUBLIC SCHOOLS,
GRADES ONE THROUGH TWELVE

Salary Classi- fication	Training	Years of Teaching Experience										
		Less Than 1	1	2	3	4	5	6	7	8	9	10-or More
4-A	A teacher who has completed the required graduate study and holds an earned Doctor of Philosophy Degree	282	285	288	291	294	299	302	305	308	311	314
3-A	A teacher who holds an earned Master's Degree plus 45 quarter hours credit beyond the Master Degree level	266	269	272	275	278	283	286	289	292	295	298
2-A	A teacher who has completed one year of graduate study and holds an earned Master's Degree	250	253	256	259	262	267	270	273	276	279	282
A	A teacher who has completed a standard 4-year high school course and holds a Bachelor's Degree from an approved 4-year college	223	226	229	232	235	240	243	246	249		
B	A teacher who has completed a standard 4-year high school course and has in addition not less than 135 quarter hour credits in an approved college	182	185	188	191	194	197	200				

TENNESSEE STATE SALARY SCHEDULE FOR TEACHERS AND PRINCIPALS IN THE PUBLIC SCHOOLS,
GRADES ONE THROUGH TWELVE (Continued)

Salary Classi- fication	Training	Years of Teaching Experience										
		Less Than 1	1	2	3	4	5	6	7	8	9	10-or More
C	A teacher who has completed a standard 4-year high school course and has in addition not less than 90 quarter hour credits in an approved college	163	166	169	172	175	178	181				
D	A teacher who has completed a standard 4-year high school course and has in addition at least 45 quarter hour credits in an approved college	136	138	140	142	144	146					
E	A teacher who has completed less than 45 quarter hour credits in an approved college	131	133	135	137	139	141					

Source: 1949-50 Rules and Regulations, p. 5. Tennessee State Board of Education.
Nashville, Tennessee: Board of Education.

APPENDIX F

TENNESSEE STATE SALARY SCHEDULE FOR TEACHERS AND PRINCIPALS IN THE PUBLIC SCHOOLS,
GRADES ONE THROUGH TWELVE

Training	Years of Experience														
	Less Than 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14-or More
A teacher who has completed at least one year of graduate study and holds an earned Master's Degree	250	253	256	259	262	267	270	273	276	279	282	285	288	291	294
A teacher who has completed a standard 4-year high school course and holds a Bachelor's Degree from an approved 4-year college	223	226	229	232	235	240	243	246	249	252	255	258			
A teacher who has completed a standard 4-year high school course and has in addition not less than 135 quarter hours credit in an approved college	182	185	188	191	194	197	200	203	206						
A teacher who has completed a standard 4-year high school course and has in addition not less than 90 quarter hours credit in an approved college	163	166	169	172	175	178	181	184	187						

TENNESSEE STATE SALARY SCHEDULE FOR TEACHERS AND PRINCIPALS IN THE PUBLIC SCHOOLS,
GRADES ONE THROUGH TWELVE (Continued)

Training	Years of Experience														
	Less Than 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14-or More
A teacher who has completed a standard 4-year high school course and has in addition at least 45 quarter hour credits in an approved college	136	138	140	142	144	146									
A teacher who has completed less than 45 quarter hour credits in an approved college	131	133	135	137	139	141									

Source: 1951-52 Rules and Regulations, p. 8. Tennessee State Board of Education. Nashville, Tennessee: Board of Education.

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