TEACHER STATUS AMONG SIX MAJOR PROFESSIONAL GROUPS

AS RELATED TO SELECTED FACTORS

BY

ALLEN N. CROONE

Submitted in partial fulfillment of the requirements
for the Master of Education degree
in the Department of Education
Montana State College
June, 1965
ABSTRACT

Teacher Status Among Six Major Professional
As Related to Selected Factors

Allen N. Croone

A survey was conducted to determine (1) the status of public school teachers among six major professional groups as related to eleven selected factors, (2) reasons for the ranking of occupational groups and primarily the teaching profession, and (3) determine if a difference of attitude prevails among males and females of the selected sample.

A survey questionnaire was distributed to 200 families in the Bozeman community. It consisted of two parts: (1) A list of six major professional occupations with space provided for ranking them in order from 1 to 6, with one being the highest rating. (2) Selected reasons for choice of high and low with space provided for checking reasons most closely associated with theirs. These two parts were included for each of eleven selected factors regarding professional attitudes. Fifty-four respondents returned completed questionnaires.

The responses were analyzed in relation to: (1) Ranking of the category of teacher with respect to eleven selected factors, (2) Determination of difference of attitude prevailing between males and females of the selected sample, (3) Ranking (high) of professions as related to eleven selected factors, (4) Attitudes most frequently listed as reasons for designating first choice in relation to eleven selected factors, (5) Attitudes most frequently listed as reasons for designating last choice in relation to eleven selected factors, and (6) Statistical analysis of responses.

The following statements are representative summaries and conclusions of this study:

1. Teachers receive highest ratings in areas of their contributions to the community and society.

2. High standards of training, selection, and income are major influences in the status of a profession.

3. No significant difference in attitude is found between male and female respondents.

4. Doctors and teachers rate consistently high in all factors studied.

5. Lawyers, dentists, and architects rate consistently lower in relation to all factors studied.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Procedure</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Professional Status of Teachers</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Trends in Teacher Status</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>12</td>
</tr>
<tr>
<td>III. DETERMINING TEACHER STATUS</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Development of Questionnaire</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Administration of the Questionnaire</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Analysis of Results of the Questionnaire</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Description of People Who Responded</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Teacher Rank With Respect to Eleven Selected Factors</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Ranking of Professions in Relation to Eleven Selected Factors</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Attitudes Most Frequently Listed as Reasons For Designating First Choice With Regard to the Eleven Selected Factors</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Statistical Analysis of Responses Given by Respondents</td>
<td>24</td>
</tr>
<tr>
<td>IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Conclusion</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>32</td>
</tr>
<tr>
<td>LITERATURE CONSULTED</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Appendix A: Letter Accompanying Questionnaire</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>Appendix B: Sample of the Questionnaire</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Rank of Teachers by Factor: Total Respondent Group</td>
<td>16</td>
</tr>
<tr>
<td>II. Rank of Teachers by Factor: Male Respondents</td>
<td>17</td>
</tr>
<tr>
<td>III. Rank of Teachers by Factor: Female Respondents</td>
<td>18</td>
</tr>
<tr>
<td>IV. Ranking (High) of Professions as Related to Selected Factors</td>
<td>20</td>
</tr>
<tr>
<td>V. Ranking (Low) of Professions as Related to Selected Factors</td>
<td>21</td>
</tr>
<tr>
<td>VI. Attitudes Most Frequently Listed as Reasons For Designating First Choice as Related to Selected Factors</td>
<td>25</td>
</tr>
<tr>
<td>VII. Attitudes Most Frequently Listed as Reasons For Designating Last Choice as Related to Selected Factors</td>
<td>27</td>
</tr>
<tr>
<td>VIII. Values of Correlation Coefficients</td>
<td>29</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

The public school teacher has traditionally held a position of respect and leadership in the life of the community. This was especially true in the early history of the United States when the teacher was among the very few available persons who possessed knowledge and influence beyond the experiences of everyday living.

Because the teacher was responsible for disciplining the mind, and was expected to instill a desire for the realization of the "American dream" in all his students, the members of the community tried to obtain the attention of the teacher. He thus enjoyed a certain measure of prestige. The teacher was expected to be a leader, both in civic and cultural affairs.

As this century progressed, the teacher has produced a whole population who share with him his knowledge and skills. He now appears to be standing at the level where he enjoys little or no unique educational advantage. He is becoming just one of an ever-widening category of the "higher educated."^1

Every day, it seems, through the various media of communication and public commentary, accusations and defenses are made concerning "the pitiable state of the public conception of the school teacher."^2 These


comments are originating among educators as well as the lay public.

It should be a major concern to every profession how its role is perceived by its major publics. Often the attitudes held by the public are in direct relation to those verbalized by the members of the profession. Certainly the teaching profession is not immune to such, as one writer suggests that the low status of teachers is "due to cynical and derogatory attitudes [expressed] by teachers." ³

The teacher is in the strange position of being a member of a highly honored occupational group, yet is one constantly subjected to ridicule. ⁴ Some studies, such as one conducted by O'Doud and Beardslee, show that teaching as a profession is held in high regard by present college undergraduates. ⁵ Contrasted to such findings are those cries of concern as reflected by one reader in the "Letter to the Editor" section of a national news magazine. He comments:

You certainly epitomized the popular notion about school teachers: drab, dreary, gauche, underpaid. Why should teachers, America's one stabilizing force, be the laughing stock of all professions and the most maligned? ⁶

Similar comments and criticisms can be heard in the local community regarding the role of the public school teacher.

---


⁵O'Doud and Beardslee, op. cit., pp. 250-254.

⁶Newsweek, August 1, 1960, Vol. 56, p. 4.
Statement of the Problem

The problem of this study was to determine:

1. The status of public school teachers among the six major occupational groups of doctor, dentist, engineer, lawyer, teacher, and architect as related to eleven factors.

2. Reasons for the ranking order of occupational groups and primarily of teachers.

3. The determination of difference of attitude prevailing between male and female respondents of the selected sample.

Procedure

In order to determine the status of teachers, the following procedures were used:

1. A survey of related literature was completed to ascertain what previous study has been done in the occupational status ranking of teachers, attitudes affecting status assignments, and trends in teacher status and/or prestige.

2. A questionnaire was found, revised, and used in this study.

3. The revised instrument was submitted to two hundred families selected from the pupil enrollment of the ninth and twelfth grades in the Bozeman, Montana school system. It was to be completed on an individual basis.

4. Results of the opinions indicated on the returned questionnaires were then analyzed. The compiled data was treated in regard to:
   a. Professional groups.
   b. Sex of respondents.
c. The eleven selected factors of:

(1). Profession contributing the most to the total good of the community.

(2). Profession having the most prestige.

(3). Profession having the greatest shortage of qualified personnel.

(4). Profession requiring the most training.

(5). Profession which should require the most training.

(6). Profession desirable for a son or daughter.

(7). Profession having the highest percentage of competent people.

(8). Profession which gives the most service per dollar.

(9). Profession having the highest average income.

(10). Profession which should have the highest average income.

(11). Profession which contributes most to the shaping of the American way of life.

Limitations

The limitations to this study include the following:

1. The occupational groups are limited to six:
   a. Doctor  
   b. Dentist  
   c. Engineer  
   d. Lawyer  
   e. Teacher  
   f. Architect

2. Two hundred questionnaires were sent to: (a) Families who have children, some of which are presently in school, (b) parents who live in the Bozeman, Montana area.
3. The data are limited to the results obtained from the returned questionnaires.
CHAPTER II

REVIEW OF RELATED LITERATURE

The profession of teaching has been greatly affected by educational and societal changes which have occurred in the last half century. Forces within the teaching profession have also affected the status of teachers.

Professional Status of Teachers

Throughout American society, clear lines of demarcation seem to be established with regard to social status.\(^1\) Repeatedly these social divisions appear in the divisions of professional, skilled, semi-skilled, and unskilled groupings. Investigations such as Welch,\(^2\) Smith,\(^3\) Byers,\(^4\) and Deeg and Patterson\(^5\) have found teachers to be ranked in the upper third of the occupational groups.\(^6\)

The problem arises when attempting to classify professions. Within the complete listings of occupational groups there are many which consider their level on a "professional" level or status. In many studies there seems to be little attempt to classify findings with regard to

---


\(^2\)Ibid., p. 240.


\(^6\)Welch, op. cit., p. 240.
professional status as so many categories now require a formal type of "higher education." 7

In the summer of 1964, Don-Cheau Chu published a report of his research concerning where teachers ranked among occupational groups. His findings suggest that the status of a teacher is lower than commonly thought. He found teachers have been ranked below twenty vocational groups and have been listed slightly above average in prestige and status on a list of ninety representative occupations. 8

With such attitudes regarding the status of teachers in evidence, the oft asked question of "is teaching a profession?" occurs again. The arguments for designating professional status to occupational groups having education beyond the high school level are often heard.

Other reasons for the supposed lack of professional status are found. Some are based on myth. Richard Carlson found that the major generalizations which have been reached after nearly fifty years include the idea that "all teachers are middle class and that many of them have origins in the lower classes." 9 Drabick is consistent with this thinking and suggests that being a public school teacher is often an important avenue for advancement in an attempt to gain status. 10

7Ibid., p. 237.


In our society the teacher has been given a kind of "example" status. He serves as a model, and a false impression of also having prestige is often found. In reality he is given low status and many consider him on the periphery of society. The desire remains, on the part of teachers, to attempt to use the false impression of status and prestige as a channel to gain respect in the local status hierarchy.

The "Middle Class Professionals," a term sometimes attributed to the teacher, retains the distinction of having had professional type education and following professional type purposes and ethics which are reasonably well established. The "Middle Class Professional" becomes a realistic view of the teacher's comparative social status with the other professional and propertied class.

Other reasons for the suggested low professional status of teachers may be cited. Louise Tyler states: "Teaching lacks professional status due to ineffective power structure that will have full responsibility for educational policy." Chu suggests that the teacher is responsible for his professional status, stating: "Teachers will have professional status only to the extent that they create it themselves.

---


They must have self-determination to raise prestige themselves."15

Harap maintains that teachers are easily and primarily discouraged by the indifference of the community,16 but F. L. Redefer, in a recent study found that: "The school and community do not determine the morale status of teachers."17

Lawrence Drabick states: "Self-perception as a professional, by teachers, together with expression of behaviors identified with that status, would serve to advance professionalization of education."18

This perceived prestige of the occupation plays a most important role. No background of family or occupational group, no public opinion, no ascription to status will alter the fact that the teaching art does require a "professional" status. It is necessary and basic to providing education of a quality necessary to present all men to a level of performance and responsibility.19

Trends in Teacher Status

In some respects the attitudes toward teachers have changed greatly, in others there has been only slight change. Possible factors affecting attitude toward teacher status include sex of the teacher, socioeconomic background, intellectual ability, level of teacher preparation

15Chu, op. cit., p. 334.


18Drabick, op. cit., p. 336.

19Tyler, op. cit., p. 421.
and certification standards.20

Since 1900 there has been little material change in the sex distribution of the teacher group. The teacher ratio of the nation continues to be about one man to three women. It is true that more men entered the profession after World War II, but this is offset by the equally proportional increase of women in the profession.21

Changes which have occurred in the socio-economic backgrounds of teachers are due primarily to the changes in the structure of the American society. Rural areas now contribute fewer teachers. This is consistent with the increased urbanization occurring throughout the country.22 Factors both from within and without the educational system which have an effect, include increased birth rate, the mobility of the population, concentration of families in temporary locations, and also the desire of many communities to offer education beyond that which is a state requirement. Salary and other important economic considerations are important also. The importance of such considerations have been substantiated in a number of studies.23

Intellectual ability among teachers has been questioned by some. Studies by Wolfe and Roper, as quoted by Lindley J. Stiles, suggest


21Ibid., p. 277.

22Ibid., p. 278.

that:

...in a representative sampling those who planned to go into teaching compared favorably on intelligence test scores with applicants who expected to prepare for careers in business, engineering, law, or medicine.24

Stiles continues:

While...entrants into teaching may be drawn from a wider range of intellectual ability than entrants into certain competing professions, there is no evidence to suggest that present-day teachers are less able intellectually than their predecessors.25

Great strides have been taken in the past thirty-five years in the level of preparation of teachers. From the early 1930's to the present, the level of preparation has risen from twelve percent of the elementary teachers and sixty-four percent of the secondary teachers possessing a baccalaurate degree to a recent report of about seventy percent of elementary teachers and ninety-seven percent of secondary teachers who have a baccalaurate degree.26

Another related trend is an increasingly reduced difference in preparation levels for teachers of both teaching levels. It appears that raising requirements has not necessarily created a scarcity, but possibly made the profession increasingly more attractive.27

Changes in requirements for state certification has also affected


25Ibid., p. 279.

26Ibid., pp. 279-80.

27Ibid., pp. 280.
the level of teacher preparation. Barnes and Shipman found that the requirements in professional education courses had seen a significant increase in the previous decade. The number of states requiring four or more years of college preparation for all their teachers has more than doubled in the last two decades.

Summary

The status of teachers and the trends which are occurring in raising the status of teachers have historical roots as well as being the result of changes in attitude by the public. From an original and early day prestige bearing position in the community, through mass education and increases in occupational training, the teacher has lost some of this uniqueness. The actual and perceived status and prestige of the teacher has been subjected to study. Ineffective educational policy as well as poor self-image and community indifference all have been given as reasons for the present status which the teaching profession now holds.

Trends in education have become increasingly more important to raising the public image of the teaching profession. Drawing from intellectually capable groups, the preparation, and certification standards of teachers has been increased.

As teaching is improved, so will the role the teacher plays in society also be improved and given increased respect.

---


29Stiles, op. cit., p. 281.
CHAPTER III
DETERMINING TEACHER STATUS

The procedures followed in this study to determine the status of teachers was completed through the development of a questionnaire, the administration of the questionnaire, and the analysis of the results as indicated on the returned questionnaires.

Development of the Questionnaire

The questionnaire used for this study was found through contact with the Spokane, Washington Phi Delta Kappa Chapter. This instrument was submitted to fifteen persons to provide for the validation of the questions. This validating group consisted of selected members of all the occupations included in the study. Upon recommendation by the validating sample, a revision of the instrument was made. From the original eighteen question instrument, the revised form includes eleven questions.

The questionnaire consisted of two parts.

1. A list of six major professional occupations with space provided for ranking them in order from one to six, with one being the highest rating.

2. Selected reasons for choice of high and low, with space provided for checking reasons most closely associated with theirs.

The reliability of the questionnaire was assumed as the questions were taken from a respected investigating group.

Administration of the Questionnaire

The selection of respondents for the questionnaire was made on a
random basis. It was the desire of the author to have as broad a re-
presentation as possible with regard to male/female respondents, number
of children in school, occupation, level of schooling completed and
income level of respondents. This general information included on the
questionnaire was for informational purposes only, not for purposes of
analysis.

Two hundred questionnaires were placed in the homes of students
through the cooperation of the vocal music department of the high school
and two ninth grade teachers of the junior high school in the city of
Bozeman, Montana.

Analysis of Results of Questionnaire

The compiled data will give the reader a picture of what pro-
fessions the sample Bozeman population considers to be the most important,
and why they consider them as such.

These responses were analyzed in relation to the following:

1. Ranking of the category of teacher with respect to eleven
selected factors.

2. Highest rank of professions in relation to eleven selected
factors.

3. Attitudes most frequently listed as reasons for designating
first choice and last choice in relation to eleven selected factors.

4. Determination of difference of attitude prevailing between
males and females of the selected sample.

5. Statistical analysis of responses.
Description of People Who Responded. Fifty-four of the questionnaires were returned completed as instructed. Of these twenty-two were from female respondents, and thirty-two were from male respondents. Of the male respondents, 3.1 percent were over sixty years of age, 43.8 percent were from the age groups of 45-59 and 30-44 respectively, and 9.4 percent were from the age 15-29. Female respondents were classified as follows: 41 percent were 45-59 years of age, 50 percent were 30-44 years of age, and 9 percent were 15-29 years of age.

Teacher Rank With Respect to Eleven Selected Factors. The teaching profession received the highest ratings (see table 1) in considering the profession which contributes the most to the total good of the community, the profession having the greatest shortage of qualified personnel, the profession into which a parent would guide a child, the profession which gives the most service per dollar, and the profession which contributes the most to the shaping of the American way of life. The teaching profession is considered second with regard to the profession which should require the most training and which should have the highest average income. Teachers were ranked in sixth place on the factors of the profession which has the most prestige, the profession which requires the most training, has the highest percentage of competent people, and has the highest income. The ranking of the teacher category by male as contrasted to female respondents contains no difference great enough to change the pattern. (See tables 2 and 3.)

Ranking of Professions In Relation to Eleven Selected Factors. Two professions consistently received the highest ranking among the
<table>
<thead>
<tr>
<th>Factor</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
</tr>
<tr>
<td>1</td>
<td>41</td>
<td>75.9</td>
<td>6</td>
<td>11.1</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>5.6</td>
<td>7</td>
<td>13.0</td>
<td>11</td>
<td>20.3</td>
</tr>
<tr>
<td>3</td>
<td>44</td>
<td>81.4</td>
<td>4</td>
<td>7.4</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>5.6</td>
<td>3</td>
<td>5.6</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>9.3</td>
<td>24</td>
<td>44.0</td>
<td>11</td>
<td>20.3</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
<td>53.7</td>
<td>7</td>
<td>13.0</td>
<td>9</td>
<td>16.7</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>16.7</td>
<td>10</td>
<td>18.5</td>
<td>7</td>
<td>13.0</td>
</tr>
<tr>
<td>8</td>
<td>45</td>
<td>83.3</td>
<td>2</td>
<td>3.7</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>22.2</td>
<td>16</td>
<td>29.6</td>
<td>12</td>
<td>22.2</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>92.6</td>
<td>2</td>
<td>3.7</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>Factor</td>
<td>Rank</td>
<td>1st f</td>
<td>1st p</td>
<td>2nd f</td>
<td>2nd p</td>
<td>3rd f</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>68.8</td>
<td>4</td>
<td>12.5</td>
<td>2</td>
<td>6.3</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>9.4</td>
<td>4</td>
<td>12.5</td>
<td>5</td>
<td>15.6</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>75.0</td>
<td>3</td>
<td>9.4</td>
<td>2</td>
<td>6.3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>6.3</td>
<td>3</td>
<td>9.4</td>
<td>2</td>
<td>6.3</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>6.3</td>
<td>15</td>
<td>46.9</td>
<td>8</td>
<td>25.0</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>46.9</td>
<td>5</td>
<td>15.6</td>
<td>7</td>
<td>21.9</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>18.8</td>
<td>5</td>
<td>15.6</td>
<td>3</td>
<td>9.4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>75.0</td>
<td>1</td>
<td>3.1</td>
<td>3</td>
<td>9.4</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>18.8</td>
<td>8</td>
<td>25.0</td>
<td>7</td>
<td>21.9</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>87.5</td>
<td>2</td>
<td>6.3</td>
<td>2</td>
<td>6.3</td>
<td>-</td>
</tr>
<tr>
<td>Factor</td>
<td>Rank</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>1st</td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
</tr>
<tr>
<td>1</td>
<td>19</td>
<td>86.4</td>
<td></td>
<td>2</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>13.6</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>90.9</td>
<td>1</td>
<td>4.5</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>13.6</td>
<td>9</td>
<td>40.9</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>63.6</td>
<td>2</td>
<td>9.1</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>13.6</td>
<td>5</td>
<td>22.7</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>95.4</td>
<td>1</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>27.3</td>
<td>8</td>
<td>36.4</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>11</td>
<td>22</td>
<td>100.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
professions of doctor, dentist, engineer, lawyer, teacher, and architect with regard to all eleven factors. The profession of doctor was considered to have the most prestige, requires the most training, has the highest percentage of competent people, has the highest income, and should have the highest income. The teacher rated high consistently as contributing the most to the total good of the community, has the greatest shortage of qualified personnel, would be the vocational choice of a parent for their child, gives the most service per dollar, and contributes the most to the shaping of the American way of life. The remaining professions included in the study received little recognition with regard to first choice through consideration of the eleven factors. (See table 4.)

Contrasted to this, we find a wider variation of choices when considering the lowest value ranking of professions (see table 5). The doctor received no low ranking, the lawyer was considered to give the least amount of service per dollar and has the smallest shortage of qualified personnel. The teacher is considered to have the least prestige, require the least amount of training, have the lowest percentage of competent people, and have the lowest average income. The architect received low ranking in the areas of contributing to the total good of the community, should require the least training, would be the last vocational choice of a parent for a child, and should have the lowest average income.
TABLE IV. RANKING (HIGH) OF PROFESSIONS AS RELATED TO SELECTED FACTORS  

<table>
<thead>
<tr>
<th>Factor</th>
<th>Doctor</th>
<th>Dentist</th>
<th>Engineer</th>
<th>Lawyer</th>
<th>Teacher</th>
<th>Architect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>22.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
<td>83.3</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>13.0</td>
<td>-</td>
<td>1.9</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>4</td>
<td>49</td>
<td>90.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>88.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>18.5</td>
<td>4</td>
<td>7.4</td>
<td>5</td>
<td>9.3</td>
</tr>
<tr>
<td>7</td>
<td>31</td>
<td>57.4</td>
<td>4</td>
<td>7.4</td>
<td>7</td>
<td>13.0</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>7.4</td>
<td>3</td>
<td>5.6</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>9</td>
<td>41</td>
<td>75.9</td>
<td>2</td>
<td>3.7</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>74.0</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>1.9</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>5.6</td>
</tr>
</tbody>
</table>
TABLE V. RANKING (LOW) OF PROFESSIONS AS RELATED TO SELECTED FACTORS  

<table>
<thead>
<tr>
<th>Factor</th>
<th>Doctor</th>
<th>Dentist</th>
<th>Engineer</th>
<th>Lawyer</th>
<th>Teacher</th>
<th>Architect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
<td>f</td>
<td>p</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3.7</td>
<td>8</td>
<td>14.9</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>11.1</td>
<td>12</td>
<td>22.2</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>11.1</td>
<td>7</td>
<td>13.0</td>
<td>8</td>
<td>14.9</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1.9</td>
<td>5</td>
<td>9.3</td>
<td>14</td>
<td>26.0</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>11.1</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>16.7</td>
<td>6</td>
<td>11.1</td>
<td>5</td>
<td>9.3</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>7.4</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>9.3</td>
<td>5</td>
<td>9.3</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1.9</td>
<td>7</td>
<td>13.0</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>3.7</td>
<td>27</td>
<td>50.0</td>
<td>2</td>
<td>3.7</td>
</tr>
</tbody>
</table>
Attitudes Most Frequently Listed as Reasons for Designating First Choice With Regard to the Eleven Selected Factors. In reviewing the reasons for first choice designation (see table 6), it is found that in regard to:

1. The profession which contributes the most to the total good of the community, the teacher was ranked first. It was felt that they are most needed in the community, influence the largest number of community members, and are most influential in establishing values and shaping public opinion. The architect is felt to be least qualified to lead and has influence on the smallest number of community members. (Last choice reasons may be found in table 7.)

2. Doctors are considered a first choice profession because they have the greatest responsibility and there is greater dependence on this profession. The teacher is considered to have the least prestige because he is the least well paid.

3. The teaching profession is considered to have the greatest shortage of qualified personnel due to a greater demand and the lack of financial reward. The law profession is considered to have a sufficient number in their profession at the present time.

4. With regard to the profession which requires the most training, the doctor is given first consideration. The respondents feel that there is a greater need for specialization, training takes a greater number of years, and because the subject matter is constantly changing. The reasons given for placing the teaching profession last are that practical experience replaces formal training, that the least number of years are required, that the needs are so pressing that the standards
cannot be kept high, and that there is less need to specialize.

5. Because the profession of a doctor involves the greater responsibility, this group is given preference as the profession which should require the most training. The respondents also feel that for competency the doctor needs more training. The architect, it is felt, should require the least amount of training because he has less responsibility to the public involved in his profession.

6. The teaching profession received first choice for the parents to consider for their child. Reasons most often given were the greatest need and there is maximum opportunity to serve humanity. Architecture received the last choice because it has the least number of related opportunities.

7. The first choice of a profession which has the greatest number of competent people is the doctor. It is felt that there is careful selection as well as the most rigorous training involved. It is felt that the teaching profession has low standards of selection and that the demand is so great that they begin in the profession before having adequate preparation.

8. The teacher is considered to give the most service per dollar. The respondents felt that the teacher receives the least pay for the amount of work as well as influences the largest number of people. The lawyer is given last place. The reason most often given is that he is able to set fees as he or the profession wishes.

9. Because the doctor has the highest fees for the services performed, he is considered to have the highest average income. The teacher, on the other hand, is given last place because of the failure
of the community to realize the value of the profession and because the teacher has not reached professional status.

10. The profession which should have the highest average income is still reserved for the doctor. This is because the training is longer and more expensive and that specialization can demand higher pay. It is felt that the architect, because he provides less service to the public and because the professional field is too narrow, would receive the lowest average income of the professions included in this study.

11. In consideration of which profession contributes the most to the shaping of the American way of life, the teacher is felt to have the greatest influence on the choice and continuation of values, that teaching is basic to all professions, and provides the greatest service to humanity. The dentist is the recipient of last choice because, it is felt, he has the least affect on values held by people and contributes more to individual needs.

Statistical Analysis of Responses Given by Respondents. The responses indicated on the questionnaires returned were statistically treated by use of Kendall's Coefficient of Concordance method.¹ By use of this method, the extent of agreement among the fifty-four people judging could be determined.

The values of the correlation coefficients were computed for each of the eleven factors.

Factors of major significance (see table 8) were identified from

### TABLE VI. ATTITUDES MOST FREQUENTLY LISTED AS REASONS FOR DESIGNATING FIRST CHOICE AS RELATED TO SELECTED FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>First choice occupation</th>
<th>Reasons for selection as first choice</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher</td>
<td>Contributes most to the total good of the community.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Influences the largest number of community members.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Most influential in establishing and shaping public opinion.</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Doctor</td>
<td>Has the greatest responsibility. Public has greater dependency on this profession.</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Teacher</td>
<td>Greater demand.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of financial reward.</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Doctor</td>
<td>Greater need for specialization.</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greater number of years.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subject matter constantly changing.</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Doctor</td>
<td>Profession involves greater responsibility. Competency requires more training.</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>Teacher</td>
<td>Greatest need.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum opportunity to serve humanity.</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Doctor</td>
<td>Training is the most rigorous. Careful selection.</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>Teacher</td>
<td>Receives least pay for amount of work.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Influences more people.</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>Doctor</td>
<td>Has highest fees for services performed.</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>Doctor</td>
<td>Training is longer and more expensive. Specialization can demand higher pay.</td>
<td>18</td>
</tr>
</tbody>
</table>

N=54
<table>
<thead>
<tr>
<th>Factor</th>
<th>First choice occupation</th>
<th>Reasons for selection as first choice</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Teacher</td>
<td>Greatest influence on choice and continuation of values.</td>
<td>17 31.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic to all professions.</td>
<td>17 31.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides greatest service to humanity.</td>
<td>12 22.2</td>
</tr>
<tr>
<td>Factor</td>
<td>Last choice occupation</td>
<td>Reasons for selection as last choice</td>
<td>Frequency</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Architect</td>
<td>Least qualified to lead. Influences smallest number of community members.</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>Least well paid.</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Lawyer</td>
<td>Sufficient number at the present time in the profession.</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Teacher</td>
<td>Least number years of training. Least need to specialize. Practical experience replaces formal training. Needs are so pressing that the standards cannot be kept high.</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Architect</td>
<td>Less responsibility to public involved in this profession.</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Architect</td>
<td>Has least number of related opportunities.</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Teacher</td>
<td>Has lower standards of selection. Demand is so great that they begin before having adequate preparation.</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Lawyer</td>
<td>Is able to set fees desired as he or the profession, when needed, wish.</td>
<td>19</td>
</tr>
<tr>
<td>Factor</td>
<td>Last choice occupation</td>
<td>Reasons for selection as last choice.</td>
<td>Frequency</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>9</td>
<td>Teacher</td>
<td>Failure of community to realize value of the profession. Has not reached professional status.</td>
<td>37 68.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 11.1</td>
</tr>
<tr>
<td>10</td>
<td>Architect</td>
<td>Provides less service to the public. Professional field is too narrow.</td>
<td>10 18.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 11.1</td>
</tr>
<tr>
<td>11</td>
<td>Dentist</td>
<td>Has least effect on values held by people. Contributes most to individual needs.</td>
<td>9 16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7 13.0</td>
</tr>
</tbody>
</table>
TABLE VIII. VALUES OF CORRELATION COEFFICIENTS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Value of W</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Profession contributing the most to the total good of the community.</td>
<td>.67</td>
</tr>
<tr>
<td>2 Profession having the most prestige.</td>
<td>.50</td>
</tr>
<tr>
<td>3 Profession having the greatest shortage of qualified personnel.</td>
<td>.45</td>
</tr>
<tr>
<td>4 Profession requiring the most training.</td>
<td>.48</td>
</tr>
<tr>
<td>5 Profession which should require the most training.</td>
<td>.54</td>
</tr>
<tr>
<td>6 Profession desirable for a son or daughter.</td>
<td>.16</td>
</tr>
<tr>
<td>7 Profession having the highest percentage of competent people.</td>
<td>.25</td>
</tr>
<tr>
<td>8 Profession which gives the most service per dollar.</td>
<td>.48</td>
</tr>
<tr>
<td>9 Profession having the highest average income.</td>
<td>.43</td>
</tr>
<tr>
<td>10 Profession which should have the highest average income.</td>
<td>.48</td>
</tr>
<tr>
<td>11 Profession which contributes the most to the shaping of the American way of life.</td>
<td>.53</td>
</tr>
</tbody>
</table>
the respondents' answers. As indicated, all coefficient correlations were highly significant. They were well beyond the .10 level. The answers indicate that the profession which contributes the most to the total good of the community, the profession which should require the most training, and the profession which contributes the most to the shaping of the American way of life were identified as significant at the .53 to .67 level.

The answers indicate that the profession which contributes the most to the total good of the community was identified as significant at .67, the highest found in this study.

The profession which has the most prestige, the profession which should require the most training, and the profession which contributes the most to the shaping of the American way of life found agreement at the level of significance of .50 to .54.

Three factors received a value of .48. They were: the profession which requires the most training, the profession which gives the most service per dollar, and the profession which should have the highest income.

Receiving values of .43 and .45 respectively were the profession which seems to have a shortage of qualified personnel and the profession which has the highest income.

Only two factors received low levels of significance. They were the vocational choice for a son or daughter (.16) and the profession having the highest percentage of competent people (.25).
CHAPTER IV
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This survey was conducted to determine (1) the status of public school teachers among six major occupational groups as related to eleven selected factors, (2) reasons for the ranking of occupational groups and primarily of teachers, and (3) determine if a difference of attitude prevails among males and females of the selected sample. A questionnaire which had been used in a previous study was revised and distributed to 200 families in the Bozeman area selected on a random basis. A return of twenty-seven percent of the questionnaires was obtained. The data was analyzed and presented.

Teachers received highest ratings in the areas of contributing to the total good of the community, having a need for more qualified personnel, the parents choice of a profession for a child, giving the most service per dollar, and most influential in shaping of the American way of life. It was found, in the opinion of the sample surveyed, that the teaching profession should require more training and should be the recipient of the highest average income, following the doctor. Teachers were found to have the least prestige, have the least number of competent people, the least required training, and the lowest income.

No significant difference was found between male and female respondents with regard to any of the eleven factors.

Two professions, the doctor and the teacher, received the highest ratings for all factors included in the study. Dentists, lawyers, and
architects were the recipients of lowest ratings as related to the eleven selected factors. Teachers also ranked low in some areas.

Conclusions

Research into the status of teachers, as reported in this study, indicates that:

1. It appears that the attitude held by the public in the Bozeman, Montana community varies little from that which has been evidenced by previous related studies.

2. The public holds the teacher in high esteem for the contributions they can make to the community and society.

3. Income, extent of preparation for the profession, and exhibited competence are the major criterion for gaining public respect for a profession.

4. Little, if any, appreciable difference can be found in the attitudes of men and women as relates to this survey.

5. Failure of the teaching profession to capitalize on its position and of the community to realize the value of the teaching profession may be major aspects of the position the teacher now holds in relation to the major professions included in the survey.

6. Few extreme attitudes are attached to the profession of engineering in relation to the other included professions.

7. The architect and lawyer fall into the lesser respected professions as surveyed by this writer.

Recommendations

In the light of the findings and conclusions, several recommenda-
tions are proposed:

1. Realistic attitudes on the part of the members of the concerned profession and their relation to their immediate community are needed if the profession is to improve its public image.

2. Serious consideration and investigation of the role that income plays in the forming of public attitude and prestige status be undertaken by the local professional teacher groups.

3. Study be made concerning the adequacies of preparation of teachers in this community and its possible relation to their public image.

4. Attempts should be made in public relations, both through teacher participation in community activities and an increased emphasis placed on the image of the teacher as presented in the local media of communication.

5. Investigation be made concerning the local teacher self-image and its possible relationship to their public image.

6. That the teaching profession capitalize on the attitude that the public holds concerning their unique opportunity and responsibility in the shaping of the American way of life.

7. That the members of the teaching profession of this community concern themselves with the promotion of the profession among the young people in the light of the findings of this survey (that the teaching profession is the first vocational choice of parents for their children).

8. That professional education groups make an effort to raise the standard of excellence in the profession through concern for standards of selection and adequate preparation.
LITERATURE CONSULTED
LITERATURE CONSULTED


Lipset, Seymour Martin and Bendix, Reinhard, Social Mobility in Industrial Society, University of California Press, California, 1959.


Newsweek, August 1, 1960, Vol. 56, p. 4.


APPENDIX
APPENDIX A

Letter Accompanying Questionnaire

Montana State College
Bozeman, Montana 59715

Dear friend:

You have been selected in the hopes that you will assist me in investigating some of the factors affecting attitudes existing towards six of the major professions. The response from your consideration of the following material will be used in a study which is in process. As you notice, there is no requirement of name so your response will remain anonymous.

In considering this questionnaire your careful thought on each item will be appreciated. You are required to do no writing (unless you wish to do so).

Your cooperation and assistance will be greatly appreciated.

Sincerely yours,

Allen N. Croone
Appendix B

Sample of the Questionnaire
**PROFESSIONAL SURVEY QUESTIONNAIRE**

I. General information on respondents.

A. Male ___ Female ___

B. Age: ___ 15-29 ___ 30-44 ___ 45-59 ___ 60-

C. Family Income: ___ $ 0-2,999 ___ 3,000-5,999 ___ 6,000-8,999 ___ 9,000-11,999 ___ Above 12,000

D. Education: (Circle highest grade completed.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade School:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Total Number of Dependents. ___

F. Number of dependents in school ___

- Elementary ___
- Junior High ___
- Senior High ___
- College ___
- Other type school ___

G. Occupation: ______________________

Relates most closely to:

- Professional ___
- Clerical & Sales ___
- Service ___
- Skilled Trade ___
- Industrial ___
- Agricultural ___
- Government ___
- Home & Family ___

**INSTRUCTIONS:** The following questionnaire considers the relative values of certain characteristics as they relate to the professions of dentist, doctor, architect, engineer (such as electrical, chemical or mechanical), lawyer, and teacher. You are requested to rank the six professions in answering each question. A score of 1 should be considered the highest and the score of 6 the lowest. Place a check mark for the reason listed which you would consider the most important for your first choice and for your last choice. If none listed are, in your opinion, satisfactory you may write your reason in the space provided.

1. In your opinion, which profession contributes the most to the total good of the community?

   _Architect_ a. Reason for first choice: ___
   _Dentist_ ___
   _Doctor_ ___
   _Engineer_ ___
   _Lawyer_ ___
   _Teacher_ ___

   b. Reason for last choice: ___
   _Influences smallest number of community members._
   ___
   _Most active in community._
   ___
   _Most needed in community._
   ___
   _Influence largest number of community members._
   ___
   _Most qualified to lead._
   ___
   _Most effective in establishing values and shaping public opinion._
   ___
   _Least active in community._
   ___
   _Least needed in community._
   ___
   _Least qualified to lead._
   ___
   _Little influence in establishing values or shaping public opinion._
   ___

   (Other)___________________.

   (Other)___________________.

   (Other)___________________.
2. In your opinion, which profession has the most prestige?  
   a. Reason for first choice: Has highest educational level.  
   b. Reason for last choice: Least needed in community.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Reason for First Choice</th>
<th>Reason for Last Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Has highest educational level.</td>
<td>Least needed in community.</td>
</tr>
<tr>
<td>Architect</td>
<td>Has highest income.</td>
<td>Lowest educational level.</td>
</tr>
<tr>
<td>Dentist</td>
<td>Has greatest responsibility.</td>
<td>Least well paid.</td>
</tr>
<tr>
<td>Doctor</td>
<td>Most needed in area.</td>
<td>Has least responsibility in and to the community.</td>
</tr>
<tr>
<td>Engineer</td>
<td>Greater dependency on this profession.</td>
<td>Works with the people of the community the least.</td>
</tr>
<tr>
<td>Lawyer</td>
<td></td>
<td>(Other)</td>
</tr>
</tbody>
</table>

(Other)__________________________

3. In your opinion, which profession seems to have a shortage of qualified personnel?  
   b. Reason for last choice: Standards too low.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Reason for First Choice</th>
<th>Reason for Last Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawyer</td>
<td>Standards too high.</td>
<td>Sufficient number at present time in the profession.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Greater demand.</td>
<td>Training easily obtained.</td>
</tr>
<tr>
<td>Dentist</td>
<td>Irregularity of hours and working conditions.</td>
<td>Profession tends toward a more orderly way of life.</td>
</tr>
<tr>
<td>Doctor</td>
<td>Preparation too long and too expensive.</td>
<td>(Other)</td>
</tr>
<tr>
<td>Engineer</td>
<td></td>
<td>(Other)</td>
</tr>
</tbody>
</table>

(Other)__________________________

4. In your opinion, which profession requires the most training?  
   a. Reason for first choice: Greater need for specialization.  
   b. Reason for last choice: Practical experience replaces formal training.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Reason for First Choice</th>
<th>Reason for Last Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer</td>
<td>Greater need for specialization.</td>
<td>Least number of years of training.</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Greatest number of years.</td>
<td>Needs are so pressing that the standards cannot be kept high.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Subject matter constantly is changing.</td>
<td>Least need to specialize.</td>
</tr>
<tr>
<td>Architect</td>
<td>Greater need for people who are competent.</td>
<td>(Other)</td>
</tr>
<tr>
<td>Dentist</td>
<td></td>
<td>(Other)</td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td>(Other)</td>
</tr>
</tbody>
</table>

(Other)__________________________

5. In your opinion, which profession should require the most training?  
   a. Reason for first choice: Competency requires more training.  
   b. Reason for last choice: Less skill involved.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Reason for First Choice</th>
<th>Reason for Last Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>Competency requires more training.</td>
<td>Less skill involved.</td>
</tr>
<tr>
<td>Engineer</td>
<td>Profession involves greater responsibility.</td>
<td>Present requirements are sufficient.</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Greater skill required.</td>
<td>Less responsibility to public involved in this profession.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Preservation of values is of greatest importance.</td>
<td>Less training needed when not working in inter-personal relationships.</td>
</tr>
<tr>
<td>Architect</td>
<td>Society has neglected this profession too long.</td>
<td>Least need to specialize.</td>
</tr>
<tr>
<td>Dentist</td>
<td></td>
<td>(Other)</td>
</tr>
</tbody>
</table>

(Other)__________________________

(Other)__________________________
6. In guiding your son or daughter's vocational choice, which would you encourage?
   a. Reason for first choice:  
   Dentist  
   Doctor  
   Engineer  
   Lawyer  
   Teacher  
   Architect  
   (Other)
   b. Reason for last choice: 
   Least needed.  
   Least able to contribute to the good of humanity.  
   Has least number of related opportunities.  
   Would tend to make their world too narrow and specialized.  
   (Other)  

   7. In your opinion, which profession has the highest percentage of competent people?
   a. Reason for first choice:  
   Architect  
   Dentist  
   Doctor  
   Engineer  
   Lawyer  
   Teacher  
   (Other)
   b. Reason for last choice: 
   Attracts fame and/or fortune seekers.  
   Has lower standards of selection.  
   Demand is so great that they begin before having adequate preparation.  
   Few are seen performing well.  
   Training is less demanding.  
   (Other)  

   8. In your opinion, which of these professions gives the most service per dollar?
   a. Reason for first choice:  
   Teacher  
   Architect  
   Dentist  
   Doctor  
   Engineer  
   Lawyer  
   (Other)
   b. Reason for last choice: 
   Influences least number of people.  
   Performs least physical and/or mental effort.  
   Serves least number of people.  
   Provides least practical service.  
   Is able to set fees desired as he or the profession wishes.  
   (Other)  

   9. In your opinion, which of these professions has the highest average income?
   a. Reason for first choice:  
   Lawyer  
   Teacher  
   Architect  
   Dentist  
   Doctor  
   Engineer  
   (Other)
   b. Reason for last choice: 
   Has not reached professional status.  
   Lack of competence has negative affect on salary.  
   Failure of community to realize value of profession.  
   Public servant should receive lower pay.  
   Income is not professionally controlled.  
   (Other)
10. In your opinion, which of these professions should have the highest average income?
   a. Reason for first choice:  
   Engineer  
   Lawyer  
   Teacher  
   Architect  
   Dentist  
   Doctor  
   b. Reason for last choice:  
   Training is longer and more expensive.  
   Provides the most service to the most people.  
   Greater need for people to enter the profession.  
   Need to attract better people into the profession.  
   Specialization can demand higher pay.  
   Training costs least.  
   Provides less service to the public.  
   Profession does not demand high ability.  
   Profession requires least preparation.  
   (Other)  

11. In your opinion, which profession contributes most to the shaping of the American way of life?
   a. Reason for first choice:  
   Doctor  
   Engineer  
   Lawyer  
   Teacher  
   Architect  
   Dentist  
   b. Reason for last choice:  
   Contributes most to technical advancements.  
   Greatest influence on choice and continuation of values.  
   Basic to all professions.  
   Provides greatest service to humanity.  
   Affects greatest number of people.  
   Has limited contact with people.  
   Contributes most to individual needs.  
   Provides for least amount of technical advancements.  
   Has least effect on values held by people.  
   Professional field too narrow to affect great numbers of people.  
   (Other)  

Note: General comments concerning questionnaire may be written below.