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A survey of parents' opinions concerning the qualifications of teachers

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A SURVEY OF PARENTS' OPINIONS CONCERNING THE
QUALIFICATIONS OF TEACHERS

By

Maize Jane Elliott

Contributions of the Graduate School
Indiana State Teachers College
Number 176

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of the Requirements for the
Master of Arts Degree
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I. INTRODUCTION

A. Purpose of the Survey

The purpose of this survey was to get the opinions of parents and the public concerning the qualifications of teachers, to determine the fairness of these opinions, and thereby get some suggestions helpful for the schools of Fayette County. It was believed that certain questions could be asked which would lead to a better understanding of the problems of teachers and parents. Therefore, a large number of representative patrons were contacted and their opinions sought. Since the patrons were contacted individually instead of in groups, it is probable that their statements represent their honest opinions.

B. Origin of the Problem

The idea of such a survey occurred because of the many tax board meetings during the summer, fall and winter of 1933-1934. A County Tax Payers Association, patterned after the State and Hoosier Tax Payers Associations, was organized for the purpose of lowering the taxes in this county. The first cuts considered were on the teachers' salaries, many people thinking that salaries should be returned to pre-war level. Also, the open criticisms of the public concerning the teachers brought about a feeling of unpleasantness that had never before existed.

C. The Method Employed

1. The Questionnaire. A questionnaire was prepared for this survey from the questions heard discussed by the people wherever they met, not only in tax board meetings, but also on the street, in the homes, clubs, and even in churches.¹ The tax levy was being brought before the public continually. Teachers were asked concerning the amount of schooling necessary, whether or not they were being paid too much, and criticised severely concerning their short hours, their leisure time, the way they conducted themselves, and the part they played in their communities. Some criticisms were even made of the clothes the teachers wore and the amount of money they spent.

2. Collection of Data. After the many questions had been sorted out in order to get what were considered the most important, the questionnaires were prepared and sent out or given to the parents and patrons, an equal number being sent to those with children in school and those without children in school, and an equal number was sent to men and women. Most of the questionnaires were mailed and an attempt was made to reach the majority of the people in the county through the use of the directory. Not only were the questionnaires sent out but also given to people who called at the office; these were discussed freely, and reasons for views were given.

¹See Appendix A.

3. Limitations of the Survey. This survey was limited, as only the rural sections of one county, Fayette, were sampled. The rural class is composed of three types: land-owners, who live on their farms; renters, who for the great part are from the hill counties of Kentucky, with an inferior background of education and environment; and a third type, who live in the country but who commute to Connersville for work in the factories.

An attempt was made to get a geographic representation as well as a cross-section of the rural life of this county. However, of approximately eight hundred questionnaires sent out, four hundred seventeen were returned, and a few of these were only partially filled. The replies received were fully representative of the various sections and elements of the rural portions of the county.

D. Distribution of Patrons Responding to Questionnaire

1. Tabulation by Occupation. Since this is a farming community, 310 of the 417 answers were from farmers and farmers' wives, 131 being from farmers. The answers in the questionnaire did not distinguish between women who were farmers and women who were housewives, so these answers were grouped together as housewives, 179 being in this group. Fifteen women and 3 men were employed in office work; 3 women and 4 men were listed as merchants; 3 women and 3 men were employed as clerks. Three women and 7 men were classified as holding professional positions, such as minister, physician,

civil engineer and teachers. Three men were salesmen, 16 were mechanics. Twelve women and 11 men were classified as miscellaneous, in such work as barbers, contractors, blacksmith, dressmaker, postmistress. Twenty women and 4 men gave no occupation. Table I shows the preponderance of the strictly rural element.

TABLE I
OCCUPATIONS OF PATRONS

Occupation	Women	Men	Total
1. Housewives	179		179
2. Farmers		131	131
3. Office Work	15	3	18
4. Merchants	3	4	7
5. Clerks	3	3	6
6. Salesmen		3	3
7. Mechanics		16	16
8. Professional	3	7	10
9. Miscellaneous	12	11	23
10. No Occupation	20	4	24
Total	235	182	417

2. Tabulation of Those With High-School Education vs. Those Without. Table II shows that 150 of the 417 who answered were high-school graduates. However, the questionnaire did not obtain the information as to those who had attended high school but had not graduated, the question being only, "Are you a high-school graduate?" Doubtless many of the number who had not graduated had attended for some time. This indicated that about two-thirds of the people were not high-school graduates. Sixty-nine of the 417 had attended college, normal school or business college, but several of these had not finished their high-school work.

TABLE II
EDUCATION OF PATRONS

Education	Women	Men	Total
High-School Graduates	93	57	150
Non-High-School Graduates	142	125	267
Total	235	182	417

3. Tabulation of Views of Those With Children vs. Those Without Children in School. An equal number of questionnaires was sent to those persons having children in school and those not having children in school. The fact that there were 268 answers from those with children and only 149 answers from

those without children in school indicated that those people with children in school were more interested in the survey.

TABLE III
PATRONS WITH AND WITHOUT
CHILDREN IN SCHOOL

	Women	Men	Total
With Children in School	147	121	268
Without Chil- dren in School	88	61	149
Total	235	182	417

4. Tabulation by Sex. An equal number of questionnaires was sent to men and women, but since 235 women and only 182 men answered, it seemed that the women were more interested than the men.

II. PRESENTATION OF DATA

A. Foreword

After the items in the questionnaire which relate to such things as sex, occupation, and education of the patrons responding are considered, there are twenty-one items which form the real basis for the present investigation. The replies concerning these are shown in this section.

B. Training of Elementary Teachers

The question relating to this was, "Shall an elementary teacher have more than the required two-year standard or approved Normal course?" The answers to this question are shown in Table IV.

An analysis of this table shows very clearly that the patrons of the rural portions of Fayette County believe the standard of two years of college work for elementary teachers to be high enough. This is true for both women and men, graduates of high school and non-graduates, and for most of the occupational groups.

TABLE IV
 OPINIONS CONCERNING TRAINING
 OF ELEMENTARY TEACHERS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	69	133	33	235
Housewives	49	107	23	179
Office Workers	6	5	4	15
Merchants	1	1	1	3
Retail Salesladies	1	1	1	3
Professional	1	2	0	3
Miscellaneous	3	5	4	12
No Occupation	8	12	0	20
Graduates of High School	27	51	15	93
Not Graduates	42	82	18	142
With Children in School	43	82	22	147
Without Children in School	226	51	11	288
Men	57	106	19	182
Farmers	40	84	7	131
Office Workers	1	2	0	3
Merchants	1	3	0	4
Retail Salesmen	1	1	1	3
Traveling Salesmen	0	3	0	3
Mechanics	7	4	5	16
Professional	2	3	2	7
Miscellaneous	3	5	3	11
No Occupation	2	1	1	4
Graduates of High School	19	34	4	57
Not Graduates	38	72	15	125
With Children in School	41	70	10	121
Without Children in School	16	36	9	61
Total	126	239	52	417

C. Training of High-School Teachers

The question relating to this was very similar to the first since it asked "Should a high-school teacher have more than the required four-year course in university, college or normal school?" The answers are shown in Table V.

This table shows that the men and women in various occupations, with the exception of men office workers, thought the standards high enough for high-school teachers. Also the women and men who were graduates or not, and those with and without children in school thought the standards high enough.

TABLE V
OPINIONS CONCERNING TRAINING
OF HIGH-SCHOOL TEACHERS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	58	146	31	235
Housewives	44	116	19	179
Office Workers	4	7	4	15
Retail Salesladies	0	2	1	3
Professional	0	3	0	3
Miscellaneous	3	5	4	12
No Occupation	6	12	2	20
Graduates of High School	16	66	11	93
Not Graduates	42	80	20	142
With Children in School	36	90	21	147
Without Children in School	22	56	10	88
Men	37	127	18	182
Farmers	26	99	6	131
Office Workers	2	1	0	3
Merchants	1	3	0	4
Retail Salesmen	0	2	1	3
Traveling Salesmen	1	2	0	3
Mechanics	2	8	6	16
Professional	2	2	3	7
Miscellaneous	2	7	2	11
No Occupation	1	5	0	4
Graduates of High School	7	44	6	57
Not Graduates	30	83	12	125
With Children in School	27	84	10	121
Without Children in School	10	43	3	61
Total	95	275	49	417

D. Teachers Teaching On Permits

The question, "Should a teacher be allowed to teach on a permit, that is, having less than the required two-year or four-year course?" is answered in Table VI.

In every instance, a majority of people was against the practice of giving permits. They were more opposed to this than they were to the first two questions.

TABLE VI
OPINIONS CONCERNING PERMITS FOR TEACHERS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	49	163	23	235
Housewives	32	152	15	179
Office Workers	2	10	3	15
Merchants	1	1	1	3
Retail Salesladies	1	1	1	3
Professional	1	2	0	3
Miscellaneous	4	5	3	12
No Occupation	8	12	0	20
Graduates of High School	19	63	11	93
Not Graduates	30	100	12	142
With Children in School	24	109	14	147
Without Children in School	25	54	9	88
Men	32	132	18	182
Farmers	25	100	6	131
Office Workers	0	2	1	3
Merchants	1	2	1	4
Retail Salesmen	1	1	1	3
Traveling Salesmen	0	3	0	3
Mechanics	3	9	4	16
Professional	1	3	3	7
Miscellaneous	1	9	1	11
No Occupation	0	3	1	4
Graduates of High School	15	35	7	57
Not Graduates	17	97	11	125
With Children in School	22	91	8	121
Without Children in School	10	41	10	61
Total	81	295	41	417

E. Improving of Teachers Work

The question relating to this topic is, "Should a teacher improve his work each year by going to summer school, doing extension work, and so forth?" The answers are given in Table VII.

Since all but the merchants and traveling salesmen agreed heartily that the teachers should take more training, inconsistency is shown between these answers and those given concerning the necessary training of teachers.

TABLE VII
OPINIONS CONCERNING MORE
THAN REQUIRED WORK

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	164	37	34	235
Housewives	117	35	27	179
Office Workers	14	0	1	15
Merchants	1	2	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	8	0	4	12
No Occupation	18	0	2	20
Graduates of High School	59	15	19	93
Not Graduates	105	22	15	142
With Children in School	106	19	22	147
Without Children in School	58	18	12	88
Men	121	36	25	182
Farmers	89	26	16	131
Office Workers	3	0	0	3
Merchants	2	2	0	4
Retail Salesmen	2	0	1	3
Traveling Salesmen	0	3	0	3
Mechanics	9	4	3	16
Professional	5	0	2	7
Miscellaneous	8	1	2	11
No Occupation	3	0	1	4
Graduates of High School	33	17	7	57
Not Graduates	88	19	18	125
With Children in School	83	22	16	121
Without Children in School	38	14	9	61
Total	285	73	59	417

F. Outside-of-School Activities of Teachers

The answers to the question, "Should a teacher take an active part in church and social activities of the community?" are found in Table VIII.

Since the most of the rural social life centers about the church, it was not strange that all those in the various occupations, except the retail salesladies, thought the teachers should take part in outside-of-school activities.

TABLE VIII
 OPINIONS CONCERNING CHURCH
 AND SOCIAL ACTIVITIES OF TEACHER

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	200	14	21	235
Housewives	161	5	13	179
Office Workers	12	2	1	15
Merchants	2	1	0	3
Retail Salesladies	1	2	0	3
Professional	2	0	1	3
Miscellaneous	8	2	2	12
No Occupation	14	2	4	20
Graduates of High School	75	4	14	93
Not Graduates	125	10	7	142
With Children in School	125	8	14	147
Without Children in School	75	6	7	88
Men	152	14	16	182
Farmers	115	10	6	131
Office Workers	3	0	0	3
Merchants	3	0	1	4
Retail Salesmen	2	1	0	3
Traveling Salesmen	2	0	1	3
Mechanics	11	0	5	16
Professional	7	0	0	7
Miscellaneous	7	2	2	11
No Occupation	2	1	1	4
Graduates of High School	45	5	7	57
Not Graduates	107	9	9	125
With Children in School	99	9	13	121
Without children in School	53	5	3	61
Total	352	28	37	417

G. Teacher's Attending His Own Church

This topic, brought about by the question, "Should a teacher, in case there are several churches in the community, attend his own church?" is answered in Table IX.

While all but the retail salesmen were in favor of the teacher's attending his own church, there were more who answered "no" or gave no answer than before. It seemed that they wished to be liberal minded.

TABLE IX
OPINIONS CONCERNING TEACHER'S
ATTENDING HIS OWN CHURCH

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	170	30	35	235
Housewives	131	25	23	179
Office Workers	10	0	5	15
Merchants	3	0	0	3
Retail Salesladies	1	1	1	3
Professional	3	0	0	3
Miscellaneous	10	0	2	12
No Occupation	12	4	4	20
Graduates of High School	71	8	14	93
Not Graduates	99	22	21	142
With Children in School	100	20	27	147
Without Children in School	70	10	8	88
Men	132	24	26	182
Farmers	100	13	18	131
Office Workers	1	1	1	3
Merchants	2	1	1	4
Retail Salesmen	1	2	0	3
Traveling Salesmen	1	1	1	3
Mechanics	11	2	3	16
Professional	7	0	0	7
Miscellaneous	6	3	2	11
No Occupation	3	1	0	4
Graduates of High School	40	6	11	57
Not Graduates	92	18	15	125
With Children in School	85	17	19	121
Without Children in School	47	7	7	61
Total	302	54	61	417

H. Teachers Attending Dances and Card Parties

The question relating to this was, "Should a teacher attend public dances and card parties?" It is answered in Table X.

The people in occupations other than farming and housewives favored dancing more than the others. Parents with children in school were more opposed than those without children in school. Those who were high-school graduates, in the case of the women, were more opposed, while in the case of the men, the graduates were not so opposed.

TABLE X

OPINIONS CONCERNING TEACHERS ATTENDING
DANCES AND CARD PARTIES

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	40	152	43	235
Housewives	27	123	29	179
Office Workers	4	3	8	15
Merchants	1	1	1	3
Retail Salesladies	0	3	0	3
Professional	0	2	1	3
Miscellaneous	2	6	4	12
No Occupation	6	14	0	20
Graduates of High School	23	53	17	93
Not Graduates	17	99	26	142
With Children in School	24	102	21	147
Without Children in School	16	50	22	88
Men	31	125	26	182
Farmers	20	96	15	131
Office Workers	2	0	1	3
Merchants	1	3	0	4
Retail Salesmen	1	1	1	3
Traveling Salesmen	0	2	1	3
Mechanics	4	9	3	16
Professional	1	4	2	7
Miscellaneous	1	7	3	11
No Occupation	1	3	0	4
Graduates of High School	16	37	4	57
Not Graduates	15	88	22	125
With Children in School	19	81	21	121
Without Children in School	12	44	5	61
Total	71	277	69	417

I. Teachers in Politics

The question, "Should a teacher take a direct part in local politics?" is answered in Table XI.

The people were more opposed to teachers' taking part in politics than they were to dancing and card parties. The salesladies and men in the miscellaneous lists approved. Those who were graduates and those who were non-graduates averaged about the same, as did those with children and those without children in school.

TABLE XI
OPINIONS CONCERNING TEACHERS'
TAKING PART IN POLITICS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	22	188	25	235
Housewives	11	155	13	179
Office Workers	4	6	5	15
Merchants	0	2	1	3
Retail Salesladies	3	0	0	3
Professional	0	3	0	3
Miscellaneous	2	6	4	12
No Occupation	2	16	2	20
Graduates of High School	10	72	11	93
Not Graduates	12	116	14	132
With Children in School	12	118	17	147
Without Children in School	10	70	8	88
Men	11	162	9	182
Farmers	1	127	3	131
Office Workers	0	2	1	3
Merchants	0	4	0	4
Retail Salesmen	0	3	0	3
Traveling Salesmen	1	2	0	3
Mechanics	2	9	5	16
Professional	7	0	0	7
Miscellaneous	0	11	0	11
No Occupation	0	4	0	4
Graduates of High School	5	50	2	57
Not Graduates	6	112	7	125
With Children in School	9	105	7	121
Without Children in School	2	57	2	61
Total	33	350	34	417

J. Teachers' Giving Extra Time

The question, "Should a teacher be willing to give time beyond hours for adequate service to school work?" is answered in Table XII.

With no exception, it was thought that teachers should give extra time beyond hours. A like number of housewives and farmers answered in the negative, but that was a very small per cent. The people, as a whole, consider the working hours of the teacher very short.

TABLE XII
 OPINIONS CONCERNING TEACHERS
 GIVING EXTRA TIME TO WORK

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	209	14	12	235
Housewives	161	12	6	179
Office Workers	13	1	1	15
Merchants	1	1	1	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	11	0	1	12
No Occupation	17	0	3	20
Graduates of High School	84	6	3	93
Not Graduates	125	8	9	142
With Children in School	134	8	5	147
Without Children in School	75	6	7	88
Men	161	15	6	182
Farmers	117	12	2	131
Office Workers	3	0	0	3
Merchants	3	1	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	12	0	4	16
Professional	7	0	0	7
Miscellaneous	11	0	0	11
No Occupation	2	2	0	4
Graduates of High School	55	2	0	57
Not Graduates	106	15	6	125
With Children in School	106	10	5	121
Without Children in School	55	5	1	61
Total	370	29	18	417

K. Teachers' Assuming Extra Duties

The question related to this topic is, "Should a teacher be willing and able to assume extra-curricular assignments, such as directing athletic contests, plays, oratorical contests, and so forth?" It is answered in Table XIII.

About the same number approved of the teachers' being able and willing to assume extra-curricular duties as did of the teachers' giving extra time to work. About the same number of parents disapproved as graduates and non-graduates.

TABLE XIII
 OPINIONS CONCERNING TEACHERS
 ASSUMING EXTRA DUTIES

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	207	14	14	235
Housewives	156	12	11	179
Office Workers	14	0	1	15
Merchants	2	1	0	3
Retail Salesladies	3	0	0	3
Professional	2	1	0	3
Miscellaneous	12	0	0	12
No Occupation	18	0	2	20
Graduates of High School	87	1	5	93
Not Graduates	120	13	9	142
With Children in School	134	7	6	147
Without Children in School	73	7	8	88
Men	162	12	8	182
Farmers	116	10	5	131
Office Workers	3	0	0	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	13	0	3	16
Professional	5	2	0	7
Miscellaneous	11	0	0	11
No Occupation	4	0	0	4
Graduates of High School	52	4	1	57
Not Graduates	110	8	7	125
With Children in School	111	6	4	121
Without Children in School	51	6	4	61
Total	369	26	22	417

L. Neatness and Appropriateness of Dress

The question, "Should neatness and appropriateness of dress be considered?" is answered in Table XIV.

With only one exception, all the patrons, other than housewives and farmers, thought that the teacher's dress should be considered. People in business realize that dress is important in their work and should be in other lines of work as well. Six of the eight who thought dress not important were not graduates. Five were parents of children in school.

TABLE XIV

OPINIONS CONCERNING TEACHERS' DRESS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	227	3	5	235
Housewives	172	3	4	179
Office Workers	15	0	0	15
Merchants	3	0	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	12	0	0	12
No Occupation	19	0	1	20
Graduates of High School	90	1	2	93
Not Graduates	137	2	3	142
With Children in School	143	2	2	147
Without Children in School	84	1	3	88
Men	173	5	4	182
Farmers	125	4	2	131
Office Workers	2	0	1	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	14	1	1	16
Professional	7	0	0	7
Miscellaneous	11	0	0	11
No Occupation	4	0	0	4
Graduates of High School	56	1	0	57
Not Graduates	117	4	4	125
With Children in School	114	3	4	121
Without Children in School	59	2	0	61
Total	400	8	9	417

M. Teachers' Health

Table XV answers the question, "Should health and physical fitness be considered?"

While five were optional or did not answer, only two, a housewife and a farmer, one with and one without children in school, neither of them graduates, answered against considering the health of the teacher. In all lines of work good health is essential.

TABLE XV
OPINIONS CONCERNING TEACHERS' HEALTH

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	232	1	2	235
Housewives	176	1	2	179
Office Workers	15	0	0	15
Merchants	3	0	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	12	0	0	12
No Occupation	20	0	0	20
Graduates of High School	91	0	2	93
Not Graduates	141	1	0	142
With Children in School	145	1	1	147
Without Children in School	87	0	1	88
Men	178	1	3	182
Farmers	128	1	2	131
Office Workers	3	0	0	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	15	0	1	16
Professional	7	0	0	7
Miscellaneous	11	0	0	11
No Occupation	4	0	0	4
Graduates of High School	57	0	0	57
Not Graduates	121	1	3	125
With Children in School	120	0	1	121
Without Children in School	58	1	2	61
Total	410	2	5	417

N. Appearance of Room

Table XVI gives the opinions of the patrons on the question, "Should a teacher be responsible for the appearance of the room?"

Housewives, office workers and farmers gave the few scattered votes not favoring the teachers' being responsible for the appearance of the school room. Those votes were evenly divided between the men and women who were parents and the men and women who were or were not graduates.

TABLE XVI
 OPINIONS CONCERNING TEACHERS'
 PART IN APPEARANCE OF ROOM

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	222	4	9	235
Housewives	167	3	9	179
Office Workers	14	1	0	15
Merchants	3	0	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	12	0	0	12
No Occupation	20	0	0	20
Graduates of High School	86	2	5	93
Not Graduates	136	2	4	142
With Children in School	141	1	5	147
Without Children in School	81	3	4	88
Men	172	4	6	182
Farmers	126	4	1	131
Office Workers	3	0	0	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	12	0	4	16
Professional	7	0	0	7
Miscellaneous	10	0	1	11
No Occupation	4	0	0	4
Graduates of High School	55	2	0	57
Not Graduates	117	2	6	125
With Children in School	113	3	5	121
Without Children in School	59	1	1	61
Total	394	8	15	417

O. Teachers' Attending Teachers' Meetings

The answers to the question, "Should a teacher attend all school meetings, such as institutes, Teachers' Association, and conventions?" are found in Table XVII.

There has always been the feeling that the patrons did not think teachers' meetings worth while, but the tabulation shows a great majority thinking that teachers should attend. One more person without children in school than with was opposed. The non-graduates also had more opposition. Even the farmers have group meetings that are helpful, so they may see the need here.

TABLE XVII

OPINIONS CONCERNING TEACHERS' ATTENDING
TEACHERS' MEETINGS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	210	14	11	235
Housewives	159	12	8	179
Office Workers	15	0	0	15
Merchants	3	0	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	12	0	0	12
No Occupation	15	2	3	20
Graduates of High School	88	1	4	93
Not Graduates	122	13	7	143
With Children in School	134	7	6	147
Without Children in School	76	7	5	88
Men	156	19	7	182
Farmers	107	19	5	131
Office Workers	3	0	0	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	15	0	1	16
Professional	7	0	0	7
Miscellaneous	10	0	1	11
No Occupation	4	0	0	4
Graduates of High School	47	8	2	57
Not Graduates	109	11	5	125
With Children in School	107	9	5	121
Without Children in School	49	10	2	61
Total	366	33	18	417

P. Teachers' Being Asked for Donations

Table XVIII gives the answers to the question, "Should teachers be asked to contribute to all donations of the community?"

Usually the teachers are the first persons asked to contribute to all donations and it was felt that they should give as they were being paid by the community. The people were divided on the question but the greater number did not think the teachers should be asked. The men in other lines of work, perhaps felt that since they were asked to do the same thing, the teachers should respond as they did.

TABLE XVIII
 OPINIONS CONCERNING TEACHERS'
 BEING ASKED FOR DONATIONS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	52	164	19	235
Housewives	33	140	6	149
Office Workers	5	5	5	15
Merchants	0	2	1	3
Retail Salesladies	0	3	0	3
Professional	0	3	0	3
Miscellaneous	12	0	0	12
No Occupation	2	11	7	20
Graduates of High School	22	66	5	93
Not Graduates	30	98	14	142
With Children in School	32	103	12	147
Without Children in School	20	61	7	88
Men	37	133	12	182
Farmers	23	105	3	131
Office Workers	2	0	1	3
Merchants	1	3	0	4
Retail Salesmen	0	3	0	3
Traveling Salesmen	0	3	0	3
Mechanics	2	9	5	16
Professional	4	3	0	7
Miscellaneous	4	5	2	11
No Occupation	1	2	1	4
Graduates of High School	12	39	6	57
Not Graduates	25	94	6	125
With Children in School	24	91	6	121
Without Children in School	13	42	6	61
Total	89	297	31	417

Q. Teachers as Moral Examples

The question related to this topic is, "Should a teacher be a good moral example and influence for the children and the community?" It is answered in Table XIX.

Only two people, a farmer and a housewife, neither one a graduate and neither one with children in school, did not favor the teacher's being a moral example for the children and the community. This was almost unanimously in favor of a teacher's having a good moral character.

TABLE XIX
 OPINIONS CONCERNING TEACHERS' BEING
 MORAL EXAMPLE FOR CHILDREN

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	232	1	2	235
Housewives	178	1	0	179
Office Workers	14	0	1	15
Merchants	3	0	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	12	0	0	12
No Occupation	19	0	1	20
Graduates of High School	91	0	2	93
Not Graduates	141	1	0	142
With Children in School	145	0	2	147
Without Children in School	87	1	0	88
Men	180	1	1	182
Farmers	129	1	1	131
Office Workers	3	0	0	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	16	0	0	16
Professional	7	0	0	7
Miscellaneous	11	0	0	11
No Occupation	4	0	0	4
Graduates of High School	57	0	0	57
Not Graduates	123	0	2	123
With Children in School	120	0	1	121
Without Children in School	60	1	0	61
Total	412	2	3	417

R. Married Women's Teaching

The question, "Should married women whose husbands have work teach?" is answered in Table XX.

More women favored married women's teaching than did men. Those who had no occupation were opposed to it. More people who had children in school were more favorable toward married women teachers than those without children in school. However, the great majority disapproved of the hiring of married women whose husbands have work.

TABLE XX

OPINIONS CONCERNING MARRIED WOMEN'S TEACHING

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not Answered	Total
Women	28	184	23	235
Housewives	18	151	10	179
Office Workers	3	8	4	15
Merchants	2	0	1	3
Retail Salesladies	1	1	1	3
Professional	1	2	0	3
Miscellaneous	1	5	6	12
No Occupation	2	17	1	20
Graduates of High School	13	68	12	93
Not Graduates	15	116	11	142
With Children in School	15	117	15	147
Without Children in School	13	67	8	88
Men	14	156	12	182
Farmers	7	121	3	131
Office Workers	1	1	1	3
Merchants	2	2	0	4
Retail Salesmen	1	1	1	3
Traveling Salesmen	0	3	0	3
Mechanics	1	11	4	16
Professional	1	5	1	7
Miscellaneous	1	8	2	11
No Occupation	0	4	0	4
Graduates of High School	6	45	6	57
Not Graduates	8	111	6	125
With Children in School	11	102	8	121
Without Children in School	3	54	4	61
Total	42	340	35	417

S. Teachers' Talk About Work and Salary

Table XXI answers the question, "Do teachers talk too much about their work and salaries?"

This was very evenly divided. A large number did not care to answer at all; but those who did answer, both men and women, stood about the same, there being a difference of only two in the final tally.

TABLE XXI

OPINIONS CONCERNING WHETHER OR
NOT TEACHERS TALK TOO MUCH

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	82	92	61	235
Housewives	62	69	48	179
Office Workers	9	3	3	15
Merchants	1	1	1	3
Retail Salesladies	1	2	0	3
Professional	2	1	0	3
Miscellaneous	4	3	5	12
No Occupation	3	13	4	20
Graduates of High School	32	38	25	93
Not Graduates	52	54	36	142
With Children in School	46	61	40	147
Without Children in School	36	31	21	88
Men	76	68	38	182
Farmers	62	45	24	131
Office Workers	1	1	1	3
Merchants	1	2	1	4
Retail Salesmen	1	2	0	3
Traveling Salesmen	0	3	0	3
Mechanics	5	5	6	16
Professional	2	5	0	7
Miscellaneous	4	2	5	11
No Occupation	0	3	1	4
Graduates of High School	26	23	8	57
Not Graduated	50	45	30	125
With Children in School	41	54	26	121
Without Children in School	35	14	12	61
Total	158	160	99	417

T. Punctuality of the Teachers

The question related to the topic is, "Should a teacher be punctual?" It is answered in Table XXII.

Only one woman and two men voted against the teacher's being punctual. All three had children in school, and none of them were high school graduates. Also, they were a housewife and two farmers.

TABLE XXII
 OPINIONS CONCERNING THE PUNCTUALITY
 OF THE TEACHERS

Types of Patrons Reporting	Frequencies of Answers			
	Yes	No	Not An- swered	Total
Women	227	1	7	235
Housewives	172	1	6	179
Office Workers	14	0	1	15
Merchants	3	0	0	3
Retail Salesladies	3	0	0	3
Professional	3	0	0	3
Miscellaneous	12	0	0	12
No Occupation	20	0	0	20
Graduates of High School	89	0	4	93
Not Graduates	138	1	3	142
With Children in School	141	1	5	147
Without Children in School	86	0	2	88
Men	176	2	4	182
Farmers	125	2	4	131
Office Workers	3	0	0	3
Merchants	4	0	0	4
Retail Salesmen	3	0	0	3
Traveling Salesmen	3	0	0	3
Mechanics	16	0	0	16
Professional	7	0	0	7
Miscellaneous	11	0	0	11
No Occupation	4	0	0	4
Graduates of High School	56	0	1	57
Not Graduates	120	2	3	125
With Children in School	115	2	4	121
Without Children in School	61	0	0	61
Total	403	3	11	417

U. Minimum Salaries for Elementary Teachers

Table XXIII gives the opinions on the question, "What salary should elementary teachers receive as a minimum for eight months?"

The majority of people in this table seemed to think the present minimum salary was enough.

TABLE XXIII

OPINIONS CONCERNING MINIMUM SALARIES FOR ELEMENTARY TEACHERS

Types of Patrons Reporting	Salary by Hundreds of Dollars										Total
	5 or less	6	7	8	9	10	11	12 or more	N.A.*		
Women										235	
Graduates of High School	0	4	7	18	5	5	0	2	52	93	
Not Graduates	4	8	5	36	5	4	1	3	78	142	
With Children in School	3	9	6	37	1	7	1	5	80	147	
Without Children in School	1	3	6	17	7	2	0	2	50	88	
Men										182	
Graduates of High School	3	5	1	28	0	4	0	2	14	57	
Not Graduates	4	18	4	18	2	6	1	2	70	125	
With Children in School	4	13	2	33	0	6	1	4	58	121	
Without Children in School	3	10	3	13	2	4	0	0	26	61	
Total										417	

*No Answer.

V. Minimum Salaries for High-School Teachers

Table XXIV answers the question, "What salary should high-school teachers receive as minimum for eight months?"

The majority of women and men, graduates and not graduates, with and without children in school, held to the same standard in this table.

TABLE XXIV

OPINIONS CONCERNING MINIMUM SALARIES
FOR HIGH-SCHOOL TEACHERS

Types of Patrons Reporting	Salary by Hundreds of Dollars											Total
	7 or less	8	9	10	11	12	13	14	15 or more	N.A.*		
Women											235	
Graduates of High School	3	4	6	37	1	7	1	3	5	80	147	
Not Graduates	1	6	2	17	6	2	0	2	2	50	88	
With Children in School	3	7	6	38	3	5	1	2	2	80	147	
Without Children in School	1	3	2	16	4	4	0	3	5	50	88	
Men											182	
Graduates of High School	4	13	2	34	0	6	1	4	6	51	121	
Not Graduates	3	10	3	14	2	4	0	0	2	23	61	
With Children in School	5	16	3	29	1	7	1	1	7	51	121	
Without Children in School	2	7	2	19	1	3	0	3	1	25	61	
Total											417	

*No Answer.

III. CONCLUSIONS

A. Summary of Opinions

The questionnaire attempted to show the public some of the problems of the teacher, as, for example, the continuous training necessary, the summer school and other forms of bettering the work versus the wages received and the number of years the teacher is able to work.

Some of the parents, perhaps, could see no benefit in answering such questions; others might not have felt capable of answering them. Some who answered had been teachers or had had teachers in their families and were well acquainted with the standards set up by the state and the problems teachers meet. Others were interested enough in the schools, being connected with them in various ways, that they were willing to do anything to help better them. One woman said that it brought to her mind a great many questions about teachers that she had never known existed: for example, the number of years of training necessary and the amount of time each year that must be spent in making the work up-to-date, in contrast to other work, and for the same or less money.

Since there was no discrimination made, no doubt many of the questionnaires not answered were sent into homes where the people were not interested in school affairs.

Of the 800 sent out, only 417 were returned. The complete distribution of the replies to the questions are shown in Tables XXVII to XXXI, Appendix B.

It may be noted by Table XXXI, that on the first two questions the people, as a whole, were divided as to the qualifications set up by the State Department of Education concerning the amount of training necessary. No doubt those in favor of the present standard felt the need of better qualified teachers and were not in favor of lowering that standard. Those opposed were probably affected greatly by the depression. The ones who did not answer in many instances stated that they were not informed on this subject and did not feel able to answer. One person indicated the great need for a good foundation in school work and consequently the great need for well qualified grade teachers, while another pointed out the need of good high-school teachers, that they should "brush up" occasionally and that "more work in high school is helpful." The arguments against more than the required amount of training were that the present salary did not permit more and that conditions govern this; and one person stated that "the teachers' disposition and personality would help the children more than a great amount of education." Those who favored more work argued that teachers should keep adding to their work, that "a teacher, like a reference book, got back-dated in a few years." It was interesting to note that more favored more work in the grade work than in the high school.

The question of teaching on a permit was very difficult to answer; as so many teachers have so many hours of work in a particular subject but not quite enough to get a license.

The over-supply of teachers justified the fact that 295 of the 417 were against this practice. Yet, some very reasonable arguments were given in favor of the permit, one being that if he were a good, capable teacher, taking summer work or extension work through the winter, and had a natural ability, he should be given a permit. On the other hand, there was again pointed out the fact that there were so many teachers unemployed, under some circumstances, perhaps, it would be better to do away with permits. A greater proportion of parents were against permits than those without children. It was also interesting to know that more people who were not graduates were against permits than those who were graduates.

Although the greater number of the people agreed that teachers should attend school during the summer, take extension courses through the winter, or better their work in some other way, 59 did not answer, or thought it was optional with the teachers, and 73 answered in the negative. Some of the reasons given by the latter were: every year seemed too often and it would be enough to attend every three or five years or from time to time; studying each year would make the teacher too narrow; the amount of work already taken, or the grades the teacher had to teach governed this. Finances were considered by some, and the strength and health of the teacher by others. One person suggested that "the requirements be lowered, if anything." However this same person added "a teacher who takes more than the required

training should be given special consideration." Travel was suggested as another way to spend the leisure time profitably. The 285 persons who were in favor of more training were for the most part women and men who were not graduates, the number of women being greater than the number of men. More parents with children in school were in favor of extra training than those who had no children in school.

It may be noted in Table XXXI that a very great percent were in favor of teachers taking part in the church and social affairs of the community. In many places the church affairs form the social part of that community. Only 28 were against this, while 37 either gave no opinion or were undecided. Most of the latter gave the idea that it should be optional or that the teachers should use their own pleasure. Some mentioned the fact that social tact only should be observed. One said that if he, the teacher, lived in the community, he should take an active part. On the affirmative it was suggested that every teacher should not only take part but an active part, taking some leadership in any of the movements, such as Boy Scouts, Hi-Y Clubs, Girl Scouts, Sunday School classes, and so forth.

As to the teacher's attending his own church or the churches in his community, 302 of the 417 favored his attending his own church, while 54 did not and 61 were optional, that it was the teacher's privilege and right to do as he wished or as his conscience guided him. Others thought it was better to divide the time as he saw fit, to

attend one church regularly, visit others, be tolerant toward all.

Public dances and card parties were barred by a good number, although quite a liberal view was taken by many. The community in which the teacher worked would seem to govern this. Also the kind of a dance it was, who was sponsoring it, and the class of people who attended these public parties. If they were of the right kind, if the teachers conducted themselves properly, and were temperate about it, there would be no objection. One said that "a teacher should dance and play cards if he cared to, but should not dance in a road house or beer garden or play cards in public gambling houses." In one vicinity dances were favored in the school, while in another this was disfavored by the influential patrons. In Table XXX it would again seem that the women and men who had children in school and those who were not graduates were more against dances and card parties than those without children and those who were graduates.

The communities differed also on the question of politics. More were against the teacher's taking an active part in this than objected to dances and cards. It was permissible with some if one did not become too partisan or run for office, and one person stated that it depended on the teacher's politics.

Very few gave no answer to the question of the teacher's giving time beyond hours for adequate service to school work.

Three hundred seventy were in favor of this and twenty-nine were not. The idea seemed to prevail that teachers' hours were very short and that extra time, if needed, should be given.

The same thing was true in the question of the teacher's being able and willing to assume extra-curricular assignments. The majority, three hundred sixty-nine, thought that the teachers should do this unless it was in some subject that required extra training, as in coaching plays. Only 26 did not favor this, most of these being parents of children in school. Twenty-two did not reply.

That clothes should not be considered was decided by eight, while nine took no stand. The other four hundred agreed that clothes should be neat and appropriate. One person said that clean clothes was all that was necessary; another said that neatness needed to be considered; and a third said that clothes should be considered to some extent.

Physical fitness of the teacher had an almost unanimously affirmative answer. Five did not answer and two said no. Some said "emphatically yes." Others mentioned that the health of the teacher governed the attitude of the entire room of pupils.

Some teachers had stated that the janitor was responsible for the appearance of the school room. The parents felt that while the janitor was partly responsible for the cleanliness of the room, the teacher was the most responsible person, and three hundred ninety-four voted in that way.

There had always been quite a bit of dissension as to whether or not school should be closed to allow the teachers to attend Teachers Association. Some questions were raised as to whether the county institutes and meetings were of any advantage, and whether teachers should be asked to attend. The tabulation showed that the great majority seemed in favor of the meetings. A few mentioned that these should be on the teachers' own time and at their own expense, but the most felt that these meetings were worth while.

Some patrons and some teachers have objected to teachers' being asked and sometimes forced to donate to every cause. This survey showed a division of opinions, but the most of the people voted against this practice, giving as one reason the present salary schedule.

Only two of the entire group did not think a teacher needed to be a good moral influence for the children and the community. No reasons were given for these answers. The man who answered in this way lived in the opposite end of the county from the woman who answered in the negative. The man is a very religious man and the woman listed herself as a clubwoman.

Because of the great number of qualified teachers without positions and the great question of unemployment, much was said concerning the hiring of married women teachers whose husbands had work. Thirty-five gave no answer or were optional, forty-two were favorable if the teacher was an extra good teacher, but 340 disfavored it. Of the forty-two who favored it, twenty-eight were women.

During the present tax trouble, the public said that the teachers would have a better chance if they talked less about their wages and their work. In the questionnaires the answers were about equally divided, 158 affirmatives, 160 negatives, and 99 that did not answer. More people without children in school thought they talked too much, indicating that the people with children were more interested in teachers' problems. Also more women and men who were not graduates thought teachers talk too much.

The answers to the question of punctuality were almost unanimously in the affirmative. In the table of graduates and non-graduates it was found that the graduates favored this, only five of the one hundred fifty not answering and none in the negative. In the table of children there were three who disfavored this, and these three were men and women who had children in school. Those without children in school gave no negative answer.

Minimum salaries for the grade teachers for eight months ranged from \$160 for the year, or \$1 per day, to \$1800. This range was very great and only one person was listed for each of these extremes. Eight hundred dollars or the present minimum wage was considered the most times. A great many people did not answer this question.

Minimum salaries for high-school teachers ranged from \$320 per year, or \$2 per day, to \$2000. Again the present minimum wage was considered by the majority, although \$1200 was a close second. In both sets of tables it may be noted

that again the people who had children in school and the high-school graduates seemed to think the same on these questions.

The age tables, too, show a great variety of opinions; one woman mentioned that she had taught a very successful school at the age of 18 and that a well-known teacher in an adjoining county was still teaching successfully at the age of 75. The majority were more conservative and placed the minimum age at 20 and 21 and the maximum age at 50 and 60. It was mentioned that age sometimes did not matter so much, providing the health and ability of the teacher remained good. As in the salary table, it was found that many people did not answer these questions, but the most of the answers came from those who had children in school and those who were graduates.

The last point in the questionnaire, to list any other qualifications, brought a variety of answers. Not all answered and a great number listed things that were already asked for or things that were not qualifications. The twenty-six chief items with the number of times they appeared were as follows:

Impartial	39
Good Disposition	25
Kind	23
Patient	19
Good Judgment	19
Pleasing Personality	15

Able to Maintain Discipline	14
Love for Children	11
Self-Control	9
Honest	8
Interested in Work	8
Adaptable	8
Courteous	6
Loyal to the School	6
Able to Instil Confidence	5
Good Personal Appearance	5
Sober	5
Broad-Minded	5
Sincere	4
Sympathetic	4
Possesses Poise	4
Able to Stimulate Interest . . .	4
Diplomatic	2
Reliable	2
Industrious	2
Friendly with Patrons	2

These qualifications were about parallel with those listed in an article by Kephart.¹ In his article he stated that his reason for making such a survey was that the parent, being a big factor in the school problem, might give some information as to his ideas of the teacher which might prove

¹A. P. Kephart, "What Kind of a Teacher?" American School Board Journal, March, 1922, pp. 47-48.

very beneficial. The ten listed in his work were:

1. Character
2. Patience
3. Kindness
4. Sincerity
5. Teaching Skill
6. Discipline
7. Thoroughness
8. Tact
9. Sense of Humor
10. Sociability

B. Conclusions

After carefully tabulating all of the data, the following opinions of the parents of the rural sections of Fayette County were found to exist:

1. Elementary teachers need no more than the required amount of training.
2. High-school teachers need no more than the required amount of training.
3. Teachers should not be allowed to teach on a permit.
4. Teachers should improve their work each year by going to summer school, doing extension work, and so forth. This did not seem consistent with the answers to questions one and two.
5. Teachers should take an active part in church and social activities of the community.

6. A teacher should, in case there are several churches in the community, attend his own church.
7. Teachers should not attend dances and card parties.
8. Teachers should not take a direct part in local politics.
9. Teachers should be willing to give time beyond hours for adequate service to school work.
10. Teachers should be willing and able to assume extra-curricular assignments, such as directing athletic contests, plays, oratorical contests, and so forth.
11. Neatness and appropriateness of dress should be considered.
12. Health and physical fitness should be considered.
13. The teacher is responsible for the appearance of the room.
14. Teachers should attend all school meetings, such as institutes, Teachers Association, and conventions.
15. Teachers should not be asked to contribute to all donations of the community.
16. The teacher should be a good moral example and influence for the children and the community.
17. Married women whose husbands have work should not teach.
18. Teachers do not talk too much about their work and salaries. The opinions were about equally divided in this matter.
19. A teacher should be punctual.

20. The minimum salary for eight months for an elementary teacher should be \$800.

21. The minimum salary for eight months for a high-school teacher should be \$1000.

22. The minimum age for teachers should be 21. The maximum age should be 50.

IV. APPENDIX

A. Questionnaire

Will you please give the information asked for below?
Please return this sheet in the stamped envelope enclosed.
These data are to be studied for suggestions helpful to
Fayette County Schools.

	Yes	No
1. Should an elementary teacher have more than the required two-year standard or approved normal course?
2. Should a high-school teacher have more than the required four-year course in university, college, or normal school?
3. Should a teacher be allowed to teach on a permit, that is, having less than the required two-year or four-year course?
4. Should a teacher improve his work each year by going to summer school, doing expansion work, etc.?
5. Should a teacher take an active part in church and social activities of the community?
6. Should a teacher, in case there are several churches in the community, attend his own church?
7. Should a teacher attend public dances and card parties?
8. Should a teacher take a direct part in local politics?
9. Should a teacher be willing to give time beyond hours for adequate service to school work?
10. Should a teacher be willing and able to assume extra-curricular assignments, such as directing athletic contests, plays, oratorical contests, etc.?
11. Should neatness and appropriateness of dress be considered?
12. Should health and physical fitness be considered?
13. Should a teacher be responsible for the appearance of the room?
14. Should a teacher attend all school meetings, such as institutes, Teachers Association, and conventions?
15. Should teachers be asked to contribute to all donations of the community?
16. Should a teacher be a good moral example and influence for the children and the community?

	Yes	No
17. Should married women whose husbands have work teach?
18. Do teachers talk too much about their work and salaries?
19. Should a teacher be punctual?
20. What salary should elementary teachers receive as minimum for eight months?
21. What salary should high-school teachers receive as minimum for eight months?
22. What should be the minimum age for teachers? _____ The maximum age? _____		
23. List any other qualifications you think necessary for a good teacher:		
a.		
b.		
c.		
d.		
e.		

Are you connected with the schools in any way? _____
 Do you visit schools? _____ How often? _____
 Do you attend P.T.A. meetings? _____ How often? _____
 Have you children in school? _____ How many? _____
 Are you a high school graduate? _____
 Have you attended college? _____
 What is your occupation? _____
 Are you a tax payer? _____
 Man _____ Woman _____

B. Statistical Tables Showing Questionnaire Replies

TABLE XXVII

TABULATION BY OCCUPATION OF WOMEN

Question	House-Wives			Office Workers			Merchant			Retail Sales-Ladies			Profes-sional			Miscel-laneous			No Occu-pation			Total			
	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Total
1. Elem. Standard	49	107	23	6	5	4	1	1	1	1	1	1	1	2	0	3	5	4	8	12	0	69	188	33	235
2. H. S. Standard	44	116	19	4	7	4	1	1	1	0	2	1	0	3	0	3	5	4	6	12	2	58	146	31	235
3. Permit	32	132	15	2	10	3	1	1	1	1	1	1	1	2	0	4	5	3	8	12	0	49	163	23	235
4. Summer School	11	7	35	27	14	0	1	1	2	0	3	0	0	3	0	8	0	4	18	0	2	164	37	34	235
5. Church & Social	16	1	15	13	12	2	1	2	1	0	1	2	0	2	0	8	2	2	14	2	4	200	14	21	235
6. Attend Church	13	1	25	23	10	0	5	3	0	0	1	1	1	3	0	10	0	2	12	4	4	170	30	35	235
7. Dances & Parties	27	123	29	4	3	8	1	1	1	0	3	0	0	0	2	2	6	4	6	14	0	40	152	43	235
8. Politics	11	155	13	4	6	5	0	2	1	3	0	0	0	3	0	2	6	4	2	16	2	22	188	25	235
9. Extra Time	16	1	12	6	13	1	1	1	1	1	3	0	0	3	0	11	0	1	17	0	3	209	14	12	235
10. Extra Duties	15	6	12	11	14	0	1	2	1	0	3	0	0	2	1	12	0	0	18	0	2	207	14	14	235
11. Dress	17	2	3	4	15	0	0	3	0	0	3	0	0	3	0	12	0	0	19	0	1	227	3	5	235
12. Health	17	6	1	2	15	0	0	3	0	0	3	0	0	3	0	12	0	0	20	0	0	232	1	2	235
13. Appear. of Room	16	7	3	9	14	1	0	3	0	0	3	0	0	3	0	12	0	0	20	0	0	222	4	9	235
14. Teachers Meetings	15	9	12	8	15	0	0	3	0	0	3	0	0	3	0	12	0	0	15	2	3	210	14	11	235

TABLE XXVII (Continued)

15. Donation	33	140	6	5	5	5	0	2	1	0	3	0	0	3	0	12	0	0	2	11	7	52	164	19	235
16. Moral																									
Example	178	1	0	14	0	1	3	0	0	3	0	0	3	0	0	12	0	0	19	0	1	232	1	2	235
17. Married																									
Women	181	51	10	3	8	4	2	0	1	1	1	1	1	2	0	1	5	6	2	17	1	28	184	23	235
18. Talk	62	69	48	9	3	3	1	1	1	1	2	0	2	1	0	4	3	5	3	13	4	82	92	61	235
19. Punctual	172	1	6	14	0	1	3	0	0	3	0	0	3	0	0	12	0	0	20	0	0	227	1	7	235

*No Answer.

TABLE XXVIII
TABULATION BY OCCUPATION OF MEN

Question	Farmers			Office Workers			Merchant			Retail Salesmen			Traveling Salesmen		
	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*
1. Elem. Standard	40	84	7	1	2	0	1	3	0	1	1	1	0	3	0
2. H. S. Standard	26	99	6	2	1	0	1	3	0	0	2	1	1	2	0
3. Permit	25	100	6	0	2	1	1	2	1	1	1	1	0	3	0
4. Summer School	89	26	16	3	0	0	2	2	0	2	0	1	0	3	0
5. Church & Social	115	10	6	3	0	0	3	0	1	2	1	0	2	0	1
6. Attend Church	100	13	18	1	1	1	2	1	1	1	2	0	1	1	1
7. Dances & Parties	20	96	15	2	0	1	1	3	0	1	1	1	0	2	1
8. Politics	11	27	3	0	2	1	0	4	1	0	3	0	1	2	0
9. Extra Time	117	12	2	3	0	0	3	1	0	3	0	0	3	0	0
10. Extra Duties	116	10	5	3	0	0	4	0	0	3	0	0	3	0	0
11. Dress	125	4	2	2	0	1	4	0	0	3	0	0	3	0	0
12. Health	128	1	2	3	0	0	4	0	0	3	0	0	3	0	0
13. Appear of Room	126	4	1	3	0	0	4	0	0	3	0	0	3	0	0
14. Teachers Meetings	107	19	5	3	0	0	4	0	0	3	0	0	3	0	0
15. Donation	23	105	3	2	0	1	1	3	0	0	3	0	0	3	0
16. Moral Example	129	1	1	3	0	0	4	0	0	3	0	0	3	0	0
17. Married Women	7	121	3	1	1	1	2	2	0	1	1	1	0	3	0
18. Talk	62	45	24	1	1	1	1	2	1	1	2	0	0	3	0
19. Punctual	125	2	4	3	0	0	4	0	0	3	0	0	3	0	0

*No Answer.

TABLE XXVIII (Continued)

Question	Mechanic			Profes- sional			Miscel- laneous			No Occu- pation			Total			
	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Total
1. Elem. Standard	7	4	5	2	3	2	3	5	3	2	1	1	57	106	19	182
2. H. S. Standard	2	8	6	2	2	3	2	7	2	1	3	0	37	127	18	182
3. Permit	3	9	4	1	3	3	1	9	1	0	3	1	32	132	18	182
4. Summer School	9	4	3	5	0	2	8	1	2	3	0	1	121	36	25	182
5. Church & Social	11	0	5	7	0	0	7	2	2	2	1	1	152	14	16	182
6. Attend Church	11	2	3	7	0	0	6	3	2	3	1	0	132	24	26	182
7. Dances & Parties	4	9	3	1	4	2	1	7	3	1	3	0	31	125	26	182
8. Politics	2	9	5	7	0	0	0	11	0	0	4	0	11	162	9	182
9. Extra Time	12	0	4	7	0	0	11	0	0	2	2	0	161	15	6	182
10. Extra Duties	13	0	3	5	2	0	11	0	0	4	0	0	162	12	8	182
11. Dress	14	1	1	7	0	0	11	0	0	4	0	0	173	5	4	182
12. Health	15	0	1	7	0	0	11	0	0	4	0	0	178	1	3	182
13. Appear. of Room	12	0	4	7	0	0	10	0	1	4	0	0	172	4	6	182
14. Teachers Meetings	15	0	1	7	0	0	10	0	1	4	0	0	156	19	7	182
15. Donation	2	9	5	4	3	0	4	5	2	1	2	1	37	133	12	182
16. Moral Example	16	0	0	7	0	0	11	0	0	4	0	0	180	1	1	182
17. Married Women	11	1	4	1	5	1	1	8	2	0	4	0	14	156	12	182
18. Talk	5	5	6	2	5	0	4	2	5	0	3	1	76	68	38	182
19. Punctual	16	0	0	7	0	0	11	0	0	4	0	0	176	2	4	182

*No Answer.

TABLE XXIX

TABULATION BY EDUCATION OF MEN AND WOMEN

Question	Women High School Graduates			Women Not High School Graduates			Men High School Graduates			Men Not High School Graduates			Women and Men Graduates			Women and Men Not Graduates			Total			
	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Total
1. Elem. Standard	27	51	15	42	82	18	19	34	4	38	72	15	46	85	19	80	154	33	126	239	52	417
2. H. S. Standard	16	66	11	42	80	20	7	44	6	30	83	12	23	110	17	72	163	32	95	273	49	417
3. Permit	19	63	11	30	100	12	15	35	7	17	97	11	34	98	18	47	197	23	81	295	41	417
4. Summer School	59	15	19	105	22	15	33	17	7	88	19	18	92	32	26	193	41	33	285	73	59	417
5. Church & Social	75	4	14	125	10	7	45	5	7	107	9	9	120	9	21	232	19	16	352	28	37	417
6. Attend Church	71	8	14	99	22	21	40	6	11	92	18	15	111	14	25	191	41	36	302	54	61	417
7. Dances & Parties	23	53	17	17	99	26	16	37	4	15	88	22	39	90	21	32	187	48	71	277	69	417
8. Politics	10	72	11	12	116	14	5	50	2	6	112	7	15	122	13	18	228	21	53	350	34	417
9. Extra Time	84	6	3	125	8	9	55	2	0	106	13	6	139	8	3	231	21	15	370	29	18	417
10. Extra Duties	87	1	5	120	13	9	52	4	1	110	8	7	139	5	6	230	21	16	369	26	22	417
11. Dress	90	1	2	137	2	3	56	1	0	117	4	4	146	2	2	254	6	7	400	8	9	417
12. Health	91	0	2	141	1	0	57	0	0	121	1	3	148	0	2	262	2	3	410	2	5	417
13. Appear. of Room	86	2	5	136	2	4	55	2	0	117	2	6	141	4	5	253	2	10	394	8	15	417
14. Teachers Meetings	88	1	4	122	13	7	47	8	2	109	11	5	135	9	6	231	24	12	366	33	18	417

TABLE XXIX (Continued)

15. Donation	22	66	5	30	98	14	12	39	6	25	94	6	34	105	11	55	192	20	89	297	31	417
16. Moral Example	91	0	2	141	1	0	57	0	0	123	0	2	148	1	1	264	1	2	412	2	3	417
17. Married Women	13	68	12	151	16	11	6	45	6	8	111	6	19	113	18	23	227	17	42	340	35	417
18. Talk	32	38	23	52	54	36	26	23	8	50	45	30	56	61	33	102	99	66	158	160	99	417
19. Punctual	89	0	4	138	1	3	56	0	1	120	2	3	145	0	5	258	3	6	403	3	11	417

*No Answer.

TABLE XXX

TABULATION BY PATRONS WITH AND WITHOUT CHILDREN

Question	Women With Children in School			Women Without Children in School			Men With Children in School			Men Without Children in School			Women and Men With Children in School			Women and Men Without Children in School			Total			
	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Total
1. Elem. Standard	43	82	22	26	51	11	41	70	10	16	36	9	84	152	32	42	87	20	126	239	52	417
2. H. S. Standard	36	90	21	22	56	10	27	84	10	10	43	8	63	174	31	32	99	18	95	275	49	417
3. Permit	24	109	14	25	54	9	22	91	8	10	41	10	46	200	22	35	95	19	81	295	41	417
4. Summer School	106	19	22	58	18	12	83	22	16	38	14	9	189	41	38	96	32	21	285	73	59	417
5. Church & Social	125	8	14	75	6	7	99	9	13	53	5	3	224	17	27	128	11	10	352	28	37	417
6. Attend Church	100	20	27	70	10	8	85	17	19	47	7	7	185	37	46	117	17	15	302	54	61	417
7. Dances & Parties	24	102	21	16	50	22	19	81	21	12	44	5	43	183	42	28	94	27	71	277	69	417
8. Politics	12	118	17	10	70	8	9	105	7	2	57	2	21	223	24	12	127	10	33	350	34	417
9. Extra Time	134	8	5	75	6	7	106	10	5	55	5	1	240	18	10	130	11	8	370	29	18	417
10. Extra Duties	134	7	6	73	7	8	111	6	4	51	6	4	245	13	10	124	13	12	369	26	22	417
11. Dress	143	2	2	84	1	3	114	3	4	59	2	0	257	5	6	143	3	3	400	8	9	417
12. Health	145	1	1	87	0	1	120	0	1	58	1	2	265	1	2	145	1	3	410	2	5	417
13. Appear. of Room	141	1	5	81	3	4	113	3	5	59	1	1	254	4	10	140	4	5	394	8	15	417

TABLE XXX (Continued)

14. Teachers																						
Meetings	134	7	6	76	7	5	107	9	5	49	10	2	241	16	11	125	17	7	366	33	18	417
15. Donation	321	03	12	20	61	7	24	91	6	13	42	6	56	194	18	33	103	13	89	297	31	417
16. Moral																						
Example	145	0	2	87	1	0	120	0	1	60	1	0	265	0	3	147	2	0	412	2	3	417
17. Married																						
Women	151	17	15	13	67	8	111	02	8	3	54	4	26	218	23	16	121	12	42	340	35	417
18. Talk	46	61	40	36	31	21	41	54	26	35	14	12	87	115	66	71	45	33	158	160	99	417
19. Punctual	141	1	5	86	0	2	115	2	4	61	0	0	256	3	9	147	0	2	403	3	11	417

*No Answer.

TABLE XXXI
TABULATION BY SEX

Question	Women			Men			Total			
	Yes	No	NA*	Yes	No	NA*	Yes	No	NA*	Total
1. Elem. Standard	69	133	33	57	106	19	126	239	52	417
2. H. S. Standard	58	146	31	37	127	18	95	273	49	417
3. Permit	49	163	23	32	132	18	81	295	41	417
4. Summer School	164	37	34	121	36	25	285	73	59	417
5. Church & Social	200	14	21	152	14	16	352	28	37	417
6. Attend Church	170	30	55	152	24	26	302	54	61	417
7. Dances & Parties	40	152	43	31	125	26	71	277	69	417
8. Politics	22	188	25	11	162	9	33	350	34	417
9. Extra Time	209	14	12	161	15	6	370	29	18	417
10. Extra Duties	207	14	14	162	12	8	369	26	22	417
11. Dress	227	5	5	173	5	4	400	8	9	417
12. Health	232	1	2	178	1	3	410	2	5	417
13. Appear. of Room	222	4	9	172	4	6	394	8	15	417
14. Teachers Meetings	210	14	11	156	19	7	366	33	18	417
15. Donation	52	164	19	37	133	12	89	297	31	417
16. Moral Example	232	1	2	180	1	1	412	2	3	417
17. Married Women	28	184	23	14	156	12	42	340	35	417
18. Talk	82	92	61	76	68	38	158	160	99	417
19. Punctual	227	1	7	176	2	4	403	3	11	417

*No Answer.

C. Bibliography

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