

6-1-1948

## A study of the status of the beginning teacher in Indiana for the school year 1946-47

Charles E. Fauset  
*Indiana State University*

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A STUDY OF THE STATUS OF THE BEGINNING  
TEACHER IN INDIANA FOR THE SCHOOL YEAR 1946-47

A Thesis  
Presented to  
the Faculty of the Department of Education  
Indiana State Teachers College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

by  
Charles E. Fauset  
June 1948

The thesis of Charles E. Fauset,  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 602, under the title  
A STUDY OF THE STATUS OF THE BEGINNING  
TEACHER IN INDIANA FOR THE SCHOOL YEAR  
1946-1947

is hereby approved as counting toward the completion  
of the Master's degree in the amount of 8 hours'  
credit.

Committee on thesis:

Harry E. Elder

Wayne T. Schomer

J. R. Mammey, Chairman

Representative of English Department:

George E. Snook

Date of Acceptance July 23, 1948

#### ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. John R. Shannon for the helpful suggestions and criticisms which he has given.

Expression of appreciation is also extended to Harry Elder and Wayne Schomer for their contribution of information and support.

To the members of the Indiana State Department of Education, Indianapolis, Indiana, acknowledgment is made for their assistance in the collection of data.

Appreciation is also extended to the writer's wife, Chrystal H. Fauset, without whose patient assistance this study would not have been written and to whom this thesis is dedicated.

C.E.F.

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## CHAPTER I

### INTRODUCTION

#### I. STATEMENT OF THE PROBLEM

The present period seems to be a critical one regarding the matter of finding teachers. In periodicals and over radio networks friends of education point out the critical need for teachers or expose existing conditions which tend to discourage young people from entering the teaching profession. The purpose of this study was to report the status of all beginning teachers in the state of Indiana for the school year 1946-47. Each year the county and city superintendents send to the office of the State Superintendent of Public Instruction an annual report which contains the following data concerning every teacher employed:

1. Subjects or grade levels taught.
2. Total years of experience.
3. Total weeks of training.
4. Institution from which teacher was graduated.
5. Degree held.
6. Months under contract.
7. License or permits held.
8. Salaries.



The above information was tabulated for all beginning teachers and that tabulation was used to seek answers for the following questions regarding beginning teachers:

1. How do the subject fields rank with respect to the number employed to teach them?
2. Do new teachers teach single subjects or combinations most frequently?
3. What are the most popular combinations with each subject?
4. How many new teachers teach by permit and in what subject or grade levels?
5. How many new teachers have advanced degrees?
6. How do the different types of institutions rank with regard to weeks of training, months of contract, and salary?
7. How many months do new teachers contract for?
8. What are the salaries of new teachers?

## II. IMPORTANCE OF THE STUDY

In view of the present teacher recruitment situation it is hoped that this investigation will be beneficial in two ways. First, it shows the status of beginning teachers in such a way as to point out any need for status modification. Second, it provides prospective teachers a guide for better selection of major fields.

### III. LIMITATION OF THE STUDY

The investigation of the beginning teachers for the school year 1946-47 was incomplete in the following respects:

1. The sex of three of the beginners could not be determined, since only their initials appeared on the Annual Report, Form 35.

2. No data, except the fact that the teacher had no experience, was listed for one.

3. Of the 23,500 accredited persons employed to teach, administer, or supervise in the public and parochial schools of Indiana, the experience of thirty-eight could not be determined because of insufficient data.

4. No available data existed for the following schools: (1) Pinnell School, Harrison Township; (2) St. Joseph's Academy, St. Joseph County; (3) Bloomingdale School, Allen County; (4) St. John the Baptist School, Benton County; (5) Richland Township, Benton County; (6) St. Mary School, Benton County; and (7) Earl Park, Benton County.

5. Data for the 786 beginning teachers considered were not complete in all categories. In the tabulation and analysis, the total number of beginning teachers with data in any category were considered in that category.

6. The results of the investigation refer only to inexperienced teachers, not to all teachers in Indiana.

There were 787 new teachers of a staff of 23,462 (23,500 minus 38 whose experience could not be determined). Thus, Indiana had one beginning teacher in each group of 29.81 teachers.

## CHAPTER II

### THE SURVEY

Every annual report, 1946-47, received by the State Superintendent of Public Instruction was scanned, and the following information about each beginner was charted on analysis paper: subject fields or grade levels taught; number of weeks of training; training institution; degree held; months of contract; salary; permits. The tabulated data were then arranged into three sections. These sections were (1) subject fields and grade levels taught, (2) number of weeks of training, and (3) salaries and months of contract.<sup>1</sup>

#### I. SUBJECT FIELDS AND GRADE LEVELS TAUGHT

Tabulation of the above information showed 169 of the 786<sup>2</sup> beginners to be in the elementary field and 617 to be in the high-school field. The sixty-three teachers with regular high-school licenses who taught in junior high schools were included as high-school teachers. The subjects which they taught were included in the combination tables.

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<sup>1</sup> Annual Report, Form 35 appears in the Appendix. Pages 4 and 5 were used for the survey. These pages are the same for the years 1946-47 and 1947-48.

<sup>2</sup> No information existed for one beginner, except the fact that the teacher was a beginner.

The 617 high-school teachers taught 1,130 subjects, an average of 1.83 subjects per teacher. High-school beginners who taught in one subject field only numbered 253, or 41 per cent.

In the high-school field 154 beginners (over 24 per cent) had classes in English; 134 (over 21 per cent) had classes in social studies; 119 (over 19 per cent) had classes in science; others ranged from ninety-eight in boys' physical education to four in French.

Teachers in the field of therapy and remedial work led the field of those assigned to one subject group only. One hundred per cent of them worked in therapy only. Art, with over 57 per cent; music, with over 53 per cent; industrial arts, with over 38 per cent; commerce, with over 34 per cent; and home economics, with over 31 per cent followed in that order.

Table I presents the complete data concerning subjects taught by the inexperienced high-school teachers.

TABLE I

SUBJECTS TAUGHT BY INEXPERIENCED HIGH SCHOOL TEACHERS IN INDIANA,  
1946-1947

Subject fields	Number* teaching this subject	Per cent teaching this subject	Number teaching in one subject only	Per cent teaching in one subject only	Per cent of single group teachers, teaching this subject	Per cent of all teachers teaching in one field only
Agriculture	20	3.24	3	15.0	1.19	.49
Art	26	4.21	15	57.69	5.92	.43
Commerce	89	14.42	31	34.83	12.25	5.02
English	154	24.96	39	25.32	15.42	6.32
French	4	.65	0	0.0	0.0	0.0
Health	57	9.24	1	1.75	.40	.16
Home Economics	69	11.18	22	31.88	8.70	3.57
Industrial Arts	39	6.32	15	38.46	5.92	2.43
Latin	16	2.59	1	6.25	.40	.16
Library	19	3.08	4	21.05	1.58	.65
Mathematics	77	12.48	12	15.55	4.74	1.94
Music	75	12.15	40	53.33	15.81	6.48
Phy.Ed.(Boys)	98	15.88	10	10.20	3.95	1.62
Phy.Ed.(Girls)	81	13.13	17	20.99	6.72	2.76
Safety	28	4.54	0	0.0	0.0	0.0
Science	119	19.29	13	10.92	5.14	2.11
Social Studies	134	21.72	19	14.18	7.51	3.08
Spanish	18	2.92	4	22.22	1.58	.65
Therapy	7	1.13	7	100.00	2.77	1.13
Totals	1,130	183.13 **	253	41.00	100.00	41.00

\* Teachers teaching one subject only were counted once; those teaching two subjects were counted twice; those teaching three subjects were counted three times.

\*\* Total was not 100 per cent since some teachers were counted more than once.

Considering combinations of subjects by percentage of combination, an analysis showed that 36.8 per cent of beginners who taught health also taught safety. From the field of social studies 32.8 per cent were called upon to conduct boys' physical education classes. Girls' physical education instructors furnished 28.4 per cent of their total to teach home economics. From the boys' physical education instructors came 27.6 per cent who also taught health. Next in percentage rank were English teachers; 22.1 per cent of them also taught social studies.

The greatest number of different combinations appeared in the teaching of commerce and the social studies. Each of those two fields was combined with fifteen other fields. English teachers combined their teaching with fourteen other subjects. Table II shows the frequency of the various combinations of subjects, and Table III gives the percentage of combinations with other subjects.

TABLE II

## FREQUENCY OF COMBINATION WITH OTHER SUBJECTS

	English	Soc.St.	Science	P.E.Boys	Commerce	P.E.Girls	Math.	Music	Home Ec.	Health	Ind. Arts	Safety	Art	Agric.	Library	Spanish	Latin	Therapy	French
English (154)	39	34	8	12	18	13	8	13	5	4	0	4	0	0	12	12	13	0	1
Soc. Studies (134)		19	24	44	8	8	15	4	2	17	3	11	2	0	6	4	2	0	0
Science (119)			13	14	3	14	25	0	19	16	6	7	2	15	0	0	0	0	0
Phy.Ed. Boys (98)				10	14	0	19	0	0	27	13	15	0	0	0	0	1	0	0
Commerce (89)					31	9	10	5	5	6	1	1	0	0	1	1	1	0	1
Phy.Ed.Girls (81)						17	1	5	23	13	0	6	3	0	0	1	1	0	1
Mathematics (77)							12	0	0	5	4	4	0	1	1	0	1	0	0
Music (79)								40	1	0	0	0	8	0	1	0	2	0	0
Home Ec. (69)									22	10	0	4	1	0	0	0	0	0	0
Health (57)										1	8	21	0	0	0	0	0	0	0
Ind. Arts (39)											15	3	0	2	0	0	0	0	0
Safety (28)												0	0	0	0	0	0	0	0
Art (26)													15	0	0	0	0	0	0
Agriculture (20)														3	0	0	0	0	0
Library (19)															4	2	1	0	0
Spanish (18)																4	1	0	1
Latin (16)																	1	0	0
Therapy (7)																		7	0
French (4)																			0



TABLE III

## PERCENTAGE OF COMBINATION WITH OTHER SUBJECTS

	English	Soc.St.	Science	P.E.Boys	Commerce	P.E.Girls	Math.	Music	Home Ec.	Health	Ind.Arts	Safety	Art	Agric.	Library	Spanish	Latin	Therapy	French
English (154)	25.3	22.1	4.9	7.8	11.7	8.4	5.2	8.4	3.2	2.6	0.0	2.6	0.0	0.0	7.8	7.8	8.4	0.0	0.7
Soc.St. (134)		14.2	17.9	32.8	6.0	6.0	11.2	3.0	1.5	12.7	2.2	8.2	1.5	0.0	5.5	3.0	1.5	0.0	0.0
Science (119)			10.9	11.8	2.5	11.8	21.0	0.0	16.0	13.4	5.0	5.9	1.7	12.6	0.0	0.0	0.0	0.0	0.0
P.E.Boys (98)				10.2	14.3	0.0	19.4	0.0	0.0	27.6	13.3	15.3	0.0	0.0	0.0	0.0	1.0	0.0	0.0
Commerce (89)					34.8	10.1	11.2	5.6	5.6	6.7	1.1	1.1	0.0	0.0	1.1	1.1	1.1	0.0	1.1
P.E.Girls (81)						21.0	1.2	6.2	28.4	16.0	0.0	7.5	3.7	0.0	0.0	1.2	1.2	0.0	1.2
Math. (77)							15.6	0.0	0.0	6.5	5.2	5.2	0.0	1.3	1.3	0.0	1.3	0.0	0.0
Music (79)								53.3	1.3	0.0	0.0	0.0	10.7	0.0	1.3	0.0	2.7	0.0	0.0
Home Ec. (69)									31.9	14.5	0.0	5.8	1.4	0.0	0.0	0.0	0.0	0.0	0.0
Health (57)										1.8	14.0	36.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ind.Arts (39)											38.5	7.9	0.0	5.1	0.0	0.0	0.0	0.0	0.0
Safety (28)												0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art (26)													57.7	0.0	0.0	0.0	0.0	0.0	0.0
Agric. (20)														15.0	0.0	0.0	0.0	0.0	0.0
Library (19)															21.1	10.5	5.3	0.0	0.0
Spanish (18)																22.2	5.6	0.0	5.6
Latin (16)																	6.3	0.0	0.0
Therapy (7)																		100.0	0.0
French (4)																			0.0

Table IV concerning popular combinations is self-explanatory. It lists the subjects from Table II by the frequency in which they appeared in combination with other subjects. For the sake of comparison, four points were arbitrarily given to first additional subjects, three points to second additional subjects, two points to third additional subjects, and one point to fourth additional subjects. This system ranked English as the most popular combining subject, with social studies slightly lower. Science, boys' physical education, and health followed in that order.

Of the 617 beginning high-school teachers, 253 taught in one subject field only. Two different subject fields were taught by 244 beginners. A total of 364, or 59 per cent, were employed to teach more than one subject. One out of every 25 had to teach four or more different subjects. Table V presents the complete data concerning distribution of subject combinations.

TABLE IV

POPULAR COMBINATIONS AS INDICATED BY TEACHING ASSIGNMENTS OF INEXPERIENCED TEACHERS OF INDIANA, 1946-1947

Major subject	First additional subject	Second additional subject	Third additional subject	Fourth additional subject
Agriculture	Science	Ind. Arts	Math.	- -
Art	Music	P.E. Girls	Science <sup>1</sup>	Soc.St. <sup>1</sup>
Commerce	English	P.E. Boys	Math. <sup>2</sup>	Soc.St. <sup>2</sup>
English	Soc.St.	Commerce	Latin <sup>2</sup>	Music <sup>2</sup>
French	Commerce <sup>3</sup>	English <sup>3</sup>	P.E.Girls <sup>3</sup>	Spanish <sup>3</sup>
Health	P.E.Boys	Safety	Soc.St.	Science
Home Ec.	P.E.Girls	Science	Health	Commerce
Ind. Arts	P.E.Boys	Health	Science	Math.
Latin	English	Music <sup>4</sup>	Soc.St. <sup>4</sup>	*
Library	English	Soc. St.	Spanish	**
Math.	Science	P.E.Boys	Soc. St.	Commerce
Music	English	Art	Commerce <sup>5</sup>	P.E.Girls <sup>5</sup>
P.E. Boys	Soc. St.	Health	Math.	Safety
P.E. Girls	Home Ec.	Science	English	Health
Safety	Health	P.E.Boys	Soc. St.	Science
Science	Math.	Soc. St.	Home Ec.	Health
Soc.St.	P.E.Boys	English	Science	Health
Spanish	English	Soc.St.	Library	***
Therapy	- -	- -	- -	- -

Note: 1 - 1: equal in popularity  
 2 - 2: equal in popularity  
 3 - 3: equal in popularity  
 4 - 4: equal in popularity  
 5 - 5: equal in popularity

\* 6 subjects of equal popularity  
 \*\* 4 subjects of equal popularity  
 \*\*\* 4 subjects of equal popularity

TABLE V

## DISTRIBUTION BY COMBINATION OF SUBJECTS

Combination	Number	Per cent
Single subject	253	41.00
Two subjects	244	39.55
Three subjects	93	15.07
Four subjects	24	3.89
Five subjects	3	0.49
Total	617	100.00

Note: Health and safety were considered as separate teaching fields in the above compilation.

Twenty-nine, or 17.2 per cent, of the elementary teachers taught three or more grade levels. Sixty-nine of the elementary beginners (40.8 per cent) taught more than one grade. These 69 inexperienced teachers also held 53.3 per cent of the permits issued to all elementary beginners. Table VI presents the data relative to the number and percentage of beginning elementary teachers who taught various grade combinations.

TABLE VI

NUMBER AND PERCENTAGE OF BEGINNING ELEMENTARY TEACHERS  
WHO TAUGHT VARIOUS GRADE COMBINATIONS

Number of grades taught	Number who taught these grades	Percentage who taught these grades	Number who taught by permit	Percentage who taught by permit
Single grade	100	59.17	14	14.00
Two grades	40	23.67	9	22.50
Three grades	13	7.69	5	38.46
Four grades	7	4.14	1	14.29
Five grades	5	2.96	0	0.0
Eight grades	4	2.37	1	25.00
Total	169	100.00	30	17.75

## II. NUMBER OF WEEKS OF TRAINING

Weeks of training were listed for 688, or 87.5 per cent, of the 786 beginning teachers. Some superintendents merely filled the weeks of training space with the degree earned. These were not considered because of the impossibility to determine the actual weeks of training. Since degrees indicate at least 144 weeks of training, the training record may have been somewhat higher than the tables indicate.

Elementary teachers had less training than high-school teachers. A total of 21.21 per cent of the elementary teachers were trained less than 144 weeks. Compared with this, 6.12 per cent of the high-school beginners had less than 144 weeks of training. Elementary teachers ranked lower than high-school teachers in the percentage of those with more than 144 weeks. The respective percentages were 13.64 per cent and 29.14 per cent. Table VII presents the data concerning weeks of training of the inexperienced teachers.

TABLE VII

COMPARISON OF HIGH-SCHOOL TEACHERS AND ELEMENTARY  
TEACHERS BY NUMBER OF WEEKS OF TRAINING

Groups	No. in each group	Median weeks of trng.	Range of wks.of trng.	No. with 144 wks.	Per cent with 144 wks.	No. with over 144 wks.	Per cent with over 144 wks.	No. with less than 144 wks.	Per cent with less than 144 wks.
All be- ginning teachers	688	144	0-252	446	64.8	180	26.2	62	9.0
High- school teachers	556	144	0-252	360	64.8	162	29.1	34	6.1
Elemen- tary teachers	132	144	72-180	86	65.2	18	13.6	28	21.2

Table VIII brought out the fact that 13.54 per cent of the subject groups taught by beginners were taught by permit instead of license. A permit was held by high-school beginners in one subject out of every 7.39. The existence of such a condition can probably be attributed to a combination of many factors. The fault may lie with the employment of teachers. Too many teachers may be hired upon consideration of their first majors only. Inefficient scheduling of teachers after they are hired may account for a portion of the permits. The practice of keeping the oldest members of the staff pleased by giving them their favorite assignments without regard to perfecting the schedule by license may be a mark of inefficient scheduling. Another may be the failure to consider a schedule to be of primary importance and the failure to consider a perfect schedule to be entirely possible. Also, the teacher shortage may make it impossible to obtain licensed instructors for all departments. Such a ratio of permits, however, is undesirable, and none of the above reasons can be termed as a valid excuse in a sound educational system.

The high percentage of permits in library work may be attributed to the limited finances of smaller schools, which leaves them unable to employ a librarian who would

be taken away from a teaching schedule. The absence of agricultural courses of study in many training institutions may be the cause of the high percentage of permits in agriculture. More difficult to explain is why one out of every five beginners in home economics taught by permit and why science and mathematics held high percentages of permits. More attractive positions outside of teaching may be luring mathematics and science specialists. Matching the outside attraction seems to be the only solution.



TABLE VIII

NUMBER AND PERCENTAGES OF BEGINNING HIGH-SCHOOL  
TEACHERS WHO TAUGHT BY PERMIT

Subjects taught	No. who taught this subject	No. who taught this subject by permit	Percentage who taught by permit	Percentage of total per- mits in this subject
Agriculture	20	4	20.00	2.61
Art	26	2	7.69	1.31
Commerce	89	9	10.11	5.88
English	154	18	11.69	11.76
French	4	0	0.0	0.0
Health	57	8	14.04	5.23
Home Economics	69	15	21.74	9.80
Ind. Arts	39	3	7.69	1.96
Latin	16	2	12.50	1.31
Library	19	5	26.32	3.27
Math.	77	11	14.29	7.19
Music	75	10	13.33	6.54
P.E. (boys)	98	10	10.20	6.54
P.E. (girls)	81	17	20.99	11.11
Safety	28	4	14.29	2.61
Science	119	19	15.97	12.42
Soc. Studies	134	16	11.94	10.46
Spanish	18	0	0.0	0.0
Therapy	7	0	0.0	0.0
Total	1,130	153	13.54	100.00

Teaching by permit in the elementary field was even more serious than in the high-school groups. Table IX showed 17.75 per cent of the beginning elementary teachers to have taught by permit. One beginner out of each group of 5.63 was without a license.

Consideration must also be taken of the fact that the elementary scheduling is not a major factor in the widespread use of permits. It is much more probable that licensed elementary teachers were just unavailable.

The 17.75 per cent of beginners who taught by permit does not give an exact indication of qualified teacher shortage because it failed to include all others teaching by permit who had teaching experience, even if that experience was by permit. What a rumpus would be raised if one out of five doctors or lawyers called upon to administer to the needy was not only unqualified but also inexperienced!

Each beginner whose source of training was listed was tabulated to have received training either from a teachers college or from other institutions which included liberal arts colleges, state universities, and endowed universities.

Source of training and number of weeks of training were listed for 685, or 87.2 per cent, of the 786 new teachers considered. Teachers colleges furnished 282

TABLE IX

GRADE LEVELS AND PERMITS FOR BEGINNING ELEMENTARY  
TEACHERS

Grade level	No. who taught this grade	Per cent who taught this grade	No. who held permits	Per cent who held permits
Kindergarten	4	2.37	- -	- -
1	16	9.47	2	12.50
2	23	13.61	4	17.39
3	22	13.02	4	18.18
4	12	7.10	2	16.67
5	15	8.88	1	6.67
6	7	4.14	1	14.29
7	1	0.59	- -	- -
1 and 2	12	7.10	1	8.33
1,2, and 3	4	2.37	2	50.00
1,2,3, and 4	2	1.18	- -	- -
1,2,3,4, and 5	5	2.96	- -	- -
1 through 8	4	2.37	1	25.00
2 and 3	10	5.92	1	10.00
3 and 4	6	3.55	1	16.67
3, 4, and 5	3	1.78	2	66.67
3, 4, 5, and 6	1	0.59	- -	- -
4 and 5	3	1.78	- -	- -
4, 5, and 6	5	2.96	1	20.00
5 and 6	7	4.14	4	57.14
5, 6, and 7	1	0.59	- -	- -
5, 6, 7, and 8	4	2.37	1	25.00
7 and 8	2	1.18	2	100.00
Total	169	100.02	30	17.75

(41.2 per cent), and other institutions furnished 403 (58.8 per cent).

The two training groups were not at much variance in the matter of weeks of training. Teachers colleges had a slightly greater percentage of those with less than 144 weeks and approximately 9 per cent fewer of those with more than 144 weeks. Table X gives the information of weeks of training from type of institution.

TABLE X

COMPARISON OF TEACHERS COLLEGES WITH OTHER INSTITUTIONS OF LEARNING BY NUMBER OF WEEKS OF TRAINING

	Under 144 wks.		144 weeks		Over 144 wks.	
	No.	Per Cent	No.	Per cent	No.	Per cent
Teachers colleges (282)	25	8.87	199	70.57	58	20.57
Other institutions (403)	34	8.44	249	61.79	120	29.78
Total (685)	59	8.61	448	65.40	178	25.99

Reports for weeks of training and salary were available in 686 of the 786 cases. This constituted 87.3 per cent of all beginning teachers.

Table XI showed a slight increase in median salary for those with more than 144 weeks of training.

TABLE XI  
RELATIONSHIP BETWEEN WEEKS OF TRAINING AND SALARY

Groups	All beginning teachers		Beginning high-school teachers		Beginning elementary teachers		Median salary
	No.	Per cent	No.	Per cent	No.	Per cent	
144 weeks of trng.	446	65.01	360	64.86	86	65.65	1918.50
More than 144 weeks of trng.	178	25.95	161	29.01	17	12.98	1982.50
Less than 144 weeks of trng.	62	9.04	34	6.13	28	21.39	1800.00
Total	686*	100.00	555	100.00	131	100.00	

\*Note: This total differs from the total in Table VII by two because corresponding salaries were not given with weeks of training in two cases.

Median salary for high-school beginners was \$1,985.00.  
Median salary for elementary beginners was \$1,872.00.

Reports on both source of training and degrees earned were available for 700 beginners (89.1 per cent).

Of the seven hundred reported, 288 were from teachers colleges, and 412 were from other institutions of learning. The percentage ratio of the two groups was 41.14 per cent furnished by teachers colleges and 58.86 per cent furnished by other institutions.

Thirteen beginners held the Master's degree. Only one (7.7 per cent) of them was a teachers college graduate; twelve (92.3 per cent) were graduated from other institutions. Table XII gives the data concerning degrees earned by the beginning teachers.

TABLE XII

COMPARISON OF TEACHERS COLLEGES WITH OTHER INSTITUTIONS  
OF LEARNING BY DEGREES EARNED

Groups	No degrees		Bachelor's degrees		Master's degrees	
	No.	Per cent	No.	Per cent	No.	Per cent
Teachers colleges (288)	21	7.29	266	92.36	1	0.35
Other institutions (412)	30	7.28	370	89.81	12	2.91
Total (700)	51	7.29	636	90.86	13	1.86

### III. SALARIES AND MONTHS OF CONTRACT

Source of training and months of contract were listed for 771, or 98.1 per cent, of the 786 beginners. Three hundred two (39.2 per cent) represented teachers colleges; 469 (60.8 per cent) represented other institutions.

The variance between the two groups of training institutions was slight. Representatives of teachers colleges held a slightly higher percentage of those who had contracted for more than nine months. The data pertaining to months of contract is contained in Table XIII.

TABLE XIII

COMPARISON OF TEACHERS COLLEGES WITH OTHER INSTITUTIONS  
OF LEARNING BY MONTHS OF CONTRACT

Groups	Under 9 months		Nine months		Over 9 months	
	No.	Per cent	No.	Per cent	No.	Per cent
Teachers colleges (302)	115	38.08	118	39.07	69	22.85
Other institutions (469)	179	38.17	194	41.36	96	20.47
Total (771)	294	38.13	312	40.47	165	21.40

Reports combining information about source of training and salary were complete to the extent of 772 out of 786, or 98.2 per cent.

Again the difference between the two sources of training was not great. Graduates and under-graduates of teachers colleges received fifty dollars per year more in median salary than those of other institutions of learning. Table XIV reports the information relative to salaries of the beginning teachers.

TABLE XIV

## COMPARISON OF TEACHERS COLLEGES WITH OTHER INSTITUTIONS OF LEARNING BY SALARY

Groups	Number reported	Median salary	Range of salaries
Teachers colleges	306	\$1985.00	\$1200 - 2800
Other institutions	466	\$1935.00	\$1280 - 3400
Total	772		

Seven hundred, or 89.1 per cent, of the beginners had information available about degrees, training institutions, months of contract, and salary.

Table XV, which shows the relationship of the various



degrees earned, proved that the highest median salary went to the owners of Bachelor of Physical Education degrees. Those with Bachelor of Music degrees were second in the matter of financial return. Both of these degrees brought higher salaries than the Master of Science and the Master of Arts degrees. A further analysis of these groups by the same table did not point out any appreciable difference in the number of months contracted for.

Table XV also shows that Bachelor of Science and Master of Science degrees received the same median salary. Master of Arts degrees received eighty-eight dollars per year more than Bachelor of Arts degrees. Such conditions do not encourage advanced study before teaching experience is gained.

TABLE XV

RELATIONSHIP OF DEGREES TO TRAINING INSTITUTIONS,  
MONTHS OF CONTRACT, AND SALARIES

Groups	Training Institution		Months of Contract			Median salary	Range of salaries
	Teachers colleges	Other institutions	Under nine	Nine	Over nine		
No degrees	21	30	29	14	8	1800.00	1200 - 2700
Bachelor of Science	221	214	140	155	140	2000.00	1400 - 3400
Bachelor of Arts	43	132	73	58	44	1912.00	1320 - 2550
Bachelor of Music	0	16	3	9	4	2015.75	1890 - 2600
Bachelor of Education	2	2	1	2	1	1975.00	1675.50 - 2400
Bachelor of Phy. Ed.	0	6	4	1	1	2273.00	2000 - 2550
Master of Science	0	7	3	2	2	2000.00	1850 - 2700
Master of Arts	1	5	3	2	1	2000.00	1600 - 2350
Total	288	412	256	243	201	1912.50	1200 - 3400

Months of contract and salary were listed for 773, or 98.3 per cent, of the 786 new teachers.

There was a median salary difference of \$1,269.00 between a seven and one-half months' contract and a twelve months' contract, almost as much as the seven and one-half months' contract earned.

Those who taught for the most months also received the highest salary per month.

Table XVI gives the data relative to the salary schedules, and it points out in particular the low salary schedule for all beginners.

TABLE XVI

## RELATIONSHIP OF MONTHS OF CONTRACT TO SALARY

Months of contract	Median salary		Salary per teaching month		Salary per each of 12 months	
	Salary	Differ- ence from top salary	Salary	Differ- ence from top salary	Salary	Differ- ence from top salary
Less than 8 months	1566.00	1269.00	208.80	27.45	130.50	105.75
8 months	1710.00	1125.00	213.75	22.50	142.50	93.75
8½ months	1912.50	922.50	225.00	11.25	159.38	76.87
9 months	1935.00	900.00	215.00	21.25	161.25	75.00
9½ months	2000.00	835.00	210.51	25.74	166.67	69.58
10 months	2000.00	835.00	200.00	36.25	166.67	69.58
10½ months	2048.00	787.00	195.10	41.15	170.71	65.54
11 months	2355.00	480.00	214.09	22.16	196.25	40.00
12 months	2835.00	- -	236.25	- -	236.25	- -

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Insofar as the results of the survey are significant and valid the following summary and conclusions seem justified:

1. There was no definite cleavage between preparation for high-school teaching and junior high-school teaching. Junior high schools received 10.2 per cent of the teachers with regular high-school licenses.

2. High-school beginners taught an average 1.8 subjects per teacher. Considering that 41 per cent taught in one subject field only, the necessity for proper combinations becomes more apparent. If the single-subject teachers were eliminated, it would be found that the remainder taught an average of 2.4 subjects.

3. Indications are that licenses which qualify teachers in combinations of subjects are beneficial to school systems. However, specialized training is made more attractive financially, probably because it offers more opportunity for additional teaching (higher salaries were offered to Bachelor of Physical Education and Bachelor of Music degrees). Combinations of subjects should be recognized as valuable, especially by smaller schools, since they can materially cut down the number of permits a school

system teacher by.

4. Over 24 per cent of the beginners had classes in English; 24 per cent taught social studies; 19 per cent taught science. Other subject appearing in the order of frequency in which beginners taught them were physical education, commerce, mathematics, and home economics. This does not mean that 24 per cent taught English alone or taught English as their major subject. It merely means that 24 per cent had at least one English class included in their teaching loads.

5. The probability of teaching French in Indiana high schools is very slight. Only one out of 153 taught the language. Evidently, French is not included in many high-school curricula.

6. The best opportunities for the teaching of single subjects lie in the fields of therapy, art, music, industrial arts, commerce, and home economics.

7. Commerce, social studies, and English were combined with the greatest number of various other subjects.

8. Approximately 41 per cent of the elementary beginners taught more than one grade.

9. A total of 21.2 per cent of elementary teachers had less than 144 weeks of training; 6.1 per cent of the high-school beginners had less than 144 weeks.

10. The number of permits held by beginners is alarming. This is especially true in the elementary field where one out of 5.6 taught by permit. Increased birth rate will probably make the situation more severe in the near future. Greater attraction for elementary teaching must be offered.

11. The permit situation in high schools is not much better than it is in the elementary field. Approximately one subject out of seven taught by beginners was taught by permit. Over one-fifth of the teachers of agriculture, home economics, girls' physical education, and library held permits. Over one-tenth of the teachers of commerce, English, health, Latin, mathematics, music, boys' physical education, safety, science, and social studies held permits. First, there must be greater attraction for high-school teaching. Second, there must be closer cooperation among employing officials, administrators, and training institutions in matters of subject fields and licensing.

12. A total of 13.6 per cent of elementary beginners had more than 144 weeks of training; 29.1 per cent of the high-school teachers had more than 144 weeks.

13. No appreciable difference existed between those who received training from teachers colleges and those who received training from other institutions of learning. The two groups were closely ranked in matters of length of

training, months of contract, and salary.

14. Graduates from institutions of learning other than teachers colleges held twelve of the thirteen Master's degrees owned by beginners. Those graduates seemed more likely to pursue advanced study before they gained teaching experience.

15. Bachelor of Physical Education and Bachelor of Music degrees brought higher median salaries than Master of Science and Master of Arts degrees. The same median salary was received by Bachelor of Science and Master of Science degrees. Approximately the same median salary was received by Bachelor of Arts and Master of Arts degrees. Such salary schedules do not encourage advanced study before teaching experience has been gained.

16. The salaries for all beginning teachers were too low. Those who taught for nine and one-half months or ten months earned \$2,000.00. Those whose length of contract was shorter received even less. The median salary paid to the beginning high-school teacher was \$1,985.00. The median salary paid to elementary beginners was \$1,872.00. Such salaries were a disgrace to the community which granted them. Legislation which has become effective since this survey was made has brightened the salary picture somewhat. More bright paint and polish seem to be needed for the picture



of the teaching profession so that it can be displayed and respected by the teacher and the community.

## APPENDIX

State of Indiana  
Department of Public Instruction

Inspection Division

1947—1948

**THE  
ANNUAL SCHOOL REPORT**  
(September)

-----  
City, Town, Township or Joint School Corporation  
(or name of private or parochial school)

-----  
County

" . . . . The names of all full time instructors together with information regarding their legal qualifications hereunder and under the minimum salary law and a complete list of grades, subjects, and services taught or performed by each instructor together with a statement that all persons engaged in full time school work for which a license is required by law are qualified as instructors under this act shall be filed with the state superintendent of public instruction on or before the first day of November . . . . " (Acts 1943, ch. 263, sec. 4, p. 738.)

In order for the state superintendent of public instruction to certify the number of units for which each corporation qualifies under the 1943 State School Tuition Fund Act to the auditor of state on or before the first day of January, the state superintendent is asking that the annual report be made, if at all possible, on or before September 30, 1947.

This report should be filed with the Inspection Division in the office of the State Superintendent of Public Instruction on or before September 30, 1947.

Ben H. Watt,  
State Superintendent

1947-48

**BASIC SALARY SCH  
TEACHER**

- | Years of Experience |
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SECTION I. Part-Time

- List below, approximately, the  
town, township, or joint school  
Unit Value for the following  
FIGERS; and PART-TIME TE  
teacher's contract for a year;  
only physicians and attorneys  
engineers, carpenters, etc.

Use of Employee  
Under Contract

Example  
Adams, Noble  
List alphabetically

- [illegible]

- ## LEGAL PROVISIONS AND INTERPRETATIONS

- Opinion: Superintendents of schools, school principals, and school supervisors, although they do not actually instruct in the classroom, who are legally licensed as teachers, employed full time on the Uniform Teacher Contract, as prescribed by law for a minimum term of 8 months, and who received at least the minimum salary provided by the Teachers' Minimum Salary Law, are legally licensed instructors as stated in Sections 3 and 4 of Chapter 263, Acts 1943. (Opinion rendered July 1, 1943, by James A. Emmert, Attorney General)

- (2)**

and by the township trustee

and combined high and low for each site.

... ..

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the employing  
salary of

Examined by Chap.  
 accordance with the

## SECTION II. Administrators and Full-Time Instructors

List below, alphabetically by surname, all persons (ADMINISTRATORS, CLASSROOM TEACHERS, PHYSICIANS, SCHOOL NURSES, ATTENDANCE OFFICERS, ETC.) on the staff of the school corporation (city, town, township, or joint school corporation) who are EMPLOYED ON THE UNIFORM TEACHER'S CONTRACT, FOR AT LEAST A MINIMUM TERM OF EIGHT MONTHS and who are paid by the local school corporation.

[illegible]

[illegible]

Continue numbering where supplementary sheets are used.

(4-5)

### SECTION III. State Tuition Support Unit Value

To Compute the State Tuition Support Unit Value for the Corporation:

- A. Total minimum salaries (8 months' basis) (Column 8, pp. 4-5) .....\$ \_\_\_\_\_
- B. Number of persons who are legally licensed as teachers, employed full time on a uniform teacher's contract, and receive at least the minimum salary. (The number of qualified persons on pp. 4-5) ..... \_\_\_\_\_

C. To compute average minimum salary, divide Line A by Line B.  
\$.....

### SECTION IV. Superintendents, Principals and Assistant Principals

(List below alphabetically by surname all superintendents, principals and assistant principals who are included in Section II, and for whom you submit application for additional units).

Name of Supt. or Prin. under Contract	Administrative Position, including Grade Levels	Serial Numbers of Adm. License	Date of Expiration	Serial No. of Subjects Lic.	Date of Expiration	Subj. Taught (If any) and Grade Levels	Name of school or schools administered	Commission of school and grades covered	Pct. of Time Spent on Administration <small>Rule 1b Gen'l. Commission of Ed. 60%</small>	This Space Reserved for State Department
<i>Example</i> Allen, Adams List alphabetically	Prin. Gr. 7-12	4800F	5/5/48	5900F	5/14/45	Civics 12	Washington City	Cont. 1-12		

### SECTION V. Supervisors

(List below alphabetically by surname all supervisors who are included in Section II, and for whom you submit application for additional units).

Name of Supervisor	Subj. Field of Supv. Including Grade Levels	Serial No. of Lic. In Field of Supervision	Date of Expiration	Serial No. of Lic. for other Subj. Taught	Date of Expiration	Other Subj. Taught (If any) Including Grade Levels	Title of School Corporation (Twp. or City)	Percent of Time Spent in Supervision <small>Rule 1c General Commission of Ed. 100%</small>	This Space Reserved for State Department
<i>Example</i> Allen, Adams List alphabetically	Music 1-12	1200F	8/14/46	1150F	8/14/48	English 7-8-9	Washington City		

### SECTION VI. Supervisors of Cooperating Corporations. (This applies to County Superintendents only)

(List below alphabetically by surname all cooperating supervisors for whom you submit application for additional units).  
In order to qualify for additional units for Supervisors of Cooperating Corporations, at least a majority of the school corporations of the county, including school towns and school cities, must participate.

Name of Supervisor	Subj. Field of Supv. Including Grade Levels	Serial No. of Lic. In Field of Supervision	Date of Expiration	Serial No. of Lic. for other Subj. Taught	Date of Expiration	Other Subject Taught (If any) Including Grade Levels	Title of School Corporation (Twp. or City)	Percent of Time Spent in Supervision <small>Rule 1c General Commission of Ed. 100%</small>	This Space Reserved for State Department
<i>Example</i> Allen, Adams List alphabetically	Music 1-12	1200F	8/14/46	1150F	8/14/48	English 7-8-9	Washington City		



**SECTION VI. Supervisors of Cooperating Corporations. (This applies to County Superintendents only)**

(List below alphabetically by surname all cooperating supervisors for whom you submit application for additional units).

In order to qualify for additional units for Supervisors of Cooperating Corporations, at least a majority of the school corporations of the county, including school towns and school cities, must participate.

### A. Supervisors—Cooperating Corporations

[illegible]

B. List below the names of the Cooperating Corporations.

(Leave the squares ( $\square$ ) blank).

- |                                   |                                    |                                    |                                    |
|-----------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1. _____ <input type="checkbox"/> | 8. _____ <input type="checkbox"/>  | 15. _____ <input type="checkbox"/> | 22. _____ <input type="checkbox"/> |
| 2. _____ <input type="checkbox"/> | 9. _____ <input type="checkbox"/>  | 16. _____ <input type="checkbox"/> | 23. _____ <input type="checkbox"/> |
| 3. _____ <input type="checkbox"/> | 10. _____ <input type="checkbox"/> | 17. _____ <input type="checkbox"/> | 24. _____ <input type="checkbox"/> |
| 4. _____ <input type="checkbox"/> | 11. _____ <input type="checkbox"/> | 18. _____ <input type="checkbox"/> | 25. _____ <input type="checkbox"/> |
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| 6. _____ <input type="checkbox"/> | 13. _____ <input type="checkbox"/> | 20. _____ <input type="checkbox"/> | 27. _____ <input type="checkbox"/> |
| 7. _____ <input type="checkbox"/> | 14. _____ <input type="checkbox"/> | 21. _____ <input type="checkbox"/> | 28. _____ <input type="checkbox"/> |

### SECTION VII. Number of Instructors Assigned to Each School

[illegible]

## CERTIFICATION

The undersigned certify that the foregoing is a true and correct report as required by the laws of the State of Indiana and the Regulations of the State Board of Education.

**School Corporation**

County

Date.....

Trustee or member of Board of Trustees

-----  
Superintendent

## STATE OF INDIANA

**IMPORTANT:**

"On failure of the employing official or officials of any school corporation in the state to file with the state superintendent, by the date specified, the reports required by this act, such corporation shall be subject to diminution of one hundred dollars in the next apportionment of the above prescribed revenue by the state superintendent." (Acts 1943, ch. 263, sec. 7, p. 738)