

MORE ADEQUATE SUPPLY OF SPECIFICALLY  
TRAINED TEACHERS.

The question that confronts us under this topic is what provision should the state make to meet more adequately the needs for additional teachers with specific training for the elementary grades.

First, it is necessary for us to see what the conditions are. This paper deals only with the needs of the white elementary schools in North Carolina. In 1924-25 the total number of elementary white teachers in our state was 12,726. Of these 2161 held certificates below elementary B; 4511 held elementary B certificates. This means that we had 6672 teachers who held certificates showing that they had less than one year of training beyond the high school. There were 6054 teachers who had one or more years of training above the high school. We need, annually, 500 teachers for new positions and 1500 teachers for replacement, making a total annual need of 2000 elementary teachers. The colleges and normal schools in North Carolina are giving to the state this year 471 teachers with two or more years specific training for work in the elementary grades. This means that our annual out-put is not quite one-fourth our annual needs. It is 23.5 per cent. From 30 to 50 per cent of our teachers with pre-service training having one or more years beyond high school graduation come to us from outside the state.

The above ~~the~~ figures show that conditions in our state are much better than they were a few years ago when we trained only ten per cent of our annual needs. On the other hand we should not be forced to draw so heavily from other states to meet the needs, and we should not be forced to continue to employ 2161 teachers who hold certificates below the elementary B.

The next question, logically, is what changes should be made? It is my conviction that the teachers with less than elementary certificates should be eliminated. A person with less than high school training should not be allowed to teach. If these teachers are eliminated our out-put this year would be 11+ per cent of our annual needs. We have, with two years training, beyond high school graduation 4323 teachers. This is 33+ per cent of our total force of elementary teachers (almost 34 per cent). A teacher is not properly trained for efficient work with less than two years training above the high school. In other words North Carolina really has only about 34 per cent of her elementary teachers properly trained for the work. It should be the object of our state to work toward the goal of placing teachers with not less than two years of training above the high school in every school in the state. If this is done the question naturally arises what condition will these changes bring about. To put this requirement in at once would not be feasible because it would mean that 66 per cent of our schools would be without teachers, and of course this can not be thought of for a minute.

The state should begin at an early date to eliminate from the teaching force the teachers who hold the lowest grade of certificates, and as soon as possible all teachers with certificates below elementary B should be eliminated. Then as soon as the supply will justify all teachers holding elementary B certificates should be eliminated. It is my judgment that the first group should be eliminated by the fall term of 1928, and the holders of elementary

B certificates should be required to raise those certificates or to give up teaching not later than the opening of the schools in the fall of 1932.

If this is to be done then the question naturally arises what should the state do to meet the new conditions? These teachers with inadequate training can not be replaced unless the state begins in 1927 a program of building normal schools. The annual supply of elementary teachers is increasing rather rapidly. Good roads are fast making the normal schools at Cullowhee and at Boone accessible to prospective students from all over the state. This should enable these schools to increase very materially their annual out-put of elementary teachers. The college at Greenville should be enlarged until its annual out-put will be not less than 300. The state should build two additional normal schools during the next two years. Each of the new schools should be made large enough to accommodate 500 students. The two additional schools would annually prepare 300 or 400 additional teachers. There should come into the profession an ever increasing number of adequately trained elementary teachers from the North Carolina College for Women. From these sources, by 1930, I estimate that the state should have an annual out-put of 900-1000 specifically trained teachers for the elementary schools.

Longer training always means longer service.

By 1931 we should know very definitely if two additional normal schools will meet our needs. In the matter of erecting normal schools I think we should be over conservative rather than slightly radical. The suggestion that we build two additional normal schools is based on an ultra conservative estimate. This number is an imperative demand.

I have not dealt with the question of teacher training in the high schools because I do not think this phase of teacher training comes within the scope of this study.

The state will never educate its children until it has an adequate supply of properly trained teachers.