1958

The status of the elementary school teacher

Foley, Dennis Francis

Boston University

http://hdl.handle.net/2144/6465

Boston University
Boston University
School of Education

THESIS

The Status of the Elementary School Teacher

Submitted by

Dennis Francis Foley
(Bachelor of Science in Education, Salem Teachers College, 1936)

Edith Axelrod
(Bachelor of Science in Education, North Adams Teachers College, 1952)

Joseph Randell Dawe, Jr.
(Associate Arts, Boston University, 1950)
(Bachelor of Science in Education, Boston University, 1952)

Louisa Putnam King
(Bachelor of Education, University of Miami, 1949)

Caroline Prindle Langworthy
(Bachelor of Education, Rhode Island College of Education, 1956)

Richard Albert Mottola
(Bachelor of Education, Rhode Island College of Education, 1954)

Mabel Mildred Otis
(Bachelor of Science in Education, Farmington State Teachers College, 1954)

In Partial Fulfillment of the
Requirements for the Degree
Masters of Education
1958
First Reader: W. Linwood Chase  
Professor of Education

Second Reader: Gilbert M. Wilson  
Assistant Professor of Education
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. A REVIEW OF THE LITERATURE</td>
<td>6</td>
</tr>
<tr>
<td>III. PROCEDURE</td>
<td>17</td>
</tr>
<tr>
<td>IV. ANALYSIS OF DATA</td>
<td>31</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>87</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Returns of Checklist Revealing Source, Number and Sex of 902 Elementary School Teachers in Seven Community Areas in Massachusetts and Rhode Island</td>
<td>34</td>
</tr>
<tr>
<td>2. Returns of Checklist Revealing Source and Marital Status of 902 Elementary School Teachers in Seven Community Areas Surveyed</td>
<td>35</td>
</tr>
<tr>
<td>3. Returns of Checklist Revealing Source and Marital Status of 841 Female Elementary School Teachers in Seven Community Areas Surveyed</td>
<td>36</td>
</tr>
<tr>
<td>4. Returns of Checklist Revealing Source and Marital Status of 61 Male Elementary School Teachers in Seven Community Areas Surveyed</td>
<td>37</td>
</tr>
<tr>
<td>5. Grade Level Taught and Age Bracket of the Elementary School Teachers Responding in Seven Community Areas</td>
<td>38</td>
</tr>
<tr>
<td>6. Distribution by Grade Level According to Sex and Marital Status of Elementary School Teachers in the Seven Community Areas Surveyed</td>
<td>40</td>
</tr>
<tr>
<td>7. Distribution According to Age Bracket of Elementary School Teachers in the Seven Community Areas Surveyed</td>
<td>41</td>
</tr>
<tr>
<td>8. Distribution of Male, Female, Single and Married Teachers According to Age Brackets</td>
<td>43</td>
</tr>
<tr>
<td>9. Summary of Degrees Held by Elementary Teachers in Seven Community Areas According to Sex and Marital Status</td>
<td>44</td>
</tr>
<tr>
<td>10. Degrees Held by 484 Married Women and 357 Single Women Among the Elementary School Teachers in the Seven Community Areas Surveyed</td>
<td>46</td>
</tr>
<tr>
<td>11. Manner in Which Courses Were Taken by the 302 Single and 411 Married Women Among the Elementary School Teachers in the Seven Community Areas Surveyed</td>
<td>47</td>
</tr>
</tbody>
</table>
12. **Approximate Average Number of Credit Hours Acquired Beyond Latest Degree by 185 Single Women Teachers and 276 Married Women Teachers in the Seven Community Areas Surveyed** ........................................ 48

13. **Approximate Average Number of Credit Hours Obtained Beyond Latest Degree, Which Were Required for Increment Credit by Married Women Teachers and Single Women Teachers of the Elementary School Teachers in Seven Community Areas Surveyed** .................. 49

14. **Approximate Average Number of Hours of Refresher Courses Taken Before Returning and During the First Year of Teaching by 207 Married Women Teachers Responding from the Seven Community Areas Surveyed** ........... 50

15. **Degrees Being Sought by the 70 Single Women Teachers and the 103 Married Women Teachers in the Seven Community Areas Surveyed** .............. 51

16. **Age Bracket and the Degrees Being Sought by Single Women Teachers and Married Women Teachers Among the Elementary School Teachers in the Seven Community Areas Surveyed** ........................................ 53

17. **Reasons Given for Not Taking Courses by Elementary School Teachers in the Seven Community Areas Surveyed According to Sex and Marital Status** ................................. 57

18. **Ways of Better Meeting Professional Needs and Desires in Individual School Buildings as Revealed in the Survey of Elementary School Teachers in the Seven Community Areas** ............................. 59

19. **Ways of Better Meeting Professional Needs and Desires in the Individual School Buildings as Revealed by the Single and Married Women Among the Elementary School Teachers in the Seven Community Areas Surveyed** .................. 61

20. **Ways in Which the Professional Needs and Desires of the Elementary School Teachers Could be Better Met in the School Systems of the Seven Community Areas Surveyed** ........... 63
21. Ways in Which the Professional Needs and Desires of Single and Married Women Teachers Could be Better Met in the School Systems of the Seven Community Areas Surveyed .......................... 65

22. Ways of Better Meeting the Professional Needs and Desires by Nearby Colleges and Universities as Suggested by the Responses Received from Elementary School Teachers in Seven Community Areas Surveyed ................. 67

23. Ways in Which the Professional Needs and Desires of the Elementary School Teachers Could be Better Met by Nearby Colleges and Universities According to Responses from Single and Married Women Teachers in the Seven Community Areas Surveyed .................. 69

24. Preferred Times for Workshops as Indicated by Single and Married Women Teachers in the Seven Community Areas Surveyed .................. 71

25. Number of Persons Having Dependents and the Number of Dependents Among the Elementary School Teachers in the Seven Community Areas Surveyed .......................... 72

26. Comparison of Responses Received from Married Women Teachers and Single Women Teachers Among the Elementary School Teachers in the Seven Community Areas Surveyed as to the Numbers Who are the Sole Support of a Family; Sole Support of Self or Have Their Salary Supplemented from Another Source .... 73

27. Approximate Average Number of Hours Spent Per Month in Parent Conferences by 390 Married Women Teachers and 289 Single Women Teachers, and Approximate Average Number of Hours Spent Per Month in Faculty Meetings by 379 Married Women Teachers and 280 Single Women Teachers in the Seven Community Areas Surveyed .......................... 74
28. Approximate Average Number of P.T.A. Meetings Attended Per Year and Number Having No Parent-Teacher Organization as Revealed by the Single and Married Women Teachers Among the Elementary School Teachers in the Seven Community Areas Surveyed ............................. 75

29. Extent of Participation in Out of Classroom Activities by the Single and Married Women Teachers in the Seven Community Areas Surveyed ........................................ 76

30. Reasons for Returning to Teaching as Indicated by 348 Married Women Teachers in the Seven Community Areas Surveyed ........................................ 77

31. Special Allowances Made for Recruited Married Women Teachers in Regard to Teaching Load, Out of Classroom Duties and Certification in the Seven Community Areas Surveyed ........................................ 78

32. Approximate Average Length of Service of 380 Married Women Teachers from the Seven Community Areas Surveyed with Respect to Number of Years Taught ........................................ 79

33. The Number of Maternity Leaves; the Average Number of Months Taught During Pregnancy in the Primary and Intermediate Grades and the Average Length of Leaves Before Returning to Teaching as Indicated by the Married Women Teachers in the Seven Community Areas Surveyed ........................................ 80

34. Sources of Greatest Help as Indicated by the Married Women Returning to Teaching in the Seven Community Areas Surveyed .............................. 81
CHAPTER I
INTRODUCTION

The sociology of the teaching profession has changed considerably during the last fifteen years. To an extent never before, married women have joined or rejoined the profession. In many systems the majority of teachers are married women. Since there is little expectation that the percentage of married women teachers will be less in the foreseeable future, it was felt that it would be well to find how the married woman teacher and the school in which she teaches might be served to make her a successful and professional teacher.

Statement of the Problem. It is the purpose of this study to (1) find what special problems, if any, exist in regard to the married woman teacher's professional advancement, (2) find what her needs and desires are in regard to professional advancement, and (3) make the findings of value to the married woman teacher and the teaching profession.

Importance of the Problem. There has been little research compiled about the married woman teacher in recent years. The few surveys which have been undertaken have left much to be desired in regard to what can be done to help this group of teachers.
During the depression, the number of married women teachers decreased greatly and during the war years of 1940-1946 they returned in great numbers.\(^1\) Most married women teachers are well qualified. Many of them are parents. More than one-half of all teachers are women, teaching in the elementary grades.\(^2\)

Since the married woman teacher is an integral part of today's schools, this study group feels that:

1. The profession itself might derive some benefit from a study enabling it to take a closer look at a group which comprises a substantial segment of the teaching profession.

2. The data may prove valuable to the university and other institutions of higher learning which must provide courses for this group.

3. Married women teachers may derive some benefit through this survey by setting forth problems they may have.

4. Detailed information on this subject might be of interest and of value to superintendents, whose responsibility is the hiring and placing of teachers.


Because of the changing attitude of many communities regarding the employment of married women teachers, another major reason for undertaking this study has been to gather information on community regulations, wherever such regulations exist, governing the employment of the married woman teacher.

If the influx of the married woman teacher into the schools is to be acknowledged, something tangible and worthwhile must be done. In order to arrive at some conclusions as to whether or not there are special problems confronting the married woman teacher, it is necessary to find the needs and desires of the married woman teacher. This can best be done from within her own ranks.

After compilation of the material, it would be necessary to determine whether the feelings expressed show the need for revision and evaluation of teacher training and re-training programs, in-service and pre-service programs, and professional guidance on the part of the administration.

The study group has intentionally avoided any questions that would develop a negative attitude toward any teacher group. Deffenbaugh and Zeigel found that there had been a tendency up to the time of their study for more and more agitation against the employment of married women teachers.¹

¹Deffenbaugh and Zeigel, op. cit., p. 25.
The survey which stated this fact was conducted prior to the great depression. Since World War II, the number of married women in the teaching profession has increased enormously.

In a survey conducted among the teachers of home economics in the state of Arizona, the following facts were found:

1. One-third had interrupted their professional experience.
2. Two-thirds had children below school age.
3. Financial factors were among their chief reasons for their return to teaching.

Other interesting aspects of this survey were: (1) the increased cooperation of family members in regard to family living, (2) sharing of home tasks, and (3) development of self-reliance by family members. In this study the positive aspects outweighed the negative.

The Norton study is interesting in so far as facts are presented but there is little evidence to indicate that they have been used as a tool to aid the married woman teacher.

---

This is true of other studies that have been written concerning the married woman teacher.

As one can understand, it might be unwise from a morale standpoint to query married women teachers as a group apart. Furthermore, it was thought best to develop some points of comparison between married men and women, as well as married women and single women. Therefore, the inquiry form which was sent to the teachers queried in the present study was entitled "Checklist to Elementary School Teachers".

It is the hope of this project group that the data which have been gathered will give insight into the existing situation and be of benefit to married women teachers and to the profession.
CHAPTER II

A REVIEW OF THE LITERATURE

It has been stated in the previous chapter that the sociology of the teaching profession has considerably changed and that today to an extent never true before, married women have entered the profession. It may be added here, that not only are married women teachers in the profession, but they are here to stay.

Generally speaking, the research done and reported concerning the married woman teacher and her problems is very scant. The information relevant to married women teachers concerns itself with the peculiar position they, as a group, have occupied, and still occupy, within the teaching profession. It is the intent of this study therefore, with what little reported research that has been gathered, to point out in this chapter two or three major trends which now seem to exist.

The review of research will show first of all, the general lack of acceptance which the married woman teacher was at one time compelled to accept as her lot. Secondly, it will show how this position has reversed itself and how today their numbers have increased. Thirdly, it will point out the need for the desirability of those closely connected with the problem to help this group as they enter the profession.
That married women teachers were a group almost to be frowned upon at one time is something that can almost go without saying. Even in the year 1941 Ward G. Reeder reported in a study of school systems and their policies regarding single women who marry, that one-fourth of the systems required their resignation immediately. In approximately another one-fourth they were required to resign at the end of the year. In the remaining one-half, they were permitted to continue to teach.¹

William A. Yeager points out that in the days when younger teachers were more plentiful, many school boards made marriage of women teachers an immediate occasion for dismissal.²

Even in the light of evidence that indicated married women were equally competent and performed their duties equally well, the single teacher was given preference by many school boards. The objection to the married woman teacher here was that teaching positions should be reserved for single women and married men since married women presumably have husbands to support them.³

In the past and to some extent even today, there have been many arguments as to the relative worth of married women teachers. Some of these pros and cons will now be considered, not as to their relative merit but merely to acquaint the reader with the attitudes that did and still do exist concerning married women teachers. Those who oppose the hiring of married women teachers have prolonged the aforementioned prejudices. First, it is thought by some people that the hiring of a married woman teacher denies a position to a single woman teacher. Secondly, a married woman teacher must give precedence to her home and her children. Thirdly, married women, it is believed, often work for lower salaries, thus keeping the salary scales down. Fourthly, it is thought that married women are not too reliable in performing professional responsibilities outside of the classroom. \(^1\)

From those who would hire married women teachers come these contentions. The efficiency of the married woman teacher is equivalent to that of the single woman teacher. The hiring of a married teacher gives encouragement to young women to make teaching a career. Also, married women teachers decrease the amount of teacher turnover in systems where they are hired. Lastly, it is firmly believed that marriage and parenthood are likely to enrich a teacher's competency. \(^2\)

---

\(^1\)Yesger, loc. cit.

\(^2\)Ibid.
As one teacher reported:

Though I stopped teaching for ten years, I never lost interest in the profession. As a mother of a young son and daughter, I learned more about child development from real life than one could learn from college textbooks.

Thus far this report has tried to point out the prejudices that once existed, and in many areas still exist, against married women teachers. It has also, where possible, endeavored to give some of the reasoning behind these negative attitudes. In spite of these prejudices or negative attitudes, however, it was found that as late as 1955 eighty per cent of school systems in the nation were hiring married women teachers, even though one-half of this number admitted that if qualifications were equal they would give preference to a single teacher. Lake, writing in 1956, reported that 5,000 to 10,000 married women in the 30-40 age bracket had gone into teaching. What has brought about this trend towards hiring married women teachers? Why, in spite of the above mentioned prejudices, have they been able to make such an impact on the teaching profession?


Probably the most important single factor which has compelled school systems to hire married women teachers has been the teacher shortage. F. S. Cook has estimated that it will take one-half of all college graduates during the next ten years to meet the teacher shortage. The public is well aware of the vast number of teachers needed today at the elementary level. By 1960 the impact of the rising birth rate will be felt in the secondary schools. In an effort to overcome this impending shortage, the profession will have to include married women as part of its force.

A rather slow moving but steady change in the philosophy of many educators, teacher institutions and teacher associations, has also aided in bringing the married woman teacher back to the classroom. The N. E. A. in its platform has clearly stated, in regard to the hiring of teachers, that there should be no discrimination because of race, color, residence, economic or marital status, religious or nonsubversive political beliefs.

In considering this matter of a change in philosophy, one cannot limit himself to the teaching profession alone. Other professions, in general, have looked to married women to fill a gap. According to the United States Department of


2Moore, Walters, *loc. cit.*
Labor in 1951 there were 10.2 million married women in the labor force in 1951. This represented 55% of all adult women employed in the United States.\(^1\)

Evidence of this change is again noted in some of the recent literature written by the nation's foremost administrators. Elsbree and Reutter, for example, are of the opinion that a married woman should not be forced to decide between motherhood and a teaching position. Further, they feel school personnel policies should not be raised as a means of enforcing questionable social mores.\(^2\)

Selma S. Kahn has probably brought forth one of the most significant statements concerning this effort of educators to conciliate teaching and marriage. She says:

> Home management is a career in itself. However, the educated woman is able to enrich that home life with outside interests, and from these interests give better service to her own family and community--During her child bearing days, the so called career may temporarily be put aside. However, when her children are grown and no longer need her, then come the opportunities to really enjoy her career. As a result, her husband often finds her to be a better companion. Teaching is an especially fine career for a married woman.\(^3\)

It is obvious today that not only are married women teachers being accepted as part of the teaching force, but

---

\(^1\)Elsbree, Reutter, *op. cit.*, p. 67.


\(^3\)Kahn, *loc. cit.*
that they are also being recognized for their relative values and potentially high contributions. In the literature, for example, educators point out that generally, married women teachers are better adjusted than the unmarried and that as a result they are a much better guide for youth.\textsuperscript{1} Others praise married women teachers for bringing new insights, interests, understandings, and attitudes toward the profession itself.\textsuperscript{2}

David W. Peters, in a comparative study of married and single women teachers done in 1934, found that married women rated superior to the single women in teaching skill and in personality.\textsuperscript{3}

In a final effort to promote the idea of keeping married women teachers in the teaching profession and to do away with the idea that they do not belong, some educators have put it right on the line and advocated that school boards no longer select teachers according to marital status but on the basis of merit, i.e., efficiency, personality, ability.\textsuperscript{4}

\textsuperscript{1}Ibid.

\textsuperscript{2}Lela Leisenring, "I'm a Retread," \textit{Childhood Education}, 32: 382-384, April, 1945.

\textsuperscript{3}Elsbree, Reutter, \textit{op. cit.}, p. 69.

\textsuperscript{4}Ibid.
As a result of the above mentioned conditions, attitudes, and beliefs, it can be stated here that married women teachers today are back in the teaching profession. Furthermore, they are here to stay. In 1933 women totaled 69.2% of the nation's teaching staff. Of this 69.2%, 18.6% were married.¹ As late as 1956 Maul reported that women comprised three-quarters of the elementary and high school staffs throughout the country.² What percentage of this three-quarters are married is not known. However, and this is the crux of the whole problem, as late as 1957 the statistics of some teachers college alumnæ indicated that more than half of the graduates marry within five years.³ Realizing the teacher shortage, the marriage factor, the feeling of some educators towards married women teachers, and the ability and potential of married women teachers, is it any wonder that Yeager pleads for the developing of right attitudes and the overcoming of prejudices towards married women teachers?⁴


⁴ Yeager, *loc. cit.*
That married women teachers are an asset to the profession and that more are needed appears evident from the research reported in this chapter. The problem now is where to get them and how to help them. Current literature suggests a few solutions as to the problem of supply of teachers, but gives very few answers, if any, as to how to help them.

Statistics show that approximately 500,000 women college graduates under fifty-five are neither employed nor caring for pre-school children. There is no doubt that many of this number did not prepare for teaching. As an avenue of teacher recruitment, Maul suggests that colleges and universities gear their teacher preparatory courses to the maturity and general experience of this group. Since family and other responsibilities must be considered with respect to this group, colleges and universities must, for example, adjust the times and places of the courses offered.

As an aid in helping to find out how many of these 500,000 can and will teach, Exton advised the use of state surveys, the provision for dynamic and practical retraining programs, and the making available of scholarships for in-

---

1 Lake, loc. cit.
2 Maul, loc. cit.
service and pre-service training programs.¹

A group which represents another facet of recruitment is the relatively young housewife who holds a bachelor degree and whose children are now of school age. Lindsey suggests that in order to utilize this group, another type of special training program would have to be developed. This program, she further points out, would be designed to include parallel study and service, with both aspects operating in the local setting with personnel from both college and a local school system participating.²

As the teacher shortage becomes more acute, other ways and means to meet the demand will be needed. As already pointed out, the method of training seems to be an important problem at this time. To further emphasize this point, Margaret Lindsey states:

Special programs thus far established to increase the supply of teachers may have inadequacies, but it's essential that efforts be made by colleges and universities to insure that the vast number of teachers that will have to be employed have some professional preparation for the task.³

²Margaret Lindsey, "Where Can We Get More Teachers?" The School Executive, 74: 19-20, April, 1955.
³Ibid.
This chapter has pointed out the former and present position of the married women in the teaching profession; the new phase of teacher supply; and some of the problems which have prevented its full utilization. The married woman teacher, although unique in her position, is today a very definite part of the teaching profession and will, in the years to come, play a role as important as that played by any other group in the history of the profession. The study reported in the following chapters, will give impetus to this important role of the married woman teacher by presenting her professional problems, needs, desires, and ways by which these can be met.
CHAPTER III

PROCEDURE

The purpose of this research was to determine whether the married woman teacher has any professional problems, peculiarly hers, and if problems exist, how they are being met or could be met to improve her standard of performance and her professional status.

To obtain permission to carry on the study in certain towns and cities, the following letter was sent to superintendents of these towns and cities explaining the purpose of the survey.
Dear [Name]:

Now that I am out of administration and back in teaching again I am concerned with a Seminar in Elementary School Administration composed of graduate students writing theses. Nearly all of them are working on group research projects. Mr. [Name] of the [School] is in a group doing a study on married women teachers.

As you can understand, it might be unwise from a morale standpoint to query married women teachers as a group apart. Furthermore, it might be well to develop some points of comparison between married men and women, as well as married women and single women. Therefore, the inquiry form is entitled "Checklist to Elementary School Teachers."

We hope we will have your permission to submit the enclosed checklist to all your elementary teachers. Mr. [Name] is going to make an appointment with you to discuss the matter.

Since there is little expectation that the percentage of married women teachers will be any less in the foreseeable future, we feel it would be well to find out how they and the schools in which they teach might be served to make them happy professional teachers.

Cordially yours,

W. Linwood Chase
Professor of Education

WLC/mac
Cooperating Cities and Towns

The communities and areas in Massachusetts and Rhode Island used in the survey are identified in this study by letters as follows:

Area A. An industrial and residential area of Providence, R. I. with a population of 64,929.

Area B. A purely residential area; a bedroom town of Greater Boston with a population of 29,000.

Area C. A residential city with a population of 42,000.

Area D. A school union of small towns. Growing residential and genteel farming area of 12,000 population.

Area E. A residential town with light industry of 26,000 population just outside the Boston area.

Area F. A Boston bedroom community of 23,000 with a large number of business and professional people who commute daily to the city.

Area G. A residential suburb of Providence, R. I., farming and resort settlement with trade and manufacturing, with a population of 43,028.

After the superintendent's permission to carry on the research in his school system was granted, two types of checklists were used. One type was sent to the teachers; the other to superintendents.
Checklists for the teachers were delivered to each elementary school principal. Through the principals these checklists were distributed to each elementary school teacher in the areas surveyed. They were completely anonymous.

Although the aim of the survey was to gain information in regard to the married woman teacher, the committee was advised to poll all teachers to avoid any emphasis on the married woman teacher as a group, and to give a truer picture of the married woman teacher and her relationship to the total group.

The following categories were covered in the teacher checklist:

1. Marital Status
2. Professional Status
3. Educational Status
4. Professional Objectives
5. School Activities Outside Classroom
6. Preparation, Teaching, School Duties
7. Needs and Desires For Professional Advancement
CHECKLIST TO ELEMENTARY SCHOOL TEACHERS

This inquiry is part of an attempt to study the status of elementary school teachers in order to learn what special problems, if any, may be confronting them and what special problems they may have in professional improvement. It is hoped that, if such problems do exist, this study may throw some light upon the matter in such a way as to be of benefit to elementary school teachers and to the profession.

Could you, in the next two or three days, take the time to go through this inquiry form? It really won't take you very long. Put the completed checklist in the envelope and seal it. Please return the envelope to your principal from whom it will be collected. You will note that we are not interested in the names of teachers or individual schools. Your answers are completely anonymous.

Thank you very much for the consideration you have given this inquiry.

Boston University School of Education Study Project Seminar in Elementary School Administration (W. Linwood Chase, Professor)

PUT A CHECK MARK IN FRONT OF GRADE NOW TEACHING:

   _Kindergarten_ _1_ _2_ _3_ _4_ _5_ _6_ _7_ _8_

INDICATE NUMBER OF YEARS TAUGHT AT OTHER GRADE LEVELS:

   _Kindergarten_ _1_ _2_ _3_ _4_ _5_ _6_ _7_ _8_ High School

   In school work in other capacities

CHECK WHICH DEGREE OR DEGREES YOU HOLD:

   _Normal School Graduate_ _B.S. in Ed._ _M.Ed._

   _B.S._ _B.A._ _M.A._ _Others_ _Working toward?_ 

   _Number of credit hours acquired beyond latest degree

   **Number of these credit hours which were required for increment credits**
INDICATE MANNER IN WHICH COURSES HAVE BEEN TAKEN:

__ Nearby college or university
__ Extension courses in your own or a nearby community
__ Correspondence
__ Other

INDICATE THE CATEGORIES WHICH APPLY TO YOU:

__ Male
__ Female
__ Single
__ Married
__ Number of years married
__ Divorced or separated
__ Widowed
__ Sole support of family
__ Sole support of self
__ Salary supplemented from another source

If it applies to you,
INDICATE NUMBER OF DEPENDENTS WHO ARE IN:

__ Pre-school age
__ Primary grades
__ Intermediate grades
__ Junior High
__ Senior High
__ Number of other dependents
INDICATE AGE BRACKET WHICH APPLIES TO YOU:

- 20 to 29
- 30 to 39
- 40 to 49
- 50 to 59
- 60 or over

INDICATE APPROXIMATE NUMBER OF HOURS PER WEEK SPENT IN SCHOOL ACTIVITIES OUTSIDE CLASSROOM:

- Sports
- Dramatics
- Publications
- Dances
- Hobby Clubs
- None
- Other Activities

INDICATE AVERAGE NUMBER OF HOURS PER MONTH SPENT IN THE FOLLOWING:

- Parent conferences
- Faculty meetings (including curriculum meetings)
- Indicate number of P.T.A. meetings per year which you attend
- Check if your school does not have a P.T.A.
INDICATE APPROXIMATE NUMBER OF HOURS PER WEEK IN EACH OF THESE AREAS:

___ Preparation and planning
___ Actual teaching time
___ Special help to students
___ Correcting papers
___ Other (Committees, etc.)

CHECK WAYS IN WHICH YOUR PROFESSIONAL NEEDS OR DESIRES COULD BE BETTER MET IN YOUR OWN BUILDING:

___ Curriculum guides
___ More guidance by principal
___ Demonstration teaching
___ More faculty meetings dealing with classroom problems
___ Professional library in school
___ Others (Write in) ____________________________

CHECK WAYS IN WHICH YOUR PROFESSIONAL NEEDS AND DESIRES COULD BE BETTER MET IN YOUR SCHOOL SYSTEM:

___ System-wide grade level meetings
___ Opportunity for visiting local and out of town classrooms
___ Help from the specialists in the central office
___ Released time for curriculum revision
___ Allowing salary increment credits for curriculum revision
___ Workshops in arts and crafts
___ Workshop in music
___ Workshop in science
__Workshop in physical education
__Workshop in other area (Name)__________________________
__Other ways (Write in)__________________________

CHECK PREFERRED TIME FOR ANY WORKSHOP:
__After school
__Evenings
__Saturday mornings

CHECK WAYS IN WHICH YOUR NEEDS AND DESIRES FOR PROFESSIONAL IMPROVEMENT COULD BE BETTER MET BY A NEARBY COLLEGE OR UNIVERSITY:
__More methods courses
__More content courses
__More arts and crafts courses
__More extension courses in communities
__Allowing greater number of Liberal Arts credit hours toward degree in education
__Permitting more questions, discussion or student participation in teacher training courses
__Summer extension courses within thirty miles of my home
__Other ways (Write in)__________________________

CHECK SOURCE OF COURSES (WITHIN THIRTY MILES) AVAILABLE TO YOU DURING THE SCHOOL YEAR:
__Teachers College
__University
__Extension
__Others (Write in)__________________________
CHECK REASONS FOR NOT TAKING COURSES:

- Distance
- Financial
- Lack of time
- Lack of information concerning courses offered
- Other reasons (Write in)

ITEMS IN SECTION BELOW TO BE ANSWERED BY MARRIED WOMEN WHO HAVE RETURNED TO TEACHING

CHECK YOUR REASON FOR TEACHING:

- Intend to make a career of teaching
- Teaching temporarily for added income
- Recruited because of teacher shortage
- Other (Write in)

INDICATE:

- Number of credit hours of refresher courses taken before returning to teaching
- Number of credit hours of refresher courses taken during the first year of teaching

IF RECRUITED, CHECK THE FOLLOWING: HAVE YOU HAD?

- Special allowances made in teaching load
- Special allowances made for out of classroom duties
- Special allowances made with regard to waiving teacher certification
- Other allowances
INDICATE LENGTH OF SERVICE:

- Total number of years you have taught including this one
- No. of years taught prior to marriage
- No. of years taught after marriage
- No. of years between marriage and next teaching position
- No. of non-teaching years since completing teacher training
- Longest period of consecutive teaching

Please cite any additional information not covered by the above check list:

____________________________________

INDICATE MATERNITY LEAVES:

- Number of maternity leaves
- Average number of months taught during pregnancy
  - if in primary grades
- Average length of leave before returning

MARRIED WOMEN TEACHERS: Indicate in this space the sources providing the greatest amount of help when you returned to teaching.

ALL ELEMENTARY TEACHERS: Indicate in this space any suggestions which you may have that have not been covered in this checklist.
The questionnaire to superintendents sought information on community regulations, wherever they exist, pertaining to the employment of married women teachers and the provision the communities make for professional growth within the school system.

QUESTIONNAIRE TO SUPERINTENDENTS

We are asking the superintendents whose teachers receive the Checklist to Elementary School Teachers to complete this brief questionnaire in order that we might have a more complete understanding of the dozen school systems studied.

No names of towns or superintendents will be used.

1. Regulations
   a. Please check the policy or policies followed in your community.
      - Married women are not hired as teachers.
      - There are no special policies concerning married women teachers.
      - Married women are hired on a permanent substitute basis.
      - Married women are eligible for tenure.
      - Others-Please specify
         ________________________________
         ________________________________

   b. Please state briefly school department policy on pregnancy.
         ________________________________
         ________________________________
2. Provision by Community for Needs for Professional Growth

Please indicate any of the following provided by your system:

- In-service training
- Refresher courses
- Workshops
- Grade level meetings
- Curriculum guides
- Supervision by principal
- Services of consultants and supervisors
- Demonstration teaching
- Faculty meetings dealing with classroom problems
- Released time for visiting local and out-of-town classrooms

3. Comments

YES NO

In view of the higher incidence of married women teachers in your own and in other communities in recent years, do you have any suggestions for community, school department, or teacher-training institution policies or practices which you believe might be helpful to education?

If answer to the above is YES, would you kindly state your beliefs briefly below.

________________________________________________________________________

________________________________________________________________________

Anything else for the good of the cause?

________________________________________________________________________
The analysis of the data obtained from the checklists of 902 teachers, and the information furnished by the superintendents of schools is reported in Chapter IV.
CHAPTER IV

ANALYSIS OF DATA

This study was based on a survey sent to 1121 elementary school teachers in five Massachusetts and two Rhode Island communities. The communities were described in Chapter III. Of the 1121 checklists sent out, 902 (80.46 per cent) were returned. Of these responses, 61 (5.76 per cent) were from male teachers and 841 (93.24 per cent) were from female teachers. According to the figures on marital status, 350 (38.80 per cent) of the teachers responding were single; 490 (54.31 per cent) were married; 42 (4.64 per cent) were widowed; and 20 (2.21 per cent) were divorced. Of the 841 female respondents, 442 (49.00 per cent) were married; 337 (37.36 per cent) were single; 20 (2.21 per cent) were divorced; and 42 (4.64 per cent) were widows. Of the 61 men who responded, 48 (5.32 per cent) were married and 13 (1.44 per cent) were single.

On all tables other than the first, for purposes of clarity in tabulation, widows are included with the married women and divorcees are included with the single women.

Throughout the analysis, special emphasis has been placed on the comparison of the female married teacher and the female single teacher.
Totals were omitted in the instances where teachers checked several of the items in the table, or where responses did not equal 902 teachers. All percentages not totaling 100 per cent are due to teachers checking several items, or where the total percentage is not suited to the purpose of the table.

The following categories were covered in the teacher checklist:

1. Marital Status
2. Professional Status
3. Educational Status
4. Professional Objectives
5. School Activities Outside Classroom
6. Preparation, Teaching, School Duties
7. Needs and Desires for Professional Growth

A second questionnaire was sent to the seven superintendents asking information in the following areas:

1. Community policies or practices pertaining to the hiring of married women teachers
2. School department policy on pregnancy
3. Provision by community for need for professional growth
4. Suggestions as to possible changes in community, school department, or teacher-training institution policies or practices which might be helpful to education

The law according to Chapter 71, Section 42 of the General Laws of the Commonwealth of Massachusetts Relating to Education in referring to the suspension and dismissal
of teachers and superintendents states: "The change of marital status of a female teacher or superintendent shall not be considered cause for dismissal under this section."¹

As the reader studies the tables and other analyses, it will be noted that there are little differences in the problems, needs, and desires for professional growth as expressed by the single and married women teachers.

¹General Laws Relating to Education. (Suspension and Dismissal of Teachers and Superintendents No. 3. Commonwealth of Massachusetts Bulletin of Department of Education, 1956), p. 56.
TABLE 1

Returns of Checklist Revealing Source, Number and Sex of 902 Elementary School Teachers in Seven Community Areas in Massachusetts and Rhode Island

<table>
<thead>
<tr>
<th>Community</th>
<th>Number Sent</th>
<th>Number Returned</th>
<th>Per cent</th>
<th>Number Male</th>
<th>Per cent</th>
<th>Number Female</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>260</td>
<td>186</td>
<td>71.54</td>
<td>16</td>
<td>8.60</td>
<td>170</td>
<td>91.40</td>
</tr>
<tr>
<td>B</td>
<td>146</td>
<td>120</td>
<td>82.19</td>
<td>8</td>
<td>6.67</td>
<td>112</td>
<td>93.33</td>
</tr>
<tr>
<td>C</td>
<td>151</td>
<td>114</td>
<td>75.50</td>
<td>10</td>
<td>8.77</td>
<td>104</td>
<td>91.23</td>
</tr>
<tr>
<td>D</td>
<td>50</td>
<td>47</td>
<td>94.00</td>
<td>4</td>
<td>8.51</td>
<td>43</td>
<td>91.49</td>
</tr>
<tr>
<td>E</td>
<td>143</td>
<td>124</td>
<td>86.71</td>
<td>14</td>
<td>11.29</td>
<td>110</td>
<td>88.71</td>
</tr>
<tr>
<td>F</td>
<td>101</td>
<td>84</td>
<td>83.17</td>
<td>2</td>
<td>2.38</td>
<td>82</td>
<td>97.62</td>
</tr>
<tr>
<td>G</td>
<td>270</td>
<td>227</td>
<td>84.07</td>
<td>7</td>
<td>3.08</td>
<td>220</td>
<td>96.92</td>
</tr>
<tr>
<td>Totals</td>
<td>1121</td>
<td>902</td>
<td>80.46</td>
<td>61</td>
<td>6.76</td>
<td>841</td>
<td>93.24</td>
</tr>
</tbody>
</table>

Table one is a composite of the data concerning the source, number and sex of 902 elementary school teachers in the seven community areas in Massachusetts and Rhode Island. Of the 1121 checklists distributed, 902 were returned. This represents a return of 80.46 per cent.

Sixty-one, or 6.76 per cent, of the responses were from male teachers, and 841, or 93.24 per cent, were from female teachers.
TABLE 2

Returns of Checklist Revealing Source and Marital Status of 902 Elementary School Teachers in Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Community</th>
<th>Single</th>
<th>Per cent</th>
<th>Married</th>
<th>Per cent</th>
<th>Divorced</th>
<th>Per cent</th>
<th>Widowed</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>49</td>
<td>26.34</td>
<td>123</td>
<td>66.13</td>
<td>1</td>
<td>.54</td>
<td>13</td>
<td>6.99</td>
</tr>
<tr>
<td>B</td>
<td>53</td>
<td>44.17</td>
<td>61</td>
<td>50.83</td>
<td>3</td>
<td>2.50</td>
<td>3</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>64</td>
<td>56.14</td>
<td>41</td>
<td>35.96</td>
<td>4</td>
<td>3.51</td>
<td>5</td>
<td>4.39</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>38.30</td>
<td>26</td>
<td>55.36</td>
<td>1</td>
<td>2.13</td>
<td>2</td>
<td>4.26</td>
</tr>
<tr>
<td>E</td>
<td>57</td>
<td>45.97</td>
<td>60</td>
<td>48.39</td>
<td>2</td>
<td>1.61</td>
<td>5</td>
<td>4.03</td>
</tr>
<tr>
<td>F</td>
<td>29</td>
<td>34.52</td>
<td>49</td>
<td>58.33</td>
<td>4</td>
<td>4.76</td>
<td>2</td>
<td>2.38</td>
</tr>
<tr>
<td>G</td>
<td>80</td>
<td>35.24</td>
<td>130</td>
<td>57.27</td>
<td>5</td>
<td>2.20</td>
<td>12</td>
<td>5.29</td>
</tr>
<tr>
<td>Totals</td>
<td>350</td>
<td>38.80</td>
<td>490</td>
<td>54.35</td>
<td>20</td>
<td>2.21</td>
<td>42</td>
<td>4.64</td>
</tr>
</tbody>
</table>

The marital status reveals that 350 are single teachers, or 38.80 per cent; 490 married teachers, or 54.35 per cent; 20 divorced, or 2.21 per cent; 42 widowed, or 4.64 per cent.
TABLE 3

Returns of Checklist Revealing Source and Marital Status of 841 Female Elementary School Teachers in Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Community</th>
<th>Female Per Cent</th>
<th>Married</th>
<th>Single Per Cent</th>
<th>Divorced</th>
<th>Widowed Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>108</td>
<td>58.06</td>
<td>48</td>
<td>25.81</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>54</td>
<td>45.00</td>
<td>52</td>
<td>43.33</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>35</td>
<td>30.70</td>
<td>60</td>
<td>52.63</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>23</td>
<td>48.94</td>
<td>17</td>
<td>36.17</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>49</td>
<td>39.52</td>
<td>54</td>
<td>43.55</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>47</td>
<td>55.95</td>
<td>29</td>
<td>34.52</td>
<td>4</td>
</tr>
<tr>
<td>G</td>
<td>126</td>
<td>55.51</td>
<td>77</td>
<td>33.92</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>442</td>
<td>49.00</td>
<td>337</td>
<td>37.36</td>
<td>20</td>
</tr>
</tbody>
</table>

The data in Table 3 concern the source and marital status of the women teachers in this survey.

Of the 841 female teachers who responded 442, or 49.00 per cent, are married; 337, or 37.36 per cent, are single; 20 are divorced, or 2.21 per cent; 42, or 4.64 per cent, are widows.

On all the following tables, for purposes of clarity in tabulation, widows will be included with the married woman; divorcees will be included with the single women.
TABLE 4

Returns of Checklist Revealing Source and Marital Status of 61 Male Elementary School Teachers in Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Community</th>
<th>Male Married</th>
<th>Per cent Male</th>
<th>Male Single</th>
<th>Per cent Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15</td>
<td>8.06</td>
<td>1</td>
<td>.54</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>5.83</td>
<td>1</td>
<td>.83</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>5.26</td>
<td>4</td>
<td>3.51</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>6.38</td>
<td>1</td>
<td>2.13</td>
</tr>
<tr>
<td>E</td>
<td>11</td>
<td>8.87</td>
<td>3</td>
<td>2.42</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>2.38</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>G</td>
<td>4</td>
<td>1.76</td>
<td>3</td>
<td>1.32</td>
</tr>
<tr>
<td>Totals</td>
<td>48</td>
<td>5.32</td>
<td>13</td>
<td>1.44</td>
</tr>
</tbody>
</table>

The data in Table 4 concern the source and marital status of the men teachers in this survey.

Of the 61 men who responded 48, or 5.32 per cent, are married and 13, or 1.44 per cent, are single.
TABLE 5

Grade Level Taught and Age Bracket of the Elementary School Teachers Responding in Seven Community Areas

<table>
<thead>
<tr>
<th>Age</th>
<th>20 - 29</th>
<th>30 - 39</th>
<th>40 - 49</th>
<th>50 - 59</th>
<th>60 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>Kdg.</td>
<td>20</td>
<td>6.49</td>
<td>8</td>
<td>5.44</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>48</td>
<td>15.58</td>
<td>25</td>
<td>17.00</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>54</td>
<td>17.53</td>
<td>18</td>
<td>12.24</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>49</td>
<td>15.92</td>
<td>21</td>
<td>14.29</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>16.23</td>
<td>16</td>
<td>10.38</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>46</td>
<td>14.94</td>
<td>21</td>
<td>14.29</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td>11.36</td>
<td>29</td>
<td>19.73</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>1.30</td>
<td>5</td>
<td>3.40</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>0.65</td>
<td>4</td>
<td>2.73</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>308</td>
<td>100</td>
<td>147</td>
<td>100</td>
<td>205</td>
</tr>
</tbody>
</table>

Table 5 indicates that 857 teachers responded to grade level taught and age bracket, while 45, or 5.26 per cent, did not respond.
In this particular distribution of the age-grade of teachers, the older teachers are teaching in the lower grades, beginning in grade 1, while the younger teachers are teaching in the higher grades.

However, the greater distribution of Kindergarten teachers are in the 20 to 29 age bracket.

Profile Chart According to Age Bracket
Having Highest Percentage at Each Grade Level
**TABLE 6**

Distribution by Grade Level According to Sex and Marital Status of Elementary School Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>SINGLE</th>
<th>MARRIED</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Kdg.</td>
<td>23</td>
<td>6.22</td>
<td>21</td>
<td>4.29</td>
</tr>
<tr>
<td>1</td>
<td>70</td>
<td>18.92</td>
<td>89</td>
<td>19.20</td>
</tr>
<tr>
<td>2</td>
<td>61</td>
<td>16.53</td>
<td>74</td>
<td>15.13</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>14.90</td>
<td>81</td>
<td>17.56</td>
</tr>
<tr>
<td>4</td>
<td>67</td>
<td>18.25</td>
<td>66</td>
<td>13.49</td>
</tr>
<tr>
<td>5</td>
<td>46</td>
<td>12.46</td>
<td>78</td>
<td>15.95</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>9.75</td>
<td>67</td>
<td>13.70</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>2.16</td>
<td>7</td>
<td>.35</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>.81</td>
<td>6</td>
<td>.33</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>100</td>
<td>489</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6 shows the distribution by grade level, sex, and marital status of elementary school teachers who responded. Forty-three, or 4.47 per cent, did not respond.

The data in this table also show that there is a wide difference in the percentage of male teachers who are in primary grades and those who are in the intermediate grades, with a noted increase at each successive grade level. This table places 1.85 per cent in both grades 2 and 3. In grade 4, 5 and 6 there are 9.25 per cent, 27.77 per cent, and 44.48 per cent respectively.
Table 7 shows the distribution of teachers according to age brackets. Eighteen, or 2.00 per cent, did not respond.
A greater percentage of single teachers are in the 20 to 29 year brackets; 48.17 per cent at this level; while only 27.41 per cent of the married teachers are in this bracket. In the 40 to 49 year age bracket, however, the percentage of married teachers is 28.92 per cent compared to 17.75 per cent for the single teachers. There is little difference noted in the per cent of married and single teachers in the 60 and over age bracket.

The columns showing the male and female teachers, indicate that there are 42.62 per cent of the males and 35.24
per cent of the females in the 20 to 29 year age bracket. In the 30 to 39 year age bracket, 54.10 per cent of the males are found, while only 13.49 per cent of the females are located at this point.

No male elementary teachers are found above 49 years of age. However, 18.83 per cent of the females fall in the 50 to 59 year level, and 6.44 per cent in the 60 and over category.
In the age bracket 20 to 29 and 30 to 39, there was a total of 59 men as compared to a total of 401 women.

There was a preponderance of women in the 40 to 49 age bracket, 214 women, as compared to two men.

It will be noted that there were no men in either the 50 to 59 or the 60 and over categories, while there were 155 women in the former and 53 in the latter.
TABLE 9

Summary of Degrees Held by Elementary Teachers in Seven Community Areas According to Sex and Marital Status

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Single Per Cent</th>
<th>Married Per Cent</th>
<th>Male Per Cent</th>
<th>Female Per Cent</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal School</td>
<td>83 22.43%</td>
<td>131 47.54%</td>
<td>1 1.39%</td>
<td>213 48.32%</td>
<td>214 23.73%</td>
</tr>
<tr>
<td>B. S. in Ed.</td>
<td>186 50.27%</td>
<td>254 47.36%</td>
<td>28 37.81%</td>
<td>412 48.02%</td>
<td>440 48.78%</td>
</tr>
<tr>
<td>Ed. M.</td>
<td>37 10.00%</td>
<td>42 7.83%</td>
<td>17 26.61%</td>
<td>62 7.23%</td>
<td>79 8.78%</td>
</tr>
<tr>
<td>B. S.</td>
<td>12 3.24%</td>
<td>21 3.91%</td>
<td>5 6.47%</td>
<td>28 3.26%</td>
<td>33 3.66%</td>
</tr>
<tr>
<td>B. A.</td>
<td>66 17.84%</td>
<td>72 13.46%</td>
<td>16 21.22%</td>
<td>122 14.22%</td>
<td>138 15.30%</td>
</tr>
<tr>
<td>M. A.</td>
<td>10 10.00%</td>
<td>16 2.98%</td>
<td>5 6.47%</td>
<td>21 2.45%</td>
<td>26 2.88%</td>
</tr>
</tbody>
</table>

Table 9 supplies comparative data which show that no wide difference exists between the number of single and married teachers who hold degrees. The 930 checks indicate that some teachers hold more than one degree. The only difference is in the number of teachers who hold a Master of Arts. The single women teachers hold 10.00 per cent compared to 2.98 per cent held by the married women teachers.

The comparison of degrees held by male and female teachers shows that 213 females, or 24.82 per cent, hold only normal school certificates while only 1 male, or 1.39 per cent, has only this certificate.

It is also noted that there is the least difference in
the numbers holding a Bachelor of Science in Education; 48.02 percent of the females and 37.84 per cent of the males.

The males, however, have 26.61 per cent with Master of Education degrees as compared to 7.23 per cent of the females having this degree.
TABLE 10

Degrees Held by 484 Married Women and 357 Single Women Among the Elementary School Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>Single Women</th>
<th>Married Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Normal School</td>
<td>20</td>
<td>5.40</td>
</tr>
<tr>
<td>B. S. in Ed.</td>
<td>190</td>
<td>51.35</td>
</tr>
<tr>
<td>Ed. M.</td>
<td>35</td>
<td>9.45</td>
</tr>
<tr>
<td>B. S.</td>
<td>11</td>
<td>2.97</td>
</tr>
<tr>
<td>B. A.</td>
<td>66</td>
<td>17.83</td>
</tr>
<tr>
<td>M. A.</td>
<td>11</td>
<td>2.97</td>
</tr>
</tbody>
</table>

Table 10 compares single and married women teachers as to number and kind of degrees held. Since 51.35 per cent of the single women and 50.37 per cent of the married women hold the Bachelor of Science in Education, the table reveals little difference between the two groups in this area. However, single women have only 5.40 per cent holding Normal School diplomas, while 24.80 per cent of married women hold this certificate. The only other area in which any difference exists between the two groups is in the numbers holding the Bachelor of Arts degree. Single women have 17.83 per cent holding this degree, as compared to 12.78 per cent of the married women.
Table 11 reports the manner in which courses were taken by 302 single women and 411 married women teachers. Of the single women 253, or 83.77 per cent, took their courses at a nearby college or university; 176, or 58.28 per cent, took courses provided by university extension. The table reveals that 3 single women, or .99 per cent, took courses by correspondence. Of 411 married women, 326, or 79.32 per cent, took courses at the nearby college or university; 272, or 66.18 per cent, took extension courses; and 10, or 2.43 per cent, took courses by correspondence. These figures indicate a slightly higher percentage of single women taking courses at nearby college or university, and a slightly higher percentage of married women taking extension courses and courses by correspondence.
Approximate Average Number of Credit Hours Acquired Beyond Latest Degree by 185 Single Women Teachers and 276 Married Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Total Hours</th>
<th>Average Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>185</td>
<td>3,388</td>
</tr>
<tr>
<td>Married</td>
<td>276</td>
<td>4,354</td>
</tr>
</tbody>
</table>

Table 12 reports the average number of credit hours earned beyond the latest degree held by 185 single women teachers and 276 married women teachers. Of the 81 women teachers polled, 380, or 45.18 per cent, did not respond.

Little difference is shown between the credit hours of the single woman teacher and the married woman teacher.

Each single woman teacher has an average of 18.31 credit hours, and each married woman teacher has an average of 15.77 credit hours beyond her latest degree.

This indicates that single women have acquired 2.54 average credit hours per teacher more than the married women.
Approximate Average Number of Credit Hours Obtained Beyond Latest Degree, Which Were Required for Increment Credit by Married Women Teachers and Single Women Teachers of the Elementary School Teachers in Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>Number of Teachers</th>
<th>Total Credit Hours</th>
<th>Average Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>120</td>
<td>1,398</td>
<td>11.65</td>
</tr>
<tr>
<td>Married</td>
<td>130</td>
<td>1,260</td>
<td>9.69</td>
</tr>
</tbody>
</table>

Table 13 shows the approximate average number of credit hours obtained beyond latest degree which were required for increment credit by the single and married women teachers surveyed. Five hundred ninety-one did not respond in this category. Presumably not more than 250 were affected.

The single women averaged 11.65 hours and the married women averaged 9.69 hours. The difference between the two groups is in favor of the single women teachers who have earned an average of 1.96 credit hours more than the married teachers.
TABLE 14

Approximate Average Number of Hours of Refresher Courses Taken Before Returning and During the First Year of Teaching by 207 Married Women Teachers Responding From the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Before Returning</th>
<th>During First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married Women</td>
<td>207</td>
<td></td>
</tr>
<tr>
<td>Number of Hours</td>
<td>971</td>
<td>553</td>
</tr>
<tr>
<td>Average Number of Hours</td>
<td>4.69</td>
<td>2.67</td>
</tr>
</tbody>
</table>

Table 14 indicates the approximate average number of hours of refresher courses taken before returning to teaching and during the first year of teaching as reported by 207 married women teachers. Two hundred seventy-seven did not respond. Can it be presumed that most of these women never left teaching?

Of the 207 married women returning to teaching, 971 credit hours, or an average of 4.69 hours, of course work was taken before returning. These same teachers took 553 credit hours, or an average of 2.67 hours, of course work during the first year after returning.

The difference between the average number of credit hours taken before returning and during the first year is only 2.02 hours.
Table 15 compares the data concerning degrees being sought by 70 single women teachers and 103 married women teachers in the seven community areas surveyed. Six hundred sixty-eight, or 79.43 per cent, did not indicate working toward a degree.

The obvious difference appears in the area of those seeking the Bachelor of Science in Education degree. Only 12.86 per cent of the single women teachers are seeking this degree, while 34.95 per cent of the married women teachers are seeking this same degree.

The largest number of degrees are being sought in the Master of Education area where 65.71 per cent of the single women teachers and 39.81 per cent of the married women teachers are seeking a degree. This indicates that 25.90 per cent more single women teachers than married women teachers are seeking a Master of Education degree.
It is also noted that 52.85 per cent more single women teachers are seeking a Master of Education degree than are seeking a Bachelor of Science in Education degree, and that only 4.66 per cent more of the married women teachers are seeking a Master of Education degree than are seeking a Bachelor of Science in Education degree.
TABLE 16

Age Bracket and the Degrees Being Sought by Single Women Teachers and Married Women Teachers Among the Elementary School Teachers in the Seven Community Areas Surveyed

SINGLE WOMEN TEACHERS

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>B. S. in Ed.</th>
<th>Ed. M.</th>
<th>B. S.</th>
<th>B. A.</th>
<th>M. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>4 9.76</td>
<td>30 73.17</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>7 17.07</td>
</tr>
<tr>
<td>30-39</td>
<td>1 7.14</td>
<td>11 78.58</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>2 14.28</td>
</tr>
<tr>
<td>40-49</td>
<td>2 18.18</td>
<td>6 54.54</td>
<td>2 18.18</td>
<td>0 0.00</td>
<td>1 9.10</td>
</tr>
<tr>
<td>50-59</td>
<td>2 66.67</td>
<td>1 33.33</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>0 0.00</td>
</tr>
<tr>
<td>60 and Over</td>
<td>1 100</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>2 2.80</td>
</tr>
</tbody>
</table>

MARRIED WOMEN TEACHERS

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>B. S. in Ed.</th>
<th>Ed. M.</th>
<th>B. S.</th>
<th>B. A.</th>
<th>M. A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>0 0.00</td>
<td>13 68.42</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>6 31.58</td>
</tr>
<tr>
<td>30-39</td>
<td>1 7.14</td>
<td>5 35.72</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>8 57.14</td>
</tr>
<tr>
<td>40-49</td>
<td>14 32.56</td>
<td>20 46.51</td>
<td>3 6.98</td>
<td>0 0.00</td>
<td>6 13.95</td>
</tr>
<tr>
<td>50-59</td>
<td>20 76.92</td>
<td>3 11.54</td>
<td>2 7.69</td>
<td>0 0.00</td>
<td>1 3.85</td>
</tr>
<tr>
<td>60 and Over</td>
<td>1 100</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>0 0.00</td>
<td>0 0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2.80</td>
<td>13.45</td>
<td>.56</td>
<td>.00</td>
<td>2.80</td>
<td>74.38</td>
</tr>
<tr>
<td>Total</td>
<td>84.71</td>
<td>1.03</td>
<td>.00</td>
<td>.00</td>
<td>4.34</td>
<td>.00</td>
</tr>
</tbody>
</table>
Table 16 reports the age bracket and the degree being sought by the single and married women teachers. Among the single women, 13.45 per cent reported working toward a Master of Education degree. This figure is considerably larger than those for any other degrees being sought by the single women teachers. Of the total number of single teachers, 287 did not indicate working toward a degree.

Of the married women teachers responding, a high of 84.71 per cent are working toward a Master of Education degree. Three hundred eighty-one married teachers did not indicate working toward a degree.

There were only 2.80 per cent of the single women teachers working toward a Bachelor of Science in Education degree, while there were 74.38 per cent of the married women seeking this degree. This shows a difference of 71.58 per cent between the number of single and married women teachers working toward a Bachelor of Science in Education degree.

Among the married women, 46.51 per cent in the age bracket of 40 to 49 are working toward a Master of Education degree and only 35.72 per cent in the age bracket of 30 to 39 are working toward this degree.
Profile Chart According to Age Bracket of the Married Women Teachers Seeking a Degree

<table>
<thead>
<tr>
<th>Degree</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. S. in Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ed. M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>B. S.</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>B. A.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>M. A.</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

This profile chart shows that the highest per cent of married women teachers seeking degrees in Bachelor of Science in Education, Bachelor of Science, and Bachelor of Arts are all in the 50 to 59 age bracket. The highest per cent seeking Master of Education and Master of Arts are in the 20 to 29 age bracket. None of the highest per cents for those seeking degrees are in the 30 to 39 and the 40 to 49 age brackets among the married women teachers.

Can it not be presumed that the married women in the 20 to 29 age bracket are teaching to help their husbands through college; that those in the 30 to 39 and 40 to 49 age brackets are raising their families; and that the 50 to 59 age bracket includes those married women who are returning to teaching?
Profile Chart According to Age Bracket of the Single Women Teachers Seeking a Degree

<table>
<thead>
<tr>
<th></th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. S. in Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed. M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. A.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No one age bracket for the single women teachers includes the highest per cent for any two levels of degrees being sought. The highest per cent (78.58 per cent) seeking a Master of Education is in the 30 to 39 age bracket; second highest (66.67 per cent) seeking a Bachelor of Science in Education is in the 50 to 59 age bracket; third highest (18.18 per cent) seeking a Bachelor of Science degree is in the 40 to 49 age bracket; and fourth, (17.07 per cent) seeking a Master of Arts degree is in the 20 to 29 age bracket. None of the single women teachers reported seeking a Bachelor of Arts degree.
TABLE 17
Reasons Given for Not Taking Courses by Elementary School Teachers in the Seven Community Areas Surveyed According to Sex and Marital Status

<table>
<thead>
<tr>
<th></th>
<th>SINGLE</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>Distance</td>
<td>17</td>
<td>7.69</td>
<td>35</td>
<td>8.99</td>
<td>4</td>
<td>6.66</td>
<td>48</td>
</tr>
<tr>
<td>Financial</td>
<td>63</td>
<td>28.50</td>
<td>104</td>
<td>26.73</td>
<td>36</td>
<td>60.00</td>
<td>131</td>
</tr>
<tr>
<td>Lack of Time</td>
<td>125</td>
<td>56.56</td>
<td>234</td>
<td>60.15</td>
<td>17</td>
<td>28.33</td>
<td>342</td>
</tr>
<tr>
<td>Lack of Information</td>
<td>16</td>
<td>7.24</td>
<td>16</td>
<td>4.11</td>
<td>3</td>
<td>5.00</td>
<td>29</td>
</tr>
<tr>
<td>Total Items Checked</td>
<td>221</td>
<td>389</td>
<td>60</td>
<td>550</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 17 indicates, according to sex and marital status, the reasons given for not taking courses by the 902 elementary school teachers surveyed.

While the percentages of the married and single persons in all areas are closely paralleled, it is interesting to note that 7.24 per cent of the single people reported lack of information as a reason for not taking courses while only 4.11 per cent of the married people reported the same reason. It is also noted that 60.00 per cent of the males reported they do not take courses because of financial reasons while only 23.81 per cent of the females indicated this same reason.

While the females reported, 62.18 per cent, that lack of time was a reason for not taking courses, only 28.33 per cent of the males indicated this as their reason.
A total of 359 teachers, or 39.80 per cent, reported lack of time as being the most important reason for not taking courses, and 167 teachers, or 18.51 per cent, indicated financial reasons for not taking courses.

Both distance, with 5.76 per cent, and lack of information, with 3.55 per cent, show that these two reasons are not the causes which most teachers indicated as hindering them from taking courses.
Table 18 reveals ways of better meeting the professional needs and desires of all elementary school teachers in the individual school buildings.

The table reports that, while 159, or 42.9 per cent, of all single teachers expressed a desire for demonstration teaching, only 152, or 28.5 per cent of the married teachers indicated such a need. This constituted the greatest difference between percentages among the single and married teachers.

In the comparison between male and female teachers, the greatest difference in responses was 47.54 per cent by the
female indicating a desire for a professional library in the school.

Differences in percentages between the single and the married, and between the male and the female teachers in all other areas cited in this table are small.
Table 19 reports ways of better meeting the professional needs and desires of single women teachers and married women teachers in the individual school buildings. While 43.98 per cent of the single women indicate a need for demonstration teaching, only 28.31 per cent of the married women checked this category.
In choosing curriculum guides 24.17 per cent of the married women and only 18.49 per cent of the single women responded. The differences between the two groups in the percentages expressing a need for more guidance by the principal and for professional libraries in the schools are small.
TABLE 20

Ways in Which the Professional Needs and Desires of the Elementary School Teachers Could be Better Met in the School Systems of the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>SINGLE</th>
<th>MARRIED</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per</td>
<td>No.</td>
<td>Per</td>
<td>No.</td>
</tr>
<tr>
<td>Grade Meetings</td>
<td>92</td>
<td>24.86</td>
<td>170</td>
<td>31.95</td>
<td>23</td>
</tr>
<tr>
<td>Visiting</td>
<td>179</td>
<td>48.37</td>
<td>289</td>
<td>54.32</td>
<td>33</td>
</tr>
<tr>
<td>Specialist's Help</td>
<td>61</td>
<td>16.48</td>
<td>66</td>
<td>12.40</td>
<td>11</td>
</tr>
<tr>
<td>Curriculum Revision</td>
<td>58</td>
<td>15.67</td>
<td>68</td>
<td>12.78</td>
<td>21</td>
</tr>
<tr>
<td>Salary Increments</td>
<td>40</td>
<td>10.81</td>
<td>56</td>
<td>10.52</td>
<td>11</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>83</td>
<td>22.43</td>
<td>120</td>
<td>22.56</td>
<td>5</td>
</tr>
<tr>
<td>Music</td>
<td>47</td>
<td>12.70</td>
<td>67</td>
<td>12.59</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>104</td>
<td>28.10</td>
<td>136</td>
<td>25.56</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>27</td>
<td>7.20</td>
<td>16</td>
<td>3.01</td>
<td>8</td>
</tr>
<tr>
<td>Total Items Checked</td>
<td>691</td>
<td></td>
<td>988</td>
<td></td>
<td>140</td>
</tr>
</tbody>
</table>

Table 20 indicates the number of ways by which the school systems could better meet the professional needs and desires of the elementary school teachers. Both the married teachers, by 54.10 per cent, and the single teachers, by 48.37 per cent, preferred an opportunity for visiting local and out of town classrooms.

Of the single teachers, 28.10 per cent preferred workshops in science, and married teachers preferred 31.95 per...
cent system-wide grade level meetings as their second choices.

The findings on allowing salary increments for curriculum revision, workshops in arts and crafts, and workshops in music, show little difference in the desires expressed by the single and married teachers.

By far the largest per cent of the total teacher choices, 51.88 per cent, was a desire for an opportunity to visit local and out of town classrooms; second highest was 29.05 per cent for system-wide grade level meetings; and third highest was 26.61 per cent for workshops in science.
TABLE 21

Ways in Which the Professional Needs and Desires of Single and Married Women Teachers Could be Better Met in the School Systems of the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>SINGLE</th>
<th></th>
<th>MARRIED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Grade Meetings</td>
<td>89</td>
<td>24.93</td>
<td>151</td>
<td>31.20</td>
</tr>
<tr>
<td>Visiting</td>
<td>174</td>
<td>48.74</td>
<td>262</td>
<td>54.13</td>
</tr>
<tr>
<td>Specialist's Help</td>
<td>58</td>
<td>16.25</td>
<td>58</td>
<td>11.98</td>
</tr>
<tr>
<td>Curriculum Revision</td>
<td>54</td>
<td>15.13</td>
<td>54</td>
<td>11.16</td>
</tr>
<tr>
<td>Salary Increments</td>
<td>39</td>
<td>10.92</td>
<td>44</td>
<td>9.09</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>82</td>
<td>22.97</td>
<td>114</td>
<td>23.55</td>
</tr>
<tr>
<td>Music</td>
<td>44</td>
<td>12.32</td>
<td>61</td>
<td>12.60</td>
</tr>
<tr>
<td>Science</td>
<td>100</td>
<td>28.01</td>
<td>122</td>
<td>25.21</td>
</tr>
<tr>
<td>Physical Education</td>
<td>27</td>
<td>7.56</td>
<td>11</td>
<td>2.27</td>
</tr>
<tr>
<td>Total Items</td>
<td>667</td>
<td></td>
<td>877</td>
<td></td>
</tr>
</tbody>
</table>

The data in table 21 were collected in an effort to determine the ways in which the professional needs and desires of the single and married women teachers could be better met in the school systems.

As may be seen from this table, a difference of 6.27 per cent more married women teachers indicated a desire for system-wide grade level meetings than was indicated by single women teachers.
Opportunity for visiting local and out of town classrooms was preferred by 5.39 per cent more married women teachers, while help from specialists in the central office was preferred by 4.27 per cent of the single women teachers. Single teachers also preferred by 3.97 per cent released time for curriculum revision.

In the categories relating to allowing salary increments for curriculum revision, workshops in arts and crafts, and workshops in music, approximately the same per cents were indicated by both the single and married women teachers.

A 5.29 per cent difference exists in the desire by single women teachers over married women teachers for the workshops in physical education, while only 2.80 per cent more single teachers than married women teachers preferred the workshop in science.
TABLE 22

Ways of Better Meeting the Professional Needs and Desires by Nearby Colleges and Universities as Suggested by the Responses Received from Elementary School Teachers in Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>SINGLE</th>
<th>MARRIED</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>Method Courses</td>
<td>97</td>
<td>26.22</td>
<td>131</td>
<td>24.62</td>
<td>14</td>
</tr>
<tr>
<td>Content Courses</td>
<td>72</td>
<td>19.46</td>
<td>88</td>
<td>16.54</td>
<td>18</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>49</td>
<td>13.24</td>
<td>52</td>
<td>9.77</td>
<td>14</td>
</tr>
<tr>
<td>Community Extension</td>
<td>77</td>
<td>20.81</td>
<td>157</td>
<td>29.51</td>
<td>21</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>80</td>
<td>21.62</td>
<td>91</td>
<td>17.11</td>
<td>12</td>
</tr>
<tr>
<td>More Participation</td>
<td>47</td>
<td>12.70</td>
<td>53</td>
<td>10.90</td>
<td>12</td>
</tr>
<tr>
<td>Summer Extension</td>
<td>33</td>
<td>8.92</td>
<td>40</td>
<td>7.52</td>
<td>9</td>
</tr>
<tr>
<td>Total Items Checked</td>
<td>455</td>
<td>10.92</td>
<td>617</td>
<td>11.02</td>
<td>100</td>
</tr>
</tbody>
</table>

These data report ways of better meeting the professional needs and desires by nearby colleges and universities as expressed by all groups of elementary school teachers in seven community areas.

In considering the single and married teachers in this table, the greatest difference in expressed needs occurs in the response to the item having to do with more extension courses in the communities. In this area 20.18 per cent of the single teachers indicated a need, while 29.51 per cent of the married teachers also indicated a need.
In the other areas the differences between the two groups in their expressed needs were slight.

In the comparison between male and female teachers there were several areas in which the differences between the groups were considerably greater. For example, while only 16.88 per cent of the females indicated a desire for more content courses, 29.51 per cent of the males so indicated. In arts and crafts courses, 22.95 per cent of the males indicated a need, while only 10.34 per cent of the females indicated a need. While 34.42 per cent of the males expressed a desire for more extension courses in the community, only 25.33 per cent of the females expressed this need.
TABLE 23

Ways in Which the Professional Needs and Desires of the Elementary School Teachers Could be Better Met by Nearby Colleges and Universities According to Responses from Single and Married Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>SINGLE</th>
<th></th>
<th>MARRIED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Method Courses</td>
<td>96</td>
<td>26.89</td>
<td>119</td>
<td>24.59</td>
</tr>
<tr>
<td>Content Courses</td>
<td>68</td>
<td>19.05</td>
<td>75</td>
<td>15.50</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>48</td>
<td>13.45</td>
<td>49</td>
<td>10.12</td>
</tr>
<tr>
<td>Community Extension</td>
<td>74</td>
<td>20.73</td>
<td>114</td>
<td>28.93</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>76</td>
<td>21.29</td>
<td>79</td>
<td>16.32</td>
</tr>
<tr>
<td>More Participation</td>
<td>43</td>
<td>12.04</td>
<td>51</td>
<td>10.54</td>
</tr>
<tr>
<td>Summer Extension</td>
<td>30</td>
<td>8.40</td>
<td>32</td>
<td>6.61</td>
</tr>
<tr>
<td>Total Items Checked</td>
<td>435</td>
<td></td>
<td>545</td>
<td></td>
</tr>
</tbody>
</table>

Table 23 is a comparison of the responses of the single and married women teachers in the seven community areas surveyed as to ways in which their professional needs and desires could be better met by nearby colleges and universities.

The greatest difference revealed in the responses was that 28.93 per cent of the married women teachers desired more extension courses in their communities as compared to 20.73 per cent of the single women who expressed this desire.
Both single women teachers, by 26.89 per cent, and married women teachers, by 24.59 per cent, expressed a desire for more method courses, while only 19.05 per cent of the single women teachers and 15.50 per cent of the married women teachers indicated a need for more content courses.

It is also noted that the lowest per cents for single women teachers, 8.40 per cent, and for married women teachers, 6.61 per cent, were responses for summer extension courses within thirty miles of their homes.
TABLE 24

Preferred Times for Workshops as Indicated by Single and Married Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>No. of Teachers</th>
<th>After School</th>
<th>Evening</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Single</td>
<td>264</td>
<td></td>
<td>237</td>
<td>89.77</td>
</tr>
<tr>
<td>Married</td>
<td>373</td>
<td></td>
<td>296</td>
<td>79.35</td>
</tr>
</tbody>
</table>

These data reveal that there is little difference in preferred times for workshops among the single women teachers and the married women teachers in the seven community areas surveyed. From the 264 single women teacher responses, 89.77 per cent gave after school as the preferred time for workshops. Of the 373 married women teachers responding, 79.35 per cent also chose after school as the preferred time. This indicates that after school is, by a large per cent, the preferred time for workshops among the single and married women teachers who responded.

It is also noted that Saturday was chosen by only 4.92 per cent of the single women teachers and only 2.68 per cent of the married women teachers as the preferred time for workshops.

Even though the item was not included in the checklist, 19 married women and 7 single women wrote released time as the preferred time for workshops.
TABLE 25

Number of Persons Having Dependents and the Number of Dependents Among the Elementary School Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Category</th>
<th>Single Female</th>
<th>Married Female</th>
<th>Single Male</th>
<th>Married Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Pre-School</td>
<td>3</td>
<td>6.25</td>
<td>34</td>
<td>19.54</td>
</tr>
<tr>
<td>Primary Grades</td>
<td>2</td>
<td>4.17</td>
<td>47</td>
<td>27.01</td>
</tr>
<tr>
<td>Intermediate Grades</td>
<td>1</td>
<td>2.08</td>
<td>39</td>
<td>26.53</td>
</tr>
<tr>
<td>Junior High</td>
<td>4</td>
<td>8.33</td>
<td>46</td>
<td>26.44</td>
</tr>
<tr>
<td>Senior High</td>
<td>1</td>
<td>2.08</td>
<td>66</td>
<td>37.93</td>
</tr>
<tr>
<td>Others</td>
<td>42</td>
<td>87.50</td>
<td>96</td>
<td>55.17</td>
</tr>
<tr>
<td>No. Having Dependents</td>
<td>48</td>
<td>13.45</td>
<td>174</td>
<td>35.95</td>
</tr>
</tbody>
</table>

Table 25 shows the number of persons in all groups having dependents and the number of dependents in each of the six categories listed. The table reveals that 13.45 per cent of the single women have dependents, and 35.45 per cent of the married women teachers have dependents. While 68.75 per cent of the married men have dependents, only 30.77 per cent of the single men teachers stated that they have dependents.

Of the married women teachers, 55.17 per cent have non-school age dependents, and 87.50 per cent of the single women teachers have dependents in this category. In all other areas, the married women teachers have many more dependents than the single women teachers.
TABLE 26

Comparison of Responses Received from Married Women Teachers and Single Women Teachers Among the Elementary School Teachers in the Seven Community Areas Surveyed as to the Numbers Who are the Sole Support of a Family; Sole Support of Self or Have Their Salary Supplemented from Another Source

<table>
<thead>
<tr>
<th></th>
<th>Sole Support of Family</th>
<th>Sole Support of Self</th>
<th>Salary Supplemented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Teachers</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Single</td>
<td>295</td>
<td>71</td>
<td>24.06</td>
</tr>
<tr>
<td>Married</td>
<td>333</td>
<td>41</td>
<td>12.31</td>
</tr>
</tbody>
</table>

Table 26 is a report of the comparison of single and married women teachers who are the sole support of family, sole support of self or who have their salary supplemented.

Of the single women, 24.06 per cent are the sole support of family. Of the married women, 12.31 per cent are the sole support of a family.

Of the married women, 72.07 per cent reported salary supplements while only 14.57 per cent of the single women reported salary supplemented. The single women indicated a higher percentage (65.76 per cent) of self-support than the married women (12.61 per cent).

Sixty-two single women did not respond and 151 married women did not respond.
TABLE 27

Approximate Average Number of Hours Spent Per Month in Parent Conferences by 390 Married Women Teachers and 289 Single Women Teachers, and Approximate Average Number of Hours Spent Per Month in Faculty Meetings by 379 Married Women Teachers and 280 Single Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>Parent Conference</th>
<th>Faculty Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Teachers</td>
<td>No. of Hours</td>
</tr>
<tr>
<td>Single</td>
<td>289</td>
<td>1128</td>
</tr>
<tr>
<td>Married</td>
<td>390</td>
<td>967</td>
</tr>
</tbody>
</table>

Table 27 shows that the single women teachers spend 1128 hours, or an average of 3.90 hours per month in parent conferences, and the married women teachers spend 967 hours, or an average of 2.48 hours per month. Sixty-eight single women did not respond.

The married women teachers spend 1035 hours, or an average of 2.73 hours per month in faculty meetings, and the single women teachers spend 532 hours, or an average of 1.90 hours per month. Ninety-four married women did not respond.

This indicates that single women teachers spend an average of 1.42 hours more in parent conferences and that married women teachers spend an average of .83 hours more per month in faculty meetings.
TABLE 28

Approximate Average Number of P.T.A. Meetings Attended Per Year and Number Having No Parent-Teacher Organization as Revealed by the Single and Married Women Teachers Among the Elementary School Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>No. of Teachers</th>
<th>Meetings Per Year</th>
<th>Number With no P.T.A Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Mtgs. Attend</td>
<td>Av. No. Meeting</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>334</td>
<td>1851</td>
<td>5.5</td>
</tr>
<tr>
<td>Married</td>
<td>437</td>
<td>2628</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Table 28 compares single and married women teachers with respect to the number of P.T.A. meetings attended per year and to the numbers indicating they have no parent-teacher associations. Since 334 single women attended an average 5.5 meetings and 437 married women attended 6.0 meetings, it can readily be seen that the two groups differ very little. The total number reporting, only 5 single and 7 married women teachers indicated no parent-teacher organizations in their schools.

Twenty-three single and 47 married women did not respond.
TABLE 29

Extent of Participation in Out of Classroom Activities by the Single and Married Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Women Teachers</th>
<th>No. Answering</th>
<th>No. in Sports</th>
<th>Per Cent</th>
<th>No. in Dramatics</th>
<th>Per Cent</th>
<th>No. in Publications</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>217</td>
<td>40</td>
<td>18.43</td>
<td>22</td>
<td>10.13</td>
<td>21</td>
<td>9.67</td>
</tr>
<tr>
<td>Married</td>
<td>261</td>
<td>32</td>
<td>12.26</td>
<td>10</td>
<td>3.83</td>
<td>45</td>
<td>17.24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women Teachers</th>
<th>No. in Dances</th>
<th>Per Cent</th>
<th>No. in Hobbies</th>
<th>Per Cent</th>
<th>No. in No Activities</th>
<th>Per Cent</th>
<th>No. in Other Activities</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>18</td>
<td>8.29</td>
<td>30</td>
<td>13.82</td>
<td>121</td>
<td>55.76</td>
<td>114</td>
<td>52.53</td>
</tr>
<tr>
<td>Married</td>
<td>5</td>
<td>19.16</td>
<td>19</td>
<td>7.28</td>
<td>157</td>
<td>60.15</td>
<td>212</td>
<td>81.23</td>
</tr>
</tbody>
</table>

The data in this table indicate that approximately the same percentage of married and single women teachers participate in sports. In dramatics, the single women teachers participate 6.30 per cent more, and in hobbies 5.54 per cent more than the married women teachers. The married women teachers exceed the single women teachers by 7.57 per cent in publications and by 10.87 per cent in dances.

A difference of 28.70 per cent will be noted between the participation of the single women teachers and the married women teachers in other out of classroom activities.

One hundred forty single and 223 married women did not respond.
Reasons for Returning to Teaching as Indicated by 348 Married Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>No. of Responses</th>
<th>Making it Career</th>
<th>Per Cent</th>
<th>For Added Income</th>
<th>Per Cent</th>
<th>No. Recruited</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>348</td>
<td>168</td>
<td>48.28</td>
<td>86</td>
<td>24.71</td>
<td>94</td>
<td>27.01</td>
</tr>
</tbody>
</table>

Table 30 shows the reasons of 340 teachers for their return to teaching.

A difference will be noted between the number of teachers answering and the total number of answers. This is due to the fact that some of the teachers gave more than one reason for their returning to teaching.

It will be readily noted that 49.41 per cent of the married women teachers stated that their reason for returning was to make teaching a career, while 25.29 per cent stated the reason for their return to the profession was for additional income.

There were 27.65 per cent married women who stated that they were recruited.
TABLE 31

Special Allowances Made for Recruited Married Women Teachers in Regard to Teaching Load, Out of Classroom Duties and Certification in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th></th>
<th>No. Teachers</th>
<th>Teaching Load</th>
<th>Classroom Duties</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>15</td>
<td>0</td>
<td>3 20.00</td>
<td>15 100</td>
</tr>
</tbody>
</table>

The above table indicates allowances made in the recruitment of married women teachers.

These range from no allowances made in regard to teaching load to 100 per cent made in certification, while three teachers, or 20 per cent, of the 15 responding indicated that they had special allowances made in classroom duties.
Table 32 reports the approximate average length of service of 380 married women teachers with respect to the total number of years taught; number of years taught before marriage; the total number of non-teaching years; and the longest period of consecutive teaching.

Responses indicate that the average total number of years taught is 13.41. The average number of years taught prior to marriage by the 331 teachers responding was 6.50 years. The average number of years taught after marriage by the 329 teachers responding is 7.49 years. The longest period of consecutive teaching for the 308 married women responding averaged 9.59 years.
TABLE 33

The Number of Maternity Leaves; the Average Number of Months Taught During Pregnancy in the Primary and Intermediate Grades and the Average Length of Leaves Before Returning to Teaching as Indicated by the Married Women Teachers in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Categories</th>
<th>Teachers Reporting</th>
<th>Average Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pregnancy Leaves</td>
<td>31</td>
<td>2.25 Years</td>
</tr>
<tr>
<td>Months Taught in Primary Grades</td>
<td>36</td>
<td>4.75 Months</td>
</tr>
<tr>
<td>Months Taught in Intermediate Grades</td>
<td>13</td>
<td>4.75 Months</td>
</tr>
</tbody>
</table>

Forty married women teachers answering had a total number of 31 maternity leaves, or an average of 77.50 per cent reported maternity leaves.

The average length of leave of 31 married women teachers before returning was 2.25 years.

Of 36 teachers reporting, the average number of months taught during pregnancy in the primary grades was 4.75 months.

Of 13 teachers reporting, the average number of months taught during pregnancy in the intermediate grades was also 4.75 months.
TABLE 34

Sources of Greatest Help as Indicated by the Married Women Returning to Teaching in the Seven Community Areas Surveyed

<table>
<thead>
<tr>
<th>Sources of Help</th>
<th>Teachers Responding</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>52</td>
<td>19.92</td>
</tr>
<tr>
<td>Principal</td>
<td>59</td>
<td>22.61</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>46</td>
<td>17.62</td>
</tr>
<tr>
<td>Extension and University Courses</td>
<td>65</td>
<td>24.90</td>
</tr>
<tr>
<td>Substituting</td>
<td>8</td>
<td>3.07</td>
</tr>
<tr>
<td>Visiting Day</td>
<td>6</td>
<td>2.30</td>
</tr>
<tr>
<td>Professional Literature</td>
<td>11</td>
<td>4.21</td>
</tr>
<tr>
<td>Courses of Study</td>
<td>6</td>
<td>2.30</td>
</tr>
<tr>
<td>Grade Meetings</td>
<td>3</td>
<td>1.15</td>
</tr>
<tr>
<td>Workshops</td>
<td>5</td>
<td>1.92</td>
</tr>
<tr>
<td>Total Items Checked</td>
<td>261</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 34 reveals the sources of the greatest amount of help received upon returning to teaching by 213 married women. These figures show that 65, or an average of 30.51 per cent of the married women found extension courses the greatest source of help.

Other sources providing the greatest amount of help as indicated by the married women returning to teaching were the principal, by 27.69 per cent; the supervisor by 24.41 per cent; and other teachers by 21.59 per cent.
These summaries were taken from that part of the questionnaire to superintendents in which they were asked to state briefly their school department policy on pregnancy.

Community

A  Teacher may continue to teach for five to six months.

B  Resignation requested of non-tenure teachers after five months. Tenure teachers given leave of absence to beginning of a school year.

C  Teacher may return to former position if so desired.

D  Teachers are allowed leave of absence if they wish.

E  Teachers are given leave of absence.

F  Teacher is released after five months.
In the questionnaire distributed to the school superintendents representing the seven communities surveyed, the following question was included:

YES NO

In view of the higher incidence of married women teachers in your own and in other communities in recent years, do you have any suggestions as to community, school department, or teacher-training institution policies or practices which you believe might be helpful to education?

Of the seven superintendents queried, three answered negatively and three replied affirmatively. In addition to replying either yes or no, the superintendents were asked to state their beliefs as related to the question. The following statements represent the beliefs and opinions of the four superintendents who replied yes:

"More arts and crafts courses."

"We are a little reluctant to employ brides but otherwise we make no distinction between single and married women."

"Speed-up refresher courses for teachers returning to active work after a period away from classroom."

The questionnaire also included, in part, a section whereby the superintendents, for the good of the cause, were given an opportunity to express themselves on any matter or area relative to the whole problem of married and single women teachers. Of the seven superintendents receiving this opportunity, two offered the following comments and suggestions:

"I have had married women teachers since I first became a superintendent in 1933 and have always been glad to have them."

"Education of public to understanding that married teachers are not sub-standard but in most cases are superior and most dependable and understanding."
At the end of the checklist to teachers, space was provided for comments on any areas which the reader felt were not adequately covered by the questionnaire. Since the responses touched upon such a wide range of subjects, they have been listed below.

"Course in problems of discipline."

"Less paper work."

"Well qualified teachers should not be required to take courses after five years of successful teaching."

"Courses require too much valuable school time."

"Poor students should be assigned to an ungraded room."

"Class needs more supplementary reading books."

"More choice of materials and texts."

"One afternoon a week for special help to children."

"Many subjects taught in the elementary grades could be eliminated. I don't feel we need 'well-rounded' fifth and sixth graders."

"Elimination of below-standard teachers before end of probation."

"Released time for parent conferences."

"A six or eight week classroom training for teachers returning to service."

"Fewer classroom interruptions."

"Allow more freedom of methods in own classroom. An intelligent teacher can tell what her pupils need."

"Less clerical work."

"More actual teaching time."

"Less extra duties."
"Smaller classes."

"Remedial reading teachers."

"Less method courses. More cultural."

"Better public education to teachers' work."

"More recognition of scholastic achievement."

"Revise and revamp science course of study."

"More constructive criticism by elementary supervisor."

"Too much supervision."

"Special activities (band, glee club, etc.) should be placed after school."

"Higher salaries and freedom from lunch and recess duties."

"More courses offered at universities should provide opportunity for group trips to places of historical interest."

"Too many after school meetings."

"Many courses do not contribute to teaching techniques."

"After basic courses, allow auditing of courses without exams."

"We ought to have more homogeneous grouping in our schools."

"Teachers do not need too much supervision after they have gone on tenure."

"Teachers need a break -- a little completely free time -- in the middle of the day."

"Credit for travel."

"Three years experience as prerequisite for teaching grade one."

"In favor of merit rating."

"Standardization of primary curriculum."
"No interest in educational courses."

"Afternoon off for courses."

"Classes at universities too large."

"Suggestions for help with problem children."

"Higher standards and more content courses at college level."

"Any mother is a better teacher than a person not having a child."

"Improve college content and method courses."

"Stick to elementary curriculum without going to junior high courses."

"Children should be better prepared before entering junior high."

"More classes of practical value."

"Married teachers not expected to take active part in extra curricular activities."

"Single teachers more dedicated."

"Courses cost too much money. Better spent on family."

"Eliminate social promotion."
CHAPTER V

SUMMARY AND CONCLUSIONS

The purposes of this study were (1) to find what special problems, if any, existed in regard to the married woman teacher's professional advancement; (2) to learn what her needs and desires were in regard to professional advancement; and (3) to make the findings of value to the married woman teacher and to the profession.

The checklist used was sent to 1121 elementary school teachers in five Massachusetts and two Rhode Island communities. Nine hundred and two (80.46 per cent) of the questionnaires were completed and returned.

Although the instrument was sent to all elementary teachers in the seven communities surveyed, since only seven per cent of the returns were from men, the data obtained provide principally a series of comparisons between single and married women with respect to personal data; educational background; special needs and desires with regard to professional growth; as well as other pertinent factors.

Among the obvious weaknesses of the study, the investigators must cite first, of course, the fact that only 80 per cent of the checklists were returned. The proportion of returns in the individual communities varied from a low of 71 per cent in Community A to a high of 94 per cent in
Community D. Further, despite the fact that the investigators stressed the complete anonymity of all returns and observed this policy strictly throughout the survey, both with regard to teachers and to communities, written comments on the checklists indicated that, in some instances, teachers were distrustful and failed to complete some sections of the questionnaire.

It has become plain also, after a study of the tabulations on dependents, that more accurate information might have been obtained had each teacher been asked to note the number of dependents claimed on income tax returns.

Because of the manner in which the distribution and collection of the checklists were handled, it was not possible to determine which teachers did not respond or what their reasons were.

The writers believe one strength of the instrument lies in the wide variety of areas of questioning and in the large number of answer choices provided.

It may be of interest to some readers that this study has provided information on the percentage of married women teachers in some seven communities, although based, not on the actual number of teachers, but on the number of returns. Married women have come to be the teaching staff to a great extent in the elementary grades in recent years. In the communities used in this study, the number of married women teachers varied from 35 per cent in Community C to 65 per
cent in Community A. In four of the seven communities studied, more than 50 per cent of the teaching staff in the elementary grades are married women.

Findings reported in this chapter providing comparisons between the male and female teachers will be presented first. Among the respondents to the checklist, there were no men beyond the age of 49 years, while there were more than 200 women beyond that age. These figures are not only indicative of the relatively small number of male teachers in the elementary grades but also indicate that many either go on to teach at other levels or go into administrative work before attaining the age of 50 years.

As to educational background, while there was a slightly higher percentage of women holding the degree of Bachelor of Science in Education, a considerably greater percentage of men than of women held the degree of Master in Education.

Among the teachers citing a lack of time as their reason for not taking courses, by far the greater number were women.

In checking ways in which professional needs and desires could be better met in the individual school buildings, nearly 50 per cent of the men wanted professional libraries while approximately 30 per cent of the women indicated that this feature would be helpful. A considerably larger percentage of women than of men wanted demonstration teaching.
As to ways in which professional needs and desires could be better met within the school systems, more than 50 per cent of all teachers, including both men and women, expressed a preference for visits to local and out-of-town classrooms, and nearly 30 per cent of all teachers indicated a desire for system-wide grade level meetings. Interestingly, nearly 27 per cent of all elementary teachers wanted workshops in science. A few believed there is a need for elementary science supervisors or consultants.

A much greater proportion of the men than of the women teachers indicated that their professional needs and desires could be better met at nearby colleges and universities by more content courses.

An investigation of the source of courses taken showed most of the women, both married and single, attending a nearby college or university. There was also very little difference between the single and married women teachers with respect to the percentage taking extension courses, 68 per cent of the married women and 58 per cent of the single women reporting that they did so.

In reasons cited for not taking courses, the two groups again differed very little; a very small percentage of both groups citing a lack of information, and a larger proportion of both groups indicating monetary reasons and a lack of time.
The time preferred for possible workshops in the communities differed hardly at all. A large majority of both groups, married women and single women, stated that after school would be the best time.

In other areas there are apparently more differences between the two groups. The tabulations reveal, for example, that approximately 15 per cent more of the married women teachers hold normal school diplomas, indicating, perhaps, that more of the married group began their educational training at a time when two-year teaching diplomas were being issued. The effect of this condition is seen again when the tabulations disclose that, of the women teachers currently working for degrees, a larger per cent of the married women are seeking a Bachelor of Science in Education, and that a larger proportion of the single women teachers are seeking a Master in Education degree.

Continuing the comparison of married and single women in the areas where they apparently differ more, it was found that the greater majority of degree-seeking single women are in the 30 to 39 year age bracket, and are working for a Masters' in Education. The greater majority of the degree-seeking married women are in the 50 to 59 year age bracket and are working for a Bachelor of Science in Education.

Again, in stating their preference as ways in which they believed their professional needs and desires could be better
met in their own buildings, approximately 15 per cent more of the single women than of the married selected demonstration teaching.

While 54.13 per cent of the married women teachers indicated that their professional needs and desires could be better met within their own school systems by the provision of more opportunity for visiting local and out-of-town classrooms, only 48.74 per cent of the single women expressed this need. Released time for work on curriculum revision committees was preferred by 3.97 per cent more single women teachers. As to ways in which the nearby colleges and universities could better satisfy their professional needs and desires, nearly 30 per cent of the married women wanted summer extension courses while 20 per cent of the single women wanted the same.

While the responses of married and single women teachers indicated very slight participation in the listed out-of-class school activities, such as sports, hobby clubs, dramatics, publications, nearly 82 per cent of the married women reported participation in other unspecified out-of-class school activities, while approximately 50 per cent of the single women so reported.

The checklist contained one section of questions addressed to married women teachers only. Approximately 48 per cent of the married women reported that they are making a career of teaching, nearly 25 per cent reported teaching
temporarily for added income, while approximately 27 per cent indicated that they had been recruited for their positions. Among the recruited married women, not a single one reported that any special allowances had been made in regard to teaching load or duties.

Of the married women returning to teaching, approximately 30 per cent reported university and extension courses as the greatest source of help. A slightly smaller number disclosed that the principal and supervisor had been the greatest source of help.

It may be concluded from the data collected in this study that, despite apparent differences indicated in some instances in the tabulations, the needs and desires of married women teachers for professional growth do not differ substantially from those of the single women teachers.

In pursuing their studies in relation to the preparation of this thesis, the writers have been made aware of a number of areas in which further study would undoubtedly be beneficial. They believe that further studies could profitably be made on the following:

1. Married women teachers at the junior and senior high levels

2. The status of the elementary school teacher in more rural - fewer suburban - areas than sampled by the present survey

3. Women liberal arts graduates with no professional teacher training or experience who are being readied for teaching through special training programs and workshops.
BIBLIOGRAPHY

A. BOOKS


BIBLIOGRAPHY

B. PERIODICALS


Lindsey, Margaret. "Where Can We Get More Teachers?" The School Executive, 74:19-20, April, 1955.


