DOCUMENT RESUME

ED 028 533 EA 002 135

By-Dapper, Gloria; Murphy, Judith

Part-Time Teachers and How They Work: A Study of Five School Systems.

CATALYST, New York, N.Y. Catalyst in Education.
Spons Agency-New World Foundation, New York, N.Y.
Pub Date 15 Dec 68
Note-44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors-Administrator Attitudes, Guidelines, Parent Reaction, Partnership Teachers, *Part Time Teachers, *Public Schools, *School Surveys, Suburban Schools, Teacher Certification, *Teacher Characteristics, Teacher Experience, Teacher Recruitment, *Teacher Role, Teacher Salaries, Teacher Shortage, Urban Schools
Identifiers-Cedar Falls, Detroit, Framingham, Miami, Niskayuna

This report presents case studies of part-time teachers and how they work in Miami, Florida; Detroit, Michigan; Framingham, Massachusetts; Cedar Falls, Iowa; and Niskayuna, New York. The opening section reviews the highlights of a 1965 survey of part-time teachers in 700 school systems (ED 003 396) and summarizes important findings uncovered in the five communities studied using this background. The core of the report comprises the case histories of the five communities' experiences with part-time teachers. The study suggests that the country abounds with well educated women willing to teach part-time, that part-time teachers are as professional and earn their pay every bit as much as full-time teachers, that obstacles to the use of part-time teachers are institutional rather than performance related, and that part-time teachers are most successful when used in well planned ways to improve educational quality. Guidelines developed for introducing part-time teachers into a school system include making an inventory of instructional needs, centralizing recruitment of part-time teachers, giving thorough orientation to full- and part-time teachers concerning their use, not worrying unduly about evaluation, sharing information and experience with other schools, and facilitating communication among part-time teachers. (TT)

PART-TIME TEACHERS AND HOW THEY WORK

A STUDY OF FIVE SCHOOL SYSTEMS

Report prepared by Catalyst in Education,
a program of
CATALYST 6[illegible] East 92 Street, New York, [illegible]

PART-TIME TEACHERS AND HOW THEY WORK

A STUDY OF FIVE SCHOOL SYSTEMS

Acknowledgements

Catalyst in Education is indebted to the New World Foundation for a grant that made possible this report. The authors, as well as the members of the Catalyst staff and Board of Directors acknowledge with gratitude the courtesy and cooperation extended by the dozens of administrators and teachers in the five school systems studied.

Research for and writing of this report were done by

Gloria Dapper

and

Judith Murphy

Catalyst Board of Directors

Thomas C. Mendenhall, President, Smith College, Chairman

Bernard Barnes, Vice President & Secretary, retired Time, Inc.

Emily Chervenik, Coordinator, University of Wisconsin Placement Services

Martha R. Coles (Mrs. James Stacy Coles)

Jacqueline Grennan, President, Webster College

E. Douglas Kenna, Jr., President, Fuqua Industries, Inc.

Douglas M. Knight, President, Duke University

Esther Peterson, Assistant Secretary of Labor

C. Easton Rothwell, President Emeritus, Mills College

Alan Simpson, President, Vassar College

Mary Johnson Tweedy, Director of Education, The Starr Foundation

Paul L. Ward, Executive Secretary, American Historical Association

Jerry Wurf, President, American Federation of State, County, and Municipal Employees

President - Felice N. Schwartz

Catalyst in Education

Warren G. Hill, Chairman

Jean Sampson, National Director

12/15/68

In 1962, a national organization called Catalyst was formed to encourage educated women to achieve personal and professional fulfillment in public service. The need was plain: the United States was (and still is) failing to make the most fruitful use of some four and one half million college-educated women. The obstacles were equally plain: rigid employment patterns, outmoded training practices, and routine vocational guidance. Catalyst concentrates on encouraging young women to plan ahead for the successive phases of their lives, and on alerting mature women (and their potential employers) to the possibilities of combining rewarding work with family responsibility -- to their own advantage and society's too. Catalyst operates four programs. Catalyst on Campus focuses on developing long-range plans among undergraduates and on continuing education and guidance of graduates. The other three programs -- Catalyst in Education, Catalyst in Social Work, and Catalyst in Industry and Science -- focus on making it possible for educated women to work where they are needed.

Foreword

The United States suffers from a persistent shortage of first-rate teachers. At the same time the country abounds in able, well-educated women who would like to enter or resume teaching, and whose lives would permit them to do so for part of the school day or part of the school week. Matching supply to demand would seem a logical step toward meeting a critical need. In a free society, however, it takes more than simple logic to solve manpower problems. Available evidence indicates that, although many school systems employ part-time teachers, the total employed is small in relation to the potential. The educational establishment as a whole has barely tapped this rich resource.

The part-time teacher can be defined as a teacher who works regularly on a specified, part-time schedule. She is not to be confused with the substitute teacher (who is on call to replace full-time teachers when needed), nor with the specialist who works full time but is shared by several schools, nor with the non-professional teacher's aide.

In 1965, Catalyst sampled part-time teaching in the United States -- its extent, the nature of the teaching assignments, and the reactions of school superintendents to teachers thus employed.* While there is still not enough known about part-time teaching and it would be unsound to extrapolate the responses from 700-odd school systems into nationwide generalizations, the survey produced some highly suggestive information. It opened up promising avenues for further research, and led directly to the present study: an intensive investigation of the use of part-time teachers in five communities.

---

*Jean Sampson, Laurence P. Bagley, and Hayden L.V. Anderson. The Part-Time Assignment of Women in Teaching. Cooperative Research Project No 2024, sponsored by the U.S. Department of Education and conducted by the Maine State Department of Education and Catalyst in Education, 1965.

It is Catalyst's hope that these case histories may serve as models (sometimes cautionary models) for administrators who are actively or potentially interested in introducing part-time teachers into their school systems.

The opening section, after a look at the highlights of the 1965 survey, summarizes the most important findings uncovered in five very different communities that employ part-time teachers in very different ways. The next section -- the core of the report -- comprises the case histories of these community experiences. The final section of the report presents conclusions that the case studies point to, and certain practical guidelines for school administrators who might be encouraged to find and employ part-time teachers by the success this study reports.

Now and in the years ahead, schools and colleges will have added impetus to recruit part-timers. Even with an amelioration of the overall teacher shortage, there are likely to be even more acute <u>selective</u> shortages -- in mathematics and the sciences, in foreign languages, in such specialities as remedial reading and librarianship. Aggravating the scarcity of good teachers is a discernible trend toward extending the school year. And it may be that only by making fuller and better use of part-time talent will the educational system be able to take advantage of fresh sources of federal funds -- as, for example, the support now available for remedial work and disadvantaged students, and, even more to the point, the money to train and utilize part-time teachers provided by the Education Professions Development Act, an amendment to the Higher Education Act of 1965.

1. The Findings -- A Summary

"Many of our anticipated problems never arose," said Mrs. Nona Porter, who organized the use of part-time teachers in Framingham and other Massachusetts towns. Her experience is typical of the five communities Catalyst studied in 1967. And it reflects one of the most striking outcomes of the 1965 survey. Somewhat over half of the superintendents who responded to the Catalyst questionnaire employed no part-time teachers. In general, these non-users expressed a wide range of objections to introducing any such innovation in their school systems. On the other hand, the reaction from the 300 superintendents who *did* use part-time teachers was overwhelmingly favorable. The very objections raised by administrators with no experience in using part-time teachers were specifically vetoed by the 300.

The Catalyst questionnaire asked ten questions that are frequently raised about the use of part-time teachers. The first four were framed to probe alleged drawbacks to the practice. The following table shows the preponderence of "No" answers from the 300 experienced respondents:

	No	Yes	Total	Percentage favoring part-time teachers
1. Does the time that part-time teachers are available pose any difficulty? In arranging school schedules, for example?	189	102	291	65%
2. Have you received many requests for part-time employment from unqualified persons who feel that teaching does not involve special preparation and competencies?	230	60	290	80%
3. Has the use of part-time teachers tended to weaken professional organizations in terms of such things as salary negotiations?	249	42	291	86%
4. Do part-time teachers have a higher rate of absenteeism than full-time teachers?	284	3	287	99%

The remaining six questions were framed to elicit reactions to the "professionalism" of the part-time teachers. The following table shows that the superintendents who used part-time teachers were nearly unanimous in affirming this quality.

	Yes	No	Total	Percentage favoring part-time teachers
5. Are part-time teachers accepted as professional members of the faculty by full-time teachers?	289	10	299	97%
6. Are part-time teachers viewed as fully qualified professional members of the faculty by students?	294	2	296	99%
7. Are part-time teachers viewed as fully qualified professional members of the faculty by parents?	284	1	285	99%+
8. Are part-time teachers professional in their attitudes towards pupils?	290	1	291	99%+
9. Are part-time teachers professional in their attitudes towards other teachers?	293	2	295	99%
10. Are part-time teachers professional in their attitudes toward the school system?	288	3	291	99%

As this earlier survey indicated and Catalyst's recent case studies documented more fully, the use of part-time teachers is still negligible considering the potential and the need. But where they <u>are</u> used, uninformed prejudices tend to vanish: the part-timers soon meld into the regular school staff. They regard themselves simply as "teachers" and so before long do principals and colleagues, pupils and parents. Part-time teachers are no more prone to absenteeism than full-time teachers (frequently less so, it appears); they measure up well to all the usual professional criteria; they show no tendency to dilute the economic power of organized teachers.

Administrators in the five communities investigated agreed in finding the part-timers more apt to stay put than teachers generally. Maternity

is the commonest reason for teachers in general to leave the profession, whereas the typical part-time teacher has had her children before she takes up (or, more likely, resumes) teaching.

Of the problems that schools commonly anticipate in employing part-timers, only those subsumed under "communications" proved at all substantial. And even here, most administrators found they could surmount the difficulty by a little deft juggling of faculty and departmental meetings. As for the scheduling problem presumably posed by part-time staff -- the problem cited by the largest number (35 per cent) of the 300 superintendents polled three years ago -- this scarcely cropped up at all in last year's survey. On the contrary, as the case studies will show, many administrators stressed the very flexibility of the part-time teacher as an adjunct to ease in scheduling.

In some of the schools visited, the use of part-time teachers is an integral, accepted practice. In others, it is still regarded as experimental -- even a little daring. In the two big-city school systems, recruitment was quite casual, with the central office hardly aware of the employment of part-timers. The study failed to reveal the correlation one might expect between a shortage of full-time teachers and the use of part-time teachers. Some school systems faced with severe shortages prefer to fill the gap with substitutes, however unqualified; conversely, other systems with no dearth of available full-time teachers welcome part-timers for their particular qualities, skills and adaptability. It seems fair to conclude that the best school systems tend to be open-minded and innovative, welcoming new departures -- such as part-time teaching -- for their positive values and not simply as stop-gaps to meet an emergency.

By and large, in all the communities Catalyst visited, the

contributions made by part-time teachers were applauded. In nearly every instance administrators felt they were getting more than their money's worth. The five communities manifested the great variety of services which part-time teachers perform: as "resource" teachers in many fields; as all-round assistants who, in effect, reduce class size by helping to create more manageable, homogeneous units; as exponents of hard-to-find specialities. The variety of time patterns was greater still. The simplest and most predictable was the part-time kindergarten teacher (the standard kindergarten class being half-day). The most unusual time pattern was Framingham's partnership plan, with two teachers sharing between them the instruction of a single class. In between lay a range of intricate but apparently quite practical arrangements that defy classification.

The part-timers themselves are as varied as their working patterns. Reduced to statistics, however, the typical part-time teacher in these particular communities would present the following profile. She is married, in her late thirties, or early forties, with one child or more. She is often a former teacher, averaging around fi years experience; is almost always fully certified for the grade or subject she is teaching; and has been busily improving her qualifications through study and practice, formal or informal. She has probably had her fill of volunteer work and would not have entered or re-entered teaching without a paycheck to show for it. But self-fulfillment in a socially significant job, rather than money, seems to motivate the typical part-time teacher, who aquits herself in the classroom with competence and enthusiasm while continuing to assign home and family top priority. Eventually she may go on to become a full-time teacher. In fact, in the 196[illegible] survey, 60 per cent of those superintendents employing part-time teachers said that these recruits tended to become full-time teachers.

2. Five Cases in Point

To find our about part-time teaching in practice, Catalyst's investigators visited five distinctly different communities. Two of them -- Detroit and Miami -- are among America's biggest cities, and their school systems manifest all the ills that beset urban schools today, including severe problems of poverty and racial discrimination and an acute shortage of qualified teachers. The other three are much smaller communities, suburban in character though technically "cities." Spread across the country from New England to Iowa, the five communities offer a fair sampling of current school conditions in metropolitan areas. All together the five school systems employ a scant 500 part-time teachers -- ten in Framingham, Massachusetts, about two dozen each in Cedar Falls, Iowa, and Niskayuna, New York, an improbably low dozen in Miami, and 400 or more in Detroit. While the five communities varied markedly in their use of part-timers, even from one school to another within a single system, the greatest contrast emerged between the two big cities on the one hand and the three smaller communities on the other -- in attitude, approach, and general utilization. First look at the three suburban cities. As noted above, one of these -- Framingham -- is set off from all the other communities visited in its highly distinctive use of part-time teachers.

Framingham's Partnership Teaching

In Framingham (and in seven other Massachusetts communities), a partnership teaching program was introduced in 1965. In this program -- which is a variant of team teaching -- two fully certified teachers share one full-time teaching position, one teacher taking the morning session, the other the afternoon. The program assumes (and has demonstrated) a very close dovetailing by the partners of all aspects of their joint job -- planning, curriculum innovation, assessment and appropriate handling of individual pupils, dealing with parents, extra-curricular activities, professional responsibilities. The partners meet together frequently, confer even more frequently by telephone, usually arrange to substitute for each other when necessary. Partnership teaching, in short, is a very special form of part-time teaching, and follows a more formal, carefully organized pattern. Its success depends on thoughtful, comprehensive preparation, to anticipate, and if possible, avoid difficulties, and it thrives when the partners and the schools that employ them iron our any difficulties as they arise and are alert to improve the program.

In 1967, when Catalyst visited Framingham, the practice was still quite limited, with four elementary-school partnerships, and one in junior high. But the program had met wide community approval. Today the program has spread from the original eight Massachusetts communities to several other systems in that state and to school systems in many other parts of the country.

"In my opinion," says Dr. George P. King, assistant superintendent of schools in Framingham, "partnership teaching is one of the most exciting ideas that has come into the field of education in recent years. These people are keeping up our reputation. Unless we use fresh and imaginative

approaches like this, we are not going to be able to staff our schools properly in the years to come."

At present Framingham has no teacher shortage, and has had none for many years. The town -- largely a bedroom annex of Boston -- is an attractive place with a population of around 30,000, 12,700 public school students, and 605 full-time teachers. Framingham staffs its schools with relative ease, partly because its salaries are high for the region, partly because it has a pool of educated talent in the wives of the men who work in the electronics complex of the area.

Framingham's use of part-time teachers is unusual in another way. The partnership plan has been administered by an organization outside the school system. Mrs. Nona Porter, of the Women's Educational and Industrial Union in Boston, is the originator and director of the partnership teaching program. With some backing from the Carnegie Corporation and the Permanent Charity Fund of Boston, the Union undertook the project in 1965 and let the public know, through advertising and posters, that it was interested in women who would like to return to teaching on part-time schedules. The response was highly encouraging. By the Fall of 1967, more than 800 women had responded to the call and the Union had placed 120 partnerships in Framingham and other Massachusetts communities.

In planning the partnership program, Mrs. Porter first went to fifteen Massachusetts superintendents of schools and pressed them to discuss with her all its possible disadvantages. Then, with the help of these administrators, and others, she attempted to offset all the problems that might arise. At first, it was expected that a training program would be needed but the majority of the applicants turned out to be fully certified teachers who could step directly into a classroom.

Mrs. Porter and her staff screened candidates and did the pairing. They tried to pair teachers whose skills complemented each other , who lived not too far apart (to spare toll calls) and who agreed on how to split the day. About 60 per cent of the candidates wanted morning assignments. "Everyone thinks we did a marvelous job of pairing them," says Mrs. Porter. "We didn't do anything really. We just got two people together who like to teach."

As it turns out, the pairs complement each other in many ways other than in skills, but Mrs. Porter claims this is coincidental. Often, a quiet teacher is matched with an outgoing type; one that has considerable experience is matched with one with less experience or none at all; they are seldom the same age.

Chosen in the spring, the paired teachers work out programs and materials during the summer. Then, before the opening of school, the Union holds an all-day orientation session, by now with experienced partners telling the new ones what to look out for, ways to work together, and useful insights into the problems of running both a home and a classroom. Another session is held at mid-year so that the new teachers can compare problems and experiences. It is this kind of careful forethought and preparation, combined with continuing attention to detailed procedures and improvements, that has ensured the success of partnership teaching, and that makes the program easy for other schools to undertake. The intelligent approach pioneered in Massachusetts by the Women's Educational Industrial Union could as readily be put into operation by a school system itself rather than by outside agencies.

Mrs. Porter's daughter was in a partnership classroom at the beginning of the experiment. The little girl came home the first day and said, "It's kind of funny having two teachers." The next year she came home from the first day of school and said, "It's kind of funny having only one teacher."

From such reactions and from parents' comments, it is clear that the children are not at all confused by having two teachers. In one Framingham classroom, some of the children addressed each teacher by both names as if they were hyphenated.

"I'd like to have my own youngsters in this," said Dr. Thomas E. Coburn, principal of the Hemenway School. Other parents echo his feelings. One mother said, "My husband and I are most enthusiastic because it's good for our child. The results have been outstanding socially and academically. The child enjoys the diversity. The teachers can concentrate on their specialities. This has been a superb educational experience for Susan." Then the mother paused, as if she had said more than New England reticence allowed. "I don't usually use words like that," she said, "but both my husband and I feel the same way."

In general, parents have volunteered neither praise nor blame of the partnership program to school administrators. But they do volunteer favorable comments to the teachers themselves, emphasizing the advantages the program brings to their children (including the speed with which written work is corrected and returned). Mrs. Edna Frank, vice chairman of the Framingham School Committee, highly favors the program and would like to see more partnerships instituted, even though the schools have no trouble hiring full-time teachers. The president of the Hastings School P.T.A., Mrs. Barbara Miller, had -- like Mrs. Frank -- heard only favorable comments on the program. Invariably the reactions stressed the same points: that the children benefit from having two different teachers, that each teacher concentrates on her speciality, that a fresh face comes in at noon to enliven the class.

Dr. Joseph C. Schmidt, the principal at Hastings, telephoned six parents

at random, two months after a partnership had taken over a first grade. These were their comments:

"When I first heard about it, I didn't like it. I had mixed emotions, but after meeting the teachers, I thought they were dolls. They impressed me greatly and I have no misgivings now."

"I think it's great. I'm very pleased. I think that the new face is stimulating."

"I didn't like the idea originally, but both teachers are lovely. I have no adverse comment to make. My daughter has been ill and I find she is anxious to get back to school."

"I didn't care for it originally. But my daughter has had no trouble adjusting to the two teachers and likes both of them."

"My son reacted beautifully. He is pleased with the teachers. I feel that the teachers are fresher. It's a great idea."

"I haven't had a chance to meet the new teachers, but the transition has gone very nicely. My boy seems to be able to accept two teachers as easily as one."

One pattern that emerged in Framingham and was to be repeated elsewhere was administration satisfaction at getting their money's worth, and more, out of part-time teachers. "They're part-time only on pay day," said one Framingham principal. "We get about two-thirds of a teacher for half-time pay."

Dr. Coburn, principal of the Hemenway School, believes the partners who share a second grade spend as much time in preparation as if they worked full time -- a point echoed by other administrators and by all but one of the partners themselves. When necessary, they substitute for each other and sometimes swap times. Dr. Coburn gives them the same extra-curricular assignments as he gives the other teachers. As an

instance of how partnership teachers put in more time than they are paid for, he said on the day Catalyst interviewed him that the morning partner had volunteered to return that afternoon to play the piano for a fifth-grade choral group. And he stressed again the program's advantages to child and parent alike. "For example, when parents come for conferences," said Dr. Coburn, "they get the benefit of two different points of view on their child." He plans to arrange tests that he expects will confirm his impression that the children in the partnership classroom are doing better academically than their counterparts in the standard one-teacher room.

While some principals, like Dr. Coburn, welcomed the partnership idea from the outset, others viewed it with skepticism or even dread. Dr. Schmidt, for instance, said he was "forced into it" when no full-time teacher was available at mid-year to staff a first grade at the Hastings School. Now, with the program in its second year and working well, he shares the prevailing enthusiasm of Framingham administrators, even to the extent that he would choose a partnership over one full-time teacher. Furthermore, Dr. Schmidt would like additional part-timers; he thinks they could be particularly useful in the early grades, and for special subjects such as science and reading.

"There are enough people running around saying teaching is a part-time job without our going out to prove it" -- this was the initial reaction to the partnership idea by Dr. William W. Matthews, principal of the Potter Road School -- But he found that his fifth-grade partnership worked so well that he filled a third-grade vacancy in the 1967-68 term with a partnership. Dr. Matthews had been especially concerned about communication between the two teachers. It turned out in practice, however,

that "they communicate splendidly on the phone and in the twenty-minute overlap at noon."

Mrs. Nancy Robinson, principal of Roosevelt School, was also worried about communication at first, but not any more. Scheduling, she said, was no problem at all. "It's a hard task to match these people," she said. "I would guess that they're on the phone with each other almost every night." She said she was grateful to the Union for doing the screening. "A principal could do it," she said, "but it would be another burden." Asked if she had to choose between an excellent team and an excellent single teacher, she said "I'd take the two. That way you have the strengths of two outstanding people."

When Catalyst conducted its investigation, Framingham had partnership teams in four grades -- the first, second, fourth, and fifth. The average teaching experience for all eight teachers was 3.1 years. Their diversity--in age, background, talents, ways of working -- is worth looking at in some detail.

First Grade: shared by Mrs. Pamela McClain and Mrs. Geraldine Cleary, at the Hastings School. Mrs. McClain, who has one boy two years old, taught for two years in Alabama. Mrs. Cleary, who has three children of school age, previously taught first grade for seven years.

"I need this ego-building," said Mrs. McClain, who is now working toward her doctorate in education. "I need to know 'What can I do?' I used to feel guilty because I wanted work that wasn't just housework." But both women insist that they are teaching not to escape from home but in order to work with a purpose.

"The reason the partnership works," Mrs. Cleary said, "is that we cooperate. It works because you make it work."

Second Grade: shared by Mrs. Virginia Page and Mrs. Monique Kane at Hastings. Mrs. Page has three teenage children, had been director of a private kindergarten, and had taught second grade immediately after college. "It's so wonderful getting out once again into a classroom, " she said. "I'm happier because I think I'm contributing something."

Mrs. Kane has three small children, the eldest six. She taught full time for three years and had done a great deal of substitute teaching. As a substitute, she says, she had no rapport with the class. Nor could she watch the children's development the way she can as a partnership teacher.

The second-grade team spoke almost exclusively of the advantages of part-time teaching. Both teachers say that three hours a day in the classroom is a challenge to get in as much as possible. "The children don't get under your skin the way they'd do if you had them all day." Mrs. Page and Mrs. Kane also feel that the children don't go into the afternoon slump the way they would with the same teacher all day. One of their pupils said, "if the morning teacher is down on you, you always have a new chance in the afternoon."

Fourth Grade: shared by Mrs. Janet Sullivan and Mrs. Marcia Rivin at Roosevelt School. Mrs. Sullivan has an eight-year-old boy, Mrs. Riven four children from two to eight. Mrs. Sullivan had had eight years' experience as a kindergarten teacher, but found a full-time job too much to handle after her marriage. Mrs. Rivin finished college after she was married at 18, and got her master's degree the same year that she had her last baby. Except for substitute teaching in New York, she had had no experience teaching.

* * *

The full-time teachers in Framingham show no discernible resentment toward the part-time teachers. When asked about the free time that the half-day teacher has, the other teachers were quick to point out that they also had half-pay.

"To be sure, it's less tiresome than facing the same teacher all day," said one. "Just to see a fresh face coming in at noon -- it makes me envious," said another. "Each teacher is responsible for a certain area. They're better prepared," added a third.

The partnership arrangement in Framingham has caused some of the full-time teachers to think about the idea for themselves. One young teacher said, "Partnership is something I'd like to do when I'm older. It's a great way of solving problems of women who want to work. And you'll get more women into the field."

* * *

A Decade of Part-Time Teaching in Cedar Falls, Iowa

Cedar Falls, like Framingham, is a comfortable town with little industry, no real teacher shortage, and no racial problem to speak of. It is the site of the State College of Northern Iowa, and also serves as a suburban annex of Waterloo. Unlike Framingham, Cedar Falls has been using part-time teachers for ten years or more, employs 24 of them (compared to some 300 full-timers), and regards them as an integral and no longer an experimental part of their staff.

Primarily the part-time teachers serve to augment the schools' services and to reduce class size. Outside of Framingham, Catalyst encountered here in Cedar Falls the only other example of partnership teaching in the five communities: three sixth grades share one half-time teacher for language arts and slow reading groups, and another for science. Here, too, was the only male part-time teacher in any of the

of the communities (a graduate student at the local college, who teaches eighth-grade social studies three hours daily). Cedar Falls has the further distinction of producing the only criticism of part-time teaching expressed to Catalyst in any of the five communities visited -- and this, oddly enough, came from a part-time teacher who felt she had been able to do a much better job in her eight years as a full-time teacher (her most telling criticism focused on conflict of interest between home and job).

The table that follows gives a quick picture of the deployment of part-timers at Cedar Falls, their past teaching experience, and the percentage of time they now devote to teaching:

Assignments	Years of Experience	Teaching Time
kindergarten	20	1/2
kindergarten	30	1/2
kindergarten	12	1/2
kindergarten	11	1/2
kindergarten	4	1/2
elementary music	4	4/5
elementary physical education	5	1/3
elementary vocal music	8	1/2
sixth grade	1	1/2
sixth grade	45	1/2
junior & senior physical education	1	2/5
French	1	3/5
Latin	45	2/5
English	1	1/2
English	1	2/3
language arts	10	9/10
speech	6	7/10
social studies	5	3/5
social studies	5	1/5
social studies, German	0	4/5
homemaking	0	4/5
homemaking	7	2/5
business education	3	3/5
orchestra	8	7/20

With this roster of experience, ranging from two teachers on their first jobs and two with 45 years of experience each, it is not especially enlightening, however accurate, to point out that the average teaching experience of Cedar Falls's part-timers is nine years plus.

Again, as in Framingham, every administrator interviewed acclaimed the use of part-time teachers and stressed what a bargain they are for the school system. Mrs. Verna Smith, for instance, an elementary-school principal who once taught part-time herself, believes that a half-time teacher actually works about three-quarters of the standard week. "The only drawback is that we don't get enough of them," said she.

Mrs. Verna Sponsler, another elementary-school principal, uses a part-time reading teacher in a transition class between kindergarten and first grade, who works with very small groups of children individually while the regular teacher proceeds with the rest of the class who are all at about the same reading level.

Mrs. Sponsler's school provides the community's only example of partnership teaching -- and a most unusual one: the sixth grade is shared by a teacher who came out of retirement after 45 years experience, and a young married woman with one year's experience and an eight-month-old baby. Doing part-time work, says the retired teacher, is a wonderful transition step toward full retirement. (In Iowa, a teacher can earn up to $1,800 before losing retirement pay.)

Mr. Robert Messer, a junior-high-school principal, has part-time teachers for French, for social studies, and for art. The art teacher actually works about nine-tenths of the week. On his office staff -- and this is true throughout the Cedar Falls system -- there are many women who work half time on such administrative matters as records and attendence. Some of them are qualified for teaching and may go into it when their home responsibilities are less demanding.

As the table on page 20 indicates, Cedar Falls makes extremely flexible and ingenious use of part-time teachers, both as to assignments and hours worked. A physical education teacher, for instance, works two-fifths of the time between two schools. The wife of Cedar Falls's director of pupil services is a part-time home economics and social studies teacher in the high school, working a two-fifths schedule. One of the junior high schools uses four part-time teachers. "They are the answer when I need just an extra session or just one course," says principal Norman Swanson. He stressed the fact that because of the part-time English teachers, the pupils do a great deal more writing because the teachers have time to correct the papers.

Another of the 24 part-timers interviewed in Cedar Falls is a junior high school speech teacher. Before her children, now of school age, were born, she taught full time for six years. "Having three of four classes a day makes me a more efficient teacher," she said.

Then there are a variety of part-timers who, though fully certified, work as aides to teaching teams in social studies and English. Another way Cedar Falls is using women part time is as lay readers to help correct themes. Some of these readers are certified teachers and, according to one principal, many of them "have more and better education than the full-time English teachers." Some of the city's college students work part time in the audio-visual department and in other specialized jobs.

Every administrator interviewed in Cedar Falls said he would like to have more part-time teachers to help the other teachers, freeing them to plan and to give more individual attention to students. Obviously there is a general satisfaction throughout the system with the use of part-time teachers, and a widespread desire to add more of them to the staff. The

director of elementary education, Dr. John Baker, said that only budget restrictions kept Cedar Falls from hiring more part-time teachers.

Confirming Catalyst's observation of the need for librarians in Cedar Falls (school after school with attractive, well-stocked, but understaffed libraries), Dr. Baker agreed that well-educated part-timers, if they were not specialists themselves, could be supervised by a specialist trained in library science, and put the libraries into full use. Other Cedar Falls administrators singled out many special needs that additional part-timers could meet: in art, in science, in the social studies. One principal, who employs one part-time kindergarten teacher, would like to have at least one part-timer in every classroom. "We have a very wide ability span in a classroom so that there are three reading groups. Even so, there is still one child who needs almost individual attention. A part-timer could deal with that child and perhaps with one of the reading groups." The director of the Cedar Falls reading center, which now employs one part-time teacher, would like to use many more, since the number of children that can be accepted at the center depends entirely on the teachers available to help the children.

* * *

In Niskayuna, New York, Part-Timers "Solve Many Problems"

Niskayuna, New York, is a suburb of Schenectady. Unlike Cedar Falls and Framingham, there is a teacher shortage, even though teachers' salaries are fairly high. Of 305 teachers, 23 are part time. As elsewhere the teachers are paid according to the step on the salary scale their experience merits. Niskayuna's part-timers earn from $300. to $460. a

month.

Again a recurring motif: Niskayuna feels that it gets more than its money's worth from part-time teachers. Also, as Steven Israel, director of personnel, points out, they have been very effective in reducing class size and in teaching special subjects. Two half-time teachers, for example, teach home economics and five teach art part time.

The statistical picture of Niskayuna's 23 part-time teachers (whose average teaching experience is five years plus) is as follows:

Assignments	Years of Experience	Teaching Time
Kindergarten	7.5	1/2
Elementary resource	10.2	7/10
Elementary resource	6.5	1/2
Junior high science	5.0	2/5
Junior high English	4.6	2/5
Junior high math	1.4	2/5
Junior high math	3.0	6/10
Junior high math	4.0	1/2
High school science	3.0	1/2
High school social studies	10.85	1/2
Senior high math	1.0	2/5
Art	1.5	1/2
Art	5.6	3/5
Art	3.5	7/10
Art	10.4	1/2
Art	2.0	1/2
Music	5.0	2/5
Music	4.8	4/5
Home economics	3.0	1/2
Home economics	2.0	1/2
Reading	7.0	1/2
Guidance	6.0	8/10
Nurse	7.7	4/5

Niskayuna --- which has a considerable reputation as a lively, innovating school system --- finds that part-time teachers help to

make programs work better. They fit well into teaching teams, make possible more flexible scheduling, and allow the schools to offer subjects (e.g. science) for which full-time teachers are unavailable or hard to find. Francis Taormina, principal of a junior high school, believes that part-time teachers, with their roots in the community, bring stability to the school system; with teachers becoming more and more mobile, he thinks part-timers will be needed more than ever. Niskayuna has found an unexpected bonus in its part-time teachers: with their special insight into the schools as full-fledged professionals and with more time out in the community than full-time teachers have to spend, the part-timers serve as excellent interpreters of school matters to their fellow citizens.

Catalyst met little or no resistance among principals to the use of part-time teachers. Like the other administrators interviewed, Hugh Diamond, an elementary-school principal, finds them no administrative problem at all. He would like to have more part-timers to work with children who have language and perception problems and other learning disabilities. "My experience is that they are of high quality and their interest is often greater than that of the full-time teacher. I don't know what I would do without them I have worked with them for ten years and they have solved many problems for us in terms of numbers and special skills." He also finds that the part-time teacher tends to work harder than the young teacher just coming out of college.

Principal Taormina is particularly enthusiastic about the part-time teachers he uses -- in art, social studies, music, science, math, reading and home economics. "I look for the same things in part-time teachers as I'd look for in any teacher," he said. "We have pieces of jobs that don't

really fit together and that's where the part-time teachers come in handy. It allows me to schedule better."

"Spiritually, they are not part-time," he went on to say. "They are really interested in teaching." A teacher's interest in teaching and in children has little to do with whether she is part-time or full time, he thinks.

It was difficult to uncover any substantial objections to the use of part-time teachers in Niskayuna. (A minor problem, cited by one principal, is that "most part-time teachers want to work in the morning.") A substantial obstacle to their use, and a problem to the teachers themselves is certification. Most of Niskayuna's part-timers came out of college with liberal arts degrees, and so to qualify as full-fledged teachers they must go to considerable lengths in many cases, to meet certification requirements. A high school social studies teacher, for instance, is now getter her master's at Union College in Schenectady. In between having children, she taught full time for ten years, but was certified only for elementary school. She has always attended lectures at nearby colleges "just for the fun of it" and to keep up with her field. Now she takes every in-service course offered, talks to other teachers and observes their classes.

Certification requirements trouble many of the Niskayuna administrators. Hugh Diamond says they are preventing people from becoming part-time teachers and cited the case of a talented teacher who needed one course for certification. She refused to take it because she used to teach the same course at the college level. He was forced to dismiss her because of the state ruling and, he says, "I lost a good teacher." The head of the high school science department would like to have more part-time teachers too. He has two science aides who set up experiments and fill

other assignments. One has a master's degree and the other a Ph.D. The state law on certification is the only reason they are not teaching.

Certification problems also bother Philip Wells, head of the art department which consists of fourteen teachers, five of whom are part time. "A teacher who can demonstrate competency in art and has a liberal arts background should not have to take some course in basketry," he says. Art is not ordinarily a full-time job in Niskayuna schools and he thinks part-time teachers, one for each school, is better than full-time teachers who divide their time between schools.

Certification difficulties, it appears, are particularly hard to solve in the specialties like art and music. The head of the music department would use more part-time teachers if he had them, feeling that he could schedule more flexibly and probably save the district money in the process. Since there is a general shortage of music teachers, part-time teachers may be the only answer to proper staffing, he thinks. But the kinds of courses needed for certification as a music teacher are not available in nearby colleges. [1.]

---

1. The problems raised by rigid state certification requirements are, of course, nationwide, and have become increasingly onerous as teachers, along with the rest of the population, have become increasingly mobile. However, substantial improvements have recently been set in motion which will make certification more responsive to current needs (even though they will not resolve all of the specific certification difficulties that Niskayuna's school system, for example, has encountered). One highly significant development to facilitate the movement of teachers across state lines is the Interstate Certification Project, which was worked out by New York State's Department of Education and has now been accepted by Maryland as well as by New York. The plan is based on the "approved program approach" to certification, rather than the traditional course counting examination of transcripts, and the eventual goal is an interstate compact covering all 50 states whereby a teacher certified in one state could join the school system of another without recertification. Individual states are also reviewing their certification requirements. And it would seem that increased flexibility in certification is bound to result from various new programs supported by federal funds (Head Start, Titles I and II of the Elementary and Secondary Education Act and the Education Professions Development Act).

As in the other communities Catalyst visited, the part-time teachers in Niskayuna think of themselves, and are usually thought of, simply as "teachers;" and most of them put in more hours than their nominal schedule calls for ("There's a lot of work around the edges," as a part-time teacher puts it). In the variety of their assignments and working patterns they rival the part-timers of Cedar Falls. In the sampling that follows, it will be noted how often the certification bug-a-boo crops up:

* One resource teacher works from 8:30 to noon, teaching overflow groups or giving extra help to elementary pupils in reading and math.

* Another resource part-timer, working under a Title I grant, helps children with language disabilities from kindergarten through fifth grade. She taught full time for ten years, left the profession to have her two children, now four and three, and returned two years ago as a part-time teacher. "Most of the part-time teachers are busy people and like it that way," she said.

* Two experienced teachers make one home economics teacher in the Niskayuna schools. "Being a mother was the most helpful course I had to keep up with home economics," said one. She needs one more course for full certification but would have to go to Cornell, some distance away, to get it and does not foresee that she'll be able to.

* A part-time reading teacher for the elementary schools is working on her master's in reading and also volunteers three afternoons a week at a reading disability center in Albany. When asked about how she can do so much, she responded, "I only teach 180 days a year and have the rest of the year off."

* Another reading teacher, working with individual children who have learning problems, was out of the profession for ten years. In order to become certified, she had to back to college for two years.

* A math teacher, with slightly over a year's experience, works about 40 per cent of the time with the eighth grade as part of a team. In order to get back into teaching, she had to take education courses, but she felt her biggest help on the new math and other curricular changes came from having helped with her children's homework and from other teachers. "Part-time teaching is a wonderful way to get back into the profession slowly if you have been out for a time," she says.

* A part-time art teacher with eight children did not want to teach after taking a degree in interior decorating and getting married, but finally agreed to try it. She needs some courses for certification but, as she puts it, "it will be a long, slow process." Art education courses are not available in the area and she cannot take a summer away from her family.

* Another art teacher works three full days a week. She had taught two years before her children were born and then substituted for ten. Since her certification has expired, she lacks six hours credit. "If I could take a real art course, such as one in ceramics, I would, but I won't take just anything in order to get certification."

* A third part-time art teacher, a jewelry designer, used to teach art in a junior college. "I tried a job as a medical illustrator and hated it," she said. "Teaching is much more challenging and rewarding." She has a master of fine arts degree but has never taken any education courses. She needs twelve credits for certification but does not intend to do anything about it.

* * *

Dr. Rexford S. Soulder, superintendent of Niskayuna schools, believes

that starting as a teacher's aide is a good way for women to resume or enter teaching. Niskayuna spends about $100,000. a year on aides, who are paid from $1.60. to $1.90 an hour. Dr. Soulder also thinks that combining full-time teachers, part-time teachers and aides is the ideal way to have flexible scheduling, keep classes small, and offer maximum individual help to students.

* * *

A Cautionary Tale of Two Cities: Detroit and Miami

These two huge cities make use of part-time teachers, but -- especially in the case of Miami -- not to the extent logic or need would suggest. Neither city has formulated a consistent, full-bodied policy on the use of part-timers, and (as noted earlier in this report) the central offices keep scant records on the part-time teachers at work and, in general, they have little or nothing to do with their recruitment or deployment.

Detroit: This hard-pressed city, with a school population of almost 300,00 suffers an acute teacher shortage. The causes are multiple, and include such universal big-city problems as the flight of the white middle class to the suburbs, a growing and increasingly Negro population, and the reluctance of teachers to work in the inner-city schools. In Detroit these difficulties were aggravated by the loss of two campaigns to raise the tax rates for schools in the early 1960's. In one school year, 1963-64, the system could not hire any new teachers at all. The Detroit schools have never recovered the ground lost then.

One way to alleviate the shortage has been the use of part-time teachers, steadily increasing since 1963. The system now employs over 400,

a respectable 4 per cent of the total teaching staff of 10,000. It would appear, however, that the system could profitably absorb a much greater number, particularly in the light of testimony from administrators in schools now employing part-timers. A telling statistic to support this testimony is the number of substitutes in Detroit's schools: there are more than 800 (double the number of part-timers), nearly half of them without college degrees.

Detroit's use of part-time teachers can be more readily generalized than was true of the smaller communities in Catalyst's study. Over half of them work in the elementary schools (approximately 300 teachers in 1967). In a pattern often found in Detroit, one teacher works two days a week, her counterpart three; they are about equally divided between those who teach music or art, and those in charge of home rooms. More than 100 part-timers work in kindergarten or in special education (such as teaching the mentally retarded). The remaining part-time teachers in Detroit are scattered throughout the system. Recently Detroit began to use retired teachers for remedial reading; they work a minimum of two days a week.

Here are a few examples of the diverse services part-time teachers perform in Detroit:

* Two sisters are part-time kindergarten teachers in an inner-city school. Though their previous teaching experience had not been with kindergartners, their supervisor says these young women are the most innovative teachers he has ever had. On their own, they have attended seminars and taken courses at Wayne State University in order to learn more about their present assignment. Most of their pupils are poor white immigrants from Appalachia. Realizing early in the term that about ten of the children in their two half-day

classes were retarded or emotionally disturbed, they got permission to arrange the classes so as to group the difficult children together.

* Two part-time teachers share a class of children who are "partially sighted," many of whom are retarded or disturbed as well. The part-timers keep in touch through phone calls and exchanging notes. "In many ways, " says one, "it is better for the children than having only one teacher. We can give them all individual attention, and share ideas and insights about the most difficult pupils."

* Another part-timer, unlike those just cited, never had taught full time before, but had substituted for three years as a home-room teacher. Now she teaches science part-time, and feels much more continuity with the children than she did as a substitute.

* A young mother started as a full-time teacher, but decided her children needed more of her time. Now she teaches music two days a week, in an elementary school too small to warrent a full-time teacher.

* * *

The picture of part-time teaching derived from interviewing principals and other school administrators in Detroit is quite different from the picture that emerged from the central office. According to the principals, many of the city's problems -- the teacher shortage, the large percentage of children with learning disabilities in the inner-city schools, the large classes -- could be mitigated by a broader and more effective use of part-time teachers. They expressed the wish that the

central office would actively recruit such help, and the belief that it might even be possible to recruit women from Detroit's suburbs.

An assistant principal at an elementary school was enthusiastic about the school's six part-time teachers (out of a total of 26). "I wish I could have more," he said. "If it hadn't been for the part-time people, we would have been in a bind." When his school opened in the fall of 1966, there were no kindergarten teachers at all and, on his own, this assistant principal found two who would work part time.

According to the principal of an inner-city school that employs eight part-time teachers, "We'd use part-timers anywhere there is need." He too found his part-time teachers on his own; their employment has produced no added paperwork or scheduling problems. In his view, working first as a volunteer aide is a good way for women to break into part-time teaching. This pattern has worked well in his school.

Dissatisfaction with <u>substitute</u> teachers recurred in Catalyst's interviews with school principals. Said one, who had found substitutes poorly prepared, "You give me fully certified part-time teachers, and I'll take all I can get." Another principal, who employs two part-time science teachers, said: "I don't want a day-to-day substitute."

In marked contrast to this positive attitude toward part-time teachers among Detroit's principals on the hiring line, interviews with central office administrators made clear that -- despite the relatively large number of part-timers employed -- there has been no concerted effort to attract them to help solve the city's critical problems. In the central office, it appeared, there was a reluctance to use part-timers, and a preference for substitute teachers whether or not qualified to teach their assigned subjects or grades. Central-office administrators

expressed fear that part-time teachers would increase paperwork, and also might constitute surplus staff if enrollment should decrease. (In Detroit, part-time teachers, unlike substitutes, get tenure after two years.) The central office partiality to substitutes persists despite the fact that substitutes cost more than part-timers in Detroit, and that the substitutes themselves say that they can do little beyond keeping order in a classroom.

Detroit's central office, with no real program for recruitment or effective utilization, appears to regard the use of part-time teachers as a measure of desperation, to resort to only in emergency. As Catalyst's study showed, many of the putative drawbacks to the use of part-timers seem to vanish in practice.

Miami: Like Detroit, Miami (which has the nation's seventh largest school system) is very short of teachers, and has its own share of urban educational ills. Miami's central office is even less attuned to the use and advantages of part-time teachers than Detroit's: the official records show only a dozen part-time teachers employed in the school system. Miami, with 9,500 full-time teachers, needs 1,000 new teachers every fall, and chronically calls on some 2,000 substitutes each year.

Actually, as is also true of Detroit, more part-time teachers work in Miami than the central office knows about. They also teach more subjects than the central records show. According to the Miami central office, part-timers are used only for reading. But Catalyst's study showed that the schools have part-time teachers in foreign languages and many other subjects. Again as in Detroit, the disparity stems from the fact that school administrators, of necessity, find and hire part-time

help on their own without going through the central office.

A newspaper story on the potential use of part-time teachers in Miami that drew 300 responses is variously interpreted. According to the central office, many of the respondents lacked college degrees, and most of them were willing to teach only in the morning. A critic of the central office attributes the failure of this publicity to the fact "that no program was ready and so all was lost."

One woman who saw the story and got a job is the mother of three small children, who had taken maternity leave from full-time teaching. She now teaches Spanish to two classes (and puts in roughly the preparation time she had done when she worked full time). The curriculum director in this teacher's school says: "It's the best solution to the teacher shortage that I've ever seen." The director, now near retirement, thinks that she and many older people would like to keep on teaching, part time, if Florida would relax the rigid rule that part-time teaching precludes retirement pay.

One Miami principal interviewed employs two part-time art teachers -- one for two and a half days each week, the other for a half day twice a week. Except for "a little more attention to scheduling," they present no problems. This principal would welcome additional part-timers, to help the regular classroom teachers by taking on reading groups, and in many other ways.

A high-school principal has made particularly imaginative use of part-time teachers. One teaches Chinese and Asian studies two hours a day. In 1966 he had a teacher who taught Arabic part time; the following year he was looking for one to teach Greek, and stated that he would also like part-timers to teach acting, writing, art, and poetry. He does not

believe that such teachers should be required to be fully certified if they are fully qualified in their own special fields. The teacher of Chinese and Asian studies, for instance, would not meet Florida certification requirements though she has a degree from the University of Taiwan. Her principal was able to by-pass the central office and employ her only because the course she teaches is a non-credit course.

3. Certain Conclusions/Guidelines -- in Search of Confirmation

Catalyst's visits to five very different school systems among America's 23,500 school districts pointed to certain conclusions as to the utility of part-time teaching and suggested certain guidelines for schools interested in embarking on this innovation. Limited as it was in scope, the study inevitably raised questions still to be answered before definitive guidelines can be formulated.

Some conclusions are quite clear, however. The country abounds in well-educated women willing and able to teach part time. Many schools make use of part-timers, if only to a limited extent. They use them in a variety of subjects and services, and fit them into a wide variety of time patterns. There are, indeed, obstacles to their greater and fuller use -- but in general these obstacles are extrinsic to the ability and performance and adaptability of the part-time teacher herself: obstacles such as rigid certification requirements, inflexible rules on retirement pay, indifference or misinformation on the part of big-city central offices and of school administrators who have had no experience of using part-time teachers.

Preconceptions about part-time teaching, this study shows, generally tend to be mistaken. Framingham's partnership teaching, program, for

example -- which is quite distinctive from more casual and fortuitous part-time teaching arrangements -- is eminently successful. But this program in which two teachers share one class seemed impossible even to principals in the other four communities Catalyst visited who were entirely pleased with their own, more conventional, ways of using teachers part time. Very often these principals felt that partnership teaching would confuse the children, that the partners wouldn't get along ("It would be like two women in the same kitchen," said one principal), and that parents would object to it. In practice, as the Framingham and all the other communities that utilize teaching partnerships experience shows, none of these objections hold up.

Another important observation that the study supports as noted above is that part-time teachers are most successful in communities that use them, not out of desperation born of the teacher shortage, but in organized, well-thought-out ways to improve the quality of the schools. In general, it was found that part-time teachers can help solve many of the staffing problems now plaguing administrators, and that their use eases -- rather than complicates -- school scheduling.

From the diversified applications of part-time teaching in the five communities visited, it is clear that visits to other communities would uncover other applications and time patterns. At the same time it seems obvious that school systems share many problems, and could learn from one another -- as to the effective use of part-time teachers as in everything else. If, for instance, a teacher can teach her native Chinese, part time, to high-school students in Miami, it seems reasonable to conclude that other cities could follow suit with other languages. If retired teachers can help meet the enormous problem of reading retardation in Detroit, is

there any reason that retired teachers couldn't do likewise in other cities? Similar lessons could be drawn from Niskayuna's use of part-time art teachers, and Cedar Falls' plan for use of library assistants.

* * *

Administrators wishing to introduce part-time teachers in their school systems, or to use them more effectively, might take account of these factors:

A. An inventory of needs: Every administrator has his own list of subjects and services he would like his school system to offer -- perhaps art and music -- with insufficient enrollment to justify two full-time teachers; perhaps more staff time for curriculum planning or reform. If administrators would analyze their particular needs in relation to the potential offered by part-time staffing, they might very well find it possible to meet them, or some of them. His need may simply be for well-qualified teachers to fill existing positions. If so, he should not overlook the talent existing among potential part-time teachers.

B. Recruitment: Centralized recruiting -- whether through the schools' central office or through an outside agency -- produces the best results. Otherwise, recruitment is haphazard and chancy. Centralized recruiting can utilize all kinds of communications media, and can also screen out unqualified people or help them to qualify themselves. There is every indication that all-out, well-organized recruiting would turn up far more potential, well-qualified part-time teachers than most school systems realize.

C. Orientation: Any administrator embarking on the use of part-time teachers should see to it that the innovation is carefully explained not only to the part-timers themselves but to the regular staff, to the school's students, and to their parents. The beginning part-timers will profit in particular by briefings from experienced part-time teachers, and by periodic get-togethers after they have had some experience themselves. Preparations (and continuing orientation activities) need not be so comprehensive and elaborate as those undertaken in Massachusetts by the Women's Educational and Industrial Union for the partnership teaching program, but this spadework could serve as an invaluable guide to other schools as they introduce part-time teachers into their systems. Indeed, the records compiled in Framingham and elsewhere could, appropriately adapted to local needs and conditions, serve as an invaluable step-by-step model for other communities and make the innovation comparatively easy to realize effectively.

D. Evaluation: Some administrators may be convinced that to ensure full and effective use of part-time teachers, measurement of results should be built into the programs that involve them. Evaluation could be quite informal, such as soliciting comments from the teachers themselves (both part-time and full-time) , students, and parents. Or it could be more formal, including perhaps testing students to ascertain the most (and least) effective uses of part-time teaching. But experience suggests that schools can profitably try out part-time teaching without worrying unduly about evaluation.

E. Communication: Principals and other administrators would benefit

themselves and other school systems as well if they could share information and experience about the use of part-time teachers. Similarly, arrangements could be set up to facilitate communication among part-time teachers in the same school, and part-timers in quite different settings.

* * *

Envoi, from Catalyst to America's School Administrators

There will always be a scarcity of fine, capable, imaginative teachers. Even though the gross overall teacher shortage abates, there promises to be a continuing shortage of teachers in specific fields and specialities -- a shortage that is likely to increase as schools assume new patterns and responsibilities. Thus the opportunity will persist to enhance the scope and quality of school programs by enlisting part-time teachers. And every community has a pool, large or small, of talented and well-educated women whose domestic lives would allow them to give part of their days to the classroom.

Is there any school system that could not effectively use and assimilate such part-time teachers? Catalyst's investigations suggest not. School administrators don't have to be reminded of that late-summer panic that overtakes school systems: the need for teachers -- in any event, the right teacher at the right time -- almost always turns out to be greater than anticipated. Schools can make do with substitute teachers, to be sure, and all of them do. But part-time teachers, as we hope this Catalyst study has concretely demonstrated, should not be considered mere stop-gap employees hired to meet an emergency. These women -- young or old, fresh out of college or lured out of retirement --

can, if chosen, prepared, and deployed thoughtfully, bring positive permanent values to the school and its children. Indeed, the very fact that they are part-timers can be an asset in itself. As experience in the five communities of this study indicated, the part-time teacher's adaptability can ease -- rather than complicate -- scheduling problems. Another advantage, frequently cited in Catalyst's interviews, is the introduction of a fresh viewpoint, a kind of cross-bearing, on the individual child and his problems.

So we hope that more and more communities will tap this underused reservoir of teacher power. There is no question that well-qualified women in thousands will respond eagerly to your recruitment efforts, and serve effectively as integral members of the school staff.

Catalyst is prepared to work closely with any school administrators who would like to initiate or extend the practice of employing part-time teachers. Catalyst staff will welcome the opportunity -- through correspondence and through visits to the schools -- to assist in the analysis of personnel needs, in recruitment of part-time teachers, in planning for their assimilation in the school and the community, and for their most effective use. Catalyst will also be happy to work with women's groups and with citizens' groups who may be interested in fostering this practice in their communities.

Please address inquiries to:

Mrs. Jean Sampson, Director
Catalyst in Education
45 Labbe Avenue
Lewiston, Maine 04240