

1939

A personnel study of the teachers of Gibson County, Indiana

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A PERSONNEL STUDY OF THE TEACHERS
OF GIBSON COUNTY,
INDIANA

by

Carl Chester Lyles

Contributions of the Graduate School
Indiana State Teachers College
Number 388

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education
1939

The thesis of Carl C. Lyles

Contribution of the Graduate School, Indiana State
Teachers College, Number , under the title
A PERSONNEL STUDY OF THE TEACHERS OF
GIBSON COUNTY, INDIANA

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

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August 15, 1939

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CHAPTER I

INTRODUCTION

It is highly important that every business man make a thorough and complete inventory once every month. There are in existence some firms, it is said, who know at the end of each day exactly how they stand financially. For the success of a business, such extreme care is indispensable. It would take a wide stretch of the imagination, in this day and age of the world, to conceive of a modern business concern which did not have some form of a check-up on its business affairs. There are many reasons why this is true. By making comparisons with the check-up of the preceding year or years, as the case may be, certain policies can be worked out for the expansion of the business, or necessary changes can be made in the methods of administration.

I. THE IMPORTANCE OF THE STUDY

This study is, in a small way, a survey of the teaching conditions in a typical southern Indiana county. No school survey or comparison of any kind has ever been made in Gibson County as far as can be ascertained. Furthermore, this study is an honest effort to find out what kind of people are entering the teaching profession; why they enter

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it; their attitude toward it; and what contribution we may reasonably expect from them, in the light of recent investigations.

Should Gibson County, or any county in the United States, know just what kind of teaching it is getting? By this is meant not just the kind or method of instruction but rather the kind of guidance which the children in the county are likely to receive under the existing standards in use, as exemplified in the professional life and background of the teaching force.

The value of the work done by the teacher is so dependent upon what she herself is as an individual, upon what she is as a teacher, there are so many intangible personal elements that make or mar the effect that the teacher should have upon her pupils that it may seem that some of the items, such as salaries, local tenure and professional training, are inadequate measures of teacher efficiency.¹

But Dr. Garver proves conclusively in his article that these elements, when properly evaluated, are certain indices of a modern school system.

Dr. Lotus D. Coffman² in his The Social Composition of the Teaching Population describes the typical American teacher, both male and female. In his conclusions he gives

¹ Francis M. Garver, "Brief Survey of the North Dakota Schools," Quarterly Journal, 13:209, 1923.

² Lotus D. Coffman, The Social Composition of the Teaching Population (New York: Teachers College, Columbia University, 1911), pp. 79-80.

the following:

What initiative and resourcefulness have these teachers? What perspective through preparation have they acquired? What chance has the average American boy or girl of being wisely and intelligently educated by the average American teacher?³

II. HISTORICAL BACKGROUND

Gibson County was carved out of a part of Knox County by an act of the state legislature in March, 1813, three years before Indiana had achieved statehood. Since that time, portions of its territory have been taken and used in making the counties of Posey, Vanderburg, Pike, and Warrick. It derived its name from General John Gibson, a gallant soldier of the French and Indian and the Revolutionary Wars. On February 14, 1814, the new county seat town of Princeton was laid out by the new county officers. The county seat was named for William Prince.

When the county was formed, a number of families were living in the territory which fell within the new boundaries. These pioneer settlers, as was the case with many of the other settlers of Indiana, were at first too busily engaged in gaining the bare necessities of life and in securing protection from the Indians to be able to provide schools for

³ Ibid., pp. 80-81.

their children. With the gravest of their trials behind them, the early settlers began to think of the education of their children.

The keynote to all educational institutions in Indiana was the wise provision of the first constitution, which was adopted June 29, 1816, at Corydon, then the capital of Indiana. This provision read as follows:

It shall be the duty of the General Assembly as soon as circumstances will permit, to provide by law for a general system of education from the township schools to a State University, wherein tuition shall be gratis and equally open to all.

The first school in Gibson County was built in the Robb settlement, in White River Township, about 1807. In a few years, the school-age population was doubled in the rapidly growing county.

Soon log schoolhouses were erected by the citizens of the county to care for the rapidly growing population and increasing demand for education. In 1808, the second schoolhouse was built near where Owensville, Indiana, now stands. During the period from 1807 to 1813, a number of families settled in what is now the city of Princeton. Their first school was organized in a log cabin, which stood near the present site of the White Lumber Company. The year 1860 marks the beginning of a modern, graded school system in Princeton, with D. Eckley Hunter as superintendent of schools.

From that time to this, the development of the schools has kept pace with the growth of the city and the high ideals that have characterized the people of Indiana.

According to reports in 1884 by Mr. H. A. Yeager, county superintendent of schools, there were 7,833 white and colored children of school age in Gibson County. Reports show that in 1883-1884, there were at least 111 schoolhouses in the county. One hundred and seven were frame buildings, one was log, and three were brick.

Free schools were considered by many as undemocratic, and those who objected to them were bitterly opposed to taxing themselves to educate other peoples' children. The idea had not yet become prevalent that it is the right and duty of the state, through the taxation of all its citizens, to provide every child with an education. Caleb Mills, a thoroughly progressive educator from New Hampshire, settled in Indiana in 1833. During the next decade and a half, he labored incessantly to create a more enlightened educational sentiment in Indiana and to reduce the large percentage of illiteracy. Chiefly as a result of his agitation, the legislature of 1847-1848 passed an enactment allowing the people of the state of Indiana to vote for or against a proposition to tax themselves for the support of free schools. The legislature of 1848-1849 enacted a new school law, authorizing

public taxation for schools, but leaving the people of each county free to accept or reject the law as they chose.

An election held in Gibson County in August, 1849, showed that a majority were in favor of the law. With the adoption of the new State Constitution in 1852, free schools were established throughout the state, and the civil township replaced the district as the unit. The growth of schools and the development of education in Gibson County for the next fifty years parallels very closely the growth and development of education in other parts of Indiana. Better school buildings have been constructed, frame and brick buildings have replaced the earlier log structures. Teachers are required to possess certain qualifications, to hold licenses, and to attend county teachers' institutes. Schools in Gibson County have been organized on a graded basis; the curriculum has been expanded to include subjects in addition to the "Three R's". Courses of study have been put in use, attendance has improved, and school terms have been lengthened.⁴

⁴ Gil R. Stormont, History of Gibson County, Indiana (Indianapolis: B. F. Bowen and Company, 1914).

III. THE PROBLEM, SCOPE, METHOD, PROCEDURE, AND SOURCE OF DATA

The problem. The purpose of this study is to set forth important facts concerning the teachers in the public schools of Gibson County, Indiana, placing special emphasis upon (1) their ages; (2) occupations and economic status of the families from which they came; (3) training, both general and professional; and (4) experience. The writer will compare his findings with those of the findings of other theses for the purpose of observing differences between times and between places.

Dr. Lotus D. Coffman, in his doctor's thesis, says that teachers hold the key to the educational situation. This statement being true, the responsibility of carrying on the social, economic, and the ethical affairs of our state in the future rests indirectly upon the teachers in the public schools of today. This creates within the writer a desire to investigate the teacher's fitness as a guide and a leader of the children who are, in the future, to become the leaders of our great social order.

Scope of the problem. The writer hopes to study factors relating to the teacher which will in some degree measure the fitness of the teacher to carry on his work. The collection of data, therefore, takes the form of a complete investigation

of several phases of teacher history:

1. Personal data, including
 - a. Age of teachers
 - b. Occupation of parents
 - c. Health of teachers
 - d. Nationality of parents
2. Environment, as to
 - a. Educational background of parents
 - b. Music in the home
 - c. Size of home library
 - d. Church and Sunday School relations
 - e. Travel experience
3. Training, in
 - a. Grade School
 - b. High School
 - c. College
4. License
5. Experience

The method used. The lack of any existing data bearing directly upon the problem in the form of records or in reports forced the author to choose the questionnaire as a means of securing necessary information for this study.

The difficulty in securing objective data on all items

included was fully realized. The author investigated five similar studies. After careful investigation of many similar studies previously made, a questionnaire was prepared by the writer and submitted to Dr. J. R. Shannon and Professor E. L. Abell, both making valuable corrections and suggestions. The questionnaire was later referred to Professor E. E. Ramsey, who also made valuable corrections. An attempt was made to make the questionnaire simple and clear so that it would require but little of the teacher's time to fill out, but yet would secure accurate data.

The procedure followed. The questionnaires were given to the school principals of the county and city schools September 6, 1938. These principals in turn gave the questionnaires to their teachers to be filled out and returned to their respective principals. When the principals had collected these questionnaires, they were then handed to the writer.

Source of data. Table I shows the number of questionnaires given out and the number returned filled out by the teachers. It will be seen that out of the 234 questionnaires given, 165 of them or 70 per cent, were filled out and returned to the writer.

TABLE I

NUMBER OF QUESTIONNAIRES GIVEN OUT, NUMBER RETURNED,
AND PER CENT FILLED OUT

Place	Questionnaires given out	Questionnaires received	Per cent filled out
County	180	119	66.1
City	54	46	85.1
Totals	234	165	70.0

IV. STUDY OF PERSONNEL FACTORS OF TEACHERS

Many studies have been made relating to the effects of the characteristics of teachers upon their success as teachers. The conclusions drawn from the present study will be based upon reports made by teachers teaching in Gibson County, Indiana.

The teacher is in charge of the child during a part of that moulding stage in which are being formed traits of character which may have important effects upon the success or failure of the child's life. Men and women teachers have a great influence upon the lives of the children who are under their care. The schools largely will determine whether or not our democracy continues.

Previous studies of teaching personnel. Several studies have been made relating to elementary and secondary schools.

In 1903 Luckey⁵ made a study of the professional training of secondary teachers in the United States. In 1905 Elliott⁶ and others made a similar study of the secondary teachers. This report is found in the Fourth Yearbook of the National Society for the Study of Education.

In 1905 J. L. Meriam⁷ made a study of the relation of the normal-school training and teacher efficiency.

Thorndike's⁸ publication in 1909 was the result of a study of the experience, salaries, and education of a teaching staff of high schools. This publication was followed in 1911 by Coffman's⁹ study of social composition of the teaching population.

⁵ George A. Luckey, Professional Training of Secondary Teachers in the United States (New York: The Macmillan Company, 1903), pp. 1-4.

⁶ Edward C. Elliott, "Education and Training of Secondary Teachers," Fourth Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1905), pp. 55-59.

⁷ J. L. Meriam, Normal School Education and Efficiency in Teaching (New York: Teachers College, Columbia University, 1905), pp. 104-05.

⁸ Edward L. Thorndike, "The Teaching Staff of Secondary Schools in the United States, Amount of Education, Length of Experience, Salaries," (United States Bureau of Education, Bulletin No. 4, 1909), pp. 13-17.

⁹ Lotus D. Coffman, op. cit., pp. 25-46.

Judd and Counts,¹⁰ in 1915, studied the teaching staff of the Schools of the North Central Association.

Dr. D. N. Eikenberry,¹¹ in 1925, made a study of the high-school principals.

Charlotte S. Burford,¹² in 1930, made a study of the reasons for entering the teaching profession.

Four studies of this nature have been made at Indiana State Teachers College by graduate students. Stahl¹³ contributed the results of his study of the teaching personnel in Indiana in 1929. During the same year, Bright¹⁴ made a

¹⁰ Charles H. Judd and G. Counts, "Status of the Colleges and High Schools in the North Central Association," United States Bureau of Education, Bulletin No. 6, 1915, p. 73.

¹¹ D. H. Eikenberry, "Status of the High-School Principal," United States Bureau of Education, Bulletin No. 6, 1915, pp. 26; 36; 47; 48.

¹² Charlotte S. Burford, "Reasons for Entering the Teaching Profession," (Division of Research, Indiana State Teachers College, Terre Haute, 1930), p. 20.

¹³ Edgar A. Stahl, "A Study of the Teaching Personnel in Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1929), pp. 90-92.

¹⁴ Harold Bright, "A Study of Teaching Personnel in Clark County, Illinois," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1929), p. 82.

similar contribution concerning the teaching personnel in Clark County, Illinois. Coleman,¹⁵ in 1931, contributed the results of his study of the teaching personnel in Harrison County, Indiana. Smith,¹⁶ in 1934, contributed the results of his study of the teaching personnel in Parke County, Indiana.

Summary of findings reported in the foregoing studies.

Elliott's study. Edward Elliot, in his publication "Education and Training of Secondary Teachers," gives a report of a study made by Edwin G. Dexter on "The Present Status and Personnel of the Teaching Force in the United States." This report resulted from an extensive study of sex, salaries, training, and subjects taught by teachers in the secondary schools. Elliott found that:

1. The average number of subjects per teacher was three.
2. Seventy and three-tenths per cent of the male teachers and 53.3 per cent of the female teachers were college

¹⁵ Lawrence Coleman, "A Personnel Study of Teaching Force in Harrison County, Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1931), p. 12.

¹⁶ Harry Smith, "A Study of the Teaching Personnel in Parke County, Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1934), pp. 83-86.

graduates. Seven and three-tenths per cent of the male teachers and 10.2 per cent of the female teachers did not hold degrees. Of the male teachers, 20 per cent and of the female teacher 6.6 per cent had done post-graduate work.

3. The average number of teachers per high school was 7.2 per cent. (In 1905 the commissioner of education found the average to be 3.6 per cent).

4. Thirty-seven per cent of the teachers included in the study were men and 63 per cent were women.

Meriam's study. J. L. Meriam, in his publication Normal School Education and Efficiency in Teaching, makes the following generalizations concerning elementary teachers:

1. Only 3.5 per cent of the teachers studied are college graduates. These, as well as those who attended college, but did not graduate, have a rank below the average in the schools in which they are teaching.

2. There is no indication that the amount of secondary-school training has any relation to teaching efficiency.

3. Amount of experience seems to have little influence on the degree of teaching efficiency.

4. There is a slight tendency to promote the more efficient teachers into the upper grades.

Thorndike's study. E. L. Thorndike, in his study "The Teaching Staff of Secondary Schools," gives the following findings:

1. The influence of length of experience upon efficiency in teaching was not noticeable after the first three years of experience.

2. Experience in teaching:

a. Median for men, eight years

b. Median for women, six years

3. Teachers' education in high school normal, and college:

a. Men, zero to thirteen years

b. Women, zero to twelve years

Coffman's study. L. D. Coffman, in his study The Social Composition of the Teaching Population, made the following conclusions:

1. Experience does not contribute much to the efficiency of public school teachers. Efficiency in teaching is more a matter of people than of training, experience, and one's age.

2. The length of tenure increases as we proceed toward a dense population. It is the rural teachers whose tenure is short.

3. Training: both men and women teachers have had

from zero to thirteen years of training beyond the elementary school.

a. For men:

Rural, three years

Town, four years

City, six years

b. For women:

Rural, four years

Town, four years

City, five years

4. Coffman found in each level more poorly trained men than women.

5. Experience: the median experience for those teaching in rural schools was two years. Five per cent of the men and 1.5 per cent of the women teachers had had thirty or more years of experience.

6. Median age for teachers:

a. For women in city schools, 27.45 years

b. For women in town schools, 25.76 years

c. For women in rural schools, 21.42 years

d. For women in all schools, 24.1 years

e. For men in city schools, 34.6 years

f. For men in town schools, 32.68 years

g. For men in rural schools, 22.84 years

h. For men in all schools, 29.05 years

Judd's study. C. H. Judd, in his study "Status of the colleges and High Schools in the North Central Association," does not deal to a great extent with topics related to the study that this writer proposes to make. The following summary was made regarding the number of periods taught by high-school principals in Indiana:

1. No principal taught six periods. Seventeen and five-tenths per cent taught five periods; 19.4 per cent taught four periods; 15.8 per cent taught three periods; 22.2 per cent taught two periods; and 12.7 per cent did not teach.

Eikenberry's study. D. H. Eikenberry, in his study "Status of the High-School Principal," gives the following:

1. Fifty-four and seven-tenths per cent of all principals included in the study had had experience as high-school teachers. The median amount of such experience was 2.7 years.

2. The median educational experience of principals was found to be eleven years, while the median age of principals was 33.4 years. Seventy-two per cent had had but 4.5 years work in college.

Burford's study. C. S. Burford, in her study "Reasons for Entering the Teaching Profession," found the following reasons:

1. Desire to teach

2. Fondness of children
3. Service to mankind
4. Opportunity for reading, study, growth and work toward a college degree
5. Contact with good, refined people
6. Wishes of brother
7. Wishes of mother
8. Wishes of friends
9. Profession becoming more attractive
10. Calls forth one's best powers of heart, mind, and soul.

Stahl's study. E. A. Stahl, in his report on "A Study of Teaching in Indiana," found:

1. Personal data:

- a. The median age for men was thirty-two years, for women, 26.8 years, and for the entire group, 28.9 years.

- b. Eighty and eight-tenths per cent of the teachers were of American parentage.

- c. Teachers reported from forty-four occupational backgrounds. Fifty-six and three-tenths per cent of the fathers of the teachers were farmers. Sixteen and one-tenth per cent of the fathers had been teachers.

Thirteen and one-tenth per cent of the mothers had taught.

d. Fifteen and one-tenth per cent of the mothers of men reporting had a high-school education, while 8.4 per cent of the fathers and 4.2 per cent of the mothers of the men teachers had a college education. Twenty-five per cent of the fathers and mothers of the women teachers had had a high-school education, while 15.5 per cent of the fathers and 8.9 per cent of the mothers of the women teachers had college education.

e. Fifty-eight and three-tenths per cent of the teachers reporting were in excellent health, while 29.1 per cent reported good health.

f. Sixty-seven and nine-tenths per cent of the teachers reported that they had financed their own education, while 16.3 per cent had been educated solely at the expense of their parents.

g. Twenty-four and two-tenths per cent of the teachers read professional magazines.

2. Education and training:

a. Ninety per cent of the rural teachers reporting high-school training were graduates of commissioned high schools. Fifty-eight per cent had received high-school training in the county in which they taught.

b. Eighty-two per cent of the teachers reporting had pursued the academic course, while only 2 per cent had pursued specialized courses.

c. Forty-six and two-tenths per cent of the teachers had received college or university training. Sixty-seven per cent of the high-school teachers were college trained, while 56 per cent of the teachers in the grade school had been trained in normal schools.

d. The median training for grade-school teachers was 16.3 months, while the median training for the high-school teachers was 47.8 months.

e. Four and seven-tenths per cent of the teachers in the grades held normal-school diplomas only, and only 5.7 per cent had their first degrees. Seventy-four and one-tenth per cent of the high-school teachers held their baccalaureate degrees, and four of the same group held their second degrees.

f. The median experience level for high-school teachers was 6.8 years. Principals had 8.5 years as their experience level.

Coleman's study. L. Coleman, in his study "A Personnel Study of the Teaching Force of Harrison County, Indiana," found:

1. Personal data:

a. The ages of the teachers ranged from nineteen to sixty-three years. The median age of men teachers was 28.4, while the median age for women teachers was 25.9 years. The median age for all teachers was 27.1 years.

b. Fifty-seven and three-tenths of the teachers enjoyed excellent health, while 36.6 per cent stated that their health was good.

c. The nationality of 66.5 per cent of the fathers and 69.6 per cent of the mothers of the teachers was American.

d. Teachers reported from eleven occupational backgrounds. Seventy-eight per cent of the teachers' parents were farmers. Twenty-four and one-tenth per cent of the fathers and 20.8 per cent of the mothers of these teachers had taught.

e. The number of children in the parental families of teachers ranged from one to twelve. The median was four.

f. Ninety-five per cent of the teachers financed their higher education themselves. Eighty-one and five-tenths per cent financed their education by teaching and only 4.2 per cent reported that their parents had

financed their higher education.

2. Environment:

a. Four and three-tenths per cent of the fathers and one per cent of the mothers had received high-school education. Eleven and three-tenths per cent of the fathers and 4.2 per cent of the mothers of the women teachers had attended college.

b. Sixty-four different magazines were read by teachers. Thirty-one and three-tenths per cent of this number were popular. Twenty and three-tenths per cent were household and professional magazines. Fourteen and six-tenths per cent of the reporting teachers used the public library, and 37.2 per cent used the state library.

c. Thirteen per cent had pianos, while 15.2 per cent had graphophones.

d. Sixty-nine and five-tenths per cent reported regular church attendance, and 61.6 per cent reported regular Sunday School attendance.

e. Seventy-seven and three-tenths per cent of the teachers reporting classed themselves as interested in civic and political problems.

3. Training:

a. Eighty-nine and one-tenth per cent of the

teachers reporting had received high-school training in the county in which they were teaching. Ninety per cent of the teachers had high-school training. The general course of study had been pursued by 96 per cent of the teachers. Sixty-three and eight-tenths per cent of those who had attended high school were graduates of commissioned high schools.

b. The teachers had been trained in nineteen different normal schools, colleges, and universities. Forty-nine and three-tenths per cent had attended Central Normal College. Thirty-six and six-tenths per cent had attended Indiana State Teachers College. Thirteen and four-tenths per cent had attended Indiana University. Eighty-three and four-tenths per cent of the 164 teachers studied had had normal school training, while 41.4 per cent had had college or university training.

c. Most of the teachers working in high school held baccalaureate degrees, while 77.4 per cent of the regular high-school teachers, and 100 per cent of the high-school principals held baccalaureate degrees. Thirty per cent of the principals had their Master's degree. The median number of years of training above high school for grade teachers was 1.3 years,

for high-school teachers, 3.5 years, and for principals, 4.2 years.

Smith's study. H. Smith, in his study "A Personnel Study of the Teachers of Parke County, Indiana," found:

1. Personal data:

a. The ages of the teachers ranged from twenty to sixty-seven years, inclusive. The median age for the fifty-nine men was 29.9 years, while the median age for the women was twenty-nine years.

b. Fifty-seven and four-tenths per cent of the teachers were enjoying excellent health, while 40.5 per cent were in good health.

c. The nationality of 80.4 per cent of the fathers and 80.8 per cent of the mothers of the teachers was American.

d. The teachers reporting represent twenty-one occupational backgrounds. Forty-two and two-tenths per cent of the teachers' fathers were farmers.

e. The number of children in the parental families of teachers ranged from one to eleven. The median was three.

f. Twenty reasons for entering the teaching profession were given by the teachers. Twenty-seven per cent of all the teachers entered the teaching

profession because they enjoyed that type of work. Sixteen and two-tenths per cent entered because of love for children.

g. Eighty and five-tenths per cent financed their higher education themselves. Forty-five and nine-tenths per cent financed their education by teaching. Thirteen and five-tenths per cent reported that their parents financed all their higher education.

2. Environment:

a. Twelve and two-tenths per cent of the fathers and 17.5 per cent of the mothers had received high-school education. The percentage of parents who had attended college was 10.2 per cent of the fathers and 12.2 per cent of the mothers.

b. Seventy-five different magazines were read by the teachers. Five and four-tenths per cent of this number were farm magazines; 10.9 per cent were household; 19.0 per cent were literary; 32.0 per cent were popular; 25.3 per cent were professional; and 10.7 per cent were scientific.

c. Fourteen per cent reported no musical instrument in the home. Sixty-nine per cent had pianos; 29 per cent had radios; and 22.2 per cent had violins.

d. Seventy-two and three-tenths per cent of the

teachers reported regular Sunday-School attendance, and 62.2 per cent reported regular church attendance.

e. Seventy-two and three-tenths per cent classed themselves as interested in civic and political problems.

3. Training:

a. Fifty-nine and four-tenths per cent received their high-school training in the county in which they are teaching. One hundred per cent of the teachers had had high-school training. Most of the teachers attended small high schools. Eighty-eight and eight-tenths per cent were graduates of commissioned high schools.

b. The teachers had been trained in thirty different normal schools, colleges, and universities. Fifty-four and three-tenths per cent had attended Indiana State Teachers College; 14 per cent had attended Central Normal College; and 6.2 per cent had attended Indiana University. Sixty-nine and six-tenths per cent of the 148 teachers studied had had normal-school training, while 30.4 per cent had had college or university training.

c. Most of the teachers working in high school held baccalaureate degrees. Eighty-eight and

nine-tenths of the regular high-school teachers and 100 per cent of the principals held Master's degrees. The median number of years of training above high school for grade teachers was 2.1 years; for high-school teachers it was 4.3 years; and for principals it was 4.7 years.

CHAPTER II

ANALYSIS OF DATA

I. PERSONAL DATA

In the discussion of personal data in this study of the teaching personnel of Gibson County, Indiana, the following factors will be discussed: (1) age; (2) health conditions; (3) occupations of parents; (4) distribution of teachers according to brothers and sisters; (5) ages of parents at the time of teacher's birth; (6) reasons for entering the teaching profession; (7) attainment of goal; and (8) method of financing education.

TABLE II

DISTRIBUTION OF TEACHERS BY SEX AND BY SCHOOL SEGMENT

Kind of teacher	MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
High-School	47	52.2	43	47.8	90	100.0
Grade-School	18	24.0	57	76.0	75	100.0
Totals	65	39.4	100	60.6	165	100.0

Table II shows that the number of women teachers is

greater than the number of men teachers. Sixty and six-tenths per cent of the total number of teachers reporting were women, and 39.4 per cent were men.

Edgar A. Stahl,¹ in his study of teachers of Indiana found the distribution of men and women teachers to be 35.9 and 64.1 per cent, respectively. In 1931 the State Superintendent of Public Instruction found the distribution for the entire state to be 26.6 per cent for men and 73.4 per cent for women.²

Ages of teachers. Table III shows the ages of the teachers in Gibson County, Indiana.

Sixty-four per cent of the women teachers are between the ages of twenty and thirty-five. Thirty-six per cent of the men teachers are between the ages of twenty and thirty-five.

These medians correlate rather closely with those found by Coffman.³ He found the median ages for women and

¹ Edgar Allen Stahl, "A Study of Teaching Personnel in Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1929), p. 18.

² Indiana Yearbook, 1931.

³ Lotus D. Coffman, The Social Composition of the Teaching Population (New York: Teachers, College, Columbia University, 1911), p. 42.

TABLE III

AGES OF 165 TEACHERS OF GIBSON COUNTY AS OF DATE,
SEPTEMBER 6, 1938

Age	MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
20-24	5	7.7	17	17.0	22	13.3
25-29	15	23.0	31	31.0	46	38.8
30-34	16	24.7	16	16.0	32	19.3
35-39	14	21.6	14	14.0	28	10.9
40-44	6	9.3	5	5.0	11	6.6
45-49	4	6.1	7	7.0	11	6.6
50-54	1	1.5	5	5.0	6	3.6
55-59	4	6.1	4	4.0	8	4.8
60-64			1	1.0	1	6.1
65-69						
Totals	65	100.0	100	100.0	165	100.0
Median ages		33.9		30.6		32.2

men teachers as follows:

Median age for all men studied, 29.05 years

Median age for all women studied, 24.10 years

Median age for all men in rural schools, 22.84 years

Median age for all women in rural schools, 21.42 years

Median age for men in town schools, 32.78 years

Median age for women in town schools, 25.76 years

Median age for men in city schools, 34.60 years

Median age for women in city schools, 27.45 years

Health conditions. A very important factor in determining the success of a teacher is his health. The teacher whose health is excellent wields an influence that he otherwise could not have. The following table shows the health conditions of 165 men and women teachers, as given by themselves.

TABLE IV
HEALTH OF TEACHERS

Sex	EXCELLENT		GOOD		FAIR		POOR		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Men	38	58.5	21	32.3	6	9.2			65	100.
Women	48	48.0	50	50.0	1	1.0	1	1.0	100	100.
Totals	86	52.2	71	43.0	7	4.2	1	.6	165	100.

Fifty-two and two-tenths per cent of the 165 teachers rated their health as excellent. Forty-three per cent of the teachers rated their condition of health as good. Only one teacher described his health as fair and one as poor.

Coleman⁴ found about the same conditions existing in Harrison County. He found 57.3 per cent rated their health as excellent and 36.6 per cent as good.

Nationalities of parents. Table V shows the distribution of nationalities of the teachers' parents.

The tabulations show that the teaching population represents fairly well the nationalities represented by the entire population of the county. The leading nationalities represented in the county are the American, German, and Dutch.

Occupations of parents. Table VI, page 34, shows the nineteen occupations of the fathers of the teachers of Gibson County, Indiana. The fathers of forty-three teachers are deceased; eleven fathers have retired; and the occupations of fifteen were not stated. Table VI also indicates that the teachers of Gibson County, Indiana, are recruited from twenty different occupational backgrounds. The fathers of forty-six

⁴ Lawrence Coleman, "A Personnel Study of the Teaching Force in Harrison County, Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1931), p. 12.

TABLE V
NATIONALITIES OF PARENTS

Nation- ality	FATHER OF TEACHERS						MOTHER OF TEACHERS					
	MALE		FEMALE		TOTALS		MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
American	47	72.4	89	89.0	136	82.4	51	78.4	84	84.0	135	82.2
German	10	15.3	2	2.0	12	7.2	7	10.9	5	5.0	12	7.4
Irish	3	4.6			3	1.2	3	4.6	3	3.0	6	3.6
Dutch	2	3.1	5	5.0	7	4.3	3	4.6	2	2.0	5	3.0
English	2	3.1	3	3.0	5	3.4	1	1.5	3	3.0	4	2.0
French									1	1.0	1	.6
Swedish									1	1.0	1	.6
Welsh									1	1.0	1	.6
Scotch	1	1.5	1	1.0	2	1.5						
Totals	65	100.0	100	100.0	165	100.0	65	100.0	100	100.0	165	100.0

Note: This table should be read as follows: the fathers of forty-seven men teachers were of American parentage; the fathers of eighty-nine women teachers were also of American parentage; the mothers of fifty-one men teachers were American, and eighty-four mothers of the women teachers were Americans.

TABLE VI

PRESENT OCCUPATIONS OF FATHERS

Present occupation	MALE TEACHERS		FEMALE TEACHERS		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Deceased	14	22.0	32	32.0	46	27.1
Farmer	18	28.6	25	25.0	43	26.1
None	5	7.7	10	10.0	15	9.0
Retired	7	10.0	4	4.0	11	6.6
Doctor	3	4.6	5	5.0	8	5.8
Miner	3	4.6	4	4.0	7	5.2
Minister	2	3.0	3	3.0	5	4.0
Merchant	1	1.5	3	3.0	4	2.4
Carpenter	2	3.0	2	2.0	4	2.4
Insurance Agent			1	1.0	1	1.6
Justice of Peace	1	1.5			1	1.6
Laborer			1	1.0	1	1.6
Lumber Dealer			1	1.0	1	1.6
Accountant	1	1.5	2	2.0	3	1.2
Baker	1	1.5	2	2.0	3	1.2
Blacksmith	1	1.5	2	2.0	3	1.2
Filling Station Operator	1	1.5	1	2.0	2	1.2
Printer	1	1.5	1	1.0	2	1.2
Trustee	1	1.5	1	1.0	2	1.2
Business Manager	1	1.5			1	.6
State Highway- Patrolman	1	1.5			1	.6
Teacher	1	1.5			1	.6
Totals	65	100.0	100	100.0	165	100.0

teachers were deceased. The per cent of the men teachers who are children of farmers is 28.6, while the per cent of the women teachers who are children of farmers is 25.

⁵
Coffman's findings in 1911 were very similar to these found by the writer. He pointed out that less than twenty-three per cent of American teachers came from business and professional parentage, and that ". . . the classes with the least income are contributing the largest percentages of teachers." Other surveys both earlier and later concur in the same findings.

The information tabulated in the table is not other than could be expected in a county that is chiefly agricultural in character.

In Table VII we have the data concerning the occupations of mothers of teachers prior to their marriages. This table shows that the mothers of thirteen men teachers and of seventeen women teachers were housekeepers prior to their marriages. The mothers of eight men teachers and of twenty-one women teachers had taught school. The table also shows that children frequently choose the occupations of their mothers. A child reared by a parent who is a teacher is quite likely to be much interested in education and will

⁵Lotus D. Coffman, op. cit., pp. 73; 77.

TABLE VII
OCCUPATIONS OF MOTHERS PRIOR TO THEIR MARRIAGES

Occupation	MALE TEACHER		FEMALE TEACHER		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
None	21	32.3	35	35.0	56	33.8
Housekeeper	13	20.0	17	17.0	30	18.0
Teacher	8	12.5	21	21.0	29	17.5
At home	4	6.2	9	9.0	13	7.8
Domestic	5	7.6	6	6.0	11	6.6
Clerk	4	6.2	2	2.0	6	3.6
Seamstress	2	3.0	3	3.0	5	3.3
Musician	4	6.2	1	1.0	5	3.3
Maid	1	1.5	2	2.0	3	1.8
Stenographer	1	1.5	1	1.0	2	1.3
Bookkeeper	1	1.5			1	.6
Printer			1	1.0	1	.6
College student			1	1.0	1	.6
Cigar-maker			1	1.0	1	.6
Totals	65	100.0	100	100.0	165	100.0

likely choose teaching as a profession. Twenty-one men and thirty-five women teachers failed to answer this part of the questionnaire.

Distribution of teachers according to the number of brothers and sisters. Table VIII, page 38, shows the distribution of men and women teachers according to the number of brothers and sisters they have. The median number of brothers and sisters for men teachers is four; for the women teachers the median is two.

Coffman's study⁶ gives the median for men teachers as five and for women, four. Harry Smith⁷, in his study of the teachers of Parke County, found the median for men to be two and for women to have been three.

Table VIII shows that fifteen teachers had no brothers or sisters; thirty-six stated they had one brother or sister, and thirty-one reported they had two brothers or two sisters in the family. About 18.7 per cent of the teachers reporting were members of families in which there were but two children.

Table IX, page 39, shows that eighteen of the men teachers were the first child born into the families, fifteen

⁶ Ibid., p. 69.

⁷ Harry Smith, "A Personnel Study of the Teachers of Parke County, Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1934), p. 26.

TABLE VIII

DISTRIBUTION OF MEN AND WOMEN TEACHERS ACCORDING TO
NUMBER OF BROTHERS AND SISTERS

Sex	Number of Brothers and Sisters												Median
	0	1	2	3	4	5	6	7	8	9	10	11	
Men	4	9	7	9	7	6	5	7	6	2	2	1	4
Women	11	27	24	16	7	7	2	3	1		2		2
Totals	15	36	31	25	14	13	7	10	7	2	4	1	6

Note: This table should be read as follows: four of the men teachers had no brothers or sisters; nine had one, and seven had two; eleven of the women teachers had no brothers or sisters; thirty-six had one, thirty-one had two, etc.

were the second, thirteen were the third, etc.

From the facts given in the table, it seems that the first, and second, and third child born into the families were given preference in entering the teaching profession. However, this last statement is not necessarily true, for in several instances there were but two children in the family.

TABLE IX
AGE RANK IN FAMILY

Sex	1	2	3	4	5	6	7	8	9	10	11	12
Men	18	15	13	5	6	4	1	1	1			1
Women	41	25	13	12	3	2	1	3	6			1
Totals	59	40	26	17	9	6	2	4	1			2

Table X shows both brothers and sisters of the men and women teachers who are teachers now or in the past have been members of the teaching profession.

Ages of parents at time of teachers' birth. Table XI, page 41, shows the age of the teachers' fathers at the time of the teachers' births. The median age of men teachers' fathers at the time of the teachers' birth is thirty-one; the median age of the women teachers' fathers is thirty-one; and the

TABLE X

BROTHERS AND SISTERS WHO ARE NOW TEACHERS
OR WHO HAVE TAUGHT

Sex	BROTHERS						SISTERS					
	None	1	2	3	4	5	None	1	2	3	4	5
Men	27	11	3	3	2	3	27	6	4	1	2	3
Women	57	15	2				57	17	8	1		
Totals	84	26	5	3	2	3	84	23	12	2	2	3

Note: This table should be read as follows: twenty-seven of the men teachers had no brothers or sisters who were teaching now or had been teachers. Eleven had one brother who was teaching or had been a teacher, and six had one sister who had been a teacher or was teaching at the present time; a total of fifty-seven women teachers had no brothers or sisters who had taught or were teaching at the present time; fifteen reported one brother teaching or who had taught, and seventeen reported one sister who taught or had taught, etc.

TABLE XI
AGE OF FATHER AT TIME OF TEACHER'S BIRTH

Age of father	MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
20	2	3.1	1	1.0	3	1.8
21	1	1.5	1	1.0	2	1.2
22	3	4.6	2	2.0	5	3.0
23	4	6.1	3	3.0	7	4.2
24	3	4.6	1	1.0	4	2.4
25	4	6.1	11	11.0	15	9.0
26	4	6.1	12	12.0	16	9.7
27	2	3.1	5	5.0	7	4.2
28	2	3.1	3	3.0	5	3.0
29			2	2.0	2	1.2
30	4	6.1	7	7.0	11	6.6
31	4	6.1	8	8.0	12	7.2
32	1	1.5	3	3.0	4	2.4
33	1	1.5	5	5.0	6	3.6
34	3	4.6	6	6.0	9	5.4
35	9	13.8	4	4.0	13	7.8
36			8	8.0	8	4.8
37	2	3.1	4	4.0	6	3.6
38			7	7.0	7	4.2
39	6	9.7			6	3.6
40	4	6.1			4	2.4
41	3	4.6			3	1.8
42						
43	2	3.1			2	1.2
44			3	3.0	3	1.8
45						
46						
47						
48						
49						

TABLE XI (continued)

AGE OF FATHER AT TIME OF TEACHER'S BIRTH

Age of father	MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
50						
51			1	1.0	1	.6
52						
53			2	2.0	2	1.2
54						
55	1	1.5			1	.6
56						
57						
58						
59						
60						
61						
62						
63			1	1.0	1	.6
64						
Totals	65	100.0	100	100.0	165	100.0
Median ages	31		31		31	

Note: This table should be read as follows: the ages of each of two of the men teachers' fathers at the time of the birth of each teacher was twenty years; one father was twenty-one years; three were twenty-two years of age, etc.

median age of all the teachers' fathers at the time of the teachers' births is also thirty-one years.

Table XII shows the ages of the mothers of the teachers at the time of the teachers' births.

The median age of men teachers' mothers at the time of the teacher's birth is thirty-years; the median age of women teachers' mothers at the time of the teacher's birth is twenty-eight years.

Reasons for entering the teaching profession. Table XIII, page 45, gives the reasons why 154 teachers entered the teaching profession. Eleven teachers did not answer this part of the questionnaire.

Only 3.6 per cent said they entered the profession for financial rewards. The writer's findings are very similar to those found by Burford. Burford's study⁸ gives, according to frequency, the following nine reasons why teachers enter the teaching profession:

1. Desire to teach
2. Fondness for children
3. Service to mankind

⁸ Charlotte S. Burford, "Reasons for Entering the Teaching Profession," (Division of Research, Indiana State Teachers College, Terre Haute, 1930), p. 28.

TABLE XII

AGE OF MOTHER AT TIME OF TEACHER'S BIRTH

Age of mother	MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
16	1	1.2	1	1.0	1	.6
17			1	1.0	1	.6
18	1	1.2	3	3.0	4	2.4
19	1	1.2			1	.6
20	4	6.1	5	5.0	9	5.4
21	2	3.0	2	2.0	4	2.4
22	5	7.6	5	5.0	10	6.0
23			6	6.0	6	3.6
24	1	1.2	7	7.0	8	4.8
25	4	6.1	6	6.0	10	6.0
26	3	4.6	5	5.0	8	4.8
27	2	3.0	7	7.0	9	5.4
28	4	6.1	7	7.0	11	6.6
29	3	4.6	7	7.0	10	6.0
30	4	6.1	6	6.0	10	6.0
31	4	6.1	4	4.0	8	4.8
32	5	8.6	4	4.0	9	5.4
33	4	6.1	4	4.0	8	4.8
34			4	4.0	4	2.4
35	2	3.0	7	7.0	9	5.4
36	5	8.8	1	1.0	6	3.6
37	3	4.6	1	1.0	4	2.4
38	3	4.6	1	1.0	4	2.4
39			3	3.0	3	1.8
40			2	2.0	2	1.2
41	2	3.0	2	2.0	4	2.4
42						
43						
44	1	1.2			1	.6
45	1	1.2			1	.6
Totals	65	100.0	100	100.0	165	100.0
Median ages	30		28		28	

TABLE XIII

REASONS FOR ENTERING THE TEACHING PROFESSION

Reasons	MALE		FEMALE		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Be of Service	6	9.2	18	18.0	24	14.8
Influence of relatives	11	17.5	12	12.0	23	14.0
Enjoy this type of work	9	13.8	14	14.0	23	14.0
Love of Children	5	7.6	17	17.0	22	13.6
Influence of Teacher	7	11.6	6	6.0	13	7.8
No Answer	6	9.2	5	5.0	11	6.6
Held most Appeal	5	7.6	4	4.0	9	5.6
Opportunity for a Job	4	6.1	3	3.0	7	4.2
Urge of Teacher	2	3.0	4	4.0	6	3.6
Financial Reward	3	4.6	3	3.0	6	3.6
Ambition			5	5.0	5	3.0
Offered a School	2	3.0	2	2.0	4	2.4
Interested in Home Econ.	1	1.2	3	3.0	4	2.4
Interested in Athletics	2	3.0	1	1.0	3	1.8
Love of Music	1	1.2	2	2.0	3	1.8
Admired Teachers	1	1.2	1	1.0	2	1.2
Totals	65	100.0	100	100.0	165	100.0

4. Opportunity for reading, study, growth and work toward a college degree
5. Contact with good, refined people
6. Wishes of brother
7. Wishes of mother
8. Profession becoming more attractive
9. Calls for one's best powers of heart, mind, and soul

Attainment of goals. Table XIV gives the types of teaching positions desired by men teachers and shows whether or not they have been attained by the teachers.

Table XV, page 48, gives the types of teaching positions desired by women teachers and whether or not they have attained the goals which they set for themselves.

Tables XIV and XV show that a larger per cent of the women have attained the teaching goals that they set for themselves when they entered the teaching profession than did the men.

Method of financing education. Table XVI, page 49, shows the methods used in financing their education, as reported by the teachers of Gibson County, Indiana.

It will be noted that eleven men and thirty-one women financed their education themselves and that all three methods indicated in the table were used.

TABLE XIV

TEACHING POSITIONS SOUGHT BY MEN AND THE ATTAINMENT OF GOALS

Teaching position sought	HAS GOAL BEEN ATTAINED				TOTALS	
	YES		NO			
	No.	Per cent	No.	Per cent	No.	Per cent
Superintendent			8	15.8	8	12.3
Jr. H. S. Teacher	4	44.5	4	7.8	8	12.3
Supervisor			6	11.8	6	9.7
Not Answered					5	7.6
Industrial Arts			5	9.8	5	7.6
High School Prin.	2	22.2	3	5.9	5	7.6
College Teacher			4	7.9	4	6.1
University Coaching Job			3	5.9	3	4.6
Teacher	3	33.3			3	4.6
English Teacher			3	5.9	3	4.6
Grade-School Prin.			3	5.9	3	4.6
Mathematic Teacher			3	5.9	3	4.6
High-School Teacher			2	3.9	2	3.1
Science Teacher			2	3.9	2	3.1
Agriculture Teacher			2	3.9	2	3.1
Social Studies Teacher			1	1.9	1	1.5
College President			1	1.9	1	1.5
Recreational Director			1	1.9	1	1.5
Totals	9	100.0	51	100.0	65	100.0

Note: This table is to be read as follows: of the eight men teachers who wished to become superintendents, none attained their desire; of the eight men who wished to become junior high-school teachers, four succeeded, etc.

TABLE XV

TEACHING POSITIONS SOUGHT BY WOMEN
AND ATTAINMENT OF GOALS

Teaching position sought	HAS GOAL BEEN ATTAINED					
	YES		NO		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
College Teacher			16	19.3	16	16.0
H. S. Teacher	1	10.0	11	13.4	12	12.0
Primary Teacher	2	20.0	9	10.8	11	11.0
Jr. H. S. Teacher			10	12.1	10	10.0
Grade Teacher	2	20.0	7	8.4	9	9.0
Not Answered					7	7.0
Vocational & H. Econ.			5	6.0	5	5.0
Music Supervisor	1	10.0	4	4.8	5	5.0
Critic Teacher			5	6.0	5	5.0
Social Studies Teacher			4	4.8	4	4.0
Latin Teacher			3	3.6	3	3.0
Home Maker	2	20.0			2	2.0
English Teacher			1	1.2	1	1.0
Librarian			1	1.2	1	1.0
Commercial Teacher			1	1.2	1	1.0
Health Supervisor			1	1.2	1	1.0
Band Teacher			1	1.2	1	1.0
Elem. Supervisor			1	1.2	1	1.0
Recreational Director			1	1.2	1	1.0
Departmental			1	1.2	1	1.0
Math. Teacher			1	1.2	1	1.0
French Teacher	1	10.0			1	1.0
Art Supervisor	1	10.0			1	1.0
Totals	10	100.0	83	100.0	100	100.0

Note: This table is to be read in the same way as Table XIV.

TABLE XVI
METHODS OF FINANCING HIGHER EDUCATION

Sex	By teaching	By borrowing	By other work	By self	By parents all	By parents part
Men	22	15	7	11	3	14
Women	18	14	11	31	7	20
Totals	40	29	18	42	10	34

In most cases the work financed by the parents included only the first thirty-six weeks of training. It is interesting to note that 24.4 per cent of the teachers financed their education and training by teaching and that 12.1 per cent reported that their parents financed all of their higher education.

Three men and four women did not answer this part of the questionnaire. Several teachers indicated that they had used more than one method in financing their higher education; hence, the total does not agree with those in other tables.

II. STUDY OF EDUCATIONAL ENVIRONMENT

Education of parents. The parents' interest in and attitude toward education, no doubt, had an important influence upon children. There are some parents who oppose

higher education and talk against it in the presence of their children, thereby creating within their children an antagonistic attitude toward higher education.

In the following table are arranged the results of the study showing the school levels attained by the parents of teachers.

TABLE XVII
EDUCATIONAL LEVELS OF FATHERS AND MOTHERS

Sex	FATHER			MOTHER		
	Grade-school	High-school	Normal or college	Grade-school	High-school	Normal or college
Men	50	11	4	48	11	6
Women	54	17	29	56	29	15
Totals	104	28	33	104	40	21

The small number who reached the high-school and college levels are, no doubt, due largely to the fact that the community did not offer favorable opportunities for higher education.

Library facilities. The importance of good reading cannot be over-emphasized. Sir Francis Bacon wrote, "Reading maketh a full man." We are led by this quotation to believe that the library is a very important factor in the environment

of the teacher. The opportunity to profit by the experience of others is the great advantage of reading.

Table XVIII shows the sizes of the libraries in the homes of the teachers in Gibson County.

TABLE XVIII
SIZES OF HOME LIBRARIES AS TO VOLUMES

Sex	1-100	101-200	201-300	301-400	401-500	Over 500	Median
Men	34	13	6	5	4	3	97.6
Women	57	19	12	5	5	2	91.4
Totals	91	32	18	10	9	5	93.7

This table shows that most of the teachers are from homes having small libraries. Since so many of the teachers have small libraries, they are handicapped, for it is probably true that their reading has been neglected for want of reading material. The home environment of teachers in the county does not, in general, encourage much reading.

Table XIX will summarize current magazines subscribed for and read by the teachers. This table shows that eighty-seven different magazines are read by the teachers of Gibson County.

TABLE XIX
MAGAZINES READ BY TEACHERS

Magazines	NUMBER SUBSCRIBING OR READING		
	Men	Women	Totals
Readers Digest	18	51	69
American	13	27	40
Indiana Teacher	10	23	33
McCalls	3	30	33
Good Housekeeping		29	29
Colliers	8	13	21
Ladies Home Journal	1	20	21
Pathfinder	8	13	21
Pictorial Review		19	19
Cosmopolitan	4	12	16
Woman's Home Companion		16	16
Saturday Evening Post	9	6	15
Time	6	9	15
Normal Instructor		14	14
Literary Digest	6	8	14
Liberty	4	9	13
Grade Teacher		13	13
Hygeia	1	9	10
National Geographic	3	7	10
Athletic Journal	5	4	9
N. E. A. Journal	4	5	9
Better Homes and Gardens	3	5	8
Life	4	3	7
News-Week	1	5	6
Red Book		6	6
School Executive	4	2	6
Etude		6	6
Harpers Monthly	1	4	5
Popular Mechanics	4	1	5
Vogue	3	2	5

TABLE AIX (continued)

MAGAZINES READ BY TEACHERS

Magazines	NUMBER SUBSCRIBING OR READING		
	Men	Women	Totals
Art and Decoration		4	4
Classical Journal	2	2	4
Golden Book	2	2	4
Journal of H. Econ.		4	4
Radio News	3	1	4
Atlantic Monthly	1	2	3
Baseball	3		3
Country Gentlemen	3		3
Elem. School Journal	1	2	3
Forum	2	1	3
Mercury		3	3
Music Magazines		3	3
Nation's School	3		3
Primary Education		3	3
Scholastic	2	1	3
Social Science	2	1	3
American Legion	1	1	2
American Mercury	1	1	2
Balance Sheet		2	2
Child Life		2	2
Correct English	1	1	2
Crisis	1	1	2
Current History		2	2
Drama	1	1	2
English Journal	1	1	2
Esquire	2		2
Farmer's Guide	2		2
Farmer's Wife		2	2
Forecast		2	2
Gregg Writer		2	2
Industrial Education	2		2
Look	1	1	2
Scribners		2	2
Woman's World		2	2
American Boy	1		1

TABLE XIX (continued)
MAGAZINES READ BY TEACHERS

Magazines	NUMBER SUBSCRIBING OR READING		
	Men	Women	Totals
American School Board Journal		1	1
Boy's Life	1		1
Capper's Farmer		1	1
Child Activities		1	1
Child Education		1	1
Christian Union Herald		1	1
Clearing House		1	1
Commentator		1	1
Current Events		1	1
Home Economy News		1	1
Jr. of Business World		1	1
Mathematics Teaching	1		1
Modern Mechanics	1		1
Nation's Business	1		1
Nature Magazine	1		1
Prairie Farmer		1	1
Rural Teacher		1	1
School Activities	1		1
School Life	1		1
Scientific American	1		1
Woman Missionary Magazine		1	1
Your Future	1		1
Totals	169	437	606

The total number of magazines found in the homes of men teachers is 169, while the total number found in the homes of the women teachers is 437. This makes a total of 606 for the entire county.

The Readers Digest is read by a greater number of teachers than is any other magazine of those read. Eighteen men teachers and fifty-one women teachers stated that they read this magazine. The American Magazine ranks second in order of frequency read, there being thirteen men teachers and twenty-seven women teachers who read this magazine.

Only one magazine dealing with subject matter, the teaching of mathematics, was read. We may conclude from a close study of the table that there are very few magazines included which deal with any particular phase of teaching. Only two teachers reported that they read magazines dealing with current history. In making this assertion the Pathfinder is excepted.

Table XX shows that thirty-three different popular magazines, twenty-one literary, thirteen household, nine professional, six scientific, and five farmers' magazines are read by the teachers of Gibson County.

The distribution is similar to that found in Harrison County, as reported by Lawrence Coleman.⁹ In Table XXI,

⁹ Lawrence Coleman, op. cit., p. 63.

TABLE XX
CHARACTER OF MAGAZINES READ

Classified Reading	Number	Per cent
Popular	33	37.9
Literary	21	24.2
Household	13	14.9
Professional	9	10.4
Scientific	6	6.9
Farmers' Magazines	5	5.7
Totals	87	100.0

TABLE XXI
COMPARATIVE STUDY OF CHARACTER OF MAGAZINES READ

Classified reading	PRESENT STUDY		COLEMAN'S STUDY	
	No.	Per cent	No.	Per cent
Popular	33	37.9	20	31.2
Literary	21	24.2	6	9.4
Household	13	14.9	13	20.3
Professional	9	10.4	13	20.3
Scientific	6	6.9	6	9.4
Farmers' Magazines	5	5.7	6	9.4
Totals	87	100.0	64	100.0

page 57, is tabulated a comparison of Coleman's findings and those of the present study.

The similarity of these two studies signifies that similar results may be obtained in studying other groups of teachers. One can conclude from a close study of Table XXI, page 57, that a greater per cent of the Gibson County teachers read popular magazines than the teachers of Harrison County. The table also shows that a smaller per cent of Gibson County teachers than of the Harrison County teachers read farmers' magazines. The teachers of Gibson County read more literary magazines than did the teachers of Harrison County according to the comparison, information for which was based upon the statements of the teachers.

Tables XXII and XXIII show the number of men and women teachers availing themselves of the county and state library facilities.

TABLE XXII
TEACHERS USING THE COUNTY LIBRARY

Sex	USE COUNTY LIBRARY				TOTALS	
	YES		NO			
	No.	Per cent	No.	Per cent	No.	Per cent
Men	46	70.0	19	29.3	65	100
Women	69	69.0	31	31.0	100	100
Totals	115	69.6	50	33.4	165	100

TABLE XXIII
TEACHERS USING THE STATE LIBRARY

Sex	USE STATE LIBRARY					
	YES		NO		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Men	36	55.3	29	44.7	65	100
Women	59	59.0	41	41.0	100	100
Totals	95	57.2	70	42.8	165	100

From a study of Tables XXII and XXIII we learn that 69.5 per cent of the teachers in Gibson County use the library regularly, while 57.2 per cent use the state library regularly. It was reported by most of the teachers that they made great use of the county library. The 57.2 per cent who use the state library show a splendid attitude toward acquiring knowledge.

Music in the home. There is nothing sweeter in life as we know it upon this planet, and no greater contributor to its pleasure, than music. Tom Moore, the beloved Irish poet, thus discourses in his rhythmic syllables:

"Music, O, How faint, how weak
Language fails before thy spell,
Why should feeling ever speak,
When thou canst breathe her soul so well?"

Everyone who has watched human nature, even in the most cursory manner, and observed the effect of music upon people will agree to the truth of these words.

Music in the home is a very desirable means of making profitable use of part of the leisure time. The development of the radio has made music available to many who otherwise would not enjoy music in their homes. Through the radio, music which is often called the universal language, may be said to be enjoyed by all types of people.

Table XXIV shows the status of the teachers of Gibson County regarding the musical instruments in their homes. The results of these findings are much better than those of Stahl's study. Stahl¹⁰ found only 9 per cent of the teachers represented in his study who were without musical instruments in their homes. Smith,¹¹ in his study, found that 14 per cent of the teachers represented in Parke County were without instruments in their homes. The writer of this study found a musical instrument in each of the homes of the teachers reporting in Gibson County. The piano was found to be the

¹⁰ Edgar A. Stahl, "A Study of Teaching Personnel in Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1929), p. 28.

¹¹ Harry Smith, "A Study of Teaching Personnel in Parke County, Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1934), p. 48.

TABLE XXIV

MUSICAL INSTRUMENTS FOUND IN THE HOMES OF TEACHERS

Instruments	FREQUENCIES		
	In homes of men	In homes of women	Totals
Piano	51	63	114
Radio	20	37	57
Violin	12	22	34
Clarinet	7	4	11
Trumpet	3	3	6
Cornet	3	2	5
Guitar	4	1	5
Saxaphone	2	2	4
Trombone	2	1	3
Accordian	1	1	2
Banjo	2		2
Flute	1	1	2
Ukelele	1	1	2
Bugle		1	1
Cello		1	1
Drum	1		1
Harmonica		1	1
Mandolin	1		1
Organ		1	1
Wison		1	1
Xylophone		1	1
Totals	111	144	255

prevailing musical instrument. Sixty-nine per cent of the teachers reporting have pianos in their homes; thirty-five per cent have radios in their homes; twenty-seven per cent reported having violins in their homes.

Table XXV shows the musical instruments in the homes of teachers that are played by the teachers, excepting the radio and the phonograph. Forty-one men teachers and twenty-four women teachers stated that they did not play any instrument other than a phonograph and radio.

Table XXV also indicates that thirty-four men teachers and forty-four women teachers play some kind of a musical instrument, that is, in their homes.

The piano, found to be the prevailing instrument, was played by sixteen men teachers and twenty-four women teachers. The violin was next, being played by five men teachers and ten women teachers. It was found that sixty-five teachers or 39 per cent of the reporting teachers, did not play any musical instrument.

Interest in civic and political problems. Also of great importance is the teachers' social influence in a community. Classroom work is only a part of the teacher's work.

Table XXVI, page 64, shows that thirty men teachers and

TABLE XXV

MUSICAL INSTRUMENTS PLAYED BY TEACHERS

Instruments	FREQUENCIES		
	Played by men	Played by women	Totals
Piano	16	24	40
Violin	5	10	15
Clarinet	4	2	6
Cornet	2		2
Trumpet	1	1	2
Drum	1		1
Accordion		1	1
Baritone	1		1
Cello		1	1
Flute		1	1
Guitar	1		1
Harmonica		1	1
Mandolin	1		1
Organ		1	1
Saxaphone	1		1
Trombone	1		1
Ukelele		1	1
Xylophone		1	1
Totals	34	44	78

thirty women teachers attend public lectures regularly when such are available. Seventy-six and one-tenth per cent of all teachers class themselves as interested.

TABLE XXVI
ATTENDANCE OF TEACHERS AT PUBLIC LECTURES

Sex	YES		NO		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Men	30	46.1	35	54.9	65	100
Women	30	30.0	70	70.0	100	100
Totals	60	76.1	105	124.0	165	100

Table XXVII shows that sixteen men out of sixty-five stated that they were not interested in political questions, while twenty-nine women teachers out of 100 stated that they were not interested in political problems. The tabulations indicate that 72.7 per cent of the county class themselves as being interested.

Coleman¹² found in his study that 77.3 per cent of the teachers of Harrison County reported themselves as interested in political problems. More than 72.7 per cent of the teachers should be interested in civic and political problems.

¹² Lawrence Coleman, op. cit., p. 64.

The teacher's social influence is important. In a government such as ours the teacher has an important work to perform in relation to civic and political problems.

TABLE XXVII
INTEREST IN CIVIC AND POLITICAL PROBLEMS

Sex	YES		NO		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Men	49	72.2	16	24.8	65	100
Women	71	71.0	29	29.0	100	100
Totals	120	72.7	45	27.3	165	100

Extent of travel. One of the avenues through which teachers may broaden their knowledge of history, geography, etc., is travel. Table XXVIII shows us that several teachers of Gibson County have traveled extensively, seventeen teachers having traveled in foreign countries. The term "foreign" in Table XXVIII includes all travel in countries other than the United States; "wide travel" includes travel in several states such as a trip to the Atlantic, the Pacific, or to different sections of the United States. "Narrow travel" includes the travel of those who have traveled in only a few states. Three of the seventeen teachers who reported having travel experience were men teachers. Several of the teachers

studied, are taking advantage of the opportunity to use travel as a means for broadening their knowledge. No doubt, financial insecurity resulting at least in part from the uncertainty of teacher tenure, accounts for the fact that a large number of teachers have not traveled very much.

TABLE XXVIII
TRAVEL RECORD OF TEACHERS

Travel record	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Narrow	38	58.4	40	40.0	78	47.2
Wide	24	36.9	46	46.0	70	42.4
Foreign	3	4.7	14	14.0	17	10.4
Totals	65	100.0	100	100.0	165	100.0

III. TRAINING

A study of the training of teachers shows very clearly the effects of the law of 1923 pertaining to the training of teachers. Some teachers who have been teaching for many years have had but little training but are licensed to teach under the provision that successful teaching experience might be offered in lieu of training received in school.

Grade-school training. Table XXIX shows that the

TABLE XXIX
PLACE OF GRADE-SCHOOL TRAINING

County and state	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Gibson, Ind.	30	46.7	80	80.0	110	66.6
Pike, Ind.	10	15.4	2	2.0	12	7.2
Knox, Ind.	10	15.4	1	1.0	11	6.9
Posey, Ind.	4	6.0	6	6.0	10	6.1
Warrick, Ind.	3	4.6			3	1.8
Orange, Ind.	2	3.0	1	1.0	3	1.8
Greene, Ind.	1	1.5	1	1.0	2	1.2
Vigo, Ind.	1	1.5	1	1.0	2	1.2
Wabash, Ind.	2	3.0			2	1.2
Wayne, Ind.			2	2.0	2	1.2
Buttler, Ohio	1	1.5	1	1.0	2	1.2
Davis, Ky.			1	1.0	1	.6
Davies, Ind.			1	1.0	1	.6
Dubois, Ind.			1	1.0	1	.6
Marion, Ind.	1	1.5			1	.6
Monroe, Ind.			1	1.0	1	.6
Tippecanoe, Ind.			1	1.0	1	.6
Vermillion, Ind.			1	1.0	1	.6
Totals	65	100.0	100	100.0	165	100.0

teachers of Gibson County received their grade education in eighteen different counties. Three states, Indiana, Kentucky, and Ohio, are represented in the table. Forty-six and seven-tenths per cent of the men teachers and eighty per cent of the women teachers received their grade training in Gibson County.

High-school training. Table XXX, shows the county and state in which the teachers of Gibson County received their high-school educations.

From this table we may readily see that Gibson County teachers are very largely selected from natives of the home county. Only 1.8 per cent reported having obtained high-school training out of Indiana; 31.9 per cent of the teachers received their high-school training in counties other than Gibson; and 69.1 per cent received training in Gibson County. Fifty-four and two-tenths per cent of the men teachers and seventy-nine per cent of the women teachers received their high-school training in Gibson County.

Coleman,¹³ in his study, found that 89.9 per cent of the teachers reporting had attended high school in the county in which they were teaching.

¹³ Ibid., p. 71.

TABLE XXX
PLACE OF HIGH-SCHOOL TRAINING

County and state	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Gibson, Ind.	35	54.2	79	79.0	114	69.1
Pike, Ind.	12	18.4	2	2.0	14	8.4
Knox, Ind.	10	15.4	2	2.0	12	7.5
Davies, Ind.	5	7.5	2	2.0	7	4.2
Buttler, Ohio	1	1.5			1	1.6
Crawford, Ind.			1	1.0	1	1.6
Davis, Ky.			1	1.0	1	1.6
Owen, Ind.			2	2.0	2	1.2
Warrick, Ind.	2	3.0			2	1.2
Floyd, Ind.			1	1.0	1	.6
Marshall, Ind.			1	1.0	1	.6
Monroe, Ind.			1	1.0	1	.6
Morgan, Ill.			1	1.0	1	.6
Posey, Ind.			1	1.0	1	.6
Sullivan, Ind.			1	1.0	1	.6
Vermillion, Ind.			1	1.0	1	.6
Vigo, Ind.			1	1.0	1	.6
Wabash, Ind.			1	1.0	1	.6
Washington, Ind.			1	1.0	1	.6
Wayne, Ind.			1	1.0	1	.6
Totals	65	100.0	100	100.0	165	100.0

From information given in Table XXXI, one finds that a majority of the teachers of the county received high-school training in small schools. Only fifty-four teachers had attended a high school with an enrollment of more than 200. Fifteen and five-tenths per cent of the men teachers and 10 per cent of the women teachers attended high schools having an enrollment of seventy-six to 100.

The median-sized school, as to enrollment, attended by the men teachers was 96.3; for the women teachers it was 166.6.

Since a very large majority of the teachers had attended high school in their home county, they necessarily had had to pursue the general course, for the small high schools do not and did not offer a variety of courses. Eighty-seven and eight-tenths per cent of the teachers of Gibson County reported that they had pursued the general course in high school; seven and two-tenths per cent had pursued the commercial course; one and eight-tenths per cent had pursued the home economics course, etc.

Coleman¹⁴ found that 96 per cent of the teachers of Harrison County had pursued the general course in high school, and 1.3 per cent had pursued the vocational agriculture course.

¹⁴ Lawrence Coleman, "A Personnel Study of the Teaching Forces in Harrison County, Indiana," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1931), p. 73.

TABLE XXXI
SIZE OF SCHOOL ATTENDED

School enrollment	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Over 200	18	27.6	36	36.0	54	33.0
176-200	4	6.2	12	12.0	16	9.7
151-175	3	4.6	6	6.0	9	5.5
126-150	4	6.2	8	8.0	12	7.3
101-125	2	3.1	7	7.0	9	5.2
76-100	10	15.5	10	10.0	20	12.1
51-75	6	9.2	13	13.0	19	11.5
0-50	18	27.6	8	8.0	26	15.7
Totals	65	100.0	100	100.0	165	100.0
Median size of school	96.3		166.6		142.1	

TABLE XXXII
COURSE OF STUDY PURSUED

Course pursued	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
General	54	83.1	91	91.0	145	87.8
Commercial	7	10.7	5	5.0	12	7.2
Agriculture	4	6.2	1	1.0	5	3.2
Home Economics			3	3.0	3	1.8
Totals	65	100.0	100	100.0	165	100.0

Table XXXIII shows that 80 per cent of the teachers reporting had attended commissioned high schools, while 12.7 per cent had attended high schools in the county which were non-commissioned.

TABLE XXXIII
TYPE OF SCHOOL ATTENDED

Sex	COMMISSIONED		NON-COMMISSIONED		NO ANSWER		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Men	46	77.7	10	15.3	9	13.8	65	100
Women	86	86.0	11	11.0	3	3.0	100	100
Totals	132	100.0	21	12.7	12	7.3	165	100

College training. The following table gives the names and locations of normal schools, colleges, and universities attended by teachers while doing undergraduate work.

Table XXXIV shows that the teachers have had under-graduate training in forty-two different normal schools, colleges and universities. The school in which the greatest number took training is Oakland City College, which had seventy-seven attendants, while Indiana State Teachers College of Terre Haute ranked second with fifty-one, and Indiana University ranked third with twenty-nine. Speaking from observation, the writer

TABLE XXXIV

NORMAL SCHOOLS, COLLEGES, AND UNIVERSITIES ATTENDED

Name of school	Men	Women	Totals
Oakland City College	36	41	77
Indiana State Teachers College	16	35	51
Indiana University	12	17	29
Evansville College	6	6	12
Depauw University	4	2	6
Indianapolis Teachers College		5	5
Blaker's Teachers College		4	4
Ball State Teachers College		3	3
Western College		3	3
Central Normal College	1	1	2
Columbia University	1	1	2
Earlham College		2	2
Oxford University	1	1	2
Vincennes University	1	1	2
Western Kentucky State	1	1	2
Winona Normal		2	2
University of Michigan		2	2
Battle Creek College		1	1
Blackburn College	1		1
Butler University		1	1
Cincinnati Conservatory		1	1
Cincinnati Art Academy		1	1
Franklin College		1	1
Indiana Central College		1	1
Manchester College	1		1
Oberlin College		1	1
Ohio State University	1		1
Ypsilanti		1	1
University of Chicago		1	1
Missouri Teachers College	1		1

TABLE XXXIV (continued)

NORMAL SCHOOLS, COLLEGES, AND UNIVERSITIES ATTENDED

Name of school	Men	Women	Totals
Wilberforce University	1		1
University of Wisconsin		1	1
Wabash College	1		1
John Herron Art Institute		1	1
Vassar College		1	1
Monmouth College		1	1
Southern Illinois		1	1
Bowling Green Bus. Univ.		1	1
Bowling Green State Normal		1	1
Berea College		1	1
Western Reserve		1	1
Totals	85	146	231

may say that the unusually large number who have had training in Oakland City College is very largely due to the fact that this particular institution is located in Gibson County.

Several teachers indicated that they had attended more than one institution of higher learning. Table XXXV shows that twenty-six of the men teachers of Gibson County have pursued graduate work while thirteen of the women teachers have done the same. Thirty-nine of 165 teachers of Gibson County stated that they have had graduate training.

Graduate work had been pursued in twelve different institutions; however, it was discovered by the writer that more men teachers than women had done graduate work, because they are more interested in securing administrative licenses than are the women.

Distribution of degrees held. In the teaching profession degrees held are of much significance, since they are a measure of the amount and kind of training. It is possible, however, to place too much emphasis upon the significance of the holding of degrees, for the holding of degrees is not necessarily a true measure of the efficiency of a teacher; nevertheless, to teachers degrees are of great importance in professional advancement. Without degrees, there is but little indication of professional advancement.

TABLE XXXV
SCHOOL ATTENDED FOR GRADUATE STUDY

Name of school	Men	Women	Totals
Indiana University	15	4	19
Indiana State Teachers College	7	1	8
Columbia University	1	1	2
University of Missouri	2		2
Berea College ^a		1	1
Bowling Green Bus. College ^a		1	1
Ohio State University		1	1
Purdue University	1		1
University of Chicago		1	1
University of Iowa		1	1
University of Michigan		1	1
Vassar College		1	1
Totals	26	13	39

^a Two women stated that they had done graduate work at Berea College and at Bowling Green Business College. It is the opinion of the writer that these colleges do not offer graduate work.

TABLE XXXVI
NUMBER OF WEEKS OF GRADUATE STUDY

Number of weeks	Men	Women	Totals
0-6	2	5	7
7-12	3	4	7
13-18	1	2	3
19-24	1	2	3
25-30	2	3	5
31-36	13	3	16
Over 36	7	2	9
Totals	29	21	50

Note: This table should be read as follows: two men teachers and five women teachers have had six weeks of graduate study beyond the four-year course; three men teachers and four women teachers have had between seven and twelve weeks of graduate training, etc.

TABLE XXXVII
DISTRIBUTION OF DEGREES HELD

Degrees held	TEACHERS			Totals
	Grade	High-School	Principal	
None	61	4		65
Bachelor of Arts	2	42	4	48
Bachelor of Science	12	30		42
Machelor of Music		2		2
Master's Degree			8	8

Out of a total of seventy-five grade teachers only fourteen hold degrees. Each principal holds a bachelor's degree, and eight of the twelve hold a Master's degree. Several high-school teachers hold two degrees.

Total preparation above high school. Table XXXVIII shows that out of a total of 165 teachers only thirty-six had two years of training. Forty-five and three-tenths per cent of the grade teachers have had only two years of training. Seventy-three per cent of high-school teachers in the county have had four years of preparation above high school.

Major and minor subjects. Tables XXXIX and XL, pages 82 and 83, give the distribution of the teaching majors and minors of high-school teachers and principals. The greatest number of majors is in English. There are nineteen high-school teachers and one principal who have English as a major subject. In the number of frequencies, mathematics ranks second, there being six high-school teachers and four principals who teach this subject as a major.

The majors and minors for grade teachers are not included in the tables because so few grade teachers answered these items in the questionnaire. Seven grade teachers gave their teaching major as social studies; two, English; four, science; seven, mathematics; one, physical education; and three, Latin. These were the only cases answering on the two items in Tables XXXIX and XL.

TABLE XXXVIII

TOTAL PREPARATION ABOVE HIGH SCHOOL

Years of prepara- tion	TEACHERS							
	GRADE		HIGH-SCHOOL		PRINCIPAL		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Two	34	45.3	2	2.6			36	21.9
Three	21	28.0	1	1.2	3	25.0	25	15.1
Four	16	21.3	57	73.0	1	8.3	74	44.9
Five	4	5.4	13	16.7	8	66.7	25	15.1
Six			5	6.5			5	3.0
Totals	75	100.0	78	100.0	12	100.0	165	100.0
Medians		2.2		3.9		4.8		4.2

TABLE XXXIX

DISTRIBUTION OF TEACHING MAJORS OF HIGH-SCHOOL
TEACHERS AND PRINCIPALS

Major subjects	H. S. TEACHERS		PRINCIPALS		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
English	19	24.9	1	8.4	20	22.5
Mathematics	6	7.7	4	33.3	10	11.4
Social Studies	4	5.1	4	33.3	8	8.8
Home Economics	7	8.9			7	7.7
Industrial Arts	4	5.1	1	8.4	5	5.5
Latin	5	6.5			5	5.5
Physical Ed.	5	6.5			5	5.5
Science	3	3.9	2	16.6	5	5.5
Art	4	5.1			4	4.4
Commerce	4	5.1			4	4.4
Agriculture	3	3.9			3	3.3
Music	3	3.9			3	3.3
Chemistry	2	2.5			2	2.2
French	2	2.5			2	2.2
Botany	1	1.2			1	1.1
Education	1	1.2			1	1.1
German	1	1.2			1	1.1
Health	1	1.2			1	1.1
Library	1	1.2			1	1.1
Physiology	1	1.2			1	1.1
Totals	78	100.0	12	100.0	90	100.0

TABLE XL

DISTRIBUTION OF TEACHERS' MINORS OF HIGH-SCHOOL
TEACHERS AND PRINCIPALS

Minor subjects	H. S. Teachers		PRINCIPALS		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
Science	15	19.3	5	41.4	20	22.5
Mathematics	12	15.4	3	25.0	15	16.6
Physical Ed.	10	12.9	1	8.4	11	12.2
English	9	11.5	1	8.4	10	11.4
Latin	6	7.7	1	8.4	7	7.7
Geography	4	5.1	1	8.4	5	5.5
Art	4	5.1			4	4.4
Physics	4	5.1			4	4.4
Biology	3	3.9			3	3.3
History	3	3.9			3	3.3
Home Economics	3	3.9			3	3.3
Chemistry	2	2.5			2	2.2
Industrial Arts	2	2.5			2	2.2
Totals	78	100.0	12	100.0	90	100.0

Type of license held. The type of license held is an important factor in determining the salary of a teacher. The type of licenses held are governed by extent and kind of professional training and number of years of teaching experience.

Tables XLI, XLII, and XLIII give the kinds of licenses held by grade teachers, high-school teachers, and principals.

Table XLI shows that there are 109 first-grade licenses and seven second-grade licenses held by the grade teachers of Gibson County. There are 140 life licenses held, also. Some teachers hold two or more kinds of licenses.

Table XLII, page 86, shows that there is a total of ninety-two first-grade high-school licenses. Several high-school teachers hold two or more kinds of licenses. A total of 149 licenses are held by the ninety high-school teachers.

Probably the first-grade licenses and life licenses for teaching in the grades, as indicated in Table XLIII, page 87, have been obtained as a result of the provisions in the law of 1923 for exchange of licenses. First-grade licenses are valid for five years and renewable thereafter for life on presentation of evidence of successful experience and professional spirit; therefore, a teacher can hold a first-grade license and a life license at the same time. Twelve principals hold first-grade licenses; five out of the twelve hold life licenses. Eight principals, or 75 per cent of the principals, hold superintendent's

TABLE XLI
LICENSES HELD BY GRADE TEACHERS

Kind of license	GRADE OF LICENSE		
	First	Second	Life
Intermediate	40	1	46
Primary	18		21
Elem. Principal	20	3	15
Rural	13		17
Grammar-Grade	9		18
Jr. High School	3	3	15
Regular High School	4		3
General Supervisor	2		2
Special Elementary			2
High-School Principal			1
Totals	109	7	140

TABLE XLII
 LICENSES HELD BY HIGH-SCHOOL TEACHERS

Kind of license	GRADE OF LICENSE		
	First	Second	Life
High-School Regular	6	1	4
High-School Principal	8	4	3
Jr. High School	6	1	4
Rural	6		4
Primary	3		6
Grammar-Grade	4	1	4
Special-Elementary	4		2
General Supervisor	3	1	2
Intermediate	1		4
Superintendent	4		
Elem. Principal	1	1	1
Totals	92	9	48

TABLE XLIII
 LICENSES HELD BY HIGH-SCHOOL PRINCIPALS

Kind of license	GRADE OF LICENSE		
	First	Second	Life
Regular High School	12	2	5
High-School Principal	12		5
Superintendent	8		4
Primary	3		3
Rural	3		3
Grammar-Grade	3		3
Elem. Principal	2	1	2
Intermediate	2	1	
Jr. High-School	2		2
Totals	47	4	25

licenses. From the table it might be inferred that all of the principals have probably at some time taught in the grades.

IV. TEACHING EXPERIENCE

The teaching profession differs from other professions in the number of years of experience of its members. In most professions their members devote many years of their lives to their professions while in teaching conditions differ.

This difference is due to various influences. Many young men and women choose teaching as a step toward something which they consider better. Many leave the teaching profession because of high salaries offered in other fields. Frequently, politics or some other personal interest causes the employing officials to dismiss teachers in order that they may favor some political friend or relative. The uncertainty of tenure causes some teachers to leave the work. The tenure law has been and still is, in many respects, detrimental to the teaching profession.

Table XLIV shows the distribution of men and women grade teachers by years of teaching experience. There were no beginning teachers, according to questionnaires received by the writer. One woman had forty-four years of teaching experience; one had thirty-eight; and one thirty-six years of teaching experience.

TABLE XLIV
TOTAL YEARS OF TEACHING EXPERIENCE OF GRADE TEACHERS

Years	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
1	2	9.4	2	3.7	4	5.3
2	1	4.8	5	9.4	6	7.9
3	2	9.4	3	5.8	5	6.6
4	1	4.8	1	1.8	2	2.6
5	1	4.8	3	5.8	4	5.3
6	1	4.8	4	7.2	5	6.6
7	1	4.8	2	3.7	3	4.0
8	2	9.4	1	1.8	2	2.6
9	1	4.8	1	1.8	2	2.6
10	1	4.8	1	1.8	2	2.6
11			2	3.7	2	2.6
12	1	4.8	3	4.8	4	5.3
13	1	4.8	2	3.7	3	4.0
14	1	4.8	1	1.8	2	2.6
15	1	4.8	1	1.8	2	2.6
16			4	7.4	4	5.3
17	1	4.8	3	5.8	4	5.3
18	2	9.4	2	3.6	4	5.3
19			1	1.8	1	1.3
20						
21						
22						
23						
24						
25			1	1.8	1	1.3
26			2	3.7	2	2.6
27			1	1.8	1	1.3
28			1	1.8	1	1.3
29			1	1.8	1	1.3
30						

TABLE XLIV (continued)

TOTAL YEARS OF TEACHING EXPERIENCE OF GRADE TEACHERS

Years	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
31			1	1.8	1	1.3
32	1	4.8	1	1.8	2	2.6
33						
34						
35			1	1.8	1	1.3
36						
37						
38			1	1.8	1	1.3
39						
40						
41						
42						
43						
44			1	1.8	1	1.3
45						
Totals	21	100.0	54	100.0	75	100.0
Median years of experience	8.5		11.9		10.1	

The median number of years of experience of the men is 8.5; for the women the median number of years of experience is 11.9. The median number of years of experience of the teachers for the entire group is 10.1.

Coleman¹⁵ found in his study that teaching experience ranged from zero to thirty-two years. He found the median years of experience for the men to be 6.3, and for the women 4.8.

Thorndike¹⁶ found that teaching experience ranged from zero to fifty years. He found the median years of experience for the men and women teachers to be eight and six years, respectively. Thus we may conclude that the teaching profession does not have in its ranks a very large per cent who have many years of experience.

Table XLV shows the distribution of men and women high-school teachers by the number of years of their teaching experience. One man and one woman had thirty-four years each of teaching experience. The median number of years of experience of the men is 7.2, while for the women it is 6. The median number of years of experience of the high-school teachers is 6.

¹⁵ Ibid., p. 66.

¹⁶ Edward L. Thorndike, "The Teaching Staff of Secondary Schools in the United States, Amount of Education, Length of Experience, Salaries," United States Bureau of Education, Bulletin No. 4, 1909.

TABLE XLV
TOTAL YEARS OF EXPERIENCE OF HIGH-SCHOOL TEACHERS

Years	MEN		WOMEN		TOTALS	
	No.	Per cent	No.	Per cent	No.	Per cent
1	4	9.0	7	17.4	11	12.1
2	3	6.7	4	8.7	7	7.7
3	5	13.5	1	2.1	5	6.6
4	2	4.5	5	10.8	7	7.7
5	3	6.7	3	6.6	6	6.6
6	3	6.7	5	10.8	8	8.8
7	3	6.7	1	2.1	4	4.4
8			2	4.2	2	2.2
9	1	2.1	2	4.2	3	3.3
10	8	18.0	1	2.1	9	9.9
11			1	2.1	1	1.1
12			1	2.1	1	1.1
13			6	12.1	6	6.6
14	1	2.1	1	2.1	2	2.2
15	1	2.1			1	1.1
16	4	9.0			4	4.4
17			1	2.1	1	1.1
18	1	2.1			1	1.1
19			1	2.1	1	1.1
20	1	2.1	2	4.2	3	3.3
21	2	4.5			2	2.2
22	1	2.1			1	1.1
23						
24						
25						
26						
27						
28			1	2.1	1	1.1
29						
30						
31						
32						
33						
34	1	2.1	1	2.1	2	2.2
Totals	44	100.0	46	100.0	90	100.0
Median experience	7.2		6		6	

Coleman¹⁷ found the median years of experience for teachers of secondary schools to be 3.6 years.

Thorndike¹⁸ found the median years of experience for teachers of secondary schools to be eight years for men and six years for women teachers. His study included both rural and urban communities, a fact which will help to explain why his median is higher than the median in the present study.

Stahl¹⁹ found the median years of experience for high-school teachers to be 6.8 years.

It is interesting to note that some of the grade teachers of Gibson County have had high-school teaching experience.

One interesting fact shown by Table XLVIII, page 97, is that one high-school teacher has had thirty-three years of experience as a high-school teacher and has never taught in a grade school.

The median years of experience as teachers in grade schools for the high-school principals is 2.6; the median number of years of experience as high-school teachers is 6.3; and the median years of experience as principals is 17.5.

¹⁷ Lawrence Coleman, op. cit., p. 61

¹⁸ Edward L. Thorndike, op. cit., pp. 13-17.

¹⁹ Edgar A Stahl, "A Study of Teaching Personnel in Indiana," (Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1929), p. 57.

TABLE XLVI

TOTAL YEARS OF TEACHING EXPERIENCE OF THE
TWELVE HIGH-SCHOOL PRINCIPALS

Years of experience	Frequency
6	1
7	1
9	1
14	1
17	2
18	2
20	1
21	2
33	1
Median number of years of experience	17.5

TABLE XLVII

KIND OF TEACHING EXPERIENCE OF GRADE TEACHERS

Years of experience	Rural- school	City- school	Consol- idated	Elemen- tary	Town- school
1	1	3	6		2
2	4	1	4	1	3
3	5		2		1
4	4		4		
5	5		4		2
6	2	3	1	1	
7		1			
8	2	2		1	1
9					1
10	1		1		
11	1	1	1		
12		1	2	1	
13		1	1		
14			1		
15		3	1		1
16		1			
17		1			1
18					1
19					
20		1			
21					
22					
23		1			
24					
25		1			
26	1				
27					
28					
29					
30					

TABLE XLVII (continued)

KIND OF TEACHING EXPERIENCE OF GRADE TEACHERS

Years of experience	Rural- school	City- school	Consol- idated	Elemen- tary	Town- school
31		1			
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44		1			
45					

Note: This table should be read as follows: one teacher has had one year of experience in a rural school; three years in a city school; and six years in a consolidated school, etc.

TABLE XLVIII
KIND OF TEACHING EXPERIENCE OF HIGH-SCHOOL TEACHERS

Years of experience	Rural- school	City- school	Consol- idated	Elemen- tary	Town- school	High- school
1	3	6	6		5	2
2	4	4	3		6	
3	2	8				
4	3	3	3		1	
5	4	1	1		3	1
6	3	3	2		3	
7		2	1		3	
8		2		1	1	
9	1	1	1			1
10		3	4			
11			3			
12		1	1			
13		1	1	1	1	1
14	1	1		1		
15				1		
16		1	2		1	
17		1				
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						1

Note: This table should be interpreted in the same way as Table XLVII.

Eikenberry²⁰ found that 54.7 per cent of the principals in his study had had experience as high-school teachers.

The experience of high-school principals as teachers in the grades and in the high school should be of an advantage to them in their work as high-school principals.

Table L, pages 100-101, gives a summary of the subjects taught by the high-school teachers.

The greatest number of frequencies occur among teachers of English and social studies. Nineteen teachers teach English, and nineteen teach social studies, while eight teach commerce, and six teach mathematics. Seventeen different subject-groups are taught in Gibson County.

Table LI, page 102, shows the subject-combinations taught by the teachers. Five teachers teach mathematics and physical education; four teach social studies and mathematics; four teach English and Latin; five teach social studies and science; and by far the largest percentage teach English and social studies.

Table LI shows also that thirty-three different subject-combinations are taught by the ninety high-school teachers in Gibson County. Several teachers in Gibson County

²⁰ D. H. Eikenberry, "Status of the High-School Principals," United States Bureau of Education, Bulletin No. 24, p. 59.

TABLE XLIX

KIND OF TEACHING EXPERIENCE OF HIGH-SCHOOL PRINCIPALS

Years of experi- ence	Rural- school	City- school	Consol- idated	Elemen- tary	Town- school	High- school
1	3		2			1
2		1				1
3	3					3
4						
5		1				1
6				1		1
7						1
8			1			
9						
10						1
11						
12	1					1
13						
14						
15						
16						1
17						33
18						
19						
20						

Note: This table is to be interpreted as follows: three high-school principals have had one year of teaching experience in a rural school; three principals have had three years of experience in a rural school; etc. It is interesting to note that one principal had thirty-three years of experience as a high-school teacher.

TABLE L
SUBJECTS TAUGHT BY HIGH-SCHOOL TEACHERS

Subjects	Frequency
English	19
Social studies	19
Commerce	8
Latin, mathematics, and English	7
Mathematics	6
Music and art	4
Physical education and social studies	3
Mathematics and industrial arts	3
Mathematics and commerce	3
Health	2
Commerce and physical education-	2
Music, English, and art	2
Commerce and Latin	2
Mathematics, science, and physical education	2
Home economics, music, art	2
Social studies, health, and safety	2
Mathematics and health	2
Physical education, health, and science	2
Latin, social studies, and English	2
Industrial arts, mathematics, science, and physical education	2
Home economics and English	2
Commerce and mathematics	2
Industrial arts	2
Latin	2
Music	2

TABLE L (continued)

SUBJECTS TAUGHT BY HIGH-SCHOOL TEACHERS

Subjects	Frequency
Science	2
Agriculture	1
Art	1
Biology	1
Chemistry	1
Home economics	1
Social studies and home economics	1
Mathematics and music	1
English, physical education, and science	1
Physical education and science	1
Library science and mathematics	1
Science and physical education	1
Social studies and industrial arts	1
Social studies and agriculture	1
Social studies, industrial arts, and English	1
Physics	1
Physical education	1
Public speaking	1

TABLE LI

COMBINATION OF SUBJECTS TAUGHT BY INDIVIDUAL TEACHERS

Combination of subjects	Frequency
English and social studies	16
Social studies and science	5
Mathematics and physical education	5
Social studies and mathematics	4
English and Latin	4
Vocational, home economics, and science	1
Music and English	1

teach the same subject-combinations. This is shown by the frequency distribution. The greatest frequency occurred in the combination of English and social studies; Latin, mathematics, and English ranked second in frequency.

Table LII shows the subjects taught by the principals. Two principals teach social studies. One teaches industrial arts; two teach social studies and science; two mathematics and physical education; two mathematics and social studies; and one social studies and agriculture. Just two principals indicated that they do no teaching.

TABLE LII
SUBJECTS TAUGHT BY HIGH-SCHOOL PRINCIPALS

Subjects	Frequency
Social studies	2
Social studies and science	2
Mathematics and physical education	2
Mathematics and social studies	2
Nothing	2
Social studies and agriculture	1
Industrial arts	1

CHAPTER III

SUMMARY AND CONCLUSIONS

From a careful study of the data secured, and from the comparison of many factors included in this study of teaching personnel, the following conclusions were drawn relative to the status of the teachers of Gibson County, Indiana. These conclusions represent the actual conditions regarding 165 teachers or 70 per cent of the 234 teachers now teaching in Gibson County, Indiana.

I. PERSONAL DATA

1. The ages of the 165 teachers range from twenty to sixty-seven years inclusive. The median age for the sixty-five teachers is thirty-one years, while the median age for the 100 women teachers is thirty-three years. Sixty-four of the women teachers are between the ages of twenty and thirty-five. Thirty-six per cent of the sixty-five men teachers are between the ages of twenty and thirty-five. Thirty-nine and four-tenths per cent of the teachers included in this study are men, and 60.6 per cent are women.

2. Fifty-two and two-tenths per cent of the teachers, according to their own statements, are enjoying excellent health, while 43 per cent rated their health as good. Only

one teacher rated her health as poor.

3. The nationality of 72.4 per cent of the fathers and 78.4 per cent of the mothers of the teachers is American. This is a fair representation of the population of the county.

4. The teachers reporting represent twenty occupational backgrounds. As might be expected in a community largely devoted to agriculture, 26.1 per cent of the teachers' fathers are farmers.

5. The number of children in the parental families of teachers range from zero to eleven. The median number is two.

6. Fifteen reasons for entering the teaching profession were given by the teachers. Fourteen and eight-tenths per cent of the teachers entered the teaching profession because of the desire to be of service. Fourteen per cent entered because they enjoy that type of work.

7. From the point of financing their higher education, the teachers studied are not very largely "self made". Twenty-five and five-tenths per cent of the reporting teachers financed their higher education themselves. Twenty-four and three-tenths per cent financed their education by teaching. Six-tenths per cent reported that their parents financed all their higher education.

II. ENVIRONMENT

1. From the standpoint of high-school training, the parents of the teachers included in this study were not very well educated. Only 16.9 per cent of the fathers and 24.3 per cent of the mothers had received a high-school education. The ratio of parents who have attended college is 20 per cent of the fathers to 24.4 per cent of the mothers.

2. Library facilities of the teachers of Gibson County are very limited. A total of eighty-seven different magazines are read by this group. Five and seven-tenths per cent of this group were farmers' magazines; 14.9 per cent were household; 24.2 per cent were literary; 37.9 per cent were popular; 10.4 per cent were professional; and 6.9 per cent were scientific. Teachers of this study, generally speaking, do not read professional magazines. Particularly is this true regarding the use of magazines directly related to subjects taught. Sixty-nine and six-tenths per cent of the teachers in Gibson County use the county library regularly, and 57.2 per cent stated that they use the state library regularly.

3. The status of music in the homes was very good. Each reporting teacher stated that there was some kind of a musical instrument in his home. Sixty-nine per cent have a piano in their homes; 35 per cent have radios; and 27 per cent have violins.

4. There is a lack of interest in civic and political problems. Only 76.1 per cent class themselves as interested. Sixteen men out of sixty-five stated that they were not interested in political questions. Twenty-nine women out of 100 stated that they were not interested in political questions.

III. TRAINING

1. Gibson County does not import many teachers. Sixty-nine and one-tenth per cent received their high-school training in the county in which they are teaching. One hundred per cent of the teachers in Gibson County had had high-school training. Most of the teachers in Gibson County attended small high schools. Thirty-nine and three-tenths per cent attended a high school with an enrollment of less than 100. Eighty per cent of the teachers reporting had attended commissioned high schools.

2. The teachers have been trained in forty-two different normal schools, colleges, and universities. Forty-six per cent of the teachers had attended Oakland City College; 30.9 per cent had attended Indiana State Teachers College; and 17.5 per cent had attended Indiana University. Seventy-two and two-tenths per cent of the 165 teachers studied have had normal and college training, while 27.8 per

cent have had university training.

3. Most of the teachers working in high school hold baccalaureate degrees. No high-school teacher or grade teacher held a Master's degree. Seventy-five per cent of the principals held their Master's degrees. The median number of years of training above high school for grade teachers was 2.2 years; for high school teachers it was 3.9; and for principals, 4.8 years.

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APPENDIX

A. Letter

Lincoln High School
Princeton, Indiana
September 6, 1938

To the Teachers of Gibson County,

Will you please assist me in making a "Personnel Study of the Teachers of Gibson County" by filling out this questionnaire? All data will be strictly confidential. No names of reporting persons will be used without the specific consent of the teacher.

This information is for my Master's Degree Thesis, prepared under the direction of Dr. J. R. Shannon, Professors E. E. Ramsey and E. L. Abell of the Education Department, Indiana State Teachers College, Terre Haute, Indiana.

I shall be most grateful to you for your cooperation.

Sincerely yours,

Carl C. Lyles

B. Questionnaire

A Personnel Study of the Teachers of
Gibson County, Indiana

(Underline or indicate in space provided for answer.)

Personal Data:

1. Name of individual _____.
2. Now teaching in rural (), town (), or city ().
3. Age September 1, 1938 to closest birthday _____ years.
4. Nationality of father _____ of mother _____.
5. (a) Present occupation of father _____.
- (b) Did father ever teach? _____.
- (c) Occupation of mother prior to marriage _____.
6. Draw a circle around the number indicating the number of brothers and sisters you have: 1 2 3 4 5 6 7 8 9 10 11 12.
7. Draw a circle around the number showing your age rank among brothers and sisters: e. g., if oldest, circle (1)
1 2 3 4 5 6 7 8 9 10 11 12.
8. How many of your brothers and sisters were teachers or are teaching now? Brothers (), Sisters ().
9. Age of father at the time of your birth _____.
10. Age of mother at the time of your birth _____.
11. Your general health: Excellent, Good, Fair, Poor.
12. Reason for entering the teaching profession _____

13. What type of a teaching position do you wish eventually to get _____

14. Check one:

(a) College or normal school work financed by yourself:

Method of financing: Teaching _____; Borrowed Capital _____; Other employment _____.

(b) College or normal school work financed by parents or relatives _____.

Environment:

1. Education of Father: Grade school _____ High School _____.
College _____.

2. Education of mother: Grade school _____ High school _____.
College _____.

3. What magazines and newspapers do you make a practice of reading? _____

4. Your present library: Number of volumes _____.

5. How many times have you used the city library during the past year? _____.

6. How many times have you used the State Library during the past year? _____.

7. List the musical instruments in your home. Put a check mark after the ones you play, excluding phonograph and radio. _____
8. Do you attend lectures regularly? _____ What kind?
Name a few _____.
9. Do you take active interest in civic and political questions? If so, list them _____.
10. Name all trips or travel tours that you have taken _____
- _____
- _____
- _____
- _____

Training:

1. Grade school attended _____
County _____ State _____.
2. High school attended _____
County _____ State _____.
3. (a) Size of high school attended, that is, enrollment _____
(b) Was the school commissioned? _____
(c) Curriculum pursued in high school: General or
Academic _____, Commercial _____, Industrial _____

Home Economics _____, Vocational Agriculture
_____, List others _____.

3. College training:

(a) Name of normal school attended _____
Years _____ or weeks _____.

(b) Name of college, teachers college, or university
attended _____
Years _____ or weeks _____.

(c) Graduate study _____
Years _____ or weeks _____.

(d) Total preparation above high school: Years and
major fraction thereof _____.

4. Degrees held: none _____ Bachelor Degree _____
Master's Degree _____ Doctor's Degree _____.

5. Teaching majors _____

6. Type of license held: check in the proper place.

<u>Kind of License</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third</u>	<u>Life</u>
Primary				
Rural				
Grammar Grade				
Special Elementary				
Intermediate				
Kindergarten				
Jr. High School				
Regular High School				
Elem. Principal				
Gen. Supervisor				
Superintendent				

7. Indicate by numbers the number of years taught in each:

Rural school	City school	Consol. school	Elem. school	Town school	High school	Grade school
_____	_____	_____	_____	_____	_____	_____

Check type of position you now have:

Teacher

Supervisor

Principal

Superintendent

STATE
LIBRARY