

A STUDY OF THE
VOCATIONAL PURSUITS OF TEACHERS' CHILDREN

By

R. Harold VanCleave

Contributions of the Graduate School
Indiana State Teachers College
Number 487

INDIANA STATE
COLLEGE
LIBRARY

Submitted in Partial Fulfillment
of the Requirements for the
Master of Science Degree
in Education

1942

The thesis of R. Harold VanCleave,
Contribution of the Graduate School, Indiana State
Teachers College, Number 487, under the title
A Study of the Vocational Pursuits of Teachers'
Children

is hereby approved as counting toward the completion
of the Master's degree in the amount of 4 hours'
credit.

Committee on thesis:

Frederic E. Bringle

J. R. Shannon

E. L. Nelson

, Chairman

Representative of English Department:

Richard Smith

Date of Acceptance

Aug. 13, 1942

ACKNOWLEDGMENTS

The investigator of this study is greatly indebted for the helpful suggestions and criticisms received from his counselors in this undertaking: Dr. Ernest L. Welborn, Chairman, Dr. John R. Shannon, and Dr. Fred E. Brengle.

Special acknowledgment is made by the writer to all the retired teachers of Indiana and to their children who have so kindly answered the questionnaires.

R. Harold VanCleave

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	iv
LIST OF MAPS	iv
CHAPTER I. INTRODUCTION	
A. Statement of the Problem . . .	1
B. Limits of the Problem . . .	3
C. Significance of the Problem . . .	3
D. Method of Investigation . . .	4
CHAPTER II. OCCUPATIONS OF PARENTS OF RETIRED TEACHERS	
A. Occupations of Fathers . . .	6
B. Occupations of Mothers . . .	8
CHAPTER III. LOCATION OF RETIRED TEACHERS, POSITIONS HELD BEFORE RETIREMENT, AND NUMBER OF CHILDREN CONSTITUTING THE FAMILY	
A. Present Homes of Retired Teachers	10
B. Positions Held Before Retirement	14
C. Number of Children Constituting the Family . . .	16
CHAPTER IV. PRESENT STATUS OF CHILDREN OF RETIRED TEACHERS	
A. Their Location	17
B. Present Vocations	20
C. Type of Work of Teachers . . .	22
D. Reasons for Selection of Their Vocations	23
CHAPTER V. SUMMARY AND CONCLUSIONS	32
CHAPTER VI. BIBLIOGRAPHY	35
APPENDIX	37

LIST OF TABLES

	Page
TABLE I. OCCUPATIONS OF FATHERS OF RETIRED TEACHERS	7
TABLE II. OCCUPATIONS OF MOTHERS OF RETIRED TEACHERS	9
TABLE III. PRESENT HOMES OF RETIRED TEACHERS	11
TABLE IV. POSITIONS HELD BEFORE RETIREMENT	15
TABLE V. NUMBER OF CHILDREN CONSTITUTING THE FAMILY	16
TABLE VI. LOCATION OF CHILDREN OF RETIRED TEACHERS	18
TABLE VII. PRESENT VOCATIONS OF CHILDREN OF RETIRED TEACHERS	21
TABLE VIII. TYPE OF WORK OF THOSE CHILDREN WHO ARE TEACHING	22
TABLE IX. REASONS FOR CHOOSING PRESENT VOCATIONS	23
TABLE X. SUMMARY OF REASONS FOR CHOOSING PRESENT VOCATIONS	29

LIST OF MAPS

MAP I. PRESENT HOMES OF RETIRED TEACHERS	13
MAP II. LOCATION OF CHILDREN OF RETIRED TEACHERS	19

CHAPTER I

INTRODUCTION

A. Statement of the Problem

A teacher wishing to acquaint himself with his students should also acquaint himself with the parents of his students. Information thus gained helps to give the teacher the background and a clearer understanding of the home environment of those who are under his care. The occupation of the parents has much to do with the home life of the children, and in turn their home life may have a great deal of influence upon the selection of the children's vocation later in life. The home life of children of a successful business man would very probably be different from the home life of children whose father is employed on the W. P. A.

The probable effect of the occupation of fathers and mothers on their children is the subject of this investigation. This subject has been considered by other students, and a brief summary of the findings of a few of the more recent surveys follows.

Yonkers State Normal School
October 23, 1934

YONKERS STATE
LIBRARY

A relation between fathers' occupation and child's vocational choice has been indicated on both the elementary and secondary level. In Alberty's study¹ of small children, 23 per cent of the boys planned to follow the occupation of their fathers. Sears² found only two occupations among the highest ten in frequency of fathers' occupation and student choices. A somewhat closer relationship is indicated by Ayres³ in his study of boys in Springfield, Illinois. Kroger and Louttit⁴ found from their study that a very small number of boys while in high school desire to follow their fathers' occupation. In fact, the tables that were given indicate that the larger percentage chose an occupation at a higher level than that of their father. Kroger says, "Our findings indicate a very small relationship between the fathers' occupations and sons' choices."⁵

Nelson⁶ found in his study that children chose the vocation of their father more often than can

¹H. B. Alberty, Industrial-Arts Magazine, 12: 257, 1923.

²J. B. Sears, School and Society, 1: 753, 1915.

³Leonard P. Ayres, "The Public Schools of Springfield, Illinois," The Russell Sage Foundation, 1920.

⁴Robert Kroger and C. M. Louttit, "The Influence of Fathers' Occupation on the Vocational Choices of High School Boys," Journal of Applied Psychology, 19: 203-12, April, 1935.

⁵Ibid., p. 208.

⁶Erland Nelson, "Fathers' Occupation and Student Vocational Choices," School and Society, 50: 572-6, October 28, 1939.

be accounted for on the basis of "chance" but that the degree of relationship between fathers' occupation and children's vocational choice is small, but positive and significant.

The writer became interested in the problem and, under the direction of a thesis committee of the Indiana State Teachers College, has made this study to determine whether the children of teachers become teachers or if they prefer to enter other vocations. The investigation will also show why some entered other vocations and why those who did become teachers did so.

B. Limits of the Problem

The study is limited to the children of retired male teachers of Indiana. The records of names and addresses provide information which is subject to change, and there is a possibility that a limited number of retired teachers did not receive the questionnaire. The investigation is concerned with nine hundred living retired male teachers as found on the records of the Indiana State Teachers Retirement Fund Board. Names of retired teachers not receiving annuities are not listed, so there is no record of their location.

C. Significance of the Problem

The significance of the study is that a trend may be found as to what motivates the choice of

vocations by teachers' children. There might be a tendency for children to accept the vocation of their parents in all fields, but this study is to discover the tendency only in regard to the children of teachers.

D. Method of Investigation

Through the courtesy of the Indiana State Teachers Retirement Fund Board the records at Indianapolis were made available, and nine hundred questionnaires⁷ were sent to the living retired male teachers of the state at the addresses listed by the Retirement Board.

A questionnaire, accompanied by a letter, was sent to each of the nine hundred retired teachers. A sample is included in the Appendix, page 37. Replies were received from two hundred twenty-four retired teachers.

Upon receipt of the questionnaires from these retired teachers, other questionnaires⁸ were sent to all the children of these nine hundred retired male teachers who were mature and profitably employed. Four hundred seventy-five children were sent questionnaires and replies were received from one hundred thirty-five.

⁷See Appendix, p. 37 for Questionnaire

⁸See Appendix, p. 38 for Questionnaire

The questionnaire sent to each of the retired teachers asked for the position held by him before retirement, the names and addresses of his children, and the vocation of his father and mother.

The questionnaire sent to the children asked for the following information: names, present vocations, what types of work they are doing if they should be teaching, and their reasons for the selection of their vocation.

From the data given in the returned questionnaires, ten tables and two spot maps were made and explanations given. From the interpretations of the tables and a study of the maps, conclusions were drawn as listed in Chapter V.

CHAPTER II

OCCUPATIONS OF PARENTS OF RETIRED TEACHERS

A. Occupations of Fathers

The table⁹ on the following page shows the occupations of the fathers of two hundred twenty-four retired male teachers of Indiana. The occupations are listed alphabetically, and the number of times the occupation occurs follows the name of the occupation. These fathers of the present retired teachers were among the early pioneers of the state who lived in the period of the early 1800's.

The table is read as follows: out of two hundred one fathers of retired male teachers of Indiana reported, one was an architect, one was a banker, one was in business, four were carpenters, etc. The table is significant in that only fourteen of the fathers were teachers. It is interesting to note, however, that one hundred thirty-five, or sixty-seven per cent, of the fathers were farmers. It was to be expected that the number of farmers would be high, because Indiana at that time was largely an agricultural state.

⁹Table I, p. 7.

TABLE I

OCCUPATIONS OF FATHERS OF RETIRED TEACHERS¹⁰

Occupation	No. of Fathers	Occupation	No. of Fathers
Architect	1	Mechanic, Orchestra leader	1
Banker	1	Merchant	3
Business man, Lawyer.	1	Minister	7
Carpenter	4	Miller	3
Contractor	1	Miller, Farmer	2
Cooper	1	Photographer	1
Doctor of Medicine	1	Real Estate Dealer	1
Engineer	3	Salesman	1
Farmer	135	Saw Mill Manager	1
Farmer, Bricklayer	1	School Executive	1
Farmer, Carpenter	3	Soldier, Farmer	1
Farmer, Merchant	1	Teacher	3
Farmer, Politician	1	Teacher, Farmer	7
Jack of all Trades	1	Teacher, Lawyer	1
Laborer	4	Teacher, Physician	1
Lawyer	2	Teacher, Preacher	1
Lumberman	1	Wagon Maker	3
Mechanic, Farmer	1	Vocation not stated	23
		Total	224

¹⁰Two hundred twenty-four questionnaires were returned, but only two hundred one gave information as to the vocation of the father of the retired teacher.

The age of specialization had not arrived, as is shown by many of the fathers having two or more occupations, such as those of teacher and farmer, or teacher and preacher. The school terms were short and many needed other vocations for the summer vacations.

That there was a need for carpenters is indicated by the fact that four were carpenters and three were wagon makers.

It seems that the ministry had a definite appeal to those fathers, as seven had chosen that vocation.

All vocations were constructive and wholesome, as no tavern keeper, bar tender, "bouncer", or gambler is mentioned in the table. This emphasizes the fact that teachers at that time came from homes of the higher type.

B. Occupations of Mothers

Table II¹¹ shows that almost all of the mothers of retired teachers were housewives. In that day the tendency was for the women to remain in the home while the fathers went out to learn the various trades, to engage in agriculture, or to enter a profession.

¹¹Table showing Occupations of Mothers, p. 9.

TABLE II

OCCUPATIONS OF MOTHERS OF RETIRED TEACHERS

Occupation	No. of Mothers
General Business Woman	1
Housewife	185
Housewife and Nurse	1
Teacher	8
Teacher and Housekeeper	4
Weaver	2
Vocation not stated	23
Total	<u>224</u>

It is interesting to note that in a day when teachers were frequently expelled from the school-room and when it was generally believed "no lickin, no larnin", eight of the mothers were full-time teachers and four more combined teaching with house-keeping.

The outstanding fact in this table is clearly apparent that eighty-two per cent of the mothers were housewives. This fact was to be expected, however.

CHAPTER III

LOCATION OF RETIRED TEACHERS, POSITIONS HELD BEFORE RETIREMENT, AND THE NUMBER OF CHILDREN CONSTITUTING THE FAMILY

A. Present Homes of Retired Teachers

Table III, found on pages 11 and 12, indicates the present homes of two hundred twenty-four retired teachers of Indiana. The spot map¹² shows the town or city near or in which they live. This applies only to those who reside within the state.

The places of residence are arranged alphabetically, and the digit following some of the cities indicates the number of retired teachers located there if there should be more than one.

The tendency seems to be for teachers to favor small towns or agricultural areas as homes after retirement. The table shows very few of the retired teachers residing in the large cities of the state with the exception of Terre Haute, Indianapolis, and Evansville. Only a small percentage left the state.

¹²See Spot Map I of Indiana, p. 13.

TABLE III

PRESENT HOMES OF RETIRED TEACHERS

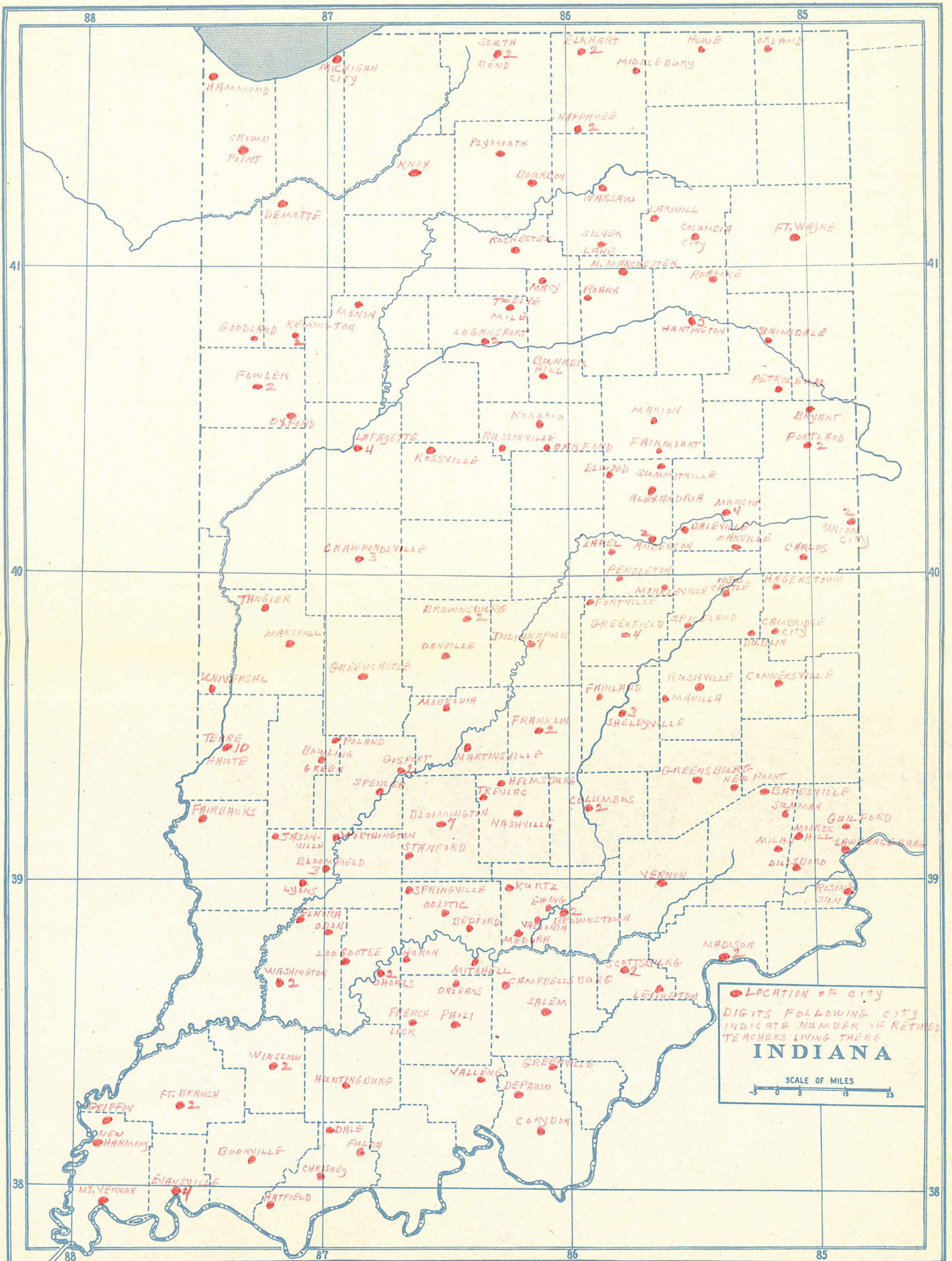
Akron, Ohio	Fort Wayne
Alexandria	Fowler--2
Anderson--2	Franklin--2
Batesville	French Lick
Bedford	Fulda
Bloomfield--3	Goodland
Bloomington--7	Gosport--2
Boonville	Greencastle
Bourbon	Greenfield--4
Bowling Green	Greensburg
Brownsburg--2	Greenville
Brownstown	Griffin
Bryant	Guilford
Bunker Hill	Hagerstown--2
Cambridge City	Hammond
Campbellsburg	Hatfield
Carlos	Helmsburg
Chrisney	Howe
Cleveland, Ohio	Huntingburg
Columbia City	Huntington--3
Columbus--2	Huron
Connersville	Indianapolis--7
Corydon	Jasonville
Crawfordsville--3	Knox
Crown Point	Kokomo
Dale	Kurtz
Daleville	Lafayette--4
Danville	Lapel
Demotte	Larwill
Depauw	Lawrenceburg
Dillsboro	Lepsburg
Dublin	Lexington
Elkhart--2	Logansport--2
Elnora	Loogootee
Elwood	Lyons
Evansville--4	Macy
Ewing--2	Madison--2
Fairbanks	Madisonville, Kentucky
Fairland	Manilla
Fairmount	Marion
Fort Branch--2	Markleville
Fortville	Marshall

PRESENT HOMES OF RETIRED TEACHERS
(Continued)

Martinsville	Roann
Medora	Roanoke
Michigan City	Rochester
Middlebury	Rossville
Milan	Rushiaville
Mitchell	Rushville
Monon	Salem
Monrovia	Scottsburg--2
Moore Hill	Shelbyville--3
Mount Vernon	Shoals--2
Muncie--4	Silver Lake
Nappanee--2	South Bend--2
Nashville	Spencer
New Castle	Spiceland
New Harmony	Springville
New Point	Stanford
North Manchester	Summitville
Oakford	Sunman
Oakville	Tampa, Florida
Oblong, Illinois	Tangier
Odon	Terre Haute--10
Olitic	Trevlac
Orland	Twelve Mile
Orleans--2	Union City--2
Ossining, New York	Uniondale
Oxford	Universal
Paoli	Vallene
Pendleton	Vallonia
Petroleum	Vernon
Phoenix, Arizona	Warsaw
Plymouth	Washington--2
Poland	Washington, D. C.--2
Portland--2	Winslow--2
Remington--2	Worthington
Rising Sun	Not Discernable--7

In order of rank, Terre Haute is first, with ten retired teachers making it their home. Indianapolis and Bloomington tie for second place, with seven teachers each. Muncie, Evansville, and Greenfield

PRESENT HOMES OF RETIRED TEACHERS



tie for third place, with four retired teachers each. Shelbyville, Huntington, Crawfordsville, and Bloomfield tie for fourth place, having three retired teachers each.

The present homes of retired teachers are well distributed over the state, with the counties of Vigo, Monroe, Marion, and Madison most highly favored.

The fact that only eight of the entire number left the state speaks well for the drawing power of the state from the standpoint of home selection. Many, no doubt, have, during their term of active teaching, provided for themselves a home upon retirement.

All but eighteen of the ninety-two counties of the state have retired teachers. The greatest number to live in any one county is ten in Vigo. The locations of the Indiana State Teachers College, Indiana University, and Purdue University seem to attract a goodly number of retired teachers to the city in which each is located.

B. Positions Held Before Retirement

Table IV, shown on the following page, shows the positions held by each of the two hundred twenty-four teachers at the time of retirement.

TABLE IV

POSITIONS HELD BEFORE RETIREMENT

Position Held	No. of Teachers
Principal	33
Professor	2
Stove Man at Purdue University . .	1
Superintendent	26
Teacher (classroom)	105
Teacher and Attorney	1
Teacher and Carpenter	1
Teacher and Minister	1
Teacher and Farmer	26
Teacher and Trustee	2
Teacher and Taxi Operator	1
Unemployed	1
No data recorded	24
Total	<u>224</u>

It is interesting to note that forty-six per cent of the teachers were classroom teachers, followed by the position of principal with ten per cent. The position of superintendent accounts for thirteen per cent of these teachers as did also the combined position of teaching and farming. The table indicates

that many of the teachers combined teaching with other lines of work so that they would have steady employment.

C. Number of Children Constituting the Family

Table V, below, shows that of the two hundred twenty-four retired teachers, twenty-seven had no children, fifty-seven had one child, sixty had two children, etc. The median number of children per family is three.

TABLE V

NUMBER OF CHILDREN CONSTITUTING THE FAMILY
OF RETIRED TEACHERS

No. of Children	No. of Families
None	27
One	57
Two	60
Three	32
Four	31
Five	8
Six	1
Seven	2

CHAPTER IV

PRESENT STATUS OF CHILDREN OF RETIRED TEACHERS

A. Their Location

The present status of children of retired teachers is shown in Table VI.¹³ The asterick appearing before many of the cities listed in Table VI indicates the number of children of retired teachers who are teaching in that city. The digit following many of the cities listed indicates the number of retired teachers' children living there if there is more than one. All cities of Indiana are listed without the name of the state following it.

The table is significant in that it indicates that only thirty per cent of one hundred thirty-five descendants of teachers chose teaching as their vocation.

This survey shows that many of the children of retired teachers have not remained or found positions in the state in which their parents taught but have found homes from coast to coast and from Canada to Mexico. Twenty-one states are represented in the table. However, those who are engaged in teaching are teaching in Indiana with the exception of four.

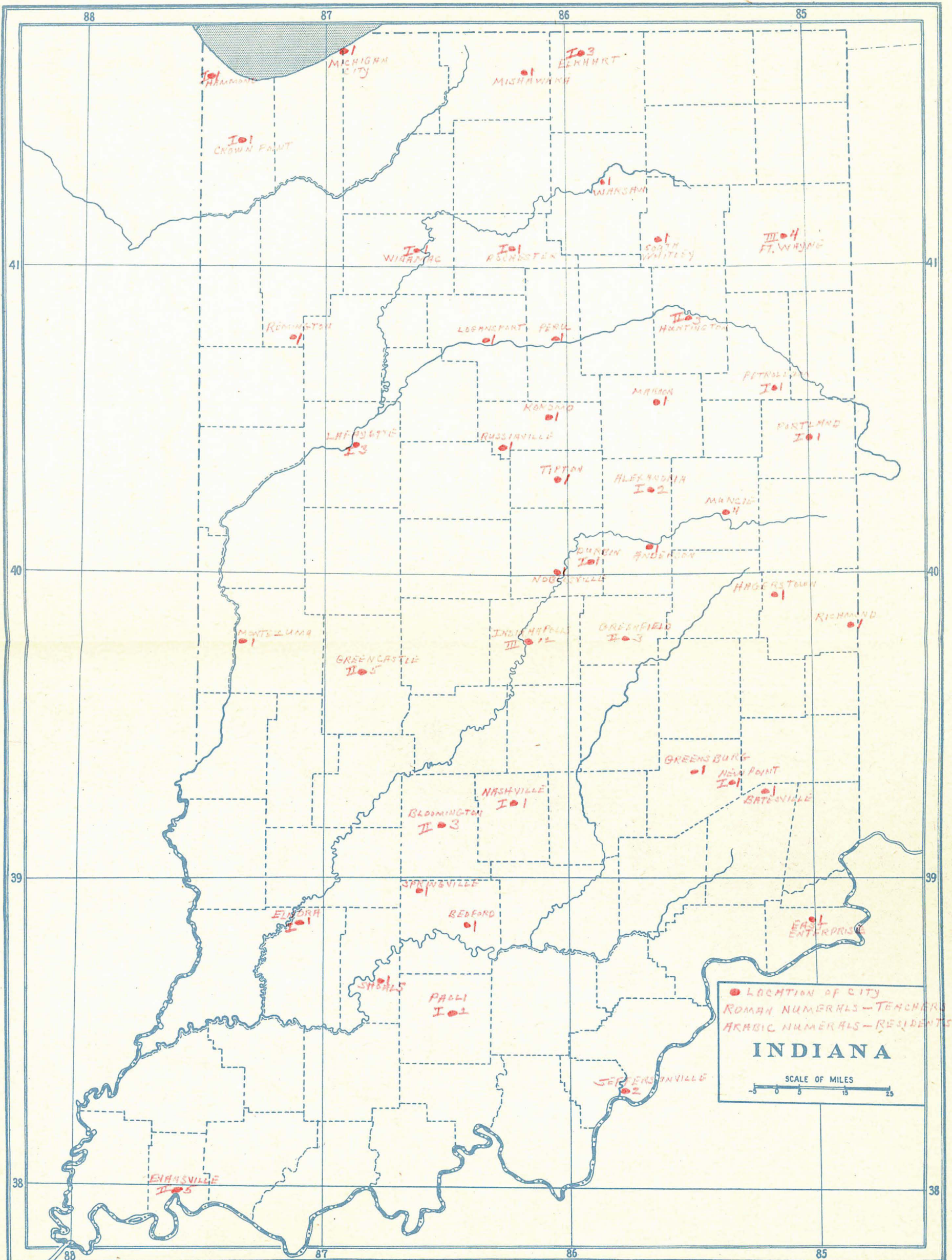
¹³Chart showing Location of Children of Retired Teachers, p. 18.

TABLE VI

LOCATION OF CHILDREN OF RETIRED TEACHERS

*Alexandria--2	Logansport
Anderson	Louisville, Kentucky--2
*Appleton, Wisconsin	Marion
Ayer, Massachusetts	Michigan City
Batesville	Middleton, Wisconsin
Battle Creek, Michigan	Milledgeville, Georgia
Bedford	Mishawaka
**Bloomington--3	Montezuma
Cedar Rapids, Iowa	Moorestown, Michigan
**Chicago, Illinois--9	Muncie--4
Cincinnati, Ohio--4	Murray, Kentucky
Columbia, South Carolina	*Nashville
*Crown Point	Newark, New Jersey
Dallas, Texas	*New Point
Dayton, Ohio	Noblesville
Delango, New York	Norfolk, Virginia
*Durbin	*Paoli--2
*East Lansing, Michigan	Peoria, Illinois
**Elkhart--3	Peru
*Elnora	*Petroleum
**Evansville--5	*Portland
East Enterprise	Remington
***Fort Wayne--4	Richmond
Fresno, California	*Rochester
Gladwin, Michigan	Rochester, New York
**Greencastle--5	Russiaville
**Greenfield--3	St. Louis, Missouri
Greensburg	*Sandusky, Ohio
Hagerstown	San Francisco, California
Hamilton, Ohio	San Mateo, California
*Hammond	Shoals
Henderson, Kentucky	South Whitley
**Huntington--3	Springville
Huron, South Dakota	Tacoma, Washington
***Indianapolis--12	Tipton
Jacksonville, Florida	*Tuscon, Arizona
Jeffersonville--2	Upper Darby, Pennsylvania
Kenmore, New York	Warsaw
Kokomo	Washington, D. C.--2
*Lafayette--3	Waxahachie, Texas
LaGrange, Illinois--2	Wilkinsburg, Pennsylvania
Lansing, Illinois	*Winamac
Youngstown, Ohio	

LOCATION OF CHILDREN OF RETIRED TEACHERS



The spot map on the preceding page indicates that the majority of the children of retired teachers chose to leave the state. Those who remained in the state settled in the larger cities, whereas the parents retired to the smaller towns and cities of the state.

The central part of the state attracted the greatest number of the children and a greater proportion live in the northern part of the state than did their parents.

The children who are teaching are doing their work in the county seat cities and other large cities of the state, while many of the parents taught in the smaller towns and communities.

B. Present Vocations

Table VII¹⁴ shows plainly that teachers' children enter many other vocations besides that of teaching, as only forty-one out of one hundred thirty-five entered the teaching field.

Many of the others taught before entering their present occupation. Of the two dentists listed, one taught six years before taking up the study of dentistry. Of the nineteen homemakers, ten taught from two to nine years before their marriage. Of the five nurses listed, one taught

¹⁴Present Vocations of Children of Retired Teachers, p. 21.

health for eight years previous to her training as a nurse. Of the eleven physicians listed, one taught four years and two teach part time at the present in a university. The social case worker listed teaches classes in social case work at Indiana University in addition to doing her practical case work. Of the three students listed, one is planning to teach because his father was a teacher.

Of the forty-one teachers reported in this survey, seventeen are male and twenty-four are female.

TABLE VII

PRESENT VOCATIONS OF CHILDREN OF RETIRED TEACHERS

Vocation	No. of Children	Vocation	No. of Children
Soldier	4	Insurance Man	1
Attorney	1	Laborer	4
Barber	1	Librarian	1
Bearing Finisher	1	Linotype Operator	1
Bus Operator	1	Machinist	1
Canner	1	Minister	1
Chemist	2	Sailor in Navy	1
Construction Worker	1	Nurse	5
Credit Manager	1	Office Worker	1
Dairyman	1	Parking Lot Operator	1
Defense Worker	1	Personnel Manager	1
Dentist	2	Physician	11
Dietitian	1	Physicist	1
Drill Press Operator	1	Postal Employee	7
Druggist	1	Railroad Employee	1
Editor	1	Real Estate Salesman	1
Engineer, Aircraft	2	Research Worker	1
Engineer, Civil	1	School Administrator	1
Engineer, Electrical	1	Social Case Worker	1
Engineer, Mechanical	2	Student	3
Engineer, Staff	1	Teacher	41
Farmer	3	Veterinarian	1
Florist	1	Welder	1
Homemaker	19	No data	4

C. Type of Work of Teachers

Table VIII, below, shows the various types of work and the frequency of each class as found from the forty-one teachers who are the children of retired teachers.

TABLE VIII

TYPE OF WORK OF THOSE CHILDREN WHO ARE TEACHING

<u>Levels of Teaching</u>	<u>Frequency</u>
Elementary Level of Teaching	
Teacher of Grades 1-8	13
Elementary Principal	1
Secondary Level of Teaching	
Art	1
Commerce	3
English	1
Guidance	1
Health, Physical Education, Science	1
High School Sanitorium	1
Home Demonstration Agent	1
Home Economics	1
Industrial Arts	2
Instrumental Music	2
Mathematics	1
Mathematics and Athletics	1
Mathematics and English	1
Publications	1
Social Studies	3
Speech and Debate	1
College and University Level of Teaching	
Associate Professor of Government .	1
Associate Professor of Political Science	1
Assistant Professor of Zoology . .	1
Instructor of Dramatic Arts	1
Instructor of Sociology	1

More chose the secondary level of teaching than the elementary level. Five of the forty-one are instructors in college or university. The thirteen teachers listed as classroom teachers of grades 1-8 are all women; the elementary principal is a man. Of the twenty-two secondary teachers, ten are women and twelve are men. Of the five college and university teachers, four are men and one is a woman.

D. Reasons for Selection of Their Vocation

In giving reasons for the selection of a vocation, it is sometimes difficult to determine any one definite reason, because there have been, oftentimes, a combination of reasons which has caused one to choose his occupation.

Table IX, which follows below, gives the reasons for choice of present vocation of those reporting. The reasons given are listed beneath the name of the occupation along with the number of times that reason was given.

TABLE IX

REASONS FOR CHOOSING PRESENT VOCATION

	<u>No. of Times</u> <u>Reason Given</u>
Army	
Enlisted rather than be drafted	1
Selective Service Draft	3

Attorney

Influence of parents and relatives 1
 Always thought would like law work 1

Barber

Learned the trade while going through college 1

Bearing Finisher

Attractive salary 1
 Enjoyable work 1

Bus Operator

Only job available 1
 Good salary 1
 Liked to be on the move 1

Canner

Only job available 1
 Always wanted a business of my own 1

Chemist

Liked chemistry 2
 Stable 2
 Practical 1
 Dislike of school politics 1
 Useful 1

Construction Work

Wanted my own business 1

Credit Manager

No school job available 1
 Best paying job could find 1

Dairyman

Nothing else available 1
 Always liked dairy work 1

Defense Identification

Calls for diversification 1
 Challenging 1
 Invented forge-proof pass card and camera . 1

Dentist

Wanted professional work 1
 Opening in that field 1

Dietitian

Influence of good teachers 1

Drill Press Operator	
Took the course in N. Y. A. ¹⁵	1
Liked electrical work	1
Druggist	
Accidental	1
Editor	
Accidental	1
Good opportunity	1
Engineer	
Mechanically minded	2
Liked the work of an engineer	2
Liked mathematics	1
Located in home city	1
Work is not of routine nature	1
Interested in electricity	1
Interested in airplanes	1
Farming	
Boyhood ambition	2
Independent life	2
Florist	
Liked to work with flowers	1
Liked outdoor life	1
Good salary	1
Homemaker	
Love	6
Desire for home and family	3
Didn't like teaching	2
Convenient	1
No other jobs available	1
Insurance	
Desire to have my own business	1
Good salary	1
Stable	1
Laborer	
Good wages	3
Not prepared for specialized work	2
Actions not inhibited	2
Liked outside work	1
Social Security available	1
Liked to work with tools	1

¹⁵National Youth Administration

Librarian	
Worked as a student assistant in college . . .	1
Linotype Operator	
Learned it in school	1
Machinist	
Good salary	1
Minister	
High moral and social conscience	1
Sense of divine mission	1
Desire to help people	1
Navy	
Enlisted rather than be drafted	1
Nursing	
Interested in the work	3
Public associations	1
Able to serve those less fortunate	1
Office Work	
Steady employment	1
No home work	1
Felt teachers were underpaid	1
Liked office atmosphere	1
Only work available at the time	1
Parking Lot Operator	
Only job available	1
Personnel Manager	
Interesting work	1
Security	1
Physician	
Youth's ambition	5
Interested in medicine	3
Interested in science	3
Influence of parents	2
Didn't like teaching	1
Interested in helping people	1
Interested in human behavior	1
Earn the respect of people	1
Good salary	1
Physicist	
Influence of parents	1
Interested in physics	1

Postal Employee	
Good salary	5
Security	2
Pension	2
Didn't like teaching	1
Fortunate enough to pass the examination	1
No politics involved	1

Railroad Employee	
Good wages	1
Pension	1
Always liked to be around trains	1

Real Estate	
Going ahead with my father's work	1

Research	
Interested in nature	1
Opening in that field	1
Uncrowded field	1

School Administration	
Influence of parents	1
Influence of teachers	1
Liked the school atmosphere	1

Social Worker	
Security	1
Interested in working with people	1

Student	
Draft exemption	1
Interested in school work	1
Good future by attending school	1
Father was a teacher	1

Teaching	
Aptitude for school teaching	26
Father was a teacher	23
Interested in subject	14
Service	10
Influence of good teachers	5
Liked school atmosphere	5
Fair wages	5
Convenient	4
Socially approved	4
Lack of information about other jobs	3
Tenure	2
Opportunity for advancement	2
Accidental	1
Financially unable to try for M. D.	1

	Veterinarian	
Accidental		1
	Welding	
Only job available		1

A brief analysis of the section of the table dealing with the reasons given by forty-one teachers for the selection of their vocation will show that 24.8 per cent chose teaching because they felt that they had an aptitude for it; 21.9 per cent became teachers because their fathers were teachers; 13.4 per cent were interested in the work; 9.3 per cent wanted to be of service; 4.6 per cent felt that teachers were influential; 4.6 per cent liked the atmosphere of the schoolroom; 4.6 per cent accepted teaching in order to secure fair wages; 3.9 per cent felt that teaching was approved socially; 3.9 per cent chose teaching as a matter of convenience; 3 per cent lacked information about other jobs; 1.9 per cent liked the idea of tenure; 1.9 per cent thought teaching a good opportunity for advancement. One per cent drifted into teaching accidentally and one per cent were unable financially to study for an M. D. degree.

Table IX has been summarized and condensed in Table X.¹⁶ This table, of the present study, affords a comparison

¹⁶Summary of Reasons for Choosing Present Vocations, p. 29.

with the results of a study by Harry D. Kitson¹⁷ in which he found reasons given for entering their occupation by five hundred men as follows.

REASONS FOR ENTERING OCCUPATION

Reason	Number	Per cent
Choice	251	50
Chance	152	30
Necessity	47	10
Inheritance	45	9
Parents' wishes	5	1
Total	<u>500</u>	<u>100</u>

Note that only half of these men reported upon, in the above table, had exercised any choice in entering their vocation; the other half "fell" into their jobs. Some took the first thing that came along; some inherited their father's business; and others entered an occupation which their parents wanted them to select, whether they liked it or not.

TABLE X

SUMMARY OF REASONS FOR CHOOSING PRESENT VOCATIONS

Reason	Number	Per cent
Choice	70	52
Chance	28	21
Necessity	9	6
Parents' wishes	28	21
Total	<u>135</u>	<u>100</u>

¹⁷I Find My Vocation. New York: McGraw Hill Book Company, 1931. p. 9.

By comparing the items of Table X, shown on the preceding page, with the same items listed by Kitson, we find approximately the same percentage of teachers' children entered their vocation from choice as was true among the five hundred men of various vocations. Twenty-one per cent of teachers' children entered their vocation by chance, while thirty per cent of the five hundred men entered their vocation for the same reason. The outstanding contrast is in regard to choice of a vocation through parents' wishes. We find that twenty-one per cent of teachers' children followed the direction of their parents in their choice of a vocation, while only one per cent gave any regard to this among the five hundred working men of Kitson's table.

Clarence W. Stegemoller in his study, A Vocational Study of the Graduates and Withdrawals of Union High School, Dugger, Indiana, found similar reasons for the selection of a vocation by the past students of Dugger. He says, "The female graduates have given 'liking, aptitude' as their chief reason for the selection of their vocation; 'mother', second; 'father', third; and 'teacher', fourth. The male graduates have given 'greater opportunity' as their chief reason for the selection of their vocation

with 'liking, aptitude', second; 'mother', third; 'father' and 'money' rank evenly at fourth place."¹⁸

Oran I. Brown in his survey¹⁹ found that interest and aptitude for the vocation ranked first in reasons given for the selection of a vocation. The results of his study, therefore, agree to the letter with those of this survey.

Also, Harold Schulte in his study, A Survey of Vocational Choosing by High School Pupils, says, "The results of the survey showed that a high percentage of the students answered that their choice of occupation was made largely through the advice of parents."²⁰ Thus we see that the findings of this survey agree in a considerable measure with those of previous studies and surveys.

¹⁸Clarence W. Stegemoller, "A Vocational Study of the Graduates and Withdrawals of Union High School, Dugger, Indiana," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1932), p. 53.

¹⁹Oran I. Brown, "A Survey of Vocational Choosing," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1935), p. 6.

²⁰Harold Schulte, "A Survey of Vocational Choosing by High School Pupils," (unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1936), p. 44.

CHAPTER V

SUMMARY AND CONCLUSIONS

The investigation concerns all the living male retired teachers of the state of Indiana as listed with the State Retirement Fund Board in Indianapolis.

As the state was largely agricultural in the early 1800's, the parents of the retired teachers were farmers and farmer's wives. One father was a banker and two were lawyers. Seven of the fathers were ministers, but the children chose teaching rather than the ministry for their vocation; three were millers, and one was able to direct an orchestra.

The present homes of the retired teachers are in the state in which they did their work, and the majority of them live in rural or suburban areas where living expenses are lower than in the more densely populated areas. Of the entire list, thirty-three retired teachers were principals before retirement, two were professors in college or university, twenty-six were superintendents in various parts of the state, and one hundred five were classroom teachers.

A variety of additional activities is shown by the fact that one teacher operated a taxi before retirement, one was a minister as well as a teacher, several combined teaching and farming, two were township trustees, and one was a lawyer.

The families of the retired teachers were, generally, small, as three was the average number of children per family, and these children have located as far west as California, as far east as New York, as far south as Texas, and as far north as Washington and Wisconsin. Their vocations range from government work, engineering, aircraft work, and draftee selections to teaching in the elementary field, on the secondary level, and on the college and university plane.

This study has shown that only thirty per cent of the children of retired teachers chose teaching for their vocation, and only twenty per cent chose teaching through the advice and influence of their parents. Twelve children, or five per cent of the total number, were descendants to the third generation of their family of teachers.

The study also shows that retired teachers remain in the state in rural or suburban areas after retirement, while their children have migrated

to all sections of the United States.

Furthermore, it was found that about half of the children of retired teachers entered their vocations from their own choice, about one-fifth entered their vocations by chance, and approximately one-tenth from necessity.

CONCLUSION

We conclude, from the data reported in this study, that the chances are only about one in three that the children of teachers will become teachers, and that these chances are about in line with the situation that prevails in other professional groups.

CHAPTER VI

BIBLIOGRAPHY

- Alberty, H. B., Industrial-Arts Magazine, 12: 257, 1923.
- Ayres, Leonard P., "The Public Schools of Springfield, Illinois," The Russell Sage Foundation, 1920.
- Bennett, Margaret, Beyond High School. New York: McGraw Hill Book Company, 1938.
- Blackford, Mrs. Katherine M., The Right Job: How to Choose, Prepare for, and Succeed in it. New York: The Review of Reviews Corporation, 1924.
- Brown, Oran I., "A Survey of Vocational Choosing." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1935. 46pp.
- Carlson, V. S., "A Study of the Vocational and Pre-vocational Offerings of the Morocco High School with Recommendations for Enrichment." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1935. 84 pp.
- Clarke, H. N., Life Planning and Building. Scranton, Pennsylvania: International Textbook Company, 1940.
- Crosser, Margaret, "Follow-up Vocational Study of Students of the Upper and Lower Quartiles of Brazil High School for the Years 1914-1919." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1933. 94 pp.
- Earle, Frank M., Methods of Choosing a Career. London: G. G. Harrap and Company, 1931.
- Harwood, Sumner, How to Choose a Profitable Occupation. Cambridge, Massachusetts: Harvard University Press, 1939.
- Kitson, Harry D., I Find My Vocation. New York: McGraw Hill Book Company, 1931.

- Kroger, Robert and Louttit, C. M., "The Influence of Fathers' Occupation on the Vocational Choices of High School Boys," Journal of Applied Psychology, 19: 203-12, April, 1935.
- Marden, O. S., Choosing a Career. New York: Crowell Company, 1921.
- Nelson, Erland, "Fathers' Occupation and Student Vocational Choices," School and Society, 50: 572-6, October 28, 1939.
- Parsons, Frank, Choosing a Vocation. New York: Houghton Mifflin Company, 1909.
- Reilly, William J., How to Find and Follow Your Career. New York: Harper and Brothers Publishers, 1936.
- Schulte, Harold, "A Survey of Vocational Choosing by High School Pupils." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1936. 52 pp.
- Sears, J. B., School and Society, 1: 753, 1915.
- Stegemoller, C. W., "Vocational Study of the Graduates and Withdrawals of Union High School, Dugger, Indiana." Unpublished Master's thesis, Indiana State Teachers College, Terre Haute, 1932. 56 pp.
- Strathmore, Ralph, Planning a Career through Vocational Guidance. New York: Strathmore Guidance Bureau, 1935.
- Whitehead, Harold, Your Job: How to Choose a Job, How to Get a Job, How to Grow in a Job. New York: Biddle Business Publishers, 1920.

APPENDIX

A. Questionnaire to Retired Teachers

Dear Sir:

Under the direction of the Department of Education of Indiana State Teachers College, I am making a study of the vocational pursuits of teachers' children in Indiana.

Will you please fill out the attached questionnaire and return it to me? There is nothing personal in this study and any reference to the identity of individuals will be kept confidential. I am interested only in the names and addresses of your children who are mature and profitably employed, your position during the years that your children were preparing for their vocation, and the vocation of your parents.

I shall appreciate your cooperation in this investigation.

Yours very truly,

Position held during the years that your children were preparing for their vocation: _____

Names and addresses of your children who are employed:

(1) _____ (2) _____

(3) _____ (4) _____

Vocation of your parents: Father _____

Mother _____

B. Questionnaire to Children of Retired Teachers

Dear Sir:

Under the direction of the Department of Education of Indiana State Teachers College, I am making a study of the vocational pursuits of teachers' children in Indiana.

Will you please fill out the attached questionnaire and return it to me? There is nothing personal in this study and anything you might say will be kept confidential. I am interested in knowing what vocation you chose for your life's work and the reasons why you chose that vocation.

I shall appreciate your cooperation in this investigation.

Yours very truly,

Name _____

Present Vocation _____

If teaching, what type of work _____

Reasons for selection of your vocation:

(1) _____

(2) _____

(3) _____

(4) _____