

DIFFERENTIAL IMAGES OF SCHOOL  
TEACHERS

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## CHAPTER I

### THE PROBLEM

This thesis is an attempt to determine if the members of various social groupings in a midwestern town-country community have differential images of school teachers.

The problem has three main aspects: (1) the extent to which images are shared, or held by social groupings in common, as opposed to differential images held by each of the groupings, (2) which of the social groupings are important in that the responses made by the members of the group vary from the responses made by a majority of those interviewed, and (3) what the components of the images, (or image as the case may be,) are.

### Theory and Method

The theory out of which this study develops may be divided into three main aspects. Basic to the whole study is image theory. Another aspect is the theory of reference groups. The final body of theory is that which deals with the teaching profession specifically. It is essential therefore to examine these three theoretical developments before proceeding with the analysis of the problem.

The inception of the theory of imagery in the social sciences stems to some degree from Cooley's concept of

the "looking-glass self". In his analysis he postulates that the reaction of the individual to his associates is similar to his appraisal of himself before a mirror. Thus, his conception of himself is a compilation of what he feels others think of him. "A self-idea of this sort seems to have three principal elements: the imagination of our appearance to the other person; the imagination of his judgement of that appearance; and some sort of self feeling, such as pride or mortification. The comparison with a looking-glass hardly suggests the second element, the imagined judgement, which is quite essential."<sup>1</sup>

Out of this has grown the more recent image theory. The "image" in current use is expressed perhaps most concisely by Kimball Young, "....The true memory image.... is the recall or revival of the representation of the perception some time after the originating stimulus for the perception has disappeared. A perception although distinctly affected by central or internal factors, is externally aroused. Its inception lies in the stimulation of the receptor organs. In contrast, the inception of the memory image is through association from the internal or cortical field. The image is a kind of incipient, anticipatory perception centrally controlled."<sup>2</sup>

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<sup>1</sup>C. H. Cooley, Human Nature and the Social Order, (New York: Scribner, 1903), p. 184.

<sup>2</sup>Kimball Young, Social Psychology: An Analysis of Social Behavior, (New York: F. S. Crofts & Co., 1935), pp. 104-5.

This view of the image is rather close to that held by many in the field of psychology. Drever says that the image is, ".... a revived sense experience, in the absence of the sensory stimulation, e.g. seeing with the mind's eye."<sup>3</sup>

Image as used above by Young and Drever is the corollary of the theory as it was used by Cooley. Newcomb makes this transition rather clear when he speaks of a boy who is adopting his rôle as a boy in our society. "The motivated rôle behaviors which the boy is acquiring include perceptual as well as performance aspects. He is learning new ways of looking at his social world and at himself. After all, his social world is composed largely of people who expect him to act like a boy of a certain age, and his picture of it is determined by the demands which those people make upon him. His self-picture is necessarily developed in relation to this picture of his social world."<sup>4</sup>

At this point, it will be of some value to place the image theory in its reference group setting. Any image one holds is necessarily derived from the range of his experiences. For this reason the group within which one finds himself may be important in the acquisition of images through association with other members and also important in determining

<sup>3</sup>James Drever, A Dictionary of Psychology, (Middlesex: Penguin Books, 1952), p. 127.

<sup>4</sup>Theodore M. Newcomb, Social Psychology, (New York: The Dryden Press, 1950), p. 412.

which images are retained. Many writers have recognized this important relationship.<sup>5</sup>

Centers states, "A person's status and rôle with respect to economic processes of society imposes upon him certain attitudes, values and interests relating to his rôle and status in the political and economic sphere. It holds, further, that the status and rôle of the individual in relation to the means of production and exchange of goods and services gives rise in him to a consciousness of membership in some social class which shares those attitudes, values and interests."<sup>6</sup> Newcomb says that every society is composed of a "complex organization of positions."<sup>7</sup> Each of these positions performs certain functions toward the purpose of the system, and carries its own standards for behavior toward those who compose other systems.<sup>8</sup>

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<sup>5</sup>While it is perhaps the most completely worked out statement of imagery and referent group theory the author has encountered, Merton's referent group theory is not applicable to this problem. There is not sufficient specific data for such detailed investigations. See Robert Merton and Alice S. Kitt, "Contributions to the Theory of Reference Group Behavior", in Robert Merton and Paul Lazarsfeld, Continuities in Social Research, (Glencoe: The Free Press, 1950), pp. 40 - 105.

<sup>6</sup>Richard Centers, The Psychology of Social Classes: A Study of Class Consciousness, (Princeton: Princeton University Press, 1949), pp. 28 - 29.

<sup>7</sup>Newcomb, op. cit., p. 277.

<sup>8</sup>Ibid., p. 278.



These stations may be based on age-sex, occupational, prestige, family, or associational groupings.<sup>9</sup> These groupings form frames of reference. He states that, "The essential thing about a frame of reference, you will remember, is that it determines the way in which a thing is perceived."<sup>10</sup>

Lindesmith and Strauss see the reference group, not as the group to which the individual belongs, but the group to which he aspires to belong. Membership to the group with which he identifies may be prohibited for some reason. On the other hand, the individual may not aspire to membership in any other group and thus, the group of which he is actually a member, becomes his reference group.<sup>11</sup>

Images or stereotypes of those who occupy various occupations are quite commonplace. The development of these images or stereotypes (about the occupational groupings) is best expressed by Waller, "Those who follow certain occupations play out the rôles which go with it rather consistently. Other persons come to think of these rôles as characterizing the occupation, and when they think of the one they think of the other. Experience of persons playing those rôles leaves residua in the form of imagined constructs

<sup>9</sup>Ibid., p. 279.

<sup>10</sup>Ibid., p. 287.

<sup>11</sup>Alfred R. Lindesmith and Anselm L. Strauss, Social Psychology, (New York: The Dryden Press, 1949), p. 253.

relating to the appearance of behavior of persons falling within certain occupational categories. These imagined constructs are stereotypes. When a stereotype has been organized out of the community experience of persons belonging to certain occupational groups and consistently playing out certain rôles that go with it, the members of the community tend to organize all experience of the persons in such an occupation in terms of the existent stereotype; they have a low perceptual threshold for behavior conforming to the stereotype. ....When a stereotype has once become current, it may be passed from one individual to another by social contagion, and it tends to distort the first naïve experience of new members with persons belonging to the group included in the stereotype."<sup>12</sup>

The teacher occupies a rôle which makes him particularly amenable to this type of stereotyping. For one thing, it is known that typical teachers tend to come from a very restricted range of background types.<sup>13</sup> Most teachers are women.<sup>14</sup> This virtual restriction to one sex also

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<sup>12</sup>Willard Waller, The Sociology of Teaching, (New York: John Wiley & Sons, Inc., 1932), p. 415.

<sup>13</sup>Wilbur Brookover, A Sociology of Education, With Social Psychological Implications, (American Book Company, typescript copy), chap. 10, p. 4.

<sup>14</sup>Ibid., chap. 10, p. 5.

makes stereotyping easier. In addition, the teacher is expected to display special virtues, after-hour requirements are great, and the teacher is closely supervised in her life in the community.<sup>15</sup>

Waller feels that an inflexibility of personality, reserve, withdrawal in order to prevent others from really getting to know what the teacher is like, a "didactic and authoritative manner" in discussions, and conservatism to the point of primness, are all important in the formation of the popular image of the school teacher.<sup>16</sup>

In addition to the above, one might also postulate that factors which contribute to the social image of school teachers are: (1) teachers are present in almost every community, (2) teachers have played an important part in the life of almost every person in our society, (3) very few people had the opportunity to understand the teachers with whom they came in contact, and (4) all too frequently the contacts with teachers have proven frustrating. The latter is especially true of "in-the-classroom" contacts.

As has been outlined, images or stereotypes are perceived in terms of the segment of society, or reference group, of the person holding the image. Since members of

<sup>15</sup>Ibid., chap. 10, p. 10.

<sup>16</sup>Willard Waller, as cited in Brookover, op. cit., chap. 10, pp. 15 - 16.

the referent group share similar experiences and values, it is possible that in perceiving and formulating images of groups, which, like school teachers, are readily amenable to stereotyping, these shared experiences and values will cause similar images to be held by the various members of the group. Also, since the experiences and values of the various reference groups differ, it is reasonable to assume a difference in the images or stereotypes held by the members of the different groups.

Our problem is to determine if the members of certain social groupings, which we shall select, do have differential images of school teachers or if they share in community images of the teacher. If the social groupings used do have differential images it would seem to support the theory that in the aspect of teacher image involved, the social groupings which have the differential images are realistic social groups, or that they share certain conditions which cause them to have these differential images. In developing this problem, we shall, of course, make certain findings about directionality of differences, if we find differences. However, this is outside the main problem with which we are concerned.

In terms of teacher recruitment, an effective means of learning the expectations of the power segments of society would be invaluable. It would be important also to

learn how powerful the dissenting segments of society are. This thesis does not attempt to answer all of these questions, but rather, to point out certain trends which may be helpful.

### The Community Background of the Study

The community studied was that served by the St. Johns High School. It is located in Clinton County, Michigan in the south central portion of the lower peninsula. The city of St. Johns forms the center of the area and is the location of the high school.

St. Johns was incorporated as a city in 1904 and its growth in population has developed at approximately the same rate as the corresponding rate for the state. In 1950 the official population was 4954. The population in the high school service area is about 7000. A large proportion of the population is native-born white. In 1950, 45.6% of the St. Johns population were in this category.

The newspaper, the Clinton County Republican, is a weekly with a circulation of 5382. It has a comparatively high proportion of space devoted to school news and is consistently one of the best weekly papers in the state. This was one of the reasons for selecting this community for study. The larger project of which this is only a portion is concerned with school-community communications.

The city is located in a rather good agricultural area. Twenty percent of those interviewed derived their income wholly or in part from farming. Many of these are part-time farmers who also hold jobs in the cities. Other farmers are very specialized. Mint is rather intensively grown on the muck-type soil which is found in various parts of the community. St. Johns serves as a trading center and county seat for this agricultural area. In addition to the agricultural activity there is some industry. There are some diversified manufacturing plants. None of these is large. St. Johns also serves as a place of residence for numerous workers who commute to Lansing and Owosso for employment. One-fourth of those interviewed in this study worked outside the city or county.

The St. Johns High School serves the city and some 208 square miles of rural area. The latter comprises about 40 elementary school districts. The total enrollment of the high school is about 630. About 53% of these students come from outside the town school district. A proportionate sample of households was drawn from the town and surrounding rural area for this study.

## CHAPTER II

### METHODOLOGY

The material on which this thesis is based was gathered by the Michigan Communications Study.<sup>1</sup> A questionnaire was administered by trained interviewers to a seven-percent random sample of the residents of the area delineated for the study. This resulted in 250 interviews, 105 from the rural area around St. Johns, Michigan, and 145 from the city of St. Johns itself. The results of this questionnaire were tabulated and recorded on IBM cards. Ten questions which were relevant to the area of teachers in the school were selected for this study.<sup>2</sup>

The age and education was ascertained for all of the respondents and they were grouped as outlined in Chapter I. Next, the occupation was ascertained for each male respondent, and the occupation of the male head of the

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<sup>1</sup>The Michigan Communications Study is a project sponsored by the Midwest Administration Center, University of Chicago, and Michigan State College. The Communications Effect Study, a portion of the total project, was under the direction of Dr. Leo A. Haak, Dept. of Social Science, and Dr. Wilbur Brookover, Depts. of Sociology and Anthropology and Social Science. Special thanks are due to these two for permission to use this material and for generous aid throughout all stages of the preparation of this study.

<sup>2</sup>A complete questionnaire may be seen in Appendix "C". It must be kept in mind that the location of a particular question in the interview may have some effect on the answers which are elicited.



household given by each female respondent. Thus, while distributing the responses among the occupational groupings only the occupations of male heads of households were used. The female respondents who did not list a male head of household were eliminated for the purposes of this study. This reduced the total number of interviews on which this study is based to 211. This method was pursued for it was felt that in America with the patriarchial-type traditions and social organization, the occupation of the male head of household would be of far greater influence in the determining of social level than the occupational positions of women who work outside the home.

The study is based on the assumption that the responses to the various questions selected will reveal some aspects of the image of school teachers which the particular respondent holds. It is further assumed that the response, "Don't know" to the questions asked indicated that the respondent does not have a clearly formulated image of school teachers in the area covered by the question. It is recognized that "Don't know" responses may result from the respondent's wish not to talk about a certain item, or from the interviewer's failure to establish satisfactory rapport. Since it is difficult to ascertain the extent of such conditions, one can only state that every effort was made to obtain the maximum rapport and

and most accurate responses possible. This gives us confidence that "Don't know" responses are a valid indication of very limited, if not an absence of, a teacher image in a particular area.

Contingency tables were prepared to examine the relation between the variables of group membership and the various criteria of teacher image. Analyses by means of chi-square computations were used. Chi-square is used here to determine the probability that the distribution in a particular contingency table would occur by chance.<sup>3</sup>

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<sup>3</sup>"The differences between observed and expected frequencies are squared and divided by the expected number in each case, and the sum of these quotients is  $\chi^2$ . The more closely the observed results approximate to the expected, the smaller is chi-square and the closer the agreement between the observed data and the hypothesis being tested. On the other hand, the larger the chi-square, the greater the probability of a real divergence of experimentally observed results from expected results." Henry E. Garrett, Statistics in Psychology and Education, (New York: Longmans, Green and Co., 1947), p. 241.

The formula used for computing chi-square is:

$$\chi^2 = \sum \frac{(f-f_c)^2}{f_c}$$

Margaret Jarman Hagood and Daniel O. Price, Statistics for Sociologists, (New York: Henry Holt and Company, 1952), p. 369.

For tables which consisted of not more than two columns one way by any number the other a different formulae was used. This formulae was graciously given to me by Dr. Wilbur Brookover.

$$\chi^2 = \frac{f_1p_1 + f_2p_2 + \dots + f_n p_n - FP}{Pq}$$

A chi-square value which would occur five times or less out of one-hundred times by chance was accepted as indicative of a significant relationship between the variables indicated in each table.

Similar methods were used to analyze the relation between group membership and presence of a school teacher image. Those giving "don't know" responses to each question are compared with those giving other responses to the questions. This enables us to determine what group members are more likely to participate in the "educational community" and thus have images of their school teacher.

### Independent Variables

The independent variables used in this study are the membership of the respondent in the various social groupings studied. Each respondent is included in three different social groupings, one for age, one for educational achievement, and one for occupational classification. The term grouping has been used to apply to these divisions rather than group for each of the various divisions is composed of a number of people who share at least one attribute. The social characteristics on which the divisions are based are not felt to be the only possible ones which could be used. The selection was based on availability of material. In addition, certain arguments can be developed

for the use of the social characteristics selected. Age, in our culture, as in most, certainly plays a large part in the view that the individual has of his surroundings, both human and physical, and in the way that he is viewed by his fellow man. Differences in the amount of education, by the very nature of this attribute, implies differences in direct relationship or familiarity with the educative process and educative personnel. Occupation, like age, in our society, has certain connotations of social level or prestige, and may, like age, influence the way in which the individual views his surroundings or is viewed by others with whom he comes in contact.

We have used four age categories: (1) 29 and under, (2) 30 to 49, (3) 50 to 64, and (4) 65 and over. These may be artificial categories in the sense that they may include people who feel no appreciable identification with each other. At the same time it is clear that age-grade peer groups are common phenomena in American society. The delineation of the exact composition of such groups was beyond the resources available for the study.

Similar observations could be made about the categories based on educational level. The educational groupings used were: (1) high school graduates and training beyond high school, and (2) did not complete high school. Although it is sometimes limited, persons with such levels of

education may feel some affiliation with others in the same categories. This would seem to be especially true of those who have special interests due to college or other more specialized training.

The members of certain of the occupational groupings used, (1) professional, proprietors, and managers, (2) "white collar", which includes clerical workers, sales personnel, and semi-professional workers, (3) manual, service, and operatives, and (4) farmers, certainly experience considerable feeling of "belongingness". The farmers feel a high degree of integration due to farm organizations and a very high degree of kindred interests. Professionals, proprietors, and managers tend to associate more within their own groups than with others. The "white collar" and manual, service, and operative groups in all likelihood do not relate themselves to others of their groups as strongly as those mentioned earlier. This is due in part to a diversity of interests and backgrounds of those who make up these two groupings. It is also due in part to the fact that many of the members of these groups aspire to, and attempt to orient themselves to those groupings which may carry more social prestige. These independent variables are not independent of each other. Tables 1, 2, and 3, Appendix "A", indicate that the relationships are significant in each case. However, all are indices of the respondent's position in the social setting in which he moves.

### Dependent Variables

The dependent variables in this study need greater amplification. They are determined by the answers given by a sample of 211 persons to a set of 10 selected questions concerning teachers in general and those in their community specifically. The images studied in this thesis are thus derived from the responses to the several questions discussed below.

The questions are listed in the order in which they appeared on the original questionnaire. They were not in every case presented consecutively as listed here. In several cases other questions intervened. It must be kept in mind that the order in which questions are asked and the position that they occupy in the interview may have considerable effect on the answers that they elicit. Since these questions were asked in the same sequence of each respondent, the order of questions is a constant factor in the analysis of the teacher images.

The questions used in this study were:

1. About what do you think is the average age of teachers in your high school?
2. About how many of the teachers in your high school are college graduates?
3. Of the 30 high school teachers about how many are men?

4. If you were hiring a teacher what type of person would you employ?

5. About what proportion of the teachers in your high school come fairly close to this description?

6. On the average how much do you think high school teachers are paid?

7. What do you think teachers should do during the summer?

8. Do you believe in general, the wife of a high school teacher should work for pay outside of the home?

9. In general, why do men leave the teaching profession?

10. Different ways of teaching are used in Michigan schools.

Some teachers teach about like Mrs. A, who makes assignments from the text, assigns time for the pupils to study, and then marks each pupil on how he recites when called upon and answers on written tests.

Others teach more like Mrs. B, who outlines the topic to be covered, then works out with the pupils ways of getting information from various sources and experiences, as well as ways of reporting their findings.

Now, in general, which method is most like the method used in your grade school? In your high school?

In response to the first question about the average age of the high school teachers, the respondents were allowed to answer in any way they wished. If, however, the age was given as a range, such as, "Oh, between 30 and 45, I'd say," the respondent was asked to be more specific. Attempts were made to keep the range to five years.



The second question, "About how many of the teachers in your high school are college graduates?", gave an indication of the educational status image of teachers. The answer to this question was accepted in either a proportion or a percentage. The response was then coded as a percentage of the total.

The third question was, "Of the 30 high school teachers about how many are men?" Answers to this question were accepted in the form of numbers, proportions, or percentages and later coded as actual number ranges. This question was designed to reveal the respondents image of the sex of "the school teacher."

For the fourth question, "If you were hiring a teacher what type of person would you employ?", any answer given was recorded as accurately as possible. Attempts were made to secure as complete a picture as possible. This question follows several questions which pre-testing revealed to produce little frustration among respondents. They served as "primers" for a ready flow of description.

The fourth question, "About what proportion of the teachers in your high school come fairly close to this description?", followed directly the previous one and was based on the answers to it. This question could be answered by a proportion or a percentage; in some cases responses were in actual numbers. It turned out to be particularly

revealing as a measure of criticism of the school in the community studied. It may not be an accurate index of the more general image of teacher personality.

The fifth, "On the average how much do you think high school teachers are paid?", tapped the respondent's image of the teacher's economic position. The response to this could be given in monthly or yearly earnings or by the term. In each case the time unit was recorded and the income was converted to a yearly basis before recording the data on IBM cards.

"What do you think teachers should do during the summer?", was designed to elicit some aspects of the respondent's image of teaching as a position in our society. Any response was recorded. It was felt that the one important aspect tapped by this might be the respondent's feeling about the professional or the subordinate nature of the school teacher position. A response like, "They should do what they want to," or, "That's their business," may indicate that the respondent felt that the teacher occupied a more "professional" position and was not required to follow a set pattern of behavior. Answers such as, "They should go to school and catch up on the latest stuff," or, "They should go out and get a job so that they could have different experiences," may be an index of the respondent's "professional" image of the teacher. Such people may feel

the teacher occupies a position in which many of their activities should be determined for them. One can not be sure that this is a correct inference from the question asked. On the other hand, the willingness to give such responses indicates that the respondent does feel strongly that the teacher should be permitted to do as she wants.

The eighth question, "Do you believe in general, the wife of a high school teacher should work for pay outside of the home?", involved both an image of the teacher's economic position and some aspect of expected family life. This question was pre-coded with "Yes", "No", and "Don't know" responses. If the response was either "Yes", or "No", the respondent was asked, "Why?", in order to further reveal the pattern of expectations built up around the families of school teachers.

The ninth question, "In general, why do men leave the teaching profession?", sought to elicit some of the negative aspects of the respondent's image. If the first response was, "To get more money," the respondent was then asked, "Is there anything else?" The answers to this question also reveal some of the respondent's attitudes toward those who remain in teaching.

The last question in which the respondent is asked to determine which of two types of instruction in the classroom at the present time, was used to determine if the

teacher was considered to be more autocratic and traditional or more democratic and "progressive" in classroom activities and relations with the students. For the purpose of this thesis only the part of this question dealing with high school is used. The answers are pre-coded "A" and "B". Many people responded "Both" or "A combination of the two."

It may be noted that the questions fall into two classes. First, there are those questions which require specific information in order to supply the answer. These might be termed questions of fact. Such questions are numbers: one, which deals with the ages of the current teachers in high school, two, which is concerned with the education of the teachers employed at present, three, which deals with the proportion of males to the total number of teachers at the present time, five, which asks for an evaluation of the present teachers, and ten, which seeks to determine the current teaching practices.

Other questions require more general types of information and may be termed questions of opinion or attitude. These questions are numbers: four, which is concerned with what the respondent feels is the ideal person for a teacher, six, which is concerned with the average salary of high school teachers, seven, which is concerned with what the respondent feels that the teacher should do in the summer, eight, which deals with what the teacher's family is

expected to do, and nine, which is concerned with why men leave teaching.

It is believed that the aspects of teacher image which are revealed by the ten selected questions will provide enough insight into the teacher image to permit comparison of the images held by the respondents who compose the various social groupings.

### CHAPTER III

#### ANALYSIS OF THE DATA

Our first task is to determine if there are significant differences between the various social groupings in the images that they hold of those who occupy the teaching profession. This follows naturally out of the hypothesis that there are differential images of school teachers held by members of the various social groupings based on variations in age, educational level, and occupation.

#### Differential Images

Differential images among age groupings:- First we shall treat the hypotheses that various age groupings have different images of the teachers in this community and teachers in general.

As will be noted in Table I, significant chi-square values indicate that age groupings differ in their teacher images as determined by four of the 10 questions. We will look at these four items in more detail.

More than 32% of the people 29 and under indicated that the teacher should have a "pleasing personality" in response to the question, "If you were hiring a teacher what type of person would you employ?" "Interest in children" followed in frequency of occurrence (22.3%) followed by

TABLE I  
RESPONSES BY AGE GROUPINGS <sup>a</sup>

Question	29 & under  47 cases	30 to 49  93 cases	50 to 64  45 cases	65 & over  26 cases	$\chi^2$
If you were hiring a teacher what type of person would you employ?					
Pleasing personality	32.2 %	26.8 %	32.4 %	26.3 %	23.2254 * <sup>b</sup>
Interest in children	22.3	17.2	21.2	17.5	
Good moral character	8.2	13.6	16.6	26.3	
Teaching ability	15.7	15.4	10.1	17.5	
Knowledge of subject	14.0	14.5	10.1	5.2	
Education	6.6	8.6	4.6	5.2	
Good relation to community	.8	3.6	4.6	1.7	
About what proportion of the teachers in your high school come fairly close to this description?					
1/2 or less	20.0	20.5	38.2	3.7	44.1088 *
1/2 to 3/4	25.0	23.5	19.1	18.5	
Most or all	55.0	55.8	42.5	77.7	
About what do you think is the average age of teachers in your high school?					
Too low (Below 30)	10.0	9.7	21.2	22.2	7.2996
About right (30 to 49)	70.0	59.7	51.5	33.3	
Too high (50 and over)	20.0	30.5	27.2	44.4	
About how many of the teachers in your high school are college graduates?					
84% or less	7.6	9.3	8.8	7.1	2.3328
85% to 95%	17.9	10.6	8.8	14.2	
All	74.3	80.0	82.3	78.5	

<sup>a</sup>The "Don't know" responses were deleted for the computation of the percentages on this table.

<sup>b</sup>The asterisk (\*) is used to denote those chi-squares which are significant at the 5% level.



TABLE I (Cont.)

Question	29 & under	30 to 49	50 to 64	65 & over	$\chi^2$
	47 cases	93 cases	45 cases	26 cases	
Of the 30 high school teachers about how many are men?					
Too low (12 or less)	39.4 %	43.0 %	63.6 %	76.9%	9.2872 *
About right (13 to 22)	60.5	56.9	36.3	23.0	
On the average how much do you think high school teachers are paid?					
Too low (Less than \$3150)	48.0	72.2	62.8	63.3	12.8520 *
About right (\$3150 - \$3600)	44.0	13.8	14.2	30.0	
Too high (More than \$3600)	8.0	13.8	22.8	6.6	
In general, why do men leave the teaching profession?					
More money	62.2	60.3	60.6	59.2	2.6600
Not interested	14.7	12.9	11.4	7.4	
Better advantages	13.1	13.7	11.4	14.8	
Other	9.8	12.9	16.3	18.5	
What do you think teachers should do during the summer?					
Specific activity other than vacation	50.0	55.1	48.1	43.3	.4199
Vacation	33.9	28.0	33.3	36.6	
"What they want to"	16.0	16.8	18.5	20.0	
Do you believe in general, the wife of a high school teacher should work for pay outside the home?					
Yes	34.3	42.0	41.5	34.2	1.3489
"It depends"	48.4	39.3	42.8	34.2	
No	17.1	18.6	15.5	31.5	
What method of teaching is used in your high school?					
A	48.6	45.1	41.9	14.2	7.1513
B	45.9	48.3	58.0	85.7	
Combination	5.4	6.4	0.	0.	

"teaching ability" (mentioned by 15.7%) and "knowledge of subject" (mentioned by 14.0%).

The 30 to 49 year-old grouping also mentioned "pleasing personality" more frequently than other characteristics (26.8%). "Interest in children" was next most frequently mentioned (17.2%) with "teaching ability" the third (15.4%).

"Pleasing personality" was also mentioned most frequently by the 50 to 64 age grouping. Over 32% of those who gave responses other than "Don't know" gave this type of response. This grouping named "interest in children" in 21.2% of the cases but this older grouping mentioned "good moral character" more often than the younger people. Over 16% gave that response.

We may conclude from this analysis that older respondents are more likely to mention "good moral character" as a trait they would look for in hiring teachers while younger adults are more likely to look for persons with a pleasing personality and some knowledge of the subject to be taught.

Responses to the next question, "About what proportion of the teachers in your high school come fairly close to this description?", also varied significantly among age groupings. Those in the grouping, 65 and over, were much more likely to think that all or most of the teachers met

their criteria than the other groupings. The greatest proportion of those who felt that many of their high school teachers failed to meet the criteria they had set was found in the 50 to 64 year-old grouping. Over 38% of these indicated "1/2 or less" of the teachers met their standards. It must be noted however that these differing images of the qualifications of St. Johns teachers are based on standards that varied somewhat from age grouping to age grouping. We may conclude however that the age groupings varied in the degree to which they thought these teachers met the specified criteria.

The question, "Of the 30 high school teachers about how many are men?", also produced a significant variation in responses. The older the respondent the more likely to underestimate the proportion of men teachers in the high school. It is of interest that only one respondent of 211 gave a proportion of men which was too high. This would indicate that while the members of all of the groupings make responses which tend to be conservative, the older respondents give responses which are markedly so.

The fourth significant variation among age groupings was found in the responses to the question, "On the average how much do you think high school teachers are paid?" The respondents over 30 years of age were more likely to underestimate teachers' salaries while the middle age groupings

also over-estimated salaries more often than the oldest and youngest groupings. The grouping under 30 gave estimates that were "about" right more often than any other grouping. Although there is not a linear relationship between age and this aspect of the teacher image the age groupings do vary in their image.

It may be of some value to examine the questions on which the responses made by the members of the various age groupings did not vary significantly.

The difference in response to, "About what do you think is the average age of teachers in your high school?", approached significance at the five-percent level. The younger the respondent, the more nearly correct his answer is likely to be. This suggests, as we shall see in later analyses, that younger people are more involved in the school community and have more accurate information about teachers.

The variation of responses to the question about the method of teaching used in high school approaches significance. The younger the respondent, the more likely he is to respond that method "A" is used. The older the respondent, the more likely he is to respond "B". Only small proportions of those below 50 responded that a combination of the two forms were used.

It is difficult to equate the answers to the above questions. To the question dealing with age the younger

respondents are more well informed. On the other hand, to the question dealing with the current teaching method used in the high school the younger respondents are less likely to be correct than the older respondents if information gained from the administrators of the high school is accurate.

The responses to, "About how many of the teachers in your high school are college graduates?", "In general, why do men leave the teaching profession?", and "What do you think teachers should do during the summer?", showed no significant differences between the members of age groupings.

The only variation of any magnitude between the responses made by the various age groupings to the question, "Should the wife of a high school teacher work?", occurred in the oldest grouping. They were nearly twice as likely to respond that the wife should not work than the members of any other grouping, but this did not show a significant relationship between age and such responses.

In summation of the analysis by age groupings, one might state that the major differences tend to arise from the responses made by the oldest grouping. This is true in a greater or less degree of the responses to all of the questions except three, four, seven, and eight.

This difference between the members of the oldest grouping and the other age groupings in the images held in connection with certain aspects of teacher image may possibly be explained in part by one important fact. For the most part the experiences which the members of the oldest grouping have had with the schools, both in their own schooling, and in the schooling of their children, occurred some time in the past. As Ogburn has stated, "In a culture that is rapidly changing, social forces will make habits in the young which will be somewhat different from the habits of adults because culture has changed within a generation."<sup>1</sup> Included in Ogburn's "habits" are habitual ways of thinking of things which are as much habit as anything else that we do. That is to say that the information of the members of the oldest age grouping has not kept pace with the changes. This is borne out by examining the nature of some of their responses. Of primary importance to them is whether or not the teacher has good moral character. They tend not to criticise their teachers. They feel that the wife of a teacher should not work. These are values about education which are traditional in this country but which are being replaced. The members of the oldest

<sup>1</sup>William Fielding Ogburn, Social Change: With Respect to Culture and Original Nature, (New York: The Viking Press, 1933), pp. 178-9.

grouping feel that most teachers are women, that teachers are younger than actually is the case, and that their income is lower than it actually is. All of these were much more true of the teaching profession some years in the past than at present.

This, however, does not as patently account for the difference in the response of this oldest grouping to the question about the current teaching method used in high school, or the lack of differences in the responses to the other questions. These may indicate aspects of the teacher rôle that have changed less in the last decade.

Differential images among groupings with varying amounts of education:- We shall next examine the images held by the members of groupings of varying educational achievement. We find, upon investigation of Table II that significant variations occurred on three of the questions. These questions, and those which showed some, but not statistically significant, variation in response between the two groupings, will be examined in some detail.

The first question we shall examine is, "If you were hiring a teacher what type of person would you employ?" The grouping with the highest education rated "pleasing personality" as most important with 28.1% of the respondents in the grouping making that response. Over 21% responded "interest in children" and "teaching ability" came third with 15.8%.

TABLE II  
RESPONSES BY EDUCATIONAL GROUPINGS <sup>a</sup>

Question	12th. grade or beyond	Less than 12th. grade	$\chi^2$
	109 cases	102 cases	
If you were hiring a teacher what type of person would you employ?			
Pleasing personality	28.1 %	29.3 %	14.3028 * b
Interest in children	21.6	16.2	
Good moral character	11.0	21.4	
Teaching ability	15.8	9.9	
Knowledge of subject	12.9	12.5	
Education	7.1	6.8	
Good relation to community	3.2	3.1	
About what proportion of the teachers in your high school come fairly close to this description?			
1/2 or less	21.4	22.2	1.9154
1/2 to 3/4	30.9	20.3	
Most or all	47.6	57.4	
About what do you think is the average age of teachers in your high school?			
Too low (Below 30)	11.7	17.7	2.9908
About right (30 to 49)	63.8	50.0	
Too high (50 and over)	24.4	32.2	
About how many of the teachers in your high school are college graduates?			
84% or less	8.0	1.7	3.3883
85% to 95%	14.0	10.3	
All	78.0	87.9	

<sup>a</sup>The "Don't know" responses were deleted for the computation of the percentages on this table.

<sup>b</sup>The asterisk (\*) is used to denote those chi-squares which are significant at the 5% level.



TABLE II (Cont.)

Question	12th. grade or beyond	Less than 12th. grade	$\chi^2$
	109 cases	102 cases	
Of the 30 high school teachers about how many are men?			
Too low (12 or less)	34.2 %	55.3 %	6.3799 *
About right (13 to 22)	65.7	44.6	
On the average how much do you think high school teachers are paid?			
Too low (Less than \$3150)	55.1	76.5	6.3743 *
About right (\$3150 - \$3600)	30.7	12.7	
Too high (More than \$3600)	14.1	10.6	
In general, why do men leave the teaching profession?			
More money	61.7	57.9	.9506
Not interested	12.7	11.9	
Better advantages	11.4	15.0	
Other	14.0	15.0	
What do you think teachers should do during the summer?			
Specific activity other than vacation	52.2	50.0	3.8661
Vacation	26.8	36.6	
"What they want to"	20.8	13.3	
Do you believe in general, the wife of a high school teacher should work for pay outside the home?			
Yes	43.9	33.5	4.9352
"It depends"	41.7	45.8	
No	14.2	20.6	
What method of teaching is used in your high school?			
A	44.4	42.1	.6621
B	49.3	54.3	
Combination	6.1	3.5	

The grouping with less than high school education also named "pleasing personality" most frequently; 29.3% of the grouping mentioned it. This grouping, however, placed "good moral character" next with 21.4% of the members of the grouping giving that answer. "Interest in children" came third with 16.2%. It will be noted that the significant variation results from the difference in proportion of the two educational levels who respond with "interest in children", "good moral character", and "teaching ability".

To the next question, "Of the 30 high school teachers about how many are men?", those with 12th. grade education or more are more likely to be correct in their response, while those with the least education will more frequently respond with a figure which is too low.

The responses to the question, "On the average how much do you think high school teachers are paid?", shows similar results. The people with more education are more likely to name a figure which is about correct, while those with less education tend to name a figure which is too low.

The distribution of responses made by the members of these groupings to the question, "Do you believe in general, the wife of a high school teacher should work for pay outside the home?", show a difference that approaches significance. Again, the grouping with more education respond, "Yes, she should work," more often than those with less

education. The latter more often respond, "It depends", or "No". As previously stated this trend is not sufficiently strong to produce a chi-square which is significant, but one which is nearly so.

To the question, "About what do you think is the average age of teachers in your high school?", the members of the less well educated grouping are less likely to give the correct answer. They respond more frequently with answers which are too high or too low.

Conversely, to, "About how many of the teachers in your high school are college graduates?", those with less education are somewhat more likely to respond with the correct response, i.e., that all of the teachers are college graduates, than the more highly educated grouping.

Only slight variations between the responses of the two educational groupings to four of the questions were found. The questions were, "About what proportion of the teachers in your high school come fairly close to this description?", "In general, why do men leave the teaching profession?", "What do you think teachers should do during the summer?", and, "What method of teaching is used in your high school?"

In examining these responses the first and perhaps most obvious observation is that the grouping with less education have had fewer and more tenuous associations with educational representatives or agencies, and for this reason

are less likely to be correct in responding to certain questions than the grouping with more experience with the educational personnel and processes.

The similarity of response between the members of the less educated grouping and the 65 year old and older grouping in the previous section appears to be due in part to the fact that the individuals who comprise the less educated grouping represent a great proportion of those over 65. A table setting forth this relationship may be found in Appendix "A", Table 2.

Neither of these explanations can account for the correct responses made by the members of the less educated grouping to the question about the proportion of teachers who are college graduates.

#### Differential images among occupational groupings:-

Now we shall investigate the responses of the members of the occupational groupings to the 10 selected questions. By inspection of Table III we see that only two questions produced responses which showed significant variation. We shall again look at these in more detail.

The first question which had a significant variation of responses was, "If you were hiring a teacher what type of person would you employ?" The responses made by the members of the occupational groupings show some interesting variations to this question. The professional, managerial, and

TABLE III  
RESPONSES BY OCCUPATIONAL GROUPINGS <sup>a</sup>

Question	Prof., Mgr., Prop.	White Collar	Man., Serv., Oper.	Farm	$\chi^2$
	29 cases	55 cases	68 cases	59 cases	
<hr/>					
If you were hiring a teacher what type of person would you employ?					
Pleasing personality	30.9 %	28.7 %	33.9 %	22.3 %	31.4375 * <sup>b</sup>
Interest in children	15.4	19.8	16.6	22.3	
Good moral character	11.2	14.3	10.2	23.8	
Teaching ability	7.0	16.4	15.3	14.6	
Knowledge of subject	18.3	10.2	14.1	10.0	
Education	11.2	16.9	4.4	6.1	
Good relation to community	5.6	2.0	5.1	.7	
 About what proportion of the teachers in your high school come fairly close to this description?					
1/2 or less	27.2	27.2	18.7	0.	5.5168
1/2 to 3/4	18.1	20.0	28.1	12.5	
Most or all	54.5	52.7	53.1	87.5	
 About what do you think is the average age of teachers in your high school?					
Too low (Below 30)	11.1	16.6	14.2	6.8	2.8182
About right (30 to 49)	55.5	57.1	62.5	58.6	
Too high (50 and over)	33.3	26.1	23.2	25.6	
 About how many of the teachers in your high school are college graduates?					
84% or less	4.0	12.1	3.9	2.5	6.5626
85% to 95%	8.0	17.0	9.8	15.0	
All	88.0	70.7	86.2	82.5	

<sup>a</sup>The "Don't know" responses were deleted for the computation of the percentages on this table.

<sup>b</sup>The asterisk (\*) is used to denote those chi-squares which are significant at the 5% level.

TABLE III (Cont.)

Question	Prof.. Mgr.. Prop.	White Collar	Man.. Serv.. Oper.	Farm	$\chi^2$
	29 cases	55 cases	68 cases	59 cases	
Of the 30 high school teachers about how many are men?					
Too low (12 or less)	42.3 %	52.3 %	45.2 %	57.1 %	1.8628
About right (13 to 22)	57.6	47.6	54.7	42.8	
On the average how much do you think high school teachers are paid?					
Too low (Less than \$3150)	61.7	60.0	68.1	70.0	3.3390
About right (\$3150 - \$3600)	23.5	26.6	13.6	30.0	
Too high (More than \$3600)	14.7	13.3	18.1	0.	
In general, why do men leave the teaching profession?					
More money	60.4	58.9	58.7	65.6	12.8800
Not interested	20.5	8.2	15.5	10.4	
Better advantages	16.2	16.4	9.4	15.4	
Other	2.3	16.4	18.8	10.4	
What do you think teachers should do during the summer?					
Specific activity other than vacation	57.8	48.5	47.9	53.0	1.9760
Vacation	28.9	31.4	35.6	28.7	
"What they want to"	13.2	20.0	16.4	18.1	
Do you believe in general, the wife of a high school teacher should work for pay outside the home?					
Yes	46.6	44.4	39.8	29.2	9.8010
"It depends"	35.5	44.4	39.8	43.9	
No	17.7	11.1	20.3	26.8	
What method of teaching is used in your high school?					
A	17.6	27.2	56.8	37.5	23.0434 *
B	52.3	60.6	41.1	59.3	
Combination	0.	12.1	1.9	3.1	



proprietor grouping named most frequently "pleasing personality" as the thing which they would look for most in a teacher. Over thirty-percent of the grouping gave that response. The second most popular characteristic among this grouping was "knowledge of subject" which was named by 18.3%. The third most frequently mentioned characteristic was "interest in children".

The "white collar" grouping also responded most frequently that the teacher should have a "pleasing personality". It was only slightly less popular among this grouping, for 28.7% gave such a response. "Interest in children" is again second most frequently mentioned (19.8%), and virtually tied for the third most frequently mentioned characteristic are "educated, (16.9%), and "teaching ability, (15.3%).

Again, the manual, service, and operative grouping named most frequently "pleasing personality" as being the most desirable characteristic. About a third of the grouping gave this response. The other characteristics which this grouping felt were important were "interest in children" given by 16.6% of the respondents and "teaching ability" given by 15.3%.

Those who derived their livelihood from farming, like the age grouping, 65 and over, most frequently gave "good moral character" as a desired characteristic. This response,



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however, was given by fewer than one-fourth (23.8%) of the grouping. Only slightly less popular among the members of this grouping are "pleasing personality" and "interest in children" each of which was named by 22.3% of the grouping. These results indicate that the farm grouping is more likely to mention "interest in children" and "good moral character" while professional people more often mention "knowledge of subject", but are less likely to mention "teaching ability".

The second question which elicited responses which varied significantly between the various occupational groupings is the one which deals with the current teaching method used in high school. Slightly more than half of the professional, managerial, and proprietor grouping felt that method "B" is used. This is also true of both the "white collar" and farmer groupings while the manual, service, and operative grouping more often felt that "A" method is used. It is of further interest that while no one in the professional, managerial, and proprietor grouping felt that a combination of the two types of teaching is used, 12% of the "white collar" grouping felt that a combination is used.

Other questions obtained responses which did not show significant variations between the occupational groupings but which will be of interest in that they do show certain trends.



The question, "About what proportion of the teachers in **your** high school come fairly close to this description?", revealed that more farmers say that "most or all" of the teachers fit their description of the ideal teacher. The other three age groupings were considerably less apt to give this response, but responded in very similar proportions of responses. That is to say, the responses given by these three groupings are very similar.

Again, in the next question we find the situation to be similar. The farmers tend to name a much lower figure in answer to, "On the average how much do you think high school teachers are paid?", than the members of the other groupings. In no single case did a member of the farm grouping name a figure which was too high.

The members of the farm grouping also feel more strongly than the members of the other groupings that the wife of a high school teacher should not work outside the home.

Half of the questions used did not present variations of any magnitude at all between the responses made by the members of the various occupational groupings. These questions are, "About what do you think is the average age of teachers in your high school?", "About how many of the teachers in your high school are college graduates?", "Of the 30 high school teachers about how many are men?", "In

general, why do men leave the teaching profession?", and "What do you think teachers should do during the summer?"

The differences between the responses made by the members of the various occupational groupings to the question, "If you were hiring a teacher what type of person would you employ?", in all likelihood reflect differences in the values held in connection with education by the members of the various occupational groupings. Thus, to the members of the professional, managerial, and proprietor grouping, "knowledge of subject" is quite important. To the members of the "white collar" grouping "interest in children" reflects the orientation of this grouping toward certain middle-class values of education and child training. This is also true of the manual, service, and operative grouping, for more and more the members of this grouping identify themselves with "middle-class".

The farm grouping, which is made up of those who tend to be more traditional in outlook, emphasizes "good moral character". Also the farmer is more familiar with the teacher in the one-room rural school.

The most divergent view of the method of teaching that is currently used in the high schools is the one expressed by the members of the manual, service, and operative grouping, i.e., that method "A" is used. This leads one to speculate that, since these people come from segments of

the population which are not high on the social prestige scale in the community, it is quite likely that in their own schooling they did encounter a more rigid type of teaching than the children from the higher social strata. In addition to this, many of these people at present work under conditions which allow less initiative and freedom to make their own decisions.

#### Differences in the Degree to Which Various Groupings Share in the Community Teacher Image

In this section we will examine the responses to determine to what extent the images are shared. To do this we shall examine the "Don't know" responses in relation to the other responses. As stated previously, it is believed that those people share in an "educational community" who give a response to the questions other than "Don't know". We assume that when the respondent replies "Don't know" to a question he does not share in that aspect of the "educational community".

Upon examination of Table IV it is found that significant numbers of "Don't know" responses occur for all social groupings only on those question which require the greatest amount of specific information. That is to say, that, when very specific information is sought, there is significant variation in the responses by the members of

TABLE IV

SIGNIFICANCE OF VARIATIONS ON THE RELATIONSHIP OF "DON'T  
KNOW" RESPONSES TO OTHER RESPONSES GIVEN  
BY THE THREE SOCIAL GROUPINGS

Question	$\chi^2$ for age group's	$\chi^2$ for educ. group's	$\chi^2$ for occup. group's
If you were hiring a teacher what type of person would you employ?	5.5135	4.3891	4.9459
About what proportion of the teachers in your high school come fairly close to this description?	12.1913 * <sup>a</sup>	7.9530 *	12.1250 *
About what do you think is the average age of teachers in your high school?	53.7108 *	20.0889 *	26.3242 *
About how many of the teachers in your high school are college graduates?	10.5704 *	22.5867 *	8.2321 *
Of the 30 high school teachers about how many are men?	9.0748 *	4.8125	8.7436 *
On the average how much do you think high school teachers are paid?	11.6200 *	23.9540 *	15.4500 *
In general, why do men leave the teaching profession?	5.9742	6.5318	9.2959 *
What do you think teachers should do during the summer?	3.7162	6.6086	2.1418
Do you believe in general, the wife of a high school teacher should work for pay outside the home?	1.0980	3.2696	2.9068
What method of teaching is used in your high school?	25.8039 *	5.1365	2.9038

<sup>a</sup>The asterisk (\*) is used to denote those chi-squares which are significant at the 5% level.

each of the three major social groupings, i.e., age, educational, and occupational groupings.

The questions which require specific information and which produced significantly different responses among all three types of social groupings are, "About what proportion of the teachers in your high school come fairly close to this description?", "About what do you think is the average age of teachers in your high school?", "About how many of the teachers in your high school are college graduates?", and "On the average how much do you think high school teachers are paid?"

Only one question provided significantly different responses among two groupings. This was also a question requiring specific information. It was, "Of the 30 high school teachers about how many are men?"

As may be seen, all of the above questions require information about specific people or items in order to provide the proper answer. Because of this many respondents answer "Don't know" rather than guess. We shall now examine those questions which produced significant variations in response on one or on none of the three social groupings.

Two questions produced responses which revealed significant differences in only one type of social grouping. These were, "In general, why do men leave the teaching profession?", and "What method of teaching is used in your high school?"



The first of these does not require specific information while the information required to answer the second is more specific in nature.

The questions which required very general types of information showed no significant variations in proportions of answers among the various social groupings used. These were three in number: "If you were hiring a teacher what type of person would you employ?", "What do you think teachers should do during the summer?", and "Do you believe in general, the wife of a high school teacher should work for pay outside the home?"

As will be noted, these are very general, and answers are sought on the basis of the respondent's opinion.

In summation, the respondents in this investigation tend to share in the "educational community", that is, the average respondent will have an image of the school teacher, in those areas which are most general in content. As the area of image becomes more specific, more and more of the respondents will not have such an image, until on the most specific areas of image relatively few of some groupings will share in any image at all.

We shall now turn to the task of attempting to determine which of the social groupings are most likely to share in such images. We shall follow our usual procedure and examine the age groupings first.

Age groupings:- When the contents of Table V are examined it will be noted that in every case but one, ("Do you believe in general, the wife of a high school teacher should work for pay outside the home?"), the number of "Don't know" responses increased with age and became quite large for the highest age grouping.

This seems to indicate that the age of the respondent has certain implications for their participation in community images, at least where these images are about school teachers. As the respondent grows older he drops out of the "educational community". This relationship becomes significant when the information sought is of a specific character.

Groupings of varying educational achievement:-

When the responses made by the members of the groupings of varying educational attainment, given in Table VI, are examined, it will be noted that here also, a pattern emerges. In every question used, the proportion of "Don't know" responses is greater for the grouping with the least education than for the members of the grouping with the greatest amount of education. Again, in this analysis the differences in the distribution of "Don't know" responses become significant for those questions which require specific information. There is only one exception to this. The responses to, "What method of teaching is used in your high school?",

TABLE V

PERCENTAGES OF "DON'T KNOW" RESPONSES MADE BY  
MEMBERS OF THE VARIOUS AGE GROUPINGS

Question	29 & under  47 cases	30 to 49  93 cases	50 to 64  45 cases	65 & over  26 cases	Sig. at 5% level *
If you were hiring a teacher what type of person would you employ?	0 %	0 %	4 %	8 %	No
About what proportion of the teachers in your high school come fairly close to this description?	30	41	33	69	Yes
About what do you think is the average age of teachers in your high school?	15	23	27	65	Yes
About how many of the teachers in your high school are college graduates?	15	19	27	46	Yes
Of the 30 high school teachers about how many are men?	19	19	29	46	Yes
On the average how much do you think high school teachers are paid?	26	35	53	58	Yes
In general, why do men leave the teaching profession?	6	3	11	15	No
What do you think teachers should do during the summer?	0	3	2	8	No
Do you believe in general, the wife of a high school teacher should work for pay outside the home?	6	3	4	4	No
What method of teaching is used in your high school?	19	27	27	73	Yes

\* The values of chi-square have been given in Table IV.

TABLE VI  
PERCENTAGES OF "DON'T KNOW" RESPONSES MADE BY MEMBERS  
OF THE VARIOUS EDUCATIONAL GROUPINGS

Question	12th. grade or beyond	Less than 12th. grade	Sig. at 5% level *
	109 cases	102 cases	
If you were hiring a teacher what type of person would you employ?	0 %	4 %	No
About what proportion of the teachers in your high school come fairly close to this description?	32	49	Yes
About what do you think is the average age of teachers in your high school?	14	41	Yes
About how many of the teachers in your high school are college graduates?	11	39	Yes
Of the 30 high school teachers about how many are men?	18	31	No
On the average how much do you think high school teachers are paid?	24	57	Yes
In general, why do men leave the teaching profession?	3	12	No
What do you think teachers should do during the summer?	0	6	No
Do you believe in general, the wife of a high school teacher should work for pay outside the home?	2	7	No
What method of teaching is used in your high school?	24	38	No

\*The values of chi-square have been given in Table IV.

fall just short of being significant at the five-percent level, although the same pattern observed on the other questions holds true here.

Thus, the grouping with less education is less likely to share in certain aspects of teacher image. The grouping with more education were more likely to share in a teacher image as indicated by their smaller proportion of "Don't know" responses.

Occupational groupings:- When the responses given by the members of the various occupational groupings are inspected, (see Table VII), it is noticed that here too, we find a pattern emerging. To begin, we again find that when specific information is sought there is sufficient variation to produce significant chi-square scores. This is true in every case but two. In one of these, "In general, why do men leave the teaching profession?", a rather generalized type of information is sought but since the focus of this question is a matter which pertains to occupation and livelihood, it is not surprising that greater differences would occur between the various occupational groupings than between the age and educational groupings. The question, "What method of teaching is used in your high school?", does not produce a significant chi-square, although the information is of a more specific nature.

TABLE VII

PERCENTAGES OF "DON'T KNOW" RESPONSES MADE BY MEMBERS  
OF THE VARIOUS OCCUPATIONAL GROUPINGS

Question	Prof., Mgr., Prop.	White Collar	Man., Serv., Oper.	Farm	Sig. at 5% level *
	29 cases	55 cases	68 cases	59 cases	
If you were hiring a teacher what type of person would you employ?	0 %	0 %	1 %	5 %	No
About what proportion of the teachers in your high school come fairly close to this description?	31	38	25	54	Yes
About what do you think is the average age of teachers in your high school?	7	24	18	51	Yes
About how many of the teachers in your high school are college graduates?	10	27	22	37	Yes
Of the 30 high school teachers about how many are men?	10	22	22	37	Yes
On the average how much do you think high school teachers are paid?	10	35	49	49	Yes
In general, why do men leave the teaching profession?	0	5	4	15	Yes
What do you think teachers should do during the summer?	0	2	3	5	No
Do you believe in general, the wife of a high school teacher should work for pay outside the home?	0	7	3	5	No
What method of teaching is used in your high school?	24	38	28	32	No

\* The values of chi-square have been given in Table IV.

To all the questions but two, the proportion of "Don't know" responses given by the members of the farmer grouping was greater than similar responses by any other grouping. In response to one of these another grouping, the manual, service, and operative, tied with the farmers for the greatest proportion. In the other case, the farmers' proportion of "Don't know" responses was next to the greatest.

To all the questions but one, "About what proportion of the teachers in your high school come fairly close to this description?", the proportion of "Don't know" responses made by the members of the professional, managerial, and proprietor grouping was smaller than the similar proportion of answers given by the members of any of the other occupational groupings.

This would indicate that the farmer grouping is least likely to participate in an image of school teachers while the members of the professional, managerial, and proprietor grouping are more likely to have such images.

#### Common Community Teacher Image

In this final section of our analysis, we shall attempt to determine what makes up the image of the school teacher which is held by those interviewed. In order to do this we shall first examine components of this image that

are shared by all in the community. Therefore, we shall proceed by investigating the responses to those questions in which no significant variation in responses are found, either between "Don't know" answers and other responses, or between the other responses given.

Questions which reveal common images:- Those questions which reveal aspects of teacher image which are the same for all in the community are two in number. The first of these, "What do you think teachers should do during the summer?", elicits a response by about one-half of the people that possibly indicates that the respondent has some feeling that the teacher occupies a position in which he may be told what to do. About 30% also specify "vacation", either in conjunction with another response or as their only response. About 20% respond, "Let them do what they want to." Again, the inference drawn from this question will have to be taken as rather tentative although the response, "Let them do what they want to," may indicate a stronger feeling.

To the question, "Do you believe in general, the wife of a high school teacher should work for pay outside the home?", a small minority of the people in each social grouping said that they should not. The people who said this composed about one-seventh to one-fourth of the social groupings of which they were members. The remaining respondents were about evenly divided between feeling that the



wife of a high school teacher should work, and the feeling that whether she worked or not "depended upon circumstances."

Questions which produce common images or lack of image:- Next, we shall examine those aspects of the image in which there do occur significant variations in the relations of "Don't know" to other responses, but in which there are no significant variations in the responses other than "Don't know". This will reveal those aspects of a community image which are common to all who have an image of that particular aspect. It has been shown that those aspects of teacher image which are very specific may not be generally shared by the members of some social groupings.

There were three questions which revealed significant differences in the proportions of "Don't know" responses by the various social groupings, but which did not reveal significant differences in the responses given by the respondents who did not respond "Don't know".

The question, "About what do you think is the average age of teachers in your high school?", revealed that three social groupings tend not to share in an image of teachers as far as age is concerned. These are, in the order of most likely to have an image to the least likely, (1) those who have less education (41% of these did not share in this image), (2) the farmer grouping (51% of these responded "Don't know"), and (3) those who composed the highest

age grouping, i.e., 65 and older, (65% of this grouping did not have an "age" image of the school teacher).

Of those who did share in an "age" image of the school teacher a relatively small proportion responded with an age which was too low. The proportions who responded with this low figure ranged from 6.8% of the farmer grouping to 22.2% of those 65 years of age and older. Most of the respondents gave a figure which was about correct. As might be expected, the age groupings gave the most varied response to this question. Only 33.3% of the people 65 years old and older were correct, while 70.0% of the people 29 or younger gave a figure which was about right.

The question, "About how many of the teachers in your high school are college graduates?", again reveals a significant variation in the relation of "Don't know" to other responses given by the members of the social groupings, while the variation in the "other" answers given by the members of the social groupings do not show a significant variation when the "Don't know" responses are deleted.

In response to the question about the proportion of teachers with college education, the responses "84% or less" were made by a relatively small proportion of each grouping. This proportion varied from 1.7% of those with less education, to 12.1% of the "white collar" grouping. Responses which ranged from "85% to 95%" were given by a

slightly larger proportion of each grouping. These ranged from 8.0% of the professional, managerial, and proprietor grouping, to 17.9% of the youngest age grouping. In each social grouping the majority of responses could be categorized as "most or all". The proportions who gave this response ranged from 70.7% of the "white collar" grouping, to 88.0% of the professional, managerial, and proprietor grouping.

In answer to the third question, "In general, why do men leave the teaching profession?", most respondents said that men leave teaching to get more money. The percentages of the social groupings who gave this response varied from 57.9% of the less educated grouping, to 65.5% of the farmer grouping. Those who responded that the teacher quit because he was "not interested" formed from 7.4% of those 65 years old and older, to 20.5% of the professional, managerial, and proprietor grouping. The 9.4% of the manual, service, and operative grouping which responded "for better advantages" was the smallest proportion of any grouping giving that response, while the largest proportion was the 16.2% of the professional, managerial, and proprietor grouping which responded in this way. There was considerable variation in the proportions who gave "other" responses. The sizes of these proportions ranged from 2.3% of the professional, managerial, and proprietor grouping to 18.8% of the manual, service, and operative grouping.

Questions which indicate differential images:-

Lastly, we shall examine those questions in which a significant difference occurs in the responses made by the various social groupings after the "Don't know" responses have been deleted. This will reveal those areas in which the various social groupings do not share in a community image but hold differential images.

On five, or exactly one-half of the questions used, there are such significant variations in responses. These questions will be listed below and brief comments will be made about each.

First, we shall examine the question, "If you were hiring a teacher what type of person would you employ?" The most commonly mentioned characteristic given in answer to this question was "pleasing personality". The proportions mentioning this characteristic varied in size from 22.3% of the farmer grouping to 33.9% of the manual, service, and operative grouping. Within the farmer grouping and those 65 years old and older the most commonly mentioned characteristic was "good moral character". The proportions are 23.8% and 26.3% respectively. Also frequently mentioned is, "interest in children". The proportions who mentioned this ranged from 15.4% of the professional, managerial, and proprietor grouping to 22.3% of both the farmer grouping and those 29 years old or less.

The question which followed also produced a significant variation. In answer to this question, "About what proportion of the teachers in your high school come fairly close to this description?", the largest proportion of each grouping responded "most or all". This proportion varied from 42.5% of those from 50 to 64 years old to 87.5% of those who gain their livelihood from farming. Those who responded "1/2 or less" varied in size from none of the farmer grouping to 38.2% of the respondents between 50 and 64 years of age. The only social groupings whose responses varied significantly were the age groupings and this seems to have occurred because of a rather critical 50 to 64 year old grouping.

In response to, "Of the 30 high school teachers about how many are men?", the responses of both the age and the educational groupings vary significantly. The responses of the educational groupings do not vary greatly. Each grouping's response is more or less evenly divided between responses which are "too low" and "about right". The responses given by the members of the educational groupings indicate that those who comprise the grouping with the most education are more likely to know the correct answer than those with the least education. The latter grouping tend to name a figure which is too low. When responses given by the members of the age groupings are examined, it is apparent

that the older the respondent the more likely he is to respond with a proportion of women teachers which is too high.

Again, on the next question, "On the average how much do you think high school teachers are paid?", the responses given by the members of the age and educational groupings vary significantly. When the responses made by the members of the age groupings are examined, one observes that 44% of the grouping 29 years old or younger respond with a figure which is "about right", while this same grouping had the lowest percentage (48%) of responses which are "too low". Among the educational groupings, those with less education are much more likely to respond with a figure which is too low. The responses made by the members of the occupational groupings show relatively little variation beyond the fact that the farmer grouping did not respond in a single case with a figure which was too high. In all the social groupings analyzed the largest proportion of responses was "too low".

To the question about the method of teaching which is used in the high school, most of the responses are roughly divided between methods "A" and "B". The proportions of those who responded "A" vary in size from 14% of those who make up the 65 years old and older grouping, to 57% of the manual, service, and operative grouping. The proportions of those who responded "B" ranged from 41% of the manual,

service, and operative grouping, to 86% of those who are 65 years old and older. The response, "a combination of the two" was not mentioned by anyone in the 50 to 64 year old grouping, the professional, managerial, and proprietor grouping, and the 65 year old and older grouping, while the largest proportion of such responses (12%) was made by the members of the "white collar" grouping. The only significant variation occurred in the responses made by the members of the occupational groupings.

We discover then, that we have some aspects of teacher image in which the members of the social groupings used do hold differential images of the teacher. We find that there are some social groupings which tend not to share in any image in certain aspects of image which require specific information. Lastly, we find that certain images are held in common by all in the community when they are considered on the basis of the social groupings delineated for this thesis.

## CHAPTER IV

### CONCLUSION

In an attempt to gain insight into the processes of thinking of people about any matter of public concern, it is necessary first, to determine who shall make up the group. "Who" in this sense means, not only which individuals, but, after this decision is made, in which light shall the members of the group be considered. To be most practical this decision should be based on the most realistic division possible.

The problem used in this study, i. e., to determine if there are shared images of school teachers or differential images which social groups hold in common, and its opposing aspect, which social groups are important in determining that a different image will be held, should shed some light on a situation faced by a sizeable segment of our population.

It is found upon examination of Table IV that the educational groupings used are less likely to be meaningful social groups in the area of teacher image than either the age or occupational groupings. This is indicated by the fact that fewer significant variations in response are noted for the educational groupings than for the other social groupings used. Conversely, the greater numbers of significant variations in the responses given by the members of the age and



occupational groupings indicate that these groupings may, in some instances, be more realistic social groups in that they share similar information or attitudes toward teachers.

It is of some interest that in all three broad categories of social groupings the significant variations in the distributions of responses appeared on those aspects of school teacher image which are most specific in nature -- what some researchers have called "fact questions" as opposed to the more general questions which would be termed "opinion questions". The latter tended not to produce significant variations in responses.

The groupings which tended not to share in certain aspects of teacher image were those with the least education, the farmers, and those of the 65 year old and older grouping. Most likely to share in an image of teachers are the more highly educated, the professional, managerial, and proprietor grouping, and those who are below 30 years of age.

When the responses made by the members of the groupings are examined in order to ascertain if membership in any grouping would be related to differences in images held, it is found that members of all three major categories made significantly different responses to one of the questions, "If you were hiring a teacher what type of person would you employ?" The responses made to this question by the members of the various age groupings indicates that the three younger

age groupings look upon "pleasing personality" as the most desirable characteristic, with "interest in children" the second most favored. An equal number of the respondents in the oldest age grouping say, "pleasing personality" and "good moral character".

When the responses to this question by the members of the educational groupings are examined it is found that the most frequently mentioned characteristic given by the members of the more highly educated grouping was "pleasing personality" and second most commonly mentioned was "interest in children". The less educated grouping favor, first, "pleasing personality" and, second, "good moral character".

For the characteristics mentioned by the members of the occupational groupings it may be noted that there are some differences. The members of the professional, managerial, and proprietor grouping mentioned most frequently "pleasing personality", but gave as a second most frequent response "knowledge of subject". The "white collar" and the manual, service, and operative groupings named most frequently "pleasing personality" and next "interest in children". The farmer grouping, however, named most frequently "good moral character". In the second most frequently mentioned position for this grouping are two characteristics, "pleasing personality" and "interest in children". An equal number of the respondents from this grouping named each of these two characteristics.

The responses made by the members of the various age groupings produced the only significant variation to the query about the proportion of teachers who fit the description that the respondent had just given of the ideal teacher. The members of the highest age grouping felt that more of the teachers were satisfactory than any other.

When the responses to the question about the age of teachers were examined, it was found that there were no significant variations in responses. The youngest respondents, the more highly educated, the "white collar", and the manual, service, and operative groupings responded correctly more often.

The question about the proportion of the teachers who are college graduates reveals that in this aspect of the teacher image, the members of the social groupings used tend to share in a community image. Most of the respondents said that all of the teachers are college graduates.

There were significant differences in the responses made by the members of the age and educational groupings to the question about the proportion of men teachers. The members of the oldest and least educated groupings responded with proportions of men which were far too low.

Similarly, there are significant differences in the responses made by the members of these two groupings, i. e., age and educational, when they are asked how much high

school teachers are paid. The members of the youngest age grouping respond with a figure which is about right more frequently than the members of the other groupings. An unusually high proportion of the 50 to 64 year old grouping named a figure which was too high. The responses made by the members of the educational groupings indicate that the more educated are more likely to be about correct for the responses made by less highly educated grouping are generally too low.

Members of all three types of groupings share in a community image in that they feel that men leave the teaching profession in order to obtain more money. The feeling that the person may leave teaching in order to obtain more advantages is related to this response and is shared by all groupings.

When they were asked what teachers should do during the summer, the responses indicate that the members of all of the groupings share in community images. Roughly half of the respondents in each grouping feel that they should tell the teacher what to do in the summer if our inference is correct in the interpretation of this question. About a third of each grouping feels that the teacher should just vacation and about a fifth feel that the teacher should not be told what to do.

1

In answer to the question about whether the wife of a high school teacher should work, the responses made by the members of the age and professional groupings revealed no significant differences. The responses made by the members of the educational groupings, while they are not statistically significant in variation at the five-percent level, do approach that level of significance. Those with the higher education tend to respond that the wife should work and those with less education are more likely to respond that it depends on circumstances. It is well within the realm of possibility that this difference is a function of differences in understanding what is being asked in the question, by the members of the two types of groupings.

When they were asked about the method of teaching which is used in high school the only significant variation in the responses made occurs in the responses made by the members of the occupational groupings. The members of the "white collar" grouping clearly have a stronger feeling that the "B" method or a combination of the two forms is used. On the other hand, the members of the manual, service, and operative grouping feels that "A" method, or the traditional method is used.

In summation, one might state that the oldest age grouping, the grouping with less education, and the farmers are least likely to share in images. The youngest age

grouping, the professional, managerial, and proprietor grouping, and the grouping with higher education are most likely to share in teacher images.

In this community, we find that we have some evidence that certain groupings or segments of the population do have differential images of school teachers. Therefore, it seems that our findings do support the general theory of reference groups.

We have proceeded on the hypothesis that differential images of school teachers would be held by the members of the various social groupings used. From the evidence, we find that in certain aspects of the teacher image differential images are held. But, we also find that in certain other aspects common images are shared, and in still other aspects of the teacher image some social groupings share in no image of the teacher. For this reason it seems that our hypothesis is only supported in part and that it would give an over-simplified picture of the situation which appeared in the process of the analysis of the material.

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## BIBLIOGRAPHY

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## **APPENDIX A**

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Age

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29 and under

30 to 49

50 to 64

65 and over

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TABLE 1  
RELATIONSHIP BETWEEN AGE  
AND OCCUPATION OF 211 RESPONDENTS

Age	Occupation			
	Prof., Mgr., Prop.	White Collar	Man., Serv., Oper.	Farm
29 and under	5	13	21	8
30 to 49	18	23	29	23
50 to 64	4	14	15	12
65 and over	2	5	3	16

$\chi^2 = 23.5687$  and is significant at the 5% level.

TABLE 2

RELATIONSHIP BETWEEN AGE  
AND EDUCATION OF 211 RESPONDENTS

Age	Education	
	12th. grade or beyond	Less than 12th. grade
29 or less	37	10
30 to 49	54	39
50 to 64	14	31
65 or more	4	22

$\chi^2 = 36.6296$  and is significant at the 5% level.

TABLE 3  
RELATIONSHIP BETWEEN EDUCATION  
AND OCCUPATION OF 211 RESPONDENTS

Occupation	Education	
	12th. grade or beyond	Less than 12th. grade
Professional, Managerial, Proprietor	24	5
White Collar	32	23
Manual, Service, Operative	34	34
Farmer	19	40

$\chi^2 = 21.1633$  and is significant at the 5% level.



**APPENDIX B**

## 1953

**LEGEND**

0 1 2 MILES  
SCALE IN MILES

--- COUNTY LINE  
--- TOWNSHIP LINE  
--- SCHOOL DISTRICT LINE

12 GRADE DISTRICT  
VILLAGE OR CITY  
HAMLET  
PRIMARY DISTRICT SCHOOL  
1 TO 12 NUMBER OF SCHOOL DISTRICT IN TOWNSHIP  
F FRACTIONAL SCHOOL DISTRICT

**The Area Covered in the Inter-viewing for this Study.**

APPENDIX C

Human Commun  
al Research  
ment of S  
man State

School Facil

1.1 Where do

1.2 About how

1.2.1 Is  
(An

1.2

1.3 About wha

1.3.1 In  
sch

Agricultu

Art.....

Auditoriu

Business

Cafeteria

Gymnasium

Guidance

Homemakin

Library..

Medical c

Music or

Science..

Shop.....

Showers..

Teachers'

1.3.2 For

1. School Facilities.

\* 1.1 Where do the children from this neighborhood go to grade school? \_\_\_\_\_

\* 1.2 About how many pupils go to this school? \_\_\_\_\_

1.2.1 Is your present grade school satisfactory? Yes( ) No( ) DK( )  
 (Are "you" satisfied with the school building, equipment, and grounds?)

1.2.1.1 If the answer is "No," ask: "In what way is it unsatisfactory?"  
 (What are things which made you say that it is unsatisfactory?)

\_\_\_\_\_

\* 1.3 About what is the total enrollment in St. Johns High School? \_\_\_\_\_

\* 1.3.1 In addition to the usual classrooms, do you have, in your high school, special rooms for:

	1 Have	2 Have?	3 DK	4 Is it satisfactory?
Agriculture.....	( )	( )	( )	_____
Art.....	( )	( )	( )	_____
Auditorium.....	( )	( )	( )	_____
Business Educ. (incl. typing).....	( )	( )	( )	_____
Cafeteria.....	( )	( )	( )	_____
Gymnasium.....	( )	( )	( )	_____
Guidance Counsellor Office....	( )	( )	( )	_____
Homemaking (or Home Economics).....	( )	( )	( )	_____
Library.....	( )	( )	( )	_____
Medical or Dental Room.....	( )	( )	( )	_____
Music or Band Room.....	( )	( )	( )	_____
Science.....	( )	( )	( )	_____
Shop.....	( )	( )	( )	_____
Showers.....	( )	( )	( )	_____
Teachers' Lounge.....	( )	( )	( )	_____

1.3.2 For each room checked in column 1 ask: Is this room satisfactory?

1.3.2.1 If not: Why?

1.3.3 Otherwise are your high school buildings and grounds satisfactory?  
Yes( ) No( ) DK( )

1.3.3.1 If the answer is "No," ask: "In what ways are they  
unsatisfactory?" \_\_\_\_\_

---

2. Pupils.

\* 2.1 Since about 1950 has the enrollment in your grade school  
decreased( ), stayed the same( ), or increased( )?

\* 2.1.1 What do you think will happen to grade school enrollment in the  
next five years? Will it decrease( ), stay about the same( ),  
or increase( )?

\* 2.2 How about the enrollment in your high school since about 1950?  
Did it decrease( ), stay the same( ), or increase( )?

\* 2.2.1 what do you think will happen to high school enrollment in the  
next five years? Will it decrease( ), stay about the same( ),  
or increase( )?

\* 2.3 At what age may pupils enter school? \_\_\_\_\_

\* 2.3.1 By what age "must" they be in school? \_\_\_\_\_

\* 2.3.2 At what age may pupils legally end  
their schooling? \_\_\_\_\_

2.4 How does the school find out the number of pre-school children who  
are not yet in the school? (Under five years)

---

\* 2.5 About what proportion of the high school pupils live outside of the  
St. Johns school district? Record verbatim response.

---

\* 2.6 If the St. Johns High School is overcrowded, or becomes overcrowded, what  
do you think should be done?

---

\* 2.7 About what proportion of the pupils who enter your high school graduate?  
Record verbatim response

---

\* 2.7.1 About what proportion of the pupils who do graduate from your high school go on to college? Record verbatim response.

2.8 By the way, how long have you lived in this school district? \_\_\_\_\_

2.9 Do you have any children? Yes( ) No( )

2.10 In which grades in your grade school and the St. Johns High School have you had children? Encircle the appropriate grades.

None, All, K 1 2 3 4 5 6 7 8 9 10 11 12

Ask only if you get a "Yes" to 2.9.

Now I'd like to find out something about your children:

Record on back if more children.

CHILDREN	1	2	3	4
2.11 Age				
2.12 Sex				
<u>For those in school:</u> 2.13 Grade Completed				
2.13.1 <u>Jr. and Sr. High School students:</u> Occupation you hope he will enter:				
<u>For those not in school:</u> 2.14 Grade completed				
2.14.1 Why did he/she end school at this point?				
2.14.2 Occupation				
2.14.3 Where do they live?				

3. School Programs.

3.1 According to the laws of Michigan what must be taught in all public schools? \_\_\_\_\_

3.2 What do you believe should be given more time and attention in your schools?  
(This includes both in the classroom and outside of it)  
(What do you believe is left out of the school courses and activities or is under emphasized)

3.3 What do you believe should be given less time and attention?  
Same probes as above except "over emphasized" for "under emphasized."

3.4 The schools are frequently urged to add to the subjects taught in high school. Are the following taught in your school? Use column 1

	1 Have ( )	2 Would Eliminate ( )	3 Would Add ( )	4 Would Oppose ( )
A. How to drive a car.....	( )	( )	( )	( )
B. How to dance (social dancing)...	( )	( )	( )	( )
C. Home making.....	( )	( )	( )	( )
D. International affairs.....	( )	( )	( )	( )
E. Choosing an Occupation.....	( )	( )	( )	( )
F. Religious Education.....	( )	( )	( )	( )
G. Civilian Defense.....	( )	( )	( )	( )
H. First Aid.....	( )	( )	( )	( )
I. Sex Education.....	( )	( )	( )	( )

3.4.1 Of those which you have, are there any which you think should be eliminated?(Not taught)

If the answer is "yes," ask: Which ones? Use column 2

Yes( ) No( ) DK( )

3.4.2 Of those which you do not have, are there any which you favor adding to the school program?

If the answer is "yes," ask: Which ones? Use column 3

Yes( ) No( ) DK( )



3.4.2.1 Of those which you do not have, are there any which you would oppose adding, even if many people wanted them added?

If the answer is "Yes," ask: which ones? Use column 4

3.5 Do you think most high school pupils spend too much time and energy on dramatics, band, orchestra, clubs, athletics, parties, and other activities outside of the classroom?

Yes( ) No( ) DK( ) If some do and some don't( ) and ask:  
"What in general do you think is the case?"

3.5.1 If the answer is "Yes," ask: "On which activities?" \_\_\_\_\_

3.6 As far as you know are there any evening classes for adults offered by your high school? Yes( ) No( ) DK( )

3.6.1 Are you in favor of your high school offering classes for adults?  
Yes( ) No( )

#### 4. School Teachers.

4.1 Do you think that the work of the elementary school teacher is as important, more important, or less important than the work of the high school teacher?  
More( ) Less( ) The Same( )

4.1.1 Why? \_\_\_\_\_

4.2 Of the 30 teachers in your high school about how many are:  
(Well, what would you say. Take a guess.)  
Under 30? \_\_\_\_\_ DK( )

4.2.1 Fifty and over \_\_\_\_\_ DK( )

\* 4.2.2 About what do you think is the average age of teachers in your high school? \_\_\_\_\_ DK( )

\* 4.3 About how many of the teachers in your high school are college graduates?  
\_\_\_\_\_ DK( )

4.4 Of the 30 high school teachers about how many are men? \_\_\_\_\_ DK( )

In general, would you prefer your children (if you had any) to be taught by men or women in the following subjects in high school:

4.4.1	Biology?.....	Men( )	Women( )	Either( )
4.4.2	Algebra?.....	Men( )	Women( )	Either( )
4.4.3	History?.....	Men( )	Women( )	Either( )
4.4.4	English?.....	Men( )	Women( )	Either( )

4.5 If you were hiring a teacher what type of person would you employ?

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4.5.1 About what proportion of the teachers in your high school come fairly close to this description? \_\_\_\_\_ DK( )

\* 4.6 About how much do you think your grade school teacher is paid?  
\$ \_\_\_\_\_ per \_\_\_\_\_ DK( )

\* 4.6.1 On the average how much do you think high school teachers are paid?  
\$ \_\_\_\_\_ per \_\_\_\_\_ DK( )

\* 4.7 About how many hours per week do you think the average teacher puts in on school work? \_\_\_\_\_ Hrs. DK( )

4.8 What do you think most teachers do during the summer? \_\_\_\_\_  
\_\_\_\_\_

4.8.1 What do you think teachers should do during the summer?

4.8.1.2 Why, do you say that? \_\_\_\_\_

\* 4.9 Do you believe in general, the wife of a high school teacher should work for pay outside of the home? Yes( ) No( ) DK( )

\* 4.9.1 Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.9.2 Do you believe that a married woman teacher whose husband is employed full time, should be paid as much as an unmarried woman teacher with the same qualifications? Yes( ) No( ) DK( )

4.10 In general, what is done in St. Johns (or in your community) to make teachers feel at home during their first year or so in the community?

\_\_\_\_\_  
\_\_\_\_\_ DK( )

4.10.1 What is done to encourage teachers to continue to teach in St. Johns? \_\_\_\_\_  
\_\_\_\_\_

- \* 4.11 In general, why do teachers move from St. Johns to some other school system? \_\_\_\_\_

\_\_\_\_\_ DK( )

- \* 4.11.1 In general, why do men leave the teaching profession?  
If the response is "To get more money," then ask: (Is there anything else?) \_\_\_\_\_

\_\_\_\_\_ DK( )

- 4.12 What else would you like to say about school teachers?

- 4.13 Have you ever been a school teacher? Yes( ) No( )

5. Methods of Teaching.

Different ways of teaching are used in Michigan schools.

- (A) Some teachers teach about like Mrs. A, who makes assignments from the text, assigns time for the pupils to study, and then marks each pupil on how he recites when called upon and answers on written tests.
- (B) Others teach more like Mrs. B, who outlines the topic to be covered, then works out with the pupils ways of getting information from various sources and experiences, as well as ways of reporting their findings.

- \* 5.1 Now, in general, which method is most like the method used in your grade school? A( ) B( ) DK( )

- \* 5.1.1 In your high school? A( ) B( ) DK( )

- \* 5.2 In general, which method do you believe is better in grade school? A( ) B( ) DK( )

- \* 5.2.1 Is your answer the same for the high school? Yes( ) No( ) DK( )

- \* 5.3 In general, about how many pupils are there in a room in your: grade school? \_\_\_\_\_ DK( )

- \* 5.3.1 How about the number in a class in high school? \_\_\_\_\_ DK( )

- \* 5.4 What do you consider the desirable number of pupils per room in: grade school? \_\_\_\_\_ DK( )

- \* 5.4.1 How about the number of pupils per class in high school?  
\_\_\_\_\_ DK( )
- 5.5 Are all children ready to learn to read and write at the same age?  
Yes( ) No( ) DK( )
- 5.5.1 If "No," ask: Why?
- 5.5.2 Do you believe your school gives as much attention as it should  
to slow learners? Yes( ) No( ) DK( )
- 5.5.2.1 To fast learners? Yes( ) No( ) DK( )
- 5.6 In general, are pupils required to do homework in: grade school?  
Yes( ) No( ) DK( )
- 5.6.1 High school? Yes( ) No( ) DK( )
- 5.6.2 Do you believe more homework, about the same, or less homework  
should be required of high school pupils?  
More( ) About the same( ) Less( ) DK( )
- \* 5.7 what methods of discipline do you think should be used in the  
grades?(Keeping order)
- 
- \* 5.7.1 what method do you think "should not" be used in the grade school?
- 
- \* 5.7.2 How do you judge whether discipline in the classroom is good or  
is poor?
- 
- \* 5.7.3 In general, are you satisfied with the discipline in your grade  
school? Yes( ) No( ) DK( )
- \* 5.8 If you had a child in the 6th grade what kind of information would you  
like on the report card?
- 
- \* 5.9 As a general rule, are all pupils promoted at the end of the year?  
Yes( ) No( ) DK( )

5.10 What do you think about the way children are taught today?

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5.11 Have you ever been or are you now a member of the P.T.A.? Yes( ) No( )

5.11.1 Have you ever been an officer in the P.T.A.? Yes( ) No( )

6. Administration.

6.1 How many members are there on your school board? \_\_\_\_\_ DK( )

6.1.1 Do you know any member of your school board well enough so that you feel free to talk with him or her about school matters?

Yes( ) No( )

6.1.1.1 If the answer is "Yes," ask: "Who?" \_\_\_\_\_

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6.1.2 What do you think are the most important personal characteristics of a good school board member?

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\* 6.1.3 Who is eligible to serve on the school board? \_\_\_\_\_

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6.1.4 Are your school board members paid? Yes( ) No( ) DK( )

6.1.4.1 In any case ask: "Do you think the board members should be paid?" Yes( ) No( ) DK( )

6.1.5 Are school board meetings open to the public? Yes( ) No( ) DK( )

6.2 What does the State Department of Public Instruction do?

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DK( )

6.3 What is the job of the superintendent of schools in St. Johns?

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6.4 Is there a citizen's advisory committee for St. Johns' schools?

Yes( ) No( ) DK( )

\* 6.5 Who in your community usually takes an active part in school matters?  
Get as many names as possible.

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6.6 Schools sometimes send out leaflets, pamphlets, or other publications on school problems. Have you read any of these?

Yes( ) No( ) DK( )

6.7 Are you a registered voter? Yes( ) No( ) DK( )

6.7.1 Is your husband (wife) a registered voter? Yes( ) No( )

6.7.2 Did you vote in the last school election? Yes( ) No( )

6.7.3 Did your husband (wife) vote in the last school election?  
Yes( ) No( )

7. Costs.

\* 7.1 Who pays "most" of the money to operate your schools?  
The Federal government( ), the State of Michigan( ),  
the local property taxpayers?( ), DK( ).

\* 7.2 Does more than half of the property taxes go to the schools?  
Yes( ) No( ) DK( )

7.3 Have you had a special election in your school district since 1950  
on the question of raising the 15 mill limitation?  
Yes( ) No( ) DK( )

\* 7.3.1 What is the total property tax rate here? \_\_\_\_\_ mills DK( )

\* 7.3.1.1 How much were your school taxes last year?  
\$ \_\_\_\_\_ DK( )

\* 7.4 Are the St. Johns schools fully paid for educating the pupils who attend  
the high school from outside the school district?  
Yes( ) No( ) DK( )



- \* 7.4.1 Who pays the cost of transporting pupils to the St. Johns school from the outside districts.

\_\_\_\_\_  
\_\_\_\_\_ DK( )

- 7.5 What do you think of the present costs of running your schools?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 7.6 What information would you like to have about costs of schools?

\_\_\_\_\_  
\_\_\_\_\_

- 7.7 Do you own or rent your home? Own( ) Rent( )

8. Evaluation.

- \* 8.1 What things do you think your schools do best?

\_\_\_\_\_  
\_\_\_\_\_

- \* 8.1.1 What things do you think your schools do least well?

\_\_\_\_\_  
\_\_\_\_\_

- 8.2 In general, are you satisfied or dissatisfied with your schools: Hand  
respondent card. Which words more nearly express the way you feel?

- ( ) Very well satisfied  
( ) Satisfied  
( ) Not very satisfied  
( ) Dissatisfied

- 8.3 What do you think might be done to improve the schools?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



8.4 What is your occupation? \_\_\_\_\_  
If respondent says she is a house wife ask: Do you do other work besides  
this? \_\_\_\_\_

8.4.1 Where do you work? \_\_\_\_\_

8.4.2 What is your husband's (wife's occupation?) \_\_\_\_\_  
If respondent says his wife is a housewife ask: Does she do  
other work besides this? \_\_\_\_\_

8.4.2.1 where does he (she) work? \_\_\_\_\_

8.5 Approximately what was your total family income last year? \_\_\_\_\_

8.6 How long have you lived in or near St. Johns? \_\_\_\_\_

8.6.1 Where did you live before you lived here? \_\_\_\_\_

8.6.2 Where were you born? If U.S.A., "state," otherwise "country."  
\_\_\_\_\_

8.6.2.1 Did you grow up on a farm, in a town of under 2500 or in a  
city of 2500 and over.  
Rural( ) Town( ) City( )

8.6.2.2 Would you mind giving us your age? \_\_\_\_\_

8.6.2.3 Sex: M( ) F( )

8.7 How far did you go in school? Grade: \_\_\_\_\_

8.7.1 Why did you end your schooling at that point? \_\_\_\_\_  
\_\_\_\_\_

8.7.2 Did you like school? \_\_\_\_\_

8.7.3 How far did your husband (wife) go in school? \_\_\_\_\_

8.8 In what town do you buy most of your hardware? \_\_\_\_\_

8.8.1 In what town do you attend the movies most often? \_\_\_\_\_

8.8.2 In what town do you go to the doctor?..... \_\_\_\_\_

8.8.3 In what town do most of your friends live?..... \_\_\_\_\_

8.8.4 In what town do you do your banking?..... \_\_\_\_\_

8.9 What do you think about the St. Johns community as a place to live? Why?  
\_\_\_\_\_  
\_\_\_\_\_

9. Sources of Information.

9.1 To what organizations do you belong?

Get names of all organizations.

(Church and church organizations) \_\_\_\_\_

(Business and Professional) \_\_\_\_\_

(Civic and Service clubs) \_\_\_\_\_

(Fraternal or lodge) \_\_\_\_\_

(Farm) \_\_\_\_\_

(Labor) \_\_\_\_\_

(Veteran) \_\_\_\_\_

(Political) \_\_\_\_\_

(Any others?) \_\_\_\_\_

9.2 Do you have a television set? Yes( ) No( )

9.2.1 Do you remember any program on the radio or television about schools or education during the last month?

Yes( ) No( ) DK( )

9.2.2 What was the program about? \_\_\_\_\_

9.2.3 Are you a regular listener to WKAR? Yes( ) No( )

9.3 Are you a regular reader of the Clinton County Republican-News?

Yes( ) No( )

9.3.1 Is there anything more about your schools and education you wish your local newspaper would publish which it does not now publish?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9.3.2 What other newspapers do you read?

\_\_\_\_\_

9.4 Do you have a library card or belong to a book club? Yes( ) No( )

9.5 Are there any magazines which you read fairly regularly? Yes( ) No( )

9.5.1 If yes: Which ones are they? \_\_\_\_\_

\_\_\_\_\_

9.6 Do you know anyone who has been connected with the schools in anyway?

Yes(    ) No(    )

9.6.1 In what way? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9.7 Who is the city manager? \_\_\_\_\_

9.7.1 Who is the county agricultural agent? \_\_\_\_\_

9.7.2 Who is the county superintendent of schools? \_\_\_\_\_

9.7.3 Who is the superintendent of the St. Johns schools?

\_\_\_\_\_

\* \* \* \*

Name of person interviewed? \_\_\_\_\_

Address \_\_\_\_\_ No. on sample \_\_\_\_\_

Date \_\_\_\_\_ Time: From \_\_\_\_\_ to \_\_\_\_\_

Interviewer \_\_\_\_\_

Evaluation:



ROOM USE ONLY

~~JUN 21 1961~~  
~~AUG 1 1961~~  
JY 21 '55  
AUG 7 1961  
Nov 15 '56  
DEC 1 1961  
Aug 1 '56  
JUN 30 1961  
Nov 1 '57  
AUG 27 1964  
Aug 4 '58  
OCT 31 '58  
AUG 28 1964  
19 Jul 59  
ROOM USE ONLY  
1 Aug 57  
JUL 5 '55  
22 Mar  
MAY 2 1960  
MAY 15 1960  
JUN 11 1960  
7/7/60  
FEB 8 1961  
MAR 8 1961  
JUL 5 1966

