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## Bulletin 102 - Opportunities for High School Graduates in Public School Teaching in Illinois

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# **The Teachers College Bulletin**

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Number 102

October 1, 1928

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**Eastern Illinois State Teachers College**

**AT**

**CHARLESTON**



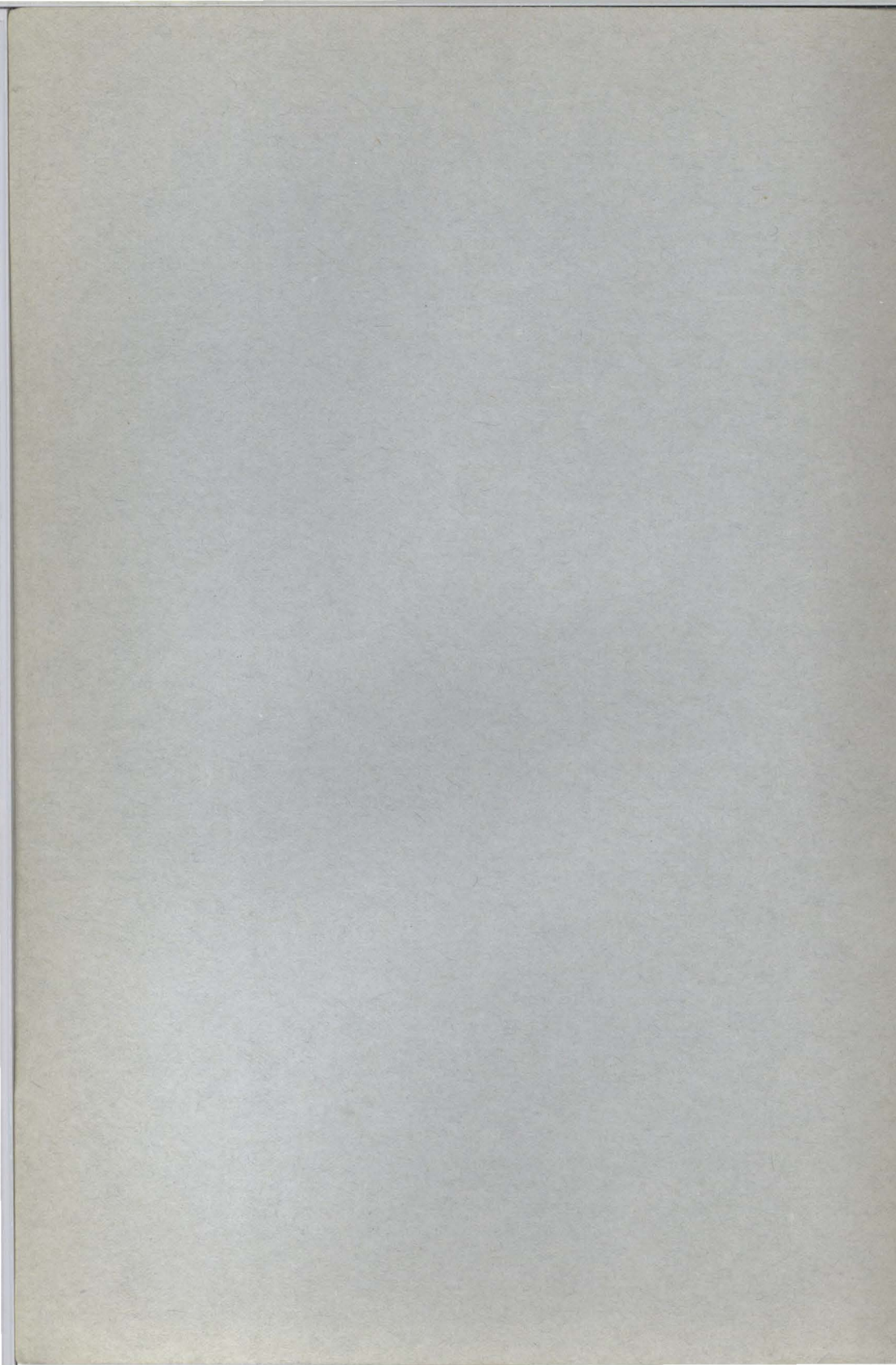
**Opportunities For High School Graduates**

**In**

**Public School Teaching In Illinois**

**By**

**A Committee of the Illinois Schoolmasters Club**





**EASTERN ILLINOIS STATE TEACHERS COLLEGE  
CHARLESTON, ILLINOIS**

Curriculums: Four-year curriculums in Primary Education, Art and Design, English, Foreign Language, Geography, History and Social Science, Home Economics (Smith-Hughes), Manual and Industrial Arts, Mathematics, Science (Biological), and Science (Physical). Four-year curriculums lead to a bachelor's degree.

Two-year curriculums in elementary grade teaching, art, home economics, English, manual arts, and music. Two-year curriculums lead to a Junior College diploma.

For information, write Livingston C. Lord, President



# **The Teachers College Bulletin**

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STATE TEACHERS COLLEGE

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No. 102      CHARLESTON, ILLINOIS      October 1, 1928

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## **OPPORTUNITIES FOR HIGH SCHOOL GRADUATES IN PUBLIC SCHOOL TEACHING IN ILLINOIS**

**By**

**A Committee of the Illinois Schoolmasters Club**

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**Eastern Illinois State Teachers College at Charleston**  
(Printed by authority of the State of Illinois)

## FOREWORD

The Illinois Schoolmasters Club during its entire existence has been vitally interested in the cause of public school education. Its membership has been composed of prominent school men of the state and its programs have dealt with topics of timely interest to the schools.

At the meeting of the club held in Peoria in October, 1926, the training of teachers was one of the topics discussed. During the discussion, the point was made that the teaching profession of the state would profit from a closer co-operation between the teacher-training institutions of the state and the administrative officers in charge of the public schools. One form of co-operation mentioned had to do with the selection of prospective teachers from the student bodies of the secondary schools. The opinion was expressed that this selection at the present time is not always wisely made.

As a result of the discussion at the Peoria meeting and subsequent meetings of the club, this pamphlet has been prepared. It is being placed in the hands of public school superintendents and principals with the expectation that they will bring it to the attention of their teachers and high-school students.

The pamphlet takes the position that teaching as a profession is steadily becoming more stable, more respected, and consequently more attractive. Success in the work of teaching demands certain personality traits, certain attitudes, and definite training. Those responsible for this pamphlet hope it will help direct to the profession those who may wisely enter it and help others decide that success for them lies in other fields of service.

The booklet attempts to present in brief form the demand for teachers in the state, the trend of salaries, promotion possibilities to those who remain in the profession, provisions which the state has made for the training of teachers, and some results from investigations that have been made relative to the characteristics of successful teachers and the more common causes for the failure of teachers.

The following state teachers colleges have joined in printing and distributing this report among high schools of their respective districts:

Illinois State Normal University, Normal, Illinois.  
Southern Illinois State Normal University, Carbondale, Ill.  
Eastern Illinois State Teachers College, Charleston, Illinois.  
Western Illinois State Teachers College, Macomb, Illinois.

Requests for further information, catalogues, etc., from any high-school student or graduate will be welcomed. Address the President or the Registrar of the college or normal university from which the information is desired.

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## TEACHING

I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and his mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every good architect wishes to be a good architect, and every professional poet strives toward perfection.

—WILLIAM LYON PHELPS.

## CHAPTER I

### FIRST THINGS A PROSPECTIVE TEACHER OUGHT TO CONSIDER

Any young man or young woman planning to make teaching a profession should not base the decision on "snap judgment." Much study should be given to this question before definite plans for special training have been made.

Since there are many more teaching positions in the elementary schools than others, the elementary schools naturally offer the greater opportunities for a position after training is completed.

First, consider the possibilities of an elementary school position. As you do this, seek to analyze your fitness for such work. Ask yourself the question—"Will I make a successful elementary teacher?" To answer this question you must think of the best teachers you have known. Then apply the characteristics of such teachers to yourself. Try to estimate your fondness for children. Will you have the patience to work with them day after day? Do you have the disposition of your ideal teacher? Are you sure you can adapt yourself to schoolroom conditions? Are you determined to study, grow, and succeed? Can you work under supervision? Can you control yourself as well as children? In order to answer these questions and many others to your own satisfaction, visit a few teachers in elementary classrooms. Imagine yourself in each teacher's position. Anticipate her problems and her decisions. Study the way she gets her best results. Keep yourself in the foreground. The more you study yourself and the requirements for teaching the more accurate should be your decision.

Teaching is more than just a "job." In teaching, your mistakes are unfortunately concealed in the lives of boys and girls. If you are a misfit others besides yourself will suffer. While reference has been made only to elementary school positions your interest in high school teaching can be determined by similar methods of self-analysis. Conferences with teachers who are successful in each branch of teaching will be helpful. Conferences with your local school superintendent and county superintendent will undoubtedly influence your decision. If after the conferences and the individual analysis you come to a decision that teaching is to be your profession, then you are ready to study the possibilities of a position.

## CHAPTER II

### POSITIONS IN THE STATE

The committee appointed to prepare this publication, assisted by Mr. Lester R. Grimm of the Illinois State Teachers' Association, made a study of the teaching personnel in a large number of Illinois cities. Through a questionnaire, the committee gathered data from three groups of cities not including Chicago. The first group of cities range in size from one thousand to five thousand, the second from five thousand to ten thousand, and the third, cities above ten thousand population.

The following table shows the information gathered by this study.

A Survey of Teaching Position Possibilities in Illinois Cities, expressed in thousandths.

	Cities M.—5M.		Cities 5M.—10M.		Cities over 10M.	
	Men	Women	Men	Women	Men	Women
1. Chances to get positions in local community .....	.492	.391	.563	.547	.535	.434
2. New teachers employed 1926-27..	.325	.234	.191	.165	.112	.153
3. Expectancy without experience or teachers training .....	.060	.065	.075	.065	.026	.040
4. Positions due to increased enrollment .....	.013	.033	.003	.020	.022	.030
5. Positions due to enriched curriculum .....	.028	.002	.047	.027	.012	.006
6. Average number new teachers employed during last three yrs.	.289	.267	.009	.186	.261	.201
7. How expectancy is reduced by average number teachers employed from outside Illinois during last three years.....	.111	.112	.087	.072	.083	.076
8. By those teaching in state who live outside Illinois.....	.148	.189	.109	.255	.237	.216
9. Expectancy. a. (due to inefficiency) .....	.058	.034	.026	.021	.023	.013
b. Due to permanent retirement.	.024	.041	.007	.034	.003	.021
c. Due to resignation.....	.083	.120	.059	.099	.060	.086
10. Promotional possibilities to other systems .....	.078	.047	.047	.033	.037	.018
11. Promotion within system due to increased training .....	.043	.034	.022	.010	.028	.050
12. Supervisory positions filled by promotion within system.....	.187	.376	.486	.388	.250	.425
Total teachers in state to which above percentages apply.....	410	3416	216	2003	3328	9112
This survey includes .....	235	1086	194	1362	1022	4720

The table is to be read as follows:

In cities ranging in size from one to five thousand 49 per cent of the men teachers and 39 per cent of the women teachers are "home teachers"; in the second group of cities the per cents

are 56 and 54 respectively, and in the third group 53 and 43. In 1926-27 32 per cent of the men teachers and 23 per cent of the women teachers in the smallest cities were new to the system; the figures are 19 and 16 for the second group of cities, and 11 and 15 for the largest cities. Other summaries are read in the same way. The last figures of the table show the total number of teachers in the cities of the state of the three sizes and the number covered in this study.

Fully one-half of both the men and women teachers in all groups were employed from the local community. It follows that one's own community offers the best possibilities for a position, though a home position is sometimes more difficult and less valuable to a community.

During the year 1926-27 cities of over ten thousand population averaged vacancies ranging from eleven to fifteen per cent of the total number employed. These vacancies were filled by teachers new to the system. In the cities under five thousand population the average was thirty-two per cent for men and twenty-three per cent for women. The greater number of positions are to be found in the smaller cities. Many such vacancies are due to transfer after some experience from rural and smaller schools. The percentages indicate the number of teachers new to the schools and not the number of new teachers entering the profession. It ought to be said that the larger the city the fewer positions are available to beginners.

About 4,500 new teachers are needed annually in Illinois for replacement and for the normal increase in positions. It must be kept in mind that 7,000<sup>1</sup> persons each year receive certificates on college and normal school credits and by examination. It may follow that 7,000 persons are seeking 4,500 positions. An oversupply of teachers ought to serve as a stimulus to those in the profession to better work and those entering the profession to be better trained. The better the preparation and the more serious the intentions of the applicant, the greater will be the chances for success in finding a position.

A few years ago many new special courses such as manual training, agriculture, domestic science, etc., were added to the curriculum. These courses called for additional teachers with special training. To-day the demand for beginners in these special subjects is largely in the smaller cities.

This increased demand is largely for men. In the larger cities only one-half of one per cent of the additional teachers employed take up new courses of this type. This would lead us to suggest that changes in the present school curriculum will be made by reorganization and reassignment of teachers now in the schools rather than the employment of specialized teachers.

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<sup>1</sup> Only 1448 of these were graduates of our five State Teachers Colleges in 1928.

The reports show that over a period of three years prior to this investigation the schools replaced approximately one-fourth of their teachers. It is unfortunate that the standards of certifying teachers of Illinois is not on a par with the surrounding states. This laxity results in inviting to Illinois teachers who cannot secure certificates in their home state. While the practice of employing out-of-state teachers with lower requirements is largely in rural schools it has its effect on city school positions.

A large per cent of the teachers employed in Illinois cities live outside of the state and the greater number of such teachers have excellent educational training. Discouraging the employment of out-of-state teachers would be a distinct loss to the schools of Illinois. The only practice that should be discontinued is the employment of teachers who have been refused certificates in their own state. The remedy is in legislation in Illinois by which the standard of certification will be raised.

There are other factors creating vacancies in the cities included in the study. In smaller cities as high as five per cent of the teachers are not reemployed because of inefficiency. In the larger cities fewer vacancies result from inefficiency on the part of teachers.

Each year vacancies are caused by the permanent retirement of teachers. In the cities studied about two per cent retire permanently under the State Pension and Retirement Act, and about eight per cent resign for reasons not accounted for in the study.

There are also opportunities to receive promotion within a school system by means of travel and increased training. Some cities give leaves of absence to teachers on part salary to travel abroad and to continue their education in institutions of higher learning. From a fourth to a half of all principalships and supervisory positions are filled by promotion from the ranks of the successful teachers in a school system.

Those entering the teaching profession expecting to "mark time" or to "rest on their oars" can not hope to succeed. Competition is keen. Changing conditions demand improved methods of instruction. To keep abreast of the times teachers must continually study the investigations of research workers. They must observe and study the best methods of teachers in the classroom. They must attend summer schools and do all in their power for self-improvement or success cannot be expected.

In another section of this booklet will be found a discussion of salary schedules. Any city superintendent will be glad to furnish a schedule of salary increases. Four per cent of the teachers in smaller cities can expect promotion to the larger cities. Men have almost twice the opportunity for promotion to other cities as women.



From a fourth to a half of the supervisory positions are filled by promotions within the school system. For all types of positions school administrators are searching today for young people with outstanding possibilities and urging those now in the ranks to prepare for positions of greater responsibility.

However, the most important factor in the choice of a profession is the attitude toward the profession of the person entering it. A person who sees only an opportunity to work for wages, who sees in teaching nothing more than a means of livelihood, does not have the vision desired by school administrators. Teaching offers a real opportunity to those who have natural aptitude, a real interest and enthusiasm, and a willingness to make proper preparation for doing the work successfully.

### CHAPTER III

#### SALARIES FOR TEACHERS

The Educational Press Bulletin, the official publication of the Illinois State Department of Education, in the issue for December 1927, contains a table showing a comparison by counties of the salaries of teachers for the school years 1917 and 1927. The table has been inserted in this report.

Counties	Av. Sal. Men 1917	Av. Sal. Wom. 1917	Av. Sal. All 1917	Av. Sal. Men 1927	Av. Sal. Wom. 1927	Av. Sal. All 1927	% of In- crease Men	% of In- crease Women	% of In- crease All
Adams .....	748	564	604	1421	1102	1171	89.9	95.3	93.8
Alexander .....	675	516	550	1363	918	999	101.9	77.9	81.6
Bond .....	537	385	428	1225	749	846	128.1	94.5	97.6
Boone .....	1219	524	566	1805	1208	1256	48.0	130.5	121.9
Brown .....	432	407	415	1034	782	822	139.3	92.1	98.0
Bureau .....	996	493	549	1914	1007	1166	92.1	104.2	112.3
Calhoun .....	451	373	411	775	775	775	71.8	107.7	89.5
Carroll .....	971	476	513	1213	961	1011	24.9	101.8	97.0
Cass .....	813	475	515	1505	920	1008	85.1	93.6	95.7
Champaign ..	797	554	595	1781	1107	1218	123.4	99.8	104.7
Christian .....	793	508	576	1504	999	1107	89.6	96.6	92.1
Clark .....	501	432	458	1377	890	1060	174.8	106.0	131.4
Clay .....	440	380	408	892	799	845	102.7	110.2	107.1
Clinton .....	645	371	446	1194	701	819	85.1	88.9	83.6
Coles .....	691	522	558	1326	1006	1068	91.8	92.7	91.3
Cook .....	1263	1301	1297	2902	2359	2431	129.7	81.3	87.4
Crawford .....	612	506	555	1320	961	1086	115.6	89.9	95.6
Cumberland ..	456	364	403	759	614	674	66.4	68.6	67.2
DeKalb .....	1171	562	637	1929	1096	1264	64.7	95.0	98.4
DeWitt .....	715	509	552	930	746	772	30.0	46.5	39.8
Douglas .....	800	549	604	1695	1000	1164	111.8	82.1	92.7
DuPage .....	1154	602	672	2190	1406	1522	89.7	133.5	126.4
Edgar .....	696	524	561	1551	950	1055	122.8	81.2	88.0
Edwards .....	478	337	397	.....	.....	.....	.....	.....	.....
Effingham .....	540	376	428	1017	724	824	88.3	92.5	92.5
Fayette .....	447	355	392	902	676	763	101.7	90.4	94.6
Ford .....	703	510	549	1522	1000	1072	116.5	96.0	95.2
Franklin .....	499	408	444	1382	927	1076	176.9	127.2	142.3
Fulton .....	690	431	478	1227	937	1000	83.1	117.4	109.2
Gallatin .....	434	360	397	.....	.....	.....	.....	.....	.....
Greene .....	601	377	441	1235	817	915	105.4	116.7	107.4
Grundy .....	1212	492	541	2194	1035	1133	81.0	110.3	109.4
Hamilton .....	364	348	359	793	662	743	117.8	90.2	106.9
Hancock .....	688	418	466	1404	904	1005	104.0	116.2	115.6
Hardin .....	333	285	318	823	704	760	147.1	147.0	138.9
Henderson ..	735	453	488	1151	861	927	56.5	90.0	89.9



Counties.	Av. Sal. Men 1917	Av. Sal. Wom. 1917	Av. Sal. All 1917	Av. Sal. Men 1927	Av. Sal. Wom. 1927	Av. Sal. All 1927	% of In- crease Men	% of In- crease Women	% of In- crease All
Henry .....	965	481	541	1717	1003	1098	77.9	108.5	102.9
Iroquois .....	818	505	547	1426	951	1030	74.3	88.3	88.2
Jackson .....	440	408	417	637	714	694	44.7	75.0	66.4
Jasper .....	391	326	361	896	731	806	129.1	124.2	123.2
Jefferson .....	446	368	404	1079	837	924	141.9	127.4	128.7
Jersey .....	578	409	443	1355	788	910	134.4	82.6	105.4
JoDavies .....	793	443	480	1713	934	1022	116.0	110.8	112.9
Johnson .....	412	309	371	1108	659	877	168.9	113.2	136.3
Kane .....	1226	673	737	2229	1411	1533	81.8	109.6	108.0
Kankakee .....	945	493	538	1726	1095	1176	82.6	122.1	118.5
Kendall .....	780	480	523	1902	1021	1143	143.8	112.7	118.5
Knox .....	927	505	558	1884	1018	1137	103.2	101.5	103.7
Lake .....	1248	686	763	2627	1843	1982	110.4	168.6	159.7
LaSalle .....	1198	580	649	2029	1131	1265	69.3	95.0	94.9
Lawrence .....	625	488	540	849	603	685	35.8	23.5	26.8
Lee .....	808	468	503	1701	1003	1095	110.5	114.3	117.6
Livingston .....	752	492	528	1691	1045	1147	124.8	112.3	117.2
Logan .....	819	589	623	1620	1039	1156	97.8	76.4	85.5
McDonough .....	633	486	515	1435	1007	1094	126.6	107.2	112.4
McHenry .....	1167	473	526	1617	1180	1270	38.5	149.4	141.4
McLean .....	912	537	577	1651	1117	1204	81.0	108.0	108.6
Macon .....	920	673	718	1695	1404	1450	84.2	108.6	101.9
Macoupin .....	590	432	457	1386	791	904	134.9	83.1	97.8
Madison .....	887	504	557	1830	1174	1280	106.3	132.9	129.8
Marion .....	506	424	447	834	704	737	64.8	66.0	64.8
Marshall .....	990	460	518	1662	957	1075	67.8	108.0	107.5
Mason .....	624	494	524	1536	1007	1115	146.1	103.8	112.7
Massac .....	470	352	385	1070	860	925	127.6	144.3	140.2
Menard .....	725	491	530	1379	887	987	90.2	80.6	86.2
Mercer .....	718	489	515	1570	998	1097	118.6	104.0	113.0
Monroe .....	565	405	471	1190	841	945	110.6	107.6	100.6
Montgomery .....	558	446	474	1240	887	973	122.2	98.8	105.2
Morgan .....	684	545	564	1438	1003	1081	110.2	84.0	91.6
Moultrie .....	694	543	594	1445	973	1071	108.2	79.1	80.3
Ogle .....	711	483	519	1588	1045	1134	123.3	116.3	118.4
Peoria .....	1095	701	750	1824	1539	1588	66.5	119.5	111.7
Perry .....	529	389	420	1294	801	897	144.6	105.9	113.5
Platt .....	740	537	583	1569	1098	1211	112.0	104.4	107.7
Pike .....	540	371	420	1140	799	902	111.1	115.3	114.7
Pope .....	328	341	343	663	621	637	102.1	82.1	85.7
Pulaski .....	533	366	427	1156	761	862	116.8	107.9	101.8
Putnam .....	814	480	520	1704	985	1138	109.3	105.2	118.8
Randolph .....	633	370	440	1213	798	888	91.6	115.6	101.8
Richland .....	406	355	373	1044	733	832	157.1	106.4	123.0
Rock Island .....	1045	600	651	1751	1283	1343	67.5	113.8	106.2
St. Clair .....	932	644	704	1886	1377	1476	102.3	113.8	109.6
Saline .....	521	492	509	1026	905	953	96.9	83.9	87.2
Sangamon .....	976	694	747	1919	1371	1467	96.6	97.5	96.3
Schuyler .....	523	396	426	1163	785	867	122.3	98.2	103.5
Scott .....	591	462	499	1481	848	981	150.5	83.5	96.5
Shelby .....	542	433	473	1249	885	1000	130.4	104.3	111.4
Stark .....	1028	480	544	1438	984	1058	39.8	105.0	94.4
Stephenson .....	749	564	597	1833	1145	1255	144.7	103.0	110.2
Tazewell .....	891	593	574	1394	948	1036	56.4	59.8	80.4
Union .....	481	398	446	925	676	780	92.3	69.8	74.8
Vermillion .....	814	549	602	1764	1106	1226	116.7	101.4	103.6
Wabash .....	529	456	491	1189	920	1019	124.7	101.7	107.5
Warren .....	835	548	579	1629	1046	1127	95.0	90.8	94.6
Washington .....	482	329	370	898	649	715	86.3	97.2	93.2
Wayne .....	379	300	346	663	546	606	74.9	82.0	75.1
White .....	400	341	377	948	792	868	137.0	132.7	130.2
Whiteside .....	1001	587	624	2147	1133	1258	114.4	93.0	101.6
Will .....	1449	672	771	2402	1365	1565	65.7	103.1	102.9
Williamson .....	552	423	475	1519	935	1115	175.1	121.0	134.7
Winnebago .....	1119	620	679	2204	1405	1494	96.9	126.6	120.0
Woodford .....	715	499	540	1698	999	1150	137.4	100.2	112.9

A study of the table shows that the average salaries for women in 1927 varies from \$546 in Wayne County to \$2359 in Cook County. Omitting Cook County the highest is \$1843 in Lake County. For men the average runs from \$663 in Wayne and Pope Counties to \$2637 in Lake County and \$2902 in Cook

County. The table also shows that the average percentage of increase in salaries for the decade varies in the different counties of the state from 23.5 to 168.9 for women and from 24.9 to 175.1 for men.

The above table is encouraging. It shows that the people of the state are gradually giving larger financial recognition to those who are engaged in the work of the schools.

However, caution is needed in the interpretation of this table. Prices have been changing rapidly during the last fifteen years. In 1927 it took \$1.72 to purchase as much as could be purchased for \$1.00 in 1913. Teachers' salaries increased little during the years 1913 to 1917. Knowing that teachers were much underpaid in 1917 and that the purchasing power of money has steadily decreased from 1917 to 1927, the apparent increase in salaries of teachers is not very significant.

Many other studies of teachers' salaries are available. Those prepared by the Research Division of the National Education Association are especially valuable.

Bulletin No. 2, Volume 5, Salaries in City School Systems 1926-27 gives the following information for Illinois:

Median Salaries in cities 30,000 to 1,000,000 for 1926-27:

Kindergarten, \$1350. Elementary teachers, \$1507.

Junior High School teachers, \$1618. Senior High School teachers, \$1940. Senior High School department heads, \$2325.

Elementary School Principals, \$1906. Elementary School Supervisors, \$2559. Junior High School principals, \$2550. Senior High School principals, \$4175.

For cities 10,000 to 30,000 in Illinois the medians are as follows:

Kindergarten teachers, \$1330. Elementary School teachers, \$1264. Junior High School teachers, \$1332. Senior High School teachers, \$1795. Elementary School principals, \$1675. Elementary School supervisors, \$1933. Junior High principals, \$1583. Senior High principals, \$3500.

Cities of Illinois with population from 5,000 to 10,000:

Kindergartens, \$1650. Elementary teachers, \$1073. Junior High teachers, \$1350. Senior High teachers, \$1567. Elementary principals, \$1369. Elementary supervisors, \$2750. Senior High principals, \$2950.

The figures for cities ranging in population from 2,500 to 5,000 are:

Kindergartens, \$1450. Elementary teachers, \$1138. Junior High teachers, \$1467. Senior High teachers, \$1646. Elementary principals (teaching), \$1383. High School principals, \$2700.

The school directories of the county superintendents of schools give the data for the following table dealing with one-room schools.

# Salaries Paid in One-Room Country Schools, 1927-1928.

County	Lowest Salary Paid	Median Salary Paid	Highest Salary Paid
Crawford .....	\$490.00	\$720.00	\$1125.00
Edwards .....	437.50	560.00	700.00
Effingham .....	490.00	640.00	990.00
Ford .....	640.00	800.00	1260.00
Greene .....	480.00	640.00	960.00
Hamilton .....	350.00	560.00	875.00
Iroquois .....	640.00	810.00	1187.50
LaSalle .....	560.00	800.00	1350.00
Logan .....	600.00	860.00	1350.00
Madison .....	525.00	800.00	1125.00
Montgomery .....	525.00	672.50	1200.00
Piatt .....	720.00	920.00	1200.00
Scott .....	542.50	735.00	1300.00
Tazewell .....	595.00	840.00	1280.00
Wabash .....	455.00	700.00	1080.00
Woodford .....	680.00	832.00	1215.00

Most Illinois cities have two salary schedules, one for secondary and one for elementary teachers. Many of them directly or indirectly pay higher salaries to men than women in similar positions.

There is a movement throughout the United States toward the establishment of the Single Salary Schedule, a schedule which is based entirely upon the training and experiences of the teachers, regardless of the grade taught. Several Illinois cities among which are Elgin, Decatur, Hinsdale, and Rockford, are experimenting with the single salary schedule.

Definite information regarding the salaries in these cities or any other Illinois cities may be obtained from the Superintendent of Schools.

The single salary schedule may be expected to become more prevalent, as three or four years of training instead of two are required of elementary teachers. In this connection the following quotation is significant. It is found on page 137 of "The Professional Preparation of Teachers for American Public Schools," Bulletin No. 14 of the "Carnegie Foundation for Advancement of Teaching."

"This contrast between the teachers of a selected group destined to furnish the leaders of society (secondary schools) and those provided for the balance of the population (elementary schools) is naturally most keenly felt by the teachers themselves. The prestige of a high-school instructorship quite outranks that of a grade teacher's position in popular respect, and must, of course, do so until training and compensation are equalized and

the two schools are merged in a single institution. To pass from an elementary school position to the high school, as has been possible in small country high schools, or in city schools by securing additional training, is rated as promotion to the disparagement of the inferior job. Educationally this situation constitutes at present perhaps the greatest single obstacle to progress. As long as the situation requires that a teacher rise by changing his work instead of by capitalizing his experience and improving the work, little gain toward professional efficiency can be realized."

## CHAPTER IV

### OPPORTUNITIES FOR TRAINING TEACHERS IN STATE SCHOOLS

#### A. *General Information*

There are in the State of Illinois six teacher-training institutions supported by the state. One of these is the College of Education in connection with the University of Illinois, located at Urbana, Illinois. The other five are Teachers Colleges or Normal Universities. The first one established in the state is the Illinois State Normal University at Normal; the second is the Southern Illinois State Normal University at Carbondale. Of the next two which were founded at the same time, one is the Eastern Illinois State Teachers College at Charleston, the other is the Northern Illinois State Teachers College at DeKalb. The last one of these institutions to be established is the Western Illinois State Teachers College at Macomb. These six institutions offer four years of college work for a Bachelor's degree, while the College of Education in the University of Illinois is the only one of the six that offers work above the Bachelor's degree. The other five grant diplomas for two years of college work. These diplomas entitle the holder to a first-grade certificate without examination. In addition, any one who has finished the first year of work in one of these institutions is entitled to a second-grade certificate without examination under the present certificating law at the option of the county superintendent.

#### B. *Requirements for Admission*

Each of these five schools requires of all entering students fifteen units of high-school work from an accredited or approved high school. Each school likewise has certain requirements as to the nature of these high-school units. Each requires at least three years of high-school English, one year of Geometry, and one year of Algebra. Most of them require a year or more of Science, a year or more of History, and some have other special requirements. All require sufficient additional work to complete the total of fifteen units.

The College of Education is rated as a professional school. Two years of college or university work are required for admission.

### C. *Curriculums*

Each of these schools offers curriculums of study for the preparation of lower-grade teachers, upper-grade teachers, rural-school teachers, and high-school teachers. Some of these schools offer four-year curriculums for supervisors, principals, and superintendents. They likewise offer various special curriculums among which are the ones in Home Economics, Agriculture, Public School Music, and others in which one or more of the schools give special work. In addition, one may specialize or major in almost any subject which is taught in either the elementary or high schools of the state.

### D. *Where to Secure Additional Information*

Each school publishes its own catalogue, which gives full information concerning the work of the school. This includes among other things entrance requirements, fees and tuitions, and an outline of each of its curriculums, synopsis of all courses in the various curriculums, a program which it offers for the year, and many other points of interest to prospective students. Any one of these schools will mail its general catalogue without cost to any student who is interested in the work of the school.

## CHAPTER V

### POSSIBLE FINANCIAL ASSISTANCE FOR PROSPECTIVE TEACHERS

#### A. *Scholarships*

Unfortunately possibly no one of these teacher training institutions offers any scholarships which pay any money to the holder, although each of the teacher training institutions, except the College of Education, grants free tuition for four years to a holder of a Lindley Scholarship. The College of Education has some county and legislative scholarships which are ordinarily assigned to freshmen at the beginning of their work. More frequently, however, these schools charge no tuition of any student who plans to teach in the State of Illinois although a small registration fee of \$3.00 or \$4.00 per term is required in the five Teachers Colleges and an incidental fee of twenty-five dollars a semester at the College of Education. Each of these schools also collects certain nominal fees for laboratory courses and other courses in which an unusual amount of school material must be used by the student who pursues the course.

#### B. *Loan Funds*

Each of the schools has a loan fund, and these vary from small amounts in some of the schools to rather large amounts in others. These loans are made to deserving students at a low rate of interest for a period of time which will permit them to spend a year or more in college and secure positions, the pro-



ceeds from which are used for paying off the notes. It is quite possible since these loan funds are limited in amount that all who would desire to take advantages of them cannot be accommodated. But in addition to these funds many other organizations which are interested in the education of young people have student loan funds of their own which they are willing to use for the same purpose as the funds controlled by the schools.

#### *C. Part Time Employment*

Each of the schools has an employment bureau which makes it its business to canvass the city in which the school is located for possible employment for students who want to work their way partially or wholly through college. Such students may write directly to the Chairman of the Employment Bureau or the Dean of Men or Women for information concerning this kind of employment. Students, however, are warned that the schedules of these institutions are made with the thought that students have their entire time to devote to their school work and students who must work for part or all of their expenses must not expect to carry the full schedules.

#### *D. Placement*

In addition to the services mentioned above, each of the institutions has a Placement Committee or Placement Bureau which has for its chief function the securing of teaching positions for its graduates and likewise the placement of those who meet the requirements of certification although they have not graduated from a four-year college course. The Teachers Colleges make a very definite attempt to place their students who have completed the two-year course and are entitled to a first-grade certificate. They make a somewhat less strenuous effort to place those who are entitled to a second-grade certificate. The College of Education has its own placement bureau and undertakes to place its own graduates and postgraduates as well as those who graduate from the other colleges of the University and desire to teach. Through these Placement Bureaus all of these schools are able to secure positions for a very large per cent of their graduates and for many of the other students who are eligible for positions.

Graduates of these teacher training institutions are in demand by school officials, many of whom will not hire students who desire teaching positions who have not had special training for the work of teaching in thorough going professional courses such as the ones offered in these teacher training institutions. Teaching is a specialized vocation and in general only students who have had special training can teach with success.



## CHAPTER VI

### OTHER INSTITUTIONS WHICH OFFER COURSES FOR TEACHERS

Besides the six state teacher training institutions listed above, all of which are supported by state funds, there are many higher institutions of learning in the state, privately controlled and supported whose credits are recognized by the State Department of Education in granting teachers' certificates. Below will be found the names and addresses of these institutions as furnished by the State Department. The President or Registrar of each of these schools upon request will be glad to furnish detailed information in regard to admission, courses, tuition fees, etc.

List of private institutions recognized by the State Department of Education:

#### TEACHERS COLLEGE

Chicago Teachers College, Chicago.

#### COLLEGES AND UNIVERSITIES

Augustana College, Rock Island.  
Aurora College, Aurora.  
Blackburn College, Carlinville.  
Carthage College, Carthage.  
Concordia Teachers' College, Chicago.  
DePaul University, Chicago.  
Eureka College, Eureka.  
Greenville College, Greenville.  
Hedding College, Abingdon.  
Illinois College, Jacksonville.  
Illinois Wesleyan University, Bloomington.  
Illinois Women's College, Jacksonville.  
James Millikin University, Decatur.  
Knox College, Galesburg.  
Lake Forest College, Lake Forest.  
Lincoln College, Lincoln.  
Lombard College, Galesburg.  
Loyola University, Chicago.  
McKendree College, Lebanon.  
Monmouth College, Monmouth.  
Mt. Morris College, Mt. Morris.  
North Central College, Naperville.  
Northwestern University, Evanston.  
Rockford College, Rockford.  
Rosary College, River Forest.

Shurtleff College, Alton.  
St. Viator College, Bourbonnais.  
University of Chicago, Chicago.  
Wheaton College, Wheaton.  
St. Xavier's College, Chicago.

#### TECHNICAL SCHOOLS

Armour Institute of Technology, Chicago.  
Bradley Polytechnic Institute, Peoria.  
Lewis Institute, Chicago.

#### SPECIAL SCHOOLS

##### A. *Music*

American Conservatory of Music, Chicago.  
Bush Conservatory, Chicago.  
Chicago Musical College, Chicago.  
Columbia Conservatory of Music and Dramatic Art, Chicago.  
Columbia School of Music, Chicago.  
The Dearborn School of Lyceum Arts, Chicago.  
The Sherwood Music School, Chicago.  
The Cosmopolitan School of Music and Dramatic Art,  
Chicago.

##### B. *Art*

Art Institute, Chicago.  
Chicago Academy of Fine Arts, Chicago.  
Chicago School of Applied and Normal Art, Chicago.  
The Applied Arts Summer School, Chicago.

##### C. *Expression*

Columbia College of Expression, Chicago.  
Grace Kickox Studios, Chicago.

##### D. *Physical Education*

American College of Physical Education, Chicago.  
Chicago Normal School of Physical Education, Chicago.  
Young Men's Christian Association College, Chicago.

##### E. *Kindergarten Training Schools*

Chicago Kindergarten Institute, Chicago.  
Chicago Teachers College, Chicago.  
Kindergarten Training School, Chicago.  
National Kindergarten and Elementary College, Evanston.  
The Pestalozzi-Froebel Kindergarten Training School,  
Chicago.

## CHAPTER VII

### TRAITS OR QUALITIES OF A SUCCESSFUL TEACHER

Young people considering the advisability of preparing for the work of teaching ought to study their own characteristics in the light of those traits most desirable in a teacher. These desirable traits are frequently grouped under the one term, "personality." While a student at the University of Illinois, Dr. F. L. Clapp secured from one hundred experienced school superintendents and principals a list of the specific qualities that in their opinion go to make up a good teaching personality. While many traits found a place in the total list, there were ten which were mentioned very frequently. Dr. Clapp then referred this list of qualities to one hundred forty superintendents and principals and asked each one to list his six best teachers according to the ten qualities. The returns showed that according to these superintendents and principals good teachers exhibited the ten traits in the following order:

- |                        |                 |
|------------------------|-----------------|
| 1. Address             | 6. Fairness     |
| 2. Personal appearance | 7. Sincerity    |
| 3. Optimism            | 8. Sympathy     |
| 4. Reserve             | 9. Vitality     |
| 5. Enthusiasm          | 10. Scholarship |

The findings of this study indicate that the teacher ought to have good health, that is, a physique capable of withstanding strain. Nervous disorders are especially detrimental to the teacher. It is important that the teacher present an attractive personal appearance, that her manner of meeting people be courteous and genial while at the same time suggestive of poise and reserve power. This is all included under "address" and "reserve and dignity." The teacher's outlook upon life ought to be one of joy. Her work ought to make a strong personal appeal and be undertaken with enthusiasm. It would be hard to over-emphasize the necessity of sincerity, fairness, and sympathy in her class-room relationships. Children are quick to detect insincerity and to discover teachers whose interests are outside of the school. Those who are teaching for salary only and those who do not have the professional attitude toward their work cannot hope to attain the greatest success. Finally only those who have prepared for the work and have developed scholarship in the subjects they will teach ought to enroll in this profession.

Dr. William Bagley in commenting upon this study in his *School Discipline*, page 33, says: "The important result of this study is the evidence that it offers against the fatalistic notion

that the important factors in the teacher's personality are not improvable through the discipline of experience and training. There are undoubtedly some individuals who could never improve their manner of meeting people (their address), and there are others, perhaps, who could never make their personal appearance more attractive. Still others, it is clear, are natural pessimists, and neither experience nor training nor inspiration could transform their gloom and depression into optimism and enthusiasm. Still others are naturally undignified and can have no commanding influence over their fellows. They lack reserve and can never create it. Some, too, are naturally unfair, or weak in vitality, or deficient in sympathy. But after all acknowledgment has been made to the fatalists, it must still be admitted that most individuals can change and improve these various qualities. Knowing what factors count in a teaching personality, the beginning teacher, under wise supervision, may adopt measures that will work what might seem at the outset to be little less than a miracle of transformation." In the light of these comments by Dr. Bagley, any young person contemplating entrance upon the work of teaching may well pause and ask himself or herself the following questions: Do I possess in any marked degree the ten characteristics listed by Dr. Clapp? If not, am I willing to devote the necessary time and effort to the task of acquiring them? If I am not willing seriously to make this preparation, ought I not to give up at once the idea of becoming a teacher and find some worthy vocation for which my talents and inclinations better fit me?

Mr. J. O. Engleman, while Superintendent of Schools at Decatur, Illinois, made a study of desirable qualities of teachers as given by 550 high school boys and girls. The qualities most frequently named by these high school pupils appear in the following order: Patience, Willingness to help, Kindness, Clearness, Firmness, Sense of humor, Cheerfulness, Sincerity, Sympathy, Ability to Make Work Interesting. This study also ought to be helpful to the prospective teacher. While these qualities are worth developing for any vocation, they seem especially necessary for those who are to serve in the school-room.

The 1928 Yearbook of the Chicago Principals Club contains a most helpful report upon the characteristics of successful teachers. Through the co-operation of the principals of the Chicago schools a study was made of "superior" and "just satisfactory" teachers. While the entire report is worthy of careful study, it is too long to be reproduced here.

The study lists the following twenty-five factors as the ones that make the difference between "superior" and "just satisfactory" teachers:

1. In the class-room of a superior teacher, discipline is largely a matter of indirect control. The superior teacher so skillfully plans and administers the program of pupil activities that

everyone is kept interested and busy. Practically no disciplinary problems arise.

2. The superior teacher sacrifices extra time and energy for the good of the school.

3. The superior teacher is economical of time; begins on time; checks absence from a chart; has everything planned and ready; keeps everyone constructively busy all the time.

4. The superior teacher is deeply interested in her work.

5. The superior teacher secures pupil activity by use of purposeful activity to secure interest.

6. The superior teacher is open-minded towards new movements in education.

7. With the superior teacher, assignments are definite in terms of units, projects or topics, not merely by text-book pages.

8. The superior teacher has sympathetic and cordial relationship with all pupils assigned to her.

9. The pupils under a superior teacher are intelligent participants rather than passive recipients.

10. The superior teacher is sensitive to the best ethical standards of the profession.

11. In the class-room of a superior teacher group participation is guided economically and productively in the discussion period. All participate in a discussion relevant to the subject and on level of pupils' understanding.

12. Pupils from a superior teacher succeed well in the next grade.

13. By a superior teacher the pupils' goals are clearly outlined before the pupils at all times.

14. The superior teacher seeks out and makes use of new educational materials and methods of proved value.

15. By a superior teacher pupils are encouraged and led to discover problems for themselves.

16. The superior teacher has a co-operative attitude toward supervision.

17. The superior teacher "gets on well" with pupils and parents.

18. The superior teacher pays as much attention to professional improvement as to personal benefits, such as adequate pay, sick pay, and tenure.

19. The superior teacher seeks and follows the advice of competent critics and school authorities.

20. The superior teacher maintains the learning situation. Her pupils center their attention upon purposeful work.

21. Both immediate and remote objectives are well defined by a superior teacher. Written daily, weekly, and semester plans are always at hand.

22. The superior teacher has initiative. She is inventive, original, and resourceful in meeting new situations.

23. The superior teacher understands child nature. She has an adequate working knowledge of child psychology.

24. The superior teacher has enthusiasm. She maintains an active interest in cause, subject or person.

25. The superior teacher co-operates vigorously in community service programs, such as "clean-up campaigns," plans for a sane Hallowe'en, etc.

These are high standards but they are not unattainable. The strong teachers in every school system are daily exhibiting just the types of work which are mentioned above as characteristic of the superior teacher. Such teachers have taken the time adequately to prepare to enter the profession of teaching, they have made use of the means for growth after entering service, and they are steadily developing personalities which are desirable for the leadership of boys and girls. More and more are the schools limiting their teachers to those who meet these standards.

Mr. H. C. Almy of the State Teachers College, Superior, Wisconsin, has recently prepared interesting data upon the personal traits considered essential to teaching success by those who hire teachers and those who are engaged in preparing teachers. According to the opinion of seventy-seven school administrators and other educators, the fifteen most important of these traits are: enthusiasm, resourcefulness, leadership, cooperation, fairness, tact, honesty, reliability, patience, sympathy, courtesy, love of children, progressiveness, poise, kindness.

Readers of this bulletin will find it worth while to go over the results of these different studies rather carefully and to compare the conclusions reached.

Robert H. Morrison has an article in the Journal of Educational Research for September, 1927, entitled "Factors Causing Failure in Teaching." After interviewing several hundred superintendents and board members, making a careful report of their statements, and tabulating the results, Dr. Morrison finds the causes of failure group themselves in the following order:

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. Poor discipline                    | 8. Unwise choice of social companions |
| 2. Inability to co-operate            | 9. No desire for professional growth  |
| 3. Gossip                             | 10. Irresponsibility                  |
| 4. Immorality                         | 11. Critical of colleagues            |
| 5. Lack of teaching skill             |                                       |
| 6. Disloyalty                         |                                       |
| 7. Inability to get along with pupils |                                       |

This is a most encouraging report to engage the attention of a prospective teacher. The eleven weaknesses may be avoided. Most young people who are seriously interested in teaching may consciously develop the strength of character, the ideals, the tact and sound judgment which would successfully safeguard them



from exhibiting the weaknesses listed above. Only those who are ready and willing to make such preparation in character and personality along with their technical training in knowledge of subject matter and methods, ought to enter the profession. As has been pointed out earlier in this publication, the profession deals primarily with spiritual values and only those who see in the profession opportunities for the highest form of community service should ever find a place in its ranks.

## CHAPTER VIII

### CONCLUSION

This pamphlet has attempted briefly to present to the high school students of Illinois and their advisers the opportunities and rewards of the teaching profession. The future welfare of the state depends in large measure upon its schools. Those engaging in the work of the schools must see in their vocation something more than a mere livelihood. Teachers deal with human beings in their formative period. As they come in contact with the boys and girls of the state, they have the privilege of exerting a tremendous influence for good. The influence of a teacher frequently marks the turning point in the development of a boy or girl. Many a successful man or woman gives credit to some teacher for the inspiration and counsel which were the determining factors in his or her success.

Let the young man or young woman seriously thinking of becoming a teacher seek out a successful teacher, principal, or superintendent and frankly talk over the entire situation. The personality traits of the young person, the types of teaching positions, the expenses connected with the period of training, the comparison of the field with other vocations—these and similar topics ought to be fully considered. The work of teaching is too important and the mistakes are too costly for anyone to enter the profession except as a result of the most painstaking inquiry.

As a last word, this report wishes to lay emphasis upon the fact that the prospective teacher may look forward to an intangible reward far greater than that of the monthly pay-check. As a servant of the state the teacher renders a patriotic service second to none when he trains his pupils to be worthy of citizenship in a great commonwealth; as an instructor of youth, he enjoys the immortality of living in the grateful memories of his former pupils long after his actual labors have ceased. Such a future is worthy the careful consideration of every high school boy and girl of the State of Illinois.