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SOCIAL STATUS OF THE MALE TEACHER IN THE
UTAH RURAL ELEMENTARY SCHOOLS

by

Morris M. Miller

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

EDUCATION

1952

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

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INTRODUCTION

Prior to 1820 the teaching profession in the United States was composed predominantly of men. However, with the opening of the American social and economic world to woman, the female teachers became more numerous, until at the close of World War II only about 6 percent of the elementary school teachers in the United States were men.

Leading educators were at first inclined to view the increase of women teachers as a favorable movement in education. Their attitude was that the function of a teacher was simply to impart instruction to children and that there was no need to be concerned over whether this instruction was given by men or by women teachers.

However, as the twentieth century approached, many educators grew apprehensive over the decline in the number of men teachers. They were joined in this by many psychologists and sociologists who protested that by changing the sex ratio in the teaching profession, far-reaching social decisions were being made. In these decisions they saw threats to the social, psychological, and economic well-being of the nation's youth since the students tend to become too feminine.

They maintained that men teachers were needed to provide the atmosphere, both social and psychological, to offset the influence of the women, so as not to have female-dominated children. Male teachers also, in the opinion of these men, added professional prestige and, in general, enriched the program of the school.

Counter claims were made by educators and philosophers of equal importance that the elimination of men from the classroom was a change for

the better. Their basis for this belief was that men found in the classroom were only the physically weak, the socially inferior, and the economically timid who found refuge in the classroom.

Like the writers of today the educational historians of the colonial period have given us varying impressions of the social status¹ of the early male school teacher. Some would have us believe that the master was a low, coarse fellow, an adventurer, a rogue, a ne'er-do-well, a servant who often ran away and was returned through an advertised reward like a slave or a criminal. Others picture him as a man respected and honored in the community.

Charles H. S. Davis² is credited with having said:

In New England, ever since the first free school was established amidst the woods that covered the peninsula of Boston in 1636, the schoolmaster has been found on the borderline between savage and civilized life, often indeed with the ax to open his own path, but always looked up to with respect, and always carrying with him a valuable and preponderating influence. Next to the minister, ruling elder, and magistrate, he was regarded with the profoundest respect, and when he walked in the village or rambled in the fields, with his head bowed down in meditation upon some grave moral question, or solving some ponderous sum, the boys never dared pass him without pulling off their hats. He was among the few who received the title of 'Mr.' and stood next to the minister in the minds of the people.

School teachers of colonial times did not constitute a caste in which the social status of 1 member is the same as that of every other member; on the contrary, they were thought of as individuals whose prestige was affected by their respective characters, personalities, wealth, and cultural backgrounds, as well as by their vocation.

The social status groups were distinguished by titles. At the top

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1. Social status, as used in this study, refers to one's place on the social scale as claimed by self and recognized by others.
 2. Charles H. S. Davis, History of Wallingford, p. 109.

were the magistrates and ministers with the title of "Mr." The great body of people were known as "Goodman" or "Goodwife." They were generally yeomen and owners of land. Below these were the servant class with no title, which consisted of farm and house laborers, apprentices, and other laborers.

What little evidence can be found indicates that the teacher was given the title of "Mr." This, however, may be an abbreviation of "Master," designating his education rather than inferring social prestige.

The social status of the colonial could be determined by his seat in the church. The absence of the school teacher's name from so many records may mean that he was not socially worth mentioning; however, whenever records have been found they indicate that he was given a seat of honor in the church along with the magistrate.

The Harvard and Yale faculties classified their students according to social and economic status, and placed the son of a teacher last. This may be a reflection of the amount of money provided by the father, or it may be the actual social status as seen by the Harvard educators. On the whole, so far as has been determined, the teachers were only average in financial status. A true picture cannot be given, as there was so much difference from colony to colony and from teacher to teacher.

Willard S. Elsbree¹ has summed it up in these words:

The colonial schoolmaster is unclassifiable. He was a God-fearing clergyman, he was an unmitigated rogue; he was amply paid, he was accorded a bare pittance; he made teaching a life career, he used it merely as a stepping stone; he was a classical scholar, he was all but illiterate; he was licensed by bishop or colonial governor, he was certified only by his own pretensions; he was a cultured gentleman, he was a crude-mannered yokel; he ranked with the cream of society, he was regarded as

1. Willard S. Elsbree, The American Teacher, p. 723.

menial. In short he was neither a type nor a personality, but a statistical distribution represented by a skewed curve.

From the Revolution to the Civil War there was very little change in the status of the teacher. If anything, it became worse. The settlers moving west seemed to lose their appreciation for education. The lazy and shiftless person took up teaching for want of something better to do. Because of the influx of this type of person into the profession, teachers were not respected and hence not generously treated.

The older communities of the east, however, held pretty well to their high regard for education and maintained a well-trained and competent teaching staff for that day. These educators took several steps to improve their status shortly before the Civil War, and normal schools, teachers' institutes, state and county supervision, improved certification, the extension of the school program, and the establishment of education journals became realities. All these had been matters of great public interest, and the achievement of each strengthened the position of the teacher, both socially and financially.

The teacher's private life has always been a public concern, and justifiably so, since the teacher can do nothing without influencing the life of the community and nation. This interference with his private life has been and possibly will always be a thorn in the side of the democratically-minded teacher. Much has been done and said concerning this by laymen and educators alike, and in most large cities today the teachers are allowed to smoke, drink, and participate in dancing. The teacher today, as in all times of national stress, has been required to take loyalty oaths of 1 kind or another, and to be non-partisan in politics. The North, during the Civil War, required of teachers a loyalty

oath to the effect that they were not sympathizers with the southern movement; and politicians, realizing the great influence that the teacher has upon the students and their parents, have always wanted politics kept out of the schools.

While these restrictions have always been a source of contention between teacher and public, and while most teachers feel them an indication of low social prestige and public esteem; and while the cry is ever "leave us alone to live our lives as normal human beings," there are still some men such as H. M. Lafferty¹ who think the restrictions levied on a teacher are the result of a greater respect for the teacher than for almost any other community member. The public demands exceptionally high standards from the people they regard as leaders, but care little for what the common person does. Lafferty² says, "A good teacher by example is looked up to by all and allowed the freedoms of the respected."

Since the end of World War I, and more especially since World War II, teachers have been raising their own professional standards, which in turn has brought about greater freedom and a higher social status. Teachers in many instances have become better educated than their supervisors, and have demanded a freedom in teaching that has been largely attained.

Along with this freedom in teaching has come a participation in school administration. As long as teachers were untrained, an authoritarian administrative machine ran smoothly. The progressive teachers, however, have demanded a voice in planning and administration. Many states have passed teacher tenure laws which have left the teacher free to express

1. H. M. Lafferty, "The Social Status of the Teacher," p. 647.

2. Ibid.

himself without the fear of pressure from administrators and board members.

Following World War II the single salary schedule in many states began to equalize the prestige of the elementary and high school teachers. Prior to this time the elementary teachers were below in salary and in training, few having had a college education. Today, with the salaries equalized, the educational requirements have also been equalized, and in some states raised above that of the degree required for high school teachers.

Today, with teachers' organizations, single salary schedules, certification requirements raised to at least a Bachelor's degree, and in some cases a Master's degree; with teacher tenure and provision for sick leave, and with salaries higher than ever before, it is only natural to expect the status of the teacher to be rising.

Little evidence is available to support the claims made for or against men teachers. That the male influence in the classroom is a healthy situation is believed to a degree by leading psychologists and sociologists. The leading question now is: What is the social status of the male teacher in the eyes of the people from whose ranks he is drawn, and with whom he will have to associate in life?

Statement of the Problem

This study is undertaken in an attempt to ascertain the degree of acceptance of the male teacher in the rural elementary schools of Utah by the people of Utah's rural areas. The investigator has tried by questionnaire to determine not only the relative place on the social scale given the male elementary teacher by the public, but also the areas of strengths and weaknesses in attaining this position.

It is hoped that by pointing out what is expected of the teacher by the public and what the opinions of the public are regarding the men they have known in the profession, teachers may take stock of themselves and correct their weaknesses, and thereby elevate themselves on the social scale.

It is supposed that the social status held by the male teachers will influence the number and type of men who can be recruited into the teaching profession. This supposition, together with the hypothesis set forth by Dr. E. Allen Bateman, superintendent of Utah Public Instruction,¹ to the effect that men in the elementary schools of Utah are of superior social status, is the basis upon which this study is made. It is hoped that this study will be of value in helping to fill the ranks of male teachers in the elementary schools with competent men of high character and status.

1. In a talk delivered to the vocational conference at the U. S. A. C. in 1947, Dr. Bateman said he thought the male elementary teachers of Utah were superior in social status, although he knew of no study to prove it 1 way or another.

REVIEW OF LITERATURE

There have been several studies of social status made, listing the elementary teaching profession in its place on the social scale as compared with other occupations; however, to the writer's knowledge the social status of the male teacher in the rural elementary schools of Utah has never been determined.

Raymond B. Cattell,¹ in a paper based on a number of studies previously made on social status, finds teachers rated very high. He feels social status is generally mistaken for prestige, and although an individual's prestige may differ greatly from 1 group to the next, it is still the best single measure of status.

Jean D. Crambs² writes concerning the similarity of teachers and minority groups such as the Jew and Negro. He feels that teachers may be superior to others on the social scale, but in terms of the professions they are of low status, and as a minority group they will remain so.

Lloyd A. Cook³ sent questionnaires to a representative group of teachers throughout the state of Ohio to discover their relationship to the community. The topics covered were: teacher mobility; teacher participation in civics, social, and church activity; and codes of conduct. From these he draws the conclusion that the teachers are in a different category from other professions. To him the teacher has a position of confidence and trust not possessed by others. The teacher, during his waking hours, affects the welfare of others in school, community, state,

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1. Raymond B. Cattell, "The Concept of Social Status."
 2. Jean D. Crambs, "Teachers Are a Minority Group."
 3. Lloyd A. Cook, "Teacher and Community Relations."

and nation. He is a model for youth and so his occupation has become a mode of life.

W. S. Elsbree¹ has compiled from early records, stories, and documents the history of the teacher and his place in the American community, from colonial times to the present. He points out that which is good concerning the teacher and that which is not good. Some of the teachers he lists at the top of the social ladder, others at the bottom. His search into the records of the past seems to show that teaching is not wholly desirable, while on the other hand it is not an undesirable profession.

R. J. Havighurst² and H. Taba include in their book a chapter on the methods of determining social status written by W. Lloyd Warner, Marsha Meeker, and Nora L. Welker. They refer to Warner's past work in the Yankee City Series where he found social participation, such as the group with which one associates or the club to which one belongs, has more to do with the determining of his social status than any other single item. Until this study, income was thought to be the item determining to which social class a person belonged. However, social status is here determined by the following: cliques, reputation, personal behavior, appearance, economic condition, source of income, education, occupation, type and location of house, and family tree.

George E. Hill,³ in a talk given in the Institute of Professional Relations at Morningside College, stated that teachers are in the same social category as doctors, lawyers, ministers, and other professionals.

1. W. S. Elsbree, op. cit.

2. R. J. Havighurst and H. Taba, Adolescent Character and Personality, Chapter 20.

3. George E. Hill, "The Teaching Profession and the Public."

He claims that a teacher need not be a "social lemon." It is entirely up to the individual. He does admit the leading profession lacks unity, and sets up 4 rules for teachers to follow in order to attain a high social standing. They should: (1) have an ideal of service; (2) be real people, not educated snobs; (3) take the layman into confidence; and (4) project the school into the community and the community into the school.

A. B. Hollingshead¹ gives us a very intensive study of social status as it affects the adolescent behavior of a midwestern town. The first part of the book deals with scientific procedure. The second part is the story of the study. By interview, observations, and records of the past, Hollingshead classifies 20 names in the social rank order. He uses these 20 as a control by which he has raters who equate the person used in the study according to home, income, material possessions, participation in community affairs, family background, and reputation or prestige.

Louis Kaplan² in his study sent personal letters to 213 psychologists asking them to evaluate the influence of men in the elementary school. From the answers he received it is apparent that men are needed because of sex influences upon the children. From these letters he devised 2 questionnaires, the first of which he sent to 2,976 men teachers in elementary schools of city systems. The other questionnaire he sent to principals and supervisors of both sex. The conclusion drawn was that men are performing a significantly contributive work in the elementary schools, but under demoralizing circumstances.

N. M. Lafferty³ from the East Texas Teachers College, says that in the

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1. A. B. Hollingshead, Elmstown's Youth.
 2. Louis Kaplan, "The Status and Function of Men Teachers in Urban Elementary Schools."
 3. N. M. Lafferty, op. cit.

public's mind the man teacher has a dual status, the one as he is, the other as he ought to be; someone greater than God but less than man. This paper is very high in its praise of the teacher. Lafferty feels that the restrictions placed upon the teacher are the result of the greater respect the public has for him.

Margaret Mead,¹ in giving the point of view of the parent as she sees it, says the teacher has always been thought of as better than the community that employs him. She also criticizes the public for assuming that a person educated many years ago is in a position to be a critic of those educated today.

Alonzo F. Myers² of the New York University, in collaboration with Clarence O. Williams of Pennsylvania State College, compiled a text book for an introduction to the study of education. The book covers much of the history of education, theories and techniques used in modern teaching, and a general over-all view of today's educational system. In mentioning the social status of teachers he says they enjoy a social position above most workers.

L. John Nuttall, Jr.³ gives a vivid and interesting picture of the female elementary teacher, her trials, joys, sorrows, triumphs, and problems. This work is taken from the actual experiences of teachers with whom he became acquainted while acting as superintendent of the Salt Lake City schools. This book might be considered as an informative novel.

Dorothy Thompson⁴ discusses the teacher and his condition as she sees it from her position as a parent. She feels concerned over what she says

1. Margaret Mead, "The Teacher's Place in American Society."

2. Alonzo F. Myers and Clarence O. Williams, Education in a Democracy.

3. L. John Nuttall, Jr., Teacher.

4. Dorothy Thompson, "A Parent Looks at the Teacher."

will be the result of the teachers being underpaid and underprivileged in the social world. She blames this condition onto administration not keeping abreast of the teachers in modern education and new methods, and the people not showing any concern.

Dr. Henry M. Wriston¹ feels that teachers have been forced so low socially that, although they frown on antisocial organizing, they are forced to strike and will continue to do so until their socio-economic status is raised.

1. Henry M. Wriston, "Fire Bell Rings at Night."

METHOD OF PROCEDURE

Social status has many interpretations and definitions. Raymond B. Cattell¹ thinks the most accepted definition is prestige. Others hold prestige very high in the list of factors determining social status, while others ignore prestige altogether. Warner² says that in any society consisting of large numbers employed in different occupations there will exist a class system, the recognition of which is universal whether this recognition be conscious or unconscious. People are born into a rich man's aristocracy on the Gold Coast; some into the solid comfort of Suburbia's middle classes; and others into a mean existence among the slum families living on the wrong side of the tracks. It is common knowledge that individuals from these social classes have advanced into a higher social class and other individuals have slipped back into lower classes.

The writer's purpose is not to establish the genealogy of the teacher nor his claim to aristocracy, but insofar as possible to find his place in the community as visualized by the members of that community. Therefore, the writer has chosen not to follow the procedure of those who establish ties with first families or the inherited wealth or name, but if possible to find by questionnaire the communities' attitudes and opinions toward the male teacher in their schools.

To determine this, communities were chosen representing 3 groups classified as to population.³ From each group 5 communities located in

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1. Raymond B. Cattell, *op. cit.*, p. 301.
 2. W. Lloyd Warner and others, *Social Class in America*, p. 8.
 3. Communities whose population was near 500, 1000, and 2500 were used. They were well distributed throughout the state.

different parts of the state were selected. From each of these communities 30 persons, selected at random, were to be contacted by questionnaire. These questionnaires were distributed and collected by the elementary principal of the community surveyed.

Three communities of each group contacted¹ participated in returning from 50 to 100 percent of the questionnaires sent to them. Some of the questionnaires had only a part of the questions answered, while others could not be used at all because of improper marking. One hundred and seventy-five were used either all or in part.

The questions used in the questionnaire were carefully selected so as to cover at least the major topics used by authorities in the field to determine social status.

The first section was an over-all view under the topic, "Social Standing." Under this topic 3 questions covering 3 important phases were asked. They were: Where is the teacher socially? How is he as a candidate for membership in your club? How would teaching be as an occupation for your son?

In view of our definition of "social status," namely as one's place on the social scale as recognized by others, this section is important in determining social status and is recognized as such by most authorities.

People are prone to give in answer to a direct question, not implicating themselves, a slightly distorted answer in favor of the person or persons in question. For this reason the second question became necessary. Warner² says that social participation is the most important criterion for class

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1. The participating communities were: Myton, Millville, and Snowville in the 500 group; Midway, Eureka, and Escalante in the 1000 group; and Vernal, Monroe, and Ephraim in the 2500 group.
 2. R. J. Havighurst and H. Taba, op. cit., p. 228.

membership.

People might be courteous and pleasant in conversation and in business, yet would not allow their social lives to run so close as to belong to the same club.

The third question is still further proof of the first and second. Occupation has always been a means of social classification. Within each occupation there are classes. Warner,¹ in his I. S. C. method of determining social status, has occupation heading the list of status characteristics and gives it the highest rating. In asking the question of how teaching would be as a future occupation for their sons, the author tried to place the occupation in its proper place in the minds of the rural people, and not have them say, "For you it is a good occupation."

The second classification of questions is "Personal Background." Included in this are family background, education, and health. The first 3 are given by Warner and others as being very important factors in determining one's place on the social scale. The family name, home life, amount of education, and kind of education are all questions deemed important in the establishing of social status.

Since this is a study of group status instead of the individual, the family name and genealogy are omitted. The general question of family background is thought to be sufficient, as also is a general question concerning cultural background and education. The type of education is assumed, since it is the teacher we have in question.

The health of the teacher was inserted here, not because it is suggested by other studies, but to clear up a thought often expressed by

1. W. Lloyd Warner and others, op. cit., p. 40-41.

writers in the journals of today; that the man is often teaching in the elementary schools because his health will not permit him to do more strenuous manual labor.

The third topic of the questionnaire covers personal characteristics. Kandell¹ interprets the McNair Report to show teachers to be so interested in helping the children and community that they have not time to raise their own social status, and are therefore lower than possibly they should be. Since it is generally realized that effort and ambition are recognized as an elevating factor, these questions were asked.

Personality traits make up the fourth group of questions. Warner² lists as 1 of the important criterion for placing one socially, the determining of his personal behavior and personal appearance, as, for example, his manner of speech and the neatness and style of his clothing. The questions covering this topic regard general appearance, language, moral conduct, friendliness, and the use of alcohol and tobacco. The question on alcohol and tobacco is added because of the doctrine of the predominant church, which disapproves of the use of these so strongly as to forbid their use by the teachers in many areas, and frowns on their use by any person.

Community participation is used with the idea in mind that being a leader in community and church activities would establish the status of a leader socially. Hollingshead³ lists participation in community affairs, both political and religious, as important in placing one socially. Leisure time was felt to be important, since this is the time the community actually sees the teacher, to become acquainted with him. An old axiom is, "It is not the way you do your work but the way you spend your leisure time that

1. I. L. Kandell, "McNair Report," p. 383.

2. R. J. Havinghurst and H. Taba, op. cit., p. 227.

3. A. B. Hollingshead, op. cit., p. 29.

determines the man."

The financial status of a man was formerly considered the deciding factor in his social position. Today, while financial status does not hold so prominent a place, it is still agreed to be of great importance in judging one socially. Cattell¹ lists size of income second only to prestige.

Many studies have house type in a different category from finance. Some place it as more important. Working conditions are also placed separate and often given a higher index rating, since the white-collar worker may not earn nearly so much as the janitor, but will have the higher prestige.

The 3 above topics have been placed together in this group since it is felt that a comparison of the 3 would reveal the type of person studied.

In many studies of social status age and marital status are not included. However, Cattell² feels a study is not complete without this information. It was felt that for this study the picture would not be complete as to just what the public wants and expects in teachers without this information.

To give the questioned a chance to express themselves to clear up any doubt they might have about the questions they were answering, and to check on the questionnaire itself, a paragraph was asked for describing their idea of the man teacher in the elementary school. Key words and descriptive terms were used in the compilation of this data.

As a final check the teacher was matched with 21 occupations of

1. Raymond B. Cattell, *op. cit.*, p. 294-95.

2. *Ibid.*, p. 295.

varying social standings. These occupations were taken from listings found in other studies,¹ and represent the range of major social positions. The sampling of occupations chosen for this study was made with regard to those the people questioned would be familiar with, so the most accurate matching might be made.

1. Raymond B. Cattell, op. cit., p. 301; W. Lloyd Warner, op. cit., p. 140-41.

COMPILATION AND INTERPRETATION OF DATA

Obtaining the data for this study was both an interesting and enlightening experience. That the male elementary teacher is not secure in his social position is well illustrated by 1 principal who, although a bishop in the local church, refused to distribute the questionnaire for fear it would endanger his prestige with the people and cause them to evaluate him too closely. Some of the people who returned the questionnaires did so without filling them out, as they did not believe in social status. They claimed to believe there was 1 status, that of the middle class. This, of course, suggests classes higher and lower. In these few cases the individuals may have been antagonized.

In the main the people contacted gave freely of their time and seem to have conscientiously answered the questions.

In the compilation of the questionnaire the index numbers were arrived at by weighting the answers. Below average was given a rating of 1; average, 2; above average, 3; and superior, 4. After the number of votes in each group was multiplied by its respective rating, the sum of these products divided by the total number of votes gave the index number recorded.

Social Standing

Since the definition of social status is said to be the place on the social scale as claimed by self and recognized by others, and since it is natural for a person to claim at least as high a status as he is allowed by others, the 3 questions asked under the heading "Social Standing"

were devised to give an over-all or summary opinion of all the elements regarding social status.

To the question, "In your opinion the male teacher in the elementary school is socially--" the following replies were received:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
196	42	68	56	3	2.88

Since the question is so broad and all-inclusive, the above should give the pattern of the true social status. This appears to be reasonably so, since the index number is 2.88 as compared with the over-all index of 2.86 (Table No. 1). The relatively high status is indicated by the fact that 110 of the 169 replies rated the teacher as above average.

To the question, "As a candidate for membership in your club or organization," the distribution of replies was:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
168	38	58	70	2	2.79

Havinghurst¹ says the clique or club to which a person belongs is a more accurate basis for determining one's social position than any other single item. Since the teacher is here rated slightly below, the question on general social status seems to imply the feeling of some that the teacher is above their group socially since he is not rated low in other desirable traits. One woman expressed her opinion of the teacher as one so educated that she felt ill at ease in his company. The supposition then, that the teacher has a higher social status than the people questioned, would appear more accurate than assuming him to be so low in status as not to be a desirable candidate.

1. R. J. Havinghurst and H. Taba, op. cit.

The third question of the group headed "Social Standing" was: As a future occupation for your son, teaching would be—" and the results were:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
166	28	67	64	7	2.70

Here again will be noted a drop in the superior ratings and also the index number. This, however, may be due to the salary of a teacher being considered inadequate by many. One miner expressed it this way, "Teaching is fine, but I can't see that son of mine in a classroom." This suggests that it takes an exceptional person to be a teacher.

Personal Background

Another important field to explore in determining social status in an American society is the background of the individual. Family, education, and culture are all listed in major studies of social scales. Health has been added to this study to determine the accuracy of statements expressing the belief that men in the elementary schools are the physically weak.

That their health is considered here to be well above average is shown by the returns to the question concerning health. They are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
169	30	60	76	3	2.63

It will be noted that 90 of the 169 replies were above average, which established the teacher as definitely not a sickly, inferior person. It is also interesting to note that while his health is regarded above average it is considerably lower than the rating given to his standing socially in question No. 1, where of the 169 replies, 110 were above average.

To the question, "His family background is—" the following returns

were received:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
176	26	54	94	2	2.59

This implies that most teachers have raised their status since leaving the family ties. The index number to the question of the teacher socially was 2.88 as compared with 2.59 for family background. The education and culture acquired by the teacher in preparation for his profession may be the reason for his rise in status.

Some say the subjects required for a degree in the field of education are not so difficult as those required in other professional degrees, and therefore the less intelligent student will major in education. Mary R. Harrison¹ found by giving students the A. C. E. psychological examination upon entrance at college and again at graduation that although Park College is a teachers college, these students were well above average in I. Q. in comparison with other students taking the test. She also found that the difference between those in the field of education and those in other fields to be not insignificant, with a positive .005 difference in medians and a negative .01 difference in the means.

To the question, "His educational background is—" the results were:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
166	60	96	10	0	3.30

It is expected that the teacher would be above average in education, since few persons in the rural communities are required to have college degrees for their work. Education is mentioned by Hollingshead² as being

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1. Mary R. Harrison, "Intelligence Scores of Prospective Teachers in a Rural Arts College," p. 418-20.
 2. A. B. Hollingshead, op. cit., p. 27.

used alone to determine social status.

It will be noted in Table 1 that education has second highest index number in this study.

The cultural background is influenced to some extent by education. This may be seen in the results to the question, "His cultural background is—." They are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
166	44	73	47	2	2.96

That culture is not considered to be wholly based upon education is shown when the teacher is not considered to be quite as superior in cultural background as in education. This perhaps is not so much a reflection upon the lack of cultural background of the teacher as it is a feeling by the people that although they have little formal education they are still cultured.

Personal Characteristics

This section was to discover the rating given the ambition and interest of the teacher in his improvement of self and others. The returns on the question, "His efforts to grow in his proficiency--" are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
165	47	79	36	3	3.03

That 126 out of 165 persons rate the teacher as above average in his efforts to grow in proficiency is a compliment of the highest order to the rural teachers of Utah.

The question of his interests in professional or vocational activities and improvements is related to proficiency and received a slightly lower index rating. The returns on his interests in professional or vocational

activities and improvements are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
165	38	88	38	1	2.99

It will be noted that 127 of 165 persons feel the male teachers are above average and only 1 thinks of him as below average.

The question, "In trying to improve his working conditions he is--" received the following votes:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
163	38	68	53	4	2.86

Since this question has a direct relationship to proficiency the results should be similar, which will be noted is the case here. The teacher would hardly be considered high in proficiency if he had no interest in professional activity and improvements, nor would he if he had no concern for the improvement of his working conditions.

A slightly different pattern was received regarding the question, "As to hard work and ambition, he is--." These results are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
142	22	45	64	11	2.55

It is noted that while the teacher is still rated as above average there are 11 who feel him below average and 64 who are of the opinion that he is only average. This may be the result of the rural area where the study was made, since the people in the rural areas are in the main farmers, miners, and laborers, and may have the idea that hard work pertains only to manual labor. In view of the other questions of this section this would seem to be so, since the other questions are also based upon ambition and effort.

To the question, "In being helpful and considerate of others, he is--" the following were received:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
168	37	73	53	5	2.85

This is similar to his effort to improve the conditions of others which received the following:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
167	38	68	58	3	2.85

These 2 questions, while receiving the same index number, have a slight variance which might be noted. Five persons felt the teacher below average in being helpful and considerate of others, while only 3 found him so in his efforts to improve the conditions of others. The difference here may be related to the personal nature of the individual being helpful and considerate, and the nature of the other.

It is interesting to note the extreme similarity of the opinions regarding the teacher's efforts to improve his own working conditions and his efforts to improve the conditions of others. The reason for the conditions of the teacher being so low, according to the McNair Report,¹ is his extreme effort to improve the conditions of others.

Personality Traits

Often, because of the personality of an individual, his social status is changed. Cliques may as a group accept a person formerly of lower status, and reject someone from their group, because of personality changes. Since personalities play so important a part in the acceptance or rejection of the individual by the group, personality traits become an important part in

1. I. L. Kandell, op. cit., p. 383.

determining social status.

Harrison G. Gough¹ set up a personality scale, and by checking with the Sims Score Card for finding the status rating of an individual, he found that personality factors coincide with status and that socio-economic status can be derived from a personality inventory test.

Warner² listed as 1 of the essential items to be ascertained in determining an individual's social position, his personal behavior, and personal appearance; for example, his manner of speech, neatness and style of clothing, and moral awareness. Within this group, questions have been devised attempting to cover the areas suggested by Warner.

To the question, "His personal appearance is---" the following replies were received:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
170	34	95	38	3	2.94

This appears to place the teacher high above average in appearance, but in the entire picture his appearance appears to be 1 of the weak spots that he might correct.

The people in the rural area where this study was made are mostly farmers and laborers whose working clothes would naturally make those of a teacher look dressy. This question should then be expected to show the teacher very much above average, possibly more than is shown in this study. Of all the questions related to personality traits the teacher is rated lowest on personal appearance. This suggests that the teacher is not as careful in dress as he should be. That neatness is expected of the teacher

1. Harrison G. Gough, "A New Dimension of Status," p. 401-09.

2. R. J. Havinghurst and H. Taba, op. cit., p. 227.

by these people is shown later in the study where the term, "neat in appearance," is used frequently in their descriptions of the typical male teacher.

In reply to the question, "His language is—," the results were:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
169	54	81	34	0	3.12

It is expected that a well-educated person will have a language pattern to match his education. That this is so is illustrated in comparing the results of the 2 questions on language and education.

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
Language 169	54	81	34	0	3.12
Education 166	60	96	10	0	3.30

The language pattern seems to be greatly influenced by the amount of education, since many of the teachers in rural areas come from the same rural areas before getting their education. That this is generally true is pointed out in a study by Cook and others,¹ who found teachers in Ohio seldom go beyond 50 miles from home to teach. That language is not wholly corrected by education may be noted by the speech rating being the lower of the 2 in both the superior and above-average groups.

Morals and conduct are of chief concern in much of the literature concerning the status of teachers today. Many people feel the teacher to be a slave to public demands on their private lives. They feel that unless restrictions are lifted so that the teacher may live his own life, the more progressive persons will leave the profession. Others feel this demand of the public for high moral standards for the teacher is a sign of respect

1. Lloyd A. Cook and others, op. cit., p. 168.

and of his high standing socially. Lafferty¹ says the public thinks the teacher ought to be "more than God but less than man." He also thinks the restriction of private lives of the teacher by the public a sign of a greater respect for the teacher than for any other member of the community. People demand exceptional standards of those they regard highly. Margaret Mead² says, "The teacher has always been expected to be a little better than the community that employs him."

In Utah this pattern seems unchanged. In descriptions of the male teacher high morals were mentioned far in excess of any other descriptive term. For the question, "His morals and conduct are--," the results received are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
169	65	77	27	0	3.22

One of the gravest of moral problems in the rural districts of Utah, because of the predominance of the L. D. S. Church, is the use of alcohol and tobacco. In answering the question concerning the teachers' use of these the replies are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
167	99	53	15	0	3.50

It is interesting to note the extreme moral purity to which the rural teacher must conform. Many city systems take little note of the teachers' habits regarding alcohol and tobacco, but few rural districts will even consider a user of these for their schools.

It is interesting to compare the teachers' use of alcohol and tobacco

1. H. M. Lafferty, op. cit., p. 647-48.

2. Margaret Mead, op. cit., p. 4.

with the health rating of teachers. The alcohol-tobacco ban comes from an L. D. S. doctrine of health called the Word of Wisdom. Although this is a health doctrine and we see that teachers are rated as superior observers of the doctrine, yet their health is not rated nearly so high.

A comparison of the 2 is:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
Abstinence 167	99	53	15	0	3.50
Health 169	30	60	76	3	2.63

This shows almost a complete class rating difference in index numbers.

While the use of these drugs is given a high score among moral issues, friendliness seems not to be so necessary. Still the teacher is far above average, as shown by the fact that 120 of 163 votes classify the teacher as above average. The rating on the question, "His friendliness is--," is as follows:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
163	45	75	42	1	3.01

It would seem that 1 person has a memory of unfriendly relations with the local teacher.

It will be noted throughout the study that it is very rare for the teacher to be rated below average, while superior is given a corresponding, and in many cases even a higher, number of votes than average.

Community Participation

Teachers are generally considered to be community workers. This should be expected where they are rated high in education, culture, and in being helpful and considerate of others, as in this study. In the urban areas where more educated and cultured people can be found, this situation might

not be so. The returns to the question, "His participation in church, social, civic, and other organizations is--" are:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
168	46	75	45	2	2.98

This compares very well with his being helpful and considerate of others, the index of the 3 being: 2.98 for participation in church, social, civic, and other organizations; 2.85 for being helpful and considerate of others; and 2.85 for efforts to improve the conditions of others.

"It is not the accomplishment of assigned tasks that determines the man, but the accomplishment of tasks unassigned," is an old proverb.¹ To be a leader in the community one must undertake many unassigned tasks. This thought is combined with the idea of the teacher entering into wholesome recreation during leisure time in asking the question.

To the question, "The use he makes of leisure time is--," the returns were as follows:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
166	16	81	69	0	2.68

Senate Bill No. 75² of the 1951 Utah legislature brought to light the popular concept of teachers having an excess of leisure time. This may partially explain the slight drop seen in the index number. As can be noticed, the teachers, while not with a great number of superior ratings, have no ratings of below average, which would indicate they are possibly not doing as much as expected because of their high status, but on the

1. Anonymous.

2. Senate Bill No. 75 was to raise the classroom unit from \$3300 to \$3800, and in so doing allow a salary raise for the teachers of the state. This bill was under much debate and finally defeated. A committee was set up to study the needs of the schools.

other hand, they are doing considerably more than the average person in these rural areas.

The leaders of the community are usually chosen as committee members to plan the projects, while any willing worker may be relied upon to carry out these plans. The rating received on the question of the teacher as a committee member in planning community activity is:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
170	34	72	58	6	2.91

That 106 of the 170 rated the teacher as above average exemplifies the confidence felt in the male teacher by these people. The 6 of the 170 who found the teacher below average may have been personally offended by the teacher while serving on such a committee. Often we find teachers who unknowingly offend by assuming the leadership. Hill¹ says, "Teachers are often educated snobs!"

Financial Status

Until recently the financial status of a person has been the determining factor in placing a person socially.² However, now it has been determined by Warner³ and others that the financial status, while a contributing factor to social status, does not hold the high position it has held.

Warner⁴ includes in financial status such data as income, occupation, the type and location of house, and the type and level of education. Education was covered previously in this study. Occupation is of course known. The remainder is covered here.

1. George E. Hill, op. cit., p. 497.

2. Arthur Peter Becker, "To Professionalize Teaching," p. 88.

3. R. J. Havighurst and H. Taba, op. cit., p. 226.

4. Ibid., p. 227.

The income of the teacher is classified by the question, "His annual income is--," which received the following replies:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
171	22	46	85	18	2.42

It is interesting to note that the index of 2.42 is the lowest index number in the entire study (Table No. 1). There is another comparison between income and education that is interesting. Education received 156 votes for above average out of 166 returned, with an index number of 3.30; while income received only 68 above average votes out of 171, with an index number of 2.42. This would indicate the teacher to be underpaid according to the education required.

The question, "His working conditions are--," received replies as follows:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
164	18	60	80	6	2.55

In comparing this with his efforts to improve his working conditions we have:

	<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
Working conditions	164	18	60	80	6	2.55
Effort	163	38	68	53	4	2.86

As it appears, his efforts to improve his working conditions are met with opposition by either the administration or just the lack of funds. It is apparent that the conditions are not contributing to his efforts.

The same relationship is found between his living standards and his efforts to improve his working conditions. The returns to the question,

"His living standards, including house, yards, automobile, etc. are—,"
are as follows:

<u>No. answering:</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
167	11	55	98	3	2.44

It is apparent that the financial status of the teacher is his weakest condition. The financial status index as compared to the average over-all index is 2.47 to 2.86.

Comparison of Ratings on Traits

An over-all comparison of the 6 groups reveals the relative strengths and weaknesses.

<u>Group</u>	<u>No.</u>	<u>Superior</u>	<u>Above average</u>	<u>Average</u>	<u>Below average</u>	<u>Index</u>
Social Standing	503	108	193	190	12	2.79
Personal Background	677	160	283	227	7	2.88
Personal Characteristics	970	220	421	302	27	2.86
Personality Traits	838	297	381	156	4	3.16
Community Participation	504	96	228	172	8	2.82
Financial Status	502	51	161	263	27	2.47
Total	3994	932	1667	1310	85	2.86

It will be noted that the pattern is general throughout, with the greatest deviation being in the personality traits, which is high and the financial status which is low.

Cattell¹ is of the opinion that the attitude of the people toward one at a given time determines his social status. That is, if he is liked or disliked at the time of the interview the rating will be influenced. This

1. Raymond B. Cattell, op. cit., p. 300-01.

Table 1. Complete compilation of all questions, the general group to which they belong, and the total of the complete returns to the questionnaire, giving the total number of votes received for each question and the breakdown into the 4 groups of answers. The weighted index is also given. The weights used are: 1 for below average; 2 for average; 3 for above average; and 4 for superior.

Question	No. of replies	Superior	Above average	Average	Below average	Weighted index
Social Standing						
1. The teacher is socially	169	42	68	56	3	2.88
2. As a candidate for club or organization	168	38	58	70	2	2.79
3. As a future occupation for son	166	28	67	64	7	2.70
Total for Social Standing	503	108	193	190	12	2.79
Personal Background						
4. His health is	169	30	60	76	3	2.63
5. His family background is	176	26	54	94	2	2.59
6. His education is	166	60	96	10	0	3.30
7. His cultural background is	166	44	73	47	2	2.96
Total for Personal Background	677	160	283	227	7	2.88
Personal Characteristics						
8. Efforts to grow in proficiency	165	47	79	36	3	3.03
9. Interest in professional activities	165	38	88	38	1	2.99
10. Improving his working conditions	163	38	68	53	4	2.86
11. Hard work and ambition	142	22	45	64	11	2.55
12. Being helpful and considerate of others	168	37	73	53	5	2.85
13. In efforts to improve other's conditions	167	38	68	58	3	2.85
Total for Personal Characteristics	970	220	421	302	27	2.86

Table 1. Complete compilation of all questions, the general group to which they belong, and the total of the complete returns to the questionnaire, giving the total number of votes received for each question and the breakdown into the 4 groups of answers. The weighted index is also given. The weights used are: 1 for below average; 2 for average; 3 for above average; and 4 for superior (cont.)

Question	No. of replies	Superior	Above average	Average	Below average	Weighted index
Personality Traits						
14. His personal appearance is	170	34	95	38	3	2.94
15. His language is	169	54	81	34	0	3.12
16. His morals and conduct are	169	65	77	27	0	3.22
17. His habits (alcohol, tobacco, etc.) are	167	99	53	15	0	3.50
18. In friendliness he is	163	45	75	42	1	3.01
Total for Personality Traits	838	297	381	156	4	3.16
Community Participation						
19. Participation in church, social, civic, etc.	168	46	75	45	2	2.98
20. Use of leisure time	166	16	81	69	0	2.98
21. As a committee member he is	170	34	72	58	6	2.91
Total for Community Participation	504	96	228	172	8	2.82
Financial Status						
22. His annual income is	171	22	46	85	18	2.42
23. His working conditions are	164	18	60	80	6	2.55
24. His living standards are	167	11	55	98	3	2.44
Total for Financial Status	502	51	161	263	27	2.47
Grand total of all 6 groups covered	3994	932	1667	1310	85	2.86

Social Standing	31.47 %
Personal Background	35.63 %
Personal Characteristics	32.68 %
Personality Traits	55.44 %
Community Participation	19.05 %
Financial Status	10.16 %

Figure 1. The percentage of superior ratings received for each of the six groups of social status factors.
len. = 5%

Social Standing	58.07 %
Personal Background	41.80 %
Personal Characteristics	43.40 %
Personality Traits	45.46 %
Community Participation	45.94 %
Financial Status	37.07 %

Figure 2. The percentage of above average ratings received for each of the six groups of social status factors.
len. = 5%

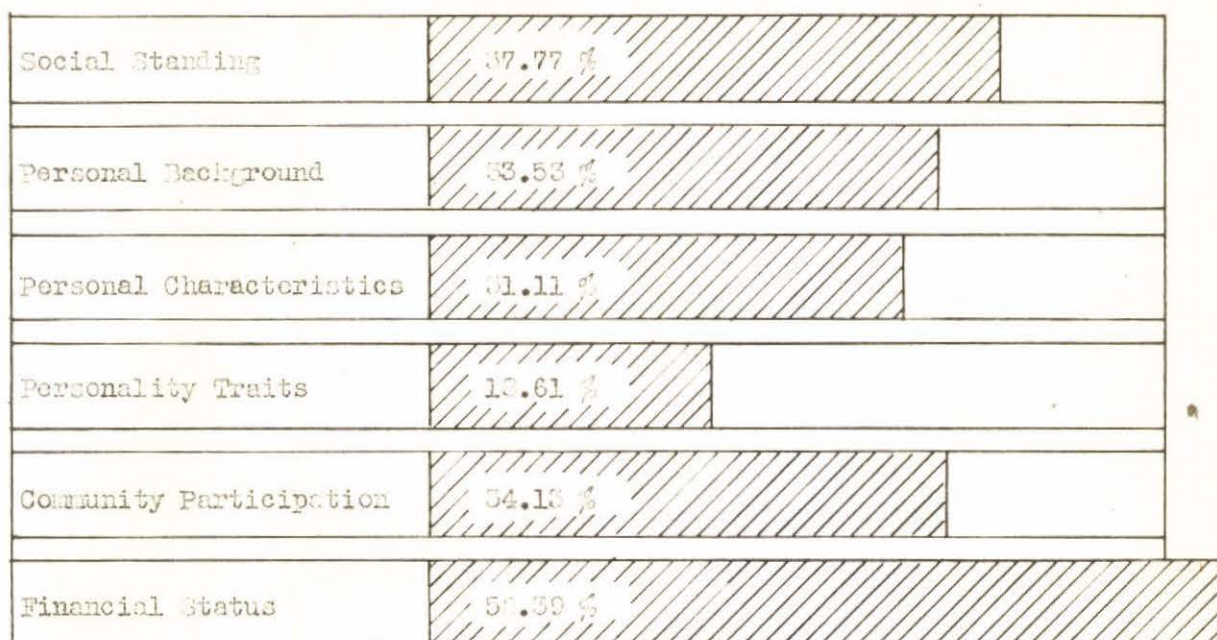


Figure 3. The percentage of average ratings received for each of the six groups of social status factors.
len.=5%

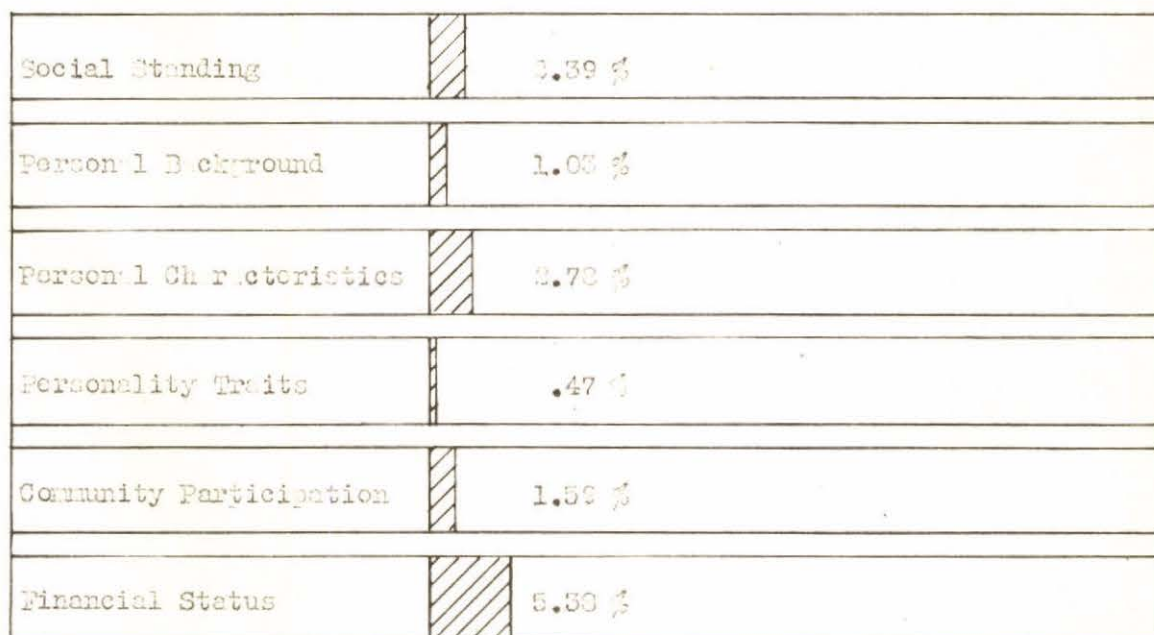


Figure 4. The percentage of below average ratings received for each of the six groups of social status factors.
len.= 5%

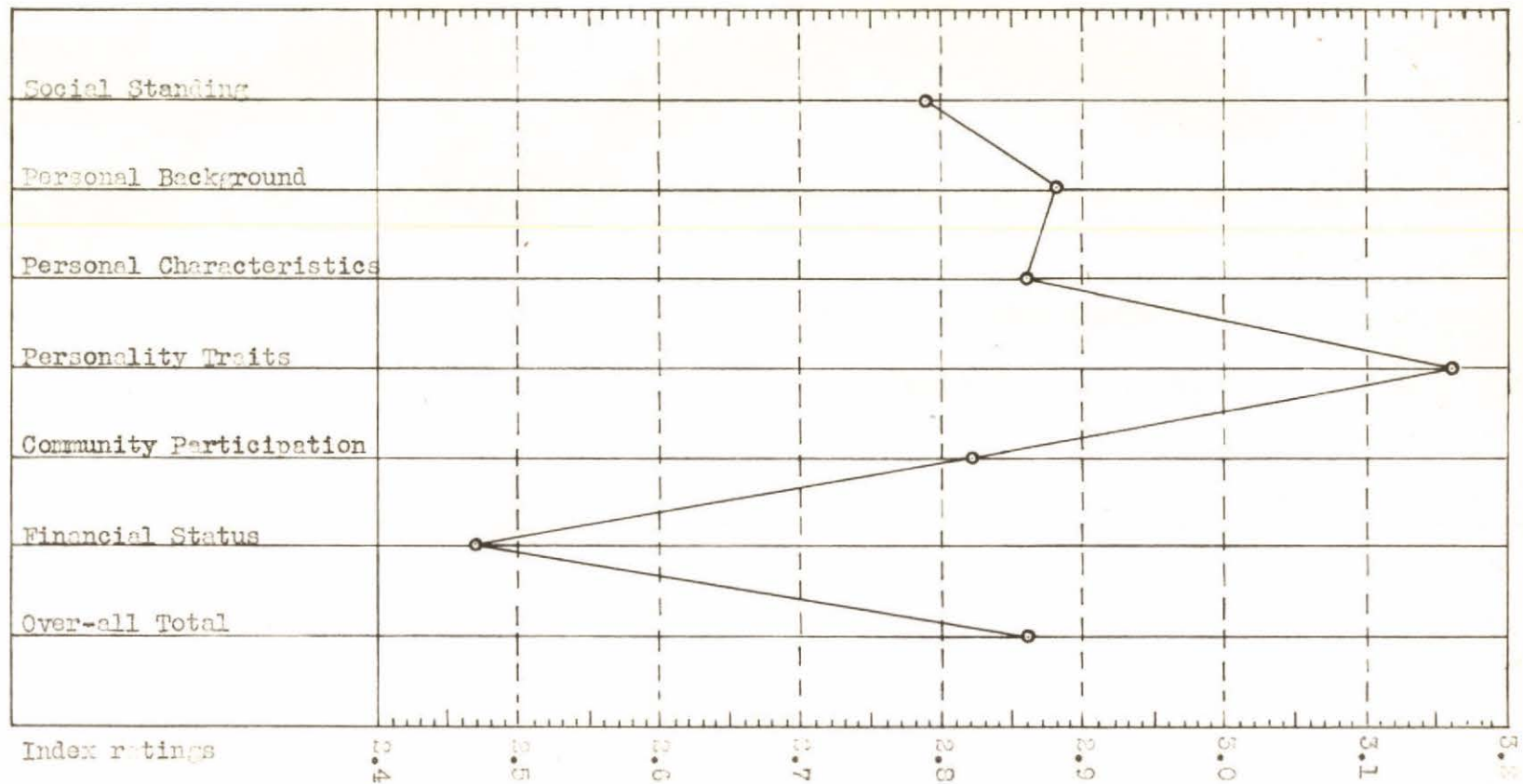


Figure 5. A profile of the index numbers of the six groups of social status factors

attitude of the people he calls "prestige" and says, "Prestige is the best single measure of social status." It would seem that personality is just as important as financial status, if not more important, in determining the social status of an individual; therefore the total index number should indicate approximately the over-all social position according to the data presented.

In reality the starting salary for a teacher is not so low when compared with that of other men just leaving college. It is the salary of those who have been in the profession for some time that is so much below standard. It is probable that those contacted in this study had in mind the older teacher, married and with a family, since in answer to the question, "Approximate age as old, upper middle age, lower middle age, or young," the following replies were received:

<u>No. answering:</u>	<u>Old</u>	<u>Upper middle</u>	<u>Lower middle</u>	<u>Young</u>
164	3	41	92	28

and to the question, "His marital status is--," the following was received:

<u>No. answering:</u>	<u>Married</u>	<u>Single</u>	<u>Divorced</u>	<u>Widower</u>
164	152	8	3	1

This seems to indicate the rural elementary school teacher is expected to be neither old nor the man just out of college, but near middle age and married, which in other professions would suggest near the top in the salary scale.

Key Words Used in Describing the Teacher

There is always a chance in making up a questionnaire to get a descriptive analysis, that those questioned may not have the same idea

of the meaning of the descriptive terms used. To overcome this to a degree the author provided space for a written paragraph for those questioned to describe the male elementary teacher in their own words. Not everyone took advantage of this. Enough did to make it necessary to analyze their returns.

This analysis has been made by selecting key words that were used in the description and compiling them in table form according to the number of times they, or synonymous words, were used in the descriptions. Following is a list of these words in the order of frequency used and the number of times they were used: high in morals, 51; loves children, 24; works in church and community, 23; firm, 22; neat in appearance, 22; ability, 14; kind, 13; respected by all, 12; friendly, 12; educated, 11; industrious, 6; athletic, 6; underpaid, 6; and under par, 4.

It may be noted that morality again ranks as the chief concern of the people as the characteristic most expected and observed in the teacher. Such words as beyond reproach, morally clean, high morals, an example to our youth, and others were used in many of the papers.

The moral issue is widely recognized. Lloyd A. Cook¹ says, "Young teachers may flinch at so being in the public eye, but this must be so. There is too much at stake to take a teacher for granted...he is a model for youth and so his occupation has become a mode of life."¹

The public are justly interested in their children. They want their contacts outside of the home to be of the highest caliber, even though they, the parents, are not giving the same high standards within the home. This is further shown by the use of words such as "loves children," "kindness," "patient," and "friendly."

1. Lloyd A. Cook, *op. cit.*, p. 172.

The high moral concept is further strengthened by their noting the teacher as a worker in church and community, neat in appearance, respected by all, and industrious.

It is interesting to note that while the teacher is to be kind and loving of children, he is also to be firm in demanding discipline. He must have the ability to teach children. This was distinguished in nearly every case from the ability to teach adults.

The financial status of the teacher was mentioned by only a few. These listed him as underpaid. Four people either stated or insinuated that the teacher was "under par." In general the same pattern seems to be here as was shown by the questionnaire. The characteristics of high social status predominate, while those suggesting below average are seldom mentioned.

Comparison of the Teacher with Others in Occupations of Varying Social Status

Warner and others¹ have listed the occupations as to their social position. The elementary teacher in these studies is usually listed in the upper and upper middle classes with bank clerks, cashiers, ministers with no training, and others. High school teachers are placed higher in the upper class, chiefly because of the higher education and larger salary they have received in the past. If Warner was to make this study now that the requirements for education have been equalized, as has salary, the results might be different.

It was thought advisable, since Warner and others had worked out these scales for rating occupations in their social status category, to see if the people in the rural districts of Utah would place the teacher in the same respective category with respect to the others.

1. W. Lloyd Warner and others, op. cit., p. 140-41.

Occupations were chosen from 3 studies¹ available and matched with the teacher. The person giving the information was to underline the occupation having, in his opinion, the highest social status. Ministers were left off the list because of the unique ministerial system of the predominant church² where anyone—ditch-digger or doctor—might be the bishop. The names were placed in alphabetical order so as not to have the social classes together.

The teacher was classified in comparison to the other occupations as well in the upper class; however, some of the other occupations received a much different placement in regard to the scales set by other studies. This is natural and should be expected. Cattell³ says, "Social status is a psychological entity generally mistaken for prestige which is the attitude of people toward one at a given time."

Prestige, therefore, is not the same to 1 group as to another, nor does prestige remain the same in a given group at all times. Familiarity raises and lowers status. It may be that some of the people contacted were not familiar with all of the occupations named. The veterinarian, for instance, received only 27 votes to 105 for the teacher, and 6 listed him as the same; while the farm owner received 57 to the teacher's 79, and 5 for the same. The farmer was also given a higher rating than the veterinarian, with 32 votes going to the farmer and 107 to the teacher, and 2 for the same.

There were only 4 occupations listed higher than the teacher. They were: (1) banker, 107; teacher, 29, with 4 for the same; (2) business

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1. W. Lloyd Warner and others, op. cit., p. 140-41; Raymond B. Cattell, op. cit., p. 301; R. J. Havighurst and H. Taba, op. cit., p. 231.
 2. The L. D. S. Church has no paid ministry nor do their authorities have to study theology to receive their calling.
 3. Raymond B. Cattell, op. cit., p. 300-01.

manager, 84; teacher, 50, with 10 for the same; (3) captain in the army, 70; teacher, 68, and 3 for the same; (4) superintendent of public instruction, 112; teacher, 24, and 5 for the same. Table No. 2 will give the relationship of the teacher to all occupations used.

Table 2. A distribution of the votes received in comparing the teaching profession socially with 21 occupations of various predetermined social ratings. The number of votes for the teacher having the higher status, the number of votes listing the 2 occupations as the same, and the number of votes listing the other occupation higher in social status than the teacher are given in their respective columns.

Occupation compared with the teacher	Number of votes received for			Total votes
	Teacher	Other	Same	
Accountant	88	50	5	143
Baker	136	9	1	146
Banker	29	107	4	140
Broker	77	63	2	142
Bus driver	136	2	1	139
Business manager	50	84	10	144
Captain in the army	68	70	3	141
Cashier	99	43	2	144
Casual laborer	142	2	0	144
Coal miner	139	5	0	144
Farm laborer	137	4	1	142
Farm owner	79	57	5	141
Foreman	107	32	2	141
Janitor	136	0	0	136
Laundry worker	139	3	0	142
Skilled factory worker	112	24	2	138
Superintendent of public instruction	24	112	5	141
Salesman	112	16	14	142
Trainman	127	12	3	142
Unemployed	142	0	0	142
Veterinarian	105	27	6	138

CONCLUSION

According to the 175 persons of the rural districts in Utah who cooperated to make this study possible, the general social status of the male teacher in the rural elementary schools of Utah is relatively high. Of the 6 major traits used in the study the rankings are, from highest to lowest: personality traits, personal background, personal characteristics, community participation, social standing, and financial status.

When compared by this group of people to other occupations, the male teacher is given a social rating of superior to most with banker, business manager, captain in the army, and superintendent of public instruction being the only people who received a higher rating out of a list of 21 representative occupations.

Others cited in the Review of Literature of this study have listed the teacher as being of relatively high status socially, with the drawback being chiefly one of finance and community interference with the private life of the teacher. The last of the 2 is debated as to its effect on status by different authors.

This study tends to agree with those cited above in that finance is the weakest area explored, and morality and conduct seem of greatest concern to the people. It is believed that the teacher is rated slightly higher by this study than in the others cited.

The social status of the male elementary teacher in the area covered by this study should be a help in securing competent men in this field.

SUMMARY

The teaching profession that prior to 1820 was composed predominantly of men has become so overbalanced with female teachers as to cause much concern among some of our leading psychologists, sociologists, and educators, who feel the need for the male atmosphere in the schools to provide for the social, psychological, and economic well-being of the nation.

The social status of the teacher has been uncertain in America since the founding of our nation, since the teacher was neither a type nor a personality, but a statistical distribution represented by a skewed curve.

Teachers are in so strategic a position with regard to the character development of the child that they are constantly under the critical eye of the public, which has a debatable effect upon their prestige.

Teachers themselves have raised their standards, and through their various organizations have equalized, as well as raised, their salary schedule. To a certain extent they have gained freedom from lay administration and supervision.

This study is for the purpose of establishing the relative social position of the male teacher in the rural elementary schools of Utah as determined by questionnaires to 175 people representing 9 rural communities spaced throughout the state.

Much of the literature available consists of the opinions of the author. Very little research has been done on social status, with most of the studies made being concerned with social status scales or social

status groupings of a single community.

This study is for the purpose of establishing the relative social position of the male teacher according to the opinion of the people of Utah's rural areas. To determine this, questionnaires covering 6 major areas were distributed by 9 elementary principals to 30 persons within each of their districts. These districts were well spaced over the state.

The major topics covered were: social standing, personal background, personal characteristics, personality traits, community participation, and financial status. The relative age and marital status of the teacher, as seen by rural people of Utah, were also ascertained.

The teacher is also described by these people and compared to a select list of 21 other occupations.

A compilation of the returns shows the male teacher to be well above average socially in the minds of the people of rural Utah. The relative strengths and weaknesses of the teacher are shown with his financial status being his greatest drawback to a higher social status, and his personality traits including morals and conduct, which are of great importance in the minds of the people.

When the results were compiled and compared, these 6 major topics showed the relative strength and weakness of the teacher. In listing the 6 topics in the order of their position according to their index number, they are: personality traits leads the list with an index number of 3.16; this is followed by personal background with an index of 2.88; next is personal characteristics with an index of 2.86; community participation is next with an index of 2.82; social standing is fifth with an index of 2.79; and financial status is last with a 2.47 index number. The index number of

the combined group is 2.86.

The teacher, according to this study, is married and of middle age. He is described by the people as beyond reproach morally, a lover of children, a good community and church worker, etc. Very rarely is a negative statement made in regard to his social position.

In comparing the elementary teaching position with 21 occupations of varying social ratings, the teacher was placed well in the upper class, with only 4 workers listed higher on the social scale. They were: banker, business manager, captain in the army, and superintendent of public instruction.

It is concluded that the same general pattern of social status is given to the teacher by this study as by current literature cited, with perhaps this study setting the status of the teacher higher on the social scale than previous papers.

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APPENDIX

Utah State Agricultural College
 School of Education
 Approved by E. A. Jacobsen, Dean

QUESTIONNAIRE

Directions:

Evaluate the male teacher in your community as compared with other men of your community by checking the most appropriate number: 1. Superior; 2. Above Average; 3. Average; 4. Below Average.

Example:

1. Democracy as compared to slavery is...1. x, 2.____, 3.____, 4.____

I. Social Standing

- | | Superior | Above Av. | Average | Below Av. |
|---|----------|-----------|---------|-----------|
| 1. In your opinion the male teacher in
the elementary school is socially... 1.____, 2.____, 3.____, 4.____ | | | | |
| 2. As a candidate for membership in your
club or social organization he is... 1.____, 2.____, 3.____, 4.____ | | | | |
| 3. As a future occupation for your son
teaching would be..... 1.____, 2.____, 3.____, 4.____ | | | | |

II. Personal Background

- | | | | | |
|---|--|--|--|--|
| 4. His health is 1.____, 2.____, 3.____, 4.____ | | | | |
| 5. His family background is 1.____, 2.____, 3.____, 4.____ | | | | |
| 6. His educational background is 1.____, 2.____, 3.____, 4.____ | | | | |
| 7. His cultural background is 1.____, 2.____, 3.____, 4.____ | | | | |

III. Personal Characteristics

- | | | | | |
|---|--|--|--|--|
| 8. His efforts to grow in his pro-
ficiency 1.____, 2.____, 3.____, 4.____ | | | | |
| 9. His interest in professional or vo-
cational activities and improvements 1.____, 2.____, 3.____, 4.____ | | | | |

- | | Superior | Above Av. | Average | Below Av. |
|--|----------|-----------|---------|-----------|
| 10. In trying to improve his working conditions he is | 1.____ | 2.____ | 3.____ | 4.____ |
| 11. As to hard work and ambition he is | 1.____ | 2.____ | 3.____ | 4.____ |
| 12. In being helpful and considerate of others he is | 1.____ | 2.____ | 3.____ | 4.____ |
| 13. His effort to improve the conditions of others is | 1.____ | 2.____ | 3.____ | 4.____ |
| IV. Personality Traits | | | | |
| 14. His personal appearance is | 1.____ | 2.____ | 3.____ | 4.____ |
| 15. His language is | 1.____ | 2.____ | 3.____ | 4.____ |
| 16. His morals and conduct are | 1.____ | 2.____ | 3.____ | 4.____ |
| 17. His personal habits (use of alcohol, tobacco, etc.) are | 1.____ | 2.____ | 3.____ | 4.____ |
| 18. His friendliness is | 1.____ | 2.____ | 3.____ | 4.____ |
| V. Community Participation | | | | |
| 19. His participation in church, social, civic, and other organizations is.. | 1.____ | 2.____ | 3.____ | 4.____ |
| 20. The use he makes of leisure time is | 1.____ | 2.____ | 3.____ | 4.____ |
| 21. As a committee member in planning a community project he is | 1.____ | 2.____ | 3.____ | 4.____ |
| VI. Financial Status | | | | |
| 22. His annual income is (your estimate) | 1.____ | 2.____ | 3.____ | 4.____ |

Superior

Above Av.

Average

Below Av.

23. His working conditions are 1.____, 2.____, 3.____, 4.____

24. His living standards, including house, yards, automobile, etc. are. 1.____, 2.____, 3.____, 4.____

VII. Other (check number)

25. Approximate his age as 1. Old, 2. Upper middle age, 3. Lower middle age, 4. Young 1.____, 2.____, 3.____, 4.____

26. His marital status is 1. Married, 2. Single, 3. Divorced, 4. Widower. 1.____, 2.____, 3.____, 4.____

27. In a brief statement give a description of your ideal of the typical man teacher in the elementary school.

Underline the one of each pair which, in your opinion, is the higher in social prestige:

Teacher - Accountant

Teacher - Baker

Teacher - Banker

Teacher - Broker

Teacher - Bus driver

Teacher - Business manager
Teacher - Captain in the army
Teacher - Cashier
Teacher - Casual laborer
Teacher - Coal miner
Teacher - Farm laborer
Teacher - Farm owner
Teacher - Foreman
Teacher - Janitor
Teacher - Laundry worker
Teacher - Skilled factory worker
Teacher - Superintendent of public instruction
Teacher - Salesman
Teacher - Trainman
Teacher - Unemployed
Teacher - Veterinarian