

TEACHERS FOR THE PUBLIC SCHOOLS OF VIRGINIA—

PRESENT AND FUTURE

REPORT OF

THE STATE COUNCIL OF HIGHER EDUCATION

to

THE GOVERNOR

and

THE GENERAL ASSEMBLY OF VIRGINIA



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COMMONWEALTH OF VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION
Room 301, Finance Building

Richmond 19, Virginia, December 9, 1963

To:

HONORABLE A. S. HARRISON, JR., *Governor of Virginia*

and

THE GENERAL ASSEMBLY OF VIRGINIA

House Bill 238, approved by the 1962 General Assembly, directed the Council of Higher Education, in conjunction with the State Department of Education, to undertake a complete study of the instructional needs of the public schools of Virginia in terms of present and future teacher supply. We have the honor and pleasure to submit herewith the report of that study.

This report has been prepared under the direction of an Advisory Committee on Teacher Education, whose chairman was Mr. Fred O. Wygal, Acting President of Longwood College. A list of committee members appears on Page 1 of the report. Mr. James W. Bailey, the Council's Assistant Director for Program Studies, was the study director. Dr. William D. Hedges of the School of Education, University of Virginia, was consultant to the Advisory Committee.

At its meeting on December 9, 1963, the Council of Higher Education voted unanimously to accept and endorse the report of the Advisory Committee. We believe that the findings and recommendations contained herein provide valuable guidelines to the continued development of a strong program of teacher education in the Commonwealth.

In accordance with the directive of the Legislature, we have emphasized in this report the role that could be played by state-supported institutions of higher learning in preparing more qualified teachers. We also recognize, however, that many private colleges in the Commonwealth will continue to play a significant part in a strong program of teacher education.

We wish to take this opportunity to express publicly our deep and sincere appreciation to the Advisory Committee members, and to other staff members of the public and private colleges, and the State Department of Education, for their cooperation, assistance and guidance in the preparation of this report.

Respectfully submitted,
WILLIAM HUGH MCFARLANE,
Director.

A SUMMARY OF CONCLUSIONS

1. There is a severe shortage of qualified teachers in the Virginia public schools. Virginia is relying too heavily on teachers prepared in other states and teachers with less qualifications than are desirable.
2. The teacher shortage is particularly acute in elementary schools and in certain rural areas of the State. There are not enough male teachers in Virginia's public schools.
3. Some secondary schools have had to use poorly prepared teachers to teach such subjects as physics, history, general science, business education and mathematics.
4. The majority of Virginia-trained teachers come from a few schools whose primary purpose is that of training teachers. These same schools have been forced to turn away hundreds of students each year because of lack of space. If facilities in these schools could be expanded at this time, substantial increases in the number of teachers could be provided.
5. In general, there is an adequate number of teacher preparation programs in Virginia. Some programs could be expanded and a few new programs could be developed to meet needs. Several public institutions could broaden and expand their teacher preparation programs to provide more opportunities for students who seek to prepare for teaching.
6. Many of the public and private institutions of higher learning in Virginia are now providing a number of teachers from among their graduates. These institutions could provide even more teachers through organized efforts to encourage able students to consider teaching careers.
7. A basic problem in Virginia is not the lack of teacher preparation programs but a lack of sufficient numbers of students seeking to prepare for teaching. If the teaching profession is to attract more able students, greater efforts will have to be made to provide better salaries, greater prestige and more challenging opportunities for service.
8. Expanded in-service training programs, increased emphasis on graduate training and the Master of Arts in Teaching program can provide better qualified teachers for Virginia's public schools.
9. The problem of developing an adequate supply of teachers for Virginia's public schools will require the continuing efforts of the State Board of Education and the State Council of Higher Education in cooperation with the schools and colleges of the state.

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TEACHERS FOR THE PUBLIC SCHOOLS OF VIRGINIA— PRESENT AND FUTURE

Introduction

The 1962 General Assembly, following a recommendation of its Commission on Public Education,¹ directed the State Council of Higher Education in cooperation with the State Department of Education to conduct a study into the problem of teacher supply for Virginia's public schools (See statement in Appendix, Exhibit A.). Specifically, the directive was to examine the present and prospective supply of teachers and to assess the potentials of each of the State-supported institutions of higher learning with respect to their capacities for contributing to the training of public school teachers.

The assessment of Virginia's need for teachers was to be not only in terms of number of teachers, but was to be broken down by subject and grade levels.

Subsequent to the above directive, President G. Tyler Miller, Chairman of the President's Council of State-Supported Institutions of Higher Learning, Mr. Fred O. Wygal, President of Longwood College and former Director of the Division of Teacher Education, and Mr. James Bailey, Assistant Director of the State Council of Higher Education, selected an Advisory Committee to assist with the study.

Requested to constitute this Committee were several college presidents, deans of departments of education and faculty members of subject-matter departments. The members of the Committee were as follows:

Mr. Fred O. Wygal, Longwood, Chairman
Dr. Richard B. Brooks, Longwood
Dr. Charles K. Martin, Jr., Radford
Dr. John W. Overbey, Radford
Dr. Ralph W. Cherry, University of Virginia
Dr. Arthur F. Stocker, University of Virginia
Dr. Raymond J. Poindexter, Madison
Mr. Damon Q. Gasque, Madison
Dr. Edward Alvey, Jr., Mary Washington
Dr. James H. Croushore, Mary Washington
Dr. J. M. Hunter, Virginia State
Dr. A. T. Harris, Virginia State
Dr. G. Burke Johnston, V.P.I.
Dr. R. W. Beamer, V.P.I.
Dr. Howard K. Holland, William & Mary
Dr. Robert S. Hufstedler, Old Dominion
Dr. J. Kenneth Roach, Richmond Professional Institute
Dr. Orville Wake, Lynchburg College
Dr. John Boitnott, Bridgewater College
Dr. Edward F. Overton, University of Richmond
Mr. A. Gordon Brooks, Department of Education
Dr. William Hedges, University of Virginia
Dr. Charles B. Vail, Hampden-Sydney College
Dr. James M. Gibert, Randolph-Macon Women's College
Dr. William Trausneck, Sweet Briar College
Mr. James W. Bailey, State Council of Higher Education

¹ William B. Spong, Jr., Chairman of the Commission on Public Education, *Virginia Schools in the Space Age*, 1961, p. 57.

The result of deliberations of this committee during its periodic meetings on the grounds of the University of Virginia and the interim work by the various subcommittees, is the attached report which represents the considered judgment of said committee.

The Committee is particularly indebted to Mr. Fred Wygal, acting President of Longwood College and former director of the Division of Teacher Education in the State Department of Education, for his publication, *Virginia's Need for Teachers . . . Now and in the Future*. This pamphlet was published in 1962 by the State Department of Education.

The Committee is also indebted to Mr. Wygal for his continuing efforts to study the problem and to the State Department of Education for furnishing valuable data on many aspects of the problem.

The valuable assistance provided by the many private college representatives is also gratefully recognized and appreciated.

The present report makes no effort to evaluate the adequacy of teacher training as to the quality of teachers or the quality of the preparation. Continuing studies and efforts on the part of the State Department of Education and representatives of the public and private institutions of the State give ample evidence that this phase of the teacher training problem is receiving a great deal of attention in Virginia.

This report is designed to show the following points:

1. The present teacher supply in the public schools of the State.
2. The anticipated needs for teachers by level and subject for the years ahead.
3. The potential training of teachers in the state-supported and the private institutions of higher learning in Virginia.
4. Some problems related to the recruitment of teachers for the Virginia public schools.
5. Some special teacher training programs designed to bring more persons into the profession.

Chapter 1

A REVIEW OF PRESENT TRENDS IN VIRGINIA

There exists a severe shortage of qualified teachers in Virginia's public schools. The supply of new teachers for 1962-63 did not keep balance with teacher resignations, increased enrollments, and the need for reducing overloads and double shifts. In fact, "the continuing need for qualified teachers is so great, that a balance between supply and demand will not happen in the foreseeable future without planned action to bring it about."¹

The Extent of the Teacher Shortage

For the school year 1962-63, Virginia needed 6,347 new teachers to replace those who resigned from teaching (4,659); to take care of increased enrollments (1,304); to assist in reducing overloads and double shifts (119); and to replace teachers employed on a temporary basis (265).

Out of 6,347 new teachers needed, only 5,757 were actually hired. Of this number 1,667 came from Virginia colleges—public and private, as graduates in 1962. New teachers from out-of-state institutions and teachers transferring from out-of-state to Virginia accounted for an additional 2,860 teachers. Also, 927 former teachers returned to Virginia public school classrooms this year. The total of 5,454 from all of these sources left a net shortage of 893. This shortage was relieved only by employing 303 teachers on special licenses and by increasing teaching loads.

Of the total number of new teachers hired in Virginia in 1962, 2,897, or 50.3 per cent, came from Virginia institutions. Another 2,860, or 49.7 per cent, came from institutions outside of Virginia. For a number of years, Virginia has been getting more than half of its teachers from out-of-state institutions. This year, for the first time, slightly more came from Virginia schools. Appendix Table 1 shows a summary of the number of new teachers needed and supplied for 1962-63.

Public School Enrollment Increases

As has happened in every state, the public school enrollment in Virginia continues to mount each year. In some respects, Virginia has been showing improvement over the last ten or twelve years. For example the total pupil-teacher ratio was lowered from 29.1 to 26.4 between 1951 and 1962. A comparison of enrollment and the number of teachers for these years is shown in Table 1.

TABLE 1
A COMPARISON OF PUBLIC SCHOOL ENROLLMENT AND NUMBER OF
CLASSROOM TEACHERS IN VIRGINIA, 1951-1962

Group	1951-52	Ratio	1961-62	Ratio	Per-Cent Gain
Total Enrollment	638,767		900,267		41
High School	156,766		282,368		80
Elementary School	482,001		617,899		28
Total Classroom Teachers	21,943	29.1	34,070	26.4	55
High School	7,797	20.1	14,515	19.4	86
Elementary School	14,146	34.1	19,555	31.6	31

Source: Virginia State Department of Education.

¹ Fred Wygal, State Department of Education, *Virginia's Need for Teachers—Now and in the Future*, 1962, p. 35.

The estimated enrollment of high school and elementary pupils for the 1969-70 school session will require approximately 41,450 classroom teachers as compared with approximately 35,375 for the 1962-63 school year. The total enrollment in both high school and elementary schools will increase from 933,830 in 1962-63 to 1,065,000 by 1970. Appendix Table 2 shows the projected annual enrollment until 1970 and the additional teachers that will be needed each year for this increased enrollment. While the rate of enrollment increases will decrease year by year over the next eight years, there will still be a great demand for qualified teachers to replace those who now teach on a special license and those who are teaching on overload. A summary of the number of new teachers needed each year just for increased enrollment is shown in Table 2.

TABLE 2
ADDITIONAL TEACHERS NEEDED EACH YEAR
FOR INCREASED ENROLLMENTS

School Level	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Total Teachers	1,219	1,024	614	605	606	680	699
High School	676	542	211	269	439	531	566
Elementary School.....	543	482	403	336	167	149	133

Source: Virginia State Department of Education.

Teacher Resignations

The loss of teachers in Virginia's public schools by resignation each year is alarming. Table 3 shows these figures and percentages of the total number of teachers for the years 1958 through 1963.

TABLE 3
THE NUMBER AND PERCENTAGE OF TEACHERS RESIGNING
BY YEAR FROM 1958 TO 1963

Year	Total Teachers	Number Resigned	Percentage
1958-59	32,301	4,043	12.5
1959-60	33,599	4,139	12.3
1960-61	35,048	4,184	11.9
1961-62	36,760	4,335	11.7
1962-63	38,548	4,773	12.4

Source: Virginia State Department of Education.

The percentage of teachers resigning each year tended to diminish until 1962-1963 when a slightly higher percentage again resigned. The actual loss to the teaching profession in the public schools in Virginia was 4773 for the year, although the total number of withdrawals was 5544. The largest number of resignations (1624) occurring during the year was due to marriage, household duties, or pregnancy. A total of 605 teachers resigned to accept a teaching position in another state or in a private school; and 318 left teaching to accept private employment. A total of 933 teachers changed positions within the public school system. A more detailed analysis of the number who resigned and their reasons for resigning are shown in Appendix Table 3.

Experience in Virginia has shown that approximately 20 per cent of the present classroom teachers will still be teaching eight years hence. While this in itself may indicate a high rate of dropout from the teaching profession, there is no reason to believe that it is any higher than the experience in other states. Experience also shows that a number of teachers who resign from teaching for whatever reason will return sometime in the future. During 1962-63, there were 927 teachers, or 16.1 per cent of the "new" teachers, who returned to teaching after having been away for one or more years.

Teacher Qualifications

A part of the shortage of teachers in Virginia is related to the desire to have fully qualified and certified teachers in every public school classroom in the state. "In spite of the commendable progress which we have made in the last ten years we are still far behind the majority of the Southern States in the percentage of our teachers who have finished college as the following table shows:"¹

TABLE 4
THE PERCENTAGE OF PUBLIC SCHOOL TEACHERS WHO ARE COLLEGE GRADUATES IN TEN SOUTHERN STATES, 1961-62

States	Percentage College Graduates
Florida	99.4
North Carolina	95.8
South Carolina	95.0
Georgia	94.1
Mississippi	94.0
Louisiana	93.1
Alabama	91.6
Arkansas	88.0
Tennessee	82.0
VIRGINIA	81.2

The percentage of Virginia teachers holding college degrees has increased 13.6 per cent over the past ten years.² Table 5 shows this trend for selected years since 1952.

TABLE 5
PERCENTAGE OF VIRGINIA TEACHERS HOLDING COLLEGE DEGREES FOR SELECTED YEARS
. 1952-1963

Year	Percentage of Teachers
1952-53	69.4
1956-57	74.1
1960-61	79.6
1961-62	81.2
1962-63	83.0

¹ VEA, *The Educational Level of Virginia's Teachers*, 1962-63, p. 1.

² *Ibid.*

Virginia has also shown steady progress in terms of teacher certification. Appendix Table 4 shows a comparison of the number and percentage of teachers having various types of certification for the year 1962-63 as compared with the number and percentages in 1951-52.

The percentage of teachers with certificates based on college degrees had grown from 67 per cent to more than 83 per cent in the eleven-year period. Correspondingly, the percentage of teachers with certification based on less than a college degree dropped from 33 per cent to less than 17 per cent.

More than 90 per cent of the beginning teachers hired for the 1962-63 school year had certificates based on the completion of a college degree. The number and percentage of teachers holding various licenses and certificates for 1962-63 are shown in Appendix Table 5.

The number and percentage of all elementary teachers, by type of certificate and license, for 1961-62 are shown in Appendix Table 6. In general, elementary teachers are less well prepared for teaching, in terms of not having completed a college degree program. In 1961-62, only 70.6 per cent of all elementary teachers had completed college.

Although the Normal Professional Certificate was discontinued for new teachers after 1942, there are still 3,392 teachers (nine per cent) who hold this type of certificate. The Special Certificate was discontinued for new teachers after 1935, however, a few (167) teachers still have this type of certificate. The Elementary Certificate was discontinued in 1931. Although there are more teachers with this type of certificate now than there were in 1951, they represent only 1.4 per cent of the total number of teachers employed. Special licenses (good for only two years of teaching) have replaced almost all of the other types of non-collegiate certificates and licenses. Slightly more than nine per cent of the beginning teachers employed in 1962-63 held these Special Licenses.

Although the overall educational level of Virginia's teachers is quite low as compared with the nation, there are wide variations among the various school divisions in the state. The ten school divisions having the highest percentage of teachers with degrees are shown in Table 6. ¹

TABLE 6
TEN SCHOOL DIVISIONS HAVING THE HIGHEST PERCENTAGE OF
TEACHERS WITH COLLEGE DEGREES, 1962-63

Division	Per Cent	Division	Per Cent
Bristol	98.1	Roanoke	96.2
Williamsburg	97.1	Fredericksburg	95.4
Alexandria	97.3	Radford	95.1
Martinsville	97.3	Lynchburg	94.8
Arlington	97.1	Danville	94.3

The ten school divisions having the lowest percentage of teachers with degrees for 1962-63 are shown in Table 7. ²

¹ VEA, *The Educational Level of Virginia's Teachers*, 1962-63, p. i.

² *Ibid.*

TABLE 7
TEN SCHOOL DIVISIONS HAVING THE LOWEST PERCENTAGE OF TEACHERS
WITH COLLEGE DEGREES, 1962-63

Division	Per Cent	Division	Per Cent
Russell	60.1	Craig	51.7
Rappahannock	59.0	Grayson	51.4
Tazewell	58.6	Bland	47.0
Scott	56.5	Dickenson	46.1
Wise	56.5	Buchanan	45.8

In 1962-63, the State employed 35,026 classroom teachers of whom 7,968, or 22.7 per cent, were Negroes. Of the Negro teachers, 94.3 per cent held college degrees compared to 79.7 per cent of the white teachers. ¹ In 1962-63, 78.7 per cent of the county teachers held college degrees as compared with 90.3 per cent of the city teachers. ²

The relatively low educational level of Virginia's teachers is due to several interrelated factors. ³

- (1) Although Virginia has high certification standards, it is not always possible to enforce them because of some loopholes in regulations and the need to employ teachers.
- (2) Salary levels are often low and unattractive to better qualified teachers.
- (3) The method of distributing State funds prior to the 1962-63 school session offered no encouragement to the counties to employ well trained teachers.
- (4) Lack of encouragement to teachers who have not finished college to complete their college work through in-service training programs.
- (5) Possible lack of sufficient in-service training and extension programs to provide opportunities for teachers to continue their education.
- (6) Lack of facilities and adequate support for major teacher education institutions which serves to limit enrollment of many qualified students desiring to prepare themselves for teaching.

Although some progress has been made over the past several years, Virginia faces a continuing shortage of qualified teachers in its public school system.

Need for Men Teachers

There has been a continuing general concern in Virginia that more men should be attracted to the teaching profession. A persuasive reason for recruiting more males as teachers is the relatively large percentage of drop outs among the female graduates of our teacher training institutions because of marriage and the starting of families. ⁴ A recent sur-

¹ VEA, *The Educational Level of Virginia's Teachers*, 1962-63, p. i.

² *Ibid.*

³ *Ibid.*

⁴ *Virginia Schools in the Space Age*, Report of the Commission on Public Education, 1961, p. 55.

vey of graduates from Madison College showed that of 142 women who started teaching after graduation in 1951, only 32 remained in teaching by 1959. It has been estimated that approximately 75 per cent of the intervening losses between 1951 and 1959 were due to marriage and family responsibilities.¹

When less than one-fourth of the female teachers remain in teaching beyond six years, it raises some questions about the State's investment in the preparation of these teachers. At the present time, scholarship aid to cover tuition is granted to prospective teachers with the provision that a year of teaching is required for each year of scholarship aid. It is believed that if more men could be attracted to the teaching profession that such scholarship aid could produce longer range returns to the State. On the other hand, one of the basic reasons that more men do not enter the teaching profession is due to the low salary scale. Even when beginning salaries are reasonably adequate to attract male teachers, subsequent salary scales do not provide sufficient support for a teacher and his family in later years. Male teachers often drop out of teaching when other positions with higher salaries become available.

During the last six years (to 1962-63), the percentage of men teaching in Virginia has risen from 12.8 per cent (3,671) to 22.6 per cent (8,722), but only 10.2 per cent (2,259) of all teachers in the elementary schools are male. More male teachers are desirable in all levels of the public school system.

One way, in addition to higher salary scales, that more male teachers can be attracted into public school teaching is to provide greater opportunities for men to enter teacher training programs. Several Virginia institutions of higher learning could develop or expand teacher preparation programs to provide such opportunities for male students. Specific suggestions and recommendations on this point will appear in following portions of this report.

Elementary School Teachers

The problem of the teacher shortage in Virginia is particularly acute in the elementary schools. Although Virginia's supply of elementary teachers is increasing, there is still a continuing shortage of qualified teachers in this area. In 1962-63, Virginia increased its supply of elementary teachers by 20.6 per cent, while the nation as a whole was increasing its supply by only 7.1 per cent.² Such gains, however, must be viewed in terms of the total picture of the preparation of teachers. Virginia continues to rank well below the average in the nation in terms of the number of elementary teachers who have finished four or more years of college. Only 71 per cent of all elementary teachers in Virginia hold college degrees.

In 1960-61, Virginia colleges graduated only 536 teachers who actually prepared to teach in the elementary grades. For the following year, the public schools in Virginia employed 2,259 new elementary school teachers. Thus, 1,723 teachers had to be secured from sources other than Virginia institutions of higher learning. Some of those employed were from other states where they had prepared to teach in elementary schools. A large proportion, however, were individuals who had prepared to teach in secondary schools; several hundred did not actually prepare to teach at all, since they qualify only for the Collegiate

¹ *Ibid.*

² NEA Research Report, *Teacher Supply and Demand in Public Schools*, 1963, p. 10.

Certificate; and more than 300 were emergency teachers with Special licenses.¹

Some of the progress that Virginia has made in the field of elementary education is shown in Table 8.²

TABLE 8
CERTIFICATION OF ELEMENTARY TEACHERS
1951-52 TO 1962-63

	1951-52	1962-63
Number of Elementary School Classroom Teachers	13,829	19,176
Number Holding Special Licenses	2,119	1,747
Percentage Holding Special Licenses	15.3	9.1

If "it is reasonable to believe that there is a direct relationship between the success of children in school and the qualifications of the teachers," then a continuing goal must be for every teacher in Virginia public elementary schools to meet fully the qualifications adopted for certification of teachers by the State Board of Education.³

Although Virginia has been making steady progress in the area of preparing teachers for the elementary schools, the shortage of qualified teachers will continue to be serious enough to warrant concerted action for some years to come.

Secondary School Teachers

The teacher shortage in Virginia secondary schools, although still serious, is showing signs of improvement. In 1961-62, 95.5 per cent of the 14,515 teachers employed held collegiate or collegiate professional certificates.

Of 2,658 high school teachers newly employed in 1962-63, 850 (32 per cent) came from Virginia colleges; 754 (28.4 per cent) came from out-of-state institutions; 605 (22.8 per cent) transferred from other states; 352 (13.2 per cent) returned to teaching; and 97 (3.6 per cent) were granted Special Licenses.

Although more than 95 per cent of the high school teachers in Virginia have completed a college education, one of the major problems continues to be the assignment of teachers to teach subjects for which they have not been prepared to teach. This generally occurs when there is a need for additional classes to be taught in a given school in a certain subject. If an endorsed (prepared and certified) teacher is not available to teach these classes, then a teacher prepared to teach in another subject is often drafted to teach a subject outside of his usual field(s) of preparation. The following analysis (Table 9) shows the twelve fields with the highest percentage of teachers not endorsed to teach a given subject:

¹ *Ibid.*

² Virginia Department of Education, *Elementary Education in Virginia—A Progress Report*, Informational Service Bulletin, No. 6, May, 1963.

³ *Ibid.*

TABLE 9

THE NUMBER AND PERCENTAGE OF TEACHERS INVOLVED IN TEACHING SUBJECTS FOR WHICH THEY WERE NOT ENDORSED IN 1961-62¹

Subject	Number of Teachers	Per Cent of Total
Physics	69	29.2
History	251	23.0
Distributive Education	21	21.4
General Science	279	20.6
Business Education	135	15.2
Mathematics	341	13.3
Industrial Arts	64	13.0
U. S. History and Geography	112	12.4
Sociology	7	11.9
Health and Physical Education	219	10.9
Chemistry	41	10.2
Art	37	10.0

Appendix Table 7 shows the total number of teachers by high school subjects they taught in 1961-62 with the number and percentage not certified to teach these subjects. While English and foreign languages of the academic subjects showed the fewest non-certified teachers, other subjects, particularly in the sciences and mathematics, show that there is some basis for concern. It is apparent that shortages of qualified high school teachers apply to a number of major teaching fields. If the public high schools of Virginia are to reach their full potential of excellence, then more attention needs to be given to preparing an adequate number of qualified high school teachers through programs of basic teacher preparation, in-service training, extension and graduate programs.

The distribution of new teachers by teaching position in the high schools of Virginia is shown for each of three years in Appendix Table 8. The data show a gradual increase in the number of teachers teaching in only one field over the last three years.

New Teachers Needed

During 1962-63, Virginia needed 6,347 new teachers in its public school system. Only 5,757 new teachers were employed, however. Of those who were employed, 303 had to have special licenses to teach. Including these special licensees, Virginia was actually short 890 qualified teachers in 1962-63. Appendix Table 1 shows the number of new teachers needed for each purpose and the number supplied from each source for the year.

Appendix Table 9 shows the number of new teachers that will be needed for each purpose (increased enrollment, decrease in overloads and double shifts, decrease in temporary teachers and to replace teacher resignations) by year over the next seven years. These figures are based on a careful analysis of past experience and a calculated effort to raise the standards of the teaching profession in the public schools through the replacement of temporary teachers.

Virginians face a critical period in the next few years. If the public schools are to perform their task in a satisfactory manner, then more qualified teachers need to be prepared in Virginia schools to meet this challenge.

¹ State Department of Education, *Virginia's Need for Teachers*, April, 1962, p. 11.

Chapter 2

TEACHER PREPARATION PROGRAMS IN VIRGINIA

Teacher Supply by Virginia Institutions

In 1962, a total of 2,208 college graduates of 11 public institutions and 15 private institutions in Virginia were prepared to teach in the public schools. These colleges reported that a total of 1,236 of these graduates were actually employed as beginning teachers in the public schools of Virginia during 1962-63. Of the remaining 972 graduates prepared to teach, 247 went to teach in out-of-state schools and 725 graduates who had prepared to teach actually went into other occupations or were married. Appendix Table 10 shows the number of graduates who prepared to teach at each of the 25 collegiate institutions.

Since there were 1,667 beginning teachers with college training in Virginia colleges who were employed in the public schools of Virginia in 1962-63, there were as many as 431 beginning teachers who were either not officially prepared to teach or who had graduated in some year previous to 1962. The apparent loss of the 972 graduates who were prepared for teaching, but did not teach in Virginia schools was partially offset by these 431 teachers who had graduated from Virginia institutions.

In order to meet the great need for beginning teachers in 1962, however, it was necessary to employ 1,495 beginning teachers who had graduated from out-of-state institutions. It was necessary also to employ 1,365 beginning teachers who had transferred from other states.

A review of previous reports on the supply of teachers from Virginia institutions reveals similar patterns for the years 1960 and 1961. Appendix Table 11 shows that a total of 2,015 of the Virginia college graduates in 1960 were prepared to teach. Of that number, 1,182 actually were employed in Virginia public schools in 1960-61.

In 1962, approximately 75 per cent of the 736 graduates from Radford, Madison and Longwood Colleges, or 554, entered into teaching positions in Virginia. Since these three institutions have as their primary purpose the preparation of teachers, it is to be expected that a fairly large percentage of their graduates would fill teaching positions in Virginia's schools. Of the 3,552 graduates from all other Virginia State-supported colleges, 620, or 17 per cent, entered teaching in Virginia. All independent institutions, with combined graduating classes totaling 2,042 students reported 493 of these students entered teaching. This represents 24 per cent of the total number of graduates. Appendix Table 12 shows the number of graduates with bachelor's degrees and the percentage entering teaching for each of the Virginia institutions for the year 1962.

Approximately 62 per cent of those students who completed teacher preparation programs in Virginia's public colleges and graduated in 1962 actually began teaching in Virginia public schools in 1962. On the other hand, only 44.4 per cent of those students who completed teacher preparation programs in the private Virginia colleges in that year actually went into teaching in Virginia's schools. This difference is very likely due to the fact that a majority of those who enter teacher preparation programs in the public colleges are the recipients of State teaching scholarships which require a year of teaching service as repayment for each year of scholarship aid. At the present time it is not possible to use State scholarship aid in many of the private colleges in the state.

Not only do the public colleges supply the majority of the public school teachers, but a few colleges supply the majority of those produced in the public colleges. Table 10 shows the seven public colleges which supplied the majority of the teachers in 1962.

TABLE 10
SEVEN PUBLIC INSTITUTIONS SUPPLYING THE LARGEST NUMBER OF
TEACHERS FOR VIRGINIA SCHOOLS IN 1962

College	Number of Teachers
Radford	204
Longwood	184
Madison	166
Virginia State	158
Old Dominion	101
William and Mary	92
Mary Washington	83
Total	988

Thus, seven state-supported institutions furnished 988 of the 1667 beginning teachers employed in Virginia schools in 1962 while the remaining 23 institutions in the state contributed 41 per cent of the beginning teachers employed that same year.

Teacher Preparation Programs in Virginia Colleges

In an effort to assess the potential teacher preparation programs already existing in the state, the several public and private colleges were requested to complete a survey as to the major areas of study offered in each institution. Appendix Tables 13 and 14 contain analyses of the existing fields of study that could provide majors or fields of concentration to meet requirements for teacher education programs. Appendix Table 13 provides this information for the public colleges in Virginia, while Appendix Table 14 provides similar information for the private institutions in Virginia. The fact that a given college offers a major in some field does not mean, however, that it is currently being utilized for teacher training programs. It simply means that this program is a potential resource for any recognized program of teacher preparation.

Appendix Table 15 presents a summary chart of the number of existing collegiate programs in which teachers could be endorsed for teaching in the public schools of Virginia. This summary chart is intended to provide a general picture of the number of institutions under either public or private control in Virginia that have the basic curricular programs in which public school teachers could be endorsed. This summary does not include an analysis of the professional education programs that are required in the certification of teachers for the collegiate professional certificate.

A review of Appendix Table 15 shows that a majority of the public and private institutions in the state could provide sufficient numbers of courses in such fields as English, Mathematics, Biology, Chemistry, History, Music and General Science. A majority of the public colleges now provide programs in Elementary Education and Physical Education.

When related to the probable needs for prepared and endorsed teachers as shown in Text Table 9, there appears to be a shortage of pro-

grams in the following subject areas: Distributive Education, Business Education, Industrial Arts, and Physical Education. It is difficult to draw general conclusions from this type of data because the lack of endorsed teachers may not be as dependent upon the availability of programs as it is dependent upon the lack of students who are interested in preparing to teach in specific fields. Thus, the expansion of existing programs or the development of additional programs in teacher preparation will have to be viewed in terms of the availability of students and programs.

In the course of this study, no attempt has been made to assess the relative strengths or weaknesses of the various teacher preparation programs in either the public or private colleges. The types of courses and the quality of the teacher preparation programs is the subject of a continuing study by the State Department of Education and the representatives of the various colleges involved in teacher preparation programs. Thus, there is a constant effort being made to strengthen the quality of teacher preparation.

With the exception of a few fields of study, it is the considered opinion of the Advisory Committee that the existing teacher preparation programs in the public colleges in Virginia could be reasonably adequate in providing suitable education for students who seek training as teachers for the public schools. The basic problem, then, appears to be not so much a lack of suitable training programs as a lack of students seeking to prepare for teaching.

Since many students are not challenged to prepare for teaching careers until after they have had one or two years of college education, some thought should be given to providing broader teacher preparation programs in some institutions that do not now have these broad training programs. Some thought should also be given to the potential teacher trainee who starts his college education in one institution and then may need to transfer to another institution to continue his training in a specialized field of study.

Teacher preparation programs can be developed in several of the four-year community colleges that are now growing so rapidly. The rapid growth of these institutions is due in part to the fact that residential institutions are already overcrowded and the fact that it is somewhat less expensive to the student to attend a college that is within daily commuting distance of his home.

Better Utilization of Existing Teacher Preparation Programs

If it is assumed that, for the most part, the existing teacher preparation programs are reasonably adequate in terms of the number of such programs, it cannot be assumed that these existing programs are being utilized to their fullest possible extent. The following proposals are suggested for more complete utilization of existing teacher preparation programs:

1. The existing institutions that are engaged primarily in the preparation of teachers could be enlarged. In recent years each of these institutions has been faced with the necessity of turning away applicants who would have been considered "qualified" simply because there was not sufficient dormitory space to accommodate them. If adequate physical facilities were made available to these institutions, as many as three to five hundred more

women students could be admitted to these institutions without lowering the quality of the student body.

2. Existing institutions that engage in preparing teachers for public schools could prepare more teachers through year-round use of staff and facilities. Many of Virginia's educational facilities are not utilized fully during the summer months. In this regard, more extensive efforts may be required to encourage prospective teachers and teachers without adequate preparation to continue their studies during the summer months.
3. Scholarship aid for the summer session could be provided for students who attend private colleges where little or no teacher preparation is offered but who would like to take their teacher training in the public colleges during the summer sessions as additional work.
4. A stronger emphasis could be placed on retraining programs that are especially designed for those teachers who have been out of teaching for several years, but who are now able to come back to teaching. Such retraining programs could utilize existing teacher preparation programs, staff and facilities, but they should be made more available to prospective teachers through extension-type programs.
5. Colleges, both public and private, could plan an organized program to identify and encourage capable students to prepare to teach in the public schools. This would more fully utilize the existing teacher preparation programs in these colleges.

Proposed Expansion of Programs in Public Institutions

Although there may be a sufficient number of teacher preparation programs in most subject matter areas, there are a few areas and programs that could be expanded and developed to provide for more adequate resources for preparing public school teachers in Virginia's public colleges:

1. Virginia Polytechnic Institute could strengthen and broaden its teacher preparation program in industrial arts, business, education, technical institute programs, physical and life sciences, physical education, and those liberal arts areas in which majors are now offered.
2. Richmond Professional Institute could strengthen and broaden its existing teacher preparation program in many of the basic liberal arts subject fields and in elementary education. Existing programs of business education, art education, music education, distributive education and physical education could be strengthened and be brought into an organized relationship with new education programs to form a school of education.
3. Old Dominion College could broaden its existing teacher preparation program in several of the arts and sciences and at the master's degree level.
4. The University of Virginia could broaden its existing teacher preparation program at the graduate level.

Expansion of Programs in Independent Institutions

As many as 16 independent colleges have some type of teacher preparation program. In 1962 there were 477 graduates of these insti-

tutions that were employed as teachers in the public school system of Virginia. These 477 teachers represented more than 25 per cent of the total number of graduates from these colleges for that year. As many as 755 students that graduated from these institutions that year had actually taken some type of teacher preparatory course of study. Thus, Virginia now relies heavily on this source of training for its public school teachers without providing very much in the way of investment for this training.

In spite of what the independent colleges are already doing for teacher preparation, there are many independent college representatives who feel that even more could be done. Within the designated purposes of these institutions and within the limitations of support available, some institutions could expand their teacher preparation program with the addition of a few courses of study and the addition of a specialized staff member or two. Additional expansion in the programs could be developed also in terms of encouraging capable students to prepare for teaching. As more and more college faculty members recognize that the training of teachers is a worthwhile goal for the student, the institution and the nation, there may be more students seeking to enter the teaching profession with a background of education in an independent college.

Needs for School Personnel with Specialized Training

In addition to the need for regular classroom teachers at the elementary level and the secondary level in many subjects, there are some emerging needs in several specialized areas of school personnel. These include the following: (1) school librarians; (2) school psychologists; (3) guidance counselors; (4) dieticians for school cafeterias; (5) art teachers; (6) music teachers; (7) teachers for exceptional children; (8) physical education instructors; and (9) teachers for technical programs. Although some of these personnel needs involve advanced training at the graduate level, some attention needs to be given to providing appropriate undergraduate training for several of these specialized teaching and non-teaching functions.

At this point it is not possible to identify particular institutions that could develop training programs to meet some of the needs enumerated above. Further study and planning should proceed with the aim of identifying the most appropriate institution or institutions to develop such programs. In some areas, such as school librarians and teachers of technical subjects, there is some urgency for the training of persons who can begin to meet existing and emerging needs in the public school programs of Virginia. A discussion of some special programs appears in Chapter 4 of this report.

Chapter 3

TEACHER RECRUITMENT IN VIRGINIA

The Need for More Able Teachers

Virginia's public schools are dependent upon other states to prepare approximately 50 per cent of the beginning teachers employed each year. In addition, over three hundred teachers employed in 1962-63 were not fully qualified according to the Virginia State Department of Education. This does not include a shortage of nearly 600 teachers that were needed but not employed.

In an effort to provide an adequate supply of qualified teachers for its public schools, Virginia must not only expand its facilities and programs for training more teachers, but it must somehow recruit a larger number of able students who will prepare to teach in Virginia institutions.

Sterling M. McMurrin, in the 1962 issue of the *American Association of Colleges for Teacher Education*, said: "Here without any question is the heart of our problem and here is our central task: to bring to the classroom, seminar, and laboratory the large numbers of teachers of high qualification that are necessary to the full success of the educational enterprise."

In the final analysis, one of the basic problems is that of recruiting able young people in larger numbers to prepare as teachers for the public schools of the nation as well as Virginia.

The "Image" of the Teacher

In assessing the problem of recruiting teachers, the following points are worth noting:

1. The teaching profession is still primarily a profession for women. Only 23 per cent of the teachers in Virginia are men; and only ten per cent of the elementary teachers in Virginia are men.
2. Many educators have become aware of the fact that the quality of students entering the teaching profession today is not commensurate with the quality of students entering the other professions.
3. Many of the more able students who do enter teaching are often lured away by industry or are enticed away from the classroom by the need to make higher salaries in administrative positions in schools and elsewhere.
4. The competition for the most able young men and women is increasing in today's world where the emphasis has been placed on professions related to science and technology as having higher "prestige".
5. Teacher preparation programs in colleges and universities have not always been challenging to students. This has resulted in more able students passing up such training programs.
6. Because of the relatively low salary ceilings in most school divisions, there has been little incentive for the able teacher to realize his full potential in terms of monetary value.

In summary, the "image" of the teacher in America at this time is not an attractive one. For this reason, parents, teachers and counselors tend to discourage youth from entering teaching and tend to encourage them to enter other professions that appear to be more challenging and rewarding. Although a major part of this picture appears to be quite dark, there are some signs of concern and hope that the "image" may be changed, even though it will be done gradually and at great effort.

Some of the signs that are appearing to help make the teaching profession a more challenging and rewarding enterprise today include:

1. More than 75 communities across the nation, including one in Virginia, have recently raised salary ceilings above the \$10,000 level in an effort to attract and retain qualified teachers in the public schools. The very fact that such salaries are available to meritorious teachers will serve to lift the hopes of teachers now in the profession and those to come.
2. Leaders in business, industry and government have reemphasized the importance of quality education from pre-school through the most advanced graduate programs in order to equip Americans with the knowledge and skills to live in and direct the affairs of a modern nation. Quality education is dependent upon an abundance of qualified teachers in all levels of education.
3. Virginians are becoming more and more aware of the need to upgrade all levels and types of education for the citizens of the Commonwealth if there is to be adequate industrial and economic development and a continuation of the great cultural heritage of the state in the future. This depends upon a sufficient number of qualified teachers.

Some Proposals for Recruiting Teachers

The following proposals are aimed at the need to interest more able young Virginians in selecting teaching as a career:

1. There should be a coordinated and dynamic program of disseminating accurate and appropriate information about the teaching profession—its challenges and rewards as well as its requirements—in Virginia.
 - A. Such an informational program should involve the cooperative efforts of the following agencies and groups:
 - (1) the State Department of Education
 - (2) the State teachers associations
 - (3) the State parent-teachers associations
 - (4) public and private colleges that have teacher preparation programs
 - B. Such an informational program should seek to utilize:
 - (1) local and state-wide communications media where possible
 - (2) information available from national education associations
 - (3) the assistance of local high school guidance counselors
 - (4) the assistance of college faculty and counselors

2. Local chapters of Future Teacher Associations should be promoted and encouraged in high schools throughout the state.
3. Continuing efforts should be made by the colleges to upgrade the programs of teacher preparation in order to challenge more able students to select this field of endeavor.
4. In order to attract more men into the teaching profession, school divisions should be encouraged to inaugurate plans for merit salary increases. Such plans should be, where feasible, supported by the General Assembly.

Through these and other proposals that may be developed by interested and concerned groups in Virginia, it is hoped that progress may be made in the not too distant future to recruit more and more able young people for the important task of teaching in the public schools of Virginia.

Chapter 4

SOME SPECIAL PROGRAMS IN TEACHER PREPARATION

In-Service Education of Teachers

At the present time there are approximately 6,500 teachers in the Virginia public schools that have not completed a four-year college degree program. Many of these teachers qualified to teach under earlier certification requirements, and they should be encouraged to continue their education at least through the bachelor's degree.

Even an undergraduate college education at its best can only prepare one to begin to teach. It is what happens after one enters the profession that makes a good teacher. Teachers need to keep abreast of new developments in their teaching fields—in content, materials, and methods. Many teachers are given teaching assignments in subjects in which they have not been prepared. For these and other reasons, a well-defined program of in-service education of teachers now engaged in teaching is an essential program for all teachers at the various stages of their preparation and development.

Virginia already has the basic foundation of a good in-service education program, but it continually needs to be enlarged and supported by the teachers, the local school divisions, and the public-supported colleges with teacher preparation programs.

As a result of specific legislative appropriations by the 1960 General Assembly, the state began a program of providing financial assistance to the local school divisions in order to help teachers gain a higher level of proficiency in their teaching fields. More financial support will be needed for this program in the future. Local school divisions should encourage their teachers to take advantage of these programs. The public colleges now offer a wide variety of extension courses, summer institutes and summer session courses. These offerings by the public colleges need to be reviewed periodically to provide the best possible selection of courses and institutes in the most convenient locations to assist the teachers in continuing their education.

Graduate Education Programs

It is becoming increasingly apparent that teachers in the public schools need greater depth of preparation in their teaching fields. The ever-changing nature of the subject matter and the need to relate one subject field with supporting fields further emphasizes this need for greater depth of preparation. The basic need for teachers to have a broad liberal education is also important. Even elementary school teachers need more depth in their preparation, especially when many of them are required to teach as many as ten different subjects.

These facts combined with the equally important need for teachers to have sound professional training make it more and more difficult to complete satisfactory teacher preparation programs within the four years required for a baccalaureate degree.

The development of fifth-year programs in teacher preparation has been gaining considerable attention throughout the nation in recent years. Several states now require a fifth year of college work in granting a

standard certificate for secondary school teaching in the academic fields, and several states have this requirement for elementary school teaching. In addition, some colleges and universities have recognized that their graduate programs were not adequately meeting the needs of the classroom teacher and consequently have reorganized their master's programs; others have expanded 4-year programs to include a fifth year.

The Master of Arts in Teaching Degree Program

Three state-supported institutions of higher learning in Virginia have already inaugurated teacher education programs leading to the Master of Arts in Teaching Degree. The University of Virginia, the College of William and Mary and Virginia State College have developed programs of systematic study set up to provide initial preparation for teaching for college graduates who have taken few or no courses in education. Such a fifth-year program involves additional study in a subject matter field plus basic professional education courses and perhaps some type of intern service experience under supervision as requirements for the degree. It is believed that this type of program could provide a good avenue for certain groups of people to enter the teaching profession. Five such groups are identified:

1. Recent graduates in the liberal arts.
2. Recent graduates whose majors have been in professional areas (business, engineering, nursing, etc.) other than education.
3. Older college graduates who are retiring from business, military service and other professions.
4. College graduates of various ages in professions other than education who wish to prepare for teaching.
5. Women who are college graduates and who wish to enter teaching as their home and family responsibilities require less time.

Although this type of fifth-year program has just begun in Virginia it holds some promise for providing a means of drawing more able teachers into the public schools.

Other Fifth-Year Programs

In many states that now have five-year programs, the procedure usually followed in requiring an additional year of study is to first issue a provisional (non-renewal) certificate based on the usual four years of college preparation. Teachers are then allowed a specified number of years in which to complete an additional year of study or to complete a Master's degree, after which they are eligible for regular certification. The time is at hand to consider seriously the potential for developing this type of program in Virginia. Virginia now ranks well below the average state in terms of the number and percentage of its teachers that hold the Master's degree. Table 11 shows the number and per cent of Virginia teachers holding such a degree.

TABLE 11
 VIRGINIA TEACHERS HOLDING THE MASTER'S DEGREE, 1962-63

Teaching Classification	Total No. of Teachers by Classification	Total No. Holding M.A.'s	Per Cent Holding M.A.
High School	14,849	2,576	17.2
Counties	9,858	1,417	14.4
Cities	4,991	1,159	23.2
Elementary	20,978	1,239	5.9
Counties	13,770	564	4.1
Cities	7,208	675	9.4
Supervisory Personnel	2,721	1,596	58.7
Counties	1,930	994	51.9
Cities	791	602	76.1
Totals	38,548	5,411	14.1

Note that 5.9 per cent of Virginia elementary teachers hold a master's degree. This compares with 14 per cent for the nation. For high schools, the Virginia percentage is 17.2 as compared with the national percentage of 36.1 (as of 1960-61).

The primary concern of this report is to emphasize the need for more qualified teachers to be prepared in Virginia institutions. The attainment of a master's degree is one measure of the quality of the teacher who is needed to teach in the public schools in Virginia. The following proposals are made to encourage an increase in graduate study in Virginia:

1. Steps should be taken, both state-wide and locally, to provide substantial salary differentials for teachers who have earned a master's degree.
2. In addition to the summer school scholarships that are now available to teachers for completion of a college degree, additional assistance should be provided for teachers earning credits toward a master's degree.
3. Studies should be started in the near future among the colleges now offering teacher preparation programs as to the feasibility of developing a five-year program of preparation for all teachers.
4. The State should establish criteria for evaluating and approving all fifth-year programs.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

The Present Situation in Virginia

There is a severe shortage of qualified teachers in the public schools of Virginia. For the school year 1962-63, Virginia needed 6,347 new teachers to replace those who resigned from teaching (4,659); to take care of increased enrollments (1,304); to assist in reducing overloads and double shifts (119); and to replace teachers employed on a temporary basis (265).

Out of 6,347 new teachers needed, only 5,757 were actually hired. Of this number 1,667 came from Virginia colleges—public and private. New teachers from out-of-state institutions and teachers transferring from out-of-state to Virginia accounted for an additional 2,860 teachers. Also, 927 former teachers returned to the classrooms this year. The total of 5,454 from all of these sources left a net shortage of 893. This shortage was relieved only by employing 303 teachers on special licenses and by increasing teaching loads.

Of the total number of new teachers hired in Virginia in 1962, 2,897, or 50.3 per cent, came from Virginia institutions. Another 2,860, or 49.7 per cent, came from institutions outside of Virginia. For a number of years, Virginia has been getting more than half of its teachers from out-of-state institutions. This year, for the first time, slightly more came from Virginia.

Although steady improvement has been made over the last 10 to 15 years in reducing the number of teachers holding temporary and special licenses, additional progress needs to be made. Today, about 16 per cent of Virginia's teachers have licenses based on less than four years of college preparation, as compared with 32 per cent of the teachers having such licenses in 1951. About 10 per cent of Virginia's teachers have postgraduate professional certification today as compared with 3 per cent in 1951. Virginia still ranks very low among all states in the Nation in terms of the number of teachers with advanced (master's level) training.

The most severe shortage of teachers occurs in the elementary schools. Only 71 per cent of all elementary teachers in the State hold college degrees. In addition to this fact, many elementary teachers with college degrees have not prepared to teach in the elementary grades.

Only 23 per cent of Virginia's teachers are men. This represents a slight increase over previous years, but there still are not enough men teachers in Virginia. Low salary levels and ceilings may be keeping many able men from the teaching profession.

There are some shortages in selected fields of study in the high schools of the State. A number of secondary school teachers are assigned to teach courses for which they have not been prepared adequately. This occurs most frequently in such fields as physics, history, general science, business education and mathematics.

While most urban areas of the State appear to be supplied fairly well with qualified teachers who have had collegiate training, many rural areas

have as many as 50 per cent of their teachers without college degrees. Virginia not only is in short supply for qualified teachers in general, but certain areas of the State suffer critical shortages.

Teacher Preparation Programs in Virginia

In 1962, 1,667 graduates of eleven public colleges and fifteen private colleges in Virginia were employed as beginning teachers in Virginia. Seven of the public institutions provided 988 of these teachers, or 59 per cent of the total number graduated.

An average of 75 per cent of the graduates of three Virginia institutions (Longwood, Madison and Radford) entered teaching in Virginia in 1962. Seven of the other public institutions had an average of 18 per cent of their graduates enter teaching in Virginia. Sixteen of the private institutions had an average of 28 per cent of their graduates enter teaching in Virginia.

A careful review of teacher preparation programs, by field of study and by institution, in both public and private institutions in Virginia, revealed very few gaps in the number and diversity of teacher preparation programs. Several public institutions which now have some teacher preparation programs and a great student potential could expand or broaden their programs to provide more opportunities for teacher training. These include: Virginia Polytechnic Institute, Richmond Professional Institute and Old Dominion College.

Representatives of some of the private institutions have indicated that their institutions might be able to expand their teacher preparation programs in the future. This should be encouraged.

Training programs that appear to be needed for non-teaching positions in the public schools include: librarians, guidance counselors, psychologists and dieticians.

Some of the existing teacher preparation programs and facilities could accommodate more students. On the other hand, several institutions whose primary purpose is that of preparing teachers, have been forced to turn away several hundred students each year due to lack of dormitory space. In general, existing teacher preparation programs will need some expansion and some new programs will need to be developed.

Teacher Recruitment in Virginia

If Virginia is to overcome the lack of qualified teachers, an increasing number of able students must be attracted to the teaching profession. This will require continuous efforts to provide a more attractive public image of the profession. This can be accomplished through more adequate salaries, more effective counseling of students, more challenging academic programs in teacher preparation and a general recognition of the importance of the teaching profession to the total educational level and well-being of the citizens of the State.

It is proposed that the State Department of Education expand its public informational services and seek the cooperative backing of many professional and lay groups in getting across the challenges and rewards of a teaching career to promising students throughout the State.

Some Special Programs in Teacher Preparation

The value of in-service training programs has long been recognized as an excellent means of increasing the qualifications of teachers. Virginia

now has a broad program of this type. This program needs to be reviewed periodically by the State Department of Education and the institutions providing teacher preparation programs.

The increasing requirements for providing basic liberal education and professional training for teachers makes it more difficult to accomplish the desired task in four years. Virginia may soon be in a position to explore the possibility of requiring a fifth year of study on the part of the teacher before the teacher is granted a regular teaching certificate.

Another type or fifth-year program is that which involves the Master of Arts in Teaching degree. Liberal arts graduates are given additional subject matter preparation and professional training for a year or more beyond the bachelor's degree. This program holds many possibilities for attracting more able teachers to the profession. Three Virginia institutions are now engaged in developing this program.

CONCLUSIONS

The following Conclusions may be drawn from this study:

1. There is a severe shortage of qualified teachers in Virginia. Although there has been some improvement in certain phases of the supply of qualified teachers, Virginia is still relying too heavily on teachers prepared in other states and teachers with less qualifications than are desirable.
2. The teacher shortage is particularly acute in elementary schools and in certain rural areas of the State. There are not enough male teachers in Virginia's public schools.
3. Some secondary schools have had to use poorly prepared teachers to teach such subjects as physics, history, general science, business education and mathematics.
4. The majority of the Virginia-trained teachers come from a few schools whose primary purpose is that of training teachers. These same schools have been forced to turn away hundreds of students each year during the past few years because of the lack of dormitory space. If the facilities of these schools could be expanded at this time when many more students will be seeking to enter college, it could provide substantial increases in the number of teachers for Virginia.
5. In general, there is an adequate number of teacher preparation programs in Virginia. Several public institutions could broaden their teacher preparation programs to provide more opportunities for students from their communities or campuses. These include: Virginia Polytechnic Institute, Old Dominion College and Richmond Professional Institute.
6. Many of the public and private institutions of higher learning are now providing a number of teachers from among their graduates. These institutions could provide even more students for teacher preparation if there is an organized effort made by faculty and student counselors to encourage able students to consider the teaching profession.
7. If the teaching profession is to attract more able students, greater efforts will have to be made to provide better salaries, greater prestige and challenging opportunities for service.

8. Special programs such as fifth-year programs, the Master of Arts in Teaching programs and in-service training programs can provide better qualified teachers in Virginia.
9. The development of adequate teacher preparation programs is a continuing challenge to institutions and the State. The State Department of Education has provided valuable guidance to the institutions in Virginia in strengthening teacher preparation programs. There is also a need for a group such as the current Advisory Committee on Teacher Education to continue working at the problem of identifying program needs and institutional participation.
10. Virginia is not likely to solve the problem of gaining an adequate supply of qualified teachers unless a number of concrete steps are taken in the near future. The problem may very well get worse before it gets better.

RECOMMENDATIONS

The following recommendations are made for the consideration of the State Council of Higher Education, the State Board of Education and the General Assembly of Virginia:

1. Those public colleges whose primary responsibility is that of preparing teachers should be provided with the necessary funds and assistance to allow for appropriate increases in their student enrollments as a means of providing more teachers for Virginia public schools. Such expansion should proceed at the earliest possible moment with due consideration for maintaining academic excellence and quality in the teacher preparation programs. Included in this group of institutions should be Longwood, Madison and Radford Colleges.
2. The following public institutions of higher learning should be provided with the necessary funds and assistance to allow them to broaden their teacher preparation programs to provide more opportunities for students to prepare for teaching as a career: Richmond Professional Institute, Old Dominion College and Virginia Polytechnic Institute.
3. Public institutions of higher learning should be encouraged to continue the development of appropriate graduate programs in teacher preparation. The University of Virginia, Virginia State College and the College of William and Mary should continue to give emphasis to the Master of Arts in Teaching degree program.
4. All public and private institutions of higher learning in Virginia should be encouraged to review their academic programs and student counseling programs with a view toward seeking appropriate ways of challenging able students to prepare for teaching as a career.
5. Existing in-service training programs for Virginia's teachers should be supported and expanded to insure continued professional growth and development on the part of Virginia's teachers.
6. All public and private institutions of higher learning in Virginia with teacher preparation programs should be encouraged to continue working closely with the State Department of Education toward the end of providing for continual improvement in teacher certification requirements for the teachers of Virginia.

7. In order to attract more qualified teachers, particularly male teachers, school divisions in Virginia should be encouraged to provide more adequate salary scales and explore the feasibility of developing merit salary plans.
8. State funds for teacher education scholarships should continue to be increased in proportion to the increasing demand from students desiring to enter the teaching profession. Consideration should be given to increasing the amount of each scholarship as the costs of attending college continue to increase. More flexibility should be provided in the granting of such scholarships for limited periods of study such as summer sessions.
9. Additional scholarship funds or financial assistance should be made available to students seeking approved graduate training.
10. The serious nature of the teacher shortage and the developing and changing aspects of the problem of providing an adequate number and variety of teacher preparation programs requires continuous study. The State Council of Higher Education and the State Board of Education should jointly authorize the continuation of an Advisory Committee on Teacher Education to work with these agencies to promote and guide the appropriate development of adequate teacher education programs in Virginia's colleges.

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Exhibit A

CHAPTER 436

*An Act to appropriate certain funds and to direct a study
of the present and future teacher supply.*

(H 238)

Approved March 31, 1962

Be it enacted by the General Assembly of Virginia :

1. § 1. The Council of Higher Education, in conjunction with the State Department of Education, is directed to undertake a complete study of the instructional needs of the public schools of Virginia in terms of present and future teacher supply, and that the study be made with a view toward determining the potentials of each of the State-supported institutions of higher learning for making a contribution to the training program for teachers in the public schools of Virginia. Such survey shall include a determination of present and projected teacher needs in Virginia both in terms of numbers and by subject and grade level. The Council is directed to complete its study and report to the Governor by July one, nineteen hundred sixty-three.
2. An emergency exists, and this act is in force from its passage.

TABLE 1
AN ANALYSIS OF TEACHER SUPPLY

1962-63

	Sub-totals	Grand (Per- Totals centages)
<u>A. No. New Teachers Needed This Year</u>		6,347
Increased Enrollment	1,304	
Resignations	4,659	
Reduce Overload and Double Shifts*	119	
Decrease Temporary Teachers*	265	
<u>B. Supply Available This Year</u>		5,757 (100.0)
High School	2,658	
Elementary	3,099	
From Virginia Colleges	1,667	(28.9)
High School	850	
Elementary	817	
From Out-of-State Institutions	1,495	(26.0)
High School	754	
Elementary	741	
Transfer from Out-of-State	1,365	(23.9)
High School	605	
Elementary	760	
Return to Teaching	927	(16.1)
High School	352	
Elementary	575	
Special License	303	(5.3)
High School	97	
Elementary	206	
<u>C. Net Teacher Shortage</u>		590
	<u>Number</u>	<u>Per Cent</u>
Total New Teachers from Virginia	2,897	50.3
Total Teachers from Out-of-State	2,860	49.7

*Prorated over an 8-year period.
Source: Virginia State Department of Education.

TABLE 2
 PROJECTED ANNUAL ENROLLMENT UNTIL 1970
 AND THE ADDITIONAL TEACHERS NEEDED EACH YEAR FOR THE INCREASED ENROLLMENT

	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Total Enrollment	933,830	964,647	989,964	1,006,295	1,020,766	1,034,566	1,049,673	1,065,000
High School	297,779	311,307	322,152	326,384	331,763	340,551	351,176	362,500
Elementary	636,051	653,340	667,812	679,911	689,003	694,015	698,497	702,500
Additional Teachers Needed								
Each Year for the Increased Enrollment	1,304	1,219	1,024	614	605	606	680	699
High School	870	676	542	211	269	439	531	566
Elementary	434	543	482	403	336	167	149	133

Source: Virginia State Department of Education.

TABLE 3
REASONS FOR RESIGNATIONS OF TEACHERS, 1962-63

Reason (See Code Below)	Elementary	Secondary	Elem. & Sec.	Spec. Subj Teachers	Head Teachers	Prin. Comb. School	Elem. Principal & Asst. Principal	Sec. Principal & Asst. Principal	Visiting Teachers	Elem. Supervisors	Sec. Supervisors	Gen. Supervisors	Dir. of Instruction	Other Supervisory Positions	Total
A	2	5				4	1				1		3	4	20
B	398	472	8	3	4	7	20	10	2	4	1	2	2		933*
C	240	329	4	9	4	2	7	5		1			2	2	605
D	1,027	549	9	34	1		2		1					1	1,624
E	96	199	4	6	1	2	5	4				1			318
F	15	56		1			2								74
G	97	136	2	3	2			2							242
H	121	58	1	4	1		3	1	1					1	191
I	49	60	1	2											112
J	238	92	8	2	7		17	3	1	4				5	377
K	36	17	2	2	1	3	10	2				1			74
L	99	155	1	7	1		4	2		1		2		1	273
M	505	244	4	14	2										769
N	63	30		1											94
Total	2,986	2,402	44	88	24	18	71	29	5	10	2	6	7	14	5,706

Actual Withdrawal of Classroom Teachers Only

	Elementary	Secondary	Combined Schools and Special Teachers	Total
Total Withdrawals	3,010	2,402	132	5,544
Changed Divisions	402	472	11	885
Net Loss	2,608	1,930	121	4,659

CODE: A, Transfer to non-instructional duties with system; B, Accepted teaching position in another school division in Va.; C, Accepted teaching in another state or private school; D, Resigned teaching for marriage, household duties, pregnancy; E, Left teaching to accept private employment; F, Military Service; G, Leave of Absence, study or travel; H, Illness; I, Unsatisfactory service; J, Retirement; K, Death; L, Other; M, Transfer of husband to another location; N, Not reemployed—replaced by certified teacher.

* Numbers listed in this line are not lost to the profession. Actual loss to teacher supply is 4,773, since 933 teachers merely changed positions. Source: Virginia State Department of Education.

TABLE 4
 A COMPARISON OF THE NUMBER AND PERCENTAGE OF
 CERTIFICATES AND LICENSES HELD BY VIRGINIA'S TEACHERS AND
 SUPERVISORY PERSONNEL, for 1951-52 and 1962-63

Type of Certification	1951-52		1962-62	
	Number	Per Cent	Number	Per Cent
Postgraduate Professional	717	3.05	4,042	10.49
Collegiate Professional	13,600	57.96	25,518	66.20
Collegiate	1,486	6.33	2,596	6.73
Sub-totals	15,803	67.34	32,516	83.42
Normal Prof. Certificate	4,270	18.20	3,392	8.80
Special (Certificate)	255	1.09	167	0.43
Elementary Certificate	364	1.55	529	1.37
Special License (2-year)	0	0	2,304	5.98
Special Purpose	223	0.95	0	0
Local Permit	1,506	6.42	0	0
Emergency License	1,045	4.45	0	0
Sub-totals	7,663	32.66	6,392	16.58
Totals	23,466	100.00	38,548	100.00

Source: Virginia State Department of Education.

TABLE 5
 CERTIFICATES AND LICENSES HELD BY BEGINNING TEACHERS, 1962-63*

Type of Certificate	Number	Per Cent
Postgraduate Professional	2	.06
Collegiate Professional	2,247	65.30
Collegiate	870	25.28
Normal Professional	3	.09
Special License	319	9.27
Total	3,441	100.00

TABLE 6
 ELEMENTARY TEACHERS BY TYPE OF CERTIFICATES, 1961-62

Type of Certificate	Number	Per Cent
Postgraduate Professional	727	3.7
Collegiate Professional	12,261	62.7
Collegiate	828	4.2
*Normal Professional	3,327	17.1
**Elementary	531	2.7
Special License	1,751	8.9
Others	130	.7
Total	19,555	100.0

* Discontinued for new teachers after 1942.
 ** Discontinued for new teachers after 1931.

TABLE 7

HIGH SCHOOL TEACHERS ASSIGNED TO CLASSES FOR WHICH THEY
WERE NOT ENDORSED, 1961-62

Subject	Total Number of Teachers	Teachers Not Endorsed Who Teach One Or More Subjects	Per Cent Not Endorsed
English, including Dramatics, Journalism and Public Speaking	2,867	260	9.1
Mathematics	1,810	341	13.3
General Science	1,304	279	20.6
Biology	676	67	9.9
Chemistry	400	41	10.2
Physics	236	69	29.2
U.S. History and Geography (8th Grade)	901	112	12.4
History	1,274	251	23.0
Government	789	36	4.5
Geography	747	71	9.5
Economics	67	5	7.5
Sociology	51	7	11.9
Latin	321	26	8.1
French	459	16	3.5
Spanish	303	12	4.0
German	24	0	.0
Russian	9	0	.0
Art	369	37	10.0
Music	802	76	9.5
Industrial Arts	491	64	13.0
Home Economics	688	14	2.0
Business Education	890	135	15.2
Distributive Educ.	98	21	21.4
Health and Physical Educ.	2,002	219	10.9
Diversified Occupations	68	4	6.0
Total	15,640	2,180	13.9

TABLE 8

DISTRIBUTION OF TEACHING POSITIONS BY NEW* HIGH SCHOOL TEACHERS IN VIRGINIA, 1960-61, 1961-62, 1962-63

Subject	Number Employed			No. Teaching in One Field			Per Cent Teaching in One Field		
	1960-61	1961-62	1962-63	1960-61	1961-62	1962-63	1960-61	1961-62	1962-63
Agriculture	22	24	18	20	22	18	91	92	100
Art	34	38	45	30	31	37	90	82	82
Commerce	106	102	100	103	96	99	97	94	99
English	353	348	395	201	252	273	57	72	69
Foreign Languages	80	106	107	47	69	75	59	65	70
Home Economics	70	55	51	67	49	48	96	89	94
Industrial Arts	54	63	64	51	62	58	94	98	91
Journalism .....	.....	2	2	....	1	1	....	50	50
Library Science	23	31	41	20	27	39	87	87	95
Mathematics	230	265	288	189	208	241	82	78	84
Music	68	51	60	63	50	58	93	98	97
Physical Education	158	194	159	142	168	143	92	81	90
General Science	155	207	166	108	149	122	69	72	73
Biology	25	39	59	11	20	31	44	51	53
Chemistry	13	14	22	3	5	11	23	36	50
Physics	8	6	8	1	4	4	12	70	50
Social Science	188	192	209	150	166	176	80	86	84
Speech	8	7	4	2	6	1	25	86	25
Other	61	42	55	57	36	52	86	86	95
Total	1,656	1,786	1,853	1,265	1,421	1,487	76	79	80

* Did not teach anywhere last year.

TABLE 8 (Con't.)

DISTRIBUTION OF TEACHING POSITIONS OF NEW* TEACHERS IN VIRGINIA, 1960-61, 1961-62, 1962-63

	Most Frequent Second Teaching Field			In Other Teaching Fields		
	1960-61	1961-62	1962-63	1960-61	1961-62	1962-63
Industrial Arts	1	General Science	1	1	1	
English	3	English	4	English	3	5
Mathematics	2	Mathematics	2	English	4	
Social Science	98	Social Science	54	Social Science	75	
Foreign Languages	29	Foreign Languages	19	Foreign Languages	21	26
English	22	English	19	English	21	11
English	1	General Science	3	English	2	2
Mathematics	2	Art	1	Art	1	5
		English	1	Social Science	1	
Social Science	1	Social Science	1	English	2	3
General Science	22	General Science	31	General Science	14	26
Social Science	4	Social Science	1	Social Science	1	1
Biology	5	General Science	11	General Science	6	15
Mathematics	11	Biology	21	Biology	18	37
General Science	8	General Science	7	General Science	12	12
General Science	5	General Science	3	General Science	5	6
Mathematics	5	Mathematics	1	Mathematics	2	1
Physical Education	12	Physical Education	8	Physical Education	12	18
Art	1	English	1	English	2	5
Mathematics	2	Commerce	4	Commerce	2	2
	234		193		200	157
						172
						166

96

* Did not teach anywhere last year.

Source: Virginia State Department of Education.

TABLE 9

ESTIMATED NEW TEACHERS EACH YEAR FOR ALL PURPOSES, 1962-63 — 1969-70

	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
	Elementary Grades							
For Increased Enrollment	434	543	482	403	336	167	149	133
Decrease in Overloads and Double Shifts*	119	119	119	119	119	119	119	119
Decrease in Temporary Teachers*	265	265	265	265	265	265	265	265
Replace Teacher Resignations	2,673	2,708	2,744	2,778	2,813	2,848	2,883	2,918
ST Total	<u>3,491</u>	<u>3,635</u>	<u>3,609</u>	<u>3,565</u>	<u>3,533</u>	<u>3,399</u>	<u>3,416</u>	<u>3,435</u>
	High Schools							
Increased Enrollments	870	676	542	211	269	439	531	566
Resignations	1,986	2,011	2,036	2,061	2,086	2,111	2,136	2,161
Total	2,856	2,687	2,578	2,272	2,355	2,550	2,667	2,727
Total Elementary and High School	6,347	6,322	6,187	5,837	5,888	5,949	6,083	6,162

* Prorated over an 8-year period.

Source: Virginia State Department of Education

TABLE 10
SUPPLY OF NEW TEACHERS FROM VIRGINIA COLLEGES IN 1962-63, BY COLLEGE

College	No. 1962 Graduates Prepared to Teach			No. 1962 Graduates Actually Teaching 1962-63 in Virginia			Out-of-State Teaching	Other Occup.
	Elem.	H. S.	Total	Elem.	H. S.	Total		
<u>State Institutions</u>								
William & Mary	42	105	147	31	17	48	21	78
Longwood	74	130	204	66	103	169	5	30
Madison	63	129	192	49	88	137	12	43
Mary Washington	21	76	97	17	36	53	22	22
Old Dominion	26	57	83	22	51	73	2	8
Radford	128	162	290	96	96	192	19	79
R. P. I.	16	68	84	13	32	45	6	33
U. of Virginia	14	34	48	8	15	23	10	15
V. P. I. ....	.....	77	77	.....	39	39	2	36
Va. State	29	87	116	24	31	55	9	52
Va. State (Norfolk)	44	71	115	33	34	67	10	38
Total	457	996	1,453	359	542	901	118	434
<u>Independent Institutions</u>								
Bridgewater	8	28	36	4	12	16	12	8
Eastern Menno.	32	25	57	3	6	9	43	5
Emory & Henry	11	99	110	8	43	51	6	53
Hampton Inst.	26	94	120	11	23	34	25	61
Hollins	4	8	12	.....	1	1	7	4
Lynchburg	12	131	143	12	46	58	1	84
Mary Baldwin	14	5	19	6	1	7	9	3
Randolph-Macon .....	.....	12	12	.....	8	8	3	1
Randolph-Macon Women's College	3	3	6	1	2	3	1	2
Roanoke	8	11	19	4	2	6	3	10
St. Paul's	27	34	61	20	9	29	3	29
Shenandoah Cons. of Music .....	.....	6	6	.....	5	5	1	.....
Sweet Briar	6	3	9	.....	1	1	3	5
U. of Richmond	1	79	80	1	57	58	3	19
Va. Union	30	35	65	25	24	49	9	7
Total	182	573	755	95	240	335	129	291
Grand Total	639	1,569	2,208	454	782	1,236	247	725

Source: Virginia State Department of Education and College Reports.

TABLE 11
SUPPLY OF TEACHERS, FROM VIRGINIA COLLEGES, 1960-61, BY COLLEGE

College	No. 1960 Graduates Prepared to Teach			No. 1960 Graduates Actually Teaching 1960-61 in Virginia			Out-of-State Teaching	Other Occup.
	Elem.	H. S.	Total	Elem.	H. S.	Total		
<u>State Institutions</u>								
William & Mary	34	76	100	15	28	43	21	46
William & Mary (Norfolk)	19	28	47	50	25	75	7	4
Longwood	63	115	178	53	86	139	11	28
Madison	60	124	184	53	94	147	9	28
Mary Washington	43	67	110	32	27	59	26	25
Radford	142	130	272	121	90	211	18	43
R. P. I.	15	61	76	14	24	38	4	34
U. of Virginia	14	33	47	10	11	21	5	22
V. P. I. ....	.....	62	62	.....	38	38	1	23
Va. State	25	87	112	12	33	45	5	62
Va. State (Norfolk)	34	26	60	23	10	33	6	21
Subtotals	449	809	1,258	383	466	849	113	336
<u>Independent Institutions</u>								
Bridgewater	8	31	39	2	14	16	14	9
Eastern Menno.	21	16	37	1	1	2	26	9
Emory & Henry	4	90	94	6	26	32	11	51
Hampton Inst.	31	120	151	18	42	60	54	37
Hollins	10	5	15	4	1	5	5	5
Lynchburg	20	116	136	16	29	45	5	91
Mary Baldwin	11	.....	11	9	.....	9	6	3
Randolph-Macon .....	.....	10	10	.....	9	9	1	.....
Randolph-Macon Women's College	4	3	7	4	3	7	.....	1
Roanoke	8	10	18	4	8	12	3	4
St. Paul's	24	25	49	21	8	29	4	16
Shenandoah Cons. of Music .....	.....	7	7	.....	7	7	.....	.....
Sweet Briar	4	2	6	.....	.....	.....	6	.....
U. of Richmond	2	86	88	2	51	53	4	31
Va. Union	45	44	89	26	21	47	5	37
Subtotals	192	565	757	113	220	333	144	294
Grand Totals	641	1,374	2,015	496	686	1,182	257	630

Source: Virginia State Department of Education and College Reports.

TABLE 12
TEACHER SUPPLY BY VIRGINIA INSTITUTIONS
1962

Institutions	Number 1962 Graduates (Bachelor's Degree)	Number Entering Teaching In Virginia	Per Cent Entering Teaching In Virginia
<u>State Higher Institutions Whose Primary Responsibilities are to Prepare Teachers</u>			
Longwood	225	184	82
Madison	235	166	71
Radford	276	204	74
Subtotal	736	554	75
<u>State Higher Institutions With Programs for the Preparation of Teachers</u>			

Mary Washington	237	83	35
William & Mary	551	92	17
Old Dominion	270	101	37
Richmond Professional Institute..	206	56	27
University of Virginia	779	48	6
Virginia Polytechnic Institute	954	73	8
Virginia State and Norfolk Division	320	158	50
Subtotal	3,317	611	18
<u>State Higher Institutions No Teacher Preparation Program</u>			
Virginia Military Institute	235	9	4

TABLE 12 (Continued)

TEACHER SUPPLY BY VIRGINIA INSTITUTIONS

1962

Institutions	Number 1962 Graduates (Bachelor's Degree)	Number Entering Teaching In Virginia	Per Cent Entering Teaching In Virginia
Independent Higher Institutions With Programs in Teacher Preparation			
Bridgewater	88	31	35
Eastern Mennonite	109	9	8
Emory & Henry	116	52	
Hampton Institute	204	46	
Randolph-Macon	112	23	21
Lynchburg	136	64	47
Randolph-Macon Women's	113	26	23
Roanoke	81	17	21
St. Paul's	85	39	46
Shenandoah Cons. of Music	14	8	56
Richmond	136	38	29
Westhampton	104	62	62
Virginia Union	142	49	35
Sweet Briar	110	1	1
Mary Baldwin	48	8	17
Hollins	123	4	3
Subtotal	1,721	477	28
Independent Higher Institutions— No Teacher Preparation Program			
Hampden-Sydney	61	12	19
Washington & Lee	253	3	1
Presbyterian School of Christian Education	7	1	14
Subtotal	321	16	5
Grand Totals	6,330	1,667	26

TABLE 13

SURVEY OF MAJOR TEACHING FIELDS IN VIRGINIA'S
STATE-SUPPORTED INSTITUTIONS

Major	W&M	Lgwd	Mad	Rad	VPI	UVA	Old Dom.	Va. St.	Va. St. Norfolk.	VMI	RPI	M.W.
Elementary	x	x	x	x		x	x	x	x		x	x
English	x	x	x	x	x	x	x	x	x	x		x
Fine Arts												
Art		x	x	x			x	x	x		x	x
Drama				x								x
Speech			x	x							x	x
Music	x	x	x	x		x	x	x	x		x	x
Foreign Lang.						x	x	x	x	x		
French	x	x	x	x		x	x	x				x
German	x					x	x					x
Greek	x											
Latin	x	x	x	x								x
Spanish	x	x	x	x		x	x					x
Natural Sciences...		x	x	x	x	x	x	x	x			
Biology	x	x	x	x	x	x	x	x		x		x
Chemistry	x	x	x	x	x	x	x	x		x		x
Physics	x		x		x	x	x	x		x		x
Mathematics	x	x	x	x	x	x	x	x	x	x		x
Social Science		x	x	x		x	x	x	x			
Economics	x			x	x					x		x
Geography		x	x	x								
History	x	x	x	x	x	x	x	x		x		x
Pol. Sci. (Gov.)..	x			x	x							x
Sociology	x	x		x	x		x	x				x
Psychology		x		x			x					x
Agric. Ed.					x			x				
Business Ed.		x	x	x	x		x	x	x		x	
Dist. Ed.					x						x	
Home Economics ..		x	x	x				x				x
Library Sci.			x	x				x				
Health & P.E.	x	x	x	x		x	x	x	x		x	x
Recreation								x				
Vocational Ind.					x			x	x			
Indust. Arts					x		x	x				
Special Educ.						x		x				
Speech Correct.						x						
Journalism				x								

TABLE 14
 SURVEY OF MAJOR TEACHING FIELDS IN THE
 PRIVATE INSTITUTIONS IN VIRGINIA

Major	Bdg- Wtr.	E&H	E. Menn.	Hol.	M.B.	Roan.	R- MWC	St. Pls.	S.B.	U.R.	W&L
Elementary			X					X		X	
English	X	X	X		X	X	X	X	X	X	
Fine Arts				X							
Art					X				X	X	
Drama					X					X	
Speech										X	
Music	X	X	X		X				X	X	
Foreign Languages		X				X			X		
French	X				X		X			X	
German			X				X			X	
Greek											
Latin			X				X		X	X	
Spanish	X		X		X		X			X	
Natural Science			X	X			X	X			
Biology	X	X	X		X	X	X		X	X	
Chemistry	X	X	X		X	X	X		X	X	
Physics	X	X				X	X		X	X	
Mathematics	X	X	X	X	X	X	X		X	X	
Social Science	X	X		X				X	X		
Economics					X		X				
Geography											
History	X	X	X		X	X	X			X	
Pol. Science (Gov.)					X	X	X			X	
Sociology					X					X	
Psychology					X					X	
Agric. Education											
Bus. Education		X						X		X	
Dist. Education											
Home Economics	X		X								
Library Science											
Health & P.E.	X	X								X	
Recreation											
Voc. Indust.											
Indus. Arts											
Special Ed.											
Journalism										X	
Humanities				X							
Classics						X					
Russian							X				
Religion					X				X		

TABLE 15
A SUMMARY CHART OF EXISTING TEACHER TRAINING
PROGRAMS BY SUBJECTS ENDORSED

Subject	No. of Public Colleges Preparing Teachers	No. of Private Colleges Preparing Teachers	Total
Elementary Educ.	10	3	13
Art	8	3	11
Biology	9	8	17
Business Educ.	8	3	11
Chemistry	9	8	17
Distributive Educ.	2	0	2
Economics	5	2	7
English*	11	9	20
French	7	4	11
General Science	11	10	21
Geography	3	0	3
German	3	3	6
Government	4	4	8
Health and Phys. Education	10	3	13
History	9	7	16
Home Economics	5	2	7
Industrial Arts	2	0	2
Latin	5	4	9
Mathematics	11	9	20
Music	9	6	15
Physics	7	6	13
Russian	0	1	1
Sociology	6	2	8
Spanish	6	5	11
U.S. History and Geography	8	7	15
Library Science	3	0	3
Vocational Agriculture	2	0	2

* Includes Dramatics, Journalism, and Public Speaking.