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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

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

> by Charles E. Fauset June 1948

The thesis of <u>Charles E. Fauset</u>, Contribution of the Graduate School, Indiana State Teachers College, Number <u>602</u>, under the title <u>A STUDY OF THE STATUS OF THE BEGINNING</u> 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 <u>S</u>hours' credit.

Committee on thesis:

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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.

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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 supervize 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.

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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.¹

I. SUBJECT FIELDS AND GRADE LEVELS TAUGHT

Tabulation of the above information showed 169 of the 786² 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 wereincluded as high-school teachers. The subjects which they taught were included in the combination tables.

1 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.

² 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.

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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
					540,1000	
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 Art		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)		13.13	17	20.99	6.72	2.76
Safety	28	4.54	Ö	0.0	0.0	0.0
Science	119	19.29	13	10,92	5.14	2.11
Social Studies		21.72	19	14.18	7.51	3.08
Spanish	18	2.92	4	22.22	1,58	.65
Therapy	7	1.13	$\tilde{\vec{7}}$	100.00	2.77	1.13
Totals	1,130	183.13 **	253	41.00	100.00	41.00

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

* 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.

TABLE I

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 ceme 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.

		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 Soc. Studies Science Phy.Ed. Boys Commerce Phy.Ed.Girls Mathematics Music Home Ec. Health Ind. Arts Safety Art Agriculture Library Spanish Latin Therapy French	(154) (134) (119((98) (89) (77) (69) (57) (28) (26) (19) (18) (16) (4)	39	34 19	8 24 13	12 44 14 10	18 8 3 14 31	13 8 14 9 17	8 15 25 19 10 1 12	13 4 0 5 5 0 40	5 2 19 0 5 23 0 1 22	4 17 16 27 6 13 5 0 10 1	0 3 6 13 0 4 0 0 8 15	4 11 7 15 1 6 4 0 4 21 3 0	0 2 2 0 0 3 0 8 1 0 0 15	0 0 15 0 0 0 1 0 0 2 0 0 3	12 6 0 1 0 1 0 1 0 0 0 0 0 4	12 4 0 1 1 0 0 0 0 0 0 0 2 4	1320111120000001111	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10001100000000000000000000000000000000	

TABLE II

FREQUENCY OF COMBINATION WITH OTHER SUBJECTS

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						PER(E OF	COMBI	NATIC	N WIT	TH OTH	IER SU	IBJECT	'S					<u>.</u>
		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
Soc.St.	(154) (134) (119) (98) (81) (77) (79) (69) (57) (28) (26) (20) (19) (18) (16) (7) (4)	25.3	22 .1 14.2	17.9	32.8 11.8	2.5 14.3	11.8	11.2 21.0 19.4 11.2 1.2 15.6	0.0	16.0 0.0 5.6 28.4 0.0 1.3	12.7 13.4 27.6 6.7 16.0 6.5 0.0 14.5	13.3 1.1 0.0 5.2 0.0	1.1 7.5 5.2 0.0 5.8 36.8 7.9 0.0	0.0 0.0 3.7 0.0 10.7 1.4 0.0 0.0 0.0 57.7	12.6 0.0 0.0 1.3 0.0 0.0 5.1 0.0 0.0 15.0	7.8 5.5 0.0 1.1 0.0 1.3 1.3 0.0 0.0 0.0 0.0 0.0 0.0 0.0 21.1	7.8 3.0 0.0 1.1 1.2 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	8.4 1.5 0.0 1.1 1.2 1.3 2.7 0.0 0.0 0.0 0.0 5.6 6.3		0:7 0.0 D.0 0.0 1.1 1.2 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0

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TABLE III

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Table IV concerning popular combinations is selfexplanatory. 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 ASSIGN-MENTS OF INEXPERIENCED TEACHERS OF INDIANA, 1946-1947

<u> </u>				
Major subject	First additional subject	Second additional subject	Third additional subject	Fourth additional subject
Agriculture Art Commerce English French Health Home Ec. Ind. Arts Latin Library Math. Music P.E. Boys P.E. Girls Safety Science Soc.St. Spanish Therapy	Science Music English Soc.St. Commerce ³ P.E.Boys P.E.Girls P.E.Boys English Science English Soc. St. Home Ec. Health Math. P.E.Boys English	Ind. Arts P.E. Girls P.E. Boys Commerce English ³ Safety Science Health Music ⁴ Soc. St. P.E.Boys Art Health Science P.E.Boys Soc. St. English Soc.St.	Math. Science Math. Latin ² P.E.Girls ³ Soc.St. Health Science Soc.St. ⁴ Spanish Soc. St. Commerce ⁵ Math. English Soc. St. Home Ec. Science Library	Soc.St. Soc.St. Music ² Spanish ³ Science Commerce Math. ** Commerce P.E.Girls ⁵ Safety Health Science Health Health Health ***
Note:	2 - 2: equal 3 - 3: equal	in popularity	popu ** 4 subjec popu *** 4 subjec	ts of equal larity ts of equal larity ts of equal larity

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TABLE V

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

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DISTRIBUTION BY COMBINATION OF SUBJECTS

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 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

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

II. NUMBER OF WEEKS OF TRAINING

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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 highschool 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.	less than 144	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	² 132	144. 144.	72-180	86	65.2	18	13.6	28 2	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	PERCENTAC	ÆS	OF	BEGIN	ININ	IG	HIGH-	SCHOOL
· ··		TEACHERS	WHO	TA	UGHT	ΒY	PF	CRMIT	

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 Art Commerce English French Health Home Econom Ind. Arts Latin Library Math. Music P.E. (boys) P.E. (girls) Safety Science Soc.Studies Spanish Therapy	39 16 19 77 75 98	4 2 9 18 0 8 15 3 2 5 11 10 10 17 4 19 16 0 0	20.007.6910.1111.690.014.0421.747.6912.5026.3214.2913.3310.2020.9914.2915.9711.940.00.0	2.61 1.31 5.88 11.76 0.0 5.23 9.80 1.96 1.31 3.27 7.19 6.54 6.54 11.11 2.61 12.42 10.46 0.0 0.0
Total	1,130	153	13.54	100.00

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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		Per cent who taught this grade	No. who held permits	Per cent who held permits	
Kindergarten 1 2 3 4 5 6 7 1 and 2 1,2, and 3 1,2,3, and 4 1,2,3,4, and 5 1 through 8 2 and 3 3 and 4 3, 4, and 5 3, 4, 5, and 6 5 and 6 5, 6, and 7 5, 6, 7, and 8	4 10 6 3 5 1 3 5 7 1	$\begin{array}{c} 2.37\\ 9.47\\ 13.61\\ 13.02\\ 7.10\\ 8.88\\ 4.14\\ 0.59\\ 7.10\\ 2.37\\ 1.18\\ 2.96\\ 2.37\\ 5.92\\ 3.55\\ 1.78\\ 0.59\\ 1.78\\ 2.96\\ 4.14\\ 0.59\\ 2.37\\ 1.18\end{array}$		$ \begin{array}{c} 12.50\\ 17.39\\ 18.18\\ 16.67\\ 6.67\\ 14.29\\ \hline 8.33\\ 50.00\\ \hline\\ 25.00\\ 10.00\\ 16.67\\ 66.67\\ \hline\\ 20.00\\ 57.14\\ \hline 25.00\\ 100.00\\ \end{array} $	
Total	169	100.02	30	17.75	

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(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 INSTITU-TIONS OF LEARNING BY NUMBER OF WEEKS OF TRAINING

	Under	der 144 wks.		+ 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 insti- tutions (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

A11 Beginning Beginning beginning high-school elementary Median teachers teachers teachers Groups salary No. Per cent No. |Per cent No. Per cent 144 weeks 65.01 of trng. 446 360 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 62 6.13 28 of trng. 9.04 34 21.39 1800.00 Total 686* 100.00 555 100.00 31 100.00 *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).

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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	ΟF	TEACHERS	C01	LEGES	WITH	OTHER	INSTITUTIONS
	OF	LEARNING	BY	DEGREI	es eaf	RNED	• •

	No	degrees	1	elor's grees	Master's degrees		
Groups	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

OF LEARNING BY MONTHS OF CONTRACT									
	Und	er 9 months	Ni	ne months	Ove:	r 9 months			
Groups	No.	Per cent	No.	Per cent	No.	Per cent			
Teachers colleges (302) Other institutions (469)	115	38.08 38.17	118	39.07 41.36	69 96	22.85 20.47			
Total (771)	294	38.13	312	40.47	165	21.40			

COMPARISON OF TEACHERS COLLEGES WITH OTHER INSTITUTIONS

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

		Institution			Contract		Range
Groups	Teachers colleges	Other institutions	Under	Nine	Over nine	Median salary	of salaries
						Darary.	Datattes
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	l	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 <u>665</u>	288	412	256	243	201	1912.50	1200 - 3400

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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.

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TABLE XVI

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	Salary	1	Galarm	Differ- ence
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.00 1269.00	208.80	27.45	130.50	105.75
.00 1125.00	213.75	22.50	142.50	93.75
.50 922.50	225.00	11.25	159.38	76.87
.00 900.00	215.00	21.25	161.25	75.00
.00 835.00	210.51	25.74	166.67	69.58
.00 835.00	200.00	36.25	166.67	69.58
.00 787.00	195.10	41.15	170.71	65.54
.00 480.00	214.09	22.16	196.25	40.00
.00	236.25		236.25	danas " daktaja
	salary .00 1269.00 .00 1125.00 .00 900.00 .00 835.00 .00 835.00 .00 787.00 .00 480.00	Differ- ence from top salary Salary .00 1269.00 208.80 .00 1125.00 213.75 .50 922.50 225.00 .00 900.00 215.00 .00 835.00 210.51 .00 835.00 200.00 .00 787.00 195.10 .00 480.00 214.09	ry from top salarySalary from top salary.001269.00208.8027.45.0011.25.00213.7522.50.50922.50225.0011.25.00900.00215.0021.25.00835.00210.5125.74.00787.00195.1041.15.00480.00214.0922.16	Differ- ence from top salaryDiffer- ence from top salaryDiffer- ence from top salarySalary.001269.00208.8027.45130.50.001125.00213.7522.50142.50.00922.50225.0011.25159.38.00900.00215.0021.25161.25.00835.00200.0036.25166.67.00787.00195.1041.15170.71.00480.00214.0922.16196.25

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1997年1月 義報將意義 (清朝) (1997年1月1日) - 1997年1月

RELATIONSHIP OF MONTHS OF CONTRACT TO SALARY

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.

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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 highschool 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 recieved 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.

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APPENDIX

State of Indiana Department of Public Instruction

Form 35

A

Inspection Division

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

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GENERAL INFORMATION

- Form 35-A is for the entire corporation (city, town, township or joint school corporation). It is to be signed by the superintendent and a member of the board of education in all cities and towns, and by the township trus-1. tee and the county superintendent for all townships.
- Forms 35-B and 35-C are for the individual schools (Form 35-B for high schools and combined high and elementary schools and Form 35-C for elementary schools). They are to be made out for each school by the superintendent and the principal or teacher-in-charge. 2.
- These reports are to be used for purposes of classification and inspection and as the basis for determining the corporation's share of the state funds as provided by the Acts of 1945. 3.

When complete, the annual report will consist of the following:

- a. Corporation report with complete teacher data on Form 35-A with signatures of the superintendent and the township trustee or school board member.
- b. Individual school reports:

4.

- (1) Form 35-B for high schools and combined high and elementary schools to be signed by the principal and the superintendent.
- (2) Form 35-C for elementary schools to be signed by the superintendent and the principal or teacher-incharge.

Note: Private and parochial school reports should be signed by the officials in charge.

If a school corporation employs a principal to administer more than one school and application is made for an additional unit for the principal, the superintendent should submit, on a separate sheet, the name of the principal, the names of the schools that he administers, and the exact portion of the principal's time spent in each school.

To qualify for a principal unit in the elementary level, eight teachers in addition to the principal are required. In order to qualify for a principal unit, the principal must spend at least fifty percent (50%) of his time in administration and supervision.

- Some school corporations employ full-time teachers who share their time among several schools within the cor-6. poration. Occasionally a school does not qualify for an additional unit for the principal because the school does not employ more full-time teachers, including the principal, than average daily attendance teaching units for which the school qualifies. If the circulating teachers spend sufficient time in any one school to be the equivalent of a full-time teacher, an average daily attendance teaching unit may be granted for the circulating teachers and an additional unit may be granted for the principal, providing the extra full-time teacher credited to the school, as a result of the time spent in the school by the circulating teachers, plus the other full-time teachers, including the principal, exceeds the number of average daily attendance teaching units for which the school quali-fies. If an additional unit is applied for under the conditions as stated in item 6, the superintendent should submit on a separate sheet:
 - The name of the school corporation 1.
 - 2. The name of the school
 - The name of the principal 3.
 - The names of the circulating teachers indicating the exact portion of the school 4. day each serves the school.

LEGAL PROVISIONS AND INTERPRETATIONS

"For every unit in grades one to twelve, as determined by the state board of education, provided at least one legally licensed instructor is employed and engaged in the work of instruction in such grades, the employing school corporation shall be paid an amount equal to eighty per centum (80%) the average minimum salary of the instructors of such corporation computed upon the basis of an eight months term, as determined by Chap-1. ter 41 of the Acts of 1941 and acts amendatory thereof and supplemental thereto, and in accordance with the provisions of this act: " (Acts 1943, ch. 263, sec. 3, p. 738)

Note: Kindergarten teachers are not to be included.

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' Mini-mum 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 Gen. eraĺ)

"Except as herein otherwise provided, the term, 'persons engaged in the work of instruction,' and the term, Instructor,' shall include those persons legally licensed as teachers who are employed full time on the uniform 2. teacher contract as prescribed by law for a minimum term of eight months and who receive at least the mini-mum salary provided by the teachers' minimum salary law or by a salary schedule not less remunerative adopted by the trustee, or board of education of the city, town, county or township concerned " (Acts 1943, ch. 263, sec. 4, p. 738)

" 3. The state board of education also shall determine by uniform rule, applicable throughout the state, when ".... The state board of education also shall determine by uniform rule, applicable throughout the state, when and if the services of full time principals and supervisors shall be deemed to constitute units under this act...." (Acts 1943, ch. 263, sec. 5, p. 738) "Be it resolved, That the State Board of Education shall determine by uniform rule applicable throughout the State, that full-time principals and supervisors constitute units for reimbursement under House Bill No. 50, Chapter 263, p. 738 of the Acts of 1943." (Motion passed on November 12, 1943, by State Board of Education).

".... The state board of education shall prescribe the requirements and standards for commissioned and cer-tified schools and the various school corporations shall be deemed to be eligible to receive the various amounts of money to be distributed under this act in accordance with whether the school corporation holds a commis-sion or a certificate issued by the state board of education" (Acts 1943, ch. 263, sec. 5, p. 738) 4.

BASIC SALARY SCHEDULE FOR EIGHT MONTHS' SERVICE FOR ANY TEACHER IN THE PUBLIC SCHOOLS OF INDIANA **COMMENCING AUGUST 1. 1947***

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•	, v	Veeks of Training		
Years of Experience	0-107	108-143	144-179**	180 with Bachelor*** Degree
0	\$1600	\$1800	\$2133	\$2133
1	1640	1840	2173	2173
2	1680	1880	2213	2213
3	1720	1920	2253	2253
4	1760	1960	2293	2293
5	1800	2000	2333	2333
6	70 10	1	2373	2381
7	90 weeks- 75 sem	. hrs.— 96 qr. hrs. . hrs.—120 qr. hrs.	2413	2429
8	108 weeks— 90 sem 126 weeks—105 sem	. hrs.—144 ar. hrs.	2453	2477
9	144 weeks-120 sem	. hrs192 or. hrs.	2493	2525
10	180 weeks-150 sem	. nrs240 qr. hrs.	2533	2573
11				2621
12	*The salary table	as shown is controll	ing in the computa-	2669
13	service. Official	num salaries of teache opinion Attorney Gen	eral March 25, 1947.	2717
14	*For terms longe	r than eight months	the basic minimum	2765
15	salary shall be pi of nine (9) mon	roportionately increase	ed up to a maximum	2813
16		fessional training-re	efer to rule 34. Item	2861
17	A of the Teach	er Training and Lic	ensing Commission,	2909
18		fessional training-re	for to male 24 Theme	2957
19	B of the Teach	er Training and Lic bard of Education.	ensing Commission,	3005
20				3053
22	"The established " less than six dol	wage for substitute to lars (\$6.00) per day,	eachers shall be not	3111
24	1			3200

SECTION I. Part-Time and Other Instructors who do not qualify under the Tuition Fund Act

List below, alphabetically by surname, persons employed on the staff of the entire school corporation (city, town, township, or joint school corporation) who are not to be included in computing the State Tuition Support Unit Value for the corporation, such as PHYSICIANS, KINDERGARTEN TEACHERS, ATTENDANCE OF-FICERS, and PART-TIME TEACHERS. Physicians and attendance officers who are employed on a uniform teacher's contract for at least a minimum term of eight months and paid by the local school corporation are the only physicians and attendance officers who should be listed in Section II, pages 4-5. Do not list clerks, janitors, engineers, carpenters, etc. Avoid all duplications.

Name of Employee Under Contract	Position Held or Type of Work	Serial No. of License	Kind and Grade of License and Permits	Name of Teacher Training Inst., Date of Grad. and Degree If Any	Total Yrs. Exp.	Weeks of Train'g	Total Salary Con- tracted for	Name of School in Which Teacher Is Teaching
Example Adams, Mable List alphabetically	Nurse	46005 F	Health and Hygiene Permit	A. B., I. U. 1940	12	144	\$600	Washington
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	Example	Under Contract or Type of Work Example	Inder Contract or Type of Work of License Example Nurse 46005F List alphabetically	Example or Type of Work of License Example Nurse 46005F Health and Hygiene Permit Health and Hygiene Permit	Example Health and Adams, Mable Nurse List alphabetically 46005F Health and Hygione Permit A. B., I. U. 1940	Example Adams, Mable Nurse 46005F Health and Hygiene Permit A. B., I. U. 1940 12 List alphabetically	Tunder Contract Type of Work of License License and Permits Allst. Date of Urad. and Degree If Any Yrs. Exp. of Train'g Example Nurse 46005F Health and Hygiene Permit A. B., I. U. 1940 12 144	Tinder Contract Of Type of Work of License License and Permits Inter, Date of Urad. and Degree If Any Yrs. of Exp. Con- Train'g tracted for Example Nurse 46005F Health and Hygiene Permit A. B., I. U. 1940 12 144 \$600 List alphabetically Nurse 46005F Health and Hygiene Permit A. B., I. U. 1940 12 144 \$600

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ote--Large corporations continue this report on one of the Supplementary Sheets.

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.

Name of Teacher Under Contract	Subjects Taught and Grade Levels	Serial No. of License	Kind and Grade of License and Permits		Total Yrs. Exp.	Total Weeks of Train'g	Minimum Salary on 8 mos. Basis	Name of Teacher Training Inst., Date of Grad. and De- gree If Any, List Date of Last Attendance in Column A	A	Total Salary Con- tracted for	Mos. Under Contr'ct Each Year	Name of School in Which Teacher Is Teaching
Example Adams, Allen List Alphabetically	Physics 12, Biol. 9 Math. 7, 9, Geom. 10 Elementary Grades 1	4163C 4162C P1107 26453F	1st Grade Math. 1st Grade Physics Biology Permit Primary	Life 9-10-46 1945-46 12-15-45	12	144	\$2,533	A.B., I. U. 1940	Summer 1943	\$2,700	8	Washington
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SECTION III. State Tuition Support Unit Value

То	Comput	e the State	Tuition Su	pport Unit	Value i	for the Co	rporation:	
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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 <u>average minimum salary</u>, 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 Expira- tion	Serial No. of Subjects Lic.	Date of Expira- tion	Subj. Taught (If any) and Grade Levels	Name of school or schools administered	Commission of school and grades covered	Pct. of Time Spent on Adminis- tration	This Space Reserved for State Department
<i>Example</i> Allen, Adams List alphabetically	Prin. Gr. 7-12	4800F	5/5/48	$5900\mathbf{F}$	5/14/45	Civics 12	Washington City	Cont. 1-12	Rule 1b Gen'l. Com- mision of Ed. 50%	
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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 Expira- tion	Serial No. of Lic. for other Subj. Taught	Date of Expira- tion	Other Subj. Taught (If any) Including Grade Levels	Title of School Corporation (Twp. or City)	Percent of Time Spent in Supervision	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	Rule 1c General Commis- sion of Ed. 100%	
에는 성상은 가장에 가장에 가장하지 않다. 같이는 것이 가장에 가장하지 않는 것이 같이 있다.									
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(List below alphabeticall In order to qualify for ad- towns and school cities, m Supervisors—Cooperating Corpo	y by surname a ditional units fo ust participate. rations	Il cooperating s r Supervisors o	upervisors for Cooperatin	r whom you g Corporatio	s. (This a submit applie ns, at least	a majority of the		ty. includin	
Name of Supervisor	b) Theid Supv. Sup	Serial No. of Lie, In Field of Summer Vision	Dato St Oxpira_ tion	Serial No. of Lie. for other fubject fubject	Date of Marien- Lico	(Tranght (Trang) Including Grade Lessen	Title of School Corportition (Twp. or City)	Porcent of Time Spont 1 Stupervin Iture Compute	Ic ni lon lon lon lon lon lon lon lon
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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.

2-2-12

A. Supervisors-Cooperating Corporations

Name of Supervisor	Subj. Field of Supv. Including Grade Levels	Serial No. of Lic. In Field of Super- vision	Date of Expira- tion	Serial No. of Lic. for other Subject Taught	Date of Expira- tion	Other Subject Taught (If any) Including Grade Levels	Title of School Corporation (Twp. or City)	Percent of Time Spent in Supervision	This Space Reserved for State Dept.
<i>Example</i> Allen, Adams List alphabetically	Music 1-12	1200F	8/14/46	1150F	8/14/48	English 7-8-9	Washington City	Rule 1c General Commission on Education 100%	
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	Name of School	Part-Time and Other Instructors (See Section I)	Administrators and Full-Time Instructors	Name of School	Part-Time and Other Instructors (See Section I)	Administrator and Full-Tim Instructors
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SECTION VII. Number of Instructors Assigned to Each School

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)