

FACTORS THAT MONTANA SEVENTH DAY ADVENTIST
TEACHERS THOUGHT INFLUENCED THEM
TO CHOOSE TEACHING AS A CAREER

by

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ABSTRACT

Factors That Montana Seventh Day Adventist Teachers Thought Influenced Them To Choose Teaching as a Career

Ernest Schaak

Statement of the Problem:

The problem in this investigation was to determine the factors that Montana Seventh Day Adventist teachers thought influenced them to choose teaching as a career. Along with these factors were included the people who Montana Seventh Day Adventist teachers thought had influenced them to choose education as a profession.

Procedure:

A survey of literature was conducted to find the factors that influenced teachers to choose teaching as was expressed in other investigations. In connection with these factors a review of literature was undertaken to find the people who seemed to influence prospective teachers to enter the profession.

The information for the study was collected through an interview with twenty-two Montana Seventh Day Adventist teachers. This interview instrument was structured according to carefully devised questions, and the results were tape recorded and then typed.

The major influences appeared to be the following: teachers and their example, parents and their encouragement to continue education, church school and summer camp work, service to help students learn, financial aid and security, school superintendents' and classmates' conversations.

Summary and Conclusions:

Factors that were named as an influence by Montana Seventh Day Adventist teachers were service to man, financial security, scholarships, church schools, and summer camps. The idea of service to man was well defined by one teacher who said that she appreciated the help teachers gave to her and it gave her a desire to help other students.

From this investigation it appeared that former teachers had the greatest amount of influence on Montana S. D. A. teachers. Families, school superintendents, ministers, and classmates were ranked in this order as other influences toward the choice of teaching as a career. More research is needed on the teacher influence of S. D. A. church organizations such as summer camps, church schools, vacation Bible schools, and youth clubs.

CHAPTER I

INTRODUCTION

This investigator was interested in what factors influenced Montana Seventh Day Adventist teachers to choose education as a career, so when the opportunity developed to do some study in this area, he took this topic. Montana Seventh Day Adventist schools have found it rather difficult to attract and hold well-qualified personnel to fill the teaching positions. At the time of this writing the staff qualifications were the highest attained in the history of Adventist education in Montana. This trend should be continued as the requirements for quality education will be raised. It was felt that this information would prove helpful in teacher recruitment for the organization's schools.

Statement of the Problem

The purpose of this investigation was to determine the factors that Montana S. D. A. teachers thought influenced them to choose teaching as a career. Also involved was the desire to find what people had influenced them toward the teaching profession.

Procedure

In order to determine the factors that Montana S. D. A. teachers thought influenced them to choose teaching, the following procedures were used:

1. A survey of literature was undertaken to find other studies that pointed out factors that influenced students to choose teaching.
2. An interview instrument was constructed with the assistance of

fellow class members and faculty advisors.

3. Personal interviews were conducted, tape recorded and type scripted, with 23 Montana Seventh Day Adventist teachers.
4. Results of the interviews were then analyzed.

Limitations

The limitations in this study included the following:

1. The study was confined to stated opinions of S. D. A. teachers in Montana with a total staff of 23. This included five men and six women elementary teachers, and nine men and three women secondary teachers.
2. All of the 23 teachers were interviewed, but one elementary teacher was excluded from the study by her request.
3. The literature reviewed was limited to that found in the Montana State University Library.

Definitions

S. D. A. - - This abbreviation of the name Seventh Day Adventist will be used throughout the study.

Pathfinder Club - - A S. D. A. youth club that is similar to the Boy Scouts.

Master Guide Club - A S. D. A. organization for youth aged 16 to 30 for self improvement and development of Christian character.

CHAPTER II

REVIEW OF LITERATURE

A review of literature was conducted at Montana State University Library. The purpose of this review was to find out the following:

1. What factors influenced students to select teaching as a career?
2. What people influenced students to choose teaching?
3. What type of interview instrument was suggested by research to collect data?

Factors That Influenced Teachers

The reviewed literature pointed out factors that influenced teachers to choose education as a career.

Best studied 261 senior education students at the University of Wisconsin and gleaned a number of factors that seemed to lead teachers toward education as a career.¹ Six items that were listed as motives for selecting teaching as a career were: a fondness for children, service to society, a good job to fall back on in case of a financial emergency, long vacations for rest, study, and travel, and job security with an adequate income.

Englander conducted an investigation on the effects of high school career day promotion by California State College.² It was noted that

¹Best, John Westly, "A Study of Certain Selected Factors Underlying The Choice of Teaching as a Profession." Journal of Experimental Education 17: 203-219; September 1948.

²Englander, Meryl E., "Influencing Vocational Choice: A Pilot Study." The Vocational Guidance Quarterly 14: 136-140; Winter 1965-1966.

four students out of 120 who attended career day activities changed their vocational directions and chose teaching as a career. This choice remained firm for a time at least as indicated by a post-test two and one half months after the career day activities. There was no indication in this study that these decisions remained firm beyond this time.

Vander Zee³ conducted an investigation of a parochial school system on the factors that influenced teachers to choose education. Vander Zee studied 123 teachers in elementary, high school, junior college, and a school for the mentally retarded.

The response of 44 percent of this sample credited a former teacher with the major personal influence in their choice of teaching as a career. This trend seemed apparent in all levels of the school teachers who were included in this study. A study by Hall at the Iowa State Teachers College also indicated that teachers exerted a great influence on students who later chose to enter the teaching profession.⁴

Another investigation in a rural public high school in Oregon by Day also reported that 44 percent of the senior students were strongly influenced in their choice of teaching as a career by their teachers.⁵

³Vander Zee, Chester., "Persons Who Were Influential in Ones Choosing Education as a Career." Master of Education Paper. Montana State University, pp. 10-11. July 1963.

⁴Hall, Gertrude M., "Your Influence Helps Students Choose College, Decide on Teaching Career." The Education Digest 30: 15-18; May 1965.

⁵Day, Sherman, R., "Teachers Influence on the Occupational Preferences of High School Students." The Vocational Guidance Quarterly 14: 215-218; Spring 1966.

Wright's study of influences on the choice of a career seemed to indicate that high school teachers recalled a former teacher's influence more often than elementary teachers.⁶

The influence of a vocational choice exerted by teachers was not limited to the elementary or high school level. It continued to be felt in the university as well. Kirkpatrick and others⁷ studied 243 men teachers' influence on students in the choice of education as a career. Here, again, successful teachers were the major source of influencing persons to become teachers.

The influence of recalled parents' relationship with their children was investigated by Utton.⁸ It was pointed out that a warm accepting home life for a child did not guarantee a person-centered career. However, Super asserted that the choice of a vocation may be influence and guided during the years of growth by parents and others.⁹

Peers exerted an influence on the choice of careers as indicated in a study by Solomon.¹⁰ He interviewed 372 Michigan high school students, and

⁶Wright, Benjamin, and Tuska, Shirley, "Childhood Influences and the Teaching Career." The Education Digest 30: 15-18; May 1965.

⁷Kirkpatrick, Clifford and DeFluer, Melvin., "Influences of Professors on the Flow of Talent to the Academic Profession." Social Forces 38: 296-302; May 1960.

⁸Utton, A. C., "Recalled Parent-Child Relationships as a Determinate of Vocational Choice." Journal of Counseling Psychology 9: 49-53; Spring 1962.

⁹Super, Donald E., "A Theory of Vocational Development." The American Psychologist 8: 185-190; May 1953.

¹⁰Solomon, Daniel., "Influences on Decisions of Adolescents." Human Relations 16: 45-59; February 1963.

the results appeared to indicate that a peer group could influence the individual's choice of a vocation. It seemed apparent that girls were more easily influenced in their choice of a job than were boys.

Alexander's study of 5,115 senior high school students also seemed to point out that when peers shared ambitions in their choice of a career the influence was more powerful.¹¹

The Interview Instrument

Finally, reviewed literature indicated that tape recorded interviews were more desirable to gather data for research than mailed questionnaires. Bucher's study¹² proposed that taped interviews proved from 66 to 75 percent more effective in gathering information from an interview than taking notes. He drew this conclusion from a four-year investigation project for the National Opinion Center at the University of Chicago.

Adams suggested that the validity of the interview instrument could be established through experimentation with people.¹³ This was the approach used in this investigation on the interview instrument.

This investigator also found the carefully constructed questionnaire by Fielstra a help in the preparation of the interview instrument used in

¹¹Alexander, C. Norman Jr. and Campbell, Ernest Q., "Peer Influences on Adolescent Aspirations and Attainments." American Sociological Review 29: 575; August 1964.

¹²Bucher, Rue; Fritz, Charles E., and Quarantelli, E. L., "Tape Recorded Interviews in Social Research." American Sociological Research 21: 359-364; June 1956.

¹³Adams, Stacy J., Interesting Procedures. University of North Carolina Press 1958. 55 pp.

this study.¹⁴

Summary

In summarizing the review of literature, the factors and people that most influenced teachers to teach were identified. The factors that seemed to exert an influence were: service to society, fondness for children, a good job to return to in case of financial emergencies, long summer vacations for rest, study, and travel, and job security with an adequate income. Among the people who were listed as influences were: senior high school and college teachers, parents, peer groups, wives, husbands, fathers, mothers, brothers, uncles, Sunday school teachers, and students tutored.

¹⁴Fielstra, Clarence, "An Analysis of Factors Influencing the Decision to Become a Teacher." Journal of Educational Research 48: 659-667; May 1955.

CHAPTER III
RESULTS OF THE STUDY CONDUCTED AMONG
MONTANA S. D. A. TEACHERS

Procedure

The procedures followed in this study to determine what factors Montana S. D. A. teachers thought influenced them to choose teaching was completed in three parts (1) construction of the questionnaire, (2) taped interviews with the 23 Montana S. D. A. teachers, (3) transcription and tabulation of the results of the interviews.

The Construction of the Interview Instrument

Construction of the interview instrument included research in the Montana State University Library and assistance of fellow classmates and faculty members at Montana State University. This instrument followed some of the ideas suggested by Bucher who proposed that taped interviews proved from 66 percent to 75 percent more effective in gathering information from an interview than taking notes. He drew this conclusion as a result of four years of research with the National Opinion Research Center at the University of Chicago.¹⁶

He continued to point out that recorded interviews helped to eliminate the interviewer's bias on what to write down or what to omit. Further, the taped interviews were particularly effective with non-directive or open ended questions.

¹⁶Bucher, Op. Cit., pp. 364.

Taped interviews were conducted with 23 Montana S. D. A. teachers by the investigator during the spring quarter of 1967 at Montana State University. This required travel to schools located at Billings, Bozeman, Great Falls, Hamilton, Kalispell, and Missoula.

The taped interviews were then typed and the results were analyzed and tabulated. The results of the study were recorded in table and narrative form. Along with the results of recalled influence on the choice of teaching as a profession, other related information was collected and tabulated.

The number of Montana S. D. A. teachers was noted in Table 1. It revealed the distribution of the group by sex and the percentage in each category. The group was composed of 60 percent men and 40 percent women. One woman teacher requested that her interview information be confidential, so she was not included in the study. Therefore this study was limited to 22 teachers.

Table 1

THE NUMBER OF MONTANA SEVENTH DAY
ADVENTIST TEACHERS

	Total		Percent That Were Men		Percent That Were Women	Total Percent
Number Interviewed	23	Elementary	50	Elementary	50	100
		5		5		
		High School	60	9	40	100
		9	75	3	25	100
	22*	14	63.6	High School	36.4	100

*One teacher requested that the interview information be withheld.

Personal background information was listed in Table 2 for the investigator's information. This included average age of men at 37.7 and women 36.2. The mean age of elementary teachers was 29.8 while high school teachers' ages averaged 39.6.

Years of college education averaged 5.8 for the men and 4.0 for the women. It should be noted that the men had a higher average in years of college education and also had a higher average in years of service. The men averaged 9.2 years of experience while the women averaged 6.0 years of service. High school teachers had an average of 10.8 years of experience while elementary teachers averaged 4.9 years.

There was only one beginning teacher on the elementary level, and no beginning teachers on the high school level. One high school teacher had 26 years of teaching experience, and an elementary teacher had seven years of experience in one school.

Table 2

PERSONAL BACKGROUND
AGE, EDUCATION, AND EXPERIENCE
OF MONTANA S. D. A. TEACHERS

	Men	Women	Elementary	High School	Total Group
Average Age	37.7	36.2	29.8	39.6	36.9
Mean Years of College	5.8	4.0	4.0	5.2	4.6
Mean Years of Experience	9.2	6.0	4.9	10.8	7.8

Table 3 listed the people that Montana S. D. A. teachers indicated had influenced them in their choice of teaching. The figures seemed to reveal that the mother had the greatest amount of influence in the immediate family, 22.7 percent. Also noted was that 30 percent of the elementary teachers and 16.7 percent of the high school teachers indicated a strong mother influence. This seemed to indicate that mothers had a greater influence on elementary teachers than on high school teachers. Also the

Table 3

PEOPLE WHO MONTANA SEVENTH DAY ADVENTIST
TEACHERS THOUGHT INFLUENCED THEM TO
CHOOSE EDUCATION AS A CAREER

Family and Relatives	Total Group	Men	Women	Elementary Percent	High School Percent	Total Percent
Mother	5	2	3	30	16.7	22.7
Immediate Family	3	2	1	20	8.3	13.5
Sister	2	2			8.3	9.0
Father	1	1		10		4.5
Brother	1				8.3	4.5
Grandmother	1		1		8.3	4.5
Brother-in-law	1	1			8.3	4.5
Grandfather	1		1	10		4.3
No Recalled Influence	<u>7</u>	<u>5</u>	<u>2</u>	<u>30</u>	<u>41.9</u>	<u>32.5</u>
Totals	22	14	8	100	100.0	100.0

figures seemed to reflect that the mother influenced more women, 37.5 percent, than men, 15.0 percent, to choose education.

The husband or wife in the immediate family appeared to exert the next greatest influence on the choice of teaching. Here 15.0 percent of the men were influenced by the wife, and only 12 percent of the women were influenced to teach by their husbands.

A sister's influence seemed to account for the choice of 15 percent of the group to teach. This 15 percent was composed of two men who were younger than their sisters and were teaching on the high school level.

This investigation seemed to indicate that the father had no greater influence on teachers and their choice of teaching as a career, than a brother, grandfather, or grandmother. The study showed that about one-third of the group indicated little or no recalled influence from the family or relatives.

Others who seemed to have an influence on the teacher's choice of education listed in Table 4 were superintendents, and classmates, 13.6 percent each. About one-sixth of the men were influenced to teach by classmates and superintendents, while about one-eighth of the women were influenced by this group. Also noted was that about one-sixth of the men who were high school teachers were influenced to become teachers by superintendents.

The present investigator's study noted that 27.7 percent of the sample indicated the teacher's influences as the major item in their choice of education as a career.

In this study, 45.4 percent of the men seemed to feel that teachers

influenced them to choose teaching, while only 27.3 percent of the women indicated the teacher's influence as a factor. One of the men teachers expressed the teacher's influence on his choice of teaching in this way, "There were a number of good teachers that I had during my grade school and high school and college experience who impressed me with the fact that they were doing a fine work. I believe that I am now indebted to them for the choice that I made." One of the women teachers expressed her teacher's influence on her choice of teaching in these words, "The main thing that really stands out in my mind are those two teachers in high school; they were really outstanding and wonderful women. And I admired them so much, and they really instilled in me a desire to go on to school, and I suppose because they'd been such good teachers, that is one reason I wanted to be one."

Table 4

PEOPLE WHO MONTANA SEVENTH DAY ADVENTIST
TEACHERS THOUGHT INFLUENCED THEM TO
CHOOSE EDUCATION AS A CAREER.

Others	Total Group	Men	Women	Elementary Percent	High School Percent	Total Percent
Teachers	16	10	6	60	83.3	72.7
Superintendent	3	2	1	10	16.7	13.6
Classmates	<u>3</u>	<u>2</u>	<u>1</u>	<u>30</u>	_____	<u>13.6</u>
Totals	22	14	8	100	100.0	100.0

Classmates in this study seemed to exert a greater influence on teachers on the elementary level (13.6 percent) than on teachers on the high school level. An interesting side light on classmate influence was that two of these elementary teachers were roommates in college and influenced each other toward the teaching profession.

In Table 5 were indications of how the group ranked the types of personal influences involved in their choice of teaching as a career.

The teacher's example seemed to be ranked the highest with 59.0 percent. Again, the high school teachers, as was noted in Table 2, seemed to indicate a greater influence by the teacher's example than did elementary teachers.

Table 5

TYPES OF PERSONAL INFLUENCES THAT MONTANA SEVENTH DAY
ADVENTIST TEACHERS THOUGHT CAUSED
THEM TO CHOOSE TEACHING

Type	Total Group	Men	Women	Elementary	High School	Total Percent
Teacher's Example	13	9	4	5	8	59.0
Mother a Teacher	3	1	2	1	2	13.7
Sister's Example	2	1	1	1	1	9.0
Father's Example	1		1			4.6
Mother's Example	<u>3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>13.7</u>
Totals	22	13	9	10	12	100.0

Table 6 noted the influence of conversation as indicated by this group. The conversations with teachers seemed to encourage future teachers to choose education, and was rated at 36.4 percent. Parents were ranked next in conversational influence, with about half the percentage of teacher influence, of 18.3 percent. Superintendents' influence in conversation with prospective teachers was rated the same as parents, at 18.3 percent. The prospective male teachers appeared to be influenced more by conversation than did women. In fact, the percentage for men approached twice that for women. This was not so in Vander Zee's study in which the women indicated that they were influenced about twice as often by conversations as the men.¹⁶

Table 6

TYPES OF PERSONAL INFLUENCES THAT MONTANA SEVENTH DAY
ADVENTIST TEACHERS THOUGHT CAUSED
THEM TO CHOOSE TEACHING

Conversation of	Total Group	Men	Women	Elementary	High School	Total Percent
Teacher	8	6	2	2	5	36.4
Minister	1		1	1	2	13.5
Parents	4	3	1	2	2	18.3
Classmates	3	2	1	3		
Little Recalled Influence	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>31.8</u>
Totals	22	14	8	10	12	100.0

¹⁶Vander Zee, Op. Cit., pp. 10-11.

Table 7

FINANCIAL FACTORS THAT MONTANA SEVENTH DAY
ADVENTIST TEACHERS THOUGHT INFLUENCED
THEM TO CHOOSE TEACHING

Finances	Total Group	Elementary Percent	High School Percent	Total Percent
Scholarships	2	10	8.3	9.0
Security for Future	5	30	25.0	22.7
Lack of Funds	5	30	16.7	22.7
Negative Influence	4		33.3	18.1
G. I. Bill	3	10		13.5
Summer for Work	1	10		4.4
No Recalled Influence	<u>2</u>	<u>10</u>	<u> </u>	<u>10.6</u>
Totals	22	100	100.0	100.0

Table 7 listed financial factors that Montana S. D. A. teachers thought influenced them to choose teaching as a profession. Financial security appeared to influence the younger teachers more than the experienced teachers. This might have been reflected in the fact that those who had taught longer felt more secure than the younger teachers. The younger teachers generally lacked the financial security in retirement benefits, social security and other assets, possessed by those of more mature years. This could have led them to think more about financial security and finances in general. It was noted that 22.7 percent of

Montana S. D. A. teachers rated financial security as an important item.

There were 18.1 percent that seemed to feel that finances were not an attractive influence in their choice of teaching. Approximately one-fourth of the teachers indicated that they had taken a drop in pay to enter the profession. Here the idea of service to youth appeared to be the persuading factor.

Lack of finances in college attracted 22.7 percent of the group into the teaching field. They had hoped and planned to enter other professions, but did not have the financial support to meet educational expenses.

This study noted that motives expressed by these teachers revealed a high degree of sincere convictions that included a liking of young people and a desire to make a substantial contribution to the welfare of youth.¹⁷

These convictions appeared to be revealed in the 86.3 percent of teachers in this investigation who indicated the desire to serve youth through teaching. This seemed to be one of the most outstanding influences that were expressed by both men and women in this study.

In Table 8 a number of organizations were listed that seemed to have had an influence on Montana S. D. A. teachers. At the top of the list was the Sabbath School which 22.7 indicated as an influence. This perhaps exerted an influence because they had gotten an idea of their success in church youth work. Further, Waldrip's study¹⁸ of teachers seemed

¹⁷Best, Op. Cit., p. 219.

¹⁸Waldrip, Op. Cit., pp. 566-571.

to point out that teachers were active in church work and youth work, which may have pointed up a general interest in working with church youth.

Table 8

ORGANIZATIONS THAT MONTANA SEVENTH DAY
ADVENTIST TEACHERS THOUGHT INFLUENCED
THEM TO CHOOSE TEACHING

Organizations	Total Group	Elementary Percent	High School Percent	Total Percent
Sabbath School	5	30	16.7	22.7
Summer Camp	5	20	25.0	22.7
Vacation Bible School	1	1	8.3+	4.5+
Pathfinder Club	2	10	8.3+	9.1
Master Guide Club	2	10	8.3+	9.1
Teacher's Clubs	3			13.6
Student Club	2	10	8.3+	7.1
No Recalled Influence	<u>2</u>	<u>20</u>	<u>25.0</u>	<u>9.1</u>
Totals	22	100	100.0	100.0

There were also 22.7 percent of the Montana S. D. A. teachers that indicated summer camp as an influence toward teaching. Here again a close contact with youth was experienced and as one teacher stated, "I made my decision to teach while at summer camp." Another teacher stated, "I attended summer camp and this was.....an influence."

Teacher's Clubs appeared to have only a minor influence, along with Pathfinder Clubs.¹⁹ Most of the teachers stated that they had made their decisions to teach before they joined a teacher's club. Only three teachers out of the twenty-two indicated that teacher's clubs had influenced them to teach. Student school clubs and Master Guide Clubs²⁰ were given as minor influences. One teacher stated that, "In college working with student association affairs, choir and band trips....I felt that (teaching) was a very fine type of work. I think that this must have had some influence." Two teachers indicated school clubs were an influence.

Only two teachers or 8.6 percent of the Montana S. D. A. teachers indicated that the Master Guide Club had influenced them to choose teaching. This investigation appeared to indicate that this club had little influence toward choosing teaching among Montana S. D. A. teachers.

¹⁹Pathfinder Club is a youth club similar to the Boy Scout Club.

²⁰Master Guide Club is an organization for youth ages 16-30.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A taped interview was conducted with each of the 23 teachers in the Montana S. D. A. schools. These interviews were typed and the data tabulated. These interviews were included in the appendix of this paper.

The purpose of this research was to attempt to determine what factors most influenced Montana S. D. A. teachers toward the teaching profession, and what people had an influence in their choice of teaching as a career.

The study seemed to indicate that teachers exerted the greatest influence on prospective teachers and their choice of teaching as a career. Further, the idea of service to mankind seemed to be a big influencing factor on Montana S. D. A. teachers and their decision to teach.

Finally it was noted that Montana S. D. A. teachers had an average age of 36.9 years, and the group was composed of 60 percent men and 40 percent women. They had an average of 4.6 years of college education, with three teachers who had advanced work beyond the Masters Degree. This group had an average of 7.9 years of experience. There was only one teacher who had no previous teaching experience.

Conclusions

This study seemed to reveal that teachers exerted the greatest influence on those who later entered the profession by the example they set and the counsel they gave people who later became teachers.

The mother appeared to be the next most important influence, along with

the conversation of both the parents. Parents who were in the teaching profession were not listed as a major influence toward the profession by Montana S. D. A. teachers. Other family members seemed to have had very little influence.

Aside from the family, others who these prospective teachers indicated influenced them were superintendents, ministers, and classmates. Conversations with these three groups of people were indicated to be an effective method of influence.

Another factor was service prospective teachers thought they could give to students. This accounted for about 95 percent of persons who later became teachers. Sabbath Schools, summer camps, school clubs, teacher's clubs and Pathfinder Clubs, were listed as organizations that influenced this group of persons to become teachers.

Finally the evidence from this investigation would seem to indicate that the amount of money they would earn was a matter of concern for some of the younger teachers. Scholarships were mentioned by ~~only~~ two of the teachers as an influence toward the profession. Nearly one-fifth of the group indicated that they had taken a reduction in salary when they decided to become teachers.

Recommendations

In light of the findings and conclusions, several recommendations are proposed regarding the factors that influenced Montana S. D. A. teachers to choose education.

1. School administrators should have a knowledge of the factors that influence students to choose teaching as a career to aid the

administrators in teacher recruitment.

2. Teachers should be informed of their share of the influence in recruiting students for education so that they might be more effective in their profession.
3. Educational leaders should encourage, support, and promote organizations which seem most effective recruiting sources for future teachers and in this way help attract more teachers to the profession.
4. Teacher education schools should encourage the most talented and inspirational teachers to serve as instructors in these institutions.
5. Educational leaders should provide financial aid to those talented and promising students who need assistance.

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APPENDIX

APPENDIX A
QUESTIONNAIRE

FACTORS THAT MONTANA S. D. A. TEACHERS
THOUGHT INFLUENCED THEM TO CHOOSE
TEACHING AS A CAREER

- I. 1. Did one or more members of your immediate family influence you to choose teaching as a profession?
Details: How do you think this person or persons influenced you?
2. Did one or more of your relatives, other than your immediate family, influence you to teach?
Details: How do you think this person or persons influenced you to teach?
3. Did one or more members of the Adventist Church influence you to teach?
Details: How do you think this person or persons influenced you to teach?
4. Did one or more of your classmates influence you to teach?
Details: How do you think this person or persons influenced you?
5. Were there any other people other than those mentioned above who influenced you to teach?
Details: How do you think this person or persons influenced you?
- II. 1. Was financial security, remuneration, an influence in your choice of teaching as a profession?
Details: In what way do you think this influenced you?
2. Do you believe service to man was an influence to choose teaching?
Details: Could you explain?

3. Were there any activities that you can think of in working with children before you were a teacher, that influenced you to teach?

Details: Could you explain how?

4. Were there any school activities that caused you to choose teaching?

Details: Could you explain how?

5. Were there any other factors that you can think of that influenced you to teach?

Details: Could you explain how?

APPENDIX B

FACTORS THAT MONTANA SEVENTH DAY ADVENTIST TEACHERS
THOUGHT INFLUENCED THEM TO CHOOSE
TEACHING AS A CAREER

These interviews with Montana Seventh Day Adventist teachers formed the basis of this study of the factors that Montana Seventh Day Adventist teachers thought had influenced them to choose teaching as a career. These interviews were recorded as direct quotes of the Montana Seventh Day Adventist teachers.

FACTORS THAT MONTANA SEVENTH DAY ADVENTIST TEACHERS
THOUGHT INFLUENCED THEM TO CHOOSE
TEACHING AS A CAREER

Interview with Larry, an Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession? If so, how did this person influence you?"

"No, I can think of no member of my family who influenced me to take teaching as a profession."

"Did one or more of your relatives, other than your immediate family, influence you to teach? If they did, how do you think this person or persons influenced you?"

"I can think of no relative, either, who influenced me to take teaching."

"Did one or more members of the Adventist Church influence you to teach? If so, how do you think they influenced you?"

"There were a number of good teachers that I had during my grade school and high school experience and college experience who impressed me with the fact that they were doing a very fine work. I believe that I am now indebted to them for the choice that I made. I was so impressed when I was younger by these fine teachers and their dedication and how much good they accomplished, and I wanted to do the same."

"Would you say then that teachers were an influence?"

"Very definitely. I think the good teachers that I had were probably the most important influence that I had outside of my own plans and my own thinking."

"Did one or more of your classmates influence you to teach? If so, how did they influence you?"

"No, I really don't think so; in fact, most of my classmates, along with myself, were quite determined that we wouldn't teach, and this decision was made quite some time after I left school, and I can't think of any classmates who directly influenced me toward teaching."

"Were there any other people other than those mentioned previously, who influenced you to teach? If so, how did they influence you?"

"Well, I was influenced by my immediate supervisor, my conference president when I was a pastor, who extended the call to me; and his confidence in my ability to do this, coupled together with the fact that I very much liked the school environment and the educational opportunities that would come from being in school, were quite important in influencing me. If he had never asked me to go into teaching, I probably never would have."

"So this was the influence of a conference president in this case."

"How many years have you taught here?"

"I'm just towards the end of my sixth year of teaching."

"You have taught five years complete?"

"Five years and about three fourths now."

"We will go into the second section of this questionnaire. Was financial security an influence in your choice of teaching as a profession? If so, explain."

"No, not really; in fact, I had to take somewhat of a financial cut in order to go into teaching--not much, but a little, and this was not a factor in influencing me to go into it--possibly to stay out of it."

"Do you believe that service to man was an influence in your choice of teaching; and, if so, could you explain?"

"Well, I chose teaching primarily I think because I had a desire to be of service to young people, and this is the age environment that I like to work with, especially; and in my pastoral work I find that I enjoy working with the younger group generally than I did the older ones, and this desire to serve this particular age group was a great influence in my life to go into teaching."

"Were there any activities that you can think of that you were working with children prior to your choice of teaching; well, you've already answered that; and your work with young people, this was an influence you feel."

"There were some things that helped along this line; for instance, I attended summer camp, and this was somewhat of an influence because I enjoyed summer camp very much. And also, I was in contact with several youth groups during summer camp meetings. This also gave me an opportunity to work with them, and I enjoyed it. I think, primarily, however, it was the many activities that I was able to carry on with my fellow classmates when I was in school that were a great influence in my life because I enjoyed these so much--the opportunities I had when I went to school under good teachers that I hope I can pass on some of these same good opportunities to other young people."

"Now you mention school activities. Could you explain the type of school activities, and if they had an influence in your choice of teaching?"

"When I was in grade school, for instance, we were privileged to have teachers who took us on camp trips and nature outings, many different kinds of outdoor activities, and parties, and I felt that this was a very great and good influence on my life. Also in academy I felt that when I

was attending the secondary boarding school, the Christian school, the influence of the teachers was, I felt, very good on the students. I could see how it molded lives. And then in college I especially became acquainted with certain teachers who had a great influence on me in such activities as working in student association affairs, going on trips together--choir and band trips, other types of activities for promotion for the school; and all these things in association with teachers, I felt that this was a very fine type of work. I think that this must have had some influence."

"Were there any other factors that perhaps we haven't covered that you wish to explain or point out as an influence in your choice of teaching?"

"I felt that when the offer came to go into the educational field, I should accept, because of the confidence that was placed in me by my superiors, along with the conviction that this was a call from God."

Interview With Jeanne, an Academy Teacher

"First, I would like to ask this question: How many years have you been teaching school--elementary as well as secondary?"

"Just one year of elementary, and then this year of secondary."

"So it is one complete school year for the elementary, and part of a year for the secondary."

"Did one or more members of your immediate family influence you to choose teaching as a profession? This could be your mother or father or sister or brother."

"No, not that I can think of."

"Did one or more of your relatives, other than your immediate family, influence you to teach; if so, how do you think they influenced you?"

"No, I don't think so."

"Did one or more members of the Adventist Church influence you to teach; if so, how did they influence you?"

"One of the elders in the church did. It was one summer, I was going to be a nurse, and this summer I had finished the pre-nursing at Walla Walla College and I didn't have the money to go into nurses' training, and I couldn't seem to find a job, and I didn't know what to do. So he came just then and asked me if I wouldn't like for them to send me to college that summer on a teach-the-next-year format, so I did, and I don't know, it was a way to put an end to confusion!"

"Well, this would be one or more members of the Adventist Church who influenced you here, wouldn't it, as Elder Emory was a member of the church and Educational Superintendent, and this would be an answer to the next question; you might have others that you want to add."

"I could probably say the Parkers and Mr. Ashbaugh, too, because I admired them. They were probably the most outstanding teachers I had. Now I look back that they were good teachers; I don't know at the time that I thought I wanted to teach then, but I admired them."

Did one or more of your classmates influence you to teach; if so, how did they influence you?"

"One of my classmates was teaching at the time, but I don't think I can really say that it had too much to do with it."

"Were there any other people other than those mentioned previously who influenced you to teach; if so, how did they influence you?"

"No, not really. Like I said, the Parkers and Mr. Ashbaugh, the teachers I admired, but I can't think of any others."

"Now we will go into the next section here. Was financial security or financial pay (remuneration) an influence in your choice of teaching as a profession?"

"No, I don't think so, because I didn't even know what I would get paid until that first paycheck came; I had no idea what they would pay me. They sent me to school, this had more to do with it than the money I would make afterwards. The fact that I got free tuition and free train tickets back had something to do with it, I'm sure."

"Do you believe service to man was an influence to choose teaching, the idea of service; if so, would you explain?"

"I'm sure it was; I originally wanted to be a nurse which was also a service to man, and like I said, I didn't have the money to be a nurse at the time, and I got started in teaching and I liked this, and I think it is probably just as much a service as nursing, and I don't have a desire

to change anymore, and I look forward to teaching now that I have my degree."

"Were there any other activities that you can think of where you were working with children before you were teaching that might have had an influence; if so, explain them."

"I went to Junior Camp a couple of times."

"Do you think that this was an influence?"

"Yes, I liked it and enjoyed it, I'm sure, and anything that was done with children before probably, you know, made me think that I would like something like this. If I hadn't had any brothers and sisters and had never had anything to do with children, I'm sure I'd have been scared of it, scared to try it."

"Were there any school activities that you can think of that caused you to choose teaching; if so could you explain?"

"I don't think so."

"Your direction at the time of the academy was in another area, you were thinking of nursing as you mentioned."

"Were there other factors that you can think of that influenced you to teach, and if so what were these?"

"I would say now that the biggest factor is that my husband is a teacher, and wherever he is teaching there is usually an opening waiting for me."

Interview With Kathy, an Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession; if so, who, and how did they influence you?"

"Perhaps my mother; she always wanted to be a teacher, and she felt badly because she never got to finish school."

"So you feel that your mother would have had an influence?"

"Yes."

"How did you become aware of this influence?"

"She talked about it ever since I can remember."

"Did she talk to you about being a teacher?"

"Well, not so much of being a teacher, as she always talked to me about that I would go on and finish college and, I don't know, I always felt that it was teaching that she wanted me to do."

"Did one or more of your relatives, other than your immediate family, influence you?"

"No."

"Did one or more members of the Adventist Church influence you; if so, how do you think that they influenced you?"

"I don't think they did."

"None in the Adventist Church?"

"No, because I didn't go to academy, and I pretty well knew what I was going to do until I went to college."

"About when did you make this decision?"

"Well, I think it was through a couple of high school teachers that that I had who were very fine women, they were very good Christian women, and I think they probably influenced me more than anything."

"How do you think your classmates influenced you, if any?"

"Now, do you mean in high school?"

"Any grade in school."

"Probably in college, not in high school, because not any of them even thought of going on. I think probably some in college."

"Do you recall any outstanding influence in college?"

"Not particularly."

"So perhaps this wasn't one of the major influences."

"No, I don't think it was."

"Were there any other people that I haven't touched on here that influenced your desire to teach?"

"No, I don't think so."

"Maybe I should go back to question number three. Of course, you probably didn't have too close a contact with ministers."

"No, you see we just, matter of fact, we didn't even have a church there until I was up in high school, and then they just came once a month, or maybe not that much. We just had a little tiny Sabbath School. Really the only minister I remember is Elder Taylor because he started ministering and lived in our home. And I think probably he and his wife had more influence on us, our whole family, than anyone."

"Going on to the next section here, was financial security or remuneration, an influence; and if so, could you explain?"

"No, at that time I hadn't thought too much about money, because I hadn't had to worry about it."

"Do you believe that service to mankind was an influence in your choice of teaching; if so, how was it?"

"Oh, I think so. I think probably because of my mother again; everything she did was for someone. She never thought of herself, and she really instilled that within us, and that probably had a lot of bearing on it."

"Were there any activities that you carried on prior to your choice of teaching, with children, that influenced you?"

"No, just taking care of my own brothers and everybody at home; otherwise, no."

"Were there any school activities that you can think of, college level, or grade school level, or high school, that caused you to choose teaching?"

"No, not really."

"Were there any other factors that you can recall that were an item of influence for you to choose teaching?"

"I suppose it seems strange, but I really can't think of any. The main thing that really stands out in my mind are those two teachers in high school, and they were really outstanding and wonderful women. And I admired them so much, and they really instilled within me a desire to go on to school and I suppose because they'd been such good teachers, that is one reason I wanted to be one."

"So you would say the two main influences then in your life in your choice of a profession, were your mother and these two teachers?"

"Right."

"Now this may be a little difficult, but do you feel that your mother had more influence in your choice of teaching or the teachers?"

"I believe the two teachers had more influence, really."

"If you have no other item that you can think of, this is all that I have."

"It might be interesting, I remember the one reason I thought a long time ago I'd like to be a dean was because of Miss Foreman."

"Another teacher?"

"Yes. I admired her so much, and I can still remember many of her worship talks."

"Miss Foreman, she was in Walla Walla?"

"Yes--dean. She was one of the finest deans that our colleges ever had, and she was dean when I first went there, and I really admired her, and I can remember many of her talks, I can remember what she wore, how she walked, how clean she kept the dorm, and so she really inspired me as far as wanting to be a dean."

"I see, so there is another teacher's influence."

"Yes."

"Well, this seems to be the most prominent part of influence in the choice of teaching, the teachers themselves."

"I think it is."

Interview With Bob, Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession; if so, could you explain who, and how they influenced you?"

"No, there wasn't anybody."

"There wasn't any influence as far as your immediate family?"

"No."

"Did one or more of your relatives, other than your immediate family, influence you to teach?"

"No."

"There wasn't any influence there?"

"No."

"Did one or more members of the Adventist Church influence you to teach?"

"No."

"Did one or more of your classmates influence you to teach; if so, how?"

"No."

"Were there any other people other than those mentioned previously who influenced you to choose teaching; if so could you name those people and how they influenced you?"

"No. They just asked me to come here and work and run this shop as an industry for the school, and then they wanted me to start teaching a shop class, so that's why I got started teaching."

"Now who are these people?"

"Elder Ricewig was the one who asked me to come here."

"And then who asked you to start teaching classes?"

"I suppose it was one of the principals at that time. It would be Mr. Emmerson. He was the principal at that time."

"So he would be the individual that influenced you to start teaching, as such?"

"Yes."

"Even though you may not have thought of it in that way. I could see that this could be, by merely asking you, there wasn't any influence that you chose to teach, they just asked you to teach, and you chose to come and do it."

"Yes."

"Was financial security a factor in your choice of teaching?"

"No."

"Now, do you believe that service--the way that you could be of service to man--influenced you to choose to teach here at the Academy; if so, could you explain?"

"That probably influenced me to stay and keep teaching."

"But it wasn't the beginning---?"

"Not the beginning, no; it was to come here and run the shop. It was to help the boys and be of service to the denomination and the school."

"Now, were there any other times before you actually started in teaching, and working here in the shop, that you maybe worked with some young people, and you felt that this was an influence for you to choose teaching?"

"I worked at Montana State College for the Rural Engineering Department,

and I used to put on lab demonstrations there, but I don't suppose that influenced me much."

"Whatever you feel it is, whether you think that it kind of had a little influence or not, it is just whatever you feel."

"Were there any school activities maybe during your school life that kind of influenced you to choose teaching as a profession?"

"No, there wouldn't be."

"Are there any other factors, or any other items that had you think of teaching; if so, could you explain a little bit?"

"No, I don't know of any."

"You can't think of any?"

"Just being here at the school and working with the boys in the shop. I could see the need of teaching them."

"Yes, there is the service to man idea that comes up."

Interview With Arladelle, an Academy Teacher

"How many years have you taught since you got your college degree?"

"Nine years."

"Did one or more of your immediate family influence you to choose teaching as a profession?"

"My father was in the educational work for years; my mother did private piano teaching; my grandmother did teaching; we had lots of it in my family, and so it has probably been a natural thing, without my even thinking about it."

"Would you say that as you think back on it now, that this was a decided influence?"

"No."

"Did one or more of your relatives, other than your immediate family, influence you to teach?"

"I don't believe so."

"Did one or more members of the Adventist Church influence you to teach?"

"My teachers."

"Your teachers?"

"When I was in grade school my teacher felt I was a born teacher--she thought I should be a grade school teacher. Each level of school that I took made me want to teach that level after I had taken it."

"Could you explain just a little more about how your teachers influenced you?"

"I would have an opportunity to do a lot of helping teaching the different students in the room. It was in a country school type of thing,

so I had quite a bit of experience there, and I did some private piano teaching when I was just in grade school."

"Did you enjoy it?"

"Oh, yes, and the more I got into music the more I was certain that this was what I wanted to do."

"Did one or more of your classmates influence you to teach?"

"I don't think so, not that I remember of anyway."

"You don't remember of anyone?"

"Not any particular person."

"Were there any other people that I haven't mentioned, or perhaps you haven't mentioned, that had an influence in your choice of teaching?"

"I had music teachers in academy and in college that certainly inspired me for teaching music."

"Now we will go to the next section of questions and this will include items other than people. Was financial security, or remuneration or financial pay, an influence in your choice of teaching as a profession?"

"No."

"Do you believe that the idea of service--service to mankind, service to students--was this an influence in your choice of teaching?"

"Yes, I wanted others to be able to know something of the joys that music could bring in their life. I think there is so much more to music than the average person is aware of, and I really wanted to try to accomplish this, although since I've been in it now, I don't feel that it is a kind of discouraging thing, since it takes so long to accomplish it."

"You have taught on two levels, on college level and academy level. Which seems to be the level that brings the most satisfaction?"

"I definitely hope to be able to teach in college someday again. There is where I felt I could give my all, and have it be desired. In academy, or in high school level, you have to do so much baby-sitting to get rid of their restless energy, instead of teaching the material, and this is why I enjoy college level more."

"You mentioned this, I think you've answered this before, but we'll ask it again in case there are any other items. Were there any other activities that you could think of in working with children before you were a teacher that influenced you to teach?"

"Well, I don't think of any additional ones; I enjoyed teaching even the young people to have them discover that they could actually learn something about it."

"And this was actually in the elementary level?"

"Yes."

"You were a kind of a teacher's helper or assistant?"

"Yes."

"Were there any school activities that you can think of that caused you to choose teaching?"

"Again, the music teachers were the most interesting to me. We had an excellent music teacher when I was in grade school, and she did all kinds of class activities with rhythm bands, and a lot of singing, and parts and things, and to me, this was very interesting, because many of these kids had never had it in their backgrounds at home."

"So mainly, musical activities were the things that inspired you."

"Were there any other factors that you can think of that influenced you to teach, other than those already mentioned?"

"Well, I felt like it would be a rewarding experience as far as our church work is concerned. I felt that it was more of an opportunity to bring spiritual things to students; I think that you're able to do this through music in many ways, and I like individual work with students because I feel I can become acquainted with them as individuals, and help them in their needs besides just their musical needs."

Interview With Floyd, an Elementary Teacher

"How many years have you been teaching?"

"This is my third year."

"Did one or more members of your immediate family influence you to choose teaching as a profession; if so, how do you think they did?"

"My father was dead, and my mother didn't direct me to teaching."

"Did one or more of your relatives, other than your immediate family, influence you to reach; if so, how did they influence you?"

"No, they didn't."

"No influence there either."

"Did one or more members of the Adventist Church influence you to teach; if so, how do you think they did?"

"Well, I had decided to become a teacher, and then my minister and the MV secretary in Arizona kept after me to teach for our denomination, of course, but I had already made up my mind to teach before that, though."

"Did one or more of your classmates influence you to teach; if so, how did they influence you?"

"No, there was no influence there, either."

"Were there any other people that influenced you, and how did they influence you?"

"Yes, they didn't directly say that they wanted me to be a teacher, but I had a teacher in grade school that definitely influenced me to think along those lines, and by her example I thought I'd like to be a teacher."

"Do you think of any other person that might have influenced you?"

"I had a principal in academy that told me when I was a senior that he thought I would be a good teacher, and at that time I didn't know; I really

wanted to be a forest ranger at that time. But he kept telling me he thought I would be a good teacher, and tried to encourage me along teaching lines."

"Was this principal Elder Anderson?"

"No, it was Elder George Smith. He has a brother, Marvin Smith; he's a minister, I believe, in Blythe, California. He has another brother who was principal of San Pasqual Academy for awhile."

"Now we will go on to the influences other than people, perhaps things that influenced you, or activities. Was financial security or remuneration an influence; if so, how do you think it was--would you explain?"

"Yes, although you don't expect to become wealthy in teaching, of course, it had a good retirement program and substantial pay to make a good living, and also the fact that nine months out of the year you could be teaching, and the other three you could possibly be doing something else that you'd like to do, going to school or something like that."

"Would you say then that financial security was somewhat a factor?"

"Yes, because the fact that they need more teachers all the time is probably a pretty good guarantee that you would have a job, as long as you do an acceptable job."

"Do you believe that service to man was an influence to choose teaching; and, if so, could you explain?"

"Yes, I definitely think so. I chose the elementary field because I felt that I could work with the younger ones, because I definitely think that a teacher has an influence on childrens' lives, either for bad or good."

"Were there any activities that you can think of that you took part in before you became a teacher that influenced you in this direction; if so,

could you explain?"

"Yes, I worked as a counselor in one of our Junior Camps one summer, and I went there for the specific reason or purpose to work with young people to see if I would like to teach, and this definitely made the final decision along those lines; I definitely knew then that I would like to be a teacher, after working a full summer with them."

"Were there any school activities that caused you to choose teaching; if so, could you explain?"

"Not directly, I suppose, through the academy, I was thinking possibly along the lines of maybe being a dean in academy one time, but other than that, that's about all."

"Then how about college?"

"I switched more there; I thought I was going to take Religion major there, that maybe I might become a dean or a Bible teacher, or something along those lines. No direct activities as such; I didn't belong to any of the clubs."

"Were there any other factors that you can think of that influenced you to teach; and if so, can you explain how these influenced you?"

"No, I can't, right at the moment."

Interview With Margaret, an Elementary Teacher

"How many years have you taught?"

"This is my first year."

"Did one or more members of your immediate family influence you to teach; if so, how do you think they influenced you to teach?"

"No, my parents were anxious for me to go to college and get a college education, but they didn't ever specify what field they wanted me to go into."

"Just wide open, whatever you wanted to do?"

"Yes."

"Did any of your relatives, other than your immediate family, influence you; and if so, how do you think they did?"

"Quite indirectly my uncle might have; he was a teacher in high school. I always enjoyed talking to him, and he enjoyed the profession very much. I believe he developed the interest in it, although I had never thought of it at the time."

"Did one or more members of the Adventist Church influence you to teach; and if so, who, and how did they influence you?"

"Several teachers suggested that I go into teaching, but I wasn't interested in it at all at that time."

"Do you feel that this was a contributing factor when you finally decided to teach?"

"When several people tell you these things, you think on it. When I was in academy I began thinking of teaching."

"The other was in the grade school level?"

"Well, my earlier years at academy, my freshman and sophomore years,

but in my senior year I wasn't sure if I wanted to be a secretary or a teacher; so I tried secretarial first and came back to teaching."

"Did one or more of your classmates influence you to teach; and if so, how do you think these people influenced you?"

"No, like I say, in my senior year, I was in the secretarial, and they all thought this was a good idea, and we didn't give teaching too much of a thought at that time."

"Were there any other people than those that we mentioned, that had an influence; and if so, who were they, and how did they influence you?"

"No, I really can't think of anyone who told me what field I should go into; except we did have a counselor in our senior year, and he suggested that teaching might be a good field for me, or social work, or something along these lines."

"Working with people?"

"Yes."

"Well now, would you say that the main influence as far as people are concerned, would be this teacher, your uncle, or the influence in the high school; what would you think was the biggest influence?"

"I would say the counselor."

"The counselor was the biggest influence?"

"Yes, he had the tests and things, and he felt that this was one of my strong points--to teach."

"Well, this is the first time I've gotten this, but there haven't been too many counselors around."

"Of course they are associated with the college, and he came down and gave the battery tests for college entrance, and had counseled with

each of us."

"All right, if there aren't any other people you want to mention, we'll go on to the next section. Was financial security an influence in your choice of teaching; if so, could you explain how?"

"Yes, I feel that it was. Of course, when I started to college I wasn't married, and I was trying to think of lines that there is always a need for; and also in mentioning financial aids--there were the government loans."

"Did you take a government loan?"

"Yes, I did."

"And so this loan was an influence in your choice?"

"I had already decided to go into teaching, but I didn't have the money right at the time to go into school, so I don't know whether I would have gone ahead or not, if I couldn't have had the money for teachers."

"Do you believe that service to mankind was an influence in your choice of teaching; if so, could you explain?"

"Yes, I was working for the F. B. I., they got quite a few files in on young delinquents, and I just kind of thought that maybe as a teacher I could help some of these children before they got this far."

"Were there any activities that you can think of in which you were working with children before you chose teaching?"

"Well, I was a Pathfinder Leader, and I had worked in Sabbath School."

"Pathfinder Leader and working in Sabbath Schools, these are two tremendous influences."

"Were there any school activities that you can think of that caused you to choose teaching?"

"I was a member of "Teachers of Tomorrow" but I was already enrolled in elementary education at this time."

"Well, do you feel that this was a contributing influence?"

"Yes, it made me all the more determined that I did want to be a teacher. We took field trips to schools and I rather enjoyed this."

"Were there any other factors that influenced you to think of teaching; and if so, could you explain how?"

"I just enjoyed the school and the classroom and the children, and it just seemed something that I'd be comfortable doing."

"Of all the influences other than people, what do you think was the main influence?"

"Well, sometimes it is hard to say to something you haven't seen yourself, but you know that this is what you want to do, and that you'll be the happiest doing."

Interview With Kraid, an Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession?"

"Indirectly; my mother was teaching."

"How do you think these persons influenced you; for instance, your mother?"

"Just the fact that teaching seems to run in the family. It wasn't too strong an influence."

"Did one or more of your relatives, other than your immediate family, influence you to teach?"

"No."

"Did one or more members of the Adventist Church influence you to teach?"

"No, I don't think so."

"Did one or more of your classmates influence you to teach?"

"No."

"Were there any other people other than those mentioned above who influenced you to teach?"

"I don't think so, you see I entered the teaching field several years after I was out of college. I have been a minister and a missionary to Bolivia, and when I returned for reasons of health, I thought I would enter the teaching field."

"Do you believe that service to man was an influence to choose teaching?"

"Definitely."

"Could you explain a little bit on this?"

"I felt that here was a means by which I would be in the work of God, and I felt that teaching was perhaps a field I could operate in. I had been a minister and a missionary, you know, and I felt that here was a field, too, and perhaps I had more of an aptitude for teaching than for the ministry. I had been a minister and was drafted into the army. I got the call to go to the mission field, and when I was released from the army at the end of World War II, then I went down to Bolivia as a missionary there; and more or less, that was in the field of teaching because the main method of evangelization in Bolivia is in the teaching field. For instance, in every mission area there were a number of schools (now in my mission area there were twenty-five schools) and with my work, more or less to be a supervisor--I was an educational supervisor--and of course, that may have had some influence."

"Were there any activities in working with children that you can think of before you were a teacher, that influenced you to teach?"

"Yes, I had worked with the Master Guide area, and I had done a little substitute teaching before I had gone into the army, and I liked it."

"So you feel that the Master Guide work was one of the items that influenced you toward the teaching profession?"

"Yes."

"Were there any school activities that you can think of that caused you to choose the teaching profession?"

"Well, I'm teaching in the field of English, and I admired very much the English teacher I had for the fourth year in high school, and I was interested in that work. I didn't ever dream of becoming an English teacher as I am now, but it might have had an effect, an influence."

"But at that time, it wasn't a strong influence that you recall?"

"No, it wasn't."

"Were there any other factors that you can think of that influenced you to teach that haven't been mentioned in questions that I have posed?"

"Well, when I was at Pacific Union College, my major was in Bible, and my minor was speech and journalism, and I worked for, and was influenced a great deal, by Dr. Charles Weinager."

"Charles Weinager, he was chiefly a teacher, wasn't he?"

"Yes, I took a number of speech courses from him, and he said to me, 'Now you must understand (although I was going into ministerial work) that teaching and preaching are very close, perhaps are synonymous.' And so, that, perhaps, had an effect."

"As you think of this now, would you say that this was definitely an influence from the standpoint of a teacher?"

"Yes, and I can remember also something that took place. You mentioned a while ago, were there any people in the denomination that influenced me; I said no, but now I am thinking I had a Sabbath School class when I was a senior at St. Helena Sanitarium, the church, and I remember one of the members of the class said to my wife (I was married that year) 'If he doesn't go into teaching, he's missing his calling.'"

"Was this a student?"

"No, she, herself, was a teacher; she was a church school teacher."

"So this is another reinforcement for the teacher influence?"

"Yes."

"Can you recall of any other teacher that had this influence?"

"Other than as I said, my English teacher in academy, and Dr. Weinager

in college, and of course, there was Dr. Merlin Neff, from whom I took journalism at Walla Walla College; I always admired him as a teacher."

"Did you at that time think of the possibility that you might someday become a teacher?"

"No, this wasn't at all."

"Was either one of the three that you mentioned the individual in the Sabbath School class, Dr. Weinager and Dr. Neff?"

"No. I thought that someday if it would have opened up, teaching would perhaps be my field."

Interview With Maurice, and Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession?"

"Not in the immediate family in particular; I think it would be on a more professional basis, and the inspiration of teachers themselves, more than my family."

"Would you say then, as far as you can remember, there wasn't any member of your immediate family that influenced you?"

"As I think back on it, I would say not."

"Did one or more of your relatives, other than your immediate family, influence you to teach?"

"More so, I think would be my brother-in-law, who is a lawyer, who had a little say-so about it, but I don't know whether this had an influence or not."

"How do you think that he had any influence? What, as you think of it now, was the type of influence; how do you think he had an influence?"

"His main influence was that none of my family had completed college, and he thought that with my ability to meet with the public, which he'd recognized through church activities, that perhaps I would make a good public relations man, and this of course in teaching, as I did love music."

"Did one or more members of the Adventist Church influence you to teach?"

"Yes, I would say the large share of my influence did come from a lady in Alaska. I used to sing with her, and she was a musician in her own right, and she used to say that I should go ahead and major in voice and music, and this had a large influence on my coming back to college

and taking some tests in music, and also the various tonal tests they give."

"So as you think of this individual, how did she influence you? Just by telling you that she thought that you would make a good teacher?"

"Yes, I would say so."

"Did one or more of your classmates influence you to teach, after you got into college?"

"No, not particularly, I don't remember any."

"Were there any other people, other than those mentioned previously, that you recall had an influence?"

"Yes, I would say after the Education Department had given me the music tests, and I scored high in these areas, and meeting the public, and music; I had a very high score in aptitude in music, the head of the Music Department himself, Dr. Hamill, had a great deal of influence, and influenced me to major in music."

"So he definitely talked to you about becoming a teacher and going into the profession?"

"Right."

"The next topics that we'll go into are other factors, other than people. Was financial remuneration or security an influence for you to go into education?"

"Only to the point where when I started teaching music, we only had about, as I remember, thirty people in the whole college majoring in music for all of our schools in that area (in Michigan) and I felt that a job opportunity might be quicker in this, but again my love for music would have led me into music more so than this influence, in particular."

"So you would say that it wasn't a strong influence as far as the financial aspect, and it was merely the fact that there would be an opening and you could be of service?"

"Right."

"Now do you believe that service to man was an influence in your choice of teaching as a profession?"

"I think that I did feel that I would like to work with people, particularly academy students, high school age, because, personally I feel that some of the many problems of life are coming to these students, and I felt music would be a way to give them an extra-curricular sideline, which would add interest and something to their lives which would mean something to them; and on this phase, I would say definitely it was an influence."

"Were there any activities that you can think of in working with children before you decided to go into education that were an influence? Perhaps, if there is such an influence, you could explain how it was an influence."

"I wouldn't say children necessarily, but if there were an influence here I would say it would be very minor."

"Were there any school activities that caused you to choose teaching?"

"Yes, I think there was a lot of fun, since I worked in a school with an outside musical group. We used to have quartets, and sang and played. We had a sax quartet, and various things in school, in high school, and I enjoyed the teacher's part in this; in other words, I thought on occasions that it would be fun to be a music teacher. For instance, as I watched the choral director and the band director, just because of the thrill of

music, I thought it would be fun to work a bunch."

"Would you say that the influence of individual people was perhaps a little less than the thought of just the thrill of music?"

"Right. The thrill of music would be the big driving force, I think."

"Were there any other factors that might have influenced you that we haven't touched upon?"

"I think these would be the large things; if it was anything at all, it would be very minor. In fact, I started out to be a minister in college, and I didn't think I'd ever accomplish enough in music. So I think the main factors would be these thoughts in the past about music teachers, and this type of thing."

"So you would say, perhaps the greatest influence as far as you were concerned would be music teachers who inspired you."

"Right."

"They were the ones who perhaps sparked your interest in teaching."

"Right. Particularly Dr. Hamill, the head of the department at Andrews University."

"Were there any other teachers along the line, say, in high school, that were an inspiration to you, or perhaps said you would make a good teacher?"

"Well, we gave an operetta once, as a sophomore in high school, and I played one of the five major roles. We practiced a long time, and I did do a successful job at it; and at this time, Mr. Ribal, who was a teacher of both band and choir (this was during the war years, and we didn't have a lot of personnel) stated that I really should think pretty seriously about either dramatics or going into some phase of professional music

service. Outside of this, I can't think of anything, other than playing in band all my life, that would be an influence."

Interview With Charles, an Academy Dean

"Did one or more members of your immediate family influence you to choose teaching?"

"No, I had decided to teach before I met my wife, and my parents didn't actually have much to do with encouraging me to teach; in fact, at one time my father was kind of questioning my leaving a good job to go back to college to get my degree."

"Were there any of your relatives, other than your immediate family, that might have had some influence?"

"No. I was sharing a cabin back in the woods with a fellow when I was working for the government, and he was going to college. He and some of the people I used to associate with put quite a bit of pressure on me to go back to school."

"What was his aim as far as profession was concerned?"

"He was taking a liberal arts course, towards architecture."

"So did he, in any sense, mention that you ought to be a teacher, or something like this?"

"No, he just thought that I ought to go to college."

"Did one or more members of the Adventist Church have any influence on you to choose teaching?"

"Once I got into college, I didn't know what I was going to do. I had an opportunity to get my G I Bill, and I would lose it, if I didn't take it when I did. I figured I could always get a job, but I couldn't always get someone to help me through college, so I started college. After I got into the courses I was taking, I remembered back to the first Dean of Boys that I had as a student, and he was the one, more or less, who

directed me to want to be a dean."

"Did he by any chance, talk to you about being a dean, kind of leading you in this direction, or did anybody?"

"No, nobody ever did, in fact, he was quite surprised to think that he had that much influence on my life. The year that I started back to college was actually my fourth year of college. I met him when he was selling his furniture and leaving for Hawaii, and I mentioned that it was through his influence that I chose to be a dean as a life work. It's just the thing that the effect that people's lives have on another person, and they know so little of it, the influence that they put on a person."

"Now you mentioned that you went to college, did one or more of your classmates influence you to teach?"

"No, I went to Union College my first two years, and I was alone and had very few friends because I didn't take time to associate, and I stayed by myself. When I met my wife and married her, I really settled down to serious study; my wife, of course, had her degree already, so I had to finish college then. She married me, and when we were married, she impressed me that I should finish college, and by this time I had so much invested in college and an education, that I couldn't do anything but finish, and wouldn't gain anything by quitting."

"Were there any other people, other than those we've mentioned, who had any influence on your life that you remember?"

"There was one man that, when I was a Junior in academy, he kept telling me that I should get a college education, and, of course, I had the idea that I had a real good job waiting; all I had to do was become eighteen and become a citizen. So I just took what he said with a grain of salt."

As the time went on, I discovered that the income that I was getting by the time I got the job, wasn't nearly as good as it looked before I had the job. So, I can say, even though he didn't have any direct influence, his encouragement probably had something to do with my going to college."

"What was this man doing?"

"He was a man that had a very lucrative job in erosion control, and he gave this up to go into denominational work, so he could be working in the denomination."

"So he wasn't a teacher?"

"He wasn't a teacher, he didn't even have a college education. He recognized the value of a college education, and he was doing his best to encourage everybody he could to get a college education."

"Now if there aren't any other individuals that you think were particularly influential in your choice of teaching, let's go on to another section. Was financial remuneration an influence in your choice of teaching?"

"Before I became a teacher, I worked for my paycheck. In other words, I would do the work and draw the pay, and the thing I looked forward to the most at the end of the month was my paycheck. But once I became a teacher, and started teaching, I never thought anymore of my paycheck. I went down and they would tell me how much I was going to make a month, and tell me the benefits I was going to get, and it was "Fine, thank you. Let's go to work now." Money does play an important role in life, but I never tried to dicker for money, because every place I have worked, everyone got the same, anyway."

"So you would say that money had little or no influence as far as

your choice--the security that it might bring of having a steady job?"

"No."

"Do you believe that the idea of service to man was an influence in your choice of teaching?"

"In my specific choice, I think it was. I felt that if I could help one or two kids to get through high school that probably wouldn't have made it unless I encouraged and helped them, that this might make up for the difference in pay that I might be getting in another job."

"Definitely then, the idea of service, and how you could help students through school who would quit otherwise, was part of your paycheck."

"Were there any activities that you can think about in working with children before you became a teacher that might have influenced you some?"

"I was a Sabbath School teacher for early-teens, and I enjoyed this very much. But my main line isn't actually teaching itself, it's the counseling of a dean."

"But you enjoy being a dean, and this, of course, in our situation, is part of the teaching profession."

"Right."

"Were there any school activities that you can think of that caused you to choose teaching as a profession--any activities that you generally carry on in a school?"

"No, I can't think of any. I joined a "Teachers of Tomorrow" Club, but it sort of fizzled out."

"This really wasn't any influence."

"No."

"Were there any other factors, perhaps that I haven't mentioned, that

you felt were an influence?"

"I don't like a strict routine. You work eight hours a day, you get up in the morning, you go through a routine in getting ready for work, then you go to work, then you take certain steps in the job, at quitting time you leave and go home; the work that I'm in, the same two things never happen just alike in any given period of time. And this probably had a lot to do with my choice."

"The fact that you like variety--don't like sameness all the time?"

"Yes."

Interview With Russell, an Elementary Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession?"

"Not directly. I had promised my parents I would finish college, and after I took one year of general studies, then I changed to the teaching profession. So I don't see any direct bearing, other than just indirectly influencing me."

"Did one or more of your relatives, other than your immediate family, influence you to teach?"

"No, no relative."

"Did one or more members of the Adventist Church influence you to teach?"

"Yes, I had two friends that were an influence to me. These were close friends, they were my classmates."

"Could you explain a little bit?"

"I had these two friends in high school, and we were always in the same class, and we graduated together from high school, and we went to the same college and roomed together. And these two boys influenced me to do this."

"What are these two individuals doing now?"

"One is a teacher in an elementary school, and the other is an assistant at the Atomic Energy Commission in Colorado."

"He didn't quite make it into the teaching profession?"

"No."

"So this was two individuals that definitely had an influence on you in regard to your choice of teaching as a vocation."

"Now, you've already answered the next question, which is one or more of your classmates; were there any other classmates that had any influence that you remember?"

"No, I think that I was more closely associated with these two than any others, and they helped me to crystallize my ideas and my goal."

"Were there any other people that perhaps we haven't touched on in the categories that had an influence on you to choose education; were these two individuals the main ones?"

"I would say that these two were the main influences on my decision to choose teaching."

"Was financial remuneration or financial security an influence in your choice of teaching as a career?"

"No, I hadn't thought about the money angle, really."

"You don't think that this was part of an influence?"

"No."

"Do you believe that the idea of service to man, or service to children, was an influence in your choice of teaching?"

"Yes, I think this would be an influence on my decision."

"How was this an influence?"

"Well, I took a general course in my first year in college, and I was looking around to see how I best could fit in, and decided that I would fit in to the teaching profession in the elementary level. Another thing that I like about teaching is, well, I guess I could give you a lot of reasons!"

"Do you feel that working with young people, with the elementary age children, is self-satisfying to you, and, at the same time, gives you an

avenue of service?"

"I think I'd rather work with the elementary level of student than any other level, because I think this is the area where they can be influenced the most. And I think it's the most gratifying because you can pretty well set their character, or at least you can influence them a great deal; whereas, in the high school, the problems are pretty well set."

"Were there any activities that you can think of that you worked with children before you actually went into the teaching profession?"

"Yes, there were the church related activities. I worked in the Junior Division, and in Missionary Volunteer work."

"So in your work in Sabbath School, you were an instructor or a teacher?"

"Teacher, yes, and also an assistant leader, but mostly I was a class teacher."

"At this time, when you were working with these youth, do you remember thinking that you would like to work full time with young people?"

"No, I don't think I recognized it."

"You didn't actually have it crystallized at this point."

"Were there any school activities that you can think of that caused you to choose teaching?"

"In high school there was no "Teachers of Tomorrow" club operating, so there would be no influence there; and in college I didn't--they had a "Teachers of Tomorrow" club, but I was not a member, until after I was probably in junior or senior year, so I don't think that these were an influence, either."

"You don't feel that these had an influence in your choice."

"Were there any other factors that you can think of that might have had an influence?"

"I think that I should mention some professional magazines here. In my course of study I had to use these, making reports, and to get into these, I had to have a broad background, and various articles to read, and this helped me to choose teaching."

"So magazines and articles had an influence; now, were there any other magazines or reading material that, perhaps church related, had an influence?"

"No, just the profession magazines that we found in the library at the college."

Interview With Clinton, an Elementary Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession?"

"Yes."

"How do you think this person or persons influenced you?"

"Example and conversation."

"Could you enlarge on that a little more?"

"My brother is teaching, and was beginning his teaching career at that time, and my mother has tended to encourage us in this line of work."

"Did she come right out and say, well, wouldn't you like to be a teacher, or was she more subtle than that?"

"Very blunt, I would say, not subtle at all."

"Did one or more of your relatives, other than your immediate family, influence you?"

"No relatives."

"No relatives, or any one of that type."

"Did one or more members of the Adventist Church influence you to teach?"

"Friends who are Adventists."

"Friends who are Adventists; how do you think these people influenced you?"

"By example and conversations during college."

"Could you perhaps go into that a little more?"

"During college, two close friends and I roomed together at the college, and of course, we had basic decisions to make; we were thinking along the same lines--we wanted to be of service--and what was the thing that seemed

at hand for us to do--that was teaching."

"So actually you've answered the next question--did one or more of your classmates influence you?--this was at the college level. Was there any influence prior to the college level that you recall?"

"Not nearly so much; I suppose subtle influences, but nothing that bore directly as these decisions during that period did."

"Were there any other people, other than those mentioned before, that influenced you to teach?"

"Well, these would have to have the primary influence; any others would have to be lumped together as a whole, I suppose."

"You don't recall any persons who influenced you, other than the ones you mentioned, just perhaps a lump sum, as you mentioned."

"Was financial security or financial remuneration an influence in your choice of teaching?"

"If anything, it was a drawback, because financial remuneration, of course, seems like one of the least attractive features of teaching."

"So actually this was a negative influence, possibly."

"Right."

"Do you believe that service to man was an influence in your choice of teaching?"

"Very definitely."

"Could you explain that?"

"Well, I think that I was able to grasp the idea that true happiness comes from service in one form or another, and I am trying to apply that."

"Did working with children before you made your decision to teach make an influence?"

"No."

"Were there any school activities that you can think of that caused you to choose teaching?"

"No, I don't really think so."

"Were there any other factors that you can think of that influenced you to teach? Perhaps you could explain, if there are."

"I would like to think, for myself, that I enjoy learning, and this is one of the essential things every teacher should do--is continue learning--continue intellectual development."

"This has a real possibility, doesn't it? You've got to keep up on the current trends and what have you."

Interview With Esther, an Elementary Teacher

"Did one or more members of your immediate family influence you to choose teaching?"

"Well, in a way my mother did, she knew that my grandmother and my aunt had been teachers, and she thought I should be a teacher; she thought I would be the type."

"So your mother kind of had this picked out?"

"Yes, she felt that this was what I should do."

"Did one or more of your relatives, other than your immediate family, have an influence?"

"Possibly my grandfather and my father. My grandfather lived with us until I was twelve, when he died, but his wife had been a teacher, although I never knew her, and he always told me stories about school, and poems on this order; and then my father was always getting school type books and would read to me from animal books and things like this, and he probably influenced me this way."

"Did one or more members of the Adventist Church influence you to teach?"

"No, I really couldn't say that either; unless it was that when I was in grade school I enjoyed helping the others with their work."

"Were there any other people, other than those mentioned above, that influenced you to teach? If so, how do you think these people influenced you?"

"The first year that I taught, my husband was teaching for his second year, and they just simply needed a teacher quite badly in a nearby school, and they came and prevailed upon me. But I had been thinking about it

before this that I would maybe like to teach someday."

"Who were they?"

"This was a school board member in eastern Montana, for a country school. So the very need influenced me, I guess."

"Was financial pay or remuneration or security an influence?"

"It was an influence, although the first time I taught, if it had just been for the money, I would not have."

"So perhaps it had a minor influence as far as giving you security, and so forth."

"Yes."

"Do you believe that service to mankind was an influence; if so, how was it?"

"Well, in a small way, perhaps, and I feel that teachers certainly do a service for mankind; but with my lack of all the education I probably should have, I didn't feel that I would do such a good service. But I felt that this would be an interesting thing to do."

"Were there any activities that you can think of in working with children before you were a teacher that might have influenced you to teach?"

"I did teach a Primary Sabbath School class at College Place; and I can't think of any other right now."

"Can you explain how this influenced you?"

"Well, it was a little taste of working with children, and I began to see how they think and what things they enjoy, and what makes them learn, with visual aids."

"With some of your ability in art and so forth I imagine you used this, did this kind of give you an idea..."

"Yes, it helps. I would say that it did help a lot, an interest in art."

"Were there any school activities that you can think of that might have influenced you to choose teaching?"

"Not particularly, unless this would again go back to grade school where I enjoyed some of my classes that my teachers provided."

"This could be a factor?"

"Yes."

"Were there any other items or factors that you can think of that perhaps I haven't touched on; and if so, how?"

"I doubt if this is important to you, but this is my second year, and perhaps my last year of teaching. But the biggest influence here for me to teach or work; well, possibly there are two: I wanted to work in a church school and get the feel of that, and then the other factor didn't have much to do with teaching, but I needed to spend a year here before I could go to the college here."

"So that would be a side effect?"

"Yes."

"This pretty well covers the questions that I have, unless you have something to add."

"One thing I might add, that I think I would enjoy very, very much, teaching with one or two grades; whereas, I feel inadequate with more than this. This would, if I had opportunity to teach one or two grades, it may influence me to teach longer than just this year."

Interview With Waneta, an Elementary Teacher

"Did one or more of your immediate family influence you to choose teaching as a profession; and if so, how did they influence you?"

"Well, probably two people in my immediate family influenced me, both my mother and father were teachers."

"That's interesting. I remember your mother was, but I didn't realize your father was."

"Yes, my father had taught before my time, however, and my mother taught several years while I was in grade school. And my brother also taught at one time, and my sister also taught, so it runs in the family."

"Do you remember any of them talking to you about choosing teaching?"

"No, that was my own preference ever since I can remember that I wanted to be. I don't know as anyone encouraged me to be that."

"Did one or more of your relatives influence you to teach; if so, how do you think they did?"

"I don't know of any others than my immediate family that encouraged or discouraged."

"Did one or more members of the Adventist Church influence you to teach; if so, how do you think they influenced you?"

"Not directly, I don't think."

"Did one or more of your classmates influence you to teach; and, if so, how do you think this person or persons influenced you to teach?"

"As I can remember from grade school, some of them discouraged me."

"Who?"

"My girlfriend. That was a terrible thing to do!"

"They didn't feel that--they were just giving you friendly advice?"

"They were just typical girls, unhappy with teachers!"

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"Were there any other people other than those mentioned above who influenced you to teach; if so, how do you think they influenced you?"

"I think that teachers influenced me, too, the way they presented some things. School was very difficult for me, and I appreciated the help the teachers gave me. It gave me a desire to want to help others. So I think I'd say that teachers influenced me."

"Let's go to another section. Was financial security or pay an influence for you to choose education as a career; and if so, in what way?"

"No, I don't think I ever thought of the financial end of it. It was a desire to help others."

"Then service to man was an influence."

"Yes."

"How was this an influence?"

"I think maybe as I mentioned before, I could see a real need for youngsters being encouraged when times are kind of rough."

"And then you mentioned earlier that you had gotten help from some teachers, and this, in turn, made you want to pay back, or help others who might have a difficult time."

"I think I saw something that I thought I could do."

"This service to man, then, was an influence through your teachers."

"Yes, very definitely."

"Were there any other activities in working with children that you can think of before you were a teacher that might have influenced you; if so, could you explain how?"

"Little children were always of great interest to me. I have several

neices that I took care of quite a bit, and I think maybe that might have encouraged me."

"Were there any school activities that you can think of that caused you to choose education as a career; and if so, could you explain how these influenced you?"

"I can't remember any activities from grade school, or high school. I think maybe by the time I'd left college I'd already made up my mind, but the "Teachers of Tomorrow" Club interested me; I don't know whether you'd say that influenced me or not."

"You mentioned that you had already made your decision to teach; I'm just curious, when did you make this decision?"

"About the fourth grade."

"About the fourth grade, that's interesting. How many years have you taught? Your total teaching experience?"

"Six."

"Six years. And your husband has taught for seven years."

"Were there any other factors that you can think of that had an influence, that perhaps I haven't asked you about; if so, can you explain how?"

"No, I can't think of anything else. I might mention that in the fourth grade when I made my decision, that was the first year that my mother taught me. We were in a little country school, and I think the family likeness in a small school had something to do with it."

"It is rather interesting that your mother was the instructor at that time. The teacher, would you say then, Waneta, that the teacher, your mother, influenced you to teach?"

"Probably so."

"Were there other teachers that kind of fortified this interest?"

"Yes, even before that, my third grade teacher made quite an impression on me. Up until that time I was very bashful, and teachers frightened me. And the third grade teacher was entirely different, and I had no fear of her."

"Well, then, would you say that your third grade teacher, and your fourth grade teacher, your mother; was your mother as far as you can think of perhaps more of an influence, or vice-versa?"

"I always admired my father, and I think because of that he had about as much influence as my mother."

"So it was probably fifty-fifty, your mother and your father."

"I think so."

Interview with Harriet, an Elementary Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession; if so, how?"

"Yes, I would say that all of the members of the family did."

"Could you explain perhaps who in your family?"

"Well, I might say that we have five children, and that as the older ones were growing up, we found that we needed to increase our income a little bit, and since I had been teaching all my life with them anyway, I decided that that was a good thing to try."

"Now, just going into that a little bit more, were there members of your family, before you were married, that had any influence?"

"Yes, there were a number of people in my immediate family who are teachers; it just sort of runs in the family."

"Do you recall, could you explain this type of influence? If it stands out in your mind."

"My mother was a teacher before me, so that's the first one, you might say."

"Did she inspire you?"

"Not directly."

"I see."

"Because that was a number of years before I was thinking along those lines."

"So you would say, perhaps, that your mother's influence was minor-- it wasn't a major influence."

"I think so."

"Were there one or more relatives, other than your immediate family,

that had an influence; and if so, how do you think they influenced you?"

"I just don't believe I could think of that right away."

"There isn't an outstanding influence there."

"Did one or more members of the Adventist Church influence you to teach; and if so, how do you think this person or persons influenced you?"

"Well, the pastor of the Billings church was the one that got me in on it in the first place, Elder Schultz. There was an emergency that arose and they didn't have a teacher."

"Do you think of any others?"

"No, I had been thinking for some time before that, that I might go into teaching, but I really hadn't intended to do it that suddenly."

"Did one or more of your classmates influence you to teach--this could be in grade school, high school, or college."

"No."

"Were there any other people other than those mentioned above who influenced you to teach; if so, what type of influence was it?"

"I just don't think of anyone at the time, because it has been so many years since I've been in school."

"Now we'll go to the second section of this questionnaire. Was financial remuneration, or security, an influence in your choice of teaching as a profession; and if so, in what way do you think this influenced you?"

"Well, as I said before, we had three children who were in academy and college at the same time, and so I would say that finances did have something to do with it."

"This was a definite influence."

"Do you believe that service to man was an influence?"

"Yes."

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"How do you think that this was an influence?"

"I felt that it was something that was needed, and something I could do to take care of our needs, and do the other at the same time."

"Kind of be of service in the church and as Adventists we think of this angle, I think, perhaps more, than public school teachers."

"That's right."

"Were there any activities that you can think of in working with children before you chose the teaching profession; if so what were they-- could you explain?"

"Yes, when we lived over in Boise I had charge of the Primary Division for a number of years; and also, at camp meeting I helped with it. Then I took the Pathfinder Training Course and worked with Pathfinders. And I suppose that all adds up to teaching, too."

"At the time when you were working with these children, did you think that maybe you would like to teach school?"

"Not at the time."

"Were there any school activities that you can think of that caused you to choose teaching as a profession? This would be in your regular school life."

"No, when I was in school I don't recall ever thinking too seriously about teaching."

"Were there other factors that you can think of that influenced you to teach, other than those I have mentioned?"

"No, those are the main ones."

"This is the end of the interview; just one other item. How many years have you taught?"

"I have taught for eight years."

"This is a continuation of the interview with Harriet. Could you tell us a little bit about the influence you thought about after we had turned off the tape recorder?"

"Ever since I was quite young, I would have a few, a varied number, I might say, of music students on the piano and violin. And I think that probably had some influence, too, in my deciding to take up teaching."

"Well, this really is a form of teaching. Could you perhaps enlarge on this; who influenced you to teach music and so forth?"

"Different people would find out that I could play these instruments, and they would ask me, would I teach their son or daughter. I would generally comply when they asked me to."

"Were these church people--can you think of any individuals?"

"They were mostly church people."

"None of your immediate family, or relatives."

"Not so much relatives, just mostly church members and the few people that the church members would tell them about that weren't church members."

"Any other item you think of?"

"No, that's all I can think of."

Interview With Luther, an Elementary Teacher

"Did one or more members of your immediate family--not your family now necessarily, although that is included--did they influence you to teach, and if you think they did, how did they influence you?"

"Members of my family had nothing to do with it."

"There was no influence from your immediate family, or your wife?"

"Well, yes, my wife would have."

"How did she influence you, do you think?"

"Well, she was a teacher, and I figured I might as well be, too."

"Did one or more relatives, other than your immediate family, influence you to teach; and if so, how do you think they influenced you?"

"No, no one else."

"Did one or more members of the Adventist Church influence you to teach; and if so, how did they influence you?"

"I think there was one. I think that was Brother Schaak, when he led me around the college up there. I was looking for work, and couldn't find any. And he took me by the college and was looking it over, and said, 'Let's go in and see what they've got to offer.' And the next thing I knew I was signed up!"

"This was Montana State, Bozeman."

"Did one or more of your classmates, which would be in any grade in school, have an influence; and if so, how do you think they influenced you?"

"Well, I don't believe any of my classmates did, because when I left academy, I had no intention of ever being a teacher. When I came out of the army, that's when I decided teaching might be okay."

"Were there any other people that I haven't mentioned above; now I

don't want you to think real hard on this, I just want the ones that were an influence on you that you couldn't forget."

"Mr. Parker, boys' dean when I was at Mt. Ellis Academy, would have had more than anyone else, really, because I admired him--he was a good boys' dean, a good teacher, and he had me help him a lot, as far as assistant boys' dean when I was in academy, and that may have had a lot to do with it."

"Now we'll leave people for a bit, and come to other items. Do you think that financial security, or the financial remuneration, had any influence; and if so, could you explain?"

"No, I don't think so, as far as I understand the question, anyway, that I thought I'd be making a lot of money at teaching, no."

"Well, this question has this in it; do you feel that, perhaps, this gave you so much income per month, and that this was a deciding factor, not just one of the contributing factors, that was a real influence; or did you think of financial success?"

"Well, financing probably entered into it. I feel like here I would have more security than I would working in a public school. I don't feel that I would belong there; I'd just feel like I was in the wrong place, really, just like going into a theatre now, you just feel like you're in the wrong place, really."

"So it wasn't, perhaps, the financial, just more or less, the atmosphere, the principles, that you have of school."

"Yes. I've had offers, and people have told me, why don't you try public school. Well, I'd kind of like it, but when I get back thinking about it, well, the way I was led into this, I don't know whether I should

or not."

"Do you believe that service to man, or service to children, was an influence in your choice of teaching; and if so, would you explain?"

"Well, I don't know, except I do like to be around youngsters, and to do things with them; especially ones that are about seventh or eighth grade level, and ones that really like to do things, I really like to work with them."

"Would you say, then, that the idea of service had an influence?"

"I believe it would, yes."

"Were there any school activities that you can think of that led you into your teaching profession, or caused you to choose it; and if there were could you explain a little bit? Maybe I could give you a leading question in this to kind of open up possibilities. This could be any club, or other item, any organization in connection with the school, or any activity, Sabbath School, or what have you."

"No, not that I can think of, not that; because I know now they have the Teacher's Day club, but at Mt. Ellis we didn't have a club like that. I see quite a few in a club like that now, but about the only club we had then was the ski club."

"Were there any other factors that influenced you to teach that you can think of; if so, could you explain?"

"I can't think of any specific one now."

"How many years have you taught, Luther?"

"Seven years."

Interview With Betty, an Elementary Teacher

"Did one or more members of your immediate family influence you to teach; and if so, could you explain how they influenced you?"

"My mother wanted to be a teacher in math, but that's the only one I can think of."

"But did she ever talk to you about being a teacher, as such, or did she merely mention it?"

"No, she just talked about her wanting to be."

"Did one or more of your relatives, other than your immediate family, influence you to teach?"

"No, my grandmother always wanted to be a nurse; she thought that would be a good thing to be."

"Nobody in your immediate family or your relatives?"

"No."

"Did one or more members of the Adventist Church influence you to teach; and if so, how do you think this person or persons influenced you?"

"Well, it wasn't until I got to Walla Walla College that I met any Adventists who influenced me along the way. I had a roommate at Oregon State that was going to be a church school teacher, but I didn't get into that until I went to Walla Walla. My mother thought that physical ed wasn't the best thing, so she thought maybe home ec would be better, and that's why I chose home economics in the beginning, and I carried it all the way through, but I also picked up physical ed."

"So you were actually able to do your mother's suggestion, and your own, too? Now you mentioned, and maybe this is a point we should dwell on, that your mother felt that home ec was something that would be good for you

to take. Did she encourage you quite a bit? Could you explain on this?"

"Well, she thought maybe home economics would be about the best, simply because she didn't like the physical ed like I did. It takes a while when people don't understand that physical ed is necessary for youngsters, all youngsters; but she thought that home ec would be best because Oregon State was very good in home economics."

"Did one or more of your classmates influence you?"

"Yes, at Oregon State, yes."

"She was taking physical education?"

"Yes."

"Would you say, Betty, that this is one of the main influences?"

"Yes, this girl was."

"So it was a classmate that influenced you, perhaps, more than your family influence or any other influence?"

"Yes."

"What year was this in your education at Oregon State?"

"It was in my sophomore year."

"Were there any other people that I haven't mentioned that you can think of, that might have influenced you?"

"Well, when I went to Walla Walla I got acquainted with Miss Flint and Mr. Winter. And I wanted to be a dietician after I got that far in home economics, that was in my junior year, and I thought that would be real interesting. So Miss Flint thought that teaching would be much better, in the home economics field. Then I got to working in the gymn and having classes in physical ed, and I kind of being like a secretary, when Mr. Winter was gone, why then, I took over his classes. So then I thought

teaching would be better, so then I just went ahead with both fields in education."

"Did Mr. Winter influence you toward teaching?"

"Not especially toward teaching, but I thought he was such a nice instructor, and was so patient, and so good."

"His example really was an influence, then?"

"Yes, he never asked us what we were going to do or why we were taking physical education, or what purpose itself; he was such a good example as a teacher, that we always enjoyed him."

"Now let's leave the people that might have had an influence, and let's go to other items, other things that might have influenced you. Was financial security or remuneration, pay, an influence; and if so, could you explain how?"

"No, I don't think I had any thoughts of money advancement, as far as that goes, in choosing my field, or even after I was in it. The dietician, of course, gets quite a little more than a regular teacher, but then after I decided to go into teaching, why, then, there was no money thought there, I don't think."

"Do you believe that the idea of service to man, or service to children in this case, was a factor in your choice of education; if so, could you explain?"

"Yes, I think that if we are going to be of any value to ourselves and to the community, we have to consider the youngsters, how they grow physically as well as spiritually. And I think that in our teaching, we have to bring out these two points to them, rather than for the financial benefit we're getting. We have to serve them more."

"Then the idea of service, you feel, had a real definite influence in your choice of teaching."

"Yes."

"Were there any activities that you can think of that you took part in before you went into teaching that might perhaps have had an influence? If so, could you explain?"

"Well, when I was at Oregon State, the Physical Education Club had several activities, lectures, and different programs you could go to, and see the value of teaching, and the teachers there were so interested in the young people, that it gave me that thought, that they were serving young people, more than themselves."

"This isn't some activity--were you involved in this activity?"

"Only as a listener."

"You actually weren't their leader?"

"No."

"Can you think of any other, perhaps a church activity, that you took part in, as you think of it, that might have had an influence?"

"Well, I was M. V. leader in Ocean Lake, Oregon, and then when I went to Walla Walla, and helped Mr. Winter with the different classes and activities; those were activities I was involved in myself, and I enjoyed these. I was a lab inspector for Miss Flint in home economics, and this helped me to decide, too, that teaching was the thing that I would like to do?"

"Can you think of any other factors that were an influence; if so, explain why?"

"One thing, when I went to college at Walla Walla, I was by myself for

awhile, and could observe the young people there. And I thought that the young people from Montana were friendly, and like the people that I would like to associate with, so I associated with their group. They were such lovely youngsters, well mannered and not boisterous, and I thought that I would like to go to school in Montana and be in Montana."

"Now, Betty, how many years have you taught, through all of your teaching?"

"Well, four years since graduation, and I was a lab instructor for a year at Walla Walla College when I was going there, and then I was physical ed instructor one year in the gym for Mr. Winter, secretary, and so I would say six."

"Are there any other things that perhaps you might want to mention that I haven't asked you that might have had an influence either way?"

"No, I think that is about all."

Interview With Harold, an Elementary Teacher

"Did one or more members of your immediate family have an influence, and if one person or persons did, how do you think they influenced you?"

"Mr. Schaak, I don't think any members of my family had any influence in my entering the teaching field; it was just my own choosing, and the way circumstances worked out."

"Did one or more of your relatives, other than your immediate family, have any influence on your decision?"

"No, none of my relatives did."

"Did one or more members of the Adventist Church influence you to teach; and if so, how do you think they influenced you?"

"Yes, I would say that one of my instructors in college had quite a bit to do with my taking up teaching."

"Who was that?"

"This was Stanley Peterson. He was one of the department heads, and he counseled that teaching would be a good field, one that I would enjoy. And also, Dr. Smith at college said that I would enjoy teaching if I taught; that he enjoyed it very much, and it was a field that was wide open, and needed good teachers."

"Did one or more of your classmates influence you to teach; and if so, how did this person or persons influence you?"

"As I recall, no classmates influenced my desire to teach."

"Were there any other people than those I've mentioned that had an influence; and if so, how do you think they influenced you?"

"I don't believe that there was anybody else, that I can think of at the present time, that had any influence."

"You actually chose teaching at college through Dr. Peterson and Dr. Smith?"

"Yes, that's right."

"We'll leave the section about people now, and go to other items. Was financial security or financial remuneration an influence; and if so, can you explain in what way this was an influence?"

"No, I would say that financially it didn't influence me at all."

"Do you believe that service to man was an influence in your choice of teaching?"

"Yes, I definitely think that phase of it would be true."

"Could you explain this?"

"Yes, being of help to mankind, especially working with children, seeing that they progress and get the most out of education, being good citizens of our country, and better members of our church, and maybe the world field."

"This was an influence then in your choice of teaching."

"Right."

"Were there any other activities that you can think of that were an influence in working with children before your choice of teaching; and if so, could you explain?"

"Well, I don't know, but I know that I always enjoyed young people, and I am young at heart myself, and so I enjoy working with them, and being with them."

"Maybe I should just throw a suggestion: like a Sabbath School class, were there any activities of that kind?"

"Perhaps being a Sabbath School teacher, an M. V. leader, working

with youth, may have had some bearing on it."

"But as you think of it, it perhaps was a minor, or was it a major influence?"

"It was a minor."

"Were there any school activities that you can think of that caused you to choose teaching; if so, could you explain?"

"Any school activities, you mean subject wise?"

"Well, I'm thinking more of the organization type of thing--"Teachers of Tomorrow" clubs or, perhaps, an assembly or a speaker; any activity other than subject material."

"No, I don't believe so, not that I can recall."

"Were there other factors that you can think of that influenced you to teach, other than those that I have mentioned; if so, could you explain how?"

"Well, there was one, definitely, because I was going to enter the ministry, and the two worked in together very well, but I liked teaching good enough that the ministry kind of lost its appeal, you might say, so education gained first preference, after working with young people."

"So there was that factor of influence."

"So this is about the extent that you recall of the influences of our people, or influences by things that happen to you?"

"Yes, of course, I've been always educationally minded, and every chance I've gotten, I've taken a little extra work some way or other. I've always been interested in learning, and that probably had quite a factor in education, too."

Interview with Lowell, an Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching; and if so, how did they influence you?"

"Well, my mother always wanted me to be a minister or a teacher, and I think she was the only one in the immediate family that stressed this when I was young."

"Did one or more of your relatives, other than your immediate family, influence you; and if so, how do you think they influenced you?"

"No, I don't think so, my mother was the only one that I can think of that influenced me."

"Did one or more members of the Adventist influence you; and if so, how do you think they influenced you?"

"Well, I suppose so. Our local minister, Elder Paul Johnson, when he was there, he thought that I would be good in this field; and Elder Emory, the one time M. V. man, stressed education. A former teacher in the field, Ernie Schaak, talked to me about it when we were working in Junior Camp a long time ago."

"Do you think that any of your classmates influenced you; and if so, how do you think they influenced you? This could be in grade school, high school or college."

"Well, there was a little boy and my sister and I used to play school, and we talked about being teachers someday. She is a nurse now. I can't recall anyone stressing that I should be a teacher in college. I took my high school by correspondence, so I didn't have any classmates there."

"Were there any other people, that perhaps I haven't covered, that you might think of, that had an influence; and if so, how did they have an

influence?"

"All through my school years I felt close to my teachers; they've always been, with the exception of one or two of them, understanding people, people that I've admired greatly and looked up to, and because I admired them, I suppose I thought that I would like to be in the same profession they were in. So I would say the teachers that I had."

"Now here comes the payoff question: of all the influences that you had, which do you think were the greatest, or who?"

"Other than my own desires, outside influences? I would say that it was, well, it is a toss-up between my mother and the teachers that I've had. I know that I always loved and respected my mother very much and wanted to please her, and she wanted me to be one or the other, either teach or preach; but, of course, my teachers had a big influence on me as well."

"Your mother was probably more of a constant influence on you."

"I suppose so."

"Let's leave the people that were involved in your life, and let's go to other aspects, other items in your life. Was financial security or remuneration an influence in your choice of teaching as a profession; and what way do you think this influenced you, if so?"

"It had absolutely no influence whatsoever, because I could have been doing just as well or better on the ranch, and I would have loved to have accepted this."

"Do you believe that service to man was an influence in your choice of teaching as a career; and if so, could you explain?"

"Well, very definitely. I found out we get the greatest happiness in life when you do something nice for someone else, and I think it was an

influence."

"Were there activities that you took part in, in working with young people, before you entered the teaching profession that had an influence; if so, could you explain what these were?"

"Well, the one time I was at Junior Camp before I went to college was an enjoyable experience, and then working in our Junior Sabbath School back in the home church. It didn't have very many members, but working in the Junior Sabbath School Department, and then when I was in college, I was working in the Sabbath School almost the whole time I was there. This was a teaching experience, and I enjoyed this."

"Would you say that this kind of led toward your teaching experience? While you were doing this, did you ever think that this would be similar to teaching, and you would like to do this?"

"I think so."

"Were there any school activities that caused you to choose teaching; if so, would you explain what and how?"

"Now, what do you mean, school activities?"

"This could be a career day type of thing, or a club--"Teachers of Tomorrow" type thing, or assembly program, or anything like that."

"Well, a "Teachers of Tomorrow" club definitely played a part here. I strayed from the teaching profession, or planning for the teaching profession while I was in college; I was taking physiotherapy, but even though I was planning to be a physiotherapist, any of my spare credits were in the teaching field. I was always a member of the "Teachers of Tomorrow" Club, and quite often an officer, at Walla Walla College, even though I was planning on being a physiotherapist. I never lost sight of it."

"So you would say that this was definitely an influence?"

"Yes, it was."

"Are there any other items that you can think of, that perhaps I haven't covered, that influenced you in your choice of teaching; and if so, could you explain how they influenced you?"

"Personal characteristics on my part, I always enjoyed being with people, and I have a great love for the out-of-doors, for nature, for biology; to do biological research would be enjoyable, but to teach it and be with other people I thought I would enjoy more."

"And currently you are teaching biology?"

"Yes."

"So you are doing what you like to do."

"It's by far my favorite subject; I'm teaching biology and world history, and I much prefer biology."

"How many years have you taught, Lowell?"

"Let's see, I'm on my seventh year. One year in church school, and six years in academy. I taught biology six years; I have had the other subjects switched around on me as I was needed for another field, and I have helped out in different areas, but I've always loved biology."

"Any other item you can think of?"

"My sister possibly urged me to teach and to work with humanity, rather than with cattle."

Interview With Clyde, an Academy Principal

"How many years have you been teaching?"

"Twenty-six, altogether."

"Now let's go to these questions about the people who influenced you. Did one or more members of your immediate family influence you to take up teaching; if so, how do you think they influenced you?"

"Both my mother and father were devoted Seventh Day Adventists from my childhood, and influenced me to get an education. In the process of my education, I decided to become connected with the school, which would involve, of course, teaching."

"Did one or more of your relatives, other than your immediate family, influence you to choose teaching; if so, could you tell how and who?"

"My two sisters, both went to Walla Walla College and prepared for teaching, and they had a great influence on my life as far as choosing teaching was concerned."

"How did they influence you?"

"Well, just by observing their example. I could see that they were making a success of life, and they were financially independent, and making a worthwhile contribution, and I admired them--they were sort of heroes."

"Did one or more members of the Adventist Church influence you; if so, who were they, and how did they influence you?"

"I suppose the greatest influence on me, other than relatives, was from my church school teacher. I don't think of any particular church member that influenced me, except that many of them said, why don't you get an education and amount to something, and be a teacher or minister, or some general advice along that line."

"They were actually following good counseling principles for teachers."

"Now let's go to your school life. Did one or more of your classmates influence you to teach, and how did they influence you?"

"I don't think that my class members influenced me in any definite way, other than in general terms. However, I had a roommate, who I roomed with both in academy and in college, who was a very dedicated Seventh Day Adventist, and who, of course, encouraged me to get into the Lord's work in some manner."

"Can you think of any other people that perhaps we haven't mentioned, who influenced you; and how do you think they influenced you?"

"Well, many, many people had an influence on my life to some degree; I'm thinking of the Educational Secretary under which I went to college, Elder Bellow, and he, of course, encouraged me to enter teaching; so did H. B. Clement."

"Now here comes the question that maybe you can think of a little bit: Of all the people that you have mentioned, who, would you say, influenced your life the most?"

"By far, my mother."

"She wasn't a teacher, as such, but she was definitely a great influence."

"Right."

"Now let's go to the other section of the questionnaire. Was financial security an influence for you to choose teaching; and what way did this influence you, if so?"

"Of course the financial security was an item; it is an item in, I suppose, everybody's experience, unless they happen to be born with a

silver spoon in their mouth. I believe, however, that if I had had the money, I would have gone into medicine, but I couldn't see any possibility of making that, so I chose another field. My major was business administration, but I wanted to work in one of the Seventh Day Adventist schools, and so, in connection with business administration in the school, I also had to teach, which I was glad to do."

"Do you believe that service to man was an influence in your choice of teaching?"

"There is no doubt about it. I've always been an idealist, and I believed in Christ and His great commission to us, and, as such, I intended to be a teacher, or a missionary, or some type of worker in His work. And service to humanity was a big factor in my choice."

"Were there any school activities; now this could be activities in your elementary, high school, or college level, that you can think of that caused you to choose teaching; if so, could you explain?"

"There were no organized activities, as such, that gave me an interest in teaching; however, I did coach some students and helped a number of students along the way, and this was of interest to me."

"Can you think of any other factors of influence that we haven't mentioned; if so, could you explain how these influenced you?"

"No, I think those are the main factors. However, while I was a student in the academy, and living in the dormitory, I became interested in the operation of the school, and I was keenly aware of being a part of the school. And I thought how much pleasure it would be to be a part of the school, of the operation of it. So I really think that my dormitory experience was a matter of arousing interest."

"Now the kind of totaling up these influences in this section of the questions I have asked you in regard to financial security, service to mankind; there is one question that I didn't ask you. Well, I think you've answered that, you said you worked with children in other activities, and so you've covered that. Of these factors, which do you think had the most influence?"

"Well, I believe that the over all greatest influence in my taking up the particular work that I am in, was the service to humanity factor. However, we hadn't mentioned it, I felt that there was some status connected with teaching; this was a factor also, but I was taught from childhood to plan on a life of service, and my mother continually held this before me, and I accepted it wholeheartedly, and I think this is probably the biggest factor in my choice. Other factors which I think are pertinent to this discussion are that when I went to Walla Walla College, there was very little counseling, as such, and the counseling I did receive was, more or less, off the cuff from different individuals I became acquainted with. And another thing was, the offering at Walla Walla College, the college of my choice, was very limited, and my alternatives were quite restricted. Because of the restricted curriculum of the school itself, and because I did not have the financial backing to go into the medical profession."

"Which I think you mentioned earlier you would have preferred if you had the financial backing."

"Right. I probably would have entered that field, had I felt financially able to do so."

Interview With Clinton, an Academy Teacher

"This is your second year, isn't it?"

"Actually more than two years; I taught high school."

"How many years of experience have you had then?"

"Actually three years."

"First we'll take people who might have had an influence. Did one or more members of your immediate family influence you to take teaching; and if so, how do you think they did?"

"I doubt that anyone in my family influenced me, except that perhaps I was pushed into medicine."

"So this was a boomerang type of thing."

"It could have been, but I doubt it. I had no real influence as far as my parents or associates were concerned."

"Did one or more of your relatives, other than your immediate family, influence you to choose teaching?"

"No."

"Did one or more members of the Adventist Church influence you to choose teaching?"

"Well, as a freshman in high school, I had a science teacher who possibly encouraged me indirectly. As far as I was concerned, he was an outstanding teacher. He was concerned, not only with the subject matter, he was concerned with the students. I did exceptionally good work for him, and this would tend to encourage the relationship here. I still consider this individual somewhat of an ideal; he is still active in his field, and an outstanding leader. Exactly how he influenced me, I don't know. I just recognized in him an outstanding individual, and I found in my own thinking

that this would be an honorable profession."

"You identified with him, more or less, as a model?"

"Could be, yes."

"Did one or more of your classmates influence you; if so, how did they influence you?"

"No, I can't think of any."

"Were there any other people, other than those you have previously mentioned, who influenced you to teach; if so, how did they influence you?"

"Probably not. I think that my desire to teach came directly from the Book of Education. I've had these books around for a long time, and, I suppose, like many other people, I had just let them sit on the shelf. I took this book down in my junior year in college. I applied for medicine and was accepted, and this means I would not have to graduate. With this burden off my shoulders, of getting grades and being accepted, I was free to sit down and think. And as I sat down to think, my thoughts were pretty jumbled; so I took down the Book of Education, and went through it from cover to cover several times. And this, more than any single item, was my inspiration to teach. I didn't find that the Book of Education outlined anything I had never seen before; but rather something that had very high objectives."

"Now, what do you feel was the biggest influence, or who, as far as people were concerned?"

"An individual? Not very much, as I mentioned, my freshman academy teacher. I saw in him what I would call a successful person, and he was a teacher. As far as any real influence was concerned, I can't say there was much, other than that."

"Now let's go to another section. Was financial security or remuneration an influence in your choice of teaching as a profession? In what way was it an influence?"

"No, it couldn't have had much effect on me at all. Actually I suppose it did have an effect, indirectly. One of the reasons, I suppose, why many young people want to take medicine is for the financial benefits. And when I realized the beginning of success, I began to picture in my own mind what I would do with my income, I began to realize that I would probably do like most people, and I figured if I didn't have the money coming, I wouldn't have the temptation. I am very happy with my income as a teacher; it is very adequate, and we couldn't ask for more. If we had more, I think the temptations would be greater. As far as finance was concerned, it's never had any effect."

"Do you believe that service to man was an influence in your choice of teaching?"

"Yes, very definitely."

"How do you feel it was?"

"Well, having received the Gospel Commission, I have always felt that to train others to have a knowledge of God is of prime importance; and secondary, to train others to be of service to themselves and others. But the field of service, I felt, was of prime importance. I benefited greatly from a Christian education; I benefited greatly from a Christian home; I feel that I have a lot to give, and this is my responsibility."

"Were there any activities that you can think of in working with children before you were a teacher that influenced you to teach?"

"I don't know of any. I didn't grow up with children; I had very

little contact with children."

"Were there any school activities that caused you to choose teaching? If so, could you explain how?"

"No."

"Were there any other factors that you can think of that perhaps we haven't talked about that influenced you; and if so, could you explain?"

"Actually my choice to become a teacher, isolated from other factors, I haven't been influenced by people's opinions or students of my own age group; as I said before, when I read the Book of Education, I received a challenge, and I feel that I'm meeting the challenge now. But looking back as to how I got here and why, I think it happened pretty quick. It was after I had been accepted to the school of medicine, I sat back and started thinking what I'd like to do, what I would like to do better. And I found the only alternative was to go to the education field."

Interview With Dale, an Academy Teacher

"Did one or more members of your immediate family influence you to choose teaching as a profession; if so, how do you think that they influenced you?"

"In regards to my immediate family, I would not be able to give them any credit, because of the fact that I was the first one in about three generations to complete college. And when I was younger, my mother actually discouraged the idea because it was completely not important. My father thought that the more you went to school, the more you showed off what you learned; but I tried to tell them the more you went to school, the more you found out you didn't know. But as far as my direct family, no encouragement even to go to college."

"Did one or more of your relatives, other than your immediate family, influence you to teach; if so how do you think that they influenced you?"

"As far as I can remember, any of my immediate relatives, as far as they're concerned, it would be about the same type of situation. I did have cousins who went to school; but the final convincing was that one of my cousins was sent to reformatory, and so they felt that education, as such, was a good thing. Still I cannot say any one of my relatives had anything to do with my decision."

"Did one or more members of the Adventist Church influence you to teach; if so, how do you think this person or persons influenced you to teach?"

"Name the person, is that right?"

"Yes."

"The first one that influenced me was, perhaps, Elder A. J. Gordon,

who was a pastor of the Bellingham Church in the early forties. And he bapitized me in November of forty-three. His son, Paul, who is now at Columbia was interested in continuing school after academy, and he talked to me quite a bit about that, even though I went into the service when Paul went to college; it was not until six years later that I did go on. Also I had a teacher in grade school, R. Carol Lyman, who talked quite a bit about getting an education, and getting into the education field; and also Professor A. B. Bringle at Auburn Academy, an excellent history teacher. I thought if I ever had a chance to teach history, I would fulfill a certain goal that I have always had."

"Actually there were teachers involved here, weren't there?"

"Yes, mainly teachers, more than any other field."

"Now you mentioned Paul Gordon had an influence. He was one of your classmates, right?"

"Yes, that's right, from the fifth grade through high school or academy."

"So here, actually, we have a dual influence, of teachers and a classmate. Were there others in your classes that you remember?"

"Not a whole lot. When I graduated from Auburn Academy, I believe about four percent went on to college, so we hit an especially bad year, as far as encouragement from classmates. It was right after World War II, and the main goal was finishing high school for a lot of servicemen, and I went through with that group. I stayed out for six years upon completion of academy work."

"Were there any other people, other than those mentioned previously, that influenced you to teach; and if so, could you kind of fill us in on

the kind of influence?"

"This may be opposite kind of reactions on my part, but I got out of the service; I worked at a shipyard for over \$2.00 an hour, and I thought that would be the nicest thing the rest of my life. But a couple of old men were on the job, and they asked me what my plans were, and I said I didn't know. And they said, 'Buddy, you should go on to school, because every day we are threatened by strikes, or lay-offs, or someone bucking us on the job.' So it was a very indirect way, but a powerful way; because I finally was convinced that I should take the G I bill and go on to school. Also in the service, there were fellows who had gone to college, who would have some view-point on it, and they would tell me that I was making a mistake. And then as far as teaching goes, I started out in Walla Walla College a business major; because of a fight my father had with one of the professors, I ran into a little difficulty at college because I was always having it thrown in my face that I was on my own now--sink or swim! I talked to J. Randle Sloop, who was the business manager there, I believe that was his capacity, he suggested that I look into the education field, so I switched in my sophomore year; therefore the course I'd taken so far was either a minor or an elective. I found out how much I really enjoyed teaching because of my student teaching at Rodgers School there. I became convinced, and I've never been sorry to this day, because I do very much enjoy it."

"Now we'll go to the second section, which will take other items, other than the people involved. Was financial security or remuneration, pay, an influence in your choice of teaching as a profession? And what way do you think this influenced you?"

"I wouldn't say it had too much to do with teaching, because the teachers of earlier years kept telling me how important it was to have both the wife and husband work to make ends meet, if you taught. So actually, my choice of teaching was, more or less, what I wanted to do; however, the money part--remuneration--came in at about the time colleges were beginning to stress, also high schools and academies, the importance of security of employment as far as keeping a family together, and accomplishing something in life as far as being a useful person, money-wise and otherwise. As far as teaching itself, it was almost the opposite influence to begin with."

"I can understand that."

"Do you believe that service to mankind was an influence for you to choose teaching; and if so, would you explain?"

"Yes, I believe that would be the main goal, because it certainly is not the financial reimbursement. I feel that anything we can do to help our fellow man, and I can add here, that even in teaching students to gain insight, as I am doing in driver training at the present time. It thrills a person to see that you can help someone in a phase of his or her life that will stick with them through this life and the life to come. Also it gives you a good feeling in the fact that you are accomplishing something." I wasn't thinking of teaching at first, I thought about counseling work, and I even had a call to be interviewed at the Washington State Penitentiary, working on the counselor basis there. I wanted to remain in our work; therefore that is what really brings me to this place now."

"Service to man was an influence as far as you were concerned?"

"Definitely."

"Were there any activities that you can think of that you were working with children before your decision to teach; if so, could you explain this type of activity?"

"The type of work..."

"Let me explain, Sabbath School work, or teaching in Sabbath School classes, and so forth, which might have had an influence, that type of thing."

"That takes me back again to Paul Gordon's days with me in 1943 at Junior Camp, which I went to when I was 13. I really admired the counselors at Junior Camp. I thought if I could only be a counselor at Junior Camp someday, I could really help somebody, guide them, teach them crafts; and also one of the phases of work that I did that kind of helped me to feel like I wanted to fit into this work beginning with vacation Bible schools, and also Branch Sabbath Schools in the western Milton-Freewater area. And I just thought if I had as much success in teaching as I did with those children, I thought it might be my field. And as far as success, and understanding them, it has been a thrill, because mainly from that area, plus helping fellows in the service, even with reading courses; it gave me a feeling that it was something perhaps that I knew I was probably capable of, even though you cannot evaluate yourself in that respect exactly. But I believe it would be those two things, Junior Camp, and vacation Bible schools, and some help that we were able to do in the service."

"Were there any school activities that caused you to teach; and if so, could you explain how?"

"In auburn Academy, I was president of the second "Teachers of Tomorrow" Club that was there. So somebody must of at least had sense enough to look ahead and give me a chance, perhaps, to delve into this. But, I, for some

reason or other, chose to be a member of that club, even though in my own heart, I did not think I wanted to be a teacher. But it was a strange thing, almost like being called to the ministry. I joined the "Teachers of Tomorrow" Club; I was helpful in arranging the trip to the Buckwheat School for Retarded Children, and we were able to work along that line. And so, not a whole lot; it mainly was these things dealing with the teachers' clubs that gave me my first exposure. I don't know if that answers your question or not, but that was actually an activity, other than school work, that helped me."

"Were there other factors that influenced you to teach that you can think of, that perhaps I haven't mentioned before? There may not have been any big influence; if there isn't, this is fine."

"One influence, maybe that made me change me mind; now we were teaching and I was principal of Milton Stateline School for four years, and I wanted to narrow it down to secondary work, mainly history and business minor; in other words, the fields of education which would be history and business. My grandfather's second cousin is Herman Goering, and I've always been interested in that field of study in German History, so I thought I'd like to teach it. And so actually there wouldn't be too much along this line that I can help you with."