

CURRENT PROFESSIONAL, SOCIAL, AND ECONOMIC STATUS
OF BACHELOR DEGREE GRADUATES OF SAM HOUSTON STATE
TEACHERS COLLEGE ENTERING TEACHING, 1953 - 1957

A Dissertation
Presented to
The Faculty of the College of Education
The University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Elliott Toulmin Bowers
August 1959

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This study has been conducted and reported as fact-finding research to determine the status of a specified group of graduates entering teaching from a particular institution during a limited period of time.

Data on professional, social and economic status were collected in the following areas and sub-areas: 1) community and school--size of community in which born, size of community in which lived during pre-college years, size of community in which now living, size of community in which now teaching, number of teachers in school in which teaching; 2) family background--occupation of father, age, sex and marital status, number of children; 3) teaching preparation and experience--semester hours credit earned beyond bachelor's degree, total years of full-time teaching experience, total years of full-time service in school system in which teaching, number of different school systems in which taught full-time, number of years absent from teaching since beginning to teach, primary reason for most recent break in teaching service; 4) income and family finances--salary for teaching, percentage of total income made by teaching, spouse gainfully employed, total money income of "spending unit" of which a member, total short-term consumer

debt owed, living arrangements; 5) teaching assignment--grade level teaching assignment, extent to which teaching single grades or fields vs. combinations, field of teaching and degree of concentration in one field, per cent of teaching time in grades or fields different from field of major preparation, size of classes taught, total number of pupils taught, instructional qualifications (three areas of greatest instructional competency and three areas of least instructional competency), evaluation of teaching materials and equipment available, evaluation of classrooms, activities other than class instruction, number of hours per week devoted to school duties and activities outside school hours; 6) teacher and the community--membership in a church, active membership in types of community organizations, voting practice in most recent election; 7) teacher and the profession--membership in professional educational organizations, membership in local, state or national organization devoted to some subject or teaching field, reappraisal of career choice, plans to continue teaching; 8) professional advice--more time and emphasis, less time and emphasis, reasons if were to leave teaching profession permanently.

The survey was conducted by mail using a pre-coded questionnaire that included, other than for identification purposes, thirty-seven check-list items and three open-end questions. Data were machine processed and the findings

were arranged in three-dimensional tables (by teaching experience, teaching level, and sex) for each of the sub-areas indicated above. The data in each table were interpreted according to the following common format: 1) beginning elementary teachers (1956-1957 teaching graduates); 2) beginning secondary teachers; 3) experienced elementary teachers (1953-1955 teaching graduates); 4) experienced secondary teachers; and 5) respondents as a total group.

Typical teacher profiles were developed for each group. Profiles, reported incompletely here, revealed the teachers to be 23 to 26 years old, married, church members, voters and members of at least one community organization. They have training above the bachelor's degree, were satisfied with teaching situations, and would again become teachers. They felt least adequate in teaching slow-learning pupils and bright but uninterested or uncooperative students. Greatest instructional strengths were felt to be knowledge of subject matter and ability to maintain leadership and control of classes. Low salaries for men, \$3,500 to \$3,999, and marriage and family for women would be primary reasons for leaving teaching permanently.

The nature of this study has been fact-finding and reporting. Application of the findings by colleagues has been anticipated and some suggestions have been enumerated.

ACKNOWLEDGMENTS

The writer extends this recognition of his appreciation to those who guided, assisted, and encouraged him in this study.

He is grateful to the staff, both administrative and faculty, of Sam Houston State Teachers College, who have been most helpful, provocatively so.

The writer is especially thankful to his wife, Frances, and to Linda and Cynthia, his daughters, for their unwavering patience, understanding, and loyalty during the long period of time involved in seeking the degree and in bringing this study to completion.

Numerous friends have helped more than they know by interest and encouragement, and frequent admonitions.

The doctoral committee, Professor Harold R. Bottrell, Professor Arvin N. Donner, Professor L. E. Freeman, Professor W. J. Rhodes, and Professor Evelyn S. Thompson, have given invaluable guidance.

He is most profoundly indebted to the chairman of the committee, Professor Bottrell, for his encouragement, his goading, and his guidance, for, after all, he made possible the conception and the completion of this study. In this poor way the writer seeks to pay him special tribute as a professional educator.

E. T. B.

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CHAPTER I

THE PROBLEM AND ITS INVESTIGATION

I. THE PROBLEM

This study is concerned with determining the current professional, social and economic status of bachelor degree graduates of Sam Houston State Teachers College entering teaching during the five year period 1953-1957.

II. BACKGROUND OF THE PROBLEM

Sam Houston State Teachers College, like other institutions of higher learning, has need for follow-up studies of its graduates. Status studies of elementary and secondary teachers on a national scope, and to a lesser degree at the state level, already exist. However, no extensive, organized study has been undertaken of the professional, social and economic status of bachelor degree graduates who entered the teaching profession from Sam Houston State Teachers College.

An organized survey of the conditions encountered by the beginning teacher has not been conducted. A poll to ascertain either these same facts for, or the progress of, the experienced teacher has not been attempted.

It is assumed that these bodies of knowledge should

be available if the college is to achieve to a successful degree its responsibility toward young people in preparing them for a future in teaching. Such information should serve as an aid in guidance functions for prospective teachers, and should also be integrated, where applicable, into the total rationale and evaluation of contemporary offerings by the college.

This study has been carried on as a fact-finding operation. Detailed consideration of the use of the findings in review of college policies and programs is not a major purpose of the study. However, there are indications that they will be drawn upon by the college for these purposes. Such use of the findings is thought to give added stature and increased functional purpose to the study.

III. NEED FOR THE STUDY

This investigation should serve to replace a number of suppositions and stereotypes about teaching graduates with facts about the conditions such graduates encounter. Lundberg states:

Psychological and statistical treatises are full of examples of the enormous and ludicrous errors of our senses, unaided and uncorrected by objectifying devices outside of our organic equipment. Nevertheless, the great majority of people including most of the so-called educated, will without hesitation prefer to follow what they call their

"reason" or "common sense" when the conclusion reached through these much-revered faculties clashes with the findings of instrumentally corrected sense impressions and logic.¹

No extensive objective data about Sam Houston State Teachers College's teaching graduates have been collected either to substantiate or to clash with commonly held beliefs and generalizations in the areas included in this study.

Existing studies of professional, social and economic status are likely to be either too general or too specific to be satisfying at the local level. That is, available national studies are concerned with median levels of advanced academic achievement, averages of responsibilities in community affairs, averages of incomes for all teachers, and averages for a myriad of other factors, or else such studies involve intensive research on highly restricted aspects of one phase of the teacher's life.

This research study is concerned with factual consideration of basic factors in professional, social and economic status for a specific, limited group of teachers in order to ascertain and to report what actually exists, what actually comprises their situations here and now, and

¹George A. Lundberg, Social Research (New York: Longman's, Green and Company, 1942), pp. 48-49.

to present these findings in a composite self-portrait of the group.

IV. INVESTIGATIVE PROCEDURES EMPLOYED

Data in this study were obtained from a questionnaire mailed to all 1953-1957 bachelor degree graduates of Sam Houston State Teachers College who entered teaching. The questionnaire developed for the study was a pre-coded instrument designed for machine tabulation of data. Replies to three open-end questions were treated manually. Research procedures are described in detail in Chapter III.

V. APPLICATION OF FINDINGS

The faculty and administration of this college may find these data useful in current appraisal and in planning for the future. The findings are reported factually and objectively and present the status of the respondents as realistically as this method of research permits. Lundberg reports:

In the end, the validity of all instruments will be determined by their usefulness in serving the discriminatory purposes for which they were invented.²

The interest in and support accorded to this study

²Ibid., p. 202.

provide grounds for assuming that the findings of this study will be examined closely by the college. It is not within the scope of the study itself to point out other than the general areas in which applications of findings appear to merit consideration.

VI. ORGANIZATION OF REPORT

Investigation of the professional, social and economic status of graduates of Sam Houston State Teachers College obtaining the bachelor's degree and entering teaching during the years 1953-1957 had not been made prior to this investigation. Neither had similar studies been made of graduates of prior years. Therefore, no data for comparative study were available. Consequently, studies of teacher status on state and national levels were surveyed. Findings from the literature and research in this field are reported in Chapter II which is divided into three areas of consideration: professional, social, and economic.

Research procedures employed are described in Chapter III in sufficient detail to allow other investigators to repeat this study, step by step. The techniques for determining the survey group, developing the survey instrument, conducting the survey, processing the survey data, and presenting the data are described.

Chapter IV presents data descriptive of the

respondents in this study. The representativeness of the group and distributions by teaching experience, teaching level, sex, year of graduation and advanced study are examined.

Findings of the study are reported in Chapter V by arranging the data in three-dimensional tables (teaching experience, teaching level, and sex) and pointing out important findings and relationships in textual commentary. A common format has been followed for reporting data on beginning elementary teachers, beginning secondary teachers, experienced elementary teachers, experienced secondary teachers and respondents as a total group.

The following chapter, Chapter VI, summarizes the findings in the form of profiles of the teachers participating in the study. These profiles, or self-portraits, follow the format established, that is, a profile for the beginning elementary teacher, the beginning secondary teacher, the experienced elementary teacher, and the experienced secondary teacher. The respondents as a total group have been profiled by sex, the typical man teacher, and the typical woman teacher.

Chapter VII contains a summary of procedures used and findings revealed by the study, followed by indication of some areas and problems in which applications may be made by Sam Houston State Teachers College.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

This study has been concerned with three broad aspects of the personal and professional experiences and activities of recent graduates who have entered teaching. The divisions are:

1. Professional status

- Teacher's preparation and experience

- Teaching assignment

- Teacher and the profession

2. Social status

- Community background

- Family background

- Age and marital status

- Teacher and the community

3. Economic status

- Income and family finances

This review of the literature and research is presented in the order indicated above, followed by a review of the research methodologies employed in studies in this field and by a summary of the chapter.

I. PROFESSIONAL STATUS

Teachers' preparation and experience. The most recent national survey reported that the average teacher

is a graduate from a four year college or university where he had taken special training to prepare for his chosen vocation.¹ Additional preparation for teaching is sought by many and approximately one-fourth (24.3%) have earned a master's degree.² Continued study is encouraged by state certification laws and by local salary schedules which provide salary increases for semester hours credit earned above the minimum requirements. Although 90.4 per cent had earned certificates which represent full qualifications for the position held, only 77.8 per cent held a bachelor's or master's degree.

The average teacher was reported to have 13.1 years experience; 11.4 per cent have 10-14 years experience in the same system. Elementary teachers and urban teachers reported slightly longer experience than secondary and rural teachers. The typical teacher in a big city has taught longer and with more years of local experience than his counterpart in a smaller city.³ Median years of experience in the school where he is currently teaching is 6.7 years and he has

¹"The Status of the American Public-School Teacher," Research Bulletin, Vol. 35, No. 1 (Washington: Research Division of the National Education Association of the United States, February, 1957), p. 13.

²Ibid., p. 16.

³Ibid., p. 16.

taught full-time in 2.6 systems.⁴ Some 51.3 per cent have not interrupted their teaching careers. For the 48.7 per cent who have had breaks in teaching service of one or more years, the most frequently mentioned causes were full-time homemaking and maternity for the women, and military service and employment in non-teaching positions for the men.⁵

Texas teachers reported the following reasons for resigning from their school positions during 1955-1957:

1) personal and family reasons, 6,700 (41.9%); 2) accept employment in another public school, 5,883 (36.8%); 3) accept employment outside teaching, 1,644 (10.3%); 4) retirement, 827 (5.2%); and 5) other reasons, 980 (5.7%). Twice as many men, 1,146, as women, 518, accepted employment in fields other than teaching.⁶

Teaching assignment. "Of deep importance to the teacher and his profession is the fitting of an assignment to him for which he is prepared, and of providing this setting in which good teaching and learning may go forward."⁷ Of the elementary teachers, 59.9 per cent taught one grade

⁴Ibid., p. 46.

⁵Ibid., p. 47.

⁶Citizens of Texas Recommend (Austin: Texas State Teachers Association, 1958), p. 31.

⁷"The Status of the American Public-School Teacher," p. 26.

only, and 40.1 per cent taught a combination of grades, all subjects, or one or more specific subjects in two or more grades. Among the secondary teachers 92.6 per cent could be classified within a subject field, 3.2 per cent taught in two fields, time equally divided, and 4.2 per cent taught in three or more fields, none more than half-time. Seventy-two per cent taught full-time in grades of major preparation, 21.9 per cent taught part-time in other areas, and 6.1 per cent taught 100 per cent of the time in other assignments.⁸

The median class size for elementary teachers was 31 pupils. The median class size for secondary teachers was 26.9 pupils and an average of 129.3 total number of pupils.⁹ The typical teacher was in a school with 13 to 24 other elementary teachers or 24 to 49 other secondary teachers.¹⁰

He indicated that he believed his areas of greatest strength in instructional qualifications to be his knowledge of subject matter and his ability to furnish leadership and maintain control of the classroom group. He indicated that he felt least adequate in ability to arouse the interest of the bright but uninterested or uncooperative student and in ability to handle the situation when a number of slow-learning

⁸Ibid., pp. 54-55.

⁹Ibid., p. 56.

¹⁰Ibid., p. 42.

pupils were in the same class with those of average or higher ability.¹¹

Of the teachers 82.8 per cent were satisfied with their teaching materials and equipment, such as books, supplies, and laboratories. The majority, 73.3 per cent, were satisfied with their classroom or classrooms in terms of space, light, heat, ventilation, equipment, acoustic, storage and convenience.¹²

It was found that the teacher had many duties in addition to class instruction. With respect to these duties, 86 per cent spent time making records and reports for both class and other school activities, 80.1 per cent had monitorial duties assigned on a scheduled basis, such as keeping order in halls, on playgrounds, in study halls, in lunchrooms, in other parts of the building, in loading and unloading buses, 74.1 per cent gave individual out-of-class assistance to pupils and 73.5 per cent worked with the parents of pupils in relation to the work of the individual pupil. Because of these duties and other school activities, the average teacher was found to work 10.1 hours per week in addition to his regular school hours.¹³

¹¹Ibid., pp. 29-30.

¹²Ibid., p. 57.

¹³Ibid., pp. 57-58.

Teacher and the profession. Teachers join professional organizations. Of the men 81.7 per cent and of the women 85.6 per cent were found to hold memberships in local and state or local, state, and national organizations.¹⁴ Secondary teachers, 58 per cent, as contrasted with elementary teachers, 28.9 per cent, were members of local, state, or national organizations devoted to a subject or teaching field.¹⁵

Their qualifications provide teachers with opportunities to enter other vocations, but nearly 80 per cent of those in teaching positions indicated that they plan to, or probably will, continue teaching as a career.¹⁶ A study of women in teaching revealed that more than 90 per cent either liked teaching very much or were fairly well satisfied with their teaching careers.¹⁷ Given an opportunity to attend college again in preparation for a different career, 73.3 per cent of a combined group of men and women teachers indicated they would, or probably would, prepare themselves for

¹⁴Ibid., p. 62.

¹⁵Ibid., p. 62.

¹⁶Ibid., pp. 36-37.

¹⁷Five Thousand Women College Graduates Report (Washington: B'nai B'rith Vocational Service Bureau, 1953), p. 51.

teaching.¹⁸ Nevertheless, in a study on teacher demand and supply it was reported that "each year a large (but again unknown) number of fully qualified teachers quit teaching."¹⁹ Hurd states that for September, 1958 there would be a demand "for 120,000 teachers to replace those who leave the profession and to serve the national increase in enrollment . . ."²⁰ Of those leaving the teaching profession in Texas "reports from school officials show that twice as many men as women leave teaching to enter other professions."²¹

Because of rapid growth in public school population in Texas, 74,685 pupils per year, "school officials are faced with a serious problem of recruiting professional personnel to meet the requirements of the schools."²² A survey by the Texas Education Agency in 1958 showed that 6,830 public school teachers who taught in 1955-1956 did not make themselves available for employment in 1956-1957. This agency

¹⁸"The Status of the American Public-School Teacher," p. 62.

¹⁹The 1957 Teacher Supply and Demand Report; Report of the Tenth Annual National Teacher Supply and Demand Study (Washington: National Commission on Teacher Education and Professional Standards, National Education Association, 1958), p. 23.

²⁰Blair Hurd, "Who Will Teach in 1965?" Phi Delta Kappan, Vol. 40, No. 6 (March, 1959), p. 260.

²¹Citizens of Texas Recommend, p. 15.

²²Ibid., p. 14.

states further that of the 1956 college graduates who held teaching certificates, only 67 per cent went into teaching.²³

A national survey of women graduates revealed that of those planning to enter teaching only 70 per cent did find employment in this field. "The proportion who entered their chosen field ranged from 24 per cent for personnel workers to 78 per cent for nurses."²⁴

When questioned regarding the time and course emphasis required for teacher training and certification, the teachers participating in a national survey of women college graduates replied favorably.²⁵ Schools of education were critical of pressures placed upon themselves by forces and agencies outside their own department.

Criticisms of schools of education continue from many sources, particularly the schools of education themselves where there are continuous demands for improved resources and curriculum.²⁶

²³Ibid., p. 15.

²⁴Five Thousand Women College Graduates Report, pp. 37-38.

²⁵Ibid., pp. 31-34.

²⁶"Ten Criticisms of Public Education," Research Bulletin, Vol. 35, No. 4 (Washington: Research Division of the National Education Association of the United States, December, 1957), p. 174.

An often heard criticism of state certification is that its requirements tend to overemphasize education courses to the detriment of adequate preparation in the teaching fields and subjects.²⁷

However, the median state requirement in education (18 semester hours) is equalled or excelled by the subject matter required in nearly every academic field.²⁸

Recent graduates were somewhat critical as is indicated by this statement from a report on women graduates who entered teaching in 1956:

In the field of education, I feel that more student teaching would have been valuable, working in a real classroom with real problems.

Regarding education courses . . . less theory and more practical work.²⁹

II. SOCIAL STATUS

The national survey of the status of the American public school teacher revealed certain characteristics of the teachers of the nation. In some areas there was considerable variation but in many respects the findings were remarkably consistent.

²⁷W. Earl Armstrong and T. M. Stinnet, A Manual on Certification Requirements for School Personnel (Washington: National Education Association, 1953), p. 173.

²⁸Ibid., p. 174.

²⁹"College Women Go to Work; Report on Women Graduates, Class of 1956," Research Bulletin, No. 264 (Washington: Women's Division, United States Department of Labor, 1958), p. 11.

Community background. The typical teacher was reported to be teaching in an urban size community. Of all the teachers 40.1 per cent were teaching in rural communities. This typical teacher is in a school with 13-24 teachers. The school is organized into 1-6 grades for elementary and the four year high school.³⁰

Family background. More than is true of adult Americans in general, his parents were farmers (31.7%), managerial and self-employed (20.7%), professional and semi-professional workers (12.6%). "Daughters of farmers and small-town families chose female-dominant occupations which were relatively easy to enter: among these were . . . teaching . . ."³¹ Nevertheless, the percentage of teachers from farm families has been decreasing. Coffman in 1911 found 69.7 per cent of the men and 44.8 per cent of the women teachers had farm backgrounds; the National Education Association study (April, 1956) shows 38.3 per cent among teachers over 55 years of age and only 23.9 per cent for teachers under 26 came from farms.³²

McGuire and White in reference to teachers in Texas

³⁰"The Status of the American Public-School Teacher," p. 8.

³¹Five Thousand Women Graduates Report, p. 41.

³²"The Status of the American Public-School Teacher," p. 9.

report:

More than half the individuals in the study . . . were born in small towns or cities of less than 20,000 people. Although two of every five were employed in small cities (20,000-100,000) and in the larger centers of population, only one in four was born in the more populous communities. Another quarter of the individuals was from families living on farms and ranches in the country. Migration to the cities, however, is not surprising in the light of other data gathered in community studies. In Textown, for instance, nearly half the youth who graduate or leave high school move away--the majority to larger centers.³³

Age and marital status. The median age for men teachers was 35.4 years; 82.7 per cent were married. The median age for women teachers was 45.5 years; 54 per cent were married.³⁴

The affinity of the working woman graduate for school-teaching has one rather peculiar aspect. As we have just seen, the graduates working in the field of education not only outnumber any other type of career woman but actually outnumber all other types of career woman combined. This is a fact we derive from the actual job status of our graduates at the time of the study. Now if we go at the figures from the other direction, we find we can predict that the student who trains herself to be a teacher is by far the most likely of all graduates to wind up as a

³³Lindley J. Stiles, Editor, The Teacher's Role in American Society (New York: Harper and Brothers, 1957), p. 31.

³⁴"The Status of the American Public-School Teacher," pp. 9-10.

career woman for the rest of her life--i.e., as a permanent spinster.³⁵

For all married teachers 80.7 per cent of the men and 66.2 per cent of the women had at least one child.³⁶

Teacher and the community. The teacher's identification with his community and his participation in its affairs have been studied by many. Only the teacher's affiliation with religious groups, his service in community activities and his voting practices are reviewed here.

A national survey found that "overwhelming majorities of teachers were church members--87.5 per cent of the men and 93.1 per cent of the women."³⁷ They were participating in church educational programs and other church activities to an extent that enabled 75.3 per cent to classify themselves as active church members.

In serving civic responsibilities the teachers were found in lodges and related social groups, fraternities, sororities, and alumni groups, 41 per cent in health and social welfare groups, 34.9 per cent in cultural and recreational groups, such as drama, bowling and hobbies, 33.1

³⁵Ernest Havemann and Patricia Salter West, They Went to College (New York: Harcourt, Brace and Company, 1952), p. 76.

³⁶"The Status of the American Public-School Teacher," p. 12.

³⁷Ibid., p. 31.

per cent, and in business and professional, service, and civic social clubs, 32.3 per cent.³⁸ Rather than assisting the young teacher in establishing himself within the community,

Many graduates of teachers colleges have complained that administrators are willing to ignore the problems of the teacher's role in the life of the community so long as teachers "keep out of trouble!"³⁹

This may contribute to the findings of the Ohio State University Survey involving 10,000 teachers "that teachers as a group reveal no substantial leadership in any type of organized community life other than church work and parent-teachers associations."⁴⁰

In a survey of 242 Texas public school administrators "a big majority (182 to 41) said teachers are not required to take part in community affairs."⁴¹ The same study revealed that 49 districts required teachers to live in the community while 176 superintendents reported no such requirement.

³⁸Ibid., p. 33.

³⁹Leo J. Allilunas and William Chazanof, "Teachers Get into the 'Community Swim'," The School Executive, Vol. 75, No. 1 (September, 1955), p. 62.

⁴⁰Ibid., p. 63.

⁴¹"Staff Personnel Practices in Texas Are Reviewed in Another Report by the Committee of Ten," The Texas Outlook, Vol. 42, No. 5 (May, 1958), p. 33.

III. ECONOMIC STATUS

Income and family finances. The salary received for teaching is the most important single consideration in appraising the teacher's economic status. The majority of teachers are members of a family unit, and consequently, total spending power is increased by supplementary earnings of other members of the family. In addition some teachers earn additional money by performing extra duties, such as driving a school bus or extra teaching, working outside the school system, and through nonsalary income sources.

The average teaching salary reported in the National Education Association study was \$4055. This salary was similar to the salary estimated by state departments of education in 1955-1956. Women's salaries averaged \$3932 as contrasted with men's average salary of \$4374. The average salary for secondary teachers exceeded the average salary for elementary by \$741. Urban teachers were paid \$1270 more than rural teachers.⁴³

The average starting salary for women teachers in 1956 was reported as \$3492, or \$961 less than the average starting salary for women chemists.⁴⁴

⁴³"The Status of the American Public School Teacher," p. 20.

⁴⁴Five Thousand Women Graduates Report, p. 1.

The estimated classroom teacher's average salary for 1957-1958 was \$4520, with California ranking the highest, \$5750, and Mississippi lowest, \$2525. Within the states the largest districts, over 500,000 population, paid the highest salaries, \$4000 median salary for beginners and \$6950 median for maximum salary. Within this group the range for maximum salary was from \$5800 in Houston to \$8400 in New York. Although there are exceptions, on the whole, salaries are much lower in the smaller communities.⁴⁵

For all teachers, the salary from teaching represented 92.3 per cent of total income. Since 82.7 per cent of the men and 54 per cent of the women were married, it is obvious that many of the teachers had working spouses, 30.4 per cent of the married men and 83.7 per cent of the women, with the accompanying increase in income. The median income of \$5509 in 1955-1956 for spending units headed by men teachers was \$1135 more than the average salary earned by all men teachers during the same period. For women teachers the difference is even greater, \$2026, during the same period.⁴⁶

⁴⁵"Salary Roundup," Research Bulletin, Vol. 36, No. 1 (Washington: Research Division of the National Education Association of the United States, February, 1958), pp. 5-7.

⁴⁶"The Status of the American Public-School Teacher," pp. 49-51.

IV. RESEARCH METHODOLOGY

Research methods. Methods and types of research utilized in determining the status of any facet of education are conditioned by the objectives adopted, the areas of research entered, the data obtained or obtainable, time limits imposed, funds available, and other criteria. For these research studies logical classifications, agreed upon by all authorities, are difficult to find, and such a categorical imperative may not be at all necessary for research success. Notwithstanding, one research authority, Frederick Lamson Whitney, has classified methods of research according to his psychological steps of the problem-solving process and he has named these methods of research as the 1) descriptive method, 2) historical method, 3) experimental method, (4) philosophical type of research, 5) prognostic type of research, 6) sociological types of research, 7) creative type of research, and 8) research in curriculum making. He has defined each of these methods, characterizing the descriptive method as follows:

The descriptive method of research is fact-finding with interpretation. It may take many forms, such as the school or community survey; the genetic or continuity check; the case or the case-group study; job and activity analysis, including difficulty analysis; documentary or informational

analysis; legal research; and other forms of reflective thinking.⁴⁷

Further, he has identified the research survey as a type of descriptive research and has defined it thusly:

The survey, according to recent social science terminology, is an organized attempt to analyze, interpret, and report the present status of a social institution, group, or area. It deals with a cross-section of the present, of duration sufficient for examination--that is, present time, not the present moment. Its purpose is to get groups of classified, generalized, and interpreted data for the guidance of practice in the immediate future.⁴⁸

This is the status study method according to Harold R. Bottrell.⁴⁹

Status survey methods. What constitutes an adequate survey in education is an important question and is defined in part in the quotation above. Good defines the survey as "an investigation of a field to discover current practices, trends, and norms; may or may not include recommendations based on the data gathered."⁵⁰

The above definitions and descriptions imply that

⁴⁷Frederick Lamson Whitney, The Elements of Research (New York: Prentice-Hall, 1950), p. 187.

⁴⁸Ibid., p. 161.

⁴⁹Personal memorandum to the investigator.

⁵⁰Carter V. Good, Editor, Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 403.

the research survey is an investigation designed and conducted to ascertain facts concerning a particular group, institution, or situation with reasonable limitations as to time. Obviously, a more complete and valuable dossier could be prepared by continuing the process at stated intervals, or over unrestricted periods of time, and such a continuity description has inherent concomitant values appertaining to this study. Although such a continuation is desirable, it is not feasible in this particular fact-finding, status study.

Survey instruments. Accomplishment of the purposes of a research survey is in part dependent upon the instrument used to gather data. Sears, one of the early writers, has pointed out this need by stating some principles to be followed:

1. No data should be collected that do not show promise of being useful.
2. Data must not be collected or facts selected merely to make an argument. All aspects of a subject must be studied.
3. The form in which data are gathered should have a view to economy in classification and tabulation.
4. Fact should be carefully distinguished from opinion, and the sources of both must be trustworthy.
5. Where mere samples of data are used, care must be taken that the samples are representative and sufficiently extensive.
6. Where comparative methods are used, there must be sufficient basis for comparison.⁵¹

⁵¹Jesse B. Sears, The School Survey (Boston: Houghton Mifflin Company, 1925), pp. 15-16.

A more recent writer has warned:

Designing, organizing, and conducting a survey is like establishing and running a business enterprise. Both require technical knowledge and skill, administrative ability, and specific experience or training in work similar to that being organized. . . . Only by carefully planning the survey from start to finish can reliance be placed upon the results.⁵²

Therefore it is apparent that the selection of the proper instrument or the proper construction of the instrument used is vital to the validity and reliability of the data gathered.

The questionnaire, or the schedule, as a device for collecting data has been the chief mechanical aid to research in the social sciences and in education.

The terms "questionnaire" and "schedule" are used synonymously . . . because this seems to be the current practice among research workers. A technical distinction is sometimes made, however. The term "questionnaire" applies to forms distributed through the mails or given to informants to be filled out without the assistance or supervision of the interviewer; a "schedule" is the form carried and filled out by the investigator or filled out in his presence.⁵³

"Among the reasons for its extensive use is the possibility of carrying out this kind of inquiry with a small

⁵²Mildred Parten, Surveys, Polls, and Samples (New York: Harper and Brothers, 1950), p. 48.

⁵³Ibid., p. 157.

staff and consequently . . . at a low cost."⁵⁴

Further, it is reported to be an instrument capable of yielding results when careful attention has been given to its construction. Lundberg states some principal points in this connection:

- (1) A skillful appeal for cooperation.
- (2) The enclosure of a stamped envelope for reply.
- (3) Care in the wording and structure of the schedule.
- (4) Its esthetic appeal.
- (5) Adequate pretesting for
 - (a) its capacity to evoke response,
 - (b) reliability, and,
 - (c) validity.
- (6) Revision upon the basis of these tests.
- (7) Sufficient follow-up effort to insure the representativeness of the replies received.⁵⁵

The information requested according to the above format should include 1) identifying information, 2) social-background or census-type factual data, and 3) questions on the subject of the survey.⁵⁶ As to subject questions, these must be expressed in terminology suitable to the background of the informants in the survey. Questions may be fact, open to corroboration regardless of the respondents' opinions or attitudes, or questions may seek attitudes and opinions, or a combination of these basic divisions of question

⁵⁴George A. Lundberg, Social Research (New York: Longmans, Green and Company, 1951), p. 182.

⁵⁵Ibid., pp. 208-209.

⁵⁶Parten, op. cit., pp. 162-163.

form may be incorporated in the questionnaire. Whatever the arrangement of questions may be, they must be made with the idea of grasping and holding the respondents' interest.

Treatment and presentation of survey data. The principles of developing an adequate survey device involve, in addition to the above basic criteria, essential provisions for tabulating the raw data obtained.

Inexperienced surveyors seldom concern themselves with tabulation plans until the data have been collected, but experienced workers develop tabulation plans at the same time as they draft the schedule and sampling plans. . . . To transform the information from the schedules to finished tables requires the various steps of editing, preparation of table forms, classification, coding, punching and running cards through machines (for mechanical tabulation), sorting or listing and tallying (for hand tabulation), counting, recording of counts, analysis and regrouping of data and computation of summary measures which may appear on the finished tables, and lastly the presentation of the tables in the report.⁵⁷

This review does not deal in detail with procedures for tabulation, for this is taken up in the following chapter. However, it is pertinent to note a typical warning to the research neophyte that "some summations can never be consummated because the raw data collected by the survey instruments do not lend themselves to compilation."⁵⁸

⁵⁷Ibid., p. 460.

⁵⁸Harold R. Bottrell, personal correspondence with the investigator.

After the tabulations have been compiled and grouped in suitable form for presentation and interpretation, the reporting must follow a prearranged plan. Yeager states, "It is important to point out that unity and a common purpose should permeate the complete report, each part being consistent with the others."⁵⁹

V. SUMMARY

The literature and research bearing on the problem with which this study deals have been summarized in three broad areas: professional status, social status, and economic status. This review has been utilized to provide a cross-sectional view of findings related to the problem pursued in this study.

At the same time attention has been devoted to research methodologies appropriate to status study research.

The research design and interpretation procedures embodied in the national survey of the status of the American public school teacher conducted by the Research Division of the National Education Association have been found to be most nearly appropriate for the prosecution of this study. The reporting plan and the complete description of research

⁵⁹William A. Yeager, School-Community Relations (New York: The Dryden Press, 1951), p. 346.

procedures developed for this study are described in detail in the following chapter.

CHAPTER III

RESEARCH PROCEDURES

This study is concerned with certain Sam Houston State Teachers College graduates of the years 1953-1957. Only those who were granted the bachelor's degree during one of these five years, either at a spring or summer graduation, were included. The study was further limited to those who received their first teaching certificates at the time of graduation. Those who had had prior teaching experience were excluded in order to ensure homogeneous grouping within the limits of one through five years teaching experience immediately following certification and graduation.

With the above limitations in view, this chapter sets forth in procedural sequence the research, analysis, and interpretation procedures employed in this study.

I. DETERMINING SURVEY GROUP

All bachelor degree graduates and all persons receiving teaching certificates as listed in the official 1953-1957 records of the college were checked so that no person who received a certificate and bachelor's degree during the years of the study would be omitted. Although the issuance of teacher's certificates through the Office of the Registrar

was not an absolute requirement during the total five year period covered by this study, it is the judgment of the Registrar that "few, if any, students failed to register with this office in seeking a first certificate to teach."¹ Beginning in September, 1955, it became mandatory that the request for a teaching certificate originate in the Office of the Registrar.²

Each graduate satisfying the two conditions above, first certificate and bachelor's degree during the five year period under study, was assigned a number and his name and number were transcribed onto an address file worksheet. This worksheet gave basic data on year of graduation, certificate and teaching fields, current address, and address at time of graduation.³ The worksheets were then checked against the records of the Director of Public Service, where teaching credentials and all referrals are centralized, in order to obtain the most recent addresses available.

¹Reed S. Lindsey, Registrar, Sam Houston State Teachers College, Huntsville, Texas.

²Teacher Certification in Texas (Austin: Texas Education Agency, Bulletin No. 573, 1955), p. 5.

³See Appendix I.

II. DEVELOPING THE SURVEY INSTRUMENT

Constructing an instrument for collecting data on the social, professional, and economic status of teachers involved the following procedures:

1. The questionnaire which was the basis for the book, They Went to College⁴ was secured from Time Magazine along with permission to use the questionnaire or parts of it if needed.

2. The questionnaire which was the basis for the research bulletin, "The Status of the American Public-School Teacher,"⁵ was obtained from the Research Division of the National Education Association of the United States, along with permission to use the questionnaire or parts of it if needed.

3. The social, professional and economic areas for this study were categorized and a preliminary questionnaire was drafted. Areas considered to be most pertinent in providing a self-portrait of 1953-1957 teaching graduates were determined by surveying the items included in the instruments

⁴Ernest Havemann and Patricia West, They Went to College, (New York: Harcourt, Brace and Company, 1952).

⁵"The Status of the American Public-School Teacher," Research Bulletin, Vol. 35, No. 1 (Washington: Research Division of the National Education Association of the United States, February, 1957).

mentioned above. Items included in the instrument for this research study provided basic data for the portrait of recent teaching graduates.

4. The first draft was presented to the chairman of the research committee and subsequently revised.

5. The second draft was reviewed by the Director of the Department of Education, the Director of Public Service, the Dean, and the President of Sam Houston State Teachers College. It was presented, also, to the Executive Committee of the Ex-Students Association of Sam Houston State Teachers College along with the plans for the proposed study. Both the college and the ex-students organization manifested much interest in the study.

6. The revised instrument was then resubmitted to the chairman of the research committee for his review and presentation to the doctoral committee.

7. Included, other than for identification purposes, were thirty-seven check-list items and three open-end questions on "Professional Advice."⁶

8. Some items are similar, but not identical, to items in the National Education Association's survey. They were chosen because of their relevance in describing the experience and status of recent Sam Houston State Teachers

⁶See Appendix II, for instrument.

College teaching graduates and in providing objective information for the guidance of future graduates.

9. In its final form the instrument was submitted to ten teachers not included in the study to determine the time required to complete the form. The time required was found to vary from eight to thirty-six minutes, with an average time of eighteen minutes. Differences in time required were due mostly to variations in responses to the open-end "Professional Advice" questions.

Except for the three open-end questions at the end of the instrument, all responses were recorded by checkmarking. The instrument was so designed that the checkmarking of responses constituted pre-coding for machine tabulation.

III. CONDUCTING THE SURVEY

Using the worksheet file described above as the basis to define the total group eligible for this study, the questionnaire was sent by first-class mail to each individual so identified. Enclosed with the questionnaire was a stamped and self-addressed return envelope. Letters declared not deliverable by the post office were returned to the writer. All such returns were then re-mailed to the alternate address given on the worksheet.

As responses were received the questionnaires were placed in alphabetical order and the corresponding worksheets

were put in a "Received" file. After two weeks a follow-up post card requesting a response was mailed to all persons who at that time had not returned the questionnaire. The procedure was repeated at the end of the fourth week.

Of the nine hundred sixty-seven individuals solicited, four hundred ninety, or 50.65 per cent, returns were received prior to the shut-off date. Of these, fifty-four, or 6.58 per cent of the total mailing, were not usable because they failed to meet the eligibility requirements due to not entering the teaching profession following graduation, entering teaching in other than the elementary or the secondary schools, or earning another degree prior to entering the teaching profession; thirty-eight, 3.92 per cent of the total mailing, were returned "not deliverable" from both the first and second, or alternate, address mailings. Three hundred ninety-eight, or 40.15 per cent of the total mailing, met all the eligibility requirements and were included in this study.

IV. PROCESSING THE SURVEY DATA

Usable questionnaires were alphabetized and assigned identification numbers in serial order. Responses to items with the exception of the three open-end questions, were assigned corresponding code numbers from the coding key.

After all code numbers were entered on the thirty-

seven check-marked items in the questionnaires, the code numbers from each questionnaire were transferred to code sheets.⁷ The transfer of the code numbers from questionnaires to code sheets was an extra step involving 31,840 number entries, but "This eliminates frequent errors in punching cards and is a highly recommended practice," according to Dr. Elliott V. Organick, Director, Computing and Data Processing Center, University of Houston. Next, data were transferred from the code sheets to Standard Eight Word Punch Cards. A duplicate set of cards was prepared and the accuracy of the two sets was verified on an IBM Duplicator. The second set of cards was kept on hand to replace worn or frayed cards and to serve as a safety measure in case of loss.

The punch cards were used in the derivation of all figures and tables in this study, except for open-end questions. Cards were sorted and counted on an IBM Sorter, Model A, furnished by the Business Research Division, University of Houston, Houston, Texas. Cards were sorted into groups according to teaching experience, beginning teachers (1956-1957) or experienced teachers (1953-1955). These two groups were sub-divided according to teaching level, elementary or secondary. Each of the sub-divisions was sorted according to sex. This produced four divisions for beginning

⁷See Appendix III.

teachers and four divisions for experienced teachers. Thus, eight sorts were necessary for each of the tables developed in this study. Without the availability of these machines the 6,080 totals obtained in the preliminary tables would have been an insurmountable task for a single investigator. All the data processing steps set forth above were performed by the investigator, who obtained the training required under the supervision of the director of the Computing and Data Processing Center, University of Houston.

Data from the three open-end questions, also referred to as "Professional Advice" responses, were processed by transcribing replies as single-item entries on index cards, which were identified by serial number, by length of teaching experience, i.e., beginning or experienced teacher, by teaching level, i.e., elementary or secondary, and by sex. Entries were sorted into groups of similar or closely related responses. The resulting data were then tabulated according to 1) area most often mentioned, 2) area next most often mentioned, 3) other area or areas mentioned, 4) single item most often mentioned, 5) single item next most often mentioned, and 6) no response and no change.

V. PRESENTATION OF DATA

The three hundred and ninety-eight teachers who constituted the survey group are described in Chapter IV.

Information is presented there on distributions of respondents with reference to year of graduation, present position or occupation, and current advanced degree status.

Chapter V contains the findings of the study. Data are presented in tabular form with accompanying textual commentary. A three-fold breakdown has been employed: 1) teaching experience (beginning, 1956-1957 graduates; experienced, 1953-1955 graduates); 2) teaching level (elementary; secondary); and 3) sex. Thus, all tables are three-dimensional tables. To illustrate, data for beginning teachers are arranged to show findings for 1) elementary teachers by sex and 2) secondary teachers by sex; data for experienced teachers are arranged to show findings for 1) elementary teachers by sex and 2) secondary teachers by sex; totals for all respondents are reported for 1) all elementary teachers by sex and 2) all secondary teachers by sex, followed by totals of all teachers by sex. The tabular format required for reporting the above contains twenty-two columns. All findings are reported in terms of percentages of respondents for the particular sub-classification involved.

The table titles do not carry the words "Now Teaching or Where Last Taught." In the survey instrument these words were included in each question when applicable or when necessary for clarity or exactness. In reading the tables this statement is implied and is to be considered as the teaching

situation for all respondents who were teaching in 1957-1958. For all respondents who were not teaching in 1957-1958, the responses given are for the situations in which they last taught.

Chapter V presents findings in the following areas and sub-areas:

1. Community and School:

Size of Community in Which Born
 Size of Community in Which Lived During Pre-College Years
 Size of Community in Which Now Living
 Size of Community in Which Now Teaching
 Number of Teachers in School in Which Teaching

2. Family Background:

Occupation of Father
 Age
 Sex and Marital Status
 Number of Children

3. Teaching Preparation and Experience:

Semester Hours Credit Earned Beyond Bachelor's Degree
 Total Years of Full-time Teaching Experience
 Total Years of Full-time Service in School
 System in Which Teaching
 Number of Different School Systems in Which Taught Full-time
 Number of Years Absent From Teaching Since Beginning to Teach
 Primary Reason for Most Recent Break in Teaching Service

4. Income and Family Finances:

Salary for Teaching
 Percentage of Total Income Made by Teaching
 Spouse Gainfully Employed
 Total Money Income of "Spending Unit" of Which a Member
 Total Short-Term Consumer Debt Owed
 Living Arrangements

5. Teaching Assignment:

Grade Level Teaching Assignment
 Extent to Which Teaching Single Grades or
 Fields vs. Combinations
 Field of Teaching and Degree of Concentration
 in One Field
 Per Cent of Teaching Time in Grades or Fields
 Different From Field of Major Preparation
 Size of Classes Taught
 Total Number of Pupils Taught
 Instructional Qualifications - Three Areas of
 Greatest Instructional Competency and Three
 Areas of Least Instructional Competency
 Evaluation of Teaching Materials and Equipment
 Available
 Evaluation of Classrooms
 Activities Other Than Class Instruction
 Number of Hours Per Week Devoted to School Duties
 and Activities Outside School Hours

6. Teacher and the Community:

Membership in a Church
 Active Membership in Types of Community
 Organizations
 Voting Practice in Most Recent Election

7. Teacher and the Profession:

Membership in Professional Educational Organiza-
 tions
 Membership in Local, State or National Organiza-
 tion Devoted to Some Subject or Teaching Field
 Reappraisal of Career Choice
 Plans to Continue Teaching

8. Professional Advice:

More Time and Emphasis
 Less Time and Emphasis
 Reasons If Were To Leave Teaching Profession
 Permanently

The data in each table are interpreted according to a
 common format as follows:

1. Beginning elementary teachers;
2. Beginning secondary teachers;
3. Experienced elementary teachers;
4. Experienced secondary teachers;
5. Respondents as a total group.

For each group, attention is directed by textual commentary to findings considered important and to relations considered significant.

In Chapter VI the findings reported in Chapter V are focused in the form of profiles, or self-portraits, of the teachers participating in the study, using the five groupings enumerated immediately above.

Chapter VII contains a review of research methodology, a summary drawn from the findings revealed by the study, and illustrative examples of some applications of the findings that may be made by the college of which the respondents are teaching graduates.

CHAPTER IV

DESCRIPTION OF RESPONDENTS

This chapter presents data descriptive of the respondents in this study. Comparisons between respondents and all eligible teaching graduates of the years 1953-1957 were made to examine the representativeness of the group included in the study with respect to sex, teaching experience and teaching level. Respondents have been classified as beginning and experienced teachers, with distributions by sex and teaching level shown for each group. Distributions by sex and teaching level are presented for the respondents as a total group. Distribution of respondents by year of graduation is reported. Data are presented on the present position or occupation indicated by respondents. Data on advanced study are examined in terms of master's degrees obtained and institutions in which they are pursued.

I. REPRESENTATIVENESS OF RESPONDENTS

"Whatever the effort to avoid bias and to obtain complete returns, one cannot be completely sure that questionnaire replies are representative."¹ To minimize the

¹"The Status of the American Public-School Teacher," Research Bulletin, Vol. 35, No. 1 (Washington: Research Division of the National Education Association of the United States, February), 1957, p. 63.

inaccuracies that might occur in research of this type, a questionnaire was mailed to each of the 967 individuals who met the limitations imposed in this study, i.e., first teaching experience following graduation and certification during the years 1953-1957, according to the official records in the Office of the Registrar, Sam Houston State Teachers College.

From the 967 questionnaires mailed, replies received were distributed as follows:

Valid replies.....	398
Invalid replies.....	54
Not deliverable.....	38
Total.....	490

The returned questionnaires meeting all requirements numbered 398, or 40.15 per cent, of the total survey group of 967.

Comparisons between the respondents in the study and the total survey group show the following:

Respondents, men.....	181	:	45.47%
Total survey group, men.....	474	:	49.09%
Respondents, women.....	217	:	54.53%
Total survey group, women.....	493	:	50.91%
Beginning teacher respondents, 1956-1957.....	220	:	55.28%
Beginning teacher total survey group, 1956-1957.....	406	:	42.02%
Experienced teacher respondents, 1953-1955.....	178	:	44.72%
Experienced teacher total survey group, 1953-1955.....	561	:	57.98%

With respect to sex, respondents may be considered representative of all eligible teaching graduates of the years 1953-1957, inclusive. Beginning teachers (graduates of the years 1956-1957) responded in greater proportion than did experienced teachers (graduates of the years 1953-1955). However, in terms of teaching experience, respondents may be considered reasonably representative of teaching graduates of the years included in this study.

Of the total group of 398 respondents, 220, or 55.3 per cent, were beginning teachers, distributed by sex and teaching level as follows:

44.6 per cent men
55.4 per cent women

40.9 per cent elementary
59.1 per cent secondary

Of the total group of 398 respondents, 178, or 44.7 per cent, were experienced teachers, distributed by sex and teaching level as follows:

46.6 per cent men
53.4 per cent women

47.7 per cent elementary
52.3 per cent secondary

Of the total group of 398 respondents, the distributions by sex and teaching level were as follows:

45.5 per cent men
54.5 per cent women

44.0 per cent elementary
56.0 per cent secondary

II. YEARLY DISTRIBUTION OF BACHELOR'S DEGREES

Each of the respondents had received a bachelor's degree. Table I presents the data concerning the yearly distribution of bachelor's degrees by teaching experience, teaching level, and sex. Beginning teachers, 1956-1957 graduates, composed 55.3 per cent of the respondents and experienced teachers, 1953-1955 graduates, constituted the remaining 44.7 per cent.

To facilitate comparison, all findings are reported in terms of percentages of responses for the particular subclassification involved. Percentages have not been rounded to total 100 per cent, but rather have been reported as exact percentages taken from a five-place centile chart developed from the raw data. This procedure allows translation of the percentages reported in the study into numbers of actual individuals involved should such information be pertinent to this or other studies.

Of the group of beginning elementary teachers 60 per cent were graduated during the spring and summer of 1956, and the remaining 40 per cent during the spring and summer of 1957.

Of the group of beginning secondary teachers 43 per cent were graduated during the spring and summer of 1956, and the remaining 56.9 per cent during the spring and summer of 1957.

TABLE I
YEARLY DISTRIBUTION OF BACHELOR'S DEGREES
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 1953							32.1	26.3	28.2	25.5	13.2	20.4	15.8	12.7	13.7	11.3	5.1	8.5	12.7	9.2	10.8
1 1953-Summer							21.4	7.0	11.8	9.1	13.2	10.8	10.5	3.4	5.7	4.0	5.1	4.5	6.1	4.1	5.0
2 1954							14.3	33.3	27.0	21.8	21.1	21.5	7.0	16.1	13.1	9.7	8.1	9.0	8.8	12.4	10.8
3 1954-Summer								1.8	1.2	7.3	5.3	6.5		.8	.6	3.2	2.0	2.7	2.2	1.4	1.8
4 1955							28.6	20.2	23.5	25.5	36.9	30.1	14.0	10.1	11.4	11.3	14.1	12.6	12.1	12.0	12.1
5 1955-Summer							3.6	10.5	8.2	10.9	10.5	10.8	1.8	5.1	4.0	4.8	4.0	4.5	3.9	4.6	4.3
6 1956	44.8	44.3	44.4	36.2	31.2	33.8							22.8	22.9	22.9	20.2	19.2	19.7	21.0	21.2	21.1
7 1956-Summer	24.1	11.5	15.6	7.2	11.5	9.2							12.3	5.9	8.0	4.0	7.1	5.4	6.6	6.5	6.5
8 1957	27.6	36.1	33.3	39.1	45.9	42.3							14.0	18.6	17.1	21.8	28.3	24.7	19.3	23.0	21.4
9 1957-Summer	3.4	8.2	6.7	17.4	11.5	14.6							1.8	4.2	3.4	9.7	7.1	8.5	7.2	5.5	6.3

Of the group of experienced elementary teachers 40.1 per cent were graduated during the spring and summer of 1953, 28.2 per cent during the spring and summer of 1954, and 31.7 per cent during the spring and summer of 1955.

Of the group of experienced secondary teachers 31.1 per cent were graduated during the spring and summer of 1953, 28 per cent during the spring and summer of 1954, and 40.9 per cent during the spring and summer of 1955.

Of the total group of respondents the distribution by years for both spring and summer graduates was as follows:

1953.....	15.8%
1954.....	12.6%
1955.....	16.4%
1956.....	27.6%
1957.....	27.6%

III. PRESENT POSITION OR OCCUPATION

All respondents included in the study were teaching or had taught. To determine the number in teaching service at the time of the survey all were asked to indicate the occupation other than teaching, if any, in which they were employed full-time. Distributions by teaching experience, teaching level, and sex for present position or occupation are shown in Table II. No clear picture is projected of trends toward other vocations by those who were not teaching. Of the women 16.1 per cent reported they were out of teaching to become housewives; 8.4 per cent were out of

TABLE II
PRESENT POSITION OR OCCUPATION
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	13.8	4.9	7.8	2.9	4.9	3.8	1.8	1.2	1.8	1.1			7.0	3.4	4.6	2.4	3.0	2.7	3.9	3.2	3.5
1 Teaching position indicated	69.0	78.7	75.5	82.6	80.4	81.5	92.9	63.1	72.9	78.2	63.2	72.0	80.7	71.2	74.3	80.6	73.7	77.6	80.7	72.3	76.1
2 Housewife		9.8	6.7		8.2	3.8	22.8	15.3		29.0	11.8		16.1	10.9		16.2	7.2		16.1	8.8	
3 Farmer				1.5		.8				1.8	1.1					1.6		.9	1.1		.5
4 Skilled				1.5		.8				7.3	4.3					4.0		2.2	2.8		1.3
5 Clerical or sales	3.4		1.1	1.5	1.6	1.5				1.8	1.1		1.8		.6	1.6	1.0	1.3	1.7	.5	1.0
6 Managerial or self-employed				2.9		1.5	3.6		1.2	1.8	1.1		1.8		.6	2.4		1.3	2.2		1.0
7 Professional or semi-professional	3.4	1.6	2.2							3.6	2.2		1.8	.8	1.1	1.6		.9	1.7	.5	1.0
8 Armed Forces	10.3		3.3	7.2		3.8	3.6		1.2				7.0		2.3	4.0		2.2	5.0		2.3
9 No vocation indicated		4.9	3.3		4.9	2.3	12.3	8.2	3.6	7.9	5.4		8.5	5.7	1.6	6.0	3.6		1.1	7.4	4.5

teaching for all other reasons combined. The largest per cent of men out of teaching were serving in the armed forces.

IV. MASTER'S DEGREE

To determine the interest of the group in further professional development the respondents were asked to list the degrees earned subsequent to the bachelor's degree. Yearly distributions of master's degrees earned by the respondents are shown in Table III according to teaching experience, teaching level, and sex.

In the group of beginning elementary teachers 1.1 per cent had completed the master's degree work. In the group of beginning secondary teachers 7.7 per cent had been granted master's degrees.

In the group of experienced elementary teachers 11.8 per cent had been granted master's degrees. In the group of experienced secondary teachers 25.8 per cent had been granted master's degrees.

Of the total group of respondents 11.5 per cent had been granted master's degrees. Of the men 18.8 per cent, as contrasted with 5.1 per cent of the women, had earned master's degrees.

TABLE III
YEARLY DISTRIBUTION OF MASTER'S DEGREES
OF THREE HUNDRED NINETEEN 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	96.5	100.0	98.9	85.5	100.0	92.3	82.1	91.2	88.2	67.3	84.2	74.1	89.5	95.8	93.7	77.4	93.9	84.7	81.2	94.9	88.7
1 1954								1.8	1.2	5.5	2.6	4.3		.8	.6	2.4	1.0	1.8	1.7	.9	1.3
2 1954-Summer																					
3 1955							3.6		1.2	5.5		3.2	1.8		.6	2.4		1.3	2.2		1.0
4 1955-Summer																					
5 1956							7.1	3.5	4.7	7.3	2.6	5.4	3.5	1.7	2.3	3.2	1.0	2.2	3.3	1.4	2.3
6 1956-Summer										5.5		3.2				2.4		1.3	1.7		.8
7 1957	3.4		1.1	8.7		4.6	7.1	1.8	3.5	5.5	5.3	5.4	5.3	.8	2.3	7.3	2.0	4.9	6.6	1.4	3.8
8 1957-Summer																					
9 1958				5.8		3.1		1.8	1.2	3.6	5.3	4.3		.8	.6	4.8	2.0	3.6	3.3	1.4	2.3

V. INSTITUTIONAL DISTRIBUTION OF MASTER'S DEGREES

The respondents were asked to identify the colleges or universities from which the master's degree had been obtained. Distributions by teaching experience, teaching level, and sex are shown in Table IV.

Of the 11.5 per cent who had earned the master's degree, 8.5 per cent had done so at Sam Houston State Teachers College, 0.8 per cent at the University of Houston, and 0.8 per cent at colleges or universities located out of the State of Texas. Data presented in Chapter V indicate the number of respondents earning additional credits above the bachelor's degree.

VI. SUMMARY

The 398 teachers in this study had qualified for and received teachers' certificates and bachelor's degrees during the years 1953-1957, inclusive. Subsequently each had his first teaching assignment. Included in the group studied are beginning and experienced, elementary and secondary, and men and women teachers, who were at the time of the survey, or had in the previous years, been employed in widely scattered areas of Texas (154 communities other than Houston, which accounted for 13.8 per cent of the total group), nine other states and one foreign country.

TABLE IV
 INSTITUTIONAL DISTRIBUTION OF MASTER'S DEGREES
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	96.5	100.0	98.9	85.5	100.0	92.3	82.1	91.2	88.2	67.3	84.2	74.1	89.5	95.8	93.7	77.4	93.9	84.9	81.2	94.8	88.7
1 Sam Houston	3.4		1.1	13.0		6.9	14.3	3.5	7.0	27.3	7.9	19.3	8.7	1.7	4.0	19.4	3.0	12.1	16.0	2.3	8.5
2 University of Texas											2.6	1.1					1.0	.4		.5	.2
3 University of Houston								3.5	2.4	1.8		1.1		1.7	1.1	.8		.4	.5	.9	.8
4 Other Texas Teachers Colleges							3.6		1.2		2.6	1.1	1.8		.6		1.0	.4	.5	.5	.5
5 Other Texas Colleges								1.8	1.2	1.8		1.1		.8	.6	.8		.4	.5	.5	.5
6 Non-Texas Teachers Colleges																					
7 Non-Texas Colleges				1.5		.8				1.8	2.6	2.2				1.6	1.0	1.3	1.2	.5	.8

The respondents may be considered representative of all eligible teaching graduates of the years 1953-1957, inclusive.

Respondents classified as experienced teachers who were 1953-1955 graduates constituted 44.7 per cent of the group studied. Respondents classified as beginning teachers who were graduated in 1956-1957 constituted 55.3 per cent of the group studied.

All respondents included in the study were teaching or had taught. Of the women not teaching at the time of the survey the largest percentage were out of teaching to become housewives. Of the men not teaching at the time of the survey the largest percentage were out of teaching to serve in the armed forces.

Interest in further professional development was indicated by the percentage that had earned master's degrees and the percentage that had begun work toward an advanced degree. The trend was to return to the same institution for further professional preparation.

CHAPTER V

FINDINGS OF THE STUDY

The findings of the study have been grouped in the following areas:

1. Community and School
2. Family Background
3. Teaching Preparation and Experience
4. Income and Family Finances
5. Teaching Assignment
6. Teacher and the Community
7. Teacher and the Profession
8. Professional Advice.

Data have been arranged in three-dimensional tables which show the findings with reference to teaching experience (beginning and experienced teachers), teaching level (elementary and secondary teachers), and sex.

Data in each table are interpreted according to the following common format:

1. Beginning elementary teachers
2. Beginning secondary teachers
3. Experienced elementary teachers
4. Experienced secondary teachers
5. Respondents as a total group.

Important findings and relationships are pointed out in textual commentary for each of these groups in the order indicated. It was felt that a consistent pattern simplifies and facilitates "reading" the tables and arriving at the findings to be derived therefrom.

The three open-end, or professional advice, questions

have been treated and presented as nearly as possible in the same manner.

The following chapter summarizes the findings in the form of profiles of the teachers participating in the study.

I. COMMUNITY AND SCHOOL

Teachers in this study were asked to identify by size the communities in which they were born, in which they lived during pre-college years, in which they were teaching or where they last taught and in which they were living at the time they completed the questionnaire. Also, the respondents were asked to indicate the number of teachers in the school in which they were teaching. Responses to each of these questions are discussed separately in the order indicated above.

Size of community in which born. Distributions by teaching experience, teaching level, and sex for size of community in which the respondents were born are shown in Table V.

Of the group of teachers who were beginning elementary teachers 41.1 per cent were born in villages or small towns of 2,499 population or less. A total of 21.1 per cent were born in small cities or towns with populations of 2,500 to 9,999. Thus, a total of 62.2 per cent of the beginning elementary teachers were born in communities of

TABLE V
 SIZE OF COMMUNITY IN WHICH BORN
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response		3.3	2.2		1.6	.8	7.1		2.4	7.3	2.6	5.4	3.5	1.7	2.3	3.2	2.0	2.7	3.4	1.8	2.5
1 500,000 and more	13.8	18.0	16.7	14.5	16.4	15.3	3.6	19.3	14.1	7.3	13.2	9.7	8.8	18.6	15.4	11.3	15.1	13.0	10.5	17.0	14.0
2 100,000 to 499,999	3.4	3.3	3.3	1.5	4.9	3.1	10.7	3.5	5.9	7.3		4.3	7.0	3.4	4.6	4.0	3.0	3.6	5.0	3.2	4.0
3 30,000 to 99,999	6.9	6.6	6.7	5.8	4.9	5.4		5.3	3.5	5.5	7.9	6.5	3.5	5.9	5.1	5.6	6.0	5.8	5.0	6.0	5.5
4 10,000 to 29,999	6.9	9.8	8.9	11.6	14.8	13.1	10.7	10.5	10.6	7.3	15.8	10.7	8.8	10.2	9.7	9.7	15.1	12.1	9.4	12.4	11.1
5 5,000 to 9,999	6.9	11.5	10.0	11.6	14.8	13.1	7.1	12.3	10.6	10.9	13.2	11.8	7.0	11.9	10.3	11.3	14.1	12.6	9.9	12.9	11.6
6 2,500 to 4,999	6.9	13.1	11.1	10.1	14.8	12.3	14.3	7.0	9.4	10.9	21.1	15.1	10.5	10.2	10.3	10.5	17.2	13.4	10.5	13.4	12.1
7 1,000 to 2,499	27.6	18.0	21.1	13.0	8.2	10.8	10.7	14.0	12.9	10.9	10.5	10.7	19.3	16.1	17.1	12.1	9.1	10.8	14.3	12.4	13.6
8 Less than 1,000	27.6	16.4	20.0	31.9	19.7	26.1	35.7	28.1	30.6	32.7	15.8	25.8	31.6	22.0	25.1	32.3	18.2	26.0	32.0	20.3	25.6

less than 10,000 population. Of the remaining group of beginning elementary teachers, 16.7 were born in metropolitan areas of 500,000 population or more.

Of the group who were beginning secondary teachers 36.9 per cent were born in villages or small towns and 25.4 per cent were born in small cities or towns, making a total of 62.3 per cent of the group born in communities of less than 10,000 population. Of the remaining group of beginning secondary teachers 15.3 per cent were born in metropolitan areas.

Of the group who were experienced elementary teachers 43.5 per cent were born in villages or small towns and 20 per cent were born in small cities or towns, making a total of 63.5 per cent of the group born in communities of less than 10,000 population. Of the remaining group of experienced elementary teachers 14.1 per cent were born in metropolitan areas.

Of the group who were experienced secondary teachers 36.5 per cent were born in villages or small towns and 26.9 per cent were born in small cities or towns, making a total of 63.4 per cent of the group born in communities of less than 10,000 population. Of the remaining group of experienced secondary teachers 9.7 per cent were born in metropolitan areas.

Of the total group of respondents 25.6 per cent were

born in hamlets of less than 1,000 population and more than 60 per cent of the group was born in communities of less than 10,000 population. Only 18 per cent were born in the big city and metropolitan areas. There was little difference between the size of the place of birth of the elementary teacher and secondary teacher. Of the men 32 per cent were born in hamlets while only 20.3 per cent of the women were born in hamlets. Of the men 10.5 per cent were born in a metropolis while 17 per cent of the women were born in a metropolis.

Size of community in which lived pre-college. Distributions by teaching experience, teaching level, and sex for size of community in which respondents lived during pre-college years are provided in Table VI.

Because the family does not always remain in the community in which the child is born it was necessary that this study reflect both the place of birth and the community in which the respondent spent the predominate number of formative years prior to his entrance into college.

Of the group of beginning elementary teachers 27.8 per cent lived in villages or small towns. A total of 34.5 per cent lived in small cities or towns. Of the group 62.3 per cent lived in communities of less than 10,000 population. Of the remaining group of beginning elementary teachers 11.1 per cent lived in a metropolis.

TABLE VI
 SIZE OF COMMUNITY IN WHICH LIVED DURING PRE-COLLEGE YEARS
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response		1.6	1.1	1.5	1.6	1.5	14.3		4.7	7.3	5.3	6.5	7.0	.9	2.6	4.0	3.0	3.6	5.0	1.8	3.3
1 500,000 and more	6.9	13.1	11.1	10.1	16.4	13.1	14.3	20.2	18.8	3.6	15.8	8.6	10.5	16.9	14.9	7.3	16.2	11.2	8.3	16.6	12.8
2 100,000 to 499,999	6.9	3.3	4.4	2.9	1.6	2.3	3.6	5.3	4.7	7.3	2.6	5.4	5.3	4.2	4.6	4.8	2.0	3.6	5.0	3.2	4.0
3 30,000 to 99,999	6.9	9.8	8.9	11.6	6.6	9.2	10.7	10.5	10.6	9.1	2.6	6.5	8.8	10.2	9.7	10.5	5.1	8.1	10.0	7.8	8.8
4 10,000 to 29,999	17.2	9.8	12.2	10.1	11.5	10.8	7.1	7.0	7.1	9.1	15.8	11.9	12.3	8.5	9.7	9.7	13.1	11.2	10.5	10.6	10.2
5 5,000 to 9,999	24.1	16.4	18.9	24.6	19.7	22.3	7.1	10.5	9.4	10.9	10.5	10.8	15.8	13.6	14.3	18.5	16.2	17.5	17.7	14.7	16.1
6 2,500 to 4,999	13.8	16.4	15.6	7.2	11.5	9.2	7.1	14.0	11.5	16.4	18.4	17.2	10.5	15.3	13.7	11.3	14.1	12.6	11.0	14.7	13.1
7 1,000 to 2,499	13.8	9.8	11.1	10.1	14.8	12.3	7.1	15.8	12.9	14.5	13.2	14.0	10.5	12.7	12.0	12.1	14.1	13.0	11.6	13.4	12.6
8 Less than 1,000	10.3	19.7	16.7	21.7	16.4	19.2	28.6	15.8	20.0	21.8	15.8	19.4	19.3	17.8	18.3	21.8	16.2	19.3	21.0	17.0	18.8

Of the group of beginning secondary teachers 31.5 per cent lived in villages or small towns. A total of 31.5 per cent lived in small cities or towns. Of the group 63 per cent lived in communities of less than 10,000 population. Of the remaining group of beginning secondary teachers 13.1 per cent lived in a metropolis.

Of the group of experienced elementary teachers 39.9 per cent lived in villages or small towns. A total of 20.9 per cent lived in small cities or towns. Of the group 60.8 per cent lived in communities of less than 10,000 population. Of the remaining group of experienced elementary teachers 18.8 per cent lived in a metropolis.

Of the group of experienced secondary teachers 33.4 per cent lived in villages or small towns. A total of 28 per cent lived in small cities or towns. Of the group 61.4 per cent lived in communities of less than 10,000 population. Of the remaining group of experienced secondary teachers 8.6 per cent lived in a metropolis.

Of the total group of respondents 60.6 per cent lived during pre-college years in communities of less than 10,000 population. Only 16.8 per cent lived in the big city and metropolitan areas. Some migration to larger communities occurred, but nearly all of it was to communities of less than 10,000 population.

Size of community in which now living. Distributions

by teaching experience, teaching level, and sex for each size of community in which respondents are now living are contained in Table VII.

Of the group of beginning elementary teachers 20 per cent were living in villages or small towns of 2,499 population or less. A total of 26.7 per cent were living in small cities or towns with populations of 2,500 to 9,999. A total of 46.7 per cent of the group were living in communities of less than 10,000 population. Of the remaining group of beginning elementary teachers 25.5 per cent were living in metropolitan or big city areas.

Of the group of beginning secondary teachers 33 per cent were living in villages or small towns and 23 per cent were living in small cities or towns, making a total of 56 per cent of the group living in communities of less than 10,000 population. Of the remaining group of beginning secondary teachers 20 per cent were living in big city and metropolitan areas.

Of the group of experienced elementary teachers 23.5 per cent were living in villages or small towns and 15.3 per cent were living in small cities or towns, making a total of 38.8 per cent of the group living in communities of less than 10,000 population. Of the remaining group of experienced elementary teachers 36.5 per cent were living in the big city and metropolitan areas.

TABLE VII
SIZE OF COMMUNITY IN WHICH NOW LIVING
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4	1.6	2.2				1.8	1.2	3.6	5.3	4.3		1.8	1.7	1.7	1.6	2.0	1.8	1.7	1.8	1.8
1 500,000 and more	10.3	16.4	14.4	5.8	23.0	13.8	10.7	38.6	29.4	9.1	15.8	11.8	10.5	27.1	21.7	7.3	20.2	13.0	8.3	24.0	16.8
2 100,000 to 499,999	10.3	11.5	11.1	4.3	8.2	6.2	10.5	7.1	5.5		3.2		5.3	11.0	9.1	4.8	5.1	4.9	5.0	8.3	6.8
3 30,000 to 99,999	3.4	16.4	12.2	8.7	13.1	10.8	10.7	15.8	14.1	12.7	15.8	14.0	7.0	16.1	13.1	10.5	14.1	12.1	9.4	15.2	12.6
4 10,000 to 29,999	13.8	13.1	13.3	13.0	13.1	13.1	10.7	8.8	9.4	20.0	23.7	21.5	12.3	11.0	11.4	16.1	17.2	16.6	14.9	13.8	14.3
5 5,000 to 9,999	17.5	14.8	15.6	10.1	13.1	11.5	7.1	1.8	3.5	12.7	13.2	12.9	12.3	8.5	9.7	11.3	13.1	12.1	11.6	10.6	6.0
6 2,500 to 4,999	10.3	11.5	11.1	13.0	9.8	11.5	17.9	8.8	11.8	7.3	10.5	8.6	14.0	10.2	11.4	10.5	10.1	10.3	11.6	10.1	10.8
7 1,000 to 2,499	20.7	9.3	13.3	24.6	13.1	19.2	25.0	8.8	14.1	14.5	10.5	12.9	22.8	9.3	13.7	20.2	12.1	16.6	21.0	10.6	15.3
8 Less than 1,000	10.3	4.9	6.7	20.3	6.6	13.8	17.9	5.3	9.4	14.5	5.3	10.8	14.0	5.1	8.0	17.7	6.1	12.6	16.6	5.5	10.6

Of the group of experienced secondary teachers 23.7 per cent were living in villages or small towns and 21.5 per cent were living in small cities or towns, making a total of 45.2 per cent of the group living in communities of less than 10,000 population. Of the remaining group of experienced secondary teachers 15 per cent were living in big city and metropolitan areas.

Of the total group of respondents 42.7 per cent were living in communities of less than 10,000 population while 23.6 per cent were living in the big city or metropolitan areas. Only 13.3 per cent of the males were living in these areas while 32.3 per cent of the females were living in the larger centers of population. Only 17.9 per cent of the secondary teachers lived in these areas while 30.8 per cent of the elementary teachers lived there.

Whereas 60.6 per cent lived in communities of less than 10,000 population prior to attending college, 42.7 per cent resided in communities of this size after college. On the other hand, the change with respect to metropolitan communities was from 23.5 per cent pre-college to 16.8 per cent post-college. It appears, therefore, that most of the change in size of community of residence was toward communities of intermediate size.

Size of community in which teaching. Distributions by teaching experience, teaching level, and sex for size of

community in which teaching are presented in Table VIII.

Of the group of beginning elementary teachers 18.9 per cent were teaching in towns or small villages of 2,499 population or less. A total of 27.8 per cent were teaching in small cities or towns with a population of 2,500 to 9,999. A total of 46.7 per cent of the beginning elementary teachers were teaching in communities of less than 10,000 population. Of the remaining group of beginning elementary teachers 24.5 per cent were teaching in big cities and metropolitan areas.

Of the group of beginning secondary teachers 39.2 per cent were teaching in villages or small towns and 21.5 per cent were teaching in small cities or towns, making a total of 60.7 per cent of the group teaching in communities of less than 10,000 population. Of the remaining group of beginning secondary teachers 17.7 per cent were teaching in big cities and metropolitan areas.

Of the group of experienced elementary teachers 24.7 per cent were teaching in villages or small towns and 17.6 per cent were teaching in small cities or towns, making a total of 42.3 per cent of the group teaching in communities of less than 10,000 population. Of the remaining group of experienced elementary teachers 28.2 per cent were teaching in big cities and metropolitan areas.

Of the group of experienced secondary teachers 30.1

TABLE VIII
 SIZE OF COMMUNITY IN WHICH NOW TEACHING
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	10.3	3.3	5.6	2.9	3.3	3.1	3.6	3.5	3.5	7.3	5.3	6.5	7.0	3.4	4.6	4.8	4.0	4.5	5.5	3.7	4.5
1 500,000 or more	13.8	16.4	15.6	5.8	21.3	13.1	7.1	26.3	20.0	7.3	13.2	10.0	10.5	21.2	17.7	6.5	18.2	11.7	7.7	19.8	14.3
2 100,000 to 499,999		13.1	8.9	4.3	4.9	4.6		12.3	8.2	5.5		3.2		12.7	8.6	4.8	3.0	4.0	3.3	8.3	6.0
3 30,000 to 99,999	6.9	13.1	11.1	7.2	6.6	6.9	10.7	20.2	17.6	9.1	15.8	11.8	8.8	16.9	14.3	8.1	10.1	9.0	8.3	13.8	11.3
4 10,000 to 29,999	13.8	11.5	12.2	10.1	13.1	11.5	7.1	8.8	8.2	16.4	13.2	15.1	10.5	10.2	10.3	12.9	13.1	13.0	12.2	11.5	11.8
5 5,000 to 9,999	13.8	9.8	11.1	11.6	11.5	11.5	10.7	1.8	4.7	14.5	13.2	14.0	12.3	6.0	8.0	12.9	12.1	12.6	12.7	8.8	10.6
6 2,500 to 4,999	13.8	18.0	16.7	11.6	8.2	10.0	21.4	8.8	12.9	9.1	10.5	10.0	17.5	13.6	14.9	10.5	9.1	9.9	12.7	11.5	12.1
7 1,000 to 2,499	20.7	8.2	12.2	20.3	19.7	20.0	25.0	12.3	16.5	14.5	18.4	16.1	22.8	10.2	14.3	17.7	19.1	18.4	19.3	14.3	16.6
8 Less than 1,000	6.9	6.6	6.7	26.1	11.5	19.2	14.3	5.3	8.2	16.4	10.5	14.0	10.5	6.0	7.4	21.8	11.1	17.0	18.2	8.3	12.8

per cent were teaching in villages or small towns and 24 per cent were teaching in small cities or towns, making a total of 54.1 per cent of the group teaching in communities of less than 10,000 population. Of the remaining group of experienced secondary teachers 13.2 per cent were teaching in big cities and metropolitan areas.

Of the total group of respondents 52.1 per cent were teaching in communities of less than 10,000 population, while 20.3 per cent were teaching in the big city and metropolitan areas. Only 11 per cent of the males were teaching in these areas while 28.1 per cent of the females were teaching in the big city or metropolitan areas. Of the elementary teachers 26.3 per cent were employed in these large population areas while only 15.7 per cent of the secondary teachers taught there.

Number of teachers in school where teaching. Distributions by teaching experience, teaching level, and sex for the number of teachers in the school in which the respondents were teaching are reported in Table IX.

Of the group of beginning elementary teachers 36.7 per cent taught in schools where there were 13 to 24 teachers, 37.8 per cent in schools with 25 to 49 teachers, and 16.7 per cent in schools with 50 or more teachers. Of the group 83.3 per cent taught in schools with fewer than 50 teachers.

TABLE IX
NUMBER OF TEACHERS IN SCHOOL IN WHICH TEACHING
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response																					
1 1 teacher																					
2 2-3 teachers	3.4		1.1							1.8		1.1	1.8	.6	.8		.4	1.1		.5	
3 4-6 teachers	3.4	3.3	3.3				3.6		1.2				3.5	1.7	2.3				1.1	.9	1.0
4 7-12 teachers	6.9	3.3	4.4	14.5	9.8	12.3	3.6	7.0	5.9	16.4	5.3	11.8	5.3	5.1	5.1	15.3	8.0	12.1	12.2	6.5	9.0
5 13-24 teachers	41.4	34.4	36.7	30.4	21.3	26.2	32.1	49.1	44.7	18.2	15.8	17.2	36.8	42.4	40.6	25.0	19.2	22.4	28.7	31.8	30.4
6 25-49 teachers	27.6	42.6	37.8	34.8	44.3	39.2	35.7	28.1	30.6	38.2	42.1	39.8	31.6	35.6	34.3	36.3	43.4	39.5	34.8	39.2	37.2
7 50-99 teachers	13.8	8.2	10.0	11.6	23.0	16.9	21.4	3.5	9.4	12.7	29.0	19.4	17.5	5.9	9.7	12.1	25.2	17.9	13.8	14.7	14.3
8 100 or more teachers	3.4	8.2	6.7	8.7	1.6	5.4	3.6	10.5	8.2	12.7	7.9	10.8	3.5	9.3	7.4	10.5	4.0	7.6	8.3	6.9	7.5

Of the group of beginning secondary teachers 26.2 per cent taught in schools with 13 to 24 teachers, 39.2 per cent in schools with 25 to 49 teachers, and 22.3 per cent in schools with 50 or more teachers; 77.7 per cent of the group taught in schools with fewer than 50 teachers.

Of the group of experienced elementary teachers 44.7 per cent taught in schools where there were 13 to 24 teachers, 30.6 per cent in schools with 25 to 49 teachers, and 17.6 per cent in schools with 50 or more teachers. Of the group 82.4 per cent taught in schools of fewer than 50 teachers.

Of the group of experienced secondary teachers 17.2 per cent taught in schools with 13 to 24 teachers, 39.8 per cent in schools with 25 to 49 teachers, and 30.2 per cent in schools with 50 or more teachers; 69.8 per cent of the group taught in schools with fewer than 50 teachers.

Of the total group of respondents 30.4 per cent taught in schools with 13 to 24 teachers, 37.2 per cent in schools with 25 to 49 teachers, 14.3 per cent in schools with 50 to 99 teachers and 7.5 per cent in schools with 100 or more teachers. Only 10.5 per cent of the total group of respondents in this study taught in schools with 12 or fewer teachers and none of the group reported teaching in a one-teacher school. Of the elementary teachers 40.6 per cent were in 13 to 24 teacher schools. Of the secondary teachers

39.5 per cent were in 25 to 49 teacher schools.

II. FAMILY BACKGROUND

To profile the family backgrounds and status of the teachers in this study the respondents were asked to indicate the predominating occupations of their fathers, their age, sex and marital status, and the number of their children.

Occupation of father. Distributions by teaching experience, teaching level, and sex for the occupations of the respondents' fathers are shown on Table X.

Of the group of beginning elementary teachers 36.7 per cent had fathers who were skilled or semi-skilled workers and 24.4 per cent had fathers who held managerial positions or were self-employed. The fathers of 13.3 per cent of the group were farmers while 12.2 per cent were professional men.

Of the group of beginning secondary teachers 30.8 per cent had fathers who were skilled or semi-skilled workers and 25.4 per cent had fathers who held managerial positions or were self-employed. The fathers of 13.8 per cent of the group were farmers and 10.8 per cent were professional or semi-professional men.

Of the group of experienced elementary teachers 34.1 per cent had fathers who were skilled or semi-skilled

TABLE X
OCCUPATION OF FATHER
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	0.0	3.3	2.2	1.5	1.6	1.5	0.0	0.0	0.0	1.8	2.6	2.2	0.0	1.7	1.1	1.6	2.0	1.8	1.1	1.8	1.5
1 Farmer	24.1	8.2	13.3	24.6	1.6	13.8	28.6	12.3	17.6	25.5	7.9	18.3	26.3	10.2	15.4	25.0	4.0	15.7	25.4	7.4	15.6
2 Unskilled worker	0.0	4.9	3.3	7.2	13.1	10.0	7.1	3.5	4.7	1.8	0.0	1.1	3.5	4.2	4.0	4.8	8.1	6.3	4.4	6.0	5.3
3 Skilled or semi-skilled worker	44.8	32.8	36.7	31.3	29.5	30.8	21.4	40.3	34.1	25.5	31.6	28.0	33.3	36.4	35.4	29.0	30.3	29.6	30.1	33.6	32.2
4 Clerical or sales worker	3.4	9.8	7.8	7.2	8.2	7.7	10.7	5.3	7.1	7.3	5.3	6.5	7.0	7.6	7.4	7.2	7.1	7.2	7.2	7.4	7.3
5 Managerial worker or self-employed	24.1	24.6	24.4	18.8	32.8	25.4	28.6	26.3	27.0	23.6	39.5	30.1	26.3	25.4	25.7	21.0	35.3	27.4	22.6	30.0	26.6
6 Professional or semi-prof. worker	3.4	16.4	12.2	8.7	13.1	10.8	3.6	12.3	9.4	14.5	13.2	14.0	3.5	14.4	10.9	11.3	13.1	12.1	8.8	13.8	11.6

workers and 27 per cent had fathers who held managerial positions or were self-employed. The fathers of 17.6 per cent of the group were farmers while 9.4 per cent were professional or semi-professional men.

Of the group of experienced secondary teachers 28 per cent had fathers who were skilled or semi-skilled workers and 30.1 per cent had fathers who held managerial positions or were self-employed. The fathers of 18.3 per cent of the group were farmers and 14 per cent were professional or semi-professional men.

Of the total group of respondents 32.2 per cent had fathers who were skilled or semi-skilled workers and 26.6 per cent had fathers who held managerial positions or were self-employed. The fathers of 15.6 per cent were farmers and 11.6 per cent were professional or semi-professional men. The proportions were closely similar for all four groups. The fathers of 25.4 per cent of the males were farmers in contrast to 7.4 per cent of the females.

Age. Distributions by teaching experience, teaching level, and sex for the ages of the respondents are found in Table XI.

Of the group of beginning elementary teachers 78.9 per cent were between the ages of 21 to 24 years, inclusive, and 5.6 per cent were in the 25-26 age group.

Of the group of beginning secondary teachers 73.2

TABLE XI
AGE
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response							1.8	1.2					.8	.6					.5	.3	
1 Under 21 years	4.9	3.3		1.6	.8								2.5	1.7		1.0	.4		1.8	1.0	
2 21-22 years	10.3	50.8	37.8	11.6	42.6	26.2	3.5	2.4	1.8		1.1		5.3	28.0	20.6	7.3	26.2	15.7	6.6	27.2	17.8
3 23-24 years	48.3	37.7	41.1	49.3	44.3	47.0	28.6	38.6	35.3	10.9	47.4	25.8	38.6	38.1	38.3	32.3	45.4	38.1	34.2	41.5	38.2
4 25-26 years	13.8	1.6	5.6	13.0	8.2	10.8	35.7	38.6	37.6	45.5	42.1	44.1	24.6	19.5	21.1	27.4	21.2	24.7	26.5	20.3	23.1
5 27-28 years	13.8		4.4	15.9	1.6	9.2	25.0	5.3	11.8	20.0	2.6	12.9	19.3	2.5	8.0	17.7	2.0	10.8	18.2	2.3	9.5
6 29-30 years	3.4		1.1	2.9		1.5	7.1	3.5	4.7	12.7	2.6	8.6	5.3	1.7	2.9	7.3	1.0	4.5	6.6	1.4	3.8
7 31-35 years	6.9	4.9	5.6	2.9		1.5	1.8	1.2	1.8		1.1		3.5	3.4	3.4	2.4		1.3	2.8	1.8	2.3
8 36-40 years	3.4		1.1	1.5	1.6	1.5	3.6	1.8	2.4	3.6		2.2	3.5	.8	1.7	2.4	1.0	1.8	2.8	.9	1.8
9 41 years or over				2.9		1.5	5.3	3.5	3.6	5.3	4.3		2.5	1.7	3.2	2.0	2.7		2.2	2.3	2.3

per cent were between the ages of 21 to 24 years, inclusive and 10.8 per cent were in the 25-26 age group.

Of the group of experienced elementary teachers 37.7 per cent were between the ages of 21 to 24 years, inclusive, and 37.6 per cent were in the 25-26 age group.

Of the group of experienced secondary teachers 26.9 per cent were between the ages of 21 to 24 years, inclusive, and 44.1 per cent were in the 25-26 age group.

Of the total group of respondents 56 per cent were between the ages of 21 to 24, inclusive, and 23.1 per cent were in the 25-26 age group. Of the females 68.7 per cent were 21 to 24 years of age while only 40.8 per cent of the males were in this age group.

Sex and marital status. Distributions by teaching experience, teaching level, and sex for the sex and marital status of the respondents are presented in Table XII.

Of the group of beginning elementary teachers 62.2 per cent were married. Of this group 65.5 per cent of the men were married while 60.7 per cent of the women were married.

Of the group of beginning secondary teachers 62.3 per cent were married. Of the men in this group 62.3 per cent were married as were a like per cent of the women.

Of the group of experienced elementary teachers 75.3 per cent were married. Of this group 78.6 per cent

TABLE XII
SEX AND MARITAL STATUS
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response																					
1 Man, married	65.5		21.1	62.3		33.1	78.6		25.9	83.6		49.5	71.9		23.4	71.8		39.9	71.8		32.7
2 Man, single	31.0		10.0	34.8		18.5	21.4		7.1	16.4		9.7	26.3		8.6	26.6		14.8	26.5		12.1
3 Man, separated, div., or widowed	3.4		1.1	2.9		1.5							1.8		.6	1.6		.9	1.7		.8
4 Woman, married		60.7	41.1		62.3	29.2		73.7	49.4		63.2	25.8		66.9	45.1		62.6	27.8		65.0	35.4
5 Woman, single		37.7	25.6		34.4	16.2		19.3	12.9		34.2	14.0		28.8	19.4		34.4	15.2		31.3	17.1
6 Woman, separated, div., or widowed		1.6	1.1		3.3	1.5		7.0	4.7		2.6	1.1		4.2	2.9		3.0	1.3		3.7	2.0

of the men were married while 73.7 per cent of the women were married.

Of the group of experienced secondary teachers 75.3 per cent were married. Of the men in this group 83.6 per cent were married and 62.3 per cent of the women were married.

Of the total group of respondents 68.1 per cent were married. Of the men 71.8 per cent were married. Of the women 65 per cent were married. Of the men 26.5 per cent were single. Of the women 31.3 per cent were single.

Number of children. Distributions by teaching experience, teaching level, and sex for the number of children of the respondents are contained in Table XIII.

Of the group of beginning elementary teachers 70 per cent had no children, 21.1 per cent had one child, 3.3 per cent had two children and 4.4 per cent had three children. None of the women in this group had more than one child.

Of the group of beginning secondary teachers 67.7 per cent had no children, 20.8 per cent had one child and 10.1 per cent had more than one child. None of the women in this group had more than one child.

Of the group of experienced elementary teachers 44.7 per cent had no children, 25.9 per cent had one child, 15.3 per cent had two children, 10.6 per cent had three children and 1.8 per cent had four children.

TABLE XIII
NUMBER OF CHILDREN
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response		1.6	1.1	2.9	80.4	1.5	7.1		2.4		2.6	1.1	3.5	.8	1.7	1.6	1.0	1.3	2.2	.9	1.5
1 No children	48.3	80.4	70.0	56.5	16.4	67.7	39.3	47.4	44.7	38.2	50.0	43.0	43.9	64.4	57.7	48.4	68.7	57.4	47.0	66.4	57.5
2 1 child	27.6	18.0	21.1	24.6	3.3	20.8	28.6	24.6	25.9	29.1	26.3	28.0	28.1	21.2	23.4	26.6	20.2	23.8	27.1	20.7	23.6
3 2 children	10.3		3.3	8.7		6.2	17.9	14.0	15.3	16.4	13.2	15.1	14.0	6.8	9.1	12.1	7.1	9.9	12.7	6.9	9.5
4 3 children	13.8		4.4	5.8		3.1	7.1	12.3	10.6	12.7	5.3	9.8	10.5	5.9	7.4	8.9	2.0	5.8	9.4	4.1	6.5
5 4 children				1.5		.8		1.8	1.8	1.8		1.1		.8	.6	1.6		.9	1.1	.5	.8
6 5 children											2.6	1.1					1.0	.4		.5	.3
7 6 children										1.8		1.1				.8		.4	.6		.3
8 7 or more children																					

Of the group of experienced secondary teachers 43 per cent had no children, 28 per cent had one child, 24.9 per cent had two or three children and 3.3 per cent had four to six children.

Of the total group of respondents 57.5 per cent had no children, 23.6 per cent had one child and 17.4 per cent had more than one child. Of this group 23.8 per cent of the men had more than one child while 12 per cent of the women had more than one child.

III. TEACHING PREPARATION AND EXPERIENCE

The teaching graduates cooperating in this study reported on preparations for teaching and on teaching experience.

Semester hours credit earned beyond bachelor's degree. The bachelor's degree was a criterion of eligibility for the respondents in this study. Semester hours credit earned beyond the degree was considered a useful measure for discovering further preparation for teaching. Distributions by teaching experience, teaching level, and sex for the number of semester hours credit earned beyond the bachelor's degree by the respondents are reported in Table XIV.

Of the group of beginning elementary teachers 61.1 per cent had not attended advanced classes for credit,

TABLE XIV
SEMESTER HOURS CREDIT EARNED BEYOND BACHELOR'S DEGREE
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response				1.5	1.6	1.5	3.5	2.4					1.7	1.1	.8	1.0	.9	.5	1.4	1.0	
1 None	48.3	67.2	61.1	43.5	73.8	57.7	28.6	45.6	39.9	18.2	39.5	26.9	38.6	56.7	50.9	32.3	60.6	44.8	34.2	58.5	47.5
2 3-6 hours	24.1	18.0	20.0	23.2	16.4	20.0	21.4	26.3	24.6	14.5	21.1	17.2	22.8	22.0	22.3	19.4	18.2	18.8	20.4	20.3	20.3
3 9-12 hours	10.3	9.8	10.0	7.2	4.9	6.2	3.6	7.0	5.8	7.3	13.2	9.7	7.0	8.5	8.0	7.3	8.1	7.6	7.2	8.3	7.8
4 15-18 hours	10.3	4.9	6.7	5.8	1.6	3.8	10.7	1.8	4.7	14.5	2.6	9.7	10.5	3.4	5.7	9.7	2.0	6.3	9.9	2.8	6.0
5 21-24 hours	3.4		1.1	1.5	1.6	1.5	10.7	5.3	7.1	7.3	5.3	6.5	7.0	2.5	4.0	4.0	3.0	3.6	5.0	2.8	3.8
6 27-30 hours				2.9		1.5	3.6		1.2	3.6	2.6	3.2	1.8		.6	3.2	1.0	2.2	2.8	.4	1.5
7 33-36 hours	3.4		1.1	8.7		4.6	14.3	5.3	8.2	16.4	13.2	15.1	8.8	2.5	4.6	12.1	5.1	9.0	11.0	3.7	7.0
8 39-42 hours				2.9		1.5	7.1		2.4	9.1		5.4	3.5		1.1	5.6		3.1	5.0		2.3
9 43 hours or more				2.9		1.5		5.3	3.5	9.1	2.6	6.5		2.5	1.7	5.6	1.0	3.6	3.9	1.8	2.8

while 38.9 per cent had earned advanced credits. Only 1.1 per cent had a master's degree.

Of the group of beginning secondary teachers 57.7 per cent had not attended advanced classes for credit, while 41.6 per cent had earned advanced credits. Of the total group 7.7 per cent had a master's degree.

Of the group of experienced elementary teachers 39.9 per cent had not attended advanced classes for credit, while 57.5 per cent had earned advanced credits. Of the total group 11.8 per cent had a master's degree.

Of the group of experienced secondary teachers 26.9 per cent had not attended advanced classes for credit, while 73.1 per cent had earned advanced credits. Of the total group 25.8 per cent had a master's degree.

Of the total group of respondents 47.5 per cent had earned no advanced credit, whereas 51.5 per cent had earned credits varying from three to forty-three or more semester hours. The master's degree had been earned by 11.3 per cent. Of the men 65.3 per cent, as contrasted to 41.1 per cent of the women, had earned advanced credits. Of the experienced teachers 65.7 per cent, as contrasted to 40 per cent of the beginning teachers, had earned advanced credits.

Total years of full-time teaching experience. Distributions by teaching experience, teaching level, and sex of the total number of years of full-time teaching

experience are given in Table XV.

Of the group of beginning elementary teachers 57.8 per cent had taught one year and 42.2 per cent had taught two years.

Of the group of beginning secondary teachers 67.7 per cent had taught one year and 32.3 per cent had taught two years.

Of the group of experienced elementary teachers 65.8 per cent had taught from three to five years, inclusive. Although in this group of elementary teachers those who could have taught five years comprised 40 per cent of the group, only 20 per cent had five years teaching experience.

Of the group of experienced secondary teachers 67.8 per cent had taught from three to five years, inclusive. Although in this group of secondary teachers those who could have taught five years comprised 31.2 per cent of the group, only 7.5 per cent had five years teaching experience.

Of the total group of respondents 70.1 per cent had one or two years teaching experience and 29.9 per cent had three to five years teaching experience. Those who could have had three to five years of experience comprised 44.7 per cent of the total group. Of the men 73.5 per cent, as contrasted with 61.1 per cent of the women, who could have

TABLE XV
TOTAL YEARS OF FULL-TIME TEACHING EXPERIENCE
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response																					
1 1 year	55.2	59.0	57.8	65.2	70.5	67.7	7.1	19.3	15.3	18.2	15.8	17.2	31.6	39.8	37.1	44.4	49.5	46.7	40.3	44.2	42.5
2 2 years	44.8	41.0	42.0	34.8	29.5	32.3	10.7	22.8	18.8	12.7	18.4	15.1	28.1	32.2	30.9	25.0	25.3	25.1	26.0	29.0	27.6
3 3 years							46.4	17.5	27.0	40.0	44.7	42.0	22.8	8.5	13.1	17.7	17.2	17.5	19.3	12.4	15.6
4 4 years							7.1	24.6	18.8	21.8	13.2	18.3	3.5	11.8	9.1	9.7	5.1	7.6	7.7	8.8	8.3
5 5 years							28.6	15.8	20.0	7.3	7.9	7.5	14.0	7.6	9.7	3.2	3.0	3.1	6.6	5.5	6.0

taught three to five years had actually taught three to five years.

Total years of full-time service in school system where teaching. Distribution by teaching experience, teaching level, and sex for total years of full-time service in school system where teaching are shown in Table XVI.

Of the group of beginning elementary teachers 64.4 per cent had taught one year in the school system where teaching and 34.3 per cent had taught two years in the system where teaching. Of the group 57.8 per cent could have taught in only one system while 42.2 per cent could have taught in two systems.

Of the group of beginning secondary teachers 81.5 per cent had taught one year in the school system where teaching and 18.5 per cent had taught two years in the system where teaching. Of the group 67.7 per cent could have taught in only one system while 32.3 per cent could have taught in two systems.

Of the group of experienced elementary teachers 43.5 per cent had taught three or more years in the system where teaching.

Of the group of experienced secondary teachers 37.7 per cent had taught three or more years in the system where teaching.

Of the total group of respondents 80.9 per cent had

TABLE XVI
TOTAL YEARS OF FULL-TIME SERVICE IN SCHOOL SYSTEM WHERE TEACHING
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4		1.1				5.3	3.5					1.8	2.5	2.3				.6	1.4	1.0
1 1 year	55.2	68.9	64.4	79.7	83.6	81.5	17.9	29.8	25.9	36.4	47.4	40.9	36.8	50.0	45.7	60.5	69.6	64.6	53.0	59.0	56.3
2 2 years	41.4	31.2	34.4	20.3	16.4	18.5	21.4	29.8	27.0	25.5	15.8	21.5	31.6	30.5	30.9	22.6	16.2	19.7	25.4	24.0	24.6
3 3 years							35.7	14.0	21.2	29.1	26.3	28.0	17.5	6.8	10.3	12.9	10.1	11.7	14.4	8.3	11.1
4 4 years							7.1	17.5	14.1	7.3	7.9	7.5	3.5	8.5	6.9	3.2	3.0	3.1	3.3	6.0	4.8
5 5 years							17.9	3.5	8.2	1.8	2.6	2.2	8.8	1.7	4.0	.8	1.0	.9	3.3	1.4	2.3

taught one or two years in the system where teaching while 18.2 per cent had taught three or more years in the system where teaching. Of the total group 29.9 per cent could have taught three or more years in the same system.

Number of different school systems in which taught full-time. Distributions by teaching experience, teaching level, and sex for the number of different school systems in which taught full-time are presented in Table XVII.

Of the group of beginning elementary teachers 88.8 per cent had taught in only one system; 83.1 per cent of the beginning secondary teachers had taught in one system only.

Of the group of experienced elementary teachers 60 per cent had taught in only one system and 46.2 per cent of the experienced secondary teachers had taught in one system only.

Of the total group of respondents 70.8 per cent had taught in one system. Secondary teachers appeared to have been more mobile than had elementary teachers, and men more mobile than women. Only 0.3 per cent had taught in five systems during the five years concerned with this study.

Number of years away from teaching since beginning to teach. Distribution by teaching experience, teaching level, and sex for the number of years away from teaching are shown for respondents in Table XVIII.

TABLE XVII
NUMBER OF DIFFERENT SCHOOL SYSTEMS IN WHICH TAUGHT FULL-TIME
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4		1.1	1.5	3.3	2.3		3.5	2.4	1.8	2.6	2.2	1.8	1.7	1.7	1.6	3.0	2.2	1.7	2.3	2.1
1 1 system	93.1	86.9	88.8	82.6	83.6	83.1	64.3	57.9	60.0	49.1	42.1	46.2	78.9	72.9	74.9	67.6	67.7	67.7	71.3	70.5	70.8
2 2 systems	3.4	13.1	10.0	15.9	13.1	14.6	28.6	28.1	28.2	43.6	52.6	47.3	15.8	20.3	18.9	28.2	28.3	28.3	24.3	24.0	24.1
3 3 systems							7.1	8.8	8.2	5.5	2.6	4.3	3.5	4.2	4.0	2.7	1.0	1.7	2.8	2.8	2.8
4 4 systems																					
5 5 systems							1.8	1.2					.8	.6					.5	.3	

TABLE XVIII
NUMBER OF YEARS ABSENT FROM TEACHING SINCE BEGINNING TO TEACH
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response				2.9	3.3	3.1		3.5	2.4		2.6	1.1		1.7	1.1	1.6	3.0	2.2	1.1	2.3	1.8
1 None	75.9	83.6	81.1	89.8	83.6	86.9	75.0	50.9	58.8	74.5	47.4	63.4	75.4	67.8	70.3	83.1	69.7	77.1	80.7	68.7	74.1
2 1 year	24.1	16.4	18.9	7.2	13.1	10.0	3.6	22.8	16.5	7.3	26.3	15.1	14.0	19.5	17.7	7.3	18.2	12.1	9.4	18.9	14.6
3 2 years							21.4	10.5	14.1	16.4	15.8	16.1	10.5	5.1	6.9	7.3	6.1	6.7	8.3	5.5	6.8
4 3 years								7.0	4.7	1.8	5.3	3.2		3.4	2.3	.8	2.0	1.3	.6	2.8	1.8
5 4 years								5.3	3.5		2.6	1.1		2.5	1.7		1.0	.4		1.8	1.0

Of the group of beginning elementary teachers 81.1 per cent had no break in continuity of service and 86.9 per cent of the beginning secondary teachers had not been away from teaching for as much as a year.

Of the group of experienced elementary teachers 58.8 per cent had not been away from teaching and 63.4 per cent of the experienced secondary teachers had not been away from teaching.

Of the total group of respondents 74.1 per cent had not been away from teaching. Of the men 80.7 per cent, as contrasted with 68.7 per cent of the women, had not been away from teaching. Of the men 18.3 per cent had been away from teaching for one to four years while 29 per cent of the women had been away from teaching for one to four years.

Primary reason for most recent break in teaching. Distributions by teaching experience, teaching level, and sex for the primary reason for most recent break in teaching for the respondents are presented in Table XIX.

Of the group of beginning elementary teachers 21.4 per cent of the women had interrupted their teaching careers because of marriage and maternity. Of the men in this group 13.8 per cent had sought employment in other fields.

Of the group of beginning secondary teachers 34.4 per cent of the women had interrupted their teaching

TABLE XIX
PRIMARY REASON FOR MOST RECENT BREAK IN TEACHING SERVICE
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	62.1	70.5	67.8	78.3	57.4	68.5	60.7	42.1	48.2	56.4	47.4	52.7	61.4	56.8	58.3	68.6	53.6	61.9	66.3	55.3	60.3
1 Marriage or homemaking		6.6	4.4		18.0	8.5		7.0	4.7		13.2	5.4		6.8	4.6		16.2	7.2		11.1	6.0
2 Maternity or child rearing		14.8	10.0		16.4	7.7		40.3	27.0		31.6	12.9		27.1	18.3		22.2	9.9		24.9	13.6
3 Husband's transfer		3.3	2.2		4.9	2.3		3.5	2.4					3.4	2.3		3.0	1.3		3.2	1.8
4 Further study				1.5		.8		3.5	2.4	3.6		2.2		1.7	1.1	2.4		1.3	1.7	.9	1.3
5 Employment in non-teaching position	13.8	1.6	5.6	5.8		3.1	7.1	1.8	3.5	20.0	5.3	14.0	10.5	1.7	4.6	12.1	2.0	7.6	11.6	1.8	6.3
6 Military service	10.3		3.3	10.1	1.6	6.2	21.4		7.1	12.7		7.5	15.8		5.1	11.3	1.0	6.7	12.7	.5	6.0
7 Dismissal or forced resignation		1.6	1.1	1.5		.8								.8	.6	.8		.4	.6	.5	.5
8 Ill health										1.8	2.6	2.2				.8	1.0	.9	.6	.5	.5
9 Other reasons	13.8	1.6	5.6	2.9	1.6	2.3	10.7	1.8	4.7	5.5		3.2	12.3	1.7	5.1	4.0	1.0	2.7	6.6	1.4	3.8

careers because of marriage and maternity. Of the men in this group 5.8 per cent had sought employment in other fields.

Of the group of experienced elementary teachers 47.3 per cent of the women had interrupted their teaching careers because of marriage and maternity. Of the men in this group 7.1 per cent had sought employment in other fields.

Of the group of experienced secondary teachers 44.8 per cent of the women had interrupted their teaching careers because of marriage and maternity. Of the men in this group 20 per cent had sought employment in other fields.

Of the total group of women respondents 36 per cent had interrupted their teaching careers because of marriage and maternity. Other causes accounted for 8.8 per cent of the interruptions. Of the men respondents 11.6 per cent had been employed in non-teaching fields and 12.7 per cent had been away from teaching because of military service. Other causes accounted for 9.5 per cent of the interruptions.

IV. INCOME AND FAMILY FINANCES

Teachers in this study were asked to report the most important single element in evaluating the teacher's economic

status, salary for teaching. Because many teachers are members of family units, other questions dealt with total income, spouse's employment, income of the spending unit of which a member, consumer debt, and living arrangements.

Salary for teaching, 1957-1958. Distributions by teaching experience, teaching level, and sex for salaries received for teaching, 1957-1958, are shown in Table XX.

Of the group of beginning elementary teachers 33.3 per cent had teaching salaries of \$3,500 to \$3,999. Salaries of less than \$3,500 were reported by 25.5 per cent of the group. Salaries of \$4,000 or more were reported by 22.3 per cent of the group.

Of the group of beginning secondary teachers 36.2 per cent had teaching salaries of \$3,500 to \$3,999. Salaries of less than \$3,500 were reported by 20.1 per cent of the group. Salaries of \$4,000 or more were reported by 34.7 per cent of the group.

Of the group of experienced elementary teachers 28.2 per cent had teaching salaries of \$4,000 to \$4,499. Salaries of less than \$4,000 were reported by 36.5 per cent of the group. Salaries of \$4,500 or more were reported by 10.7 per cent of the group.

Of the group of experienced secondary teachers 26.9 per cent had teaching salaries of \$4,000 to \$4,999. Salaries of less than \$4,000 were reported by 30.2 per

TABLE XX
SALARY FOR TEACHING, 1957-1958
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	24.1	16.4	18.9	4.3	14.8	9.2	7.1	33.3	24.7	20.0	34.2	25.8	15.8	24.6	21.7	11.3	22.2	16.1	12.7	23.5	18.6
1 Below \$2,500	3.4	3.3	3.3	1.5		.8		3.5	2.4		2.6	1.1	1.8	3.4	2.9	.8	1.0	.9	1.1	2.3	1.8
2 \$2,500-\$2,999	3.4	1.6	2.2		1.6	.8				1.8		1.1	1.8	.8	1.1	.8	1.0	.9	1.1	.9	1.0
3 \$3,000-\$3,499	20.7	19.7	20.0	17.4	19.7	18.5	10.7	7.0	8.2	7.3	10.5	8.6	15.8	13.6	14.3	12.9	16.2	14.3	13.8	14.7	14.3
4 \$3,500-\$3,999	31.0	34.4	33.3	31.9	41.0	36.2	21.4	28.1	25.9	14.5	26.3	19.4	26.3	31.3	29.7	24.2	35.4	29.1	24.9	33.2	29.4
5 \$4,000-\$4,499	3.4	23.0	16.7	24.6	21.3	23.1	32.1	26.3	28.2	29.1	23.7	26.9	17.5	24.6	22.3	26.6	22.2	24.7	23.8	23.5	23.6
6 \$4,500-\$4,999	13.8	1.6	5.6	14.5	1.6	8.5	17.9		5.9	18.2	2.6	11.8	15.8	.8	5.7	16.1	2.0	9.9	16.0	1.4	8.0
7 \$5,000-\$5,499				5.8		3.1	3.6		1.2	1.8		1.1	1.8		.6	4.0		2.2	3.3		1.5
8 \$5,500-\$5,999							3.6		1.2	3.6		2.2	1.8		.6	1.6		.9	1.7		.8
9 \$6,000 or more							3.6	1.8	2.4	3.6		2.2	1.8	.8	1.1	1.6		.9	1.7	.5	1.0

cent of the group. Salaries of \$4,500 or more were reported by 17.3 per cent of the group.

Of the total group of respondents 29.4 per cent had teaching salaries of \$3,500 to \$3,999. Lower salaries were reported by 17.1 per cent and higher salaries were reported by 34.9 per cent. It can be seen that salaries for secondary teachers tended to range above those for elementary teachers.

Of the men 64.7 per cent, as contrasted to 58.1 per cent of the women, earned salaries between \$3,500 and \$4,999. Of the men 6.7 per cent earned salaries above \$5,000 while 0.5 per cent of the women earned salaries in the same range.

Percentage of total income made by teaching. Because many teachers earn extra income from a second school job, from employment outside the school system, and from non-salaried earnings, the respondents were requested to report the percentage that their teaching salary was of their total income. Distributions by teaching experience, teaching level, and sex are reported for the percentages in Table XXI.

Of the group of beginning elementary teachers 42.2 per cent reported the teaching salary as total income. Teaching salaries accounted for less than 75 per cent of total income for 10 per cent of the group.

Of the group of beginning secondary teachers 54.6

TABLE XXI
 PERCENTAGE OF TOTAL INCOME MADE BY TEACHING, JUNE 1, 1957-MAY 31, 1958
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	24.1	19.7	21.1	4.3	16.4	10.0	7.1	38.6	28.2	20.0	34.2	25.8	15.8	28.8	24.6	11.3	23.2	16.6	12.7	26.3	20.1
1 100%	27.6	49.2	42.2	47.8	62.3	54.6	32.1	38.6	36.5	27.3	50.0	36.5	29.8	44.1	39.4	38.7	57.6	47.1	35.9	50.2	43.7
2 95-99%	24.1	13.1	16.7	14.5	9.8	12.3	28.6	3.5	11.8	5.5	5.3	5.4	26.3	8.5	14.3	10.5	8.1	9.4	15.5	8.3	11.6
3 90-94%	3.4	4.9	4.4	7.2		3.8		1.8	1.2	23.6		14.0	1.8	3.4	2.9	14.5		8.1	10.5	1.8	5.8
4 85-89%				13.0		6.9	14.3	3.5	7.1	7.3		4.3	7.0	1.7	3.4	10.5		5.8	9.4	.9	4.8
5 75-84%	13.8	1.6	5.5	5.8	3.3	4.6	10.7	3.5	5.9	9.1	2.6	6.5	12.3	2.5	5.7	7.3	3.0	5.4	8.8	2.8	5.5
6 Less than 75%	6.9	11.5	10.0	7.2	8.2	7.7	7.1	10.5	9.4	7.3	7.9	7.5	7.0	11.0	9.7	7.3	8.1	7.6	7.2	9.7	8.5

per cent reported the teaching salary as total income. Teaching salary accounted for less than 75 per cent of total income for 7.7 per cent of the group.

Of the group of experienced elementary teachers 36.5 per cent reported the teaching salary as total income. Teaching salary accounted for less than 75 per cent of total income for 9.4 per cent of the group.

Of the group of experienced secondary teachers 36.5 per cent represented the teaching salary as total income. Teaching salary accounted for less than 75 per cent of total income for 7.5 per cent of the group.

Of the total group of respondents 43.7 per cent reported the teaching salary as total income. Teaching salaries accounted for less than 75 per cent of total income for 8.5 per cent of the group. Of the men 35.9 per cent, as contrasted to 50.2 per cent of the women, reported teaching salaries as total income.

Spouse gainfully employed. Distributions by teaching experience, teaching level, and sex for husbands or wives gainfully employed are found in Table XXII. Reported earlier were the findings that 68.1 per cent of all respondents, 71.8 per cent of the men, and 65 per cent of the women, were married.

Of the group of beginning elementary teachers 36.6 per cent had spouses employed full-time. Part-time

TABLE XXII
SPOUSE GAINFULLY EMPLOYED
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	6.9	3.3	4.4	4.3		2.3		3.5	2.4	1.8		1.1	3.5	3.4	3.4	3.2		1.8	3.3	1.8	2.5
1 Unmarried	34.5	37.7	36.6	33.3	36.1	34.6	21.4	22.8	22.3	16.4	34.2	23.7	28.1	30.5	29.7	25.8	35.4	30.0	26.5	32.7	29.9
2 Yes, full-time	20.7	44.3	36.6	21.7	45.9	33.1	32.1	73.7	60.0	29.1	55.3	39.8	26.3	58.5	48.0	25.0	49.5	35.9	25.4	54.4	41.2
3 Yes, part-time		4.9	3.3	2.9	11.5	6.9				5.5	5.3	5.4		2.5	1.7	4.0	9.1	6.3	2.8	5.5	4.3
4 No	37.9	9.8	18.9	37.7	6.6	23.1	46.4		15.3	47.3	5.3	30.1	42.1	5.1	17.1	41.9	6.1	26.0	42.0	5.5	22.1

employment was held by 3.3 per cent of the spouses.

Of the group of beginning secondary teachers 33.1 per cent had spouses employed full-time. Part-time employment was held by 6.9 per cent of the spouses.

Of the group of experienced elementary teachers 60 per cent had spouses employed full-time. No part-time employment by spouses was reported.

Of the group of experienced secondary teachers 39.8 per cent had spouses employed full-time. Part-time employment was held by 5.4 per cent of the spouses.

Of the total group of respondents 41.2 per cent had spouses gainfully employed full-time and 4.3 per cent part-time. Of the men 28.2 per cent had wives who were employed either full-time or part-time. Of the women 59.9 per cent had husbands who were employed either full-time or part-time.

Total money income of spending unit of which a member. Distributions by teaching experience, teaching level, and sex for total money income of spending unit of which respondent was a member are presented in Table XXIII.

Of the group of beginning elementary teachers 26.7 per cent belonged to a spending unit with an income of \$3,000 to \$3,999, 17.8 per cent with an income of \$4,000 to \$4,999 and 16.7 per cent with an income of \$5,000 to \$7,499. Only 3.3 per cent reported incomes of \$10,000 or

TABLE XXIII
TOTAL MONEY INCOME OF THE "SPENDING UNIT" OF WHICH A MEMBER
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	17.2	16.4	16.7	15.9	8.2	12.3	21.4	7.0	11.8	7.3	7.9	7.5	19.3	11.8	14.3	12.1	8.0	10.3	14.3	10.1	12.1
1 Less than \$2,000	10.3	1.6	4.4	2.9	3.3	3.1		1.8	1.2	5.5	5.3	5.4	5.3	1.7	2.9	4.0	4.0	4.0	4.4	2.8	3.5
2 \$2,000-\$2,999	6.9	4.9	5.6	7.2	3.3	5.4	3.6	3.5	3.5	3.6		2.2	5.3	4.2	4.6	5.6	2.0	4.0	5.5	3.2	4.3
3 \$3,000-\$3,999	34.5	23.0	26.7	27.5	24.6	26.2	14.3	10.5	11.8	16.4	13.2	15.1	24.6	16.9	19.4	22.6	20.2	21.5	23.2	18.4	20.6
4 \$4,000-\$4,999	17.2	18.0	17.8	21.7	18.0	20.0	21.4	14.0	16.5	32.7	26.3	30.1	19.3	16.1	17.1	26.6	21.2	24.2	24.3	18.4	21.1
5 \$5,000-\$7,499	13.8	18.0	16.7	13.0	24.6	18.5	32.1	31.6	31.8	16.4	21.1	18.3	22.8	24.6	24.0	14.5	23.2	18.4	17.1	24.0	20.8
6 \$7,500-\$9,999		13.1	8.9	11.6	16.4	13.8	7.1	17.5	14.1	10.9	15.8	12.9	3.5	15.3	11.4	11.3	16.2	13.5	8.8	15.7	12.6
7 \$10,000-\$14,999		3.3	2.2		1.6	.8		14.0	9.4	7.3	7.9	7.5		8.5	5.7	3.2	4.0	3.6	2.2	6.5	4.5
8 \$15,000 or more		1.6	1.1								2.6	1.1		.8	.6		1.0	.4		.9	.5

more.

Of the group of beginning secondary teachers 26.2 per cent belonged to a spending unit with an income of \$3,000 to \$3,999, 20 per cent with an income of \$4,000 to \$4,999 and 18.5 per cent with an income of \$5,000 to \$7,499. Less than one per cent reported incomes of \$10,000 or more.

Of the group of experienced elementary teachers 11.8 per cent belonged to a spending unit with an income of \$3,000 to \$3,999, 16.5 per cent with an income of \$4,000 to \$4,999 and 31.8 per cent with an income of \$5,000 to \$7,499. Of this group 9.4 per cent reported incomes of \$10,000 or more.

Of the group of experienced secondary teachers 15.1 per cent belonged to a spending unit with an income of \$3,000 to \$3,999, 30.1 per cent with an income of \$4,000 to \$4,999 and 18.3 per cent with an income of \$5,000 to \$7,499. Of the group 8.6 per cent reported incomes of \$10,000 or more.

Of the total group of respondents 20.6 per cent belonged to a spending unit with an income of \$3,000 to \$3,999, 21.1 per cent with an income of \$4,000 to \$4,999 and 20.8 per cent with an income of \$5,000 to \$7,499. Only 5 per cent reported \$10,000 or more income for the unit.

Total short-term consumer debt owed. Distributions by teaching experience, teaching level, and sex for the total short-term consumer debt owed are provided in Table XXIV.

Of the group of beginning elementary teachers 20 per cent indicated no consumer debts, 20.1 per cent less than \$500, 12.2 per cent \$500 to \$999 and 28.8 per cent \$1,000 to \$2,999.

Of the group of beginning secondary teachers 18.5 per cent indicated no consumer debts, 29.2 per cent less than \$500, 15.4 per cent \$500 to \$999 and 25.4 per cent \$1,000 to \$2,999.

Of the group of experienced elementary teachers 24.7 per cent indicated no consumer debts, 30.5 per cent less than \$500, 21.2 per cent \$500 to \$999 and 14.1 per cent \$1,000 to \$2,999.

Of the group of experienced secondary teachers 16.1 per cent indicated no consumer debts, 29.1 per cent less than \$500, 12.9 per cent \$500 to \$999 and 31.2 per cent \$1,000 to \$2,999.

Of the total group of respondents 19.6 per cent indicated no consumer debts, 27.3 per cent less than \$500, 15.3 per cent \$500 to \$999 and 25.1 per cent \$1,000 to \$2,999.

Living Arrangements. Distributions by teaching experience, teaching level, and sex for the living arrangements of the respondents are reported in Table XXV.

Of the group of beginning elementary teachers 55.6 per cent were maintaining a home with their spouses, while

TABLE XXIV
TOTAL SHORT-TERM CONSUMER DEBT OWED
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	20.7	16.4	17.8	11.6	6.6	9.2	14.3	5.3	8.2	10.9	5.3	8.6	17.5	11.0	13.1	11.3	6.1	9.0	13.3	8.8	10.8
1 No consumer debt	13.8	23.0	20.0	11.6	26.2	18.5	17.9	28.1	24.7	14.5	18.4	16.1	15.8	25.4	22.3	12.9	23.2	17.5	13.8	24.4	19.6
2 Debt of less than \$100	10.3	3.3	5.6	7.2	9.8	8.5	10.7	7.0	8.2	12.7	5.3	9.7	10.5	5.1	6.9	9.7	8.1	9.0	9.9	6.5	8.0
3 \$100-\$199		8.2	5.6	7.2	11.5	9.2		5.3	3.5	10.9	10.5	10.8		6.8	4.6	8.9	11.1	9.9	6.1	8.8	7.5
4 \$200-\$499	17.2	4.9	8.9	11.6	11.5	11.5	14.3	20.2	18.8	5.5	13.2	8.6	15.8	12.7	13.7	8.9	12.1	10.3	11.0	12.4	11.8
5 \$500-\$999	6.9	14.8	12.2	14.5	16.4	15.4	21.4	20.2	21.2	14.5	10.5	12.9	14.0	17.8	16.6	14.5	14.1	14.3	14.4	16.1	15.3
6 \$1,000-\$1,499	6.9	14.8	12.2	14.5	9.8	12.3	17.9	5.3	9.4	16.4	23.7	19.4	12.3	10.2	10.9	15.3	15.2	15.2	14.4	12.4	13.3
7 \$1,500-\$1,999	17.2	9.8	12.2	14.5	1.6	8.5		1.8	1.2	5.5	10.5	7.5	8.8	5.9	6.9	10.5	5.1	8.1	9.9	5.5	7.5
8 \$2,000-\$2,999	6.9	3.3	4.4	2.9	6.6	4.6	3.6	3.5	3.5	5.5	2.6	4.3	5.3	3.4	4.0	4.0	5.1	4.5	4.4	4.1	4.3
9 \$3,000 or more		1.6	1.1	4.3		2.3		1.8	1.2	3.6		2.2		1.7	1.1	4.0		2.2	2.8	.9	1.8

TABLE XXV
LIVING ARRANGEMENTS
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response				2.9		1.5										1.6		.9	1.1		.5
1 With spouse- renting place	37.9	39.4	38.9	42.0	45.9	43.8	57.1	36.8	43.5	50.9	31.6	43.0	47.4	38.1	41.1	46.0	40.4	43.5	46.4	39.2	42.5
2 With spouse- owning or buying	13.8	18.0	16.7	15.9	13.1	14.6	17.9	33.3	28.2	25.5	29.0	26.9	15.8	25.4	22.3	20.2	19.2	19.7	18.8	22.6	20.8
3 Rooming and board- ing	17.2	6.6	10.0	11.6	4.9	8.5	7.1	1.8	3.5	1.8	2.6	2.2	12.3	4.2	6.9	7.3	4.0	5.8	8.8	4.1	6.3
4 Renting home or apartment	10.3	11.5	11.1	5.8	11.5	8.5	7.1	3.5	4.7	1.8	7.9	4.3	8.8	7.6	8.0	4.0	10.1	6.7	5.5	8.8	7.3
5 Owning home or apartment					1.6	.8		1.8	1.2	3.6		2.2		.9	.6	1.6	1.0	1.3	1.1	.9	1.0
6 Sharing ownership		3.3	2.2	4.3	6.6	5.4		14.0	9.4	3.6	10.5	6.5		8.5	5.7	4.0	8.1	5.8	2.8	8.3	5.8
7 Living with and paying family	10.3	6.6	7.8	8.7	6.6	7.7	7.1	1.8	3.5	5.5	7.9	6.5	8.8	4.2	5.7	7.3	7.1	7.2	7.7	5.5	6.5
8 Living with and not paying family	3.4	9.8	7.8	7.2	4.9	6.2				1.8		1.1	1.8	5.1	4.0	4.8	3.0	4.0	3.9	4.1	4.0
9 Other arrangements	6.9	4.9	5.6	1.5	4.9	3.1	3.6	7.0	5.9	5.5	10.5	7.5	5.3	5.9	5.7	3.2	7.1	4.9	3.9	6.5	5.3

21.1 per cent were rooming or renting a home or apartment. Of the group 15.6 per cent were living with parents or relatives and paying full, little, or no expenses.

Of the group of beginning secondary teachers 58.4 per cent were maintaining a home with their spouses, while 17 per cent were rooming or renting a home or apartment. Of the group 13.9 per cent were living with parents or relatives and paying full, little, or no expenses.

Of the group of experienced elementary teachers 71.7 per cent were maintaining a home with their spouses, while 8.2 per cent were rooming or renting a home or apartment. Of the group 3.5 per cent were living with parents or relatives and paying full, little, or no expenses.

Of the group of experienced secondary teachers 79.9 per cent were maintaining a home with their spouses, while 6.5 per cent were rooming or renting a home or apartment. Of the group 7.6 per cent were living with parents or relatives and paying full, little, or no expenses.

Of the total group of respondents 63.3 per cent were maintaining a home with their spouses, while 13.6 per cent were rooming or renting a home or apartment. Of the group 10.5 per cent were living with parents or relatives and paying full, little, or no expenses.

V. TEACHING ASSIGNMENT

The professional services of the teachers in the study were surveyed in terms of comparability of assignment with professional preparation, equipment and facilities available and extraclass activities.

Grade level taught. Distributions by teaching experience, teaching level, and sex are shown for grade level taught in Table XXVI.

Of the group of beginning elementary teachers 78.9 per cent taught at grade levels from kindergarten through the sixth grade. Only 3.3 per cent taught all grades.

Of the group of beginning secondary teachers 33.1 per cent taught in a junior high school and 33.8 per cent taught in a four year senior high school.

Of the group of experienced elementary teachers 74.1 per cent taught at grade levels from kindergarten through the sixth grade. All grades were taught by 7.1 per cent.

Of the group of experienced secondary teachers 39.8 per cent taught in a junior high school and 28 per cent taught in a four year senior high school.

Of the total group of respondents in the elementary schools 91.6 per cent of the women, as contrasted with 35.6 per cent of the men, taught in the kindergarten through

TABLE XXVI
GRADE LEVEL TEACHING ASSIGNMENT
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	6.9	1.6	3.3										3.5	.8	1.7				1.1	.5	.8
1 Kindergarten-Grade III	10.3	44.3	33.3				7.1	47.4	34.1				8.8	45.8	33.7				2.8	24.9	14.8
2 Grades IV-VI	41.4	47.6	45.6				32.1	43.9	40.0				36.8	45.8	42.9				11.6	24.9	18.8
3 Grades VII-VIII, all subjects	34.5	4.9	14.4				39.3	3.5	15.3				36.8	4.2	14.9				11.6	2.3	6.5
4 All grades	6.9	1.6	3.3				10.7	5.3	7.1				8.8	3.4	5.1				2.8	1.8	2.3
5 Junior high school grades				31.9	34.4	33.1				30.9	52.6	39.8				31.4	41.4	35.9	21.5	18.9	20.1
6 Three-year senior high school				11.6	13.1	12.3				7.3	10.5	8.6				9.7	12.1	10.8	6.6	5.5	6.0
7 Four-year senior high school				31.9	36.1	33.8				32.7	21.1	28.0				32.2	30.3	31.4	22.1	13.8	17.6
8 Junior-senior high school				11.6	9.8	10.8				12.7	7.9	10.8				12.1	9.1	10.8	8.3	4.1	6.0
9 Subject teaching in sec.-elem.				13.0	6.6	10.0	10.7		3.5	16.4	7.9	12.9	5.3		1.7	14.5	7.1	11.2	11.6	3.2	7.0

sixth grade level. Of the total group of respondents in the secondary schools 31.4 per cent of the men and 41.4 of the women taught in junior high schools. The distribution of men, 32.2 per cent, and women, 30.3 per cent, was approximately equal in four year senior high schools.

Extent to which teaching single grades or fields vs. combinations. Distributions by teaching experience, teaching level, and sex are shown in Table XXVII for the extent to which the respondents were teaching single grades or fields versus combinations.

Of the group of beginning elementary teachers 66.7 per cent were teaching single grades, all subjects, while 31.1 per cent were teaching combinations, i.e., all subjects in a combination of grades or one or more specific subjects in two or more grades.

Of the group of beginning secondary teachers 59.2 per cent were teaching one subject field full-time, while 40.7 per cent were teaching combinations, i.e., more than one subject field.

Of the group of experienced elementary teachers 64.7 per cent were teaching single grades, all subjects, while 35.3 per cent were teaching combinations, i.e., all subjects in a combination of grades or one or more specific subjects in two or more grades.

Of the group of experienced secondary teachers

TABLE XXVII

EXTENT TO WHICH TEACHING SINGLE GRADES OR FIELDS VS. COMBINATIONS
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	6.9		2.2										3.5		1.1				1.1		.5
1 Single grade, all subjects	44.8	77.1	66.7				35.7	78.9	64.7				40.3	78.0	65.7				12.7	42.4	28.9
2 Several grades, all subjects	17.2	4.9	8.9				32.1	8.8	16.5				24.6	6.8	12.6				7.7	3.7	5.5
3 Specific subjects, in several grades	31.0	18.0	22.2				32.1	12.3	18.8				31.6	15.3	20.6				9.9	8.3	9.0
4 One field full-time				50.7	68.9	59.2				60.0	81.6	68.8				54.8	73.7	63.2	37.6	33.6	35.4
5 One field more than half-time				31.9	21.3	26.9				21.8	13.2	18.3				27.4	18.2	23.3	18.8	8.3	13.1
6 Two fields, time equally divided				10.1	8.2	9.2				9.1	2.6	6.5				9.7	6.1	8.1	6.6	2.8	4.5
7 Three or more fields				7.2	1.6	4.6				9.1	2.6	6.5				8.1	2.0	5.4	5.5	.9	3.0

68.8 per cent were teaching one subject field full-time, while 31.2 per cent were teaching combinations, i.e., more than one subject field.

Of the total group of respondents, 65.7 per cent were teaching single grades in the elementary schools and in the secondary schools 63.2 per cent were teaching one subject full-time.

Field of teaching and degree of concentration in one field--secondary teachers only. Distributions by teaching experience, teaching level, and sex are shown for field of teaching and degree of concentration in one for secondary teachers in Table XXVIII.

Of the group of beginning secondary teachers 13.8 per cent were teaching English, 11.5 per cent were teaching health and physical education and 5.4 per cent were teaching social studies. Three or more subject fields were being taught by 13.8 per cent.

Of the group of experienced secondary teachers 5.4 per cent were teaching English, 14 per cent were teaching health and physical education and 10.8 per cent were teaching social studies. Three or more subject fields were being taught by 16.1 per cent.

Of the total group of secondary respondents 10.3 per cent were teaching English, 12.6 per cent were teaching health and physical education and 7.6 per cent were teaching

TABLE XXVIII
FIELD OF TEACHING AND DEGREE OF CONCENTRATION IN ONE FIELD-SECONDARY TEACHERS ONLY
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response					1.6	.8					5.3	2.2					3.0	1.3			
1 Agriculture				10.1		5.4				14.5		8.6				12.1		6.7			
2 Art				2.9	1.6	2.3				1.8	5.3	3.2				2.4	3.0	2.7			
3 Business Education				1.5	9.8	5.4				3.6	7.9	5.4				2.4	9.1	5.4			
4 English				7.2	21.3	13.8				1.8	10.5	5.4				4.8	17.2	10.3			
5 Foreign languages										1.8		1.1				.8		.4			
6 General education or "core"																					
7 Health and physical education				7.2	16.4	11.5				10.9	18.4	14.0				8.9	17.2	12.6			
8 Homemaking					16.4	7.7					18.4	7.5					17.2	7.6			
9 Industrial arts and vocational ed.				4.3		2.3				5.5		3.2				4.8		2.7			

TABLE XXVIII (CONTINUED)
 FIELD OF TEACHING AND DEGREE OF CONCENTRATION IN ONE FIELD-SECONDARY TEACHERS ONLY
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
10 Mathematics				10.1	1.6	6.2				5.5	2.6	4.3				8.1	2.0	5.4			
11 Music				10.1	1.6	6.2				10.9	2.6	7.5				10.5	2.0	6.7			
12 Science				10.1		5.4				7.3		4.3				8.9		4.9			
13 Social studies				7.2	3.3	5.4				10.9	10.5	10.8				8.9	6.1	7.6			
14 Driver education				1.5	1.6	1.5										.8	1.0	.9			
15 English and social studies				1.5	1.6	1.5										.8	1.0	.9			
16 English and foreign languages				1.5		.8										.8		.4			
17 Science and mathematics				1.5		.8				3.6		2.2				2.4		1.3			
18 Other combinations				8.7	9.8	9.2				3.6	5.3	4.3				6.5	8.1	7.2			
19 Three or more fields, none half				14.5	13.1	13.8				18.2	13.2	16.1				16.1	13.1	14.8			

social studies. Three or more subject fields were being taught by 14.8 per cent. The highest percentages of concentration in fields taught by men were agriculture, 12.1 per cent, and music, 10.5 per cent. The highest percentages of concentration in fields taught by women were English, 17.2 per cent, health and physical education, 17.2 per cent, and homemaking, 17.2 per cent. No women teachers reported teaching only in the field of foreign language or science, or in a science-mathematics combination.

Percentage of teaching time in grades or fields different from field of major preparation. Distributions by teaching experience, teaching level, and sex are given for percentage of teaching time in grades or fields different from field of major preparation in Table XXIX.

Of the group of beginning elementary teachers 54.4 per cent were teaching in the field of major preparation, while 20 per cent were not teaching any part of the time in the field of major preparation.

Of the group of beginning secondary teachers 41.5 per cent were teaching in the field of major preparation, while 16.9 per cent were not teaching any part of the time in the field of major preparation.

Of the group of experienced elementary teachers 51.7 per cent were teaching in the field of major preparation, while 21.2 per cent were not teaching any part of the

TABLE XXIX
PERCENT OF TEACHING TIME IN GRADES OR FIELDS DIFFERENT FROM FIELD OF MAJOR PREPARATION
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	6.9	6.6	6.7	4.3	6.6	5.4	10.5	7.1	1.8	7.9	4.3	3.5	8.5	6.9	3.2	7.1	4.9	3.3	7.8	5.8	
1 None	37.9	62.3	54.4	37.7	45.9	41.5	39.3	57.9	51.7	43.6	60.5	50.5	38.6	60.2	53.1	40.3	51.5	45.3	39.8	56.2	48.7
2 Some, but less than 25%	13.8	3.3	6.7	17.4	9.8	13.8	7.1	5.3	5.9	16.4	2.6	10.8	10.5	4.2	6.3	16.9	7.1	12.6	14.9	5.5	9.8
3 25-49%	3.4	3.3	3.3	7.2	8.2	7.7	3.6	1.8	2.4	3.6	10.5	6.5	3.5	2.5	2.9	5.6	9.1	7.2	5.0	5.5	5.3
4 50-74%	3.4	3.3	3.3	10.1	8.2	9.2	14.3		4.7	14.5	2.6	9.7	8.8	1.7	4.0	12.1	6.1	9.4	11.0	3.7	7.0
5 75-99%	6.9	4.9	5.6	7.2	3.3	5.4	10.7	5.3	7.1	5.5	2.6	4.3	8.8	5.1	6.3	6.5	3.0	4.9	7.2	4.1	5.5
6 100%	27.6	16.4	20.0	15.9	18.0	16.9	25.0	19.3	21.2	14.5	13.2	14.0	26.3	17.8	20.6	15.3	16.2	15.7	18.8	17.0	17.8

time in the field of major preparation.

Of the group of experienced secondary teachers 50.5 per cent were teaching in the field of major preparation, while 14 per cent were not teaching any part of the time in the field of major preparation.

Of the total group of respondents 48.7 per cent were teaching in the field of major preparation, while 17.8 per cent were not teaching any part of the time in the field of major preparation. Of the women 56.2 per cent, as contrasted with 39.8 per cent of the men, were teaching in the field of major preparation.

Size of classes--elementary teachers only. Distributions by teaching experience, teaching level, and sex for the size of classes for elementary teachers are presented in Table XXX.

Of the group of beginning elementary teachers 33.3 per cent had classes with 25 to 29 pupils, 31.1 per cent had classes with 30 to 34 pupils and 11.1 per cent had classes with 35 to 39 pupils. None of the respondents reported classes with fewer than 10 pupils. Classes with 45 or more pupils were reported by 2.2 per cent.

Of the group of experienced elementary teachers 31.8 per cent had classes with 25 to 29 pupils, 28.2 per cent had classes with 30 to 34 pupils and 20 per cent had classes with 35 to 39 pupils. None of the respondents

TABLE XXX
 SIZE OF CLASSES-ELEMENTARY TEACHERS ONLY
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	6.9		2.2										3.5		1.1						
1 Fewer than 10 pupils																					
2 10-19	6.9	1.6	3.3				7.1	1.8	3.5				7.0	1.7	3.4						
3 20-24	17.2	13.1	14.4				7.1	7.0	7.1				12.3	10.2	10.9						
4 25-29	37.9	31.2	33.3				39.3	28.1	31.8				38.6	29.7	32.6						
5 30-34	20.7	36.1	31.1				32.1	26.3	28.2				26.3	31.4	29.7						
6 35-39	6.9	13.1	11.1				7.1	26.3	20.0				7.0	19.5	15.4						
7 40-44		3.3	2.2				3.6	7.0	5.9				1.8	5.1	4.0						
8 45 or more	3.4	1.6	2.2				3.6	3.5	3.5				3.5	2.5	2.9						

reported classes with fewer than 10 pupils. Classes with 45 or more pupils were reported by 3.5 per cent.

Of the total group of elementary respondents 32.6 per cent had classes with 25 to 29 pupils, 29.7 per cent had classes with 30 to 34 pupils and 15.4 per cent had classes with 35 to 39 pupils. None of the respondents reported classes with fewer than 10 pupils, but 2.9 per cent reported classes with 45 or more pupils.

Size of classes--secondary teachers only. Distributions by teaching experience, teaching level, and sex for the size of classes for secondary teachers are presented in Table XXXI.

Of the group of beginning secondary teachers 20.8 per cent had classes with 25 to 29 pupils, 25.4 per cent had classes with 30 to 34 pupils and 6.2 per cent had classes with 35 to 39 pupils. Classes with fewer than 10 pupils were reported by 3.8 per cent of the teachers and classes with 45 or more pupils were reported by 7.7 per cent of the teachers.

Of the group of experienced secondary teachers 28 per cent had classes with 25 to 29 pupils, 15.1 per cent had classes with 30 to 34 pupils and 7.5 per cent had classes with 35 to 39 pupils. Classes with fewer than 10 pupils were reported by 3.2 per cent of the teachers and classes with 45 or more pupils were reported by 8.6 per

TABLE XXXI
SIZES OF CLASSES-SECONDARY TEACHERS ONLY
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response					1.6	.8				5.5		3.2				2.4	1.0	1.8			
1 Fewer than 10 pupils				4.3	3.3	3.8				3.6	2.6	3.2				4.0	3.0	3.6			
2 10-19				17.4	19.7	18.5				18.2	15.8	17.2				17.7	18.2	17.9			
3 20-24				17.4	11.5	14.6				9.1	18.4	12.9				13.7	14.1	13.9			
4 25-29				26.1	14.8	20.8				32.7	21.1	28.0				29.0	17.2	23.8			
5 30-34				20.3	31.2	25.4				14.5	15.8	15.1				17.7	25.3	21.1			
6 35-39				4.3	8.2	6.2				1.8	15.8	7.5				3.2	11.1	6.7			
7 40-44				2.9	1.6	2.3				5.5	2.6	4.3				4.0	2.0	3.1			
8 45 or more				7.2	8.2	7.7				9.1	7.9	8.6				8.1	8.1	8.1			

cent of the teachers.

Of the total group of secondary respondents 23.8 per cent had classes with 25 to 29 pupils, 21.1 per cent had classes with 30 to 34 pupils and 6.7 per cent had classes with 35 to 39 pupils. Classes with fewer than 10 pupils were reported by 3.6 per cent of the teachers and classes with 45 or more pupils were reported by 8.1 per cent of the teachers.

Total number of pupils in all classes--secondary teachers only. Distributions by teaching experience, teaching level, and sex for the total number of pupils in all classes of secondary teachers are shown in Table XXXII.

Of the group of beginning secondary teachers 24.6 per cent had fewer than 75 pupils in their classes. Total number of pupils taught in all classes were reported by 68.5 per cent to be fewer than 150. Totals of 225 or more pupils were reported by 6.2 per cent.

Of the group of experienced secondary teachers 18.3 per cent had fewer than 75 pupils in all their classes. Total number of pupils taught in all classes were reported to be fewer than 150 by 61.3 per cent of the teachers. Totals of 225 or more pupils were reported by 8.6 per cent.

TABLE XXXII

TOTAL NUMBER OF PUPILS IN ALL CLASSES--SECONDARY TEACHERS ONLY
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response				2.9	1.6	2.3				3.5	2.6	3.2				3.2	2.0	2.7			
1 Fewer than 75 pupils				23.2	26.2	24.6				23.6	10.5	18.3				23.4	20.2	22.0			
2 75-99				15.9	14.8	15.4				14.5	18.4	16.1				15.3	16.2	15.7			
3 100-124				18.8	16.4	17.7				7.3	15.8	10.8				13.7	16.2	14.8			
4 125-149				10.1	11.5	10.8				18.2	13.2	16.1				13.7	12.1	13.0			
5 150-174				11.6	10.7	15.4				20.0	2.6	12.9				15.3	13.1	14.3			
6 175-199				5.8	3.3	4.6				3.6	13.2	7.5				4.8	7.1	5.8			
7 200-224				4.3	1.6	3.1				5.5	7.9	6.5				4.8	4.0	4.5			
8 225 or more				7.2	4.9	6.2				3.6	15.8	8.6				5.6	9.1	7.2			

fewer than 150 by 65.5 per cent of the teachers. Totals of 225 or more pupils were reported by 7.2 per cent.

Personal evaluation of areas of greatest instructional competency. Respondents were requested to evaluate their own instructional qualifications by checkmarking from twelve areas the three areas considered to be their own areas of greatest strength. Distributions by teaching experience, teaching level, and sex for the personal evaluation of areas of greatest instructional competency are provided in Table XXXIII.

Of the group of beginning elementary teachers the areas and the percentage of the respondents considering the areas to be their greatest instructional competencies are as follows:

1. knowledge of the subject matter I am teaching..... 67.8%
2. ability to maintain leadership and control of the classroom group..... 56.7%
3. ability to use varied and effective methods of instruction..... 50.0%
4. ability to develop enthusiasm and interest on the part of the class as a whole..... 50.0%

TABLE XXXIII
PERSONAL EVALUATION OF AREAS OF GREATEST INSTRUCTIONAL COMPETENCY
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4		1.1	2.9		1.5	7.1	7.0	7.1	3.6		2.2	5.3	3.4	4.0	3.2		1.8	3.9	1.8	2.8
1 Knowledge of subject matter	58.6	72.2	67.8	63.8	78.7	70.8	60.7	52.6	55.3	74.5	79.0	76.3	59.6	62.7	61.7	68.5	78.8	73.1	65.7	70.0	68.1
2 Effective methods of instruction	51.7	49.2	50.0	24.6	55.8	39.2	46.4	56.1	52.9	34.5	44.7	38.7	49.1	52.5	51.4	29.0	51.3	39.0	35.4	52.1	44.5
3 Develop interest and enthusiasm	51.7	49.2	50.0	24.6	52.5	37.7	46.4	56.1	52.9	34.5	44.7	38.7	49.1	52.5	51.4	29.0	49.5	38.1	35.4	51.1	44.0
4 Maintain leadership and control	55.2	57.4	56.7	58.0	50.8	54.6	67.9	42.1	50.6	58.2	60.5	59.1	61.4	50.0	53.7	58.1	54.5	56.5	59.1	52.1	55.3
5 Use audio-visual aids	13.8	9.8	11.1	14.5	6.6	10.8	21.4	22.8	22.3	7.3	15.8	10.8	17.5	16.1	16.6	11.3	10.1	10.8	13.3	13.4	13.3
6 Work successfully with activities	17.2	19.7	18.9	40.6	42.6	41.5	21.4	22.8	22.3	40.0	29.0	35.5	19.3	21.2	20.5	40.3	37.4	39.0	33.7	28.6	30.9
7 Develop better work habits	6.9	18.0	14.4	8.7	6.6	7.7	10.7	15.8	14.1	20.0	7.9	15.1	8.8	16.9	14.3	13.7	7.1	10.8	12.2	12.4	12.3
8 Develop better relationships	24.1	19.7	21.1	20.3	23.0	21.5	25.0	8.8	14.1	20.0	13.2	17.2	24.6	14.4	17.7	20.2	19.2	19.7	21.5	16.6	18.8
9 Develop dependability, respons.	27.6	23.0	24.4	27.5	23.0	25.4	28.6	17.5	21.2	20.0	18.4	19.3	28.1	20.3	22.9	24.2	21.2	22.9	25.4	20.7	22.9

TABLE XXXIII (CONTINUED)
 PERSONAL EVALUATION OF AREAS OF GREATEST INSTRUCTIONAL COMPETENCY
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
10 Brilliant pupils and average pupils	10.3	8.2	8.9	5.8	4.9	5.4	14.3	8.8	10.6	10.9	5.3	8.6	12.3	8.5	9.7	8.1	5.1	6.7	9.4	6.9	8.0
11 Slow-learning and average pupils		11.5	7.8	4.3	4.9	4.6	10.7	7.0	8.2	9.1	5.3	7.5	5.3	9.3	8.0	6.5	5.1	5.8	6.1	7.4	6.8
12 Bright but un-interested pupils	13.8	6.6	8.9	8.7	3.3	6.2	7.1	10.5	9.4	10.9	10.5	10.7	10.5	8.5	9.1	9.7	6.1	8.1	9.9	7.4	8.5

Of the group of beginning secondary teachers the areas and the percentage of the respondents considering the areas to be their greatest instructional competencies are as follows:

1. knowledge of the subject matter I am teaching..... 70.8%
2. ability to maintain leadership and control of the classroom group..... 54.6%
3. ability to work successfully with pupils on extra-curriculum activities..... 41.5%

Of the group of experienced elementary teachers the areas and the percentage of the respondents considering the areas to be their greatest instructional competencies are as follows:

1. knowledge of the subject matter I am teaching..... 55.3%
2. ability to use varied and effective methods of instruction..... 52.9%
3. ability to develop enthusiasm and interest on the part of the class as a whole..... 52.9%

Of the group of experienced secondary teachers the areas and the percentage of the respondents considering the areas to be their greatest instructional competencies are as follows:

1. knowledge of the subject matter I am teaching..... 76.3%
2. ability to maintain leadership and control of the classroom group..... 59.1%
3. ability to use varied and effective methods of instruction..... 38.7%
4. ability to develop enthusiasm and interest on the part of the class as a whole..... 38.7%

Of the total group of respondents the areas and the percentage of the respondents considering the areas to be their greatest instructional competencies are as follows:

1. knowledge of the subject matter I am teaching..... 68.1%
2. ability to maintain leadership and control of the classroom group..... 55.3%
3. ability to use varied and effective methods of instruction..... 44.5%

Personal evaluation of areas of least instructional competency. Respondents were requested to evaluate their own instructional qualifications by checkmarking from twelve areas the three areas considered to be their own areas of least strength. Distributions by teaching experience, teaching level, and sex for the personal evaluation of areas of least instructional competency are found in Table XXXIV.

Of the group of beginning elementary teachers the areas and the percentage of the respondents considering the areas to be their least instructional competencies are as follows:

1. ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... 48.9%
2. ability to arouse the interest of the bright but uninterested or uncooperative student..... 44.4%
3. ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... 37.8%

TABLE XXXIV
PERSONAL EVALUATION OF AREAS OF LEAST INSTRUCTIONAL COMPETENCY
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4		1.1	2.9		1.5	7.1	7.0	7.1	3.6		2.2	5.3	3.4	4.0	3.2		1.8	3.9	1.8	2.8
1 Knowledge of subject matter	17.2	3.3	7.8	13.0	8.2	10.8	7.1	14.0	11.8	9.1	7.9	8.6	12.3	8.5	9.7	11.3	8.1	9.9	11.6	8.3	9.8
2 Effective methods of instruction	6.9	4.9	5.5	17.4	18.0	17.7	3.6	8.8	7.1	18.2	15.8	17.2	5.3	6.8	6.3	17.7	17.2	17.5	13.8	11.5	12.6
3 Develop interest and enthusiasm	3.4	4.9	4.4	17.4	19.7	18.5	3.6	8.8	7.1	18.2	15.8	17.2	3.5	6.8	5.7	17.7	18.2	17.9	13.3	12.0	12.6
4 Maintain leadership and control		4.9	3.3	4.3	6.6	5.4	7.1	10.5	9.4	7.3	5.3	6.5	3.5	7.6	6.3	5.6	6.0	5.8	5.0	6.9	6.0
5 Use audio-visual aids	31.0	39.4	36.7	23.2	45.9	33.8	25.0	38.5	34.1	29.1	13.2	22.6	28.1	39.0	35.4	25.8	33.3	29.1	26.5	36.4	31.9
6 Work successfully with activities	24.1	16.4	18.9	17.4	6.6	12.3	21.4	15.8	17.6	10.9	10.5	10.8	22.8	16.1	18.3	14.5	8.1	11.7	17.1	12.4	14.6
7 Develop better work habits	27.6	21.3	23.3	29.0	27.9	28.5	28.6	22.8	24.7	30.9	34.2	32.3	28.1	22.0	24.0	29.8	30.3	30.0	29.3	25.8	27.4
8 Develop better relationships	10.3	14.8	13.3	15.9	9.8	13.1	14.3	10.5	11.8	12.7	18.4	15.1	12.3	12.7	12.6	14.5	13.1	13.9	13.8	12.9	13.3
9 Develop dependability, respons.	10.3	9.8	10.0	13.0	8.2	10.8	7.1	14.0	11.8	9.1	13.2	10.8	8.8	11.9	10.9	11.3	10.1	10.8	10.5	11.1	10.8

TABLE XXXIV (CONTINUED)
 PERSONAL EVALUATION OF AREAS OF LEAST INSTRUCTIONAL COMPETENCY
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
10 Brilliant pupils and average pupils	34.5	39.4	37.8	36.2	42.6	39.2	35.7	42.1	40.0	40.0	44.7	41.9	35.1	40.7	38.9	37.9	43.4	40.4	37.0	41.9	39.7
11 Slow-learning and average pupils	51.7	47.6	48.9	49.3	41.0	45.4	35.7	42.1	40.0	41.8	44.7	43.0	43.9	44.9	44.6	46.0	42.4	44.4	45.3	43.8	44.5
12 Bright but un-interested pupils	27.6	52.5	44.4	49.3	45.9	47.7	35.7	33.3	34.1	40.0	52.6	45.2	31.6	43.2	39.4	45.2	48.5	46.6	40.9	45.6	43.5

Of the group of beginning secondary teachers the areas and the percentage of the respondents considering the areas to be their least instructional competencies are as follows:

1. ability to arouse the interest of the bright but uninterested or uncooperative student..... 47.7%
2. ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... 45.4%
3. ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... 39.2%

Of the group of experienced elementary teachers the areas and the percentage of the respondents considering the areas to be their least instructional competencies are as follows:_____

1. ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... 40.0%
2. ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... 40.0%
3. ability to use audio-visual equipment and materials effectively..... 34.1%
4. ability to arouse the interest of the bright but uninterested or uncooperative student..... 34.1%

Of the group of experienced secondary teachers the areas and the percentage of the respondents considering the areas to be their least instructional competencies are as follows:

1. ability to arouse the interest of the bright but uninterested or uncooperative student..... 45.2%
2. ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... 43.0%
3. ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... 41.9%

Of the total group of respondents the areas and the percentage of the respondents considering the areas to be their least instructional competencies are as follows:

1. ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... 44.5%
2. ability to arouse the interest of the bright but uninterested or uncooperative student..... 43.5%
3. ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... 39.7%

Evaluation of teaching materials and equipment available for use. Distributions by teaching experience, teaching level, and sex for the degree of satisfaction expressed with the teaching materials and equipment available for use are shown in Table XXXV.

Of the group of beginning elementary teachers 77.8 per cent found the materials and equipment entirely satisfactory or more satisfactory than unsatisfactory.

Of the group of beginning secondary teachers 76.1 per cent found the materials and equipment entirely

TABLE XXXV
EVALUATION OF TEACHING MATERIALS AND EQUIPMENT AVAILABLE FOR USE
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response ¹	3.4	3.3	3.3										1.8	1.7	1.7				.6	.9	.8
1 Entirely satis- factory	20.7	34.4	30.0	17.4	31.2	23.8	32.1	19.3	23.5	25.5	21.1	23.7	26.3	27.1	26.9	21.0	27.3	23.8	22.6	27.2	25.1
2 More satisfactory than unsatis.	34.5	54.1	47.8	56.5	47.6	52.3	57.1	63.1	61.2	58.2	57.9	58.1	45.6	58.5	54.3	57.3	51.5	54.7	53.6	55.3	54.5
3 More unsatis. than satisfactory	34.5	8.2	16.7	18.8	19.7	19.2	10.7	15.8	14.1	14.5	21.1	17.2	22.8	11.9	15.4	16.9	20.2	18.4	18.8	15.7	17.1
4 Completely unsatisfactory	6.9		2.2	7.2	1.6	4.6		1.8	1.2	1.8		1.1	3.5	.8	1.7	4.8	1.0	3.1	4.4	.9	2.5

satisfactory or more satisfactory than unsatisfactory.

Of the group of experienced elementary teachers 84.7 per cent found the materials and equipment entirely satisfactory or more satisfactory than unsatisfactory.

Of the group of experienced secondary teachers 81.8 per cent found the materials and equipment entirely satisfactory or more satisfactory than unsatisfactory.

Of the total group of respondents 79.6 per cent found the materials and equipment entirely satisfactory or more satisfactory than unsatisfactory. The highest incidence of disapproval of the equipment and materials available was shown by the group of beginning elementary men, 41.4 per cent.

Evaluation of classroom or classrooms. Distributions by teaching experience, teaching level, and sex for the degree of satisfaction expressed with the classroom or classrooms in which the respondents were teaching are presented in Table XXXVI. The respondents were requested to think in terms of space, light, heat, ventilation, equipment, acoustics, storage, and convenience.

Of the group of beginning elementary teachers 77.8 per cent found the classrooms entirely satisfactory or more satisfactory than unsatisfactory.

Of the group of beginning secondary teachers 78.4 per cent found the classrooms entirely satisfactory or more

TABLE XXXVI
EVALUATION OF CLASSROOM OR CLASSROOMS
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4	1.6	2.2				3.5	2.4					1.8	2.5	2.3				.6	1.4	1.0
1 Entirely satisfactory	27.6	41.0	36.7	21.7	32.8	26.9	35.7	22.8	27.0	27.3	31.6	29.0	31.6	32.2	32.0	24.2	32.3	27.8	26.5	32.3	29.6
2 More satisfactory than unsatis.	34.5	44.3	41.1	52.2	50.8	51.5	53.6	47.4	49.4	43.6	36.9	40.9	43.9	45.8	45.1	48.4	45.5	47.1	47.0	45.6	46.2
3 More unsatis. than satisfactory	24.1	13.1	16.7	15.9	14.8	15.4	7.1	20.2	16.5	21.8	29.0	24.7	15.8	16.9	16.6	18.5	20.2	19.3	17.7	18.4	18.1
4 Completely unsatisfactory	10.3		3.3	10.1	1.6	6.2	3.6	5.3	4.7	7.3	2.6	5.4	7.0	2.5	4.0	8.9	2.0	5.8	8.3	2.3	5.0

satisfactory than unsatisfactory.

Of the group of experienced elementary teachers 76.4 per cent found the classrooms entirely satisfactory or more satisfactory than unsatisfactory.

Of the group of experienced secondary teachers 69.9 per cent found the classrooms entirely satisfactory or more satisfactory than unsatisfactory.

Of the total group of respondents 75.8 per cent found the classrooms entirely satisfactory or more satisfactory than unsatisfactory. Of the men 26 per cent, and of the women 20.7 per cent, found the classrooms to be more unsatisfactory than satisfactory or completely unsatisfactory.

Activities other than class instruction. Respondents were asked to checkmark from a list of ten items other than class instruction school activities in which they were participating during the school year. Distributions by teaching experience, teaching level, and sex are reported in Table XXXVII.

Of the group of beginning elementary teachers and in the group of experienced elementary teachers the activities mentioned by the greatest number of respondents were 1) monitorial duties assigned on scheduled basis, 2) working with the parents of pupils in relation to the work of individual pupils, and 3) making records and reports for classes and other school activities.

TABLE XXXVII
ACTIVITIES OTHER THAN CLASS INSTRUCTION
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4	4.9	4.4	1.5		.8	1.8	1.2					1.8	3.4	2.9	.8		.4	1.1	1.8	1.5
1 Monitorial Duties	79.3	70.5	73.3	68.1	73.8	70.8	71.4	78.9	76.4	67.3	21.2	48.4	75.4	74.6	74.9	67.7	53.5	61.4	70.2	65.0	67.3
2 Administrative duties	34.5	18.0	23.3	21.7	23.0	22.3	28.6	29.8	29.4	30.9	84.2	52.7	31.6	23.7	26.3	25.8	46.5	35.0	27.6	34.1	31.1
3 Coaching athletics	44.8	4.9	17.8	31.9	9.8	21.5	60.7	10.5	27.0	41.8	15.8	31.2	52.6	7.6	22.3	36.3	12.1	25.6	41.4	9.7	24.1
4 Non-coaching duties	31.0	6.6	14.4	36.2	34.4	35.4	46.4	12.3	23.5	38.2	29.0	34.4	38.6	9.3	18.9	37.1	32.3	35.0	37.6	19.8	27.9
5 Directing pupils in performances	31.0	49.2	43.3	33.3	54.1	43.1	21.4	57.9	45.9	30.9	52.6	39.8	26.3	53.4	44.6	32.3	53.5	41.7	30.4	53.5	43.0
6 Sponsoring organizations	44.8	19.7	27.8	39.1	72.2	54.6	32.1	12.3	18.8	58.2	55.3	57.0	38.6	16.1	23.4	47.6	65.7	55.6	44.7	38.7	41.4
7 Committees and lectures	13.8	14.8	14.4	11.6	23.0	16.9	17.9	22.8	21.2	25.5	29.0	26.9	15.8	18.6	17.7	17.7	25.3	21.1	17.1	21.7	19.6
8 Records and reports	44.8	47.6	46.7	30.4	41.0	35.4	50.0	57.9	55.3	36.4	55.3	44.1	47.4	52.5	50.9	33.1	46.5	39.0	37.6	49.8	44.2
9 Out of class assistance	37.9	47.6	44.4	59.4	65.6	62.3	35.7	45.6	42.3	52.7	60.5	55.9	36.8	46.6	43.4	56.4	63.6	59.6	50.3	54.4	52.5

TABLE XXXVII (CONTINUED)
 ACTIVITIES OTHER THAN CLASS INSTRUCTION
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
10 Working with parents	48.3	62.3	57.8	43.5	44.3	43.8	50.0	61.4	57.6	49.1	47.4	48.4	49.1	61.9	57.7	46.0	45.6	45.7	47.0	54.4	51.0

Of the group of beginning secondary teachers the activities mentioned by the greatest number of respondents were 1) monitorial duties assigned on scheduled basis, 2) individual out-of-class assistance to pupils, and 3) sponsoring class organizations, clubs, student government, publications, and societies of all kinds.

Of the group of experienced secondary teachers the activities mentioned by the greatest number of respondents were 1) sponsoring class organizations, clubs, student government, publications, and societies of all kinds, 2) individual out-of-class assistance to pupils, and 3) handling administrative duties, such as pupil patrols, bookstore, school bank, commencements, audio-visual aids, school library, locker control, and committee work on such matters.

Of the total group of respondents the activities mentioned by the greatest number of respondents were 1) monitorial duties, 2) individual out-of-class assistance to pupils, and 3) working with the parents of pupils in relation to the work of individual pupils.

Total number of activities other than class instruction per respondent. Distributions by teaching experience, teaching level, and sex for the total number of activities other than class instruction per respondent are shown in Table XXXVIII. For all teachers the median was four activities. Those participating in seven or more activities were

TABLE XXXVIII
TOTAL NUMBER OF ACTIVITIES OTHER THAN CLASS INSTRUCTION PER RESPONDENT
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4	4.9	4.4	1.5		.8	1.8	1.2					1.8	3.4	2.9	.8		.4	1.1	1.8	1.5
1 1 activity	10.3	6.6	7.8	4.3	8.2	6.2	10.7	12.3	11.8	5.5	10.5	7.5	10.5	9.3	9.7	4.8	9.1	6.7	6.6	9.2	8.0
2 2 activities	20.7	16.4	17.8	14.5	4.9	10.0	7.1	15.8	12.9	10.9	15.8	12.9	14.0	16.1	15.4	12.9	9.1	11.2	13.3	12.9	13.1
3 3 activities	10.3	19.7	16.7	22.3	21.3	22.3	25.0	17.5	20.0	18.2	18.4	18.3	17.5	18.6	18.3	21.0	20.2	20.6	19.9	19.4	19.6
4 4 activities	10.3	24.6	20.0	18.8	21.3	20.0	21.4	19.3	20.0	25.5	13.2	20.4	15.8	22.0	20.0	21.8	18.2	20.2	19.9	20.3	20.1
5 5 activities	13.8	19.7	17.8	17.4	19.7	18.5	7.1	12.3	10.6	20.0	10.5	16.1	10.5	16.1	14.3	18.5	16.2	17.5	16.0	16.1	16.1
6 6 activities	13.8	3.3	6.7	13.0	13.1	13.1	14.3	7.0	9.4	7.3	15.8	10.8	14.0	5.1	8.0	10.5	14.1	12.1	11.6	9.2	10.3
7 7 activities	3.4	4.9	4.4	4.3	4.9	4.6	10.7	7.0	8.2	9.1	5.3	7.5	7.0	5.9	6.3	6.5	5.1	5.8	6.6	5.5	6.0
8 8 activities	10.3		3.3	2.9	1.6	2.3		7.0	4.7	1.8	2.6	2.2	5.3	3.4	4.0	2.4	2.0	2.2	3.3	2.8	3.0
9 9 activities	3.4		1.1		4.9	2.3	3.6		1.2	1.8	7.9	4.3	3.5		1.1	.8	6.1	3.1	1.7	2.8	2.3

as follows:

Beginning elementary teachers	8.8%
Beginning secondary teachers	9.2%
Experienced elementary teachers	14.1%
Experienced secondary teachers	14.0%
All teachers	11.3%

Number of hours per week devoted to school duties and activities outside school hours. Distributions by teaching experience, teaching level, and sex for the number of hours per week devoted to school duties and activities outside school hours are contained in Table XXXIX.

Of the group of beginning elementary teachers and the group of experienced elementary teachers the median was five to nine hours.

Of the group of beginning secondary teachers and the group of experienced secondary teachers the median was 10 to 14 hours. Those devoting 20 or more hours per week were as follows:

Beginning elementary teachers	8.9%
Beginning secondary teachers	22.3%
Experienced elementary teachers	12.9%
Experienced secondary teachers	31.4%
All teachers	19.9%

VI. TEACHER AND THE COMMUNITY

Several questions dealt with the teacher and his relationship with the community and civic life. Respondents were requested to checkmark items concerning participation in church affairs, nine types of civic, recreational, and

TABLE XXXIX

NUMBER OF HOURS PER WEEK DEVOTED TO SCHOOL DUTIES AND ACTIVITIES OUTSIDE SCHOOL HOURS
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	1.6	1.1					1.8	1.2					1.7	1.1					.9	.5	
1 Less than 5 hours	10.3	21.3	17.8	8.7	24.6	16.2	26.3	17.6	5.5	39.5	19.4	5.3	23.7	17.7	7.3	30.3	17.5	6.6	26.7	17.6	
2 5-9 hours	34.5	41.0	38.9	23.2	21.3	22.3	32.1	38.6	36.5	10.9	23.7	16.1	33.3	39.8	37.7	17.7	22.2	19.7	22.6	31.8	27.6
3 10-14 hours	24.1	21.3	22.2	17.4	29.5	23.1	28.6	20.2	23.5	20.0	16.4	19.4	26.3	21.2	22.9	18.5	25.3	21.5	21.0	23.0	22.1
4 15-19 hours	24.1	4.9	11.1	21.7	9.8	16.2	7.1	8.8	8.2	16.4	5.3	11.8	15.8	6.8	9.7	19.4	8.1	14.3	18.2	7.4	12.3
5 20-24 hours	3.4	3.3	3.3	8.7		4.6	14.3		4.7	20.0	7.9	15.1	8.8	1.7	4.0	13.7	3.0	9.0	12.2	2.3	6.8
6 25 or more hours	3.4	6.6	5.6	20.3	14.8	17.7	17.9	3.5	8.2	27.3	5.3	18.3	10.5	5.1	6.9	23.4	11.1	17.9	19.3	7.8	13.1

social organizations, and voting practices in most recent elections.

Membership in a church. Distributions by teaching experience, teaching level, and sex are shown in Table XL for membership in a church.

Of the group of beginning elementary teachers 52.2 per cent were active members of a church, but were not carrying any responsibilities in church educational programs. Of the group 26.7 per cent were either inactive or not a member.

Of the group of beginning secondary teachers 46.2 per cent were active members of a church, but were not carrying any responsibilities in church educational programs. Of the group 24.6 per cent were either inactive or not a member.

Of the group of experienced elementary teachers 44.7 per cent were active members of a church, but were not carrying any responsibilities in church educational programs. Of the group 23.6 per cent were either inactive or not a member.

Of the group of experienced secondary teachers 44.1 per cent were active members of a church, but were not carrying any responsibilities in church educational programs. Of the group 32.3 per cent were either inactive or not a member.

TABLE XL
MEMBERSHIP IN A CHURCH
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response							3.5	2.4	1.8	1.1			1.7	1.1	.8	.4			.6	.9	.8
1 Responsibility in church program	20.7	21.3	21.1	30.4	27.9	29.2	35.7	26.3	29.4	25.5	18.4	22.6	28.1	23.7	25.1	28.2	24.2	26.5	28.2	24.0	25.9
2 No responsibility in church program	41.4	57.4	52.2	44.9	47.6	46.2	42.9	45.6	44.7	41.8	47.4	44.1	42.1	51.7	48.6	43.5	47.5	45.3	43.1	49.8	46.7
3 Inactive member	17.2	16.4	16.7	17.4	24.6	20.8	14.3	17.5	16.5	23.6	29.0	25.8	15.8	16.9	16.6	20.2	26.3	22.9	18.8	21.2	20.1
4 Not a member	20.7	4.9	10.0	7.2	3.8		7.1	7.0	7.1	7.3	5.3	6.5	14.0	5.9	8.6	7.3	2.0	4.9	9.4	4.1	6.5

Of the total group of respondents 46.7 per cent were active members of a church, but were not carrying any responsibilities in church educational programs. Of the group 26.6 per cent were either inactive or not a member. Of all respondents 25.9 per cent were active members carrying responsibilities in church educational programs.

Active membership in types of community organizations. Distributions by teaching experience, teaching level, and sex for active membership in types of community organizations are presented in Table XLI. Of the total group 33.7 per cent did not respond to this question.

Of the group of beginning elementary teachers, the active memberships most frequently mentioned were 1) cultural and recreational organizations, such as art, drama, music, bowling, dancing, stamps and gardening, 28.9 per cent, and 2) lodges and social groups, such as fraternities, sororities and alumni, 22.2 per cent.

Of the group of beginning secondary teachers, the active memberships most frequently mentioned were 1) business and professional and civic-social and service organizations, 34.6 per cent, and 2) cultural and recreational organizations, 27.7 per cent.

Of the group of experienced elementary teachers, the active memberships most frequently mentioned were 1) business and professional and civic-social and service

TABLE XII
ACTIVE MEMBERSHIP IN TYPES OF COMMUNITY ORGANIZATIONS
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	31.0	45.9	41.1	29.0	27.9	28.5	35.7	43.9	41.2	20.0	36.9	26.9	33.3	44.9	41.1	25.0	31.3	27.8	27.6	38.7	33.7
1 Business	6.9		2.2	2.9		1.5	3.6	3.5	3.5	10.9		6.5	5.3	1.7	2.9	6.5		3.6	6.1	.9	3.3
2 Cultural and recreational	34.5	26.2	25.9	21.7	34.4	27.7	25.0	22.8	23.5	25.5	23.7	24.7	29.8	24.6	26.3	23.4	30.3	26.5	25.4	27.2	26.4
3 Lodges and social groups	27.6	19.7	22.2	27.5	27.9	27.7	28.6	20.2	23.5	34.5	26.3	31.2	28.1	20.3	22.9	30.6	27.3	29.1	29.8	23.5	26.4
4 Health and social welfare	6.9	9.8	8.9	11.6	11.5	11.5	14.3	15.8	15.3	27.3	15.8	22.6	10.5	12.7	12.0	18.5	13.1	16.1	16.0	12.9	14.3
5 Civic-social and service	24.1	19.7	21.1	30.4	39.4	34.6	28.6	24.6	25.9	32.7	26.3	30.1	26.3	22.0	23.4	31.4	34.3	32.7	29.8	27.6	28.6
6 Political and intercultural	6.9	4.9	5.6	4.3	1.6	3.1	3.6	1.8	2.4	3.6	2.6	3.2	5.3	3.4	4.0	4.0	2.0	3.1	4.4	2.8	3.5
7 Religious, social, and youth building	31.0	14.8	20.0	23.2	23.0	23.1	32.1	12.3	18.8	27.3	21.1	24.7	31.6	13.6	19.4	25.0	22.2	23.8	27.1	17.5	21.8
8 Rural welfare	6.9	4.9	5.6	4.3	1.6	3.1	10.7	1.8	4.7	16.4	2.6	10.8	8.8	3.4	5.1	9.7	2.0	6.3	9.4	2.8	5.8
9 Veterans' and patriotic	10.3		3.3	7.2	3.3	5.4	3.6		1.2	12.7	2.6	8.6	7.0	-	2.3	9.7	3.0	6.7	8.8	1.4	4.8

organizations, 25.9 per cent, and 2) cultural and recreational organizations, 23.5 per cent, and lodges and social groups, 23.5 per cent.

Of the group of experienced secondary teachers, the active memberships most frequently mentioned were 1) lodges and social groups, 31.2 per cent, and 2) business and professional and civic-social and service organizations, 30.1 per cent.

Of the total group of respondents those who responded to this question indicated active membership most frequently in 1) business and professional and civic-social and service organizations, 28.6 per cent, and 2) cultural and recreational organizations, 26.4 per cent, and lodges and social groups, 26.4 per cent.

Total active memberships in community organizations per respondent. Distributions by teaching experience, teaching level, and sex for the total number of active memberships in community organizations are shown in Table XLII. For all teachers the median was two active memberships. Of those who responded to this question none indicated participation in seven or more organizations and only 0.3 per cent participated in six such organizations. Of the total group 33.7 per cent did not respond to this question, as was indicated above.

TABLE XLII
TOTAL ACTIVE MEMBERSHIPS IN COMMUNITY ORGANIZATIONS PER RESPONDENT
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	31.0	45.9	41.1	29.0	27.9	28.5	35.7	43.9	41.2	20.0	36.9	26.9	33.3	44.9	41.1	25.0	31.3	27.8	27.6	38.7	33.7
1 1 organization	24.1	29.5	27.8	33.3	26.2	30.0	21.4	28.1	25.9	23.6	36.9	29.0	22.8	28.8	26.9	29.0	30.3	29.6	27.1	29.5	28.4
2 2 organizations	17.2	13.1	14.4	21.7	27.9	24.6	17.9	15.8	16.5	23.6	18.4	21.5	17.5	14.4	15.4	22.6	24.2	23.3	21.0	18.9	19.8
3 3 organizations	17.2	6.6	10.0	8.7	13.1	10.8	10.7	7.0	8.2	16.4	5.3	11.8	14.0	6.8	9.1	12.1	10.1	11.2	12.7	8.3	10.3
4 4 organizations	6.9	1.6	3.3	5.8	4.9	5.4	10.7	3.5	5.9	10.9	2.6	7.5	8.8	2.5	4.6	8.1	4.0	6.3	8.3	3.2	5.5
5 5 organizations	3.4	1.6	2.2	1.5		.8	3.6	1.8	2.4	5.5		3.2	3.5	1.7	2.3	3.2		1.8	3.3	.9	2.0
6 6 organizations		1.6	1.1											.8	.6					.5	.3
7 7 or more organizations																					

Voting practice in most recent election. Distributions by teaching experience, teaching level, and sex for the voting practices in most recent election are provided in Table XLIII.

Of the group of beginning elementary teachers 47.7 per cent voted; in the group of beginning secondary teachers 52.3 per cent voted.

Of the group of experienced elementary teachers 64.9 per cent voted; in the group of experienced secondary teachers 56.9 per cent voted.

Of the total group of respondents 55.8 per cent voted. An additional 12.1 per cent had registered but had failed to vote and 19.6 per cent did not register to vote.

VII. TEACHER AND THE PROFESSION

This section presents data on the extent of participation by the respondents in this study in professional educational organizations and their plans to continue in teaching.

Membership in professional educational organizations, 1957-1958. Distributions by teaching experience, teaching level, and sex for membership in professional educational organizations during 1957-1958 are reported in Table XLIV.

Of the group of beginning elementary teachers 32.2

TABLE XLIII
VOTING PRACTICE IN MOST RECENT ELECTION
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4	4.9	4.4				3.5	2.4	1.8	2.6	2.2		1.8	4.2	3.4	.8	1.0	.9	1.1	2.8	2.0
1 In school community	48.3	27.9	34.4	33.3	31.2	32.3	53.6	45.6	48.2	45.5	44.7	45.1	50.9	36.4	41.1	38.7	36.4	37.7	42.5	36.4	39.2
2 Elsewhere	10.3	14.8	13.3	21.7	18.0	20.0	21.4	19.3	20.0	12.7	10.5	11.8	15.8	16.9	16.6	17.7	15.2	16.6	17.1	16.1	16.6
3 Registered and could have voted	6.9	21.3	16.7	13.0	14.8	13.8	3.6	8.8	7.1	5.5	15.8	9.7	5.3	15.3	12.0	9.7	15.2	12.1	8.3	15.2	12.1
4 Was ineligible to register		19.7	13.3	14.5	18.0	16.2		8.8	5.9	3.6	5.3	4.3		14.4	9.7	9.7	13.1	11.2	6.6	13.8	10.6
5 Eligible to register but did not	31.0	11.5	17.8	17.4	18.0	17.7	21.4	14.0	16.5	30.9	21.1	26.9	26.3	12.7	17.1	23.4	19.2	21.5	24.3	15.7	19.6

TABLE XLIV
MEMBERSHIP IN PROFESSIONAL EDUCATIONAL ORGANIZATIONS, 1957-1958
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	3.4	6.6	5.6	4.3	4.9	4.6	12.3	8.2	7.3	13.2	9.7	1.8	9.3	6.9	5.6	8.1	6.7	4.4	8.8	6.8	
1 Local, state and NEA	20.7	37.7	32.2	29.0	31.2	30.0	32.1	28.1	29.4	27.3	13.2	21.5	26.3	33.0	30.9	28.2	24.2	26.5	27.6	29.0	28.4
2 Local and state	31.0	29.5	30.0	40.6	36.1	38.5	46.4	26.3	32.9	40.0	34.2	37.6	38.6	28.0	31.4	40.3	35.4	38.1	39.8	31.3	35.2
3 Local and NEA		1.6	1.1	1.5		.8	3.5	2.4					2.5	1.7	.8		.4	.6	1.4	1.0	
4 Local only		1.6	1.1	1.5	3.3	2.3	3.5	2.4	3.6	5.3	4.3		2.5	1.7	2.4	4.0	3.1	1.7	3.2	2.5	
5 State and NEA		3.3	2.2	1.5	1.6	1.5	1.8	1.2	1.8	5.3	3.2		2.5	1.7	1.6	3.0	2.2	1.1	2.8	2.0	
6 State only	10.3	8.2	8.9	5.8	8.2	6.9	7.1	7.0	7.1	5.5	5.3	5.4	8.8	7.6	8.0	5.6	7.1	6.3	6.6	7.4	7.0
7 NEA only		1.6	1.1		1.6	.8							.8	.6		1.0	.4		.9	.5	
8 None	24.1	6.6	12.2	8.7	8.2	8.5	10.7	17.5	15.3	12.7	23.7	17.2	17.5	11.9	13.7	10.5	14.1	12.1	12.7	12.9	12.8
9 Other	10.3	3.3	5.6	7.2	4.9	6.2	3.6		1.2	1.8		1.1	7.0	1.7	3.4	4.8	3.0	4.0	5.5	2.3	3.8

per cent held membership in professional educational organizations--local, state, and NEA, and an additional 30 per cent were members of local and state organizations only. Of the group 12.2 per cent were not members of a professional educational organization.

Of the group of beginning secondary teachers 30 per cent held memberships in professional educational organizations--local, state, and NEA, and an additional 38.5 per cent were members of local and state organizations only. Of the group 8.5 per cent were not members of a professional educational organization.

Of the group of experienced elementary teachers 29.4 per cent held memberships in professional educational organizations--local, state, and NEA, and an additional 32.9 per cent were members of local and state organizations only. Of the group 15.3 per cent were not members of a professional educational organization.

Of the group of experienced secondary teachers 21.5 per cent held memberships in professional educational organizations--local, state, and NEA, and an additional 37.6 per cent were members of local and state organizations only. Of the group 17.2 per cent were not members of a professional educational organization.

Of the total group of respondents 28.4 per cent held memberships in professional educational organizations--

local, state, and NEA, and an additional 35.2 per cent were members of local and state organizations only. Of the group 12.8 per cent were not members of a professional educational organization. Of all the teachers 80.4 per cent held membership in a professional educational organization.

Membership in 1957-1958 in local, state or national organization devoted to some subject or teaching field.

Distribution by teaching experience, teaching level, and sex for membership in 1957-1958 in local, state or national organizations devoted to some subject or teaching field are shown in Table XLV.

Of the group of beginning elementary teachers 43.3 per cent held membership in an organization devoted to some subject or teaching field.

Of the group of beginning secondary teachers 53.1 per cent held membership in an organization devoted to some subject or teaching field.

Of the group of experienced elementary teachers such memberships were held by 37.6 per cent.

Of the group of experienced secondary teachers such memberships were held by 39.8 per cent.

Of the total group of respondents 44.5 per cent held membership in an organization devoted to some subject or teaching field. Of the men 49.7 per cent, as contrasted with 40.1 per cent of the women, were members of such

TABLE XLV

MEMBERSHIP IN 1957-1958 IN LOCAL, STATE OR NATIONAL ORGANIZATION DEVOTED TO SOME SUBJECT OR TEACHING FIELD
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	17.2	18.0	17.8	10.1	13.1	11.5	7.1	26.3	20.0	18.2	15.8	17.2	12.3	22.0	18.9	13.7	14.1	13.9	13.3	18.4	16.1
1 Member	41.4	44.3	43.3	55.1	50.8	53.1	57.1	28.1	37.6	43.6	34.2	39.8	49.1	36.4	40.6	50.0	44.4	47.5	49.7	40.1	44.5
2 Not a member	41.4	37.7	38.9	34.8	36.1	35.4	35.7	45.6	42.3	38.2	50.0	43.0	38.6	41.5	40.6	36.3	41.4	38.6	37.0	41.5	39.4

organizations. It may be noted that fewer experienced than beginning teachers reported memberships in such organizations.

Reappraisal of career choice. Distributions by teaching experience, teaching level, and sex are shown in Table XLVI for the responses to the question of reappraisal of career choice. The question was stated as "Suppose You Could Go Back to Your College Days and Start All Over Again: In View of Your Present Knowledge, Would You Become a Teacher."

Of the group of beginning elementary teachers 83.3 per cent reported a positive attitude toward becoming a teacher if they were to begin college again. Chances about even for and against were reported by 7.8 per cent and negative attitude was reported by 8.9 per cent.

Of the group of beginning secondary teachers 80 per cent reported a positive attitude toward becoming a teacher if they were to begin college again. Chances about even for and against were reported by 11.5 per cent. A negative attitude was reported by 7.7 per cent.

Of the group of experienced elementary teachers 88.2 per cent reported a positive attitude toward becoming a teacher if they were to begin college again. Chances about even for and against were reported by 5.9 per cent. A negative attitude was reported by 4.7 per cent.

TABLE XLVI
 REAPPRAISAL OF CAREER CHOICE
 OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
 OF SAM HOUSTON STATE TEACHERS COLLEGE
 BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response					1.6	.8		1.8	1.2					.8	.6		1.0	.4		.9	.5
1 Certainly would become a teacher	44.8	72.2	63.3	42.0	70.5	55.4	53.6	64.9	61.2	32.7	39.5	35.4	49.1	68.6	62.3	37.9	58.6	47.1	41.4	64.1	53.8
2 Probably would become a teacher	24.1	18.0	20.0	26.1	23.0	24.6	35.7	22.8	27.0	27.3	44.7	34.4	29.8	20.3	23.4	26.6	31.3	28.7	27.6	25.3	26.4
3 Chances about even for and against	13.8	4.9	7.8	20.3	1.6	11.5	3.6	7.0	5.9	16.4	7.9	12.9	8.8	5.9	6.9	18.5	4.0	12.1	15.5	5.1	9.8
4 Probably would not become a teacher	10.3	3.3	5.6	10.1	3.3	6.9	7.1	3.5	4.7	14.5	5.3	10.8	8.8	3.4	5.1	12.1	4.0	8.5	11.0	3.7	7.0
5 Certainly would not become a teacher	6.9	1.6	3.3	1.5		.8				9.1	2.6	6.5	3.5	.8	1.7	4.8	1.0	3.1	4.4	.9	2.5

Of the group of experienced secondary teachers, 69.8 per cent reported a positive attitude toward becoming a teacher again, 12.9 per cent chances about even for and against, and 12.3 per cent negative attitude. Of the women, 89.4 per cent, of the men, 69.0 per cent, certainly or probably would become teachers again.

Of the total group of respondents 80.2 per cent certainly or probably would become a teacher, 9.8 per cent indicated chances about even for and against, 7.0 per cent probably would not, and 2.5 per cent certainly would not.

Plans to continue teaching. Distributions by teaching experience, teaching level, and sex for plans to continue teaching are provided in Table XLVII.

Of the group of beginning elementary teachers 91.1 per cent reported plans to continue teaching. Plans to discontinue teaching were reported by 7.8 per cent.

Of the group of beginning secondary teachers 90 per cent reported plans to continue teaching. Plans to discontinue teaching were reported by 8.4 per cent.

Of the group of experienced elementary teachers 89.3 per cent reported plans to continue teaching. Plans to discontinue teaching were reported by 9.4 per cent.

Of the group of experienced secondary teachers 80.6 per cent reported plans to continue teaching. Plans to discontinue teaching were reported by 16.2 per cent.

Of the total group of respondents 87.9 per cent

TABLE XLVII
PLANS TO CONTINUE TEACHING
OF THREE HUNDRED NINETY-EIGHT 1953-1957 TEACHING GRADUATES
OF SAM HOUSTON STATE TEACHERS COLLEGE
BY TEACHING EXPERIENCE, TEACHING LEVEL, AND SEX

	Beginning (1956-1957)						Experienced (1953-1955)						1953 - 1957								
	Elementary			Secondary			Elementary			Secondary			Elementary			Secondary			Totals		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Number	29	61	90	69	61	130	28	57	85	55	38	93	57	118	175	124	99	223	181	217	398
0 No response	1.6	1.1	2.9	1.5			1.8	1.2	1.8	5.3	3.2		1.7	1.1	2.4	2.0	2.2	1.7	1.8	1.8	
1 Yes	75.9	58.9	71.1	62.3	72.2	66.9	75.0	63.1	67.0	56.4	55.3	55.9	75.5	66.1	69.1	59.7	65.7	62.3	64.6	65.9	65.3
2 Undecided, probably will	13.8	23.0	20.0	27.5	18.0	23.1	14.3	26.3	22.3	25.5	23.7	24.7	14.0	24.6	21.1	26.6	20.2	23.8	22.6	22.6	22.6
3 Undecided, probably will not	6.9	4.9	5.6	5.8	1.6	3.8	7.1	3.5	4.7	5.5	5.3	5.4	7.0	4.2	5.1	5.6	3.0	4.5	6.1	3.7	4.8
4 No	3.4	1.6	2.2	1.5	8.2	4.6	3.6	5.3	4.7	10.9	10.5	10.8	3.5	3.4	3.4	5.6	9.1	7.2	5.0	6.0	5.5

reported plans to continue teaching. Plans to discontinue teaching were reported by 10.3 per cent.

VIII. PROFESSIONAL ADVICE

The responses to each of the three open-end, or professional advice, questions were sorted into groups, or areas, of similar or closely related responses, for example, subject matter fields, personal improvement, teaching methods. A response that was more definite and specific was labeled as a single item, for example, student teaching, audio-visual aids, school records. Thus, areas are general responses, whereas single items are specific responses; areas refer to broad suggestions, whereas single items refer to particular suggestions.

The data were interpreted according to a common format as follows:

1. Area most often mentioned
2. Area next most often mentioned
3. Other area or areas mentioned
4. Single item most often mentioned
5. Single item next most often mentioned
6. No response and no change.

More time and emphasis. The respondents were asked to complete an open-end question as follows: "If I were beginning my undergraduate preparation for teaching all over again, I would plan to spend more time and emphasis on."

The area most often mentioned as needing more time and emphasis in preparation for teaching was "specific subjects" with a total of 212 responses. Of the 212 responses, 106 or 50 per cent, were for the basic courses of mathematics, science, and English. Education courses, with 33 responses, were mentioned next most often. Distributions of the responses for "specific subjects" area were as follows:

1.	Basic courses, i.e., mathematics, science, and English.....	106
2.	Education.....	33
3.	Fine arts.....	17
4.	Psychology.....	14
5.	Social studies.....	11
6.	Vocational subjects.....	9
7.	Foreign languages.....	7
8.	Liberal arts.....	7
9.	Speech.....	5
10.	Physical education.....	3
	Total number of responses.....	212

The area next most often mentioned as needing more time and emphasis was "majors and minors." The distributions of responses for the "major and minor" area were as follows:

1.	Major.....	93
2.	Minor.....	50
	Total number of responses.....	143

Distributions of responses for other areas of professional preparation needing more time and emphasis were as follows:

1. Teaching skills

Methods and techniques.....	110
Student teaching.....	33
Classroom observation.....	30
Total number of responses.....	173

2. Teaching tools

Materials.....	12
Visual aids.....	11
Teaching aids.....	3
Total number of responses.....	26

3. Personal improvement

School activity participation.....	8
Reading.....	9
Standardized test results.....	3
Outside job.....	1
Husband-hunting.....	1
Total number of responses.....	22

4. General school policies

Records and reports.....	8
Professional organizations.....	3
School administration.....	1
Student-teacher relationships.....	1
Total number of responses.....	13

The single item most often mentioned as needing more time and emphasis was "subject mastery," with a total of 60 responses.

In reply to the question, Personal Evaluation of Greatest Instructional Competency, "knowledge of subject matter" received the greatest number of responses, 68.1 per cent of the total group of respondents, as shown in Table XXXIII, page 119.

The single item next most often mentioned as needing

more time and emphasis was "discipline," with 9 responses. In contrast, in the item Personal Evaluation of Greatest Instructional Competency, "ability to maintain leadership and control" received the next greatest number of responses, 55.3 per cent of the total group of respondents, as shown in Table XXXIII.

Of the total number of respondents, 34 did not respond, and 8 indicated no change.

Less time and emphasis. The respondents were asked to complete an open-end statement as follows: "If I were beginning my undergraduate preparation for teaching all over again, I would want to spend less time and emphasis upon."

The area most often mentioned as needing less time and emphasis was "specific subjects" with a total of 69 responses. Of the 69 responses, 19 or 26.2 per cent, listed Unrelated Subjects as specific subjects needing less time and emphasis. Courses in social studies and physical education, with 10 responses each, were mentioned next most often. Distributions of the responses for "specific subjects" were as follows:

1. Unrelated subjects.....	19
2. Social studies.....	10
3. Physical education.....	10
4. Science.....	6
5. Psychology.....	3
6. Military science.....	3
7. Agriculture.....	3
8. Music.....	2
9. Business administration.....	2

10.	Mathematics.....	2
11.	Philosophy.....	1
12.	Spanish.....	1
13.	English.....	1
14.	Fine arts.....	1
15.	Liberal arts.....	1
16.	Electives.....	1
	Total number of responses.....	69

The area next most often mentioned as needing less time and emphasis was "techniques and course types." The distributions of responses for "techniques and course types" were as follows:

1. Teaching techniques

Notebooks.....	3
Assignments.....	2
Themes.....	1
Outside readings.....	1
Examinations.....	1
Memorizations.....	1
Operation of machines.....	1
Total number of responses.....	10

2. Course types

Methods.....	21
Required.....	10
Lecture.....	2
Survey.....	2
Theory.....	1
Vocational training.....	1
Graduate level.....	1
Total number of responses.....	38

Distributions of responses for other areas of preparation for teaching needing less time and emphasis were as follows:

1. Major and minor

Major.....	13
Minor.....	10
Total number of responses.....	23

2. Social life

Social activities.....	15
Social club.....	7
Weekend trips.....	1
Total number of responses.....	23

3. Subject matter..... 4

4. Miscellaneous

Working.....	3
Sleeping.....	1
Worrying.....	1
"Ifs".....	1
Total number of responses.....	6

The single item most often mentioned as needing less time and emphasis was "education courses" with a total of 131 responses. This number exceeded the total number of responses for any areas of professional preparation; "specific subjects" was the area most often mentioned as needing less time and emphasis with a total of 69 responses.

Yet, in the item Personal Evaluation of Least Instructional Competency, as shown in Table XXXIV, page 123, the following items ordinarily treated in education courses received the greatest percentages of responses:

1. Ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... 45.0%
2. Ability to arouse the interest of the bright but uninterested or uncooperative student..... 43.5%
3. Ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... 39.7%

In the total group of respondents, 94 did not respond to this question, and 25 indicated that they would make "no change."

Reasons if were to leave teaching profession permanently. The respondents were asked to complete an open-end statement as follows: "If I were to leave the teaching profession permanently, these would be my reasons for doing so."

The area most often mentioned as reasons for leaving the teaching profession permanently was "professional situation" with a total of 354 responses. Of the 354 responses, salary was indicated by 175, or 49.4 per cent. The following comment was typical.

A head of a household can not support a family with the salary paid, unless the wife also has a full-time job.

Distributions of responses in the "professional situation" area were as follows:

1.	Salary.....	175
2.	Extra duties.....	39
3.	Classroom situation	
	Discipline.....	20
	Crowded classes.....	15
	"Undesirable".....	14
	Lack of materials.....	5
	Teaching out of field.....	1
	Sub-total.....	55
4.	Opportunities	
	Advancement.....	11
	Tenure.....	7
	Benefits.....	5
	Sub-total.....	23
5.	School official tension.....	21

6.	Extra-curricular activities.....	10
7.	Professional ethics.....	10
8.	Responsibility.....	6
9.	Integration.....	3
10.	No desirable school.....	3
11.	Record keeping.....	2
12.	Loss of job.....	2
13.	Supervisors.....	1
14.	Scholastic standards.....	1
15.	Unhappy experience.....	1
16.	Lack of professional organization....	1
17.	Only nine months work.....	1
	Total number of responses.....	354

The area next most often mentioned as reasons for leaving the teaching profession permanently was "personal situation" with a total of 149 responses. Of the 149 responses, marriage and family accounted for 107, or 72.5 per cent. One respondent replied as follows:

Marriage and children would be the only reason to ever leave.

Distributions of responses in the personal situation area were as follows:

1.	Marriage and family.....	107
2.	Poor health or disability.....	24
3.	Feeling of incapability.....	8
4.	Lack of personal satisfaction.....	2
5.	Lack of personal freedom.....	2
6.	Age.....	2
7.	Situation beyond control.....	2
8.	Leave U.S.A.....	1
9.	Death.....	1
	Total number of responses.....	149

The other area mentioned as reasons for leaving the teaching profession permanently was "community situation" with a total of 49 responses. Of the 49 responses community pressure was cited 30 times, or 61.2 per cent. The following

is a typical response.

Pressure from people who are entirely unfamiliar with classroom teaching.

Distributions of responses to the "community situation" area are as follows:

1. Community pressure.....	30
2. Politics.....	9
3. Prestige.....	7
4. Parental attitude.....	3
Total number of responses.....	49

The single item most often mentioned as reason for leaving the teaching profession permanently was "salary" with a total of 175 responses. The single item next most often mentioned was "marriage and family" with a total of 107 responses.

Of the total number of respondents, 45 did not respond to this question, and six indicated that there was "no reason."

The findings contained in this chapter were drawn upon in the preparation of the respondent profiles presented in the following chapter. These profiles also serve as a summary of the findings obtained in this study.

CHAPTER VI

TYPICAL TEACHER PROFILES

In Chapter V the findings of the study were presented in sequential order for the beginning elementary teacher, the beginning secondary teacher, the experienced elementary teacher, the experienced secondary teacher and the total group. Presented in the same order below are the summary statements for each of the divisions.

This chapter summarizes the responses of the 398 teaching graduates reported in this study. A self-portrait for each of the groups, beginning elementary and secondary teachers and experienced elementary and secondary teachers, emerged from the data collected. A composite portrait of the man teacher and a composite portrait of the woman teacher appeared, also. These portraits were believed to be reasonably representative of the 967 graduates who could have entered teaching following graduation in 1953-1957.

I. THE TYPICAL BEGINNING ELEMENTARY TEACHER

The typical beginning elementary teacher is 23 to 24 years old. He is married and either has no children or has one child. Large majorities of the group are married; the total is 62.2 per cent. Only 35.6 per cent are unmarried.

He has a bachelor's degree. He has either started

or plans to begin study toward an advanced degree. A master's degree is held by 1.1 per cent of his group and 38.9 per cent have done advanced college work. His annual salary from teaching is \$3,500 to \$3,999. Of the total group in this study, 36.7 per cent have other income so that the total income for his "spending unit" is between \$4,000 and \$4,999. He owes \$500 to \$999 in short-term consumer debts. He lives in rented quarters.

He was born and reared in communities with populations of 9,999 or less, and he now lives and teaches in communities of 10,000 to 29,999 population. He teaches in the elementary grades and teaches in his major field of preparation 100 per cent of the time. Enrolled in his classes are 25 to 29 pupils. There are 25 to 29 teachers in his school. He is satisfied with his teaching materials and equipment and with his classroom.

He evaluates his areas of greatest instructional strength as knowledge of subject matter and ability to maintain leadership and control of the classroom group. He feels least adequate in ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability and in ability to arouse the interest of the bright but uninterested or uncooperative student. He has monotorial duties assigned on a scheduled basis, and has three more activities other than

class instruction that require him to devote five to nine hours a week to school duties in addition to the regular school day.

He is an active member in a church and at least one other community organization. He probably voted in the most recent election; 47.7 per cent of his group did vote. He is a member of a professional educational organization, but he probably does not belong to a local, state or national organization devoted to his subject or teaching field. However, 43.3 per cent of the teachers in his group do belong to such an organization.

He plans to continue teaching. If he could go back to his college days and start over he would become a teacher. Of all his group, 83.3 per cent said they would or probably would teach again, 7.8 per cent were not sure, and 8.9 per cent think they would not teach.

II. THE TYPICAL BEGINNING SECONDARY TEACHER

The typical beginning secondary teacher is 23 to 24 years old. He is married and either has no children or has one child. Large majorities of the group are married; the total is 62.3 per cent. Only 34.7 per cent are unmarried.

He has a bachelor's degree. He has either started or plans to begin study toward an advanced degree. A master's degree is held by 7.7 per cent of his group and 40.8

per cent have done advanced college work. His annual salary from teaching is \$3,500 to \$3,999. Of the total group in this study, 35.4 per cent have other income so that the total income for his "spending unit" is between \$4,000 and \$4,999. He owes \$200 to \$499 in short-term consumer debts. He lives in rented quarters.

He was born and reared in communities with populations of 9,999 or less, and he now lives and teaches in communities of similar size. He teaches in the secondary grades and teaches in his major field of preparation more than 75 per cent of the time. There are 100 to 124 pupils enrolled in his classes, which have 25 to 29 pupils each. There are 25 to 49 teachers in his school. He is satisfied with his teaching materials and equipment and with his classrooms.

He evaluates his areas of greatest instructional strength as knowledge of subject matter and ability to maintain leadership and control of the classroom. He feels least adequate in ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability and in ability to arouse the interest of the bright but uninterested or uncooperative student. He has monitorial duties assigned on scheduled basis, and has three more activities other than class instruction that require him to devote 10 to 14 hours a week to school duties in addition to the regular school day.

He is an active member in a church and at least one other community organization. He voted in the most recent election; 52.3 per cent of his group voted. He is a member of a professional educational organization, and he belongs to a local, state or national organization devoted to his subject or teaching field. Of his group, 53.1 per cent belong to such an organization.

He plans to continue teaching. If he could go back to his college days and start over he would become a teacher. Of all his group, 80 per cent said they would or probably would teach again, 11.5 per cent were not sure, and 7.7 per cent think they would not teach.

III. THE TYPICAL EXPERIENCED ELEMENTARY TEACHER

The typical experienced elementary teacher is 25 to 26 years old. He is married and either has no children or has one child. Large majorities of his group are married; the total is 75.3 per cent. Only 20 per cent are unmarried.

He has a bachelor's degree. He has begun work on his master's degree. A master's degree is held by 11.8 per cent of his group and 57.7 per cent have done advanced college work. His annual salary from teaching is \$4,000 to \$4,999. Of the total group in this study, 35.3 per cent have other income so that the total income for his "spending unit" is between \$5,000 and \$7,499. He owes \$200 to \$499 in short-

term consumer debts. He lives in rented quarters.

He was born in a town or small city of 4,999 population or less, reared in a community of 9,999 population or less, lives in a center of 30,000 population or more, but teaches in a community of 29,999 population or less. He teaches in the elementary grades and teaches in his major field of preparation 100 per cent of the time. There are 30 to 34 pupils enrolled in his class. There are 13 to 24 teachers in his school. He is satisfied with his teaching materials and equipment and with his classroom.

He evaluates his areas of greatest instructional strength as knowledge of subject matter, ability to use varied and effective methods of instruction, and ability to develop enthusiasm and interest on the part of the class as a whole. He feels least adequate in ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability and ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability. He has monitorial duties assigned on scheduled basis, and has three activities other than class instruction that require him to devote five to nine hours a week to school duties in addition to the regular school day.

He is an active member in a church and at least one other community organization. He voted in the most recent

election; 68.2 per cent of the group voted. He is a member of a professional educational organization, but he does not belong to a local, state or national organization devoted to some subject or teaching field. However, 37.6 per cent of his group do belong to such an organization.

He plans to continue teaching. If he could go back to his college days and start over he would become a teacher. Of all his group, 88.2 per cent said they would or probably would teach again, 5.9 per cent were not sure, and 4.7 per cent think they would not teach.

IV. THE TYPICAL EXPERIENCED SECONDARY TEACHER

The typical experienced secondary teacher is 25 to 26 years old. He is married and either has no children or has one child. Large majorities of the group are married; the total is 75.3 per cent. Only 23.7 per cent are unmarried.

He has a bachelor's degree. He either has completed or is working on a master's degree. A master's degree is held by 25.9 per cent and 73.1 per cent have done advanced college work. His annual salary from teaching is \$4,000 to \$4,499. Of the total group in this study, 37.7 per cent have other income, but the total income for his "spending unit" remains between \$4,000 and \$4,999. He owes \$500 to \$999 in short-term consumer debts. He lives in rented

quarters.

He was born and reared in communities with 4,999 population or less, lives in communities with 10,000 to 29,999 population and teaches in communities of 5,000 to 9,999 population. He teaches in the secondary grades and teaches in his major field of preparation 100 per cent of the time. Enrolled in his classes are 125 to 149 pupils in classes which have 25 to 29 pupils each. There are 25 to 49 teachers in his school. He is satisfied with his teaching materials and equipment and with his classroom.

He evaluates his areas of greatest instructional strength as knowledge of subject matter and ability to maintain leadership and control of the classroom group. He feels least adequate in ability to arouse the interest of the bright but uninterested or uncooperative student and ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability. He has the responsibility of sponsoring class organizations and three more activities other than class instruction that require him to devote 10 to 14 hours a week to school duties in addition to the regular school day.

He is an active member in a church and one other community organization. He voted in the most recent election; 56.9 per cent of his group voted. He is a member of

a professional educational organization, but he does not belong to a local, state or national organization devoted to his subject or teaching field. However, 39.8 per cent of his group do belong to such an organization.

He plans to continue teaching. If he could go back to his college days and start over he would become a teacher. Of all his group, 69.8 per cent said they would or probably would teach again, 12.9 per cent were not sure, and 17.3 per cent think they would not teach.

V. THE TYPICAL TEACHER

The typical man teacher. The typical man teacher is 25 to 26 years old. He is married and has either no children or one child. Large majorities of the men are married; the total is 71.8 per cent. Only 26.5 per cent are unmarried.

He holds a bachelor's degree and is studying for a master's degree. A master's degree is held by 18.8 per cent of the men teachers and 65.2 per cent have done advanced work. His annual salary from teaching is \$3,500 to \$3,999. Of the men 51.4 per cent have other income so that the total income for his "spending unit" is between \$4,000 and \$4,999. He owes \$500 to \$999 in short-term consumer debts. He lives in rented quarters.

He was born and reared in communities with populations

less than 10,000 and he now lives and teaches in communities of like size. He teaches in secondary grades and teaches in his major field of preparation more than 75 per cent of the time. Enrolled in his classes are 100 to 124 pupils in classes of 25 to 29 pupils each. There are 25 to 49 teachers in his school. He is satisfied with his teaching materials and equipment and with his classroom.

He evaluates his areas of greatest instructional strength as his knowledge of subject matter and his ability to maintain the leadership and control of his classes. He feels least adequate in situations involving a number of slow-learning pupils in the same class with pupils of average and higher ability and in situations involving the arousal of interest of the bright but uninterested or uncooperative student. He has monitorial duties and three more activities other than class instruction that require him to devote 10 to 14 hours a week to school duties in addition to the regular school day.

He is an active member in a church and at least one other community organization. He voted in his school community in the most recent election; 59.6 per cent of the men teachers voted. He is a member of a professional educational organization, but he probably does not belong to a local, state or national organization devoted to some subject or teaching field. However, 49.7 per cent of the

men teachers do belong to one such organization.

He plans to continue teaching. If he could go back to his college days and start over, he would probably become a teacher. Of all the men teachers, 69 per cent said they would or probably would teach again, 15.5 per cent were not sure, and 15.4 per cent think they would not teach.

If he were to return to college and begin anew his undergraduate preparation for teaching he would spend more time and emphasis upon the required courses in English, mathematics, and science and upon the courses in his major and minor fields of study. Also, he would emphasize the development of teaching skills. He would spend less time and emphasis upon the required and elective courses not included in the categories above. If he were to leave the teaching profession permanently it would most likely be because of the low salary received for teaching.

The typical woman teacher. The typical woman teacher is 23 to 24 years old. She is married and has either no children or one child. Large majorities of the women are married; the total is 65 per cent. Only 31.3 per cent are unmarried.

She holds a bachelor's degree. She has probably begun study toward a master's degree. A master's degree is held by 5.1 per cent of the women teachers and 40.1 per cent have done advanced work on this degree. Her annual salary

from teaching is \$3,500 to \$3,999. Of the total group of women in this study 23.5 per cent have other income so that the total income for her "spending unit" is between \$4,000 and \$4,999. She owes \$200 to \$499 in short-term consumer debts. She lives in rented quarters.

She teaches in an elementary school. Between 30 and 34 pupils are enrolled in her classes. There are 25 to 49 teachers in her school. She has monitorial duties and three more activities other than class instruction that require her to devote five to nine hours per week to school duties in addition to the regular school day.

She teaches in her field of major preparation more than 75 per cent of the time. She is satisfied with her teaching materials and equipment and with her classroom. She evaluates her area of greatest instructional strength as her knowledge of subject matter. She feels least adequate in situations involving a number of slow-learning pupils in the same class with pupils of average and higher ability and in situations involving the arousal of interest of the bright but uninterested or uncooperative student.

She is an active member in a church and at least one other community organization. She voted in the most recent election; 52.5 per cent of the women teachers voted. She is a member of a professional organization, but she does not belong to a local, state or national organization

devoted to some subject or teaching field. However, 40.1 per cent of the women teachers do belong to one such organization.

She plans to continue teaching. If she could go back to her college days and start over, she would become a teacher. Of all the women teachers, 89.4 per cent said they would or probably would teach again, 5.1 per cent were not sure, and 4.6 per cent think they would not teach.

If she were to return to college and begin anew her undergraduate preparation for teaching she would spend more time and emphasis upon the required courses in English, mathematics, and science and upon the courses in her major and minor fields of study. Also, she would emphasize the development of teaching skills. She would spend less time and emphasis upon the required and elective courses not included in the categories above. If she were to leave the teaching profession permanently it would be because of marriage and family.

CHAPTER VII

SUMMARY

This study has been conducted and reported as fact-finding research to determine the status of a specified group of graduates entering teaching from a particular institution during a limited period of time. No previous organized study has been undertaken to determine the professional, social and economic status of the group studied herein, nor has any other group of this college's graduates been studied in a like manner. The interest in and the support given to this particular study by the college administration, faculty, and ex-students association support the belief that the findings of the study will be examined closely by the college.

In this chapter the study is reviewed in the following order:

1. Literature and research
2. Research procedures
3. Findings of study
4. Applications of findings.

I. REVIEW OF LITERATURE AND RESEARCH

Prior research had not been conducted on recent teaching graduates of this institution. Therefore, local

information was not available for review. Information was available from national studies concerning the professional, economic and social status of teachers. These data were mainly related to total teaching populations or for segments of teaching populations, such as elementary teachers, or secondary teachers, or physical education teachers, or English teachers. No study of a similar group of recent graduates at a similar institution was found.

Professional and lay organizations, agencies of the government, professional educators, and research investigators have all described the professional, social and economic status of teachers. Only a few of these reports were found to be directly applicable or pertinent to the problem studied here. Most were found to be inferential or expository in nature; relatively few were found to be based on systematic research. The National Education Association report on the status of the American public-school teacher was considered the most significant research reviewed. It is the product of a professional research staff, complete research facilities, mechanical treatment of data, and sufficient research funds. This professional publication was invaluable as a catalyst and model for the research undertaken in this study.

In this study the research survey, a type of descriptive research, was believed to be the most desirable

procedure to utilize. Investigation to discover current status may be done authoritatively by employing a schedule or questionnaire as a research device. A carefully constructed questionnaire was found to be more appropriate here because survey by personal interview was beyond the means of a single investigator, due to the fact that the respondents were living in many different communities.

The principles of developing an adequate questionnaire have been dealt with in detail and are available to the beginner. Less often reported, but not less important, are techniques for designing an instrument suitable to interpretation by quantitative methods. Provisions for processing raw data are essential if the information obtained is ever to reach tabular, or any other accurate, meaningful form.

The literature and research reviewed determined the approaches used in planning this study, the research procedures followed, and the pattern employed in reporting the findings.

II. REVIEW OF RESEARCH PROCEDURES

The questionnaire included items adapted from
1) studies related to the status of college graduates and teaching graduates such as the Time Magazine survey of United States college graduates as analyzed by the Columbia

University Bureau of Applied Social Research, 2) the National Education Association study of the status of the American public-school teacher, and 3) items developed especially for this study by the investigator. Items were answered by checkmarking in eight sections of the instrument and by free response to three open-end questions in the final section on professional advice.

The survey instrument was reviewed, revised and improved through consultations with college administrators, professors, social science research workers, and the doctoral committee. Special attention was given to construction of the instrument in an effort to ensure comprehensiveness, representativeness, accuracy, objectivity, comparability, attractiveness of format, internal continuity, and respondent interest. Special attention was also given to accuracy in classification and in tabulation by preparing a pre-coded instrument and utilizing machine processes in handling data. The instrument was subjected to pre-test prior to its distribution.

Four hundred fifty-two (46.7%) teaching graduates from the total group of 967 bachelor degree graduates who received teaching certificates, Sam Houston State Teachers College 1953-1957, responded to a mailed questionnaire concerning their professional, social, and economic status. Three hundred ninety-eight respondents (40.15% of the total

survey group) met the requirements established for eligibility:

1. bachelor's degree received from Sam Houston State Teachers College between 1953-1957;
2. first teaching certificate received following the bachelor's degree (rather than prior to the degree);
3. first teaching experience following bachelor's degree and first certificate.

The pre-arranged plan for processing the questionnaires for machine tabulation included alphabetizing, coding, punching and running cards through machines, recording of counts, grouping and re-grouping raw data, computing percentages from raw data, and transferring these data to finished tables. Three-dimensional tables were constructed to present data as follows:

1. beginning teachers by teaching level and by sex;
2. experienced teachers by teaching level and by sex;
3. all elementary teachers by sex, all secondary teachers by sex, and all teachers by sex.

Interpretation by textual commentary accompanied the data presented in tabular form.

Data from the open-end questions were treated separately by manually transferring comments to index cards and

subsequently classified according to areas most frequently mentioned and single items most frequently mentioned.

For all informants the responses to questions were on the basis of the teaching situation where then teaching or where last taught. Findings from these responses were presented in detail in Chapter V in the same order as they are presented in the following section.

III. REVIEW OF FINDINGS OF STUDY

In a status study the end product is a report of what has been found. Chapter VI contains the findings in the form of profiles for typical teachers and is, in effect, a summary of the findings of this study. This section is devoted to summarizing briefly, and thereby bringing into sharper focus, the findings from all the areas covered in this research study.

Respondents. Comparisons between the respondents and the total survey group in terms of sex, teaching experience and teaching level indicate the group studied may be considered reasonably representative of the total survey group.

Of the respondents there were more women teachers (54.53%) than men teachers (45.47%), more beginning teachers (55.28%) than experienced teachers (44.72%), and more secondary teachers (56.03%) than elementary teachers (43.97%).

Community background. Of the group surveyed about one-fourth (25.6%) were born in communities of less than 1,000 population and about three-fifths (62.9%) were born in communities of less than 10,000 population. More men than women were born in the smaller communities. Although some migration to larger communities occurred in pre-college years most of it was to communities of less than 10,000 population. It appears that most of the change in size of community residence after college was toward communities of intermediate size and not to metropolitan areas. More women (28.1%) than men (11.0%) reported teaching in big city and metropolitan areas. A greater percentage of elementary teachers (26.3%) than secondary teachers (15.7%) was employed in areas of this size.

More men than women had farm backgrounds, using the father's occupation as the criterion. More than half of the group classified the father's occupation as farmer or unskilled, semi-skilled or skilled worker. The fathers of 11.6 per cent were semi-professional or professional men.

Marital status. Although a young group, 23 to 24 years median age, the majority had married and the majority of the married group had one or more children.

Interruption of teaching. The largest percentages of women out of teaching had left the classroom for reasons of maternity or child rearing (24.9%), or marriage or

homemaking (11.1%). The largest percentages of men out of teaching were serving in the armed forces (12.7%), or had taken employment in non-teaching positions (11.6%).

Income. The median salary was \$3,500 to \$3,999 with very few salaries (3.3%) being \$5,000 or more. Salaries of secondary teachers tended to range above those of elementary teachers, as did men's salaries above those of women's salaries. Fewer men than women reported personal income from teaching salary alone. Of the married men the majority did not have working wives, while most of the married women reported gainfully employed husbands. The women teachers tended to have larger total money incomes per spending unit than the men, and tended to owe less in short-term consumer debts. They also were more likely to have purchased or begun purchasing living quarters.

Advanced study. The percentage (11.3%) who had earned master's degrees and the percentage (51.5%) who had begun work toward an advanced degree indicated interest in further professional training. Men (65.3%) more often than women (40.1%) had earned advanced credits beyond the bachelor's degree and the same differential was true concerning those who had been awarded advanced degrees.

Teaching experience. Of the group 70.1 per cent had one or two years teaching experience and 29.9 per cent had three to five years teaching experience. Both men (73.5%)

and women (61.1%) had taught three to five years, if possible according to the date of graduation. The total group tended to teach in the same school in which they were first employed.

Size of school. Employment in a one teacher school was not reported by this group. Schools with 13 to 24 teachers were reported by 40.6 per cent of the elementary teachers while schools with 25 to 49 teachers were reported by 39.5 per cent of the secondary teachers.

Teaching assignment. The majority of the teachers (65.7%) in elementary schools were teaching all the subjects in single grades; the majority of the teachers (64.2%) in secondary schools were teaching one subject full-time. More than a third of the secondary teachers (35.9%) were teaching in junior high school. Health and physical education (12.6%) and English (10.3%) teachers were more numerous in this study than were those of any other subject-field in secondary schools.

The largest group of men teachers was found in the subject fields of agriculture (12.1%) and music (10.5%). The largest group of women teachers was in English (17.2%), health and physical education (17.2%) and homemaking (17.2%). No women science teachers nor foreign language teachers were listed among the respondents.

Of the secondary teachers 48.7 per cent were teaching in the field of major preparation, while 17.8 per cent were

not teaching any part of the time in the major field of preparation. Women, more often than men, were found to be teaching in the field of major preparation.

Size of classes. More than half of the elementary teachers (62.3%) had 25 to 34 pupils in their classes. The median size class for secondary teachers was 25 to 29 pupils with fewer than 150 pupils as a total teaching load.

Satisfaction with teaching situation. The group was more satisfied than unsatisfied with the teaching materials and equipment available for use and with the classrooms occupied. Men tended to be more critical of these facilities than did women.

Extra duties. Outside the classroom the teachers found the extra duties required most frequently were monitorial duties, individual out-of-class assistance to pupils, and working with parents of pupils in relation to the work of individual pupils. For all teachers the median was four activities, excluding class instruction, that required five to nine hours work per week for elementary teachers and 10 to 14 hours work per week for secondary teachers. The secondary teachers spent the additional time, it appeared, in performing assignments related to non-coaching athletic duties and in sponsoring organizations.

Evaluation of instructional strength and weakness. Both the elementary and secondary teachers evaluated areas

of greatest instructional strength as knowledge of subject matter and ability to maintain leadership and control of the classroom group. The group as a whole indicated they felt least instructional competency in the area of ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability.

Professional affiliations. Membership in professional educational organizations was held by 80.4 per cent of the teachers, with a preference for local and state affiliation, followed closely by those who preferred local, state and national memberships. More teachers were members than were not members of a local, state or national organization devoted to some subject or teaching field. Fewer experienced than beginning teachers reported memberships in such organizations.

Community activities. Teachers were affiliated with community groups. They exercised responsibility in religious activities more than in other community organizations. Only a small group (6.5%) indicated they were not members of a church. A sizable group (33.7%) did not respond to the request for information about active membership in other types of community organizations. Of the remaining teachers the median was two active memberships. Although the teachers did not participate strongly in

political organizations, the majority voted in the most recent election.

Evaluation of career choice. A positive attitude toward becoming a teacher if they were to begin college again was expressed by 80.2 per cent of the group, with only 2.5 per cent replying that they certainly would not become a teacher again. Of the total group the majority (87.9%) planned to continue teaching. However, if they were to leave the teaching profession permanently, their reasons would be 1) salary and 2) marriage and family. Of lesser significance to the group as reasons for leaving teaching were classroom situations, required extra duties, and community situations.

More time and emphasis in preparation. The respondents in this study expressed the opinion that they would continue in teaching and that if they could start college again and choose any career offered by colleges they would prepare for a teaching career. While preparing for teaching they said they would spend more time and emphasis upon basic courses such as mathematics, science and English, and on courses in the major subject field studied. This they said in face of the findings that they felt their greatest instructional competency was in "knowledge of subject matter." A large number reported a need to spend more time and emphasis on methods and techniques, student teaching, and classroom

observation.

Less time and emphasis in preparation. In response to the open-end question regarding on what they would spend less time and emphasis in teacher preparation, the group mentioned most frequently courses taken that either had little or no direct correlation with their teaching objective, as they evaluated it, or held little personal attraction. Approximately one-third of the group indicated less time and emphasis was needed for education courses. This they said in face of the findings that they felt least competent in such situations as ability to work effectively with slow-learning pupils in classes with average or higher ability pupils, ability to arouse the interest of the bright or uncooperative student, ability to handle the situation when a number of brilliant pupils were in classes with average or lower ability pupils, and ability to use audio-visual aids and materials effectively.

It appears that the respondent would emphasize in his teacher preparation, if he were to prepare for teaching again, those areas in which he feels most competent and that he would neglect or de-emphasize those areas in which he is deficient or inadequate.

IV. APPLICATIONS OF FINDINGS

This study has concerned itself with fact-finding and

with reporting these facts. For the most part, what has been found has been what was expected. However, it is important that each institution verify the picture for itself.

General applications. The function of this research has not been to recommend the initiation of specific policies or practices, for this is considered an administrative function. However, suggestions for application of the findings in studying the functions of the college in preparing teachers, in evaluating teaching as a career, and in improving the professional, social and economic status of teachers are in order and are appropriate. It has been assumed that Sam Houston State Teachers College, which exists primarily as a teacher training institution, has concern for understanding its teaching graduate and for enhancing the status he may attain.

Drawing upon a reservoir of basic data. This research study has provided a multitude of basic facts and has described in detail the status of recent graduates entering teaching. This body of knowledge has supplied data necessary for launching attacks on a number of specific problems significant in the improvement of undergraduate teacher education, guidance for prospective teachers, in-service training for teachers, graduate study for teachers, and community problems confronting teachers. Data have been collected on the economic status of recent graduates entering teaching

along with emphatic opinions that salaries paid are not adequate to retain teachers in the profession, especially beginning teachers.

All of this information has described the current status of a recent group of graduates entering teaching. It has told this college what these teaching graduates are finding in terms of professional situations encountered, duties and responsibilities assigned, economic returns, and community life to be entered. It strongly suggests that additional research studies be conducted.

Specific applications. Some applications that may be given attention are:

1. In light of these findings, what undergraduate curriculum offerings need more emphasis? less emphasis?

2. Why do many students take teacher training and then fail to enter teaching after qualifying?

3. What attempt is being made or needs to be made to take into account the family background and the size of community from which prospective teachers come?

4. What attempt is being made or needs to be made to take into account and adjust them to the community where they will teach?

5. With pre-college community backgrounds in mind, what changes may be desirable in the orientation of in-coming students? in counseling services during adjustments to

college living?

6. In view of the findings on marital status, are residential facilities adequate and appropriate?

7. In view of the findings on marital status, are adequate opportunities available for recreational and cultural activities designed to meet the needs and interests of young married adults?

8. What provisions should the college make for participating experiences in community organizations and activities?

9. In what ways can student teaching experiences be provided in situations comparable to those in which beginning teachers may expect to find themselves?

10. In what ways may the findings be utilized in procedures for teacher placement?

11. How does the status of the teaching graduate compare with the non-teaching graduate of this college?

12. How does the status of the typical recent teaching graduate compare with the status of the typical teaching graduate of this college?

13. Can the college develop a feasible system for keeping in contact with graduates to expedite follow-up studies? to provide services? to secure advice?

14. What roles may be undertaken by the ex-students association?

The applications indicated immediately above are not intended to be taken as a complete identification of areas and ways in which the findings of this study could be utilized by Sam Houston State Teachers College. Rather they are suggestions and examples of areas and problems to be explored. How extensively and imaginatively the findings of this study may be utilized by the college depends upon persons and forces within the college. As has been indicated throughout this report this research investigation has been a service study designed to establish base line data on the professional, social and economic status of recent teaching graduates of Sam Houston State Teachers College.

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BIBLIOGRAPHY

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APPENDIX A

WORKSHEET

Name _____ Date _____
(last name first)

Rec'd bachelor's degree: 53 53-S 54 54-S 55 55-S 56 56-S 57 57-S

Certificate (kind) and Teaching Fields:

_____ Elementary	Major Fields _____	_____ Minor Fields _____
_____ Secondary	Major Fields _____	_____ Minor Fields _____

Addresses:

At Graduation (permanent) _____
number and street city state

Teaching () _____
date of

Teaching () _____

Other () _____

Notes:

APPENDIX B

THE SAM HOUSTON STATE TEACHERS COLLEGE GRADUATE

1953—1957

A SELF PORTRAIT OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS

Sam Houston State Teachers College is seeking information from its graduates. Its reputation depends upon the success of its graduates. Its service depends on up-to-date information from its graduates. Therefore, its improvement requires your help.

This survey has a two-fold focus: 1) the experience and status of recent graduates and 2) information for guidance of future graduates.

This inquiry form is being sent to all graduates of the last five years who entered teaching. Only by your returning it can we obtain a fair and accurate picture of our recent graduates who are now, or have been, employed as teachers. If you are not now teaching, we still need a reply from you in order to have the full and complete picture of those who graduated during 1953-1957.

You can complete the form just as rapidly as you can read it. For your information a group of ten teachers has answered these questions in an average of 18 minutes.

We invite you to consider how well our program has met your needs and advise us regarding improvements based on your own experience. Space is provided for this purpose at the end of the questionnaire.

All data will be treated as group data. Individuals will not be identified in reporting findings. Your reply will be held in strictest confidence.

Your cooperation will be appreciated by the college, its students present and future, and, of course, by me.

Sincerely yours,

Elliott T. Bowers
Director, Student Union

C O N F I D E N T I A L

This questionnaire will be used for RESEARCH ONLY.

Your comments and replies on this form will be
reviewed by the researcher only.

THE SAM HOUSTON STATE TEACHERS COLLEGE GRADUATE

1953—1957

A Self-Portrait
of

Elementary and Secondary School Teachers

Date Rec'd
Month _____
Day _____
Year _____

Name (last name first)	Number and Street	City	State
------------------------	-------------------	------	-------

Present Position or Occupation	Teaching _____
	Non-teaching _____

Degree	Year	College/University	Major	Major	Minor
--------	------	--------------------	-------	-------	-------

Degree	Year	College/University	Major	Major	Minor
--------	------	--------------------	-------	-------	-------

I. COMMUNITY AND SCHOOL

1. Size of Communities in Which You Have Lived (check ONE in EACH column)

Size of Community	1. Born	2. Pre-College*	3. Now Living	4. Now Teaching**
1. Metropolis (500,000 and more)....	_____	_____	_____	_____
2. Big city (100,000 to 499,999)..	_____	_____	_____	_____
3. Larger city (30,000 to 99,999)....	_____	_____	_____	_____
4. Medium city (10,000 to 29,999)....	_____	_____	_____	_____
5. Small city (5,000 to 9,999).....	_____	_____	_____	_____
6. Town or small city (2,500 to 4,999).....	_____	_____	_____	_____
7. Village or small town (1,000 to 2,499).....	_____	_____	_____	_____
8. Farm or hamlet (less than 1,000).....	_____	_____	_____	_____

*If more than one, check community size in which lived most years.

**If not now teaching check community size in which you last taught.

2. Number of Teachers in School Where You Are Now Teaching (or Where You Last Taught) (check ONE)

1. 1 teacher.....	_____	5. 13-24 teachers.....	_____
2. 2-3 teachers.....	_____	6. 25-49 teachers.....	_____
3. 4-6 teachers.....	_____	7. 50-99 teachers.....	_____
4. 7-12 teachers.....	_____	8. 100 or more teachers.....	_____

II. FAMILY BACKGROUND

3. Occupation of Your Father (check ONE)

1. Farmer.....
2. Unskilled worker.....
3. Skilled or semi-skilled worker.....
4. Clerical or sales worker.....
5. Managerial worker or self-employed.....
6. Professional or semi-professional worker.....

4. Your Age (check ONE)

- | | |
|------------------------|--------------------------|
| 1. Under 21 years..... | 6. 29-30 years..... |
| 2. 21-22 years..... | 7. 31-35 years..... |
| 3. 23-24 years..... | 8. 36-40 years..... |
| 4. 25-26 years..... | 9. 41 years or over..... |
| 5. 27-28 years..... | |

5. Your Sex and Marital Status (check ONE)

- | | |
|---|---|
| 1. Man, married..... | 4. Woman, married..... |
| 2. Man, single..... | 5. Woman, single..... |
| 3. Man, separated, divorced,
or widowed..... | 6. Woman, separated, di-
vorced, or widowed..... |

6. Number of Your Children (check ONE)

- | | |
|---------------------|----------------------------|
| 1. No children..... | 5. 4 children..... |
| 2. 1 child..... | 6. 5 children..... |
| 3. 2 children..... | 7. 6 children..... |
| 4. 3 children..... | 8. 7 or more children..... |

III. ADDITIONAL PREPARATION FOR TEACHING

7. Semester Hours Credit Earned Beyond Bachelor's Degree (check ONE)

- | | |
|---------------------|--------------------------|
| 1. None..... | 6. 27-30 hours..... |
| 2. 3-6 hours..... | 7. 33-36 hours..... |
| 3. 9-12 hours..... | 8. 39-42 hours..... |
| 4. 15-18 hours..... | 9. 43 hours or more..... |
| 5. 21-24 hours..... | |

IV. YEARS OF EXPERIENCE

8. Total Years of Full-time Teaching Experience (Including Present Year) (check ONE)

- | | |
|-----------------|-----------------|
| 1. 1 year..... | 4. 4 years..... |
| 2. 2 years..... | 5. 5 years..... |
| 3. 3 years..... | |

9. Total Years of Full-time Service in School System Where You Are Now Teaching
(or Where You Last Taught) (check ONE)

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. 1 year..... | _____ | 4. 4 years..... | _____ |
| 2. 2 years..... | _____ | 5. 5 years..... | _____ |
| 3. 3 years..... | _____ | | |

10. Number of Different School Systems in Which You Have Taught Full-time (check ONE)

- | | | | |
|-------------------|-------|-------------------|-------|
| 1. 1 system..... | _____ | 4. 4 systems..... | _____ |
| 2. 2 systems..... | _____ | 5. 5 systems..... | _____ |
| 3. 3 systems..... | _____ | | |

11. Number of Years Away From Teaching Since Beginning to Teach (check ONE)

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. None..... | _____ | 4. 3 years..... | _____ |
| 2. 1 year..... | _____ | 5. 4 years..... | _____ |
| 3. 2 years..... | _____ | | |

12. Primary Reason for Most Recent Break in Teaching Service (check ONE)

- | | |
|---|-------|
| 1. Marriage or full-time homemaking..... | _____ |
| 2. Maternity or child rearing..... | _____ |
| 3. Husband's transfer to another community..... | _____ |
| 4. Further study..... | _____ |
| 5. Employment in a non-teaching position..... | _____ |
| 6. Military Service..... | _____ |
| 7. Dismissal or Forced Resignation from Teaching..... | _____ |
| 8. Ill health..... | _____ |
| 9. Other reasons (write in) _____ | _____ |

V. INCOME AND FAMILY FINANCES

13. Your Salary for Teaching, 1957-1958 (check ONE) (Omit if Not Now Teaching)

- | | | | |
|-----------------------|-------|-----------------------|-------|
| 1. Below \$2,500..... | _____ | 6. 4,500-4,999..... | _____ |
| 2. 2,500-2,999..... | _____ | 7. 5,000-5,499..... | _____ |
| 3. 3,000-3,499..... | _____ | 8. 5,500-5,999..... | _____ |
| 4. 3,500-3,999..... | _____ | 9. 6,000 or more..... | _____ |
| 5. 4,000-4,499..... | _____ | | |

14. Percent That Your Teaching Salary Was of Your Total Income, June 1, 1957 -
May 31, 1958 (check ONE) (Omit if Not Now Teaching)

- | | | | |
|---------------|-------|-----------------------|-------|
| 1. 100%..... | _____ | 4. 85-89..... | _____ |
| 2. 95-99..... | _____ | 5. 75-84..... | _____ |
| 3. 90-94..... | _____ | 6. Less than 75%..... | _____ |

15. Is Your Husband or Your Wife Gainfully Employed (check ONE)

- | | | | |
|-------------------------|-------|------------------------|-------|
| 1. Unmarried..... | _____ | 3. Yes, part-time..... | _____ |
| 2. Yes, full-time | _____ | 4. No..... | _____ |

16. Total Money Income of the "Spending Unit" of Which You Are A Member (check ONE)

- | | | | |
|---------------------------|-------|------------------------|-------|
| 1. Less than \$2,000..... | _____ | 5. 5,000-7,499..... | _____ |
| 2. 2,000-2,999..... | _____ | 6. 7,500-9,999..... | _____ |
| 3. 3,000-3,999..... | _____ | 7. 10,000-14,999..... | _____ |
| 4. 4,000-4,999..... | _____ | 8. 15,000 or more..... | _____ |

17. Total Short-Term Consumer Debt Owed (by Spending Unit of Which You Are A Member) (check ONE)

- | | | | |
|-------------------------------|-------|-----------------------|-------|
| 1. No consumer debt..... | _____ | 6. 1,000-1,499..... | _____ |
| 2. Debt of less than \$100... | _____ | 7. 1,500-1,999..... | _____ |
| 3. 100-199..... | _____ | 8. 2,000-2,999..... | _____ |
| 4. 200-499..... | _____ | 9. 3,000 or more..... | _____ |
| 5. 500-999..... | _____ | | |

18. Your Living Arrangements (check ONE)

- | | |
|--|-------|
| 1. Living with spouse - renting place..... | _____ |
| 2. Living with spouse - owning or buying place..... | _____ |
| 3. Individually rooming and boarding or eating out..... | _____ |
| 4. Individually renting home or apartment..... | _____ |
| 5. Individually owning home or apartment..... | _____ |
| 6. Sharing ownership of house or apartment with person
other than spouse..... | _____ |
| 7. Living with parents or relatives and paying expenses
regularly..... | _____ |
| 8. Living with parents or relatives and paying little or
no expenses..... | _____ |
| 9. Other living arrangements _____ | _____ |

VI. TEACHING ASSIGNMENT

19. Grade Level You Teach (or You Last Taught) (check ONE)

If Elementary:

- | | | | |
|---|-------|--|-------|
| 1. Kindergarten through
Grade III..... | _____ | 3. Grades VII through VIII,
all subjects..... | _____ |
| 2. Grades IV through VI..... | _____ | 4. All grades..... | _____ |
| | | 5. Other combinations..... | _____ |

If Secondary:

- | | | | |
|---|-------|--|-------|
| 1. Junior high school
grades..... | _____ | 4. Junior-senior high
school grades..... | _____ |
| 2. Three-year senior high
school grades..... | _____ | 5. Subject teaching in
both secondary and
elementary grades..... | _____ |
| 3. Four-year senior high
school grades..... | _____ | | |

20. Extent to Which You Are Teaching (or Were Teaching) Single Grades or Fields, vs. Combinations (check ONE)

If Elementary:

- | | | | |
|---|-------|--|-------|
| 1. Single grade, all subjects..... | _____ | 3. One or more specific subjects, in two or more grades..... | _____ |
| 2. Combination of grades, all subjects..... | _____ | | |

If Secondary:

- | | | | |
|--|-------|--|-------|
| 1. One field full-time..... | _____ | 3. Two fields, time equally divided..... | _____ |
| 2. One field more than half the time, plus one or more others..... | _____ | 4. Three or more fields, none more than half time... | _____ |

21. Field in Which You Teach (or Last Taught) and Degree of Concentration in One Field - Secondary Teachers Only (check ONE)

1. Teaching full-time in one field only, or more than half time in one field

- | | | | |
|---------------------------------------|-------|--|-------|
| 1. Agriculture..... | _____ | 8. Homemaking..... | _____ |
| 2. Art..... | _____ | 9. Industrial arts and vocational education..... | _____ |
| 3. Business education... | _____ | 10. Mathematics..... | _____ |
| 4. English..... | _____ | 11. Music..... | _____ |
| 5. Foreign languages.... | _____ | 12. Science..... | _____ |
| 6. General education or "core"..... | _____ | 13. Social studies..... | _____ |
| 7. Health and physical education..... | _____ | 14. Driver education..... | _____ |

2. Teaching in two fields, time equally divided

- | | | | |
|---------------------------------------|-------|---------------------------------|-------|
| 1. English and social studies..... | _____ | 3. Science and mathematics..... | _____ |
| 2. English and foreign languages..... | _____ | 4. Other combinations (list) | _____ |
| | | _____ | |
| | | _____ | |

3. Teaching in three or more fields, none more than half time..... _____

22. Percent of Your Teaching Time, Now or When Last You Taught, in Grades or Fields Different From Field of Major Preparation (check ONE)

- | | | | |
|------------------------------|-------|----------------|-------|
| 1. None..... | _____ | 4. 50-74%..... | _____ |
| 2. Some, but less than 25%.. | _____ | 5. 75-99%..... | _____ |
| 3. 25-49%..... | _____ | 6. 100%..... | _____ |

23. Size of Classes You Teach (or Last Taught) - Elementary Teachers Only (check ONE)

- | | | | |
|------------------------------|-------|---------------------|-------|
| 1. Fewer than 10 pupils..... | _____ | 5. 30-34..... | _____ |
| 2. 10-19..... | _____ | 6. 35-39..... | _____ |
| 3. 20-24..... | _____ | 7. 40-44..... | _____ |
| 4. 25-29..... | _____ | 8. 45 or more | _____ |

24. Sizes of Classes You Teach (or Last Taught) - Secondary Teachers Only (check ONE)

- | | | | |
|------------------------------|-------|--------------------|-------|
| 1. Fewer than 10 pupils..... | _____ | 5. 30-34..... | _____ |
| 2. 10-19..... | _____ | 6. 35-39..... | _____ |
| 3. 20-24..... | _____ | 7. 40-44..... | _____ |
| 4. 25-29..... | _____ | 8. 45 or more..... | _____ |

25. Total Number of Pupils You Teach (or Last Taught) in All Classes - Secondary Teachers Only (check ONE)

- | | | | |
|------------------------------|-------|---------------------|-------|
| 1. Fewer than 75 pupils..... | _____ | 6. 175-199..... | _____ |
| 2. 75-99..... | _____ | 7. 200-224..... | _____ |
| 3. 100-124..... | _____ | 8. 225-249..... | _____ |
| 4. 125-149..... | _____ | 9. 250 or more..... | _____ |
| 5. 150-174..... | _____ | | |

26. Instructional Qualifications Which You Consider to Be the Three Areas of Your Greatest Strength (check +) and the Three Areas of Your Least Strength (check -)

- | | |
|--|-------|
| 1. Knowledge of the subject matter I am teaching..... | _____ |
| 2. Ability to use varied and effective methods of instruction..... | _____ |
| 3. Ability to develop enthusiasm and interest on the part of the class as a whole..... | _____ |
| 4. Ability to maintain leadership and control of the classroom group..... | _____ |
| 5. Ability to use audio-visual equipment and materials effectively..... | _____ |
| 6. Ability to work successfully with pupils on extra-curriculum activities..... | _____ |
| 7. Ability to help pupils develop better work habits..... | _____ |
| 8. Ability to help pupils develop better relationships with other pupils..... | _____ |
| 9. Ability to help pupils develop qualities of dependability and responsibility..... | _____ |
| 10. Ability to handle the situation when a number of brilliant pupils are in the same class with those of average or lower ability..... | _____ |
| 11. Ability to handle the situation when a number of slow-learning pupils are in the same class with those of average or higher ability..... | _____ |
| 12. Ability to arouse the interest of the bright but uninterested or uncooperative student..... | _____ |

27. How Satisfactory Are (Were) the Teaching Materials and Equipment (books, supplies, laboratories, and the like) That Are (Were) Available for Your Use (check ONE)

- | | | | |
|------------------------------|-------|-------------------------------|-------|
| 1. Entirely satisfactory.... | _____ | 3. More unsatisfactory | |
| 2. More satisfactory than | | than satisfactory..... | _____ |
| unsatisfactory..... | _____ | 4. Completely unsatisfactory. | _____ |

28. How Would You Evaluate the Classroom (or Classrooms) in Which You Teach (or Last Taught), thinking of space, light, heat, ventilation, equipment, acoustics, storage, convenience (check ONE)

- | | | | |
|----------------------------|-------|------------------------------|-------|
| 1. Completely satisfactory | _____ | 3. More unsatisfactory | |
| 2. More satisfactory than | | than satisfactory..... | _____ |
| unsatisfactory..... | _____ | 4. Completely unsatisfactory | _____ |

29. Activities Other Than Class Instruction in Which You Are Participating (or Participated When Last You Taught) (check as MANY as apply)

1. Monitorial duties assigned on scheduled basis, such as keeping order in halls, on playgrounds, in study halls, in lunchrooms, in other parts of building, in loading and unloading buses..... _____
2. Handling administrative duties, such as pupil patrols, book-store, school bank, commencements, audio-visual aids, school library, locker control, and committee work on such matters..... _____
3. Coaching athletics..... _____
4. Non-coaching duties related to athletics, such as tickets, ushers, equipment, policing, business management, cheer-leaders, etc..... _____
5. Directing pupils and rendering other services in connection with public performances, such as concerts, pagents, plays, parades, etc..... _____
6. Sponsoring class organizations, clubs, student government, publications, societies of all kinds..... _____
7. Committees, lectures, etc., dealing with professional improvement..... _____
8. Making records and reports for your classes and for other school activities..... _____
9. Individual out-of-class assistance to your own pupils..... _____
10. Working with the parents of your pupils in relation to the work of individual pupils..... _____

30. Number of Hours Per Week You Devote (or Devoted When You Last Taught) to School Duties and Activities Outside School Hours (check ONE)

Note: Thinking of the school year as a whole, make your best estimate of the average number of hours per week you devote to school duties and activities outside of school hours. By school hours is meant the five school days, from the time you report for duty until you are free to leave.

- | | | | |
|---------------------------|-------|--------------------------|-------|
| 1. Less than 5 hours..... | _____ | 4. 15-19 hours..... | _____ |
| 2. 5-9 hours..... | _____ | 5. 20-24 hours..... | _____ |
| 3. 10-14 hours..... | _____ | 6. 25 or more hours..... | _____ |

VII. TEACHER AND THE COMMUNITY

31. Membership in A Church (check ONE)

- | | |
|--|---|
| 1. Active member, carrying responsibility in church educational program..... _____
2. Active member, but not carrying responsibility in church educational program..... _____ | 3. Inactive member..... _____
4. Not a member..... _____ |
|--|---|

32. Active Member in Which of Following Types of Organizations (check as MANY as apply)

- | | |
|--|-------|
| 1. <u>Business</u> - chamber of commerce, board of trade, etc..... | _____ |
| 2. <u>Cultural and recreational</u> - art, drama, music, bowling, dancing, stamps, gardening, etc..... | _____ |
| 3. <u>Lodges and social groups</u> - fraternities, sororities, alumni..... | _____ |
| 4. <u>Health and social welfare</u> - Community Chest, hospital, Red Cross, etc..... | _____ |
| 5. <u>Business and professional and civic-social and service</u> | _____ |
| 6. <u>Political, intercultural, civil liberties</u> | _____ |
| 7. <u>Religious social and youth building</u> - YMCA, YWCA, YMHA, KC, Scouts, 4-H, etc..... | _____ |
| 8. <u>Rural welfare</u> | _____ |
| 9. <u>Veterans' and patriotic</u> | _____ |

33. Voting in Most Recent Election (check ONE)

- | <u>If voted</u> | <u>If did not vote</u> |
|--|---|
| 1. In school community..... _____
2. Elsewhere..... _____ | 3. Was registered and could have voted..... _____
4. Was ineligible to register..... _____
5. Was eligible to register but had not done so..... _____ |

VIII. TEACHER AND THE PROFESSION

34. Membership in Professional Educational Organizations, 1957-58 (check ONE)

- | | |
|---|---|
| 1. Local, state, and NEA.... _____
2. Local and state..... _____
3. Local and NEA..... _____
4. Local only..... _____
5. State and NEA..... _____ | 6. State only..... _____
7. NEA only..... _____
8. None..... _____
9. Other (write in below) _____ |
|---|---|

35. Membership in 1957-58 in Local, State or National Organization Devoted to Some Subject or Teaching Field (check ONE)

- | | |
|--|-------|
| 1. Member of such an organization..... | _____ |
| 2. Not a member of such an organization..... | _____ |

36. Suppose You Could Go Back to Your College Days and Start All Over Again:
In View of Your Present Knowledge, Would You Become a Teacher (check ONE)

- | | |
|---|---|
| 1. Certainly would become
a teacher..... _____ | 4. Probably would not
become a teacher..... _____ |
| 2. Probably would become
a teacher..... _____ | 5. Certainly would not
become a teacher..... _____ |
| 3. Chances about even for
and against..... _____ | |

37. Do You Plan to Continue Teaching (check ONE)

- | | |
|---|---|
| 1. Yes..... _____ | 3. Undecided, probably
will not..... _____ |
| 2. Undecided, probably
will..... _____ | 4. No..... _____ |

IX. PROFESSIONAL ADVICE

You can help Sam Houston State Teachers College improve its program if you will give us as specific answers as you can to the following questions.

38. If I were beginning my undergraduate preparation for teaching all over again, I would plan to spend more time and emphasis upon:
39. If I were beginning my undergraduate preparation for teaching all over again, I would want to spend less time and emphasis upon:
40. If I were to leave the teaching profession permanently, these would be my reasons for doing so:

RETURN TO: Elliott T. Bowers, Director, Student Union Building,
Sam Houston State Teachers College, Huntsville, Texas

USE THIS PAGE IF ADDITIONAL SPACE FOR ANSWERS IS NEEDED

APPENDIX C

CODING SHEET

1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____
11____ 12____ 13____ 14____ 15____ 16____ 17____ 18____ 19____ 20____
21____ 22____ 23____ 24____ 25____ 26____ 27____ 28____ 29____ 30____
31____ 32____ 33____ 34____ 35____ 36____ 37____ 38____ 39____ 40____
41____ 42____ 43____ 44____ 45____ 46____ 47____ 48____ 49____ 50____
51____ 52____ 53____ 45____ 55____ 56____ 57____ 58____ 59____ 60____
61____ 62____ 63____ 64____ 65____ 66____ 67____ 68____ 69____ 70____
71____ 72____ 73____ 74____ 75____ 76____ 66____ 78____ 79____ 80____

54____

77____