



Teacher Recruitment and Retention: **Personal Conflicts, Social Dilemmas**

P. E. Gracey III

The social dilemma that I explore in this paper has great relevance to my life. I have chosen to investigate the recent shortage of teachers in our educational school systems. I view this to be a major social problem that will affect almost everyone. This topic will also relate to my own life in various ways. First, I will look at the reasons I have chosen to enter the educational field. I will relate my personal career choice to those of others that are in a similar situation. Next, I will look at the problem of teacher shortages. I will look at some of the personal dilemmas that I am facing and link them to the social factors surrounding teacher shortages. Lastly I will explore the ways that society is combating this problem and look at how these solutions connect to my own life. I hope that this exploration will provide me with some answers, or at least some options, as to where my career is headed. Throughout this paper I will look at the issue of teacher shortages in terms of my own experiences, ideas, and emotions that are related to the educational field.

I begin by informing you about why I have chosen this topic. I believe a short life

history will prove imperative in revealing the relevance of this matter to my own life. In high school I was sort of a troublemaker. Reflecting on my adolescence I would say that many of my actions were self-destructive. As many are at that age I was having trouble defining who I was and wanted to be, and how I wanted to come across to others. I was considered a "late bloomer" and was very small stature wise in comparison to my peers. In retrospect, I think I would often overcompensate my "small stature" with "large rebellious actions," which usually got me into trouble. Needless to say my education suffered, I failed some classes and barely passed others. A college career began to look unattainable. During my senior year I got into more trouble and was beginning a downward spiral. This led to my mother kicking me out of the house. I moved in with one of my friends and continued on as I had been. Due to my grades and attendance history I was pushed into a BOCES vocational program by my guidance counselor. This was common for students with "below average performances" in high school. I began to take building trades in the morning and then a few regular academic classes in the afternoon. I started to really like the construction business and soon aspired to work in the industry after finishing high school. My building trades teacher set up a "vocational college day" in our class. Finding out that I could go to college for construction sparked some interest in me. This new prospect helped me to graduate and receive my high school diploma; it also helped me to convince my mother to let me move back in!

When I moved back in with my mother I agreed to make some life-style changes. We both agreed to do some volunteer work for a local charity. Throughout my life I had always been great with children. I had always taken an interest in them and enjoyed caring for them. My mother and I agreed that we would focus our volunteer work in some way that would benefit children. We

soon got in touch with catholic family services. This institution set us up with a family that consisted of three children, a father, and a mother who had the AIDS virus. We began seeing the children once a week and progressively more. I believe that this showed me my first true calling to child-care and education. When their mother passed away later that year we began to see the kids quite often; they even moved in with us for a while. I loved it! I would help with their homework, play sports with them and most importantly be there for them to talk to.

Late in my senior year I applied for the vocational college and got accepted. I spent the next two years in a rural town in upstate New York. The classes were a lot harder than I was used to but I did all right. I maintained my relationship with the children throughout my college years. When I finally graduated from that college I went out and got my first real job. At first I was happy but I soon began to dislike my employer. He and I would often knock heads, which was not uncommon for the construction business, but I soon could no longer take it and quit. I then began to frame houses with a smaller firm. The work was much more intensive, but I got along with my boss better. However much I enjoyed the type of work, I had problems with the winters. I am originally from Miami and working out in the zero degree weather disagreed with me. When my boss's company went under I realized that I was at a crossroads in my life. I strongly believe that when god closes one door he always opens another. I did not want to return to work in the cold, so I consulted my mother. She proposed that I return to college and get my bachelor's degree. It did not sound half bad but I could not imagine what to major in.

One day the idea of teaching came into my head. I had always liked children and it just made sense. I thought back about all of the teachers that I had in previous years. I realized the major impact that the "good"

teachers had on my life. I also wondered what I would have been like in high school if I had a teacher like myself. You see, I now look at my so-called "delinquent years" as a virtue, something that may prove to be a common ground for myself and another troubled student. I believe that having both physical and emotional experience in some of the areas that so called "troubled students" are faced with will give me an advantage over some of the other teachers who do not have this experience.

I viewed the layoff as an opportunity to explore a "calling" that I guess I had always felt. The next week I came up to Oneonta and decided to enroll in the educational program. I am now in my second year and I feel that I am right in the middle of many of the issues that surround my original topic of teacher shortages.

I have presented some of the reasons for my interest in teaching, and also some of my life experiences that have led me to where I am today. There is however somewhat of a dilemma in my life that surrounds the career choice that I have made. The dilemma that I am confronted with is one that many others are also facing, and may be a large part of the social problem of teacher shortages. I will first look at my personal issues about my career choice, and then focus how my issues transfer to the larger social problem.

As my brief life history shows, I began my college career on a whim. I was at a cross-roads in my life and needed to come to a decision rapidly. I went with a "gut" feeling and decided to enter the teaching profession. I did so however without seriously exploring what exactly I was getting into.

As I became more involved with the educational field during the first semester, I began learning some of the issues that young teachers were faced with. I also found out that becoming certified to teach would take a lot more time and money than

I had anticipated. I am starting to second-guess my self and the decision that I have made. The first personal issue that I will look at is the length of time that I will have to remain in school, here at Oneonta, to obtain my degree in elementary education. As I mentioned earlier, I unfortunately did not look into the particulars of the education program. I had already graduated from a two-year SUNY school and knew that I had some college credits that would transfer. The first time I went to speak to an advisor about scheduling my classes I did not think to ask about a potential graduation date. The second time that I went to speak with the advisor I did remember, and when I found out I was devastated. I found out that I would need another three years here at SUNY Oneonta just to graduate. This was a total shock to me, I had never taken into account the amount of classes that I needed or the fact that when I met the credit requirements I would still have to then enter my educational methods block. I had some preconceptions that having graduated from a two-year school, I would need roughly two more years to receive my degree. Two years here I could deal with, but four years was a very long time for me.

I am not really happy here at this school, socially or academically. I have not made any real friendships here. Not that I consider myself a fully matured adult, but many of the students here appear immature. It seems to me that a good majority of the students are fresh out of high school and are heavily into frats and partying, etc.; many of them act foolishly even during classes. This party life-style is something that I came to this school to try and transition out of, not to say that I am totally against partying, but many of these students are doing it every night. My time here has made me realize what it must have been like for some of the more mature students in my high school when I was the one acting the fool; perhaps it is just a little karma seeking restitution. The other reason

that I am unhappy at this school has nothing to do with the institution itself, but rather with the climate. As mentioned earlier I am originally from Miami, and I rather dislike the winters up here. I find myself short tempered, bored, and mildly depressed during the winter months.

These are my two major beefs with this school. Although I was unhappy my first year, I convinced myself that I did not have much more time to go. When I found out that I had a substantial amount of time until I would graduate, I became even more unhappy and began to second-guess my career decision.

The time that I would have to spend at this institution is not however my only basis for questioning my career path. My first education-specific course, issues in education, also gave me some doubts. In this course we were encouraged to explore some of the issues that face educators and the educational system in this country. I found many concerns about teacher salaries. I had always been aware that there was not a lot of money to be made in the teaching profession; however I was not aware of what teachers actually earned. When I began to research how much teachers earned on average, I too became concerned. Starting teacher salaries are low when compared to other professions. The starting salary that I would expect to earn as a beginning teacher is about what I was already making in the construction industry. This was very discouraging to me. I began to question why I had left a job that was already paying me what I would potentially earn as a teacher, even after receiving a higher education degree. I was having trouble justifying all of the time, effort, and money that I was spending here at this college. The more that we discussed teachers' wages in class, the more aware I became of how big of an issue this was in education.

Non-competitive salaries are the basis for many problems, one of which is teacher recruitment. It seems that my concern is

one that is also held by many others in a similar position. It appears that many are questioning their career choice of education, and many more are not considering this profession at all, largely based on the non-competitive salaries. The next objective of this paper will be to examine the teacher shortage problem on a mass scale.

Teacher shortages are multi-causal. An increasing number of educators that are retired, or on the brink of retirement, coupled with teacher recruitment problems, are causing an increased teacher shortage. The age of the work-force is increasing, and there is no exception in the teaching profession. The number of educators over age fifty jumped from 15.5 percent in 1976 to 26 percent in 1996 according to a study done by the National Governors Association (www.nea.org 1). This increase in the age of educators is leading to a rapid increase in the number of teachers that are retiring. "The number of teachers retiring annually between the years 2011 and 2020 is projected to be 79,800—five times the annual average between 1980 and 1987" (www.nea.org 1). This shows that there is going to be an increased need for teachers in the coming years. The problems surrounding teacher recruitment and retention may prove to be even more serious given the number of teachers that are retiring.

One of the biggest hindrances to the recruitment of new teachers seems to be financial. Starting teacher salaries are not competitive when compared to starting salaries in other professions. According to a survey by the American Federation of Teachers (AFT), the average starting salary in 1999 was \$26,639, and the starting salary for overall college graduates was \$37,194. Those who graduated from such programs as computer science and engineering, out-earn new teachers by \$16,000 to \$18,000. "The bottom line, as AFT president Sandra Feldman puts it: Low salaries are preventing quality people from both entering and

staying in the profession." (Gursky, 2000/1: 2). The strengthening economy of the last decade led to rising salaries and a growing job market. Schools are having a tough time competing for college students; even college students who graduate with a degree in education are seeking jobs in other fields of work. According to one study "Half of the 1992-3 college graduates who prepared to teach had not entered a public school classroom four years later" (Tomaka 3). Recruiting new educators is just one of the many problems that surround the growing number of teacher shortages.

There is also a problem of teacher retention. As one study pointed out "within three years 20 percent of all new teachers leave the profession and within five years about 30 percent of all teachers leave the profession" (Tomaka 3). The problem of teacher retention seems to be one of the biggest problems surrounding teacher shortages. Many studies report that there are still a number of people entering the teaching profession, but a high number of them leave within the first year. Teacher turnover is multi-causal. Low salaries, lack of support, unruly students, and poor classroom settings are just some, to name a few, of the problem areas cited in the school system's problem of retaining teachers. Because many of the problems cited in the inability to retain educators are associated with poor inner city schools, the problem of teacher retention may have the greatest impact where it is needed most.

Social class plays a large part in the quality of education that a student will receive. John Walton refers to social class as "large groupings of individuals who share common experiences, life chances, and a culture by virtue of similar situations and power in the marketplace" (Walton 137). Inequalities that exist between social classes are very apparent in education. Those in lower social classes, who live the poorer school districts of large cities, must send their children to overcrowded, under-

staffed, deteriorating public schools. Those in higher social classes who live in robust school districts, will be able to send their children to better-equipped schools. In most cases those in the highest social classes will send their children to costly private schools. In my opinion, the ability of the rich to send their children to private schools may breed an indifference to a deteriorating public school system. I personally believe that if we did away with the idea of private schools civil society would greatly benefit. Money that is put into these private schools could help to fund the public school system. This money could combat the lack of resources and could be used to increase teacher salaries, which would in turn help with the problem of retaining good teachers.

Low salaries were often cited as reasons for the high turnover rate. As previously mentioned starting teacher salaries are low when compared to other professions with similar college requirements. This gap only widens as time goes on. According to the AFT 1999 survey, "the average teacher salary (which turns out to be for someone with about 16 years of experience) is \$40,574. This compares to average figures of \$68,294 for engineers, \$66,782 for computer systems analysts and \$49,247 for accountants, to name a few. Over the course of a career, that adds up to a huge earnings gap" (Gursky 2). Realizing the comparative financial inequalities that an educator will face in a lifetime may at least provide considerations for a career change. Financial complaints are not the most heavily cited reasons for leaving the teaching profession. While low salaries are an important factor, many teachers often choose to leave the profession due to the problems they face in performing the duties of a teacher.

Management of public schools, problems with administration, heavy workloads, and student discipline often cause teachers to leave their professions. New teachers are often complaining of too much

stress associated with their jobs. One journal article that I read told the qualitative story of a new teacher, Jeff Husband, who too endured high stress levels that eventually led him to quit. He claimed to have little support from teachers or administrators, problems with student discipline, and a heavy work-load. Husband explained, "I was working 14, 15, 16 hours a day all the time... My wife and kids never saw me." (Ballinger 1). The intense work-load was not however the only problem. Bad management is often to blame in the high turnover of new teachers.

In the same article Richard Ingersoll, a University of Georgia sociology professor who has studied schools and workplaces for years, explains that "New teachers are far more often mismanaged than are veteran teachers" (Ballinger 2). He also explains that new teachers like Husband will often be assigned to the most difficult classes with the most difficult students. This problem is even more severe in the inner city school districts, where problems with unruly students and poor management are common.

Statistically speaking, turnover in these inner city schools produces even greater numbers than those previously presented. "In some schools in the South Bronx and South Brooklyn, up to 70 percent of teachers leave within their first three years on the job. About half of those who remain are not certified or are teaching subjects out of their fields of study" (Ballinger 2). Fred Frelow, director of NCTAF's Urban Initiative, attributes this turnover to a number of factors: run-down and overcrowded classrooms, a shortage of teaching materials, a lack of support from administrators, and low salaries (Ballinger 2). I can strongly agree with this view of reasons for high teacher turnover.

The next focus of this paper will be on my personal experience of teaching in a large city school district. I share some of the

viewpoints that are explained by these experts and will provide a first-hand account of some of these issues.

My only teaching experience came in one of the school districts pointed out by these experts as having the highest turnover rates. I was a teaching assistant in Bedford Stuyvesant, Brooklyn. I became interested in a program that was affiliated with the college called Summer in the City. This program seeks college students to fill teacher assistant positions for summer school. The program would provide low cost housing and a living stipend to all who were accepted into the program. (I would later come to realize that a large agenda of this program was to recruit teachers to some of the poorer school districts in New York.) This sounded great to me; I would be able to gain some teaching experience while also getting to live in New York at an affordable price. I decided to apply for the position and was accepted a few weeks later. I moved into a large building in Brooklyn and began teaching on the first day of summer school.

When I got off the subway the first day I was a little nervous. Everyone had warned me that the area that I was going to teach in was rough. The first thing that I noticed was that I was a minority for once in my life. I was the only “white” person that I would see from the time I got off the subway until I returned. I found this to be very enlightening; I could finally experience what other minorities must feel on a daily basis. Being part of the majority I usually downgraded the significance of the situation, but when the situation was reversed I was greatly aware of it. This reversal was apparent in school as well. All of the students would come in to my classroom to see the “white” teacher, even some of the staff put off a curious vibe. I was fine with all of it though; I chalked it up to part of the experience.

Bed-Stuy is a very poor district, mostly housing projects and run down buildings.

It has a very high crime rate and does not usually attract anyone who does not live there. The actual elementary school at which I taught was actually a pretty nice building though. I will now share some of my teaching experiences. I will start by sharing my encounters with staff and administration and then move on to my experiences with the students—I like to save the best for last.

When I first arrived, everyone treated me very kindly. I picked up on a common vibe from most of the staff right from the beginning. They all treated me as if I was crazy for wanting to enter the teaching profession, and also for wanting to come and teach in the ghetto. This was a little shocking to me. While always friendly, the staff seemed to be trying to push me in the direction away from teaching. I also began to notice some of the issues that we had discussed in my class unfold in the main office. Issues involving low pay, student discipline and problems with administration were apparent from day one. Almost every morning I would arrive early and wait for the teacher whom I was assisting. This gave me a chance to hear all of the other teachers talk (and gripe) amongst themselves.

Almost every teacher at this school was a good, hard working individual. They all showed up on time in 90-degree heat to teach some of the most discipline intensive students. This is part of the reason that hearing some of their complaints bothered me so much. During my second week of teaching the summer school, teachers were due to receive their paychecks. When they finally received their checks, a few days late, most of them found that they were shorted. “I’m never teaching summer school again” one teacher proclaimed after opening her check. This unhappiness over the low pay was transmitted to me in the form of, “are you sure you still want to teach?” and other similar comments. Needless to say I was quite discouraged by this. Besides low pay the teachers had other dif-

difficult issues to deal with, such as problems with administration, a shortage of learning materials, and student discipline.

Summer school curriculum was a big source of teacher stress. For the first week and a half the teachers had no sort of curriculum guidelines to follow. About ten days into the summer school program everyone was given one math book and one English book to work from. The teachers were happy to have some sort of guide to follow, but many of them had already come up with their own guidelines for teaching the students and were unhappy to have to change. About two weeks after that the principal gave an announcement that the students who were there because of failure to pass the grade were to be assigned new books to learn from, and the students who were there for enrichment (meaning that they were there as a form of child-care) were to continue with the same books. Needless to say all of the teachers were quite upset, and this made it extremely difficult to teach the class as a whole. The new books were also in short supply, as were most of the learning materials. A good portion of my day was spent running from class to class trying to find math or English books so that our students wouldn't have to share.

Teachers were also having a tough time keeping the students under control. During our orientation the program liaison warned us that "There were no silver bullets as to why these students were in summer school." I viewed this to be a very negative comment; I felt that this would perhaps give an unfair bias against the very students that we were attempting to help. Once I began teaching I did notice that these children were rather unruly. Many students would not listen to the teachers and would constantly be out of their seats. Often cursing and physical abuse took place. This made it extremely difficult to conduct any type of a lesson plan. There was also a large problem in how the administration was taking care of the insubordi-

nate students. The first means of dealing with an unruly student was to send him/her to a different classroom for an hour or so. This was a horrible idea in my opinion. Many of the students in my class were kicked out every day, consequently never getting to participate in any learning. Whenever the teacher was about to kick a student out I would tell her to let me deal with that particular student. I was usually able to get the student to behave for at least a little while. When a student was completely out of control my teacher would attempt to send him/her to the main office. This would usually result in the student being sent back with a note proclaiming, "Threaten to call home if it keeps up." This led to further frustration on the teacher's part. With just a few of these examples it is easy to see why there is such a high teacher turnover rate. Despite these negative aspects of the profession, some teachers do decide to stay. I have a feeling that a large portion of the teachers do stay because of their relationships with their students.

Over the course of the summer I was able to form some meaningful bonds with my students. If there was anything that made me feel confident in my current career choice it was the relationships that I developed with my students. I was much different than the other teachers in the elementary school. I was young, white and a male. I was in fact the only male teacher in the whole school. The children expressed a great curiosity in my being at their school. I was able to use this curiosity in constructive ways; their interest in me made it easier to openly communicate with them. Simply being a male made a huge difference in my role as a teacher. Many of the students would not listen to the female teachers, but would obey my directions. This was not however all positive. I found that the head teacher would try and utilize me as strictly a disciplinarian. I also was usually the one that was in charge of breaking up the fights. Much of my day was devoted to the most

difficult students. I would come home most afternoons exhausted and would go to sleep for a few hours each day right after school. It was not however unrewarding.

I found that when I could spend time one on one with the more challenging students, they would really listen to me. I would often take them aside and explain that I wanted to be their friend more than anything, and that they needed to stop acting in such a manner that was preventing our friendship from developing. I found that this tactic worked quite well. Perhaps it was because of my unique presence in the school that many students felt it was “cool” to be Mr. Paul’s friend. Many of the students would actually correct one another citing my disapproval as a means of justification. That was one of the most rewarding things about my teaching experience. Often times the main teacher would assign three or four of the more difficult students to my supervision. We would usually go into the back corner of the classroom and work on a project. When I was able to get the “difficult” students to complete a whole assignment and actually learn the concepts I was ecstatic.

I think one of my most rewarding days came when I assigned extra homework to Conrad, one of my students. I must first explain that getting anyone to do homework was more than difficult. The main teacher would assign homework and maybe two out of eighteen students would actually attempt it. Conrad was having an extremely difficult time with his penmanship. I noticed that when he took his time he was able to do better and that he could definitely benefit from some practice. I decided to ask him how he felt about writing some sentences for homework. He griped for a little while but eventually agreed. I did not expect him to complete all of the homework, so I purposely assigned a few more sentences than I thought was necessary. The next morning when I went to pick up our students in the cafeteria, Conrad ran up

to me waving his completed homework assignment in the air. I cannot explain the way that this warmed my heart. I was so proud of him and it made him even more proud of himself.

On my last day I was quite sad. I did not want to leave my students and possibly never see them again. When it was finally time to say good-bye the class presented me with a huge card. When I began to read all of the comments I had to hold back my tears. I was especially moved by one student’s comment. He wrote that “even when I was bad and you had to yell at me, you could still make me smile.” Upon leaving the head teacher told me that I had been a positive influence in the class. She also took notice of how I was able to reach the more unruly students, and correct their behavior. This was all very encouraging to me. This brings me to the dilemma that I am faced with today.

I feel that I would make a good teacher. I love the children, but am not sure of how I will deal with the external factors that are involved with teaching. My overall dilemma may be summed up as an internal conflict between my “utilitarian individualism” and my sense of commitment to the community, namely children. Utilitarian individualism is defined in *Habits of the Heart* (1985). “Utilitarian individualism views society as arising from a contract that individuals enter into only in order to advance their self interest” (Bellah et al. 336). “Utilitarian individualism has an affinity to a basically economic understanding of human existence” (Bellah et al. 336). I am having a hard time justifying the years of hard work that I will endure for relatively low pay if I become a teacher. On the other hand I wouldn’t feel right if I chose to enter another field simply due to economic factors. I believe that there are many others out there that have similar feelings to mine and that one of the main causes of teacher shortage is the triumph of utilitarian individualism over civic respon-

sibility.

Before closing, I will briefly analyze two programs that were developed to combat teacher shortages and that may be options in my near future. The two programs are the Teach for America and the Teaching Fellows program. Both of these programs were developed to aid public schools in the recruitment of new teachers.

The first program that I will focus on is Teach for America. This program was developed by Wendy Kopp in 1989. The program is a national corps of outstanding recent college graduates of all academic majors who commit to teach for two years in under-resourced public schools. The mission statement of the program is as follows: One day, all children in this nation will have an opportunity to attain an excellent education. This program is highly selective and only accepts approximately 25% of all applicants. Following acceptance into the program members are put through an intensive training program. "This training consists of approximately 12 hours of independent observation in public school classrooms and an intensive 5-week training program in Houston, Texas. At this summer institute, corps members teach summer school in the mornings and early afternoon and attend lectures, workshops and discussion sessions in the late afternoon and evening. Shortly after the completion of the institute, corps members report to their assigned region for orientation and begin their 2-year commitment" (Brenner 1). While teaching, members often work towards their full certification in their subject area.

The second program that I focus on is the Teaching Fellows program in New York City. This is a new program that was developed by New York City Schools Chancellor Harold Levy in the year 2000. The program is similar to the Teach for America program in that it offers training and sends its member to under-performing public schools.

This program is also highly selective and only accepts those candidates who have "excellent teaching potential based on high achievement in previous endeavors" (nyc-teachingfellows.org 2). Requirements for potential candidates are a bachelor's degree and an undergraduate GPA of 3.0 or higher. All of the fellows are enrolled in a two-year Master's of Education program. The classes are specifically scheduled so that the Fellows can teach and take classes in the evenings and/or weekends. The starting salary for New York City teachers with only a bachelor's degree is \$31,910. Fellows are also given a living stipend during their pre-service training.

I chose to look at the above two programs that were developed to combat teacher shortages in order to gain some personal information. But also I decided to utilize this opportunity to explore some options that might benefit my life and my future career. During the course of this exploration I was able to come to some decisions about my future. My tentative plan is as follows. I intend to switch my major here at Oneonta from education to sociology. I have recently visited an advisor and determined that I would only need two semesters to graduate with a bachelor's degree in sociology. This would solve the problem of expediting my time to degree at this institution. With the degree in sociology, I plan to apply for one of the two programs that I researched. At this time I have a cumulative GPA of 3.87 and I believe that if I can maintain this average for another two semesters I will have a good shot at acceptance into one of the programs. This will allow me to commit to two years of teaching so that I can get a real sense of how I will like the profession. After the two years I will be able to either work towards full teaching certification or use the sociology degree to find other work. At the present time I believe that this is the best option for me.

REFERENCES

- Ballinger, Jeff (2000). "Programs aim to stop teacher washout," *Journal of Staff Development*, v 21, no2, Spring, 28-33.
- Bellah, Robert, Richard Madsen, William Sullivan, Ann Swidler, and Steven M. Tipton (1985). *Habits of the Heart*. Berkeley: University of California Press.
- Brenner, Jonathan (2001). "Testimony before the Science Committee of the United States House of Representatives," March 7 <<http://www.house.gov/science>>
- Gursky, Dan (2000/2001). "The teacher shortage: How bad is it? What's being done about it?" *American Teacher*, December/January <www.aft.org/publications/american_teacher>
- NEA (2001). "Retirement Issues." June. <<http://www.nea.org/lac>>
- NYCBoE (2000). "Program overview." <<http://www.nycteachingfellows.org>>
- Tomaka, Laura (2000). "Teacher shortages and low pay spur action, debate over teacher recruitment and retention," *Council of State Governments Midwest*, 7, 3.
- Walton, John (1993). *Sociology and Critical Inquiry*, 3rd edition. Belmont, California: Wadsworth Publishing Company.