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To the Graduate Council:

I am submitting herewith a thesis written by Lawrence G. Derthick Jr. entitled "Factors Involved in Teachers Leaving the Education Profession." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration.

Dr. John W. Gilliland, Major Professor

We have read this thesis and recommend its acceptance:

Dr. Orin B. Graff, Dr. Ralph B. Kimbrough, Dr. Martin E. Little, & Dr. L.O. Haaby

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

July 10, 1957

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Martins Little

Chas. B. Goff

L. B. Araby

Ralph B. Kimbrough

Accepted for the Council:

Dean of the Graduate School

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FACTORS INVOLVED IN TEACHERS LEAVING
THE EDUCATION PROFESSION

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

by
Lawrence G. Derthick, Jr.
August 1957

1454029

ACKNOWLEDGEMENT

Many persons had a part in this study without whom it would have been impossible. The writer is unable to mention by name everyone, but to all that had a part, large or small, he is humbly grateful. The assistance given by the superintendents and by the former teachers whose responses made up the data for the study is gratefully acknowledged.

The writer is deeply indebted to the members of his sponsoring committee: Dr. John W. Gilliland, Chairman, Dr. Orin B. Graff, Dr. Ralph E. Kimbrough, Dr. Martin E. Little, and Dr. L. O. Haaby. Special thanks are offered to Dr. Gilliland for his guidance, encouragement, and enthusiasm in directing the study from its inception through the final writing.

Finally, to his wife, Susan, the writer wishes to express his gratitude for her patience and understanding, and for the countless hours she spent in typing this thesis.

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CHAPTER I

INTRODUCTION

Pupil enrollments in the schools of the nation have risen rapidly during the years since the close of World War II. This increase seems to be general over the entire nation and not limited to just a few geographical areas, though to be sure the growth in some sections is more rapid than in others. Moreover, indications are that this trend will continue for an indefinite period.

This increase is caused by several factors. One of these factors is the fact that more babies are being born. This higher birth rate seems to appear when the economy of the nation is good. If the birth rate is a good economic thermometer, one might surmise that business is really booming; for all birth records are being broken. It is enough to say, that the children are here in greater numbers than ever before.

Not only are there more children but also are there alterations in pupil attendance laws so that there is a greater percentage of the child population in school. Children enter school sooner and remain in school longer than ever before. The right of free public education has become a part of the American way of life, and these more-stringent attendance laws see that most of the citizens exercise this right willingly or unwillingly.

Classes are organized for special groups that were formerly denied an education. These are the classes for the physically or mentally handicapped as well as the gifted child.

This increased enrollment has not come about without causing numerous problems. School housing is a critical problem with many communities. Hundreds of thousands of children are on half-day schedules because inadequate and insufficient buildings are filled and overflowing. Many buildings have been and are being built, but the job never seems finished. The federal government is taking an increased interest in this phase of education, and at the time of this writing two bills are before Congress to give aid to the states for schoolhouse construction.

Another problem has been created by the population shift from rural to urban areas. Fewer and fewer people live in what could be called rural areas, and more and more are living in urban or suburban communities. This has meant a change in attendance centers in many areas and creation of new ones in others. This has brought on increased consolidation, the practice of eliminating small one-and two-room schools and establishing in their stead larger, more efficient consolidated schools. The movement has met with resistance in places, but the trend has now been firmly established.

Building consolidated schools made it necessary that school systems go into the transportation business. This consolidation

has been done by outright purchase or contracting for the use of transportation equipment. In addition, there is the maintenance and operation to consider.

Hot lunches served at school are another outgrowth of consolidation. Previously most children either went home for lunch or brought their lunch with them. At the present time most children live too far away to go home; so the school provides a cafeteria which serves a hot lunch.

Changes in the curriculum are other outgrowths of increased enrollments. Previously schools were organized to teach the three R's. The three R's are still taught but much more has been added to the curriculum. Yesterday's secondary schools were organized on the assumption that all of the graduates would go to college, and most of the schools had a single track academic curriculum. When compulsory attendance laws were passed and enforced, they insured secondary school attendance for many boys and girls who would never have been there otherwise. Some of these pupils were neither capable nor inclined to profit from the strictly academic curriculum previously presented by the high schools.

As a result new courses were offered and graduation requirements relaxed so that there would be a place in a high school for these people for whom the twelfth grade would be the terminal point of their formal education. Whether these practices are good or bad depends on one's own philosophy.

These changes have not been accomplished without a fight and the critics of education are today loud and vociferous. All kinds of data are presented indicating that today's high school graduate is little less than a moron or that fewer of today's high school students take physics, mathematics, et cetera, compared to the number of students electing these courses in former times.

Not the least of the problems resulting from increased enrollments are those of a financial nature. So far problems of buildings, transportation and expanded curriculum have been mentioned. All of these require money. Expenditures for education have risen rapidly too, but somehow supply is always short of demand. Many communities are heavily in debt because of recent bond issues. Procrastination in the past, coupled with increased enrollments of the present are factors which indicate heavy payments for principal and interest in the future. In addition to bonded indebtedness, newer taxes are being levied and collected for education. State aid to local school districts is at an unprecedented level, and federal aid has increased; yet schools are still short of money. In many communities the local units of government are dragging their heels with respect to financial effort. Certainly the people of America, while contributing record amounts for education, have not come near their potential of adequately financing the public schools for developing the nation's greatest resource, the children.

Still another problem forced upon the schools by increased enrollments is that of staff personnel. Recruiting, training, and retaining qualified personnel might be said to be among the most critical problems facing the schools today. It, too, is related to the financial problem, yet not entirely so. Certainly buildings are needed to house the expanding school population. Buses are required to transport children the long distances necessitated by consolidated schools. There must also be a growing curriculum to meet the needs of the citizens of tomorrow, and there must be money available to finance the whole program.

It takes more than material resources to make a school, though the material resources are essential. Without human resources, however, there simply would be no school even if the physical plant and all the materials were present. Human resources are defined here to mean prepared, qualified, and dedicated teachers and administrators to work with boys and girls. It is the writer's contention, then, that human resources are more valuable than any material resources.

Naturally it takes more teachers to serve the swelling school population, but unfortunately there is a teacher shortage. This may be attributed to several causes. During the war years thousands of teachers left classrooms for service in the armed forces or in war industries. Unfortunately, for one reason or another, many of these did not return to teaching. Those

who remained in teaching during the war are naturally getting no younger and many have or will retire in the near future. Salaries outside of education have risen more rapidly than teachers' salaries and this factor among others, has no doubt influenced many young people against entering teacher training. It can be safely assumed that there are thousands of fine young people who would make excellent teachers, but who are either never encouraged or actually are discouraged from beginning a teacher preparation program.

A second factor in the teacher supply shortage is the large number of people who actually complete teacher training but who never teach a day. Doubtless it is just as well that some do not, and others, especially women, may have taken the training as a sort of insurance policy for the day when they might have to support themselves. However, the number of those who prepare to teach but never do gives one cause to wonder. The answer may lie in the kind or manner of training given or it may be that after study, the prospective teacher is discouraged from pursuing a career in education.

Both of the factors mentioned thus far are definitely part of the picture in the present day shortage of teachers. A third factor in this brief grouping is that of trained and qualified teachers actually on the job leaving the profession. There is cause for concern when too few high school graduates present themselves to colleges and universities desiring training leading to the occupation of teaching. It is regrettable

that many of those who do complete their work and graduate holding teachers' certificates elect other fields than education to earn their livelihood. It is tragic indeed, though, that so many well qualified teachers who have had both training and experience leave the profession every year.

There is no attempt on the part of this writer to imply in any manner or fashion that just anyone should go into teaching or that everyone who prepares for teaching should spend a lifetime in the profession. There are always justifiable or natural causes of turnover in any profession, and teaching is no exception. Elsbree said, "A part of the total teacher turnover is obviously unavoidable and a part even socially desirable." ¹

In a similar manner Andrus said:

Admittedly, a certain amount of annual turnover is unavoidable and, therefore, to be expected and accepted as a matter of course. Teacher-training institutions and school administrators obviously have little control over turnover caused by death, illnesses, poor health, marriage, pregnancy, home conditions, or retirement. A certain amount of turnover is, presumably, even desirable if it eliminates the misfits, the disinterested, and the incompetent. A degree of infiltration of "new blood" and new ideas into our schools is probably beneficial.²

¹W. S. Elsbree, Teacher Turnover in the Cities and Villages of New York State (New York: Teachers College, Columbia University, 1928), p. 3.

²Howard G. Andrus, "The Extent and Causes of Turnover Among Secondary -School Teachers in New York State Central Schools For the Year 1948-1949" (Unpublished Doctoral Dissertation, The Graduate School of Cornell, February, 1951), p. 8.

There are many thousands of other teachers who leave classrooms each year for reasons other than these so-called unavoidable factors. It seems that it is with this group that steps might be taken to improve the situation. At least it is to this group of people that the attention of this study will be directed.

Statement of the Problem

This study was concerned with the reasons why teachers leave the profession. The problem selected for study was an analysis of the reasons for leaving the teaching profession given by former teachers in eleven selected school systems. The problem was divided into the following sub-problems.

1. To identify teachers who had withdrawn from selected public school systems and who have not returned to teaching elsewhere.
2. To interview those teachers who dropped out for other than natural causes in order to determine their reasons for leaving teaching.
3. To analyze these reasons to determine whether or not they fall into any determinable patterns.
4. To suggest possible steps on the basis of this analysis that might be taken in order to retain teachers in the future better than in the past.

Definitions of Terms

Teacher. The word teacher as used in this study includes professional persons in public elementary and secondary education such as classroom teachers, supervisors, principals, or superintendents.

Teacher turnover. Good defines "Teacher turnover" as:

The loss and subsequent replacement of teachers, usually expressed as a proportion of change in a specific teacher group during a stated time period, for example, one year.³

Teacher dropout. This term is applied to the teacher who withdraws from the teaching profession and does not take another job in education.

Natural causes for teacher dropouts. These include withdrawals because of age, sickness, death, retirement, leaves of absences, maternity, or home responsibilities.

Preventable causes for teacher dropouts. These include any withdrawals not listed as natural causes.

Basic Assumptions

In order to pursue any such study as this, certain basic assumptions must be made. Those accepted in this study are:

1. There are reasons which cause teachers to leave the teaching profession.
2. Reasons for leaving the teaching profession can be identified in personal interviews with former teachers.

³Carter V. Good, Dictionary of Education (New York: McGraw Hill Book Company, Inc., 1945), p. 433.

3. Former teachers will give their true reasons for leaving the teaching profession.

4. The study will provide insights into factors which contribute to the loss of teaching personnel.

Whenever or wherever the teacher dropout problem is discussed there are always several theories advanced concerning causes and cures. There probably is no panacea for the problem and certainly this study does not propose any. It does seem likely that there are some major factors which contribute most to this serious problem.

Delimitations

1. This study was concerned with teacher dropouts in twelve county and city school systems in East Tennessee during the years July 1, 1951, through June 30, 1956.

2. Only teachers with certificates were considered. Permit teachers are not trained teachers, and it is considered desirable to replace them with certified persons.

3. Personal interviews were held only with those dropouts still remaining in the geographic area of East Tennessee and, in so far as possible, only with those who had withdrawn for other than natural causes.

Significance of the Study

It is generally recognized that there is a very definite teacher shortage, and all signs are that this shortage of teachers

will become worse before getting better. This appears to be a fair judgment because of the following facts: the birth rate continues to increase upward. The number of people entering teacher preparation institutions is not sufficient to keep up with the demand for new teachers. Many people who do complete their teacher training never accept a job teaching. Finally, there is a large number of teachers who drop out of the profession every year for other than natural causes.

As has been stated previously, this study was primarily focused on this last group of people, for it is the firm belief of this writer that it is going to do little good to recruit people into the profession if they later drop out just when they have had some experience and should be prepared to make a real contribution. The armed forces are faced with this same problem. In many instances years are taken and thousands of dollars are spent to train a man to perform a highly skilled task. It so often happens that as soon as the man's enlistment period is up, he then receives more attractive offers elsewhere because of the training received in the service. This practice is wasteful as far as the armed forces are concerned, just as teacher dropout is wasteful for education.

An individual must spend a minimum of four years in college. This can cost thousands of dollars. Then there is the amount of time spent as a teacher. If he drops out of teaching, not all is lost, for the training and experience gained

will no doubt be valuable in other fields. It is reasonable to assume, however, that the person would be better off had he trained for his permanent job from the beginning.

There is also a loss suffered by the children. This probably is the greatest loss of all. When the teacher drops out, it means that an already overburdened administrative staff has to recruit a new teacher from a dwindling supply or in desperation hire a substitute or an inexperienced teacher. Most school systems operate on the assumption, at least for pay purposes, that experienced teachers are more valuable than inexperienced ones. The chances are that most new teachers will have had little or no experience.

(1) The education of children suffers greatly under the instruction of new and inexperienced teachers. (2) A certain amount of time is wasted in adjusting the new teachers no matter how well qualified they may be. (3) Proper grading, grouping, classifying, and marking of pupils is seriously handicapped because new teachers must learn the children anew. (4) There is less unity and continuity in materials of instruction as well as in methods where teachers change frequently. (5) Frequent changing of teachers makes it impossible to become closely identified with the life of the community. (6) Frequent turnover costs the public considerable money each year that might have been spent to greater advantage. (7) The development of a local esprit de corps is almost impossible when each year inexperienced teachers replace other inexperienced teachers. (8) Short tenure results in a lowering of standards. Good teachers and good textbooks are the two absolute essentials for good instruction, and as teachers are more important than books there should be some way to increase their tenure. (9) European practices seem to show a decided advantage for long tenure.⁴

⁴E. E. Lewis, Personnel Problems of the Teaching Staff (New York: The Century Company, 1925), pp. 352-353.

Elsbree⁵ said:

Inefficient teaching is not as apparent as spoiled work in industry. Hence the community is scarcely aware of the loss it is sustaining at each withdrawal of a competent teacher. Could it but realize the seriousness of the problem and all its implications, it would exhibit an anxiety as to the amount and nature of its teacher turnover and an aggressive interest in means for its control rivaling that of our largest industrial concerns.

Such a serious problem seems worthy of study. To attack the problem, teachers who had actually dropped out were consulted personally and asked to give in their own words just what were the principal reasons back of their decisions to leave teaching. It was believed that such a personal, informal, direct approach would yield data that should shed some light on the situation.

Related Studies

An examination of the related literature revealed several studies dealing with teacher turnover, but only one other study was found that dealt exclusively with teachers leaving the profession. This one was by Pepper.⁶ A brief discussion of Pepper's study and of the others on turnover follows.

⁵Elsbree, op. cit. p. 1.

⁶J. N. Pepper, "Factors Involved in the Recruitment and Retention of Teachers in Michigan" (Unpublished Ed. D. dissertation, Wayne University, 1954), 185 pp.

Pepper's study involved an analysis of professional attitudes and opinions of teachers who left Michigan schools at the close of the 1951-52 year after five years or less of teaching. He found that low salaries were a major reason for leaving, but that over 40 per cent of the former teachers surveyed left for reasons other than those of a financial nature. After low salaries, reasons for leaving teaching in rank order were (1) marriage, maternity, and homemaking; (2) other personal reasons; (3) dissatisfaction with the school situation; (4) dissatisfaction with the teaching profession; (5) dissatisfaction with the community situation.

He further concluded that 20 per cent of all teachers who left would have remained in teaching from one to five years if economic inducements had been higher, and 40 per cent of the men would have stayed until retirement had salaries been higher. Some attitudes and opinions of a negative nature expressed by a large number of ex-teachers were:

- (1) Most ex-teachers do not desire to return.
- (2) A small percentage of men would teach again.
- (3) Women felt that teaching limits their opportunity to get married.
- (4) Teachers did not consider the cultural advantages of teaching as great as is generally publicized.
- (5) Communities in general did not accept teachers as permanent members of the community.
- (6) Communities showed only mild interest in housing problems of teachers.

- (7) Most teachers felt that they are more socially restricted than are members of other leading professions.

Some attitudes and opinions of a positive nature expressed by a large number of ex-teachers were:

- (1) Teachers in general enjoyed working with pupils and fellow teachers.
- (2) The majority of teachers believed young people should be encouraged to become teachers.
- (3) Most teachers desired to maintain high professional standards.
- (4) Many desired to participate in important school policy formation.
- (5) Many desired to participate in community activities.
- (6) Most rated the profession high from a social prestige point, but low from an economic standpoint.

Byrnes⁷ made a study of 341 teachers who remained in the profession and 221 teachers who had withdrawn from teaching. The teachers and former teachers were taken from the faculty rolls of eleven selected secondary schools in Indiana over a three year period from 1946-47 through 1948-49. The in-service teachers were still teaching at these schools; while the withdrawn teachers had left sometime during the three year period of time. The purpose of his study was to discover the reasons teachers give for satisfaction and dissatisfaction in their jobs and to develop from these reasons criteria which

⁷ Arthur Byrnes, "A Study of Job Satisfaction and Dissatisfactions of Teachers in Selected Schools of Indiana" (Unpublished Ed. D. dissertation, New York University, 1951), 234 pp.

secondary school administrators may use in improving the satisfaction teachers received from their positions. Fourteen conclusions were derived.

1. Causes for job satisfaction and dissatisfaction were found mainly in the areas of administration, physical conditions, relationships with the community, within the faculty and with students and parents.
2. Two-fifths of all teachers in the study would not become teachers again if given the opportunity.
3. Both groups wanted improved student behavior.
4. Financial return was not the chief cause of job dissatisfaction.
5. Over half the faculty functions were dominated by the principal.
6. Both groups recognized the need for improved school plant and equipment. The withdrawn teachers felt the lack of these factors more keenly than the in-service teachers did.
7. Faculty meetings were not interesting to teachers. The withdrawn teachers enjoyed them less than the in-service teachers.
8. The type of supervision was not desirable. The withdrawn teachers felt this to a greater degree than did the in-service people.
9. Teachers that withdrew received less salary than those that remained.
10. In-service teachers were more satisfied with administrative relationships than were the withdrawn teachers.
11. In-service teachers were more a part of the community than were withdrawn teachers.
12. In-service teachers felt more secure in their jobs than did the withdrawn teachers.

13. In-service teachers felt they were accepted by the faculty to a greater degree than the withdrawn teachers.
14. Withdrawn teachers advanced more reasons for their job satisfaction and dissatisfactions than the in-service teachers.

Crane and Ervitti⁸ surveyed the 2,754 teachers that left public school positions in New York State outside of New York City for reasons other than retirement or death during the school year 1951-52. They found that the largest single group leaving were married women teachers. They concluded that this group represented a source of future teacher supply rather than a group that could be retained in teaching.

Of the remaining reasons for leaving, inadequate salary and dissatisfaction with administration were the most important. The inadequacy of salaries was most apparent among men who were sole supporters of families. One of the biggest difficulties between teachers and administrators was a lack of understanding of what one expected of the other. Fairly consistently, teachers indicated a desire for ~~more~~, rather than less, help from their supervisors and administrators.

The desire to achieve status was also an important reason for men leaving. The researchers offered a proposal to make it possible for a teacher to achieve rank and status in

⁸Edmund H. Crane and James R. D. Ervitti, Reasons Why Some Teachers Leave Public School Teaching (New York: The University of the State of New York, The State Education Department, Division of Research, 1955), 44 pp.

the classroom and not require him to get into the administrative ranks to achieve this desire.

Finally, the most significant finding of this study was that almost one-half of the teachers responding indicated a willingness to return to teaching, but this did not mean that they were necessarily planning to return. It indicated that here was a valuable source of future teacher supply that should be used. Some of the teachers who were a part of this study remained in teaching in a different state or later returned. This indicated that often a change from one school system to another could often solve the teacher's problem as well as a complete change in occupation.

One of the earliest studies in teacher turnover was done by Elsbree ⁹ in 1928. He found that the rate of turnover for the year 1925-26 in the villages and cities of New York State varied all the way from 1.37 per cent for the city of Watervliet to 42.38 in the village of Le Roy.

More recently Andrus did a very comprehensive study of turnover in New York. He surveyed 262 New York State central rural schools and found the following:

(1) One out of every six secondary teachers employed during the school year 1948-49 left his position and furthermore one out of every five secondary teachers was new in his

⁹Elsbree, op. cit., pp. 9-12.

¹⁰Andrus, op. cit., 274 pp.

position that year. (2) Opportunity for advancement appeared to have been of more consequence to the men than to the women. (3) Higher salary was an important factor in all groups except married women whose chief reason for leaving was home duties. (4) Size of the community and lack of social and recreational outlets were of special significance in causing resignations of single teachers, both men and women. (5) Dissatisfaction with administrative policies was an important cause of resignations in all groups.

Bruce¹¹ in a study sponsored by the Arkansas Education Association for the years 1950-1953 published these findings:

1. Teacher turnover is not a new problem.
2. Teacher turnover is a severe handicap to education.
3. Turnover varies widely from district to district.
4. Teachers with the higher training turned over more than teachers with lower training.
5. Teacher turnover runs about 20 per cent a year in Arkansas.
6. Of the 20 per cent who left positions in the period under study, half of these or 10 per cent, left the profession entirely and another 2.6 per cent left Arkansas to teach in other states.

¹¹I. E. Bruce, "Teacher Turnover in Arkansas Public Schools," School and Society, 77:410-413, June 27, 1953.

Bruce went on to state:

Many people including some school superintendents assume that teachers leave their positions because of low salaries and do not look for other reasons for their departure. It would appear that candidates know the salaries of teachers before entering the profession and that they would not prepare for positions which paid salaries they were unwilling to accept. Consequently, it would appear that there are other more important reasons than low salaries for teachers leaving their school positions.¹²

Actually, Bruce found of the group surveyed that of those leaving the profession, 24 per cent left because they preferred other work, 15 per cent for reasons unknown, 13 per cent for marriage, and only 11 per cent for low salaries.

The Connecticut Education Association published a study in 1956 which contained the results of an inquiry made of teacher dropouts in Connecticut for the years 1952-54. The results indicated that a large number of women left because of marriage or family responsibilities; however, the evidence indicated that salary pressures and socio-economic stresses were forcing teachers out of the class rooms. Moreover, many teachers indicated that relations between teachers and their supervisors and/or other administrators were a significant cause for these defections. This study reaffirmed the need for better working conditions and improved personnel management relationships, including a more efficient pattern of recall for those

¹²Ibid. p. 411.

who left because of home or family situations, usually to have children.¹³

A study was made through the Missouri State Teacher's Association to find out why 2,966 teachers left their positions at the end of the 1946-47 school year. It is interesting to note that the reasons which prompted most of the men to leave were not the same as the reasons which influenced most of the women. The salary factor was mentioned by almost one-half of the men, 47 per cent, whereas almost one-third of the women, 31 per cent, listed marriage or homemaking as their reason for leaving. Salary, the second most frequently stated reason reported by the women, was mentioned by 28 per cent. The health factor was mentioned by 17 per cent of the women but was reported by only 8 per cent of the men. More security in another type of occupation was reported as a factor by four times as many men as women.¹⁴

The California Division of State Colleges and Teacher Education, in cooperation with the state teacher's retirement system, since 1949 has conducted an investigation concerning the reasons men and women are leaving the profession in California. Each teacher who requested the return of retirement contributions because of withdrawal was asked several questions

¹³Connecticut Education Association, Why Teachers Leave (Hartford: The Association, 1956), 13 pp.

¹⁴Missouri State Teachers Association, Why They Teach and Quit (Columbia: The Association, 1948, 1948), 29 pp.

including his reason for leaving school service. Stone reported that of 863 replies received in 1952 the most frequently stated reasons were marriage, 19 per cent; maternity, 18 per cent; moving out of the state, 13 per cent; inadequate salary, 11 per cent; going into another occupation, 10 per cent. Over a period of three years the major reasons given were marriage, maternity, and emigration.¹⁵

Richardson is completing a study of teacher turnover in Tennessee. His study is concerned with discovering the extent of and the causes of teacher turnover in the county school systems of Tennessee, and making recommendations for reducing undesirable turnover.¹⁶

Two Master's theses have also been completed bearing on the turnover problem in Tennessee. Gupton's study covered the ten year period from 1938-39 through 1947-48. He found that:

1. Teacher turnover increased from 26.9 per cent to 33.3 per cent during this period. (Average, 35.6 per cent.)
2. Turnover in the elementary schools was one and one-half times as great as that in the high schools.

¹⁵James C. Stone, "Supply of and Demand for Certified Personnel in California Public Schools, 1952 with Forecast for 1957," California Schools, 23:307-43, July 1952.

¹⁶John W. Richardson, "Teacher Turnover in Tennessee County Schools" (Ed. D. dissertation in progress, New York University.)

3. Turnover in the county schools was more than twice as great as that in the city schools.
4. In most cases, when real wages went up, turnover went down. This was true in 75 per cent of the cases.
5. High paying systems had low turnover and low paying systems had high turnover.
6. The county with the highest turnover, 67.4 per cent, had the lowest average monthly salary, \$95.2.
7. The county with the lowest turnover, 24.7 per cent, had the highest average monthly salary, \$156.30.¹⁷

Hutsell's study covered the same ten year period as Gupton's but he was concerned only with McMinn County, Tennessee. He found that:

1. The average turnover for twelve year period was 37.6 per cent.
2. Turnover varied as to size of school with the larger schools having less.
 - (a) One teacher, 41.24 per cent.
 - (b) Two-teacher, 55.43 per cent.
 - (c) Three-teacher, 40.26 per cent.
 - (d) Four or more teachers, 32 to 35 per cent.

¹⁷ Fred W. Gupton, "A Study of Trends in Teacher Turnover and Some Factors Related to this Turnover in the White Public Schools of Tennessee (1938-39 through 1947-48)" (Unpublished Master's Thesis, the University of Tennessee, Knoxville, 1949).

3. The relationship of type of school to turnover was:
 - (a) Grade School, 42.2 per cent.
 - (b) Junior High School, 40.2 per cent.
 - (c) High School, 22.4 per cent.
4. The mean level of training of the total teaching group was 2.58 years college, while training of the turnover group was 2.18 years.
5. The turnover teachers had less experience, 7.17 years as compared with the total teaching group of 9.46 years.

Hutsell listed several reasons as cause of turnover.

The first major reason was community conditions. In many instances the teachers seemed not to be able to adjust to the community. Also, they did not feel accepted as a part of the community and felt that there were too many social restrictions placed upon them. The second major reason had to do with school conditions. This meant inadequate physical facilities, crowded classrooms, and poor supervision. Other reasons given by Hutsell were low salaries, marriage and homemaking, unfair policies regarding assignment, and dismissal for political reasons. ¹⁸

¹⁸Fred C. Hutsell, "Some Factors Affecting Teacher Turn-over in McMinn County (1937-38 through 1948-49)" (Unpublished Master's thesis, The University of Tennessee, Knoxville, 1949.)

Organization of the Study

This dissertation consists of seven chapters. The contribution of each chapter is as follows. Chapter I includes an introduction and background information to the study, a statement of the problem and sub-problem, a listing of the basic assumptions, a definition of terms, the delimitations, significance of the study, a review of related studies, and the organization of the study. Chapter II consists of an explanation of procedures used in the study. In Chapter III an analysis is made of the reasons as given by fifty-two male teachers for leaving teaching. Chapter IV gives an analysis of the reasons for leaving teaching as given by thirty-four female teachers. Chapter V presents an analysis made of the reasons for leaving teaching as given by fourteen former teachers who, living out of East Tennessee, responded by questionnaire. Chapter VI is a combined analysis of the reasons for leaving teaching as given by the one-hundred former teachers in this study. Chapter VII gives a summary and the conclusions and recommendations of this project.

CHAPTER II

PROCEDURES

Designing the Study

Chapter I served to introduce the study by giving background information necessary to understand fully the problem. In attempting to define a problem worthy of study, the writer made a list of several proposals. These were discussed numerous times with faculty members, especially the chairman of the author's committee and with fellow graduate students. Many were discarded for one reason or another. One area in particular appealed to the writer: that of student dropouts. On further investigation, however, it was found that a great deal had been done in this field before. Then the idea occurred to consider the area of teacher dropouts. As was discussed in Chapter I, it was found upon inquiry that quite a bit had been done in the area of teacher turnover, but little was found that dealt exclusively with teachers leaving the profession.

An outline was developed and presented before a graduate seminar composed of fellow doctoral students and faculty. Several helpful suggestions were made at this point. The project was further presented to the writer's graduate committee. After consideration, this group gave its approval.

Background reading was done on articles relating to teacher turnover listed in the Education Index for the past

twenty years. A check was made on the titles of all Master's theses in education done at the University of Tennessee to see whether there were any that related to the problem at hand. The titles listed in Doctoral Dissertations Accepted by American Universities were checked for the past five years for all dissertations done in education to see if any had been done in related fields. Three were ordered and proved helpful.

A letter was written to Dr. T. M. Stinnett, Executive Secretary of the National Commission on Teacher Education and Professional Standards, requesting help on the study. At his request the Research Division of the National Education Association sent the writer many helpful materials. Correspondence also was carried on with Mr. John W. Richardson who is at the present time completing a study made on teacher turnover in Tennessee.¹

The delimitations of the study have already been stated in Chapter I, but some additional explanation of these delimitations seems in order at this time. From the very beginning it was thought desirable to gain information by a personal interview rather than by a written questionnaire. This was decided because it was believed that individuals respond more freely and give more information in a conversation than they would in

¹John W. Richardson, "Teacher Turnover in Tennessee County Schools" (Ed. D. dissertation in progress, New York University.)

relating incidents in writing. A written check-list sort of document could have been prepared, but it was thought that this would tend to structure the replies. A completely unstructured technique was desired, whereby the dropout teacher would simply state in his own words just what were the primary or basic reasons that caused him to decide to leave teaching. In addition to obtaining the reasons for leaving teaching, it was believed that personal contacts would also reveal attitudes and feelings which might not otherwise be identified. These were thought to be pertinent to the study.

Once it had been agreed to conduct personal interviews with dropout teachers, the next step was to select the teachers. It was the feeling of all concerned that the geographical area to be included could be smaller than if the data were being gathered through the use of a questionnaire. It was further agreed that a sufficiently broad cross section of Tennessee teachers might be found in the East Tennessee area. With this fact in mind twelve school systems in this area were selected for the study. A conscious effort was made to obtain a heterogenous grouping of systems. Those systems selected included a large city system, a medium city system, a small city system, two large county systems, four medium county systems, and three small county systems. Some of the systems represented industrial areas while some were representatives of primarily rural communities.

The teachers chosen for interview were those who had left the selected systems from July 1, 1951, through June 30, 1956. Furthermore, it was decided to consider only those teachers holding certificates. It seemed fair to assume that generally it is desirable to replace those persons holding teaching permits with certified teachers. Also in so far as could be determined those teachers who left for natural causes were excluded for interview purposes. Nothing could be done to prevent natural causes for teacher dropout so there seemed to be little purpose in interviewing such people.

People leaving one teaching position for another job in public education were also excluded. This study was concerned only with those who left the education profession altogether. Certainly it can be a problem when teachers migrate from system to system. However, looking at the situation from an overall viewpoint, those persons are not lost to the profession. As has been stated, this study was concerned with the reasons why teachers leave the profession, not those factors responsible for transfers. The question is, "What are those factors that cause thousands of preventable dropout teachers to leave the profession each year?"

Gathering the Data

Sub-Problem 1

To identify teachers who had withdrawn from selected

public school systems and who have not returned to teaching.

After the delimitations had been set, a telephone call was made to each of the twelve superintendents of the selected systems. A brief explanation of the study was given. Each of the superintendents expressed interest and a willingness to cooperate in the project. Dates were set for the writer to visit the superintendents at their offices.

When these visits were made, an additional explanation of the study was given; following this investigation, the writer requested the names of those teachers who had left the system during the period specified. In some cases the files were thrown open, and the writer copied down the names and addresses from inactive personnel cards; or in some cases the names were obtained from copies of personnel reports to the state. In such instances the superintendent or his clerk placed a check by the names of the teachers who were no longer with the system. These names were jotted down and addresses were secured from other files. In all cases, names of permit teachers were omitted. In several instances, workers in the superintendent's office were able to tell what their former teachers were doing. This proved very helpful because many of the teachers had left for natural causes or for other teaching jobs. These of course were outside the limits of this study so nothing was done to contact these people. The names and reasons were preserved, however, in order to get a complete picture of the dropout situation.

After all twelve systems had been visited, a summary was made of the data thus far gathered. One thousand and eighty teachers left the twelve selected systems during the specified time period. Of this number 215 were known to have gone into teaching in other systems, and 366 quit for natural reasons. The majority leaving for natural causes were women, most of whom left for marriage and/or home responsibilities. Addresses were not available for sixty-eight persons. Thus, from information obtained in the superintendents' offices, the writer was able to disregard for the purposes of this study 649 out of 1,080 dropout teachers.

Of the remaining 431 former teachers, it was either established that they had left for other than natural causes or that nothing definite was known of their reasons for leaving. A letter (see page 195) was sent to each of these persons explaining briefly the purposes of the study. A self-addressed post card (see page 197) was enclosed so that each respondent would be able to indicate: (1) whether or not he had taught since leaving his former system and (2) if he had not taught, would he be willing to be interviewed regarding his reason(s) for leaving. Space was left for name, address, and telephone number. This was especially helpful, for many had moved from the address as found in their former school systems.

The results obtained from the letter to the former teachers follows. A total of 431 letters were sent. Two hundred

and eight persons returned cards, and fifty-seven letters were returned for lack of forwarding addresses. That is, a total of 265 cards and letters returned were received out of 431 letters, leaving 166 people from whom nothing was heard. Of that number, it may be assumed that some letters never reached the persons for whom they were intended. However, subtracting the fifty-seven letters that were returned from the 431 that were sent, leaves a total of 374 letters that could have been delivered. Since 208 replies were received, there was a 55.6 per cent return.

Seventy-three of the 431 indicated that they were still teaching or had taught since leaving their former systems. Nineteen quit for what are defined as natural causes. Ten teachers checked the blank, "I prefer no interview". One-hundred and six former teachers had not taught since leaving and would be willing to be interviewed. Of this number twenty lived outside the area to be covered in personal interviews, so they were sent a form (see page 199) by mail to be completed. With this form was a letter (see page 198) which gave directions and also a self-addressed stamped envelope.

Combining the information thus far presented gives the following picture. There were originally 1,080 names. Two-hundred eighty-eight were still teaching, 385 had left for natural causes, nothing could be found out about 291, ten preferred

no interview, twenty were sent a questionnaire by mail and eighty-six were interviewed personally.

The letters were mailed early in October 1956. Naturally the cards were not returned all at once, although the majority came in within two weeks after the letters were mailed. The last card was received during the middle of January 1957.

Five cards were received from former teachers of the small city system. However, all of these teachers had left for natural causes or were teaching elsewhere; so the number of systems represented by the teachers interviewed was reduced to eleven.

Sub-Problem 2

To interview those teachers who left teaching for other than natural causes in order to determine their reasons for leaving teaching.

The interviews were begun late in October, 1956, and were completed in February, 1957. They were conducted over a four-month period of time because both the writer and most of the interviewees were employed full time. Arrangements were made so that the interviews were conducted either in the late afternoons, at nights, or on week ends. A telephone call was made before hand in order to make a date for time and place. In several cases it was possible to make more than one interview on a single trip. The length of time for interview ranged

from fifteen minutes to over two hours. Usually the necessary data could be obtained in thirty minutes. A portion of this time at the beginning was devoted to establishing rapport. The purposes of the study and of the interview were reviewed, and each person was told that his remarks would remain anonymous. Most interviewees did not care, but in some cases this added word of assurance seemed to relieve their minds.

In order that the data collected could be more easily handled, an interview guide (see page 196) was prepared and used for each interview. Respondents were first asked to give answers to the personal data information called for at the top of the guide. This, of course, was necessary and having them say it instead of writing it seemed to help break the ice, for it was easy to answer such questions. The interviewer then asked each dropout teacher simply to state in his own words just what was or were the primary or basic reasons for his decision to leave the profession? Before giving the former teacher a chance to answer, the interviewer went on to the second question regarding secondary or contributing reasons. It was found advisable after the first two or three interviews to do this because the respondents had a tendency to list minor irritations along with the primary reasons.

Each interviewee was asked if he would go back into teaching and, if so, under what circumstances. It was thought

that reactions to this type of question might reveal some interesting data regarding the individual's real feelings about teaching. Also included was a question asking the ex-teachers to state their objectives in originally qualifying for teachers' certificates. In other words, was teaching the original goal of the respondent or was teaching a temporary stepping stone? It seemed important to determine this information, for if a person had originally intended to make a career of teaching and then dropped out it would seem to be of more concern than if he had merely been teaching temporarily.

From almost the beginning of the interviews it became apparent that inadequate salaries would be one of the principal reasons for teachers leaving the profession. Some of the early interviewees compared their salaries in their present jobs to those which they had made teaching. Therefore the writer made it a point to ask all the remaining former teachers to compare percentage wise their present salaries compared to their former salaries as teachers. Also the present occupations of all eighty-six persons were obtained.

Processing the Data

Once the interviews had been completed, the next task was to process the data accumulated so that it would have meaning. While the interviews were in progress it was noticed that

there seemed to be some significant differences in the reasons given by the former men teachers as compared to those given by the former women teachers. Therefore, it was decided to analyze the reasons separately by sex.

Since an inductive approach was used in this study there was a need to arrive at some general statements. If the approach had been more structured so that the interviewees could merely have checked certain areas for leaving teaching, this matter of generalizing would have been easier. As it was, each record of interview was read and reread in order to identify key reasons for leaving teaching. This was done for both primary and secondary reasons. Then these key statements were studied by the writer. After reading these over several times, seven general categories were developed that seemed to cover all the reasons for leaving teaching that were related by the eighty-six teachers. A listing of these seven categories follows:

1. Economic Conditions. These include all reasons given for low salaries, unemployment during summer, poor retirement or other fringe benefits, and lack of opportunities for advancement.

2. Working Conditions. These include factors in the teaching environment such as crowded classrooms, inadequate facilities, and insufficient teaching materials. Also included in this classification are reasons given as extra duties, heavy

schedule, night work, and pressures of overwork, lack of communication with others and low morale.

3. Dissatisfaction with Teaching as a Profession.

These include reasons such as routine and monotony of teaching, lack of prestige, and disappointment with conduct and training of fellow teachers.

4. Administrative Relationships. All criticisms against the school administration or supervisors fall into this group.

5. Personal Motivations. Non-gainful activities such as marriage, maternity, and home duties are commonly given as resignations by women teachers. An effort was made at the beginning of this study to eliminate from interview dropouts of this kind. However, in some instances, it was not until the interview stage that these reasons became apparent; therefore the need for this category became necessary. Also included are other reasons as poor health and military service.

6. School Board Relationships. All criticism against the local school board as a whole or as individual members fall into this group. These are treated separately from administrative relationships because most of these criticisms have to do with petty politics.

7. More Satisfaction in New Job. Several individuals indicated that they were either just using teaching as a stepping stone to another job or that they had an opportunity to

accept a new job which appealed to them more.

Each written interview was coded so that it would be possible to discuss a particular one and refer to it by code number. The complete record of interviews are presented as part of the appendix. The eleven systems were coded by the letters A through K while the dropout teachers were simply numbered with the numbers 1 through 86. Thus, A-2 would mean System A, Individual 2. The next step was to prepare a work sheet in which the individuals were listed down the left side separately by sex. Each item of personal data sought plus the four questions asked of the interviewees were listed at the head of a column along the top of the work sheet. The writer then took each one separately and transferred the data from the interview record sheet to the master work sheet. For instance, marital status, number of years college, and age were items of a personal nature. When it came to listing the reasons for leaving teaching, they were put down by category number (see page 36) separately for primary and secondary reasons. Questions 3 and 4 were answerable by "yes", "no", or a question mark. This then was the means taken to consolidate the replies from the interviews. A separate work sheet was constructed in the same manner to process the replies received from the twenty teachers contacted by mail.

Summary

This chapter has listed the procedures used in designing the study, gathering the data, and in processing the data. Sub-problems one and two were accomplished in this chapter. Sub-problem one was to identify teachers who had withdrawn from selected public school systems and who have not returned to teaching elsewhere. Sub-problem two was to interview out of this group those teachers who dropped out for preventable reasons.

One thousand eighty former teachers who had once taught in twelve selected school systems in East Tennessee were identified. Two hundred eighty-eight of these were teaching elsewhere, 385 had quit for natural causes, and it was impossible to follow up 291. Ten preferred no interview; while 106 fell within the limitations set forth at the beginning of this study for interview. Eighty-six were interviewed personally; while twenty who lived outside East Tennessee were sent questionnaires by mail.

CHAPTER III

AN ANALYSIS OF REASONS GIVEN BY FIFTY-TWO MEN TEACHERS LEAVING THE TEACHING PROFESSION

The purpose of this chapter is to analyze the reasons as given by the fifty-two men teachers interviewed for leaving teaching. To understand better this analysis it seems in order to find out just what these departing men were like. If, for instance, they were among the older, poorly-trained teachers, then perhaps their leaving would not be a serious problem. If, however, they were among the younger, highly trained teachers, then their leaving constitutes a serious loss.

The Men Teachers

Of the fifty-two men, forty-seven were married at the time of their departure from teaching, but all were married at the time of interview. When they left, they averaged 2.09 dependents each, and at the time of interview they had 2.69 dependents. This latter category ranged from a low of one to a high of six. This information will become more significant in the light of data yet to be presented.

The men were fairly young, the average age being thirty-two years. Their ages ranged from twenty-two to forty-eight at the time they left teaching. In education, the men averaged

4.2 years of college, with a low of two years and a high of six years. Forty-eight had at least Bachelor's degrees; eleven had Master's degrees or above; four had no degrees. The men had taught an average of 5.5 years, ranging from one to nineteen years. The average number of years teaching in their last school systems was 4.5 years. The range here was from one-half to nineteen years.

Forty-three men were classroom teachers; five were teaching principals; two were full-time principals; one was an assistant principal and teacher; and one was superintendent of schools. Twenty men were in elementary schools; thirty-one were in secondary schools; and of course the superintendent worked with both levels. Twelve had elementary certificates; twenty-six had secondary certificates; eleven had both elementary and secondary certificates; two had emergency certificates; and one had a temporary certificate. None had permits, because permit teachers were not considered in this study.

Thus it can be clearly seen that by and large most of the fifty-two men teachers who dropped out were young and well-prepared teachers. It must be remembered that eliminating from interview those individuals who dropped out for natural causes such as sickness, death or retirement would tend to skew the distribution.

Nonetheless, it would seem that the male dropouts in this study, 92 per cent of whom had Bachelor's degrees and who

averaged thirty-two years in age and five and one-half years in experience, would be at that stage in teaching where they could really make a contribution. Yet it was at this stage that they dropped out.

Reasons Given for Leaving Teaching

Seven categories were developed to include in a general way all the specific statements made by the eighty-six former teachers as reasons for leaving teaching. The categories covered both primary and secondary reasons. These categories were presented on pages 36 and 37. From this point on, any time the titles of the categories appear other than in titles or sub-titles, they will be placed inside quotation marks for emphasis.

Economic Conditions

Category I is "economic conditions". These include all reasons given for low salaries, unemployment during summer, poor retirement or other fringe benefits, and lack of opportunities for advancement. Forty of the fifty-two former male teachers gave as primary reasons for leaving teaching statements that were classified in this category. Nine men made statements as secondary reasons for leaving that were classified in Category I, but four of the nine had also been included in the

forty, so altogether forty-five of the fifty-two or 86.5 per cent listed economic conditions as either a primary or secondary cause for leaving teaching. This was no astounding discovery as all related studies had listed low salaries high in the causes for teacher turnover.

It should be recalled that forty-seven of the fifty-two men were married at the time of their leaving with an average of 2.09 dependents each. Many of these mentioned that they just could not make enough money teaching to support their families. All who left for financial reasons reported that they were making more money in their present occupations. The amount of increased income in these new jobs varied from 15 per cent more to a high of 1,000 per cent more for individual D-22. Those who started out with smaller increases pointed out that they felt that they had greater chances for advancement in their new jobs. I-57 said that he started with an \$800 increase at first, but now he was making \$1,655 more after two years.

Lack of summer employment was a prime factor with several men. E-31 said that this was the "straw that broke the camel's back". He had to have work in the summer and could not get a job when prospective employers found out that it was to be only temporary. He then went back and got the job he wanted when he agreed to take it full time. His salary was

\$800 per year more, but in addition he had an expense account which helped out. A-8 reported that the summer situation was a deciding point in his decision to leave. He had to take a job driving a truck for less than fifty cents an hour one summer to have any income at all. B-17 said that the long, lean summers were hard on him and that he had to pick up any job he could get. D-19 made the statement that not only is a teacher's salary inadequate, but also is he paid for nine months while his family has to eat twelve.

On the other hand, some men secured such good jobs during the summers on a part-time basis that they remained full-time. A-2 leased a service station for a summer, and it worked out so well that he is still at it. J-71's summer job turned into a full-time position at \$1,400 more per year. J-69 took a job teaching after having worked as a salesman. He could not reconcile the decreased income; so he began working at a part-time job after school hours. He said he did not see any sense in working himself to death doing two jobs; so he quit teaching to work full time at the second job. Two men in System A (A-5 and A-10) indicated that not only their salaries were too low but also the checks often did not arrive on time. This uncertainty worked an additional hardship.

Three men mentioned retirement as a factor. These men were older than most with ages of thirty-eight, forty-eight,

and forty-eight, respectively. It seems natural that the older persons would give more thought to retirement than the younger ones.

Several mentioned the fact that it was disheartening to be struggling along trying to make a living teaching school and to see their friends making so much more. I-58 came out of the service and struggled through four years of college on the G. I. Bill. He went to work teaching with take home pay of \$155 a month on a twelve-month basis. That same year his father-in-law with no college training made \$10,000 as a steam fitter. I-58 then found other employment though he liked teaching. H-48 enjoyed teaching very much and was offered a job as insurance salesman three years before he took it. He put the insurance people off time after time because he loved to teach. He finally decided it was not being fair to his family to remain in teaching as he watched his classmates in college make three and four times what he made in teaching. Finally, he made the break, and his income has increased five times. K-77 said that he was still in debt from his year of teaching. He complained that children out of high school can be making more in the plants in three or four years than a teacher with four years of college and ten years' experience.

H-46 loved teaching and dislikes his present job very much, but he keeps it because he makes \$2,000 more per year.

E-32 liked teaching, too, but was forced out because his income did not meet his necessary expenditures. He found a job at \$50 more per month on a twelve month basis doing Boys' Club work. As he put it, "This is teaching, too, and I can live on what I make."

Three men felt that they were as high as they could go in their systems and were dissatisfied with their incomes. G-42 was formerly a superintendent in a small county system. He was able to better himself financially by practicing law. B-16 was also on top of the pay scale drawing \$2,580 per year. He felt as if he could do better elsewhere and did. K-78 was on top of his scale which was one of the better paying systems in the study, but he felt the need of additional income. He pointed around his living room and said, "Most of the stuff you see here was bought with money I made outside of teaching." He had a daughter away in college, and he wanted some extra things other than bare necessities. He said, "I've given it a lot of thought, and I don't believe that my hour in the classroom is more valuable than a woman's, but a man just has to have more income than a woman." He went on to say that men were needed in the schools, but he was going to let someone else do the job for a while.

Working Conditions

Category II is "working conditions". These include

factors in the teaching environment such as crowded classrooms, inadequate facilities, and insufficient teaching materials. Also included in this classification are reasons given as extra duties, heavy schedule, night work, and pressures of overwork, lack of communication with others, and low morale. Nine men gave as primary reasons for leaving teaching statements that were classified in this category. Fifteen men made statements that were classified in this category as secondary reasons for leaving teaching, but four of the fifteen had already been included in the nine who had given primary reasons. That means that twenty of the fifty-two men, or 38.6 per cent, gave reasons for leaving teaching that were related to "working conditions".

Crowded classrooms were mentioned by four men. A-2 was able to take his seventh grade gym class outside in good weather, but during inclement weather he had to keep them quiet in part of the space reserved for study hall. A-10 was teaching in a high school built for 550 but with 1,100 to 1,200 enrolled. B-16 taught six classes daily and all were large. J-68 taught science in a regular classroom, and during the five minute interval between classes he had to dismantle his experiments and move out, because he did not have a regularly assigned classroom.

Six men mentioned extra work and long hours as reasons for leaving. D-19 said that besides teaching a full load, his duties as principal kept him on the go checking on the janitor,

coaching, supervising the lunchroom, going to night meetings and picking up supplies. When he went into the county seat for supplies and materials, he always had to go on Saturdays. H-44 started to work at 8:00 A. M. and did not finish until after dark. He taught a full load and coached too. H-49 was in a similar situation. He taught five classes, kept a study hall, and coached all afternoon. I-59 complained that more and more work was piled on him. He said that the number of meetings and workshops which he was required to attend was continuously growing. D-23 said that he did more work outside of class than he did in class. He estimated that he had spent an average of three nights a week at school over his six years of teaching. J-78 had to keep the gym open on Saturdays for community groups for which he received no pay.

B-17 and J-61 cited pressures as reasons for leaving. B-17 was a coach, and he said that the more successful you were, the greater the pressure. I-61 mentioned all the extra duties he was expected to perform. Besides serving as principal, teacher, and coach, he taught Sunday School and had to join all the civic organizations in his community. He ran for election as superintendent but was defeated.

A-8 and H-48 felt that they had not been given cooperation by parents and gave this as a secondary reason for leaving. Other miscellaneous reasons which were classified in this

category follow. A-6's philosophy of education was to train the mind to meet any situation which might arise. He disagreed with the emphasis being given to so-called extra-curricular activities of his school and felt that too much of the teacher's time was devoted to such programs. He went into an industrial plant at a large gain in salary, but indicated that the financial gain was secondary to the other. This would seem to be true as he indicated to the writer that he was to quit his job at the plant and go back into teaching (at a lower salary) but on a college level. He seemed to feel that he could devote more of his time to teaching mathematics. B-16 felt as if he were in a rut after teaching English for ten years. He took a job with a federal agency but gave it up because it took so much of his time that he could not look after his farm. He, too, said that he was going back into teaching because he would have more free time.

D-19, however, felt that teaching was too confining. He is now employed as a salesman and feels that he is more free and better informed. E-28, though he held a Master's degree, would have had to spend another three to four quarters in school to obtain a regular certificate. He could not afford to do this and support his family. E-40 said that he liked teaching all right, but that there were two factors which he did not like. They were grading and disciplining students.

Insufficient materials were major reasons as given for leaving teaching by two former men teachers. E-30 said that it was discouraging to try to teach with so little materials. He was a physics teacher but had practically no equipment. H-47 also used the word discouraging to describe his situation. He was a former shop teacher. He had planned and worked out a course in electricity, but could not put it into effect for lack of materials.

Dissatisfaction with Teaching

Category III is "dissatisfaction with teaching as a profession". These include reasons such as routine and monotony of teaching, lack of prestige, and disappointment with conduct and training of fellow teachers. Eighteen men or 34.6 per cent gave as reasons for leaving teaching statements that were classified in this category. This was the third highest reason. It should be noted that the majority of men who gave reasons which eventually were classified in Category III gave them as secondary reasons. Actually three men gave this category as primary reasons, and one as both primary and secondary. A discussion of some of the individual responses follows.

Several men either indicated by words or by implication that they definitely felt a lack of prestige while teaching and this lack of prestige was a factor in their leaving. D-19 said teachers are not respected. E-30 said that teaching and

the education profession have a relatively low status. H-45 mentioned the indifference of parents, the general public, and the county court made for low status. H-46 said the public does not respect teachers. H-50 said that people frown on teachers and do not give them prestige. K-78 related the lack of social prestige.

Many of the men went on to explain further their dissatisfactions with teaching. The lack of professional ethics was cited. D-21 said that in his school this took place by some teachers criticizing and discussing other teachers before students and parents. J-68 complained of unprofessional conduct and back-biting among teachers. B-15 mentioned factions and bickering among teachers, G-43 told of two factions on his former faculty, and I-57 spoke of a certain clique of teachers dominating the local teachers' organization. E-31 went further and stated that he did not think of teaching as a profession. He contended that many women who were teaching were doing so merely to bring in a second source of income. This, he said, tended to downgrade teaching. He maintained that there was no individual initiative for him when he was teaching, for he received the same pay, treatment, and protection as the person who had little or no interest in his job.

K-77 and K-80 both said that they were fed up with teaching because teachers were weak and spineless. Most teachers,

they said, are too easily led and would not stand up and say what they really thought.

Administrative Relationships

Category IV is "administrative relationships". All criticisms against the school administration or supervisors fall into this group. Ten men, or 19.2 per cent, made statements regarding leaving teaching that were classified in this category. Two men listed them as primary reasons, seven men listed as secondary reasons, and one man made statements under both primary and secondary reasons.

Seven of the ten had difficulties of one kind or another with their principals. Most did not indicate the nature of this difficulty except to make statements as follow. A-3 said, "I was acting as assistant principal, but the principal felt insecure and started putting on pressure." A-5 stated, "My principal had no discipline at all." I-59 declared, "I wouldn't teach under my former principal again." J-68 said, "My principal was a stupid old ox. He treated his teachers, who were college graduates, as if they didn't have sense enough to come in out of the rain."

Three of the seven who told of difficulties with principals gave more details as to the nature of the difficulties. E-27 said that his principal was more of a politician than a principal. If the child of a board member or a member of the

county court violated a regulation, little or nothing was done. If, however, the child's parents were not influential, the child might be severely punished. As a result, order broke down all over school. J-70 said that his former principal was a straight-laced sort of fellow who was a stickler for details and who had little imagination. This principal stymied some projects that J-70 wanted to pursue. K-79 gave the most complete account of his difficulties with his principal. The complete story is in the appendix, but K-79's opinion was that his principal gave lip service to democracy and democratic methods, but in reality was very autocratic in his dealings with others.

J-70 also had difficulties with supervisors. He claimed that the art supervisor had his own way of doing things and that any modern art had to be kept at a minimum. J-71 told a long story of his difficulties with an instructional supervisor. This supervisor effectively blocked his re-appointment. According to J-71 this was because of a personal misunderstanding and not because of his teaching.

I-58 resented the fact that his superintendent had the policy of starting new teachers in the elementary grades and moving them up to secondary positions when they had gained experience. K-80 became dissatisfied with administrative policies especially with regard to promotion of personnel. He was especially upset when a candidate whom he favored was passed

over when a certain position was filled.

Personal Motivations

Category V is "personal motivations". For men, these include such reasons as poor health, military service and other personal reasons which could not otherwise be classified. There were five men, or 9.6 per cent, who gave reasons for leaving teaching that could be classified in this category. Three men related statements as primary reasons, one as a secondary reason, and one listed both primary and secondary.

A-1 said that a paralyzed nerve in his voice mechanism was the only reason for his leaving. He indicated that he might go back into education in library service. E-40 left because of military service. B-17's father passed away and it became necessary for him to take over the family business. The respondent was coach and he said that the pressures of coaching caused him to have stomach trouble which he had not had since leaving teaching. This, then, was a health factor. Two others left teaching because of their children. D-20 had an opportunity for a new and challenging job. One of the main factors in his decision to take this new job and leave teaching was that in moving, his children would have the opportunity to attend a school system which he considered superior to the one which they had attended. E-29's leaving teaching was really an extended leave of absence, for he was

urged by the board of education to take a job as County Recreational Director. One of the reasons he took it was to be out of his school as a coach while his boy, who was interested in athletics, was in high school.

As the title of this category suggests, these reasons are of a personal nature, and little can be done to remedy them. They are included in this study to complete the picture in regard to teacher dropout.

School Board Relationships

Category VI is "school board relationships". All criticism against the local school board as a whole or as individual members fall into this group. These are treated separately from "administrative relationships" because most of these criticisms have to do with petty politics. Thirteen men, or 25 per cent, gave as reasons for leaving teaching statements to be classified in this category. Four men made statements as primary reasons, seven made statements as secondary reasons, and two made statements as both primary and secondary reasons.

The thirteen men who made critical statements relating to "school board relationships" can be divided into two groups. The first group consists of those who either lost their jobs or received undesirable transfers and consequently quit because of political maneuvering on the part of school board members.

The second group consists of those men who merely disliked the set-up but had not been victims of politics. It is no surprise to note that the five men who were ousted from their jobs all listed politics as a primary reason; while seven of the remaining eight who had not been victims listed politics as a secondary reason for leaving teaching.

A-2 was a teacher and basketball coach in a high school and held this position while his father-in-law was on the board of education. When his father-in-law was defeated for re-election, he lost his job as coach though he remained on as teacher. A-3 received word that if he did not publically endorse a certain candidate for re-election on the school board that he would find himself transferred. A-3 refused to support any candidate actively, and as a result he was transferred from a large high school near his home to a one-room school all the way across the county where he would have to walk one and one-half miles from the road. As a result he is no longer teaching. A-5 on the other hand supported a candidate for the school board, but his candidate lost. He, too, was transferred from a high school position to an elementary school. He quit rather than accept such a transfer. C-18 headed up a campaign among teachers and parents to obtain greater benefits for the teachers in his county. He lost both his campaign and his job. H-45 was an assistant in the superintendent's office for five

years. Suddenly one Saturday he was told that he would be teaching seventh grade on Monday, and it was not until Sunday that he knew in which school. He accepted the transfer but quit at the end of the year.

The second group had not experienced such "horse trading", but they made statements as these. A-7 said, "I disliked the set-up in this county; they hadn't bothered me yet, but I could see the handwriting on the wall." A-10 stated, "The system is corrupt politically." B-15 declared, "I got sick and tired of ignorant board members who hadn't been beyond the fourth grade coming down and telling me all about running a school . . . They need qualifications for board members." D-23 made this explanation, "I was asked to contribute to a political campaign for a board member. I blew my stack and could have lost my job. You have to play ball in this county to get a job and also to keep it."

G-42 was a superintendent before he quit. He did not go into details but said that board members many times assumed more authority than they legally have, especially in matters pertaining to personnel. H-47 was ambitious to be a principal but became discouraged and quit when he found out that one person without a degree and another, the son of a board member, were being considered ahead of him. I-61 simply said that a superintendent's hands are often tied in matters of personnel in a small system.

More Satisfaction in New Job

Category VII is "more satisfaction in new job". Several individuals indicated that they were either just using teaching as a stepping-stone to another job or that they had an opportunity to accept a new job which appealed to them more. Eight men, or 15.3 per cent, gave statements which were classified in this category. Five men made statements as primary reasons, one made a statement as a secondary reason, and two made statements both primary and secondary reasons.

As the title of this category suggests, the statements of reasons which were classified in Category VII are not necessarily criticisms of the respondents' former teaching situations. They merely help to explain why the new jobs offered greater satisfaction. It is interesting to note that five of the eight went into educational work of one sort or another. I-60 and I-63 both felt a call to go into the ministry. A-8 had an opportunity to go into Boys' Club work; so he is still working with young people and he likes his job better. E-29 said that one factor which helped him decide to take his new job was that he would still have the chance to work with boys and girls. He is a recreation director which he says gives him more freedom. D-20 is likewise in educational work for a governmental agency. He said that he felt that this new job was a challenge to him to get out and do something with his education.

D-22 frankly admitted that he was not cut out for a teaching job and liked practicing law much better. E-28 had prepared for college teaching but could not find a place, so he drifted into high school teaching. He said that he liked teaching, but another opportunity presented itself that looked better and he took it. H-47 declared that he did not seek out this new job, but when the opening came, he felt that it was a challenge so he took it.

Table I, page 60, is a compilation by category of both primary and secondary reasons for leaving teaching as given by the fifty-two men.

Possibilities of Returning to Teaching

The third question on the interview outline (see Appendix B, page 196) was, "Would you consider teaching again in the future, and if so, under what conditions?" It was thought that the respondents' reactions to such questions might reveal some of their true feelings in regard to teaching. The findings are shown on Table II, page 61. Seventeen, or 32.7 per cent, said that they would consider teaching again; twenty-two or 42.3 per cent, said that they would not; and thirteen, or 25 per cent, said that they did not know. Some of the remarks made to this question seemed more meaningful than the simple "yes" or "no" answers.

TABLE I

MEN TEACHERS' REASONS FOR LEAVING TEACHING

Category	Number Listing as Primary Reason	Number Listing as Secondary Reason
Economic Conditions	40	9
Working Conditions	9	15
More Satisfaction in New Job	7	3
School Board Relationships	6	9
Dissatisfaction with Teaching as a Profession	4	15
Personal Motivations	4	2
Administrative Relationships	3	8

TABLE II

RESPONSES OF FORMER MEN TEACHERS TO THE QUESTION,
 "WOULD YOU CONSIDER TEACHING AGAIN?"

Individual	Yes	No	Not Sure
A-1	x		
A-2		x	
A-3	x		
A-4		x	
A-5			x
A-6	x		
A-7	x		
A-8		x	
A-9		x	
A-10		x	
B-15		x	
B-16	x		
B-17		x	
C-18			x
D-19		x	
D-20	x		
D-21		x	
D-22		x	
D-23			x
E-27		x	
E-28	x		
E-29	x		
E-30			x
E-31			x
E-32	x		
E-40			x
G-42		x	
G-43		x	
H-44			x
H-45		x	
H-46	x		
H-47			x
H-48		x	
H-49	x		
H-50	x		
H-51		x	

TABLE II

RESPONSES OF FORMER MEN TEACHERS TO THE QUESTION,
 "WOULD YOU CONSIDER TEACHING AGAIN?"
 (Continued)

Individual	Yes	No	Not Sure
I-57	X		
I-58	X		
I-59	X		
I-60			X
I-61		X	
I-62		X	
I-63			X
J-68		X	
J-69		X	
J-70		X	
J-71	X		
K-77			X
K-78			X
K-79	X		
K-80		X	
K-81			X
Totals			
52 men	17 (32.7%)	22 (42.3%)	13 (25%)

The seventeen who said that they would consider going back gave the following statements. A-1, who had quit because of voice trouble, indicated that he was taking library training so that he could go back and not have to talk so much. A-6 and B-16 were both going back to teaching but in different schools. E-29 was on leave and indicated that he would return. D-20, who had left primarily for a greater challenge in another educational field, said that on termination of his present job he would like to go back to public school work. E-28 said that if he returned he would like to come back at the college level. K-79 said that he would go back to teaching under the right conditions, but did not specify what they would have to be. E-32, H-46, H-49, H-50, I-57, I-58, I-59, and J-71 all indicated that they might return if they received comparable salaries to what they made in their present jobs. Many of these men frankly said that teaching gave them more job satisfaction than they were receiving, but that job satisfaction alone would not put bread on the table.

The twenty-two men who said that they would not consider teaching again generally seemed well satisfied in their present occupations. All were making more money and most indicated that they enjoyed their jobs as well or better than teaching. D-22 said he absolutely would not reach again. A-8, A-9, A-10, H-48, J-68, and J-70 were quite forceful in saying that only

dire necessity would ever get them back in the classroom again. A-2, A-4, B-17, D-19, E-27, G-42, G-43, H-45, I-61, and J-62 did not seem as bitter against teaching, but at the same time they seemed happy and well satisfied in what they were doing and thought it would be foolish to go back to teaching under the circumstances.

Thirteen men said that it was hard to say whether or not they would consider going back into teaching. It would all depend on circumstances and no one can foresee the future. Most of the thirteen were quite doubtful. I-60 and I-63 said that it would depend on their ministry. If at any time these men should feel that they were no longer called to the ministry, they both indicated that they might go back. E-40 said that if he went back into teaching, he would like to organize a private business school. C-18 said that he would like to go back to teaching but doubted that he ever would. He was ousted in a political scramble and did not see any possibility of his going back in his county and he did not want to move. A-5, D-23, E-31, K-77, K-8, all said they might go back some day but that it did not seem likely. They were not optimistic that teachers' salaries would ever be high enough to attract them back into the profession. E-30 said that he might go back under better conditions and if the children really had a desire to learn. K-78 would go back if the right opportunity came along, but he would not consider an ordinary

drab classroom situation.

Original Intentions on Entering Teaching Profession

The fourth and last question listed on the interview guide was "Did you intend to make teaching a lifetime profession?" The answers to this question by the men are presented in Table III, page 66. Forty, or 76.9 per cent, of the men had prepared for teaching and had intended remaining in the profession. Nine men, or 17.3 per cent, said they did not begin teaching with the intention of remaining always, but all had taken enough education courses to be certified. Three, or 5.8 per cent, were undecided as to how to answer.

Among the forty who answered "yes" to the questions the following statements were made. E-28 said that he had prepared primarily for college teaching and did not have enough education courses to be regularly certified. H-47 said, "Well, since I went to college and had my certificate, I felt that I ought to try teaching. I liked it very much, too." H-51 said, "I don't think that I had an idea of how limited were the opportunities for financial advancement in teaching . . . I believe that low salaries can be attributed to the fact that teachers themselves don't demand a higher salary scale." I-79 said that he didn't go into teaching immediately after college, but once he started he intended to stay.

TABLE III

RESPONSES OF FORMER MEN TEACHERS TO THE QUESTION, "DID YOU
INTEND TO MAKE TEACHING A PERMANENT PROFESSION?"

Individual	Yes	No	Can't Answer
A-1	x		
A-2	x		
A-3	x		
A-4	x		
A-5	x		
A-6	x		
A-7	x		
A-8	x		
A-9	x		
A-10	x		
B-15	x		
B-16	x		
B-17	x		
C-18	x		
D-19	x		
D-20	x		
D-21	x		
D-22		x	
D-23		x	
E-27	x		
E-28	x		
E-29	x		
E-30			x
E-31	x		
E-32	x		
E-40		x	
G-42		x	
G-43	x		
H-44	x		
H-45	x		
H-46	x		
H-47	x		
H-48	x		
H-49	x		
H-50			x
H-51	x		

TABLE III

RESPONSES OF FORMER MEN TEACHERS TO THE QUESTION, "DID YOU
INTEND TO MAKE TEACHING A PERMANENT PROFESSION?"
(Continued)

Individual	Yes	No	Can't Answer
I-57	x		
I-58	x		
I-59	x		
I-60	x		
I-61	x		
I-62		x	
I-63		x	
J-68		x	
J-69	x		
J-70		x	
J-71	x		
K-77		x	
K-78	x		
K-79	x		
K-80			x
K-81	x		
Totals:			
52 men	40 (76.9%)	9 (17.3%)	3 (5.8%)

Some comments made by the nine men who entered teaching on a temporary basis follow. D-23 stated, "I really prepared for teaching as sort of an ace in the hole." E-40 declared, "Teaching was the only job which I could get when I graduated from college with military service hanging over my neck." I-63 entered teaching temporarily until he found a church that would support him full time. J-68 said that he entered teaching to satisfy an urge he had but that salary and other factors caused him to quit. J-70 started teaching on a temporary basis, but once he started he decided to stay. K-77 had it in the back of his mind to teach someday, for he went an extra semester in college in order to be certified.

Three men were undecided how to answer the question. E-30 said that he wasn't sure, but that he did go back to school after he received a B. S. so that he could be certified. H-50 also was doubtful as to his answer, but he finally admitted that he probably entered teaching with the idea of remaining only a short time. K-80 said, "I can't honestly say that I went into teaching with the idea of making it my permanent occupation, but I was willing to give it a try. During my first year I liked it and had about decided to stay with it. Later on I began to get some misgivings that I've just related."

Summary

The purpose of this chapter was to analyze the reasons as given by fifty-two male teachers for leaving the teaching profession. These fifty-two men had an average age of thirty-two and had an average of 5.5 years of teaching experience. Ninety-two per cent had earned at least a Bachelor's degree and 21 per cent had earned a Master's degree. It was concluded that generally the men were young and well-prepared teachers. It is precisely these teachers that the profession should hold.

They left for many reasons which were classified into seven categories. Forty-five, or 86.5 per cent, of the men made statements which were listed under "economic conditions". These conditions had to do with salary, unemployment during summer, retirement and other fringe benefits. This was by far the greatest single cause for men leaving the profession. Twenty men, or 38.6 per cent, made statements which were classified under "working conditions". These included factors in the teaching environment such as classrooms, class load, extra duties, and teaching materials.

The third category for leaving teaching was "dissatisfaction with teaching as a profession". Eighteen, or 34.6 per cent, of the men made statements under this heading. These included such reasons as routine and monotony of teaching, lack

of prestige, and disappointment with the conduct and training of fellow teachers. "Administrative relationships" was the heading given the fourth category for leaving teaching. These included all criticisms directed against the school administration and/or supervisors. Ten men, or 19.2 per cent, gave reasons under this category.

The fifth category, which included such reasons as poor health, military service, and other personal reasons which could not otherwise be classified, was called "personal motivations". Five men, or 9.6 per cent, fell in this grouping. Category VI was "school board relationships". All criticisms directed against the school board as a whole or against individual members were grouped here. Thirteen men, or 25 per cent, made up this group. Eight men, or 15.3 per cent indicated that they received "more satisfaction in the new jobs". This was used as the title for the seventh category and indicated that the men were either just using teaching as a stepping stone or that they had an opportunity to accept a new job which appealed to them more.

An effort was made to determine whether or not any of these men would consider returning to teaching. Seventeen, or 32.7 per cent, said they would, twenty-two or 42.3 per cent said they would not, and 25 per cent were not sure. Generally the conditions which caused them to quit in the first place

would have to be corrected. Many, however, said that they would not consider returning in any case.

Finally, an attempt was made to discover the intentions of the teachers when they entered the teaching profession. Forty, or 76.9 per cent, had prepared for teaching and had intended on remaining in the profession. Nine, or 17.3 per cent, did not intend on staying in the profession when they started, but were all certified. Three, or 5.8 per cent, could not answer the question. Again, some statements were made to support the answers.

CHAPTER IV

AN ANALYSIS OF REASONS GIVEN BY THIRTY-FOUR WOMEN TEACHERS LEAVING THE TEACHING PROFESSION

Chapter III presented an analysis of the reasons as given by fifty-two former men teachers for leaving the teaching profession. The purpose of this chapter is to present in a similar manner the data gathered on the thirty-four women teachers interviewed in this study. The reader is reminded that originally 1,080 names of teachers leaving twelve selected school systems in East Tennessee were obtained from superintendents' offices. Of these 1,080 names, 285 were men and 795 were women. However, by use of the delimitations and the information gathered in the superintendents' offices regarding these teachers, 649 were disregarded for purposes of this study. Of the 431 remaining, 188 were men and 243 women. By the nature of the delimitations more women were eliminated than men. Finally after letters had been sent to the 431 persons and the return cards received, the number of persons to be interviewed personally was further reduced to the figure of eighty-six, of which fifty-two were men and thirty-four were women. Women, by the very nature of their sex, are much more subject to dropout for natural causes than are men. Examples of these natural causes applying particularly to women are

marriage and home responsibilities. Generally men do not quit work when they marry, but many women do. Those women who do not quit work when they marry, often have to quit later because of pregnancy and increased home responsibilities. This helps to explain why fifty-two men were interviewed out of 285 names while only thirty-four women were selected out of a possible 795.

The Women Teachers

The average age of the women teachers of this study who dropped out of teaching was thirty-six years. There was a range in ages from twenty-two to sixty years. The average number of years of college was 4.3 years. The range here was from two to six years. Twenty-eight of the thirty-four had at least Bachelor's degrees, four had Master's or above, while only six did not have degrees. The average number of years of experience was 8.4 years, ranging from two-thirds of one year to twenty-seven years. The average number of years taught in the last school system was 4.67, ranging from one-third of one year to twenty-five years. All of the thirty-four were teachers; thirty were regular classroom teachers; three were system-wide teachers; and one was an attendance teacher.

Nineteen of the women taught on the elementary level, twelve on secondary, and three worked with both levels. At the time they left teaching, fifteen were married; fifteen were

single; two were widows; and two were divorcees. Since leaving, three of the single teachers have married, and one of the married teachers has become a widow. It can be seen, however, that generally the teachers in this study who left the profession were young and well-prepared.

Reasons for Leaving Teaching

Economic Conditions

Category I is "economic conditions". These include all reasons given for low salaries, unemployment during summer, poor retirement or other fringe benefits, and lack of opportunities for advancement. Ten women, or 29.4 per cent, gave as reasons for leaving teaching statements that were classified in this category. Six women made statements as primary reasons, three as secondary reasons, and one made statements under both primary and secondary reasons.

A-11 was a single teacher who listed low salary as a primary reason for leaving teaching. She also complained that in her system the checks were often late working an additional hardship. Being single, and intending on remaining that way, she also mentioned the low retirement for teachers. She said retirement was an important factor to a single woman. One of the reasons A-14 listed in addition to low salary was the fact that in her new job as sales supervisor, her expenses such as

travel and clothes would be a tax deductible item where they were not considered as such in teaching. E-33 was making \$209 per month teaching and changed to a clerical job at \$375 per month plus many fringe benefits. E-35 also left for financial reasons. She complained that there was no recognition given for effort and that salary increments were too little to hold teachers.

E-37 also mentioned retirement and said that it was too low to induce one to stay in teaching. I-66 received \$500 more on the year to start with and after five years as a secretary in a governmental agency, she was making \$4,000 per year. This, she said was about \$1,000 more than she would be making if she had remained in teaching. J-73 applied for a summer job as a mathematician at a large industrial plant and continued on full time at a much higher salary. K-83 was a traveling art teacher and was the victim of a budget cut. She could have stayed on as a regular classroom teacher, but did not choose to do so as her husband had a good income.

H-54, who was divorced and supporting one son in high school, had this to say: "Pay is the only reason that I thought about leaving. I've doubled my income in my present job, but I got more personal satisfaction from teaching. I think that the only women who can afford to teach are married women who supplement the family income or single women with no dependents. What to do during the summer months was my problem. They wanted

me to go to school, but I couldn't afford the time or money."

Of the ten women who made statements classified under this category, five were married, four were single and one was divorced. Since leaving teaching, two of the single women have married. All of the married women indicated that they were teaching merely to supplement the family income, and that their salary was not necessary to provide the living. H-54, on the other hand, had to provide for herself and a son. A-11 was thinking of old age and providing for the future. Her system paid very little above the state minimum.

Working Conditions

Category II is "working conditions". These include all factors in the teaching environment such as crowded classrooms, inadequate facilities, and insufficient teaching materials. Also included in this classification are reasons given as extra duties, heavy schedule, night work, pressures of overwork, lack of communication with others and low morale. Sixteen women, or 47.1 per cent, gave as reasons for leaving teaching statements that were classified in this category. Ten women made statements as primary reasons, three as secondary reasons, and four made statements under both primary and secondary reasons.

More women gave statements under this category than any other one, so it would seem as if the working conditions were

a principal cause for the female teachers in this study leaving the profession. Extra duties or inflexible hours were mentioned by nine women. Some of their statements follow: A-13 said that she did not like so many meetings or extra duties such as riding buses at night. A-14 preferred a job with more flexible hours because she had a large family. E-33 also quit partly for the reason that teaching required so much time away from home. She mentioned bus duty, PTA Meetings, and sports events. E-35, a married woman, also mentioned the rigid hours of teaching which did not always work out with her family's schedule. E-39 was teaching out of her major field and was assigned the extra job of a school newspaper sponsor for which she said she had no aptitude or interest. K-82 said that the system in which she formerly worked was committee crazy. "I don't think that they can make a decision without forming a committee. I was single and was willing, and they really loaded me down with a lot of extra work. I think that too much time was devoted to outside activities and not enough time for actual teaching." K-85 said that there were too many meetings which were too long and too boring. "I felt obligated to do my share of committee work, but with these activities plus my home responsibilities, I had little time to learn more about the subject matter I was supposed to be teaching."

Related to the problem of extra duties was the problem of feeling tied to the job. Five women said in effect that they

never could leave the job of teaching. There were problems in lesson preparation, records, reports, and parent contacts. E-35 said that in her opinion the mental strain of teaching was greater than most any other job. J-73 never felt as if she had any personal life. E-39 expressed considerable worry because she could see so much potential in her students but lacked the time and energy to help develop it.

Complaints of large classes were voiced by four teachers. D-26 said that four of her five high school classes had well over thirty-five students each. H-52, who was a music teacher, in a junior-senior high school, had over 450 students in classes of forty to sixty. Her attitude was that, already overburdened, she was saddled with the responsibility of being annual sponsor for her first year of teaching. She had taught one and one-half years. K-83 had to teach art to more than 1,200 students in their elementary schools. This overcrowding, she said, was very unsatisfactory to her from a personal viewpoint. She did not need the money, so she quit rather than continue under such circumstances. K-85's elementary classes kept getting larger each year. During her last year they averaged thirty-seven; too large, she said, for the creative teaching she wanted to do. She began to enjoy teaching less and less and as she did not need the job, she quit.

In some instances large classes and discipline problems seemed to go together. Both D-26 and H-52 were young women teachers just out of college teaching on a secondary level.

They both had large classes as previously described, and both had discipline problems. Whether they would have had trouble with discipline with smaller classes is a moot question, but it certainly seems reasonable to assume that if a teacher is likely to experience discipline troubles, large classes serve to aggravate the situation. E-38 was a divorcee who had re-entered teaching after an absence of some years. She very frankly stated that she couldn't stand the children. She claimed that discipline in schools had deteriorated since the war. She had a son to support but took a job at less salary to get out of teaching. E-35 also stated that children were out of control. She placed the blame on parents.

Good working conditions are important to any occupation. Industry has spent millions of dollars to improve working conditions for workers. This expenditure was not necessarily made for humanitarian reasons but practically adopted as a good business stratagem. Various researches give evidence that workers who have high morale produce more.

One of the earliest of these researches was done at the Hawthorne Works of the Western Electric Company in Chicago between 1927 and 1932. This is commonly known as the Hawthorne Study. A portion of this study attempted to determine the effect of various physical factors such as illumination, rest pauses, length of day, and amount of pay to production. That

is, changes in these factors were made and the effect, if any, on production was measured. The experiments brought out the fact that there are human factors as well as physical factors. Compared to some of these human factors, some of the physical factors may be of only minor importance. The human being knows he is being experimented on and may react strangely. For instance, in one experiment the amount of illumination in one section of the plant was gradually decreased but production went up.¹

Bridges reported on this study and said:

The experiments so far had demonstrated that under the right conditions a hidden energy and capacity for cooperative effort could be brought out in the work group. To achieve such a situation the employee needed to have the right attitude. To promote such an attitude, management needed to learn more about attitude and factors related to it.²

One way of helping to attain and maintain high morale among the working force is to provide good working conditions. Different people have different capacities in almost any endeavor. Work is not an exception. An extra heavy load makes any job much more difficult.

¹F. J. Roethlisberger and William J. Dickson, Management and the Worker (Cambridge, Massachusetts: Harvard University Press, 1950).

²Charles C. Bridges, "A Study of Personnel Relations in Industry and Implications for Educational Leadership" (Unpublished Ed. D. dissertation, University of Tennessee, August, 1955) p. 82.

Dissatisfaction with Teaching as a Profession

Category III is "dissatisfaction with teaching as a profession". These sources of unhappiness include reasons such as routine and monotony of teaching, lack of prestige, and disappointment with the conduct and training of fellow teachers. Eleven women, or 32.4 per cent, gave as reasons for leaving teaching statements that were classified in this category. Six women made statements as primary reasons, three as secondary reasons, and two made statements under both primary and secondary reasons.

Four women indicated that they quit because they did not enjoy teaching as they thought they should. E-37, F-41, and K-85 said it was getting to be monotonous to them. F-41 graduated from college one spring and taught the first grade the next year. She did not find the work challenging. E-37 transferred to the elementary level from junior high school. She could not adjust and quit. K-85 did not like the mass approach to teaching and for this and other reasons dropped out. E-39 had gotten to the place where she was frustrated and was not receiving any personal satisfaction from her work. She decided just to quit for awhile, though she gave every indication that she would return.

Lack of respect and prestige was voiced by two former women teachers. E-38 said that teachers just were not respected

by students anymore. She was for stricter schools and advocated bringing men teachers in from the third grade up. I-65 declared there was not enough recognition given the ordinary classroom teacher. Coaches, she said, had praise heaped on them all out of proportion to the other teachers. They did extra work she admitted, but she pointed out that they were paid for it. She did lots of extra work as a special music teacher but did not get the praise or the pay.

Three women expressed disappointment with the conduct and training of their fellow teachers. A-13 was the most outspoken. She claimed that the standards for teachers were too low and that many of the teachers in her former system were too stupid to do anything else so they took a job teaching. She went on to say that the teachers in her school were intolerant and prejudiced. She was ashamed to be associated with them, and consequently she took a job where she not only had a better salary, but also more challenge to her real ability. D-26 stated that some of the teachers she was associated with did not act like professional people. She went on to say that they talked about other teachers behind their backs and in front of students. "Why, if doctors and lawyers did such things, they would be barred from practice." E-35 said that a uniform salary scale did not offer any challenge to the ambitious person. "One teacher asked me once, 'Why do you work so hard? I makes as much as you and look at me. I don't kill myself.' "

This, to her way of thinking, did not reflect a professional attitude. Other objections were voiced by D-24 and D-25.

D-24 said that she had become dissatisfied with teaching partly because of what she called the tragic conditions in the schools. "Young people have too much freedom without being taught responsibility . . . standards have been lowered and children are socially promoted without being made to do any work." D-25 resigned because of the frustrating situation in which she found herself. She was an attendance teacher, but she could not get cooperation from the justices of peace when she tried to enforce school attendance laws.

Administrative Relationships

Category IV is "administrative relationships". All criticisms against the school administration or supervisors fall into this group. Eight women, or 23.5 per cent, gave as reasons for leaving teaching statements that were classified in this category. Seven of the women made statements as primary reasons, and one made a statement as a secondary reason.

Four of the eight women had trouble with, or were critical of, their former principals. H-55 said that her principal had her fired after she had been on the job only three months. She indicated that she was trying to do the best that she knew how but received little or no help from the principal or supervisory staff. She did not know of any parent complaints. She

even hinted that she might have been released for reasons other than her teaching. H-52 was a new teacher teaching all the music in a junior-senior high school. Her principal believed that all seventh and eighth graders should take music and they did. She said that this assignment made for very large classes and led to discipline problems. She maintained that she did not get much backing or help from her principal in this situation. She was also charged with the responsibility of being faculty sponsor of the annual. She did not think that it was exactly fair to shift such a large responsibility off on a new teacher, who naturally has a lot of problems to work out. E-39's complaint against her principal was that she was assigned against her wishes the sponsorship of the student newspaper for which, as she said, she had no interest or ability. The constant deadlines to meet upset her and caused her much anxiety. I-65 stated that the work load in her school was unevenly distributed. She estimated that she had one and one-half times work as most of the teachers for she had a regular class plus being the special music teacher for the entire school.

Three women were critical in varying degrees of their former superintendents. J-74 was working in a system with a local tenure plan where a teacher was placed under tenure if he successfully taught in one school for two years. She said that because of her age (sixty) the administration would not place her on tenure; therefore she was constantly being transferred

from school to school. E-36 laid part of the blame for her quitting to the over-stressing of degrees on the part of her superintendent. She said that she could have taught on, but the superintendent had warned them that as soon as he could, all non-degree people were going to be replaced by degree teachers. She said that he was trying to scare his teachers into finishing their degrees. She would have liked to have done that but had neither the time nor the money. H-56 was quite bitter about her relations with her superintendent. She was promised her job back when she went on medical leave of absence. She said that she needed the job and wanted it, but that she was being given the run-around. She had had to refund some money for which she was told that she had been overpaid. She thought and insisted that the money should have been hers, but returned it after being coerced to do so. According to her, she was being persecuted.

I-67 complained that she could not get any help from the county supervisor. She had gone to this supervisor with a particular problem because she had been out of teaching for some time. The supervisor, evidently very busy, had said, "Why, Mrs. _____, you know how to do that." She left the impression that she had been given the brush-off. Though this apparently was not the main reason for her quitting, it certainly did not add to her job satisfaction while she was teaching.

Personal Motivations

Category V is "personal motivations". Non gainful activities such as marriage, maternity, and home duties are commonly given as resignations by women teachers. An effort was made at the beginning of this study to eliminate from interview dropouts of this kind. However, in some instances, it was not until the interview stage that these reasons became apparent; therefore, the need for this category became necessary. Also included are such reasons as poor health, military service, and other reasons which could not otherwise be classified. Fifteen women or 44.1 per cent gave as reasons for leaving teaching statements that were classified in this category. Thirteen women made statements as primary reasons, one made statements under both primary and secondary reasons.

In comparison with the other seven, this category stands number two in importance as a classification of reasons why the female teachers in this survey left the profession. The very nature of this category is that all of the statements which were placed in this classification are of a personal nature and not of a professional nature. In other words, there is little or nothing that the education profession can do to prevent dropouts of this nature except to recognize that they exist. Also it should be recognized that certain teacher applicants are more subject to dropouts of a personal nature than others. These can be identified to an extent, and if such dropouts become a

serious problem for a school system or systems, then perhaps other people less likely to become dropouts should be employed. A brief discussion of the reasons given for leaving teaching by the fifteen women follows.

Five of the fifteen had a physical impairment of some kind. A-12 had a 65 per cent hearing loss which she said may have partly been the cause of her dismissal. D-24 only took the teaching job because there was no one else to do it. She was not physically able to take care of her business and teach too; so she quit teaching. D-26 had had plastic surgery done on her nose and had some very painful after-effects. Her doctor advised her to quit. J-76 was crippled in a car accident and was not able to continue teaching. K-82 said that she loved teaching, but that it was exhausting for her, and she had to take a less strenuous job.

Eight women left teaching to accept responsibilities in their homes. E-36 had to take care of her adult son who had had brain surgery and needed constant care. I-65 left to take care of her elderly parents. E-34 left her system to be married but indicated that she would probably teach again (in another state) if there were a satisfactory opening in her field. J-75 and K-84 left to have babies. H-53's husband worked at odd hours and she couldn't hold a regular job and be with him. In addition if she taught, she would have had to have help at home and she did not think it was worth her while to teach.

I-67 only accepted her last teaching job for one year. The only reason that she accepted was that the principal could not get another teacher and her child was in a class of forty-seven youngsters. Her teaching made it possible to cut the size of the class down to thirty. K-86 quit partly because of her husband's wishes.

Other teachers quit for a variety of personal reasons. K-86 was mentioned in the previous paragraph. The primary reason that she dropped out was that her husband had recently been given a high position on the administrative staff of the system for which she was working. She found it increasingly difficult to speak her mind freely in staff meetings and rather than feel suppressed, she quit. She didn't say, but there might have been jealousy among her fellow workers which helped make her position untenable. J-72 was not a full-time teacher but taught in night school two nights a week. Her principal wanted her to take a heavier load the next year which she did not think that she could handle with her regular job, so she quit. J-74 was in her sixties and because of her age she could not be given a regular assignment. This was upsetting to her, so she quit.

School Board Relationships

Category VI is "school board relationships". All criticisms against the local school board as a whole or as individual members fall into this group. These are treated separately

from "administrative relationships" because most of these criticisms have to do with petty politics. Four women, or 11.6 per cent, gave as reasons for leaving teaching statements that were classified in this category. Three women made statements as primary reasons, and one made a statement as a secondary reason.

Fewer women cited reasons which were classified under this category than any other one. A-11 had a feeling of insecurity. "In this county", she said, "you never know from year to year whether or not you'll have a job or where it will be." A-12 said that she was let out for strictly political reasons. After the death of her husband, she went to college and earned a two-year certificate. She was doing satisfactorily until she moved away from the school district in which she taught although she still lived in the same county, and therefore it was the same system. The board member from her former district explained that people were complaining to him that she lived outside the district and still taught in it. He therefore would not rehire her. The board member from the district to which she moved would not place her; so the result was that she was out of a teaching job. In some systems of the state, it is common practice for the individual board member to name and place each teacher in his district. A-12 further stated that you have to stay in with the right people to get and keep a teaching job.

More Satisfaction in New Job

Category VII is "more satisfaction in new job". Several women indicated that they were either just using teaching as a stepping-stone to another job or that they had an opportunity to accept a new job which appealed to them more. Six women, or 17.6 per cent, gave as reasons for leaving teaching statements that were classified in this category. Five women made statements as primary reasons, and one woman made statements as both primary and secondary reasons.

A-13 said that her new job, besides paying a better salary, offered more of a challenge to her ability and ingenuity. A-14 became a sales supervisor for a book concern. She preferred this employment to teaching because the hours were more flexible and also because there was a better future. The flexible hours meant a great deal to her as she had several children. D-24 had taught in other states and had come to Tennessee to set up a resort business. She was prevailed upon to teach as there was a critical shortage of teachers in her system. She said that she could not keep up her own business the way she needed to and teach, so she dropped teaching.

I-64 had planned all the time to become a religious education director. After finishing her B. S., she had to have more money to go on to seminary, so she taught for a year to save some money.

Table IV, page 92, is a compilation by category of both primary and secondary reasons for leaving teaching as given by the thirty-four women.

Possibilities of Returning to Teaching

The third question on the interview outline (see Appendix B, page 196) was, "Would you consider teaching again in the future and if so under what conditions?" The reactions to this question by the thirty-four women are presented in Table V, page 93. Twenty women, or 58.8 per cent, said they would; eight, or 23.5 per cent, said they would not; and six, or 17.7 per cent, said that they were not sure.

Some of the remarks made by the twenty teachers who said that they might return are as follows: A-12, who lost out by political maneuvering, said that she would return if she could have a school and keep it. A-13 would return if she could be proud to be a teacher. She left disgusted with the teachers in her system. D-24 said that she might start a private school. E-34, who quit for marriage, said that she probably would return if she could teach in her subject area. E-35 did not rule out teaching, but she said that she could not afford to under present conditions as she was making twice as much selling encyclopedias. E-37 definitely said that she would teach one more year to be eligible for retirement.

TABLE IV

WOMEN TEACHERS' REASONS FOR LEAVING TEACHING

Category	Number listing as Primary Reason	Number listing as Secondary Reason
Working Conditions	14	8
Personal Motivations	14	2
Dissatisfaction with Teaching as a Profession	8	5
Administrative Relationships	7	1
Economic Conditions	7	4
More Satisfaction in New Job	6	1
School Board Relationships	3	1

TABLE V

RESPONSES OF FORMER WOMEN TEACHERS TO THE QUESTION,
 "WOULD YOU CONSIDER TEACHING AGAIN?"

Individual	Yes	No	Not Sure
A-11			x
A-12	x		
A-13	x		
A-14	x		
D-24	x		
D-25	x		
D-26		x	
E-33		x	
E-34	x		
E-35	x		
E-36	x		
E-37	x		
E-38			x
E-39	x		
F-41	x		
H-52			x
H-53			x
H-54			x
H-55	x		
H-56	x		
I-64	x		
I-65		x	
I-66		x	
I-67	x		
J-72	x		
J-73		x	
J-74	x		
J-75	x		
J-76		x	
K-82	x		
K-83		x	
K-84			x
K-85		x	
K-86	x		
Totals	20	8	6
34 women	58.8%	23.5%	17.7%

H-55, who was released against her will, said that her husband was planning to move to another state, and that she hoped to get a fresh start in teaching there. I-64, the religious education director, indicated that she would probably return to public school teaching someday. K-82 related the following: "I certainly would consider returning to teaching. In fact, I have been tempted many times to go back, and I probably shall someday. I believe that teachers are for the most part born and not made, and I do believe that I have some talents along the line of teaching."

The eight teachers who said that they would not return to teaching made these statements: D-26 said that she was happier as a secretary, and that she decided that she did not want to ride herd on a bunch of ungrateful kids for the rest of her life. E-33 and I-66 would only return as a last resort and K-85 would not consider returning unless it were a very stimulating situation. J-73 hedged a bit but said that though teaching was not in her future plans at the present time, she wouldn't say absolutely no. I-65 was giving private music lessons which she liked better and said that she would not return to public school teaching. Finally, J-76, who was crippled, said that it would be a physical impossibility for her to return to the classroom.

Six women were not sure whether they would ever return, but they did not leave the impression that they ever would.

H-52 said if the need arose, that she would go back. E-38, who had had discipline problems, said that the only condition under which she would consider returning would be that she teach only very young children. A-11, H-53, H-54, and K-84 did not have much else to say.

Original Intentions on Entering Teaching Profession

The fourth and last question listed on the interview guide was, "Did you intend to make teaching a lifetime profession?" The answers to this question by the women are presented in Table VI, page 96. Twenty, or 58.8 per cent, of the women had prepared for teaching and had intended on remaining in the profession. Seven women, or 20.6 per cent, said that they did not begin teaching with the intention of staying. Seven women, or 20.6 per cent, were undecided how to answer.

Most of the twenty women who answered yes to this question did not make any comment, but the remarks of four are recorded. A-12 did not begin her teacher preparation until after the death of her husband. She definitely intended to stay in teaching because she had three children to support. I-65 said that since she had been in teaching for twenty-four years, she thought that she had a permanent profession. K-84 was not serious about entering teaching until her junior year of college. K-85 said that she thought of teaching as her permanent profession

TABLE VI

RESPONSES OF FORMER WOMEN TEACHERS TO THE QUESTION, "DID YOU
INTEND TO MAKE TEACHING A PERMANENT PROFESSION?"

Individual	Yes	No	Can't Answer
A-11		x	
A-12	x		
A-13	x		
A-14	x		
D-24			x
D-25	x		
D-26		x	
E-33			x
E-34			x
E-35	x		
E-36	x		
E-37	x		
E-38			x
E-39	x		
F-41			x
H-52	x		
H-53			x
H-54		x	
H-55	x		
H-56	x		
I-64		x	
I-65	x		
I-66	x		
I-67			x
J-72	x		
J-73	x		
J-74	x		
J-75		x	
J-76	x		
K-82	x		
K-83		x	
K-84	x		
K-85	x		
K-86		x	
Totals	20	7	7
34 women	58.8%	20.6%	20.6%

until she was married. Then marriage came first.

Seven women did not from the first intend to stay in teaching. A-11 originally trained for dietetics, D-26 was a social studies major with just enough hours of education to be certified, and I-64 planned on going to seminary. H-54 had not intended on teaching until she found herself in the position of supporting a son. K-86 said that she had not intended on teaching for a long time at first, but after she had taught a year or two, she decided that teaching was her field. J-75 and K-73 just answered "no" with little comment.

Seven women did not answer yes or no. D-24 said that she had never really gone into anything permanently. F-41 said that teaching was something to fall back on. The other five, E-33, E-34, E-38, H-53, and I-67 said only that they could not be sure how to answer the question.

Summary

The purpose of this chapter was to analyze the reasons as given by thirty-four female teachers for leaving the teaching profession. These thirty-four women had an average age of thirty-six and had an average of 8.4 years of experience. Eighty-two per cent had earned at least a Bachelor's degree and 11 per cent had earned a Master's degree. Thirty-three were classroom teachers with nineteen working at the elementary level,

twelve at the secondary level and three worked both elementary and secondary schools. One was an attendance teacher. Fifteen were married, fifteen were single, two were widowed, and two were divorced.

The reasons as given for leaving teaching were given as both primary reasons and secondary reasons. These were classified by the writer into seven major categories. "Working conditions" was the biggest reason for leaving teaching according to the sample. Reasons given by 47.1 per cent of the women were classified in this category which includes such factors as large classes, inadequate facilities, and extra duties. "Personal motivations" was the second largest category and was mentioned by 44.1 per cent of the women. This group includes such reasons as given for marriage, maternity, and poor health. The category that fell in third place as reason for leaving teaching with 32.4 per cent was "dissatisfaction with teaching as a profession." This category includes as reasons those given for routine and monotony of teaching plus disappointment with the conduct of fellow teachers. "Economic conditions" was the fourth largest category: these conditions had to do with salary, unemployment during summer, retirement, and other fringe benefits. Twenty-nine and four-tenths per cent of the women gave reasons which were included in this category.

The fifth largest category was named "administrative relationships". Reasons given by 23.5 per cent of the women were

classified in this category which included all criticism directed against the school administration. "More satisfaction in new job" was the title for the sixth largest category which included those persons who were using teaching as a stepping stone to other occupations or those who simply found a different sort of job which appealed to them more. The last category in importance for the women was "school board relationships". This category, which included 17.6 per cent of the women teachers, was used as a grouping for criticisms against board members individually or as a whole.

Statements of the teachers were included under each category. An attempt was made to discover whether or not any of the women would consider returning to teaching. Twenty, or 58.8 per cent, said they would consider it; eight, or 23.5 per cent, said they would not; and six, or 17.7 per cent, said they could not answer the question. Statements were included to clarify the answers.

Finally, an attempt was made to discover the intentions of the teachers when they entered the teaching profession. Twenty, or 58.8 per cent, had prepared for teaching and had intended on remaining in the profession. Seven, or 20.6 per cent, did not intend staying in the profession when they first began teaching. Seven, or 20.6 per cent, could not answer the question. Again some statements were included to support the answers.

CHAPTER V

AN ANALYSIS OF REASONS GIVEN BY FOURTEEN FORMER TEACHERS LEAVING THE TEACHING PROFESSION

In Chapter III, the reasons as given by fifty-two former male teachers for leaving the teaching profession were presented and analyzed. In Chapter IV, similar data were presented and analyzed regarding the thirty-four female teachers interviewed in this study. It is the purpose of this chapter to analyze the reasons for leaving the teaching profession as given by fourteen former teachers who gave such reasons on a written questionnaire conducted by mail.

The procedures by which former teachers were selected for interview have been previously described. The reader is reminded that 106 former teachers returned cards indicating that they had not taught since leaving their former systems, and that they were willing to be interviewed regarding their decision to leave teaching. Eighty-six of these people were interviewed in a personal interview while twenty were sent a questionnaire (pages 199 and 200) to complete. These twenty persons lived outside the geographic area of East Tennessee, and it seemed desirable to conduct the survey by mail.

Of these twenty persons who were mailed questionnaires, fourteen returned the forms completed. This was a 70 per cent

return. Two efforts were made in order to obtain as high a return as possible. The first mailing containing the initial letter of inquiry, (see page 195) a letter of explanation (see page 198), questionnaire (see pages 199 and 200) and an addressed envelope was sent on January 22, 1957. A second mailing was sent on March 5, 1957, to those of the twenty whose completed form had not been received by that time. It contained the same material as the first plus an additional note (page 201).

The first mailing was near the end of the personal interviews. It was done this way in order that the questionnaires could be revised somewhat after having been used as an interview guide in personal interviews. It was thought that the experience thus gained would enable the writer to devise a more usable instrument, especially since the respondents would be completing the form and not the writer. The original guide for the most part was left unchanged with the exception of the addition of two questions. They are: "What is your present occupation?" and "Would you please compare percentage-wise the income you realize from your present occupation with that received from teaching?" This was asked because in the personal interviews it became natural to inquire about the nature of the interviewee's present occupation and also it soon became apparent that economic factors would be of prime importance. It

seemed important to gather data on these two items as they had already been collected on nearly all of the eighty-six people which had been previously interviewed even though the questions did not appear on the interview guide which was used in the personal interviews.

The fourteen people were sent questionnaires by mail. The personal data regarding these fourteen were not significantly different from those previously described concerning the eighty-six former teachers who were interviewed personally. Eighty per cent of the men and 75 per cent of the women were married. The men had an average of two dependents, but none of the four women had dependents. The women were slightly older averaging 35.7 years in age compared to 30.6 for the men. The men, however, had more years of schooling and more degrees as they averaged 5.5 years of college compared with 3.5 years for the women. Ninety per cent of the men had Bachelor's degrees, and 60 per cent had graduate degrees. Seventy-five per cent of the women had Bachelor's degrees, but none had done graduate work.

As previously stated, the women's average age was five years more than the men's. Consequently they had more teaching experience than the men, with an average of seven years as compared to 3.9 years for the men. Both men and women had taught an average of three years in their last systems. Nine of the ten men were classroom teachers while the tenth man was a school superintendent.

All four of the women were teachers. Eight men taught in secondary schools, one in elementary school while the tenth served as superintendent. Half the women were in elementary school and half were in high school. The responses of these fourteen people are listed in Appendix B as numbers eighty-seven through one-hundred.

Reasons for Leaving Teaching

Economic Conditions

Eighty per cent of the men made statements that were classified under the economic category. One man, the school superintendent, indicated that he had not left education as a profession, but had left a field position in education, since he had accepted an educational job in industry. While he did not say why he made this decision, he did say that his salary in his present position was 150 per cent of his salary as superintendent of schools. Of the eight men making statements classified in this category, three made statements as primary reasons, two as secondary reasons and three under both primary and secondary reasons.

Each of these men stated in one way or another that salaries paid teachers were too low. All had accepted jobs at higher salaries ranging from 10 to 200 per cent more. The average increase was 76 per cent. Three men A-87, F-90, and J-95 mentioned that opportunities for advancement were extremely

limited for them in teaching. J-96 had an M. A. Degree and said that he might have stayed in teaching at his annual salary of \$2,595 had he been happy in his school. This salary was not enough to induce him to stay, however, in a situation where he was unhappy. He had hoped to get a transfer to another school within the system but was turned down. In addition to a low salary and lack of opportunity for advancement, F-90 indicated that the lack of summer employment was a factor in his leaving teaching. K-100 said that a ten months salary schedule left two months of the year when he had to "scrounge" for a living in degrading jobs.

In comparison to this high percentage of men mentioning "economic conditions" as a factor in their decisions to leave the profession, only one of the four women, (J-98) even mentioned salary. In mentioning salary, she placed it among her secondary reasons for leaving.

Working Conditions

Statements of reasons for leaving teaching were made by four of ten men and one of four women that were classified under "working conditions." One man made a statement under primary reasons only; two men said that "working conditions" were secondary causes; and the fourth man listed reasons relating to this category under both primary and secondary reasons. The one woman whose statement was classified under "working conditions" gave it as a secondary reason.

A-87 mentioned the extra duties required of teachers both day and night. K-100 complained of the long hours involved with little or no return. J-97 (an industrial arts teacher) said that materials, tools, and other equipment available were insufficient and inadequate. I-92 said that the children in his school had not been taught good discipline. J-98, the only woman in this category, said that too many demands were made of teachers after school hours.

Dissatisfaction with Teaching as a Profession

Four, or 40 per cent, of the men made statements under this category. Three made statements as primary reasons; one made a statement as a secondary reason; and one made statements under both primary and secondary reasons. One woman made a statement as a secondary reason.

Three teachers made comments indicating that the lack of respect of the general public toward teachers and teaching caused them to become dissatisfied. K-100 said that teaching has become a semi-profession rather than a respected one. J-98 (a woman) said that there was a lack of dignity in teaching and of standing in the community. J-97 wrote that the poor attitude of others toward teaching bothered him and was a factor in his decision to leave.

I-92 became dissatisfied because of the entire school system's adherence to the NEA program. He very much disliked

being forced to join this organization. F-90 said that while he liked coaching very much, that he did not particularly like teaching.

Administrative Relationships

Four men mentioned reasons for leaving teaching that were classified under the category of "administrative relationships". Two of the four listed them under both primary and secondary reasons, one under primary reasons alone, and one under secondary reasons alone. The one woman, who gave a reason in this category, did so as the primary reason for her leaving.

B-88 said that the immorality of one principal with whom he worked was a secondary reason for his leaving teaching. J-97 said that the discipline problem in his former school was terrible. His principal did nothing to curb the situation nor gave any backing to any teacher who tried. This situation was really the deciding factor in his leaving teaching. J-96 reported difficulties with two principals. He indicated that his former principal was a "weak sister" and did not back up his teachers. He further stated that he could only teach one class in his major area which was speech. The principal did not emphasize the speech program and did not regard it highly. He, J-96, tried to obtain a transfer to another school within the system where he would have more opportunity to teach in the speech field. He had it all arranged with the assistant principal

of this other school, but the principal of the new school did not approve of the transfer.

I-92 wrote that his principal had no educational aim. This principal, according to the respondent, set up a program so that the children were just being kept and not taught. There was no effort made toward grouping in classes and as a result the poor students dragged the better ones behind. I-92 also hinted that the hot lunch program was poorly handled and that it was utilized in some schools to enrich the administration.

J-98, the one woman who listed a reason in this category, said that she could not condone the attitude of her principal toward the students or teachers. She said that she had discussed the situation with her superintendent. She claimed that he, the superintendent, realize that the principal was unfit, but the tenure set up would make it very difficult to get rid of him. She also stated that this principal was at the head of one of the two political factions in the school system.

Personal Motivations

None of the ten men replying by mail cited any reasons for leaving teaching under this category, but two of the four women gave as their primary reasons statements classified as "personal motivations". I-93's husband changed jobs and they moved to another county. She of necessity quit her job and, as the school system into which she moved did not hire teachers

without degrees, she could not get another job teaching. I-94 also left because her husband was transferred. Since moving, they had not been at one location long enough for her to apply for a new teaching position.

School Board Relationships

Three men hinted at reasons that were classified in this category. Two of the three men made statements for secondary reasons and the third man gave a statement as a primary reason. None of the four women made mention of any reasons that could be classified in this category. B-88 very frankly said that he left teaching to go into his chosen profession of the ministry, but he did add that the political situation in his country was hurting their schools. F-90 did not specify school board members but said that outside pressures other than the local school staff were exerted on him. He was a coach in a high school, and it is conceivable that at least some of the pressures were from board members. Since these were written responses there were no opportunities to question the respondents. J-96 wrote that there seemed to be quite a bit of intrigue and "politicking" between rival factions in the city school system. He did not study the parties involved nor the issues, but he felt that such maneuvering was detrimental to the system. He did not specify whether board members were involved, but it seems quite reasonable to assume that they were.

More Satisfaction in New Job

Four of the men and one woman listed reasons that were classified in this category. All indicated these reasons as primary ones. B-88 and C-89 both had planned all along to become ministers. They taught for brief periods between graduating from college and entering seminary. Neither expected to remain in public school work. H-91, the one woman teacher in this group, left teaching to go into seminary to prepare herself for her chosen field of religious education work. She had not intended to teach long. F-90 and J-95 left partly because they sought better opportunities for advancement.

Possibilities of Returning to Teaching

Table VII, on page 110, gives the reactions of the fourteen former teachers questioned by mail, "Would you consider returning to teaching again?" Eighty per cent of the ten men and 100 per cent of the four women wrote that they would. On examination, however, these responses do not appear to be so encouraging as one might suppose, at least among the men. In saying "yes", J-97 qualified this answer with the remark that he would return to teaching only if his present job and similar type jobs expired. K-100 said that he would return to teaching if he could secure a better position, if there were more respect for the profession, if he received more financial return, and if there were a scarcity of jobs in business or

TABLE VII

WRITTEN RESPONSES OF FORMER TEACHERS TO THE QUESTION,
 "WOULD YOU CONSIDER TEACHING AGAIN?"

Individual		Yes	No
Men:	A-87	x	
	B-88	x	
	C-89	x	
	F-90		x
	I-92	x	
	J-95		x
	J-96	x	
	J-97	x	
	K-99	x	
	K-100	x	
	Total	8	2
Women:	H-91	x	
	I-93	x	
	I-94	x	
	J-98	x	
	Total	4	0
	Combined Total	12	2

industry. A-87 said that he would consider returning for a \$7,500 salary. I-92 replied that he would like to return if he could teach either in a private secondary school with a good salary, or that he would consider a public school with lower grades if teachers were allowed more individual responsibility, and if students were segregated on basis of ability to grasp learning. B-88 would like to combine his ministry with the teaching of Bible either in church related school or in public secondary school. C-89 also would consider teaching if it did not interfere with his ministry. J-96 would only return to teaching at the college level. K-99 said that he intended to either do college teaching some day or else return to a position in public school administration. J-95 said that he absolutely would not return, and F-90 would only return as a very last resort.

All of the women expressed a desire to return to teaching. H-91, who left to continue her schooling, said that conditions of pay or facilities would not influence her decision as she desired to help people. I-94 expected to teach again when she became permanently located. I-93 replied "yes" and added that the teaching profession in itself is very satisfying though she thought salaries should be raised. She pointed out that so few local systems in Tennessee supplement above the state salary schedule.

The comments to this question of returning to teaching indicate that there was no burning desire among the men to return though eighty per cent expressed a willingness to re-enter teaching under varying conditions. Only one (K-99) said that he definitely expected to return, and he intended to go either into college teaching or back to his original field of public school administration. The comments written by the women, however, indicated that all of them expected to teach again some day.

Original Intentions on Entering Teaching Profession

Table VIII, page 113, gives the responses of the fourteen former teachers questioned by mail, "Did you enter teaching with the idea of making it your permanent profession?" Seventy per cent of the men and 75 per cent of the women answered "yes" with the remaining individuals answering "no".

J-97, in replying "yes", made the following comment:

During my teacher training studies, I was filled with a lot of noble and high sounding ideals of working with youth of today to build a better world which was all very good so far as it went. It seems that a lot of the teacher training is superfluous, impractical, and it doesn't prepare the teacher properly for the job. One of the most disillusioned and bewildered groups I ever saw were the new teachers I talked with at our homecoming the year after my graduation. The two biggest complaints were low salary and poor discipline.

B-88 replied "no", qualifying his remark in the following manner: "I entered it with a serious consideration although

TABLE VIII

WRITTEN RESPONSES OF FORMER TEACHERS TO THE QUESTION,
 "DID YOU ENTER TEACHING WITH THE IDEA OF MAKING
 IT YOUR PERMANENT PROFESSION?"

Individual		Yes	No
Men:	A-87	x	
	B-88		x
	C-89		x
	F-90	x	
	I-92	x	
	J-95		x
	J-96	x	
	J-97	x	
	K-99	x	
	K-100	x	
Total		7	3
Women:	H-91		x
	I-93	x	
	I-94	x	
	J-94	x	
Total		3	1
Combined total		10	4

I preferred medicine and later had an obsession to become a minister." H-91 (female) replied, "No, except that I did plan to teach along with other work, religious education." Others made no comment but just answered the question "yes" or "no".

Summary

The purpose of this chapter was to analyze the reasons given for leaving teaching by the fourteen former teachers questioned by mail. This analysis was necessitated by the fact that some of the former teachers contacted lived too far away to be interviewed personally. As broad a sampling as possible was desired; therefore, a slightly revised questionnaire was sent to twenty former teachers by mail. Fourteen of these twenty returned the form completed.

Ten of the fourteen were men, and the remaining four were women. They were on the average young people, well trained, with several years of experience. "Economic conditions" was the major reason given by the men for leaving teaching with 80 per cent making statements which were classified in this category. "Working conditions", "dissatisfaction with teaching as a profession", "administrative relationships", and "more satisfaction in a new job" were categories that were mentioned by 40 per cent of the men. "School board relationships" was mentioned by 30 per cent, and "personal motivations" was not mentioned.

Two, or 50 per cent, of the women listed "administrative relationships" and "personal motivations". "Economic conditions", "working conditions", "dissatisfaction with teaching as a profession", and "more satisfaction in new job" were four categories that were mentioned only once. The category, "school board relationships", was not listed by the women.

Eight of the ten men said that they would consider teaching again, and two would not consider it. All four of the women wrote that they would be interested in teaching some time in the future. Seven men and three women entered teaching with the idea of making it their permanent profession. Three men and one woman entered teaching on a temporary basis.

The data collected on these fourteen persons generally tend to support those obtained from the eighty-six teachers interviewed personally. Fourteen is a small number compared with eighty-six, but the trends were the same. "Economic conditions" was still the major reason for men leaving even though the sample of men was ten compared to eighty-six. It was impossible to predict any trends from the replies of the four women, principally because of the small number involved, and because the distribution of reasons among the seven categories was scattered.

CHAPTER VI

COMBINED ANALYSIS OF REASONS FOR LEAVING TEACHING OF ONE HUNDRED FORMER TEACHERS

It is the purpose of this chapter to present a combined analysis of the reasons for leaving teaching of the one-hundred former teachers interviewed in this study. The reasons for fifty-two male teachers leaving teaching were analyzed in Chapter III; the reasons for thirty-four female teachers leaving teaching were analyzed in Chapter IV; and the reasons for fourteen former teachers (ten male and four female) leaving teaching were analyzed in Chapter V. The fifty-two men in Chapter III and the thirty-four women in Chapter IV were all interviewed personally, while the fourteen individuals in Chapter V were questioned by mail.

Teachers Who Dropped Out

Seventy-three of the former teachers were married at the time they left teaching; twenty-three were single; two were divorced, and two were widows. Eighty-nine per cent of the men were married, while only 47 per cent of the women were married. The men averaged 2.08 dependents upon leaving teaching but had 2.67 dependents at the time of interview. The women averaged only .18 dependents on leaving and at the time of

interview.

The men averaged 31.7 years in age; the women were 36.4 years; and together the average age of the total group was 33.5 years. The men had 4.4 years of college, the women had 4.23 years of college; which meant that the average number of years of training was 4.35 years. Ninety-two per cent of the men had Bachelor's degrees; 81.6 per cent of the women had Bachelor's degrees; these percentages gave a group average of 88 per cent. Twenty-nine per cent of the men held advanced degrees; 10.5 per cent of the women held advanced degrees; a total of 22 per cent with advanced degrees.

The men averaged 5.4 years of teaching experience with 4.3 of those years in the last systems. The women's average was higher with 8.4 years of experience and 4.6 in the last systems. The average for the total group was 6.5 years of teaching experience with 4.4 years in the last systems. All of the women were teachers, and 84 per cent of the men were teachers. The other 16 per cent held administrative or supervisory positions, though some of this latter group also taught some.

Sixty-three per cent of the men were in secondary schools, 34 per cent in elementary, and 3 per cent worked with both levels. Fifty-five per cent of the women were in elementary, 37 per cent were in secondary, and 8 per cent worked with both levels. This made a total of 53 per cent secondary, 42 per cent in elementary, and 5 per cent working with both levels.

The women teachers who left were slightly older and had a little more experience than the men. The men had more dependents. Eighty-nine per cent of the men were married at the time they left teaching, but only 47 per cent of the women were married. The number of years training and degrees held were about the same for the two groups. The one-hundred teachers studied averaged 33.5 years in age and 6.5 years in experience. This seems important for the results of this study seem to indicate that it is the young people who are leaving after just a few years' experience.

Reasons Given for Leaving Teaching

Chapters III, IV, and V gave detailed analyses of the reasons as given by the former men and women teachers separately. The following paragraphs will combine these data to give a group analysis. Table IX, page 119, is a classification of the reasons given for leaving teaching by category, by sex, and by the total group. The word number refers to the number of persons mentioning reasons classified in the various categories either as primary or secondary reasons. The term per cent refers to the per cent of men, women, and total group giving reasons later categorized in the seven categories. For instance, in Category I, the table shows that fifty-three, or 85.5 per cent, of the sixty-two men gave, as reasons for leaving teaching, statements

TABLE IX

ONE HUNDRED FORMER TEACHERS' REASONS FOR LEAVING TEACHING

Category	Men = 62		Women = 38		Combined = 100	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Economic Conditions	53	85.5	11	29.0	64	64
Working Conditions	24	38.7	17	44.7	41	41
Dissatisfaction with Teaching as a Profession	22	35.5	12	31.6	34	34
Administrative Relationships	14	22.6	10	26.3	24	24
Personal Motivations	5	8.1	17	44.7	22	22
School Board Relationships	16	25.8	4	10.5	20	20
More Satisfaction in New Job	12	19.3	7	18.4	19	19

which were classified in this category. Eleven, or 29 per cent, of the thirty-eight women gave statements classified in the category. Adding the numbers together gave sixty-four persons for a percentage of 64 who gave statements classified in Category I.

Category I, or "economic conditions", at 64 per cent was the major reason for leaving teaching as given by the dropout teachers. The extremely high percentage of men who mentioned economic factors was responsible for Category I being in first place, for it ranked fourth in importance among the women. These facts seem logical when it is recalled that 89 per cent of the men were married with an average of 2.08 dependents each while 47 per cent of the women were married. They relied on their husbands' incomes for support and another 42 per cent were single with no one depending on them for a living.

Category II, or "working conditions", was the second most important reason for leaving teaching as 41 per cent gave reasons classified under this heading. This category rated high with both groups. The men placed it in second place with 38.7 per cent while the women had it tied for first on their list with 44.7 per cent. This also seems reasonable since a large number of the women did not need to work at all as far as money was concerned. That is, they were provided with the basic physical necessities of life; therefore, the "working conditions"

become of prime importance. The "working conditions" were important to the men, but this category was definitely secondary to "economic conditions" (85.5 per cent to 38.7 per cent).

Category III, or "dissatisfaction with teaching as a profession" was in third place in the combined tabulation with 34 per cent and ranked third in order with both men and women with percentages of 35.5 and 31.6 respectively. This ranking indicates that one-third of the group studied were disappointed with teaching for one reason or another.

Category IV, or "administrative relationships" was fourth place in importance as classification of reasons for leaving teaching. The percentage of men mentioning reasons under this category was 22.6; the percentage of women was 26.3; for a combined percentage of 24. This means that approximately one teacher in four had unsatisfactory relationships with administrative or supervisory personnel, to the extent that they were listed as reasons for leaving the teaching profession.

Category V, or "personal motivations", was fifth place in importance in this classification of reasons for leaving teaching with 22 per cent. This is largely because of the high percentage of female teachers (44.7) giving reasons under this category compared to the small percentage of men (8.1). This category was tied for first in importance for the women but

seventh or last for the men. This is not startling when one realizes that the very nature of the factors comprising this category are more applicable to women than to men.

Category VI, or "school board relationships", was in sixth place with 20 per cent. It ranked fourth in importance with the men (25.8 per cent) but seventh with the women (10.5 per cent). Seven of the fourteen persons in System A made statements that were classified under this category. This would seem to indicate that the relationships between board members and teachers were not on a professional basis in that system. Actually seven of the eleven systems studied had former teachers to make statements under this category. System A, however, had more teachers that mentioned this factor than did any other system.

Category VII, or "more satisfaction in new job", was in seventh place as far as the total group was concerned with 19 per cent, but was in sixth place in so far as both men and women were concerned with 19.3 and 18.4 per cents respectively. In any case, this category is not nearly as important as some of those previously named.

An examination was made of the kinds of jobs that the former teachers went into. Table X, page 123, presents a listing of kinds of occupations the one hundred teachers entered after leaving the teaching ranks. Industry claimed the largest number, as nineteen former teachers went into various

TABLE X

OCCUPATIONS OF ONE-HUNDRED FORMER TEACHERS

Kind of Job	Men	Women	Combined
Business for Self	8	2	10
Sales Work	13	3	16
Industry	17	2	19
Religious Work	4	1	5
Government Service	11	3	14
Youth Work	2	-	2
Business	5	1	6
Clerk or Secretary	-	7	7
Home	-	17	17
Other	2	2	4
Total	62	38	100

phases of industry. Seventeen of these nineteen were men. Seventeen women took up home duties while seven more became secretaries or clerks. Sales work was the choice of sixteen former teachers; thirteen of them were men. Governmental agencies and home-owned businesses were the next most important in this classification with fourteen and ten persons respectively going into these jobs.

An effort was made to determine the amount of salary earned on the new job compared to the last year of their teaching. Forty-one of the men responded, and these forty-one reported an average increase in present salary over teaching as 99 per cent. The writer was able to get only ten of the women to compare their present incomes with that which they realized from teaching. (It should be remembered that seventeen women went into their homes and thus had no income.) Of those women who compared their incomes, there was an average increase of 28 per cent.

Possibilities of Returning to Teaching

All the teachers interviewed were asked whether or not they would consider returning to teaching some day. Forty per cent of the men and 63 per cent of the women said that they would consider returning. This was a total of forty-nine which was 49 per cent of the one-hundred former teachers questioned. Thirty-nine per cent of the men and 21 per cent of

the women said that they would not return to teaching. This gave a combined percentage of thirty-two who replied in the negative. Twenty-one per cent of the men and 16 per cent of the women were undecided how to answer. This made a total of 19 per cent who were not sure.

These data indicate that approximately half of the teachers questioned were potential prospects for teacher recruitment. The comments that accompanied some of these replies, however, tended to modify these percentages. For instance, several interviewees said yes, they would consider teaching in the future, but if things remained the same, they were pretty well satisfied with their present situations. This was especially true among the men. Several men said they would like to teach again if they could make incomes comparable to that which they realized in their present positions. Most of them were not optimistic that teaching salaries would ever rise enough to attract them back into their former profession.

A higher percentage (63) of the women would consider teaching again. It should be remembered however, that 44.7 per cent of the women left, at least partially, for reasons of "personal motivations." "Economic conditions" were mentioned by only 29 per cent of the women.

Original Intentions on Entering Teaching Profession

All the former teachers questioned were asked to state their intentions on entering the teaching profession. That is, did they consider teaching as a permanent profession or were they teaching just as a temporary measure? Seventy-six per cent of the men and 60.5 per cent of the women answered that they entered teaching as a permanent profession. This total gave a group average of 70 per cent. Nineteen per cent of the men and 21 per cent of the women did not enter teaching with the idea of remaining permanently. The percentage for this group was twenty. This left percentages of 10 per cent who were not sure of their intentions on entering teaching.

A greater percentage of the women, either entered teaching for a short time or were not sure of their intentions than were the men. In American society the male is considered the bread winner, though more and more women are working to supplement the family income. It seems reasonable to assume that many women enter teaching for a short time either until they get married or have children. Several of the women interviewed said that their ultimate desire was to be a wife and mother. They considered teaching to be a "permanent" occupation until their desire was realized.

As a man's place is to provide a living, he does not look forward to the day when he will quit work and go into

the home. Rather with the addition of dependents for whom he has the responsibility of support, he must consider the needs of his family in relation to his income and often consequently in the choice of a job. Three-fourths of the men questioned entered the profession with intentions of remaining in it. For reasons previously explained, they are no longer teaching.

Summary

Summing up, the data gathered indicate that "economic conditions", "working conditions", and "dissatisfaction with the teaching profession" are the three most important reasons for leaving teaching in that order. There are two significant sex differences, though. Economic factors were of vastly more importance to men than to women, while personal motivation factors were of considerable more importance to women than to men.

More women were willing to consider returning to teaching than were men (63 to 40 per cents). This made a total of 49 per cent of all teachers interviewed who might return to teaching some day. On the other hand, more of the men entered teaching with the intention of staying than did women (76 to 61 per cents). This made an average of 70 per cent of the teachers who began with the idea of making it a permanent profession.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was concerned with the reasons why teachers leave the profession. The problem selected for study was an analysis of the reasons for leaving the teaching profession given by former teachers in eleven selected school systems. The problem was divided into the following sub-problems.

1. To identify teachers who had withdrawn from selected public school systems and who have not returned to teaching elsewhere.

2. To interview out of this group those teachers who dropped out for other than natural causes in order to determine their reasons for leaving teaching.

3. To analyze these reasons to determine whether or not they fall into any determinable patterns.

4. To suggest possible steps on the basis of this analysis that might be taken in order to retain teachers in the future better than in the past.

One hundred former teachers from eleven East Tennessee school systems were identified for study. These people had, in

so far as could be determined, left for other than natural causes. Natural causes were defined to include age, sickness, death, retirement, leaves of absence, maternity, or home responsibility. Eighty-six of these former teachers were interviewed personally in regard to their reasons for leaving teaching. The remaining fourteen former teachers, who had all moved out of the area, stated their reasons for leaving teaching on a questionnaire and returned this completed document by mail.

Personal information about each interviewee was gathered since it seemed desirable to find out what kind of people were leaving teaching. This personal information included name, age, marital status, number of dependents, number of years in teacher training, number of years of experience teaching and the amount of this experience gained in the last system in which the individual taught. Also included were data regarding size and type of schools in which the teachers were employed and kind of certificate(s) held. In addition to the above data each person questioned was asked to respond to four questions: (1) What were the primary reasons and incidents that caused you to leave the teaching profession? (2) What were the secondary or contributing reasons and incidents that caused you to leave the teaching profession? (3) Would you consider teaching again in the future, and if so, under what conditions? (4) Did you enter teaching with the idea of

making it your permanent profession?

After careful study and evaluation seven categories were defined to include all the statements of reasons for leaving teaching given by the one-hundred former teachers. These categories were (1) "economic reasons", (2) "working conditions", (3) dissatisfaction with teaching as a profession", (4) "administrative relationships", (5) "personal motivations", (6) "school board relationships", and (7) "more satisfaction in new job".

The data obtained from the one-hundred interviews were analyzed four ways. First, an analysis of the reasons given by the fifty-two men interviewed personally was made. This analysis was presented in Chapter III, and it revealed the following information. The biggest single reason for the fifty-two men leaving teaching had to do with "economic conditions". This reason was mentioned by 86.5 per cent of the men interviewed personally. The next most important category of reasons for leaving teaching voiced by the men was "working conditions", mentioned by 38.6 per cent. The other categories and the percentages of men mentioning each one were: "dissatisfaction with teaching as a profession", 34.6 per cent; "school board relationships", 25 per cent; "administrative relationships", 19.2 per cent; "more satisfaction on new job", 15.3 per cent; and "personal motivation", 9.6 per cent.

Chapter IV presented in a similar manner an analysis of the reasons for leaving teaching given by the thirty-four women who were interviewed personally. The primary category of reasons for leaving teaching given by these women was "working conditions", mentioned by 47.1 per cent. Close behind in this grouping was the category entitled "personal motivations", mentioned by 44.1 per cent. Other categories and their percentages were: "dissatisfaction with teaching as a profession", 32.4 per cent; "economic conditions", 29.4 per cent; "administrative relationships", 23.5 per cent; "more satisfaction in new job", 17.6 per cent; and "school board relationships", 11.6 per cent.

Chapter V gave an analysis of the reasons for leaving teaching given by fourteen men and women questioned by mail. These data tended generally to support those gathered previously in Chapters III and IV. "Economic conditions" was the primary reason listed by the men. There were only four women in this group, and since reasons for leaving teaching were so scattered for these four, it was impossible to predict any trends from the women's replies.

Chapter VI presented a combined analysis of the reasons given for leaving teaching by the one-hundred former men and women teachers who were studied. The primary reason given for leaving teaching by this total group was "economic conditions."

This was mentioned by 64 per cent of the former teachers. The other categories and the percentages of teachers mentioning them follow: "working conditions", 41 per cent; "dissatisfaction with teaching as a profession", 34 per cent; "administrative relationships", 24 per cent; "personal motivations", 22 per cent; "school board relationships", 20 per cent; and "more satisfaction in new job", 19 per cent.

Conclusions

The principal reasons for leaving teaching as revealed by the teachers interviewed in this study had to do with "economic conditions". Sixty-four per cent of the group gave statements which were classified in this category, and the main reason was low salary. There was a sex difference here, for 85.5 per cent of the men mentioned economic considerations while only 29 per cent of the women mentioned them.

Next in importance as a classification of reasons for leaving teaching were "working conditions". "Working conditions" were defined to include factors in the teaching environment such as crowded classrooms, inadequate facilities, and insufficient teaching materials. Also included in this classification are reasons given as extra duties, heavy schedule, night work, pressures of overwork, lack of communication with others, and low morale. Statements listed under this category were made by 41 per cent of the total group. This category

was placed slightly higher in importance by the women than the men. The percentages were 44.7 for the women and 38.7 for the men.

"Dissatisfaction with teaching as a profession" included reasons such as routine and monotony of teaching, lack of prestige, and disappointment with the conduct and training of fellow teachers. Reasons classified under this category were made by 34 per cent of the interviewees. The percentages were 35.5 for the men compared to 31.6 for the women.

"Administrative relationships", the fourth most important category, was mentioned by 24 per cent of the former teachers. Percentages varied from 22.6 per cent for the men to 26.3 per cent for the women. This category was defined to include all criticisms against the school administrators or supervisors.

The next category in importance was "personal motivations" which included reasons for leaving teaching for non-gainful activities such as marriage, maternity, and home duties by women. Also included were other reasons like poor health and military service. There was a great sex difference here since 44.7 per cent of the women made statements which were included under this category, but only 8.1 per cent of the men mentioned such statements. Combining these figures gave a total of 22 per cent of the total group who mentioned such reasons.

All criticisms against the local school board either as a whole or as individual members were classified in a category called "school board relationships". This category was named by twenty per cent of the total group. This varied from 25.8 per cent of the men to 10.5 per cent of the women.

Several individuals indicated that they were either just using teaching as a stepping stone to another job or that they had an opportunity to accept a new job which appealed to them more. Reasons given by such people were classified into a seventh category which was called "more satisfaction in new job". Such reasons were given by 19 per cent of the group. These percentages varied from 19.3 per cent for the men to 18.4 per cent for the women.

The majority of the teachers studied were young, well-trained, certified, and had more than one year of experience. Approximately half were from the elementary and half from the secondary level. Most of them were married, though this varied from 89 per cent for the men to 47 per cent for the women. Prior to leaving they had already acquired the training and experience which would equip them to become fine successful teachers.

Seventy per cent of the group studied originally began teaching with the idea of remaining in the profession. The other 30 per cent began teaching either as temporary employment or as an experimental basis. There was a sex difference here, since 76 per cent of the men, compared to 60.5 per cent

of the women, entered teaching as a life work.

Of these hundred teachers studied, 49 per cent indicated that they might be persuaded to return to teaching under various conditions. Some of these, in fact, appeared anxious to return while others said they would return if their present jobs and similar type jobs were terminated or unavailable. Of the remaining 51 per cent, 32 per cent replied that they would not consider returning and 19 per cent did not declare themselves. More women (63 per cent) than men (40 per cent) expressed a willingness to return to teaching.

Recommendations

One of the four sub-problems was to suggest recommendations based on the study findings which might better retain teachers in the future.

1. Since the biggest complaint of the one-hundred teachers was low salary, the first recommendation is that there be a substantial increase in the salaries paid to teachers. It is suggested that local boards of education make every effort to get additional funds from local sources, for in so many instances the local systems in Tennessee pay little or nothing above the state minimum.

2. Since so many former teachers said that they were literally forced out of teaching because of low income, it is further suggested that study be made of the possibility of

paying additional supplements to teachers with dependents.

3. It is recommended that study be given to the possibility of keeping the schools open twelve months a year. The need for such a program is already being discussed because of changes in the curriculum and because of increased enrollments. This move would also enable teachers to receive higher salaries by providing them with the opportunity of additional employment.

4. Many of the former teachers interviewed indicated that they quit teaching partly because of poor working conditions. A recommendation, therefore, is made that efforts be made to secure better working conditions for teachers. Better conditions would include, among other things, better physical facilities and materials. Rapid strides in this direction are being made. Just as important, however, caution should be taken to insure the fair and equitable sharing of the facilities which are available. A staff member may complain about inadequate facilities, but he is not likely to be too unhappy if a cooperative effort is being made to improve the situation. If, however, partiality and favoritism are shown in the distribution of available facilities and materials, then the individual has a legitimate complaint.

5. Efforts should be made to improve the relations between teachers and administrators. Lines of communication should be open and operate both ways. Fewer misunderstandings

are likely to develop when people can work together and communicate freely. One way to achieve this relationship is to select new people with such operational beliefs. However, a new staff is not the only answer; with the right kind of leadership, an atmosphere of mutual respect and cooperation can be achieved within most school faculties.

6. A more professional relationship should exist between school board members and the school staff. Statements given by former teachers indicated that in at least three of the systems the relationships between board members and teachers were on a most unprofessional level. In one system seven of fourteen teachers mentioned this situation. Efforts might be made toward getting better qualified citizens to present themselves as candidates for school boards. Care should be taken to try to achieve better understandings between teachers and school board members. This might be attempted by an orientation program designed to acquaint both board members and teachers with the responsibilities, limitations, and problems encountered by each group.

7. It is recommended that superintendents of schools, personnel directors, and others engaged with the problem of teacher procurement, seek out former teachers in their vicinity as a potential source of teacher supply. One of the conclusions of this study has already indicated that many former teachers might be encouraged to teach again. Particularly

does this seem true with the case of those women who dropped out because of pregnancy. After their children enter school, many such former teachers re-enter the teaching ranks. Many others might be persuaded to do so.

8. This recommendation is directed to the general public. Several of the teachers studied mentioned, without prompting from the interviewer, that a teacher's status position in many communities is somewhat less than desirable. Some said that this lack of respect by students, parents, and the general public was a major factor in their decision to leave teaching.

In order to correct this condition it is suggested that closer relationships be formed between the school staff on one hand and parents on the other. Parents are the most interested of all the lay citizens in the schools. If the majority of them are interested in and sympathetic with the problems facing the teachers and the schools, the public in general will be more appreciative. Such relationships are not formed overnight, but they can be initiated by teachers keeping parents informed and by seeking help from parents. When a parent realizes that the teacher is sincerely interested in his child's welfare, the parent is likely to have more respect for the teacher.

9. A recommendation is made to the members of the teaching profession to clean house within their own ranks.

As in any large group of people, there is bound to be a certain amount of deadwood. Certification laws should be tightened; and lazy, incompetent, and mediocre teachers eliminated as rapidly as possible. Not only are the boys and girls concerned suffering, but such people harm the entire education profession. Elimination of such people will be possible when salaries are high enough to attract and hold competent and interested people in the profession. Also, selection and placement of teachers should be on the basis of merit and need rather than political affiliations.

10. The final recommendation is in regard to suggestions for further study. One such suggestion is that individual school systems make studies of their turnover situations. Certainly some systems may have certain problems unique to the particular system. Studies of the nature suggested might give insights into the problem and possible solutions. A second suggestion is that a study be made of a number of selected teachers who have remained in the teaching profession to determine the primary factors which influenced these people to remain in teaching.

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APPENDIX A

SYSTEM A, INDIVIDUAL 1

Married man - 39 - B. S. and M. A. Degrees - 2 dependents - 2½ years experience all in same system - teaching social studies and industrial arts in 16 teacher high school.

Primary Reason:

I quit because of a paralyzed nerve that cut out one-half of my voice mechanism. There was absolutely no other reason. I loved teaching and hope to go back into school work some day as a librarian. I am now taking library science courses.

Secondary Reason:

None

SYSTEM A, INDIVIDUAL 2

Married man - 31 - B. S. Degree - 1 dependent - 5 years experience all in same system - teaching physical education and health in 25 teacher high school.

Primary Reason:

I left teaching for financial reasons. I leased a service station as a summer-time deal and business got to going so well, I just stayed with it. I'm making so much more here that I couldn't afford to go back to teaching.

Secondary Reason:

There were many trying conditions. For instance, there were the crowded classes and shortage of classrooms. In good weather, I could take the 7th grade gym classes outside, but in bad weather all I could do would be to meet them in part of the study hall and keep them quiet. I don't think that I did much and I don't believe the students accomplished much. Another bad thing was the political situation. I was the head coach for three years and had a good record. This was while my father-in-law was on the school board. When he went off, I went out as coach for which I'd been paid \$30 extra per month. My record didn't enter into the decision, for the basketball team had a 20-4 record my last season as coach.

SYSTEM A, INDIVIDUAL 3

Married man - 38 - B. S. degree - 4 dependents - 6 years teaching experience all in same system - teaching industrial arts in 32

teacher high school.

Primary Reason:

The main reason that I am not teaching today is pure old _____ County politics. The chairman of our county school board was up for re-election. He got the idea that I was opposing him. (Actually, I was not disclosing my views.) He sent word to me that I would either publicly endorse him or that I would be sent to _____ School which is all the way across the county, and I would have to walk one and a half miles to get to the building from the road. I did nothing to help the board member and consequently I was out because I wouldn't accept the transfer.

Secondary Reason:

I was supposed to be acting as assistant principal, but the principal felt insecure and started putting on pressure. It became a very uncomfortable situation.

SYSTEM A, INDIVIDUAL 4

Married man - 38 - no degree (2 2/3 years college) - 2 dependents - 10 years teaching experience all in same system - teaching math and social studies in 14 teacher high school.

Primary Reason:

Teaching didn't pay enough. The last three years I taught, I ran a grocery business on the side. I couldn't afford to go back to school to finish the work required for my degree. When I obtained an appointment as postmaster, I jumped at it because the salary is twice what I was making as a teacher. I liked teaching and working with young people. As far as job satisfaction, I found more in teaching than in my present position.

Secondary Reason:

The retirement system under Federal Civil Service is so much better than it is in teaching.

SYSTEM A, INDIVIDUAL 5

Married man - 30 - B. A. degree - 1 dependent - 2 years teaching experience all in same system - teaching history in 32 teacher high school.

Primary Reason:

I left teaching for financial and political reasons. We completed our term in May and I received my last check in

July. My salary was too low and then I didn't know when I was going to get it. I had to have another job in order to teach. I liked teaching, but there was a group of petty politicians in our county. Before election my brother and I worked for a board member. When he lost the election, I was placed in an elementary school. I waited until school opened, hoping to continue teaching in high school. When nothing was done to place me back in the high school, I went to work in _____factory.

Secondary Reason:

The principal had very poor discipline. This didn't bother me too much as I always kept order in my classes, but it made for a very bad situation in the school.

SYSTEM A, INDIVIDUAL 6

Single man - 30 - B. S. and M. S. Degrees - 0 dependents - 8 years teaching experience all in same system - teaching math in 39 teacher high school.

Primary Reason:

Teaching conditions are the biggest reasons I left teaching. I whole-heartedly disagree with some of the so-called "progressive education" that is being carried on in the public schools today. More and more of the school teacher's time is taken from classroom work and devoted to extra-curricular activities. I believe that the whole purpose of education is to train the mind to meet any condition (social, academic, vocational, etc.) that the individual might meet. This condition was general and not confined to my particular school.

Secondary Reason:

The relatively poor salary of teaching was a contributing factor, but it was definitely secondary to the teaching conditions. I went from \$3500 per year in teaching to \$7800 in a plant.

SYSTEM A INDIVIDUAL 7

Married man - 34 - B. S. Degree - 2 dependents - 3 years experience all in same system - teaching 8th grade in 18 teacher elementary school.

Primary Reason:

My teaching salary was inadequate to support my family. Now I make as much in one year as I did in all three years I was teaching.

Secondary Reason:

I had a dislike in my mind for the political set-up in the schools of this county. The superintendent is elected by the people. Pressure always could be applied. It was never applied to me, but I could see the handwriting on the wall. I'm sorry I had to leave teaching, because it was the best job I ever had.

SYSTEM A INDIVIDUAL 8

Married man - 25 - no degree (3 years college) - 2 dependents - 3 years experience all in same system - teaching 7th grade in 15 teacher elementary school.

Primary Reason:

I obtained my present job at a better salary than I had been making. Also, I like the work better. My take-home pay teaching was from \$170 to \$197 per month for 9 months. During the summer I always had to look for work. One summer I had to work for less than 50 ¢ per hour. I couldn't support my family as I wanted to.

Secondary Reason:

Some of the parents seemed very disinterested and didn't want to cooperate. There seems to be a better future in my present job.

SYSTEM A INDIVIDUAL 9

Married man - 48 - B. S. Degree - 1 dependent - 16 years experience teaching all in same system - principal and teacher in 9 teacher elementary school.

Primary Reason:

Actually, I left teaching twice. The first time in 1947 I left for more money. I went in to work at the textile mills and my income doubled in a short time. My job was terminated in 1954 due to automation and since others had seniority on me, I was let out. I bought a grocery business that spring. In the fall of 1955 I started in education again as a teaching principal. I went back partly to stay in the retirement plan, but after I had been teaching one month, I found I had been out too long. The superintendent had led me to believe my retirement could be reinstated, but he was mistaken. Also, it was too much work trying to teach and carry on my business, so I resigned.

SYSTEM A INDIVIDUAL 10

Married man - 24 years old - B. S. Degree - 3 dependents - 3 years experience all in same system - teaching arithmetic in 35 teacher high school.

Primary Reason:

The salary paid teachers in this system is completely inadequate for a married man. I just couldn't support my wife and children on my income as a teacher.

Secondary Reason:

Teacher retirement is too low. Teachers here don't get pension plans or group insurance. Teaching conditions are not what they should be. We have such crowded conditions: the building was built for 550 students, and there are now 1100-1200 enrolled. Often my pay check was two or three weeks late. This was very hard on me as our finances are set up on a monthly basis. Our educational system is very corrupt politically. I think the school system should be taken away from the county.

SYSTEM A INDIVIDUAL 11

Single woman - 35 - B. S. Degree - 0 dependents - 7 years teaching experience, 6 in last system - teaching home economics and science in 39 teacher high school.

Primary Reason:

The salary was too low and there was lack of security as far as my job was concerned. I never knew from year to year whether I was going to have my job, or if I had it, where I would be teaching. I also never knew when I was going to get my check. The checks often are delivered late.

Secondary Reason:

In my present job, I have a better retirement program. This is important for a single woman. I liked teaching and I weighed it from every angle. I don't think teachers are paid enough for experience and salaries should be for 12 months instead of for 10.

SYSTEM A INDIVIDUAL 12

Widowed woman - 38 - no degree (2 years college) - 3 dependents 6 years teaching experience, all in last system - teaching grades 1-3 in two teacher elementary school.

Primary Reason

I left strictly for political reasons. I went to college after my husband's death so that I could get a certificate to teach. I was left with three children to support and thought that teaching would be a good job. I was doing all right until I moved from one district to another. The board member from the former district said that people were complaining to him that I lived in another district and still taught in his district. The board member to whose district I moved wouldn't place me, so the result was that I was out of a job. You see, in some of these rural areas there are two people for every teaching job and you have to stand with the right people to get and keep a job. Teaching is about the only profession that people around here are able to reach for. Actually, I got the run-around: the superintendent would tell me to see the board members and the board members told me to see the superintendent. Finally I had to take a job in a plant with a 1/3 loss in pay.

Secondary Reason:

None.

SYSTEM A INDIVIDUAL 13

Married woman - 32 - B. S. Degree - 0 dependents - 5½ years teaching experience, 5 years in last system - teaching art and home economics in 36 teacher high school.

Primary Reason:

I was offered a better position with a better salary and it gave more challenge to my abilities and ingenuity. I felt that the standards for teachers in this system were too low. It sickened me when illiterate union people came in and organized us. Standards of teaching profession are too low. The people too stupid to do anything else are teaching. I don't want people to think I'm that stupid. Teachers actually were dirty and smelled. No one who has an I.Q. of less than 100 should be allowed to teach. Some here have I.Q.'s in the 70's. They shouldn't be allowed to teach. Some people start out in other fields, can't make the grade and so they teach. I don't want to feel ashamed to say I was a teacher in _____ County. In my school, the teachers were intolerant and prejudiced. They saw and taught just one side of an issue. I personally had no trouble with teaching, and I enjoyed my students.

Secondary Reason:

I didn't like so many meetings or extra duties, such as riding buses at night. In my case, it didn't matter that our checks were often late, but I didn't like it. I know that some of the teachers were hurt financially.

SYSTEM A INDIVIDUAL 14

Married woman - 40 - B. A. Degree - 0 dependents - 8 years teaching experience, 2 in last system - teaching music in 16 teacher elementary school.

Primary Reason:

I enjoyed teaching very much but I preferred a job with more flexible hours. I had previously worked part-time with this book company and liked the work. I accepted a position with them as sales supervisor. This, I think, holds more of a future for me than does teaching. Also my expenses are now a tax deductible item. This together with the increased compensation more than makes the change worthwhile.

Secondary Reason:

None.

SYSTEM B, INDIVIDUAL 15

Married man - 30 - B. S. Degree - 2 dependents - 10 years teaching experience, 3 years in last system - principal of 23 teacher elementary school.

Primary Reason:

School board members and superintendents are the reason I am not teaching today. I taught for 10 years, and was working toward my masters when finally I had to quit. I could not take it any longer. Most of the school board members for whom I worked were very ignorant and few had gone beyond the fourth or fifth grade, YET THEY WERE TELLING ME HOW TO RUN A SCHOOL. I think the best thing that could be done would be to get some qualifications for board members and stricter ones for superintendents.

Secondary Reason:

A secondary reason is the fact that there often exists factions and bickering among teachers. The relatively low pay of teachers was not a factor in my decision, for I liked teaching and we were getting along.

SYSTEM B, INDIVIDUAL 16

Married man - 37 - B. S. Degree - 1 dependent - 10 years teaching experience, all in same system - teaching social studies and English in 25 teacher high school.

Primary Reason:

There were two primary reasons that caused me to leave teaching. The first was financial. I was at the maximum on the scale for a B. S. degree and was only making \$2580. I was dissatisfied with this salary. The second reason was the increased work load. I had six classes of English a day whereas previously I had only five. The classes were large and my classroom was crowded.

Secondary Reason:

I got the feeling that I was in a rut. I might have liked it better if I had had some 11th or 12th grade classes. It seemed as if I had a run of rather mediocre students. They didn't seem to be interested. I passed a civil service exam and had the chance to go with the Social Security Administration as a claims representative. This presented a challenge to me in the form of new work. Also there was a rather substantial increase in salary.

SYSTEM B, INDIVIDUAL 17

Married man - 26 - B. S. Degree - 2 dependents - 3 years teaching experience, all in same system - teaching civics and social studies in 14 teacher high school.

Primary Reason:

The main reason for my leaving the profession was my father's death. He had extensive real estate holdings and it was necessary that I take over.

Secondary Reason:

There is too much pressure in coaching. The further advanced you get, the more pressure you get. This is an unstable situation. There were also physical difficulties: I took my job too seriously and began having stomach trouble. I haven't had any since leaving. Long lean summers without pay was also a contributing reason. I had to pick up any job I could get. Teaching offers an inadequate salary for a man with dependents.

SYSTEM C, INDIVIDUAL 18

Married man - 40 - B. S. Degree - 1 dependent - 11 years teaching experience all in same system - assistant principal and 7th and 8th grade teacher in 12 teacher elementary school.

Primary Reason:

County politics is the reason I'm not teaching today. The pay situation was only incidental for I like teaching and would have stayed with it despite the low salary. I sorta headed up a campaign among the teachers and parents (as a public relations program) to go before the board to get some recognition for the teachers. Nothing like that had ever happened and most of the board members didn't want it to happen. As a consequence I got the "Ax".

Secondary Reason:

The treatment of teachers and principals by board members had a great deal to do with my trying to get some rights. These men - most of them with less than a high school education come in the schools and tell college graduates how the schools are to be run. I got tired of being pushed around.

SYSTEM D, INDIVIDUAL 19

Married man - 35 - no degree (2 years college) - 2 dependents - 12 years teaching experience, all in same system - 8th grade teacher and principal of 8 teacher elementary school.

Primary Reason:

The salary was inadequate plus the fact that you only work 9 months but have to live 12 months. A principal has too many extra curricular activities such as looking after the heating, the janitor, cafeteria, coaching basketball plus all sorts of meetings at night. On Saturdays I had to go into the county seat and pick up supplies and surplus commodities for our lunchroom. This, of course, was on my own time. As a salesman I get to be out and meet people and I find that I'm much better informed in many areas. When you teach, you're too busy. I think teachers as a group are the least informed of any group I know of. Why, there are lots of teachers in this county who don't know what the two-point program of the TEA is and they are directly affected by it. Students aren't as interested now as they were before the war. The discipline problem is greater. Teachers aren't respected as they once were.

SYSTEM D, INDIVIDUAL 20

Married man - 32 - B. S. and M. S. Degrees plus one year additional college work - 3 dependents - 10 years teaching experience, all in same system - principal of 24 teacher high school.

Primary Reason:

Primarily, I think I left public education because I was offered a different sort of job that presented a challenge. This was a challenge to get out in the big wide world and see what I could do with my education. Another primary reason was that in moving to this new job we would have to move to a town where one of the better school systems of this section is located. This was definitely a factor, since it was to my children's advantage.

Secondary Reason:

Money was definitely a secondary reason, though I received \$1800 more per year on my present job to start with and have received raises since. My present job is on 12 months basis.

SYSTEM D, INDIVIDUAL 21

Married man - 27 - B. S. - 2 dependents - 3 years teaching experience all in the same system - teaching commercial subjects in 22 teacher high school.

Primary Reason:

I left primarily for financial reasons. Why a lot of the kids in my school were making more part-time in shops than teachers made. I worked part-time keeping books for other people. When I saw what they were making and what my friends just my age were making, it became disheartening. I decided to get in business for myself. I did, and now I net 200% more.

Secondary Reason:

The disrespect shown teachers by both children and adults was a secondary reason. I think that to a certain extent the teachers themselves cause this. There seems to be a lack of professional ethics. I've heard teachers discuss and criticize other teachers in front of pupils and parents. I believe that this tends to weaken the teaching profession as a whole. I think that there was too much appeasing of parents. A firm stand was rarely taken in my school.

SYSTEM D INDIVIDUAL 22

Married man - 31 years old - LLB Degree - 1 dependent - 5 years experience teaching, 4 in last system - teaching grades 5-8 in two teacher elementary school.

Primary Reason:

When I first started teaching back in '41 there was a mean political set up in our county. There were more "teachers" than schools. I got into politics myself and served a term as county court clerk. Of course, I didn't teach then. I always had wanted to be a lawyer - so I went to law school at night and received my degree and was admitted to the bar. I taught one more year in 1952-53 and then quit teaching for good. I'm really not cut out for a teacher. You might say that I left for a job I like better. One of the reasons I like it better is that I realize 9 or 10 times as much in clear money. (I'm now practicing law.)

Secondary Reason:

none.

SYSTEM D, INDIVIDUAL 23

Single man - 30 years - B. S. Degree - 0 dependents - 6 years experience, 5 in last system - teaching biology in 30 teacher high school.

Primary Reason:

I don't like the philosophy of "modern education". Schools are being made more of a nursery - People send their kids to school and don't particularly care what happens so long as the children get an A or B. Better students are neglected under the present system. I was solicited to contribute to a campaign fund for _____, a school board member. I did not lose my job, but I blew my stack. You've got to play ball to get a job and play ball to keep it. I never had any trouble with my principal or superintendent. They were fine people. Some outsiders would try to tell me how to run things. When I didn't do as they suggested, they started a lot of false rumors against me. There's not enough money in teaching. If I hadn't been living at home, I couldn't have made it. I was single at the time, too.

Secondary Reason:

None.

SYSTEM D, INDIVIDUAL 24

Single woman - 39 years old - B. S. and M. S. Degrees - 0 dependents - 14 years experience, 2½ in last system - teaching math and business in 18 teacher high school.

Primary Reason:

I came to this county from another state for health reasons. I taught in the high school for a year, but quit to take care of a resort business I had acquired. I was persuaded to teach another year in an elementary school near my lodge. I quit as soon as a qualified person could be found. The next year, I was again persuaded to teach when a qualified teacher could not be obtained for the other high school in the county. It was too much for me to try teaching and taking care of my business, and teaching did not pay enough for me to hire a manager to run my business so that I could teach. I finished the year out and quit.

Secondary Reason:

I think I lack the stamina to fight for what I think is necessary in the public schools. The conditions that I have found are tragic. Young people have as much brain power as ever before, but they are permitted to take too many rights and they have been taught no responsibility. They are being taught wrong principles. I am not trying to criticize just one school or one school system for I have had experience outside the south. Neither am I trying to condemn all schools, for I think many are doing a good job. In too many cases, though, children are just being socially promoted without having to do any work. We don't encourage them to take any responsibilities for themselves. We're still turning out some good people, but in many cases I think it is in spite of the schools and not because of them.

SYSTEM D, INDIVIDUAL 25

Single woman - 32 - A. B. Degree - 0 dependents - 6 years experience, 5 in last system - system-wide attendance teacher.

Primary Reason:

I liked my work as attendance teacher, but it was frustrating. The majority of the justices of the peace would not back me and consequently chronic truants couldn't be made to come to school. I quit teaching once before to go into a business of which I own one-half. I came back to teaching

however and the last year I worked for the schools I served as attendance teacher. I now work at my own business.

Secondary Reason:

None.

SYSTEM D, INDIVIDUAL 26

Single woman - 23 years old - B. S. Degree - 0 dependents - 6 months experience, 3 months in last system - teaching English in 20 teacher high school.

Primary Reason:

I had plastic surgery done on my nose in August and started teaching in September. The after-effects of the operation were quite painful, and I had to go back to the doctor for frequent treatments. Finally, the doctor told me that I had better quit my job in December. Actually, I would have quit anyway, for I was having a pretty tough time with discipline. I wasn't the only one either; Students would just wander off from school, and nothing was ever done about it. I taught five classes, and four of them had over 35 students. Another teacher told me that the children had had their own way for so long that nothing could be done with them. There didn't seem to be much cooperation among staff members in this respect. Once I sent two girls to the library. The librarian was supposed to sign their cards and send the girls back. They didn't return and I investigated. The librarian said she had seen them, but didn't know where they were. I finally ran them down in the gym where they were playing ball.

Secondary Reason:

When I quit in December, I went back to school for two quarters thinking that I would get my masters and perhaps teach in college someday. I applied for a position teaching summer school in another county where I had taught the summer before. I was told I could have the position, but some teacher in the system went around to the board members and convinced them that I shouldn't have the job since I was not a regular teacher in the system. Some teachers don't act like professional people. They talk about other teachers behind their backs and in front of their students. If doctors and lawyers did such things they would be barred from practice. Money was not the biggest reason I quit. But in my new job I make \$30 per month more than I did teaching.

SYSTEM E, INDIVIDUAL 27

Married man - 33 - B. S. Degree - 3 dependents - 3 years experience, all in same system - teaching Vocational Agriculture in 25 teacher high school.

Primary Reason:

Inadequate salary was my main reason for quitting. I was making \$3850 per year on a 12 month basis as a vocational agriculture teacher. I was working part-time selling insurance while teaching. Now I am working full time in insurance, and my income has more than doubled.

Secondary Reason:

The first year I taught we had a very fine principal who was a strict disciplinarian and kept very good order. He was elected superintendent. The new principal was more of a politician than a disciplinarian, and things were very loosely run. If a child's parents were prominent or happened to be a squire or member of the school board that student was never called to task for anything. Consequently order broke down all over school and though I managed to keep my own classes pretty well in line, I felt it indirectly and some of the other teachers had a great deal of difficulty. Being a vocational agriculture teacher, part of my work was to hold evening classes for adults. As I taught in a rather highly industrialized county, there isn't a great deal of farming or at least farming isn't the the big interest and therefore it seemed as if I were merely teaching "book agriculture". Neither the adults nor the boys seemed to have a great deal of interest in the program. I didn't feel that I was accomplishing much.

SYSTEM E, INDIVIDUAL 28

Married man - 28 - B. A. and M. A. Degrees - 2 dependents - 1 year experience all in same system - teaching English in 60 teacher school grades 1-12.

Primary Reason:

I enjoyed my one year of teaching very much. There were, however, three factors that caused me to leave the profession: (1) I never intended to teach in high school, as college teaching was my original goal. When I received my MA in English in 1950, I couldn't get a job in college. For the next three and one-half years I worked for a construction company in Texas. On returning to East Tennessee, I took a job teaching English in _____ High School.

(2) The Superintendent was only able to get me a temporary certificate since I didn't have the required hours in education. I was willing to go to school part time in order to get a certificate, but the university officials said it would take me three or four more full time quarters in order to get a certificate. I didn't feel that I could afford this. (3) At this time I secured my present job (working in a business office of a large store) at a much better salary than I was making as a teacher and therefore, salary certainly was a factor in my decision.

Secondary Reason:
None

SYSTEM E, INDIVIDUAL 29

Married man - 41 - B. A. Degree - 3 dependents - 19 years experience all in same system - teaching health and physical education in 60 teacher school grades 1-12.

Primary Reason:

Actually, I haven't left the profession. I am on extended leave of absence from _____ Schools. I was offered this position as Recreational Director at \$2200 more a year than I was making teaching. I loved teaching and working with boys and girls and wouldn't have taken this job except for the fact that I could continue working with children. I expect to go back someday as I have too many years in on retirement to stay out permanently. This new job was a challenge to me as it is the first time that there has been a county wide program for recreation.

Secondary Reason:

There is more freedom in my present job. You kind of get in a rut teaching. Another reason that I considered this change is that I was a coach down at the school and my son is interested in athletics and is in high school now. I think my being away from the school is to his advantage.

SYSTEM E, INDIVIDUAL 30

Married man - 26 - B. S. Degree - 3 dependents - 2 years experience, all in same system - teaching math and science in 60 teacher school grades 1-12.

Primary Reason:

The main reasons that I left teaching were the inadequate salary and poor facilities. The county only supplements

\$14.00 over the state scale. Actually, though, we were making out. We were living on my father's farm, and I had some additional income from farming and livestock. It was very discouraging to try to do a job when I had so little to work with. I am speaking of my science laboratory. Also, lighting in my room was very poor.

Secondary Reason:

There were in addition several contributing factors. In teaching, one reaches the maximum salary in relatively few years and then too, the value on experience isn't very great. At that time it was only \$3.00 per year. Many fellow teachers were just job holders and not teachers. One preacher taught a little school as a side line. I think it is a poor state of affairs for the school system to be managed by ignorant country politicians whose only requirement is to get elected. I definitely think that there should be qualifications before one is able to qualify as a school board member. The relatively low status of teaching and the teaching profession in general probably influenced my decision. I think this low status is reflected in the appropriations that are given education. I didn't feel that it was fair to my children to deprive them of advantages that I couldn't afford as long as I was teaching. Another important reason to me was that there was little opportunity to increase my knowledge in the academic field unless I traveled or went to school at my own expense in the summers. In my present job I have the best equipment and all the books I need. Then, too, I am associated with some of the top men in physics. I just feel that a technical job offers more of an opportunity to learn.

SYSTEM E INDIVIDUAL 31

Married man - 27 - B. A. and M. A. Degrees - 2 dependents - 3 years experience, 1 in last system - principal, 7th and 8th grade teacher in 12 teacher elementary school.

Primary Reason:

I got the impression that teaching wasn't a profession. There was no individual incentive and I received the same treatment, protection, and salary as a person with little or no interest in teaching. Out of 12 teachers in my school there was only one other with a degree. All but one were married and couldn't participate in extra curricular activities. There was very little actual professional interest. They weren't doing it for a living, but as a secondary source of income. I feel that teaching is a profession, and this tends to downgrade it.

Secondary Reason:

My family had the peculiar habit of eating in the summer. The summer situation was the straw that broke the camel's back. I couldn't get a summer job. I always would be asked if I was going back to teaching in the fall when I applied for a summer job. I always said that I planned to go back to teaching, and consequently I couldn't get a job. Finally, in desperation I went back to this company and said that I would take the job full time if they'd have me. This time I was employed, and so it has been a happy solution.

SYSTEM E, INDIVIDUAL 32

Married man - 32 - B. S. Degree - 5 dependents - 3 years experience, all in same system - teaching math, science, physical education in 24 teacher high school.

Primary Reason:

I had to get out - I was going in the red every month. They offered me \$50 more per month in this job, and I took it. I liked the teaching profession and wasn't disappointed in it. I like to be around younger children. Salaries, however, do not nearly compare with those offered by business and industry. I have no other complaints. I was perfectly happy and content. I served under an excellent principal.

Secondary Reason:

None.

SYSTEM E, INDIVIDUAL 33

Married woman - 45 - no degree (2 years college) - 1 dependent - 13 years teaching experience - 12 in last system - teaching 4th and 5th grades in 20 teacher elementary school.

Primary Reason:

Teaching took so much time away from home. Besides just teaching, there was bus duty, PTA meetings and sports events. This is hard to do and still be a mother and a wife.

Secondary Reason:

I started teaching right after I graduated from high school and taught until the war. During the war I worked for an industrial plant and enjoyed it very much. After the war, I went back to teaching. The opportunity to go back to the plant came about, and I either had to accept it or forget forever going back with the plant. I had built up seniority and this combined with free hospital insurance, easier work, and better pay caused me to leave teaching. When I leave my job now, I don't have to think about it 'til the

next day. In teaching you always have to be making plans and worrying whether or not the children were learning anything. I made \$209 a month teaching and I make \$90 a week now doing clerical work. Don't get me wrong. I did enjoy teaching - but this is just so much easier.

SYSTEM E, INDIVIDUAL 34

Single woman - 31 - B. A. Degree - 0 dependents - 4 years teaching experience, all in same system - teaching speech and hearing.

Primary Reason:

The only reason I left the _____ County Schools was because I got married and moved away. I intended on teaching after my marriage but I haven't been able to secure a position in my field in _____ (another state).

Secondary Reason:

None.

SYSTEM E, INDIVIDUAL 35

Married woman - 32 - no degree (3 years college) - 6 years teaching experience - 4 years in last system - teaching 7th grade in 10 teacher elementary school.

Primary Reason:

Financial Reasons. No recognition is shown for effort. All teachers are paid on the same scale. One teacher said to me, "Why do you work so hard? I make as much as you do and look at me. I don't kill myself". In my present job, the harder I work, the more I make. Also, I am more or less my own boss. My time is more flexible. The salary increments given in teaching for experience are so little that they don't tend to hold a person in the profession.

Secondary Reason:

I think mental strain in teaching is greater than most any other job. With most jobs when your day is over, you're through. In teaching you're never through. Teachers are being called on for more and more work that has nothing to do with teaching - lunchroom, reports, etc. I was happy in teaching but could not stand the lackness on part of parents in disciplinary matters. Children aren't courteous, aren't under control.

SYSTEM E, INDIVIDUAL 36

Married woman - 46 - no degree (2½ years college) - 14 years teaching experience, all in same system - teaching spelling, English, reading in 60 teacher school grades 1-12.

Primary Reason:

There are two primary reasons for my leaving teaching. My son is 25 years old, has had brain surgery, and needs constant care. He is really in another world. While I was teaching, I had to hire someone to take care of him. The second reason is that I have no degree and the superintendent said that the day was coming when we teachers who didn't have degrees would be replaced. If I hadn't had this situation at home, I could have worked off the degree, but I didn't think I could teach, hire someone to take care of my son, and go to school too. If I tried to go in the summer, it would be the same thing. I loved teaching and it breaks my heart every September to hear the school bell ring. I would be in teaching today if there hadn't been this over-stressing of the degree. I think teachers are born and not made. I was considered to be a very good teacher by my principal, supervisors, and superintendent. I couldn't stand to think of being forced out by someone with a degree. Why I know of degree teachers who can't teach. I don't mean to say that I don't think standards are unimportant, but I think it is unfair to some of us who have taught successfully for years to be forced out.

Secondary Reason:

None

SYSTEM E, INDIVIDUAL 37

Married woman - 56 - no degree (4 years college) - 0 dependents - 27 years experience, 25 in last system - teaching 3rd grade in 18 teacher elementary school.

Primary Reason:

Most of my teaching was done on the junior high level and I served as principal of a small junior high school (6-8 teachers) for many years. My last three years, however, I taught in the third grade. I requested this change because of the extra duties that kept piling up on me as a principal, and I didn't feel as I was able to devote the time necessary to my 7th grade class. There was an increasing number of state and county reports that had to be done plus the numerous cafeteria reports and in addition there was the extra time required for bus duty, athletic programs, and P. T. A. After having taught in the upper grades so long, I wasn't suited for the lower grades. The work became monotonous to me, and I couldn't get down to their level.

Secondary Reason:

Another reason that I left was the fact that I would gain very little in the way of retirement by continuing. I will have to teach one more year before I'm 60 in order to be in good standing under the state retirement. Then it amounts to only about \$40 per month.

SYSTEM E, INDIVIDUAL 38

Divorced woman - 42 - B. A. Degree - 1 dependent - 12 years teaching experience, 7 in last system - teaching 5th and 6th grades in 14 teacher elementary school.

Primary Reason:

I can't stand the kids now a days. They have no respect for authority. They go to school only because they have to. They brought knives to school for the purpose of using them. I separated two boys once who had pulled knives on each other in the room. I couldn't appeal to the attitude of them so I quit worrying about other people's children. To me it was a hopeless task. I tried to have a flag salute, and they weren't interested. When I had Bible reading or prayer, they wanted to know if they were in school or in church. I think they are going to have to start getting men teachers from 3rd grade on up. This situation has built up since the war. I did not leave because of money.

Secondary Reason:

None

SYSTEM E, INDIVIDUAL 39

Single woman - 44 - B. A. and M. A. Degrees - 0 dependents - 14 years teaching experience, 8 in last system - teaching 9th grade English in 60 teacher school grades 1-12.

Primary Reason:

I think it is more important to enjoy what you are doing than it is to make a lot of money. I didn't enjoy my last teaching situation so I quit. My major in college was French, and I was teaching English which I didn't like to do. Also, I was the faculty adviser for the student paper, a job for which I had little interest or ability. It got so that my health was affected. Little things bothered me that shouldn't have. I felt as if I was under a constant pressure. The year before I left to take a job in the city school

system where the buildings, maintenance and salary were slightly better. There I had two classes of eighth grade English, two classes of ninth grade English, and one class of Spanish. I didn't like the eighth grade at all, so I came back to the county. In the meantime, another teacher took over what little Spanish work I had done before and I couldn't foresee getting out of the English field.

Secondary Reason:

I very possibly will go back some day, but right now I am enjoying this year off. I enjoy doing housework and I'm keeping house for my father who is retired. I enjoy some phases of teaching. That is, working with the children, but I never seemed to have enough time. I could see all sorts of possibilities that I couldn't accomplish and this bothered me. I did not enjoy grading or keeping records. Something seems wrong with the whole set-up to me. There was too wide a variation of abilities in my classes. I couldn't decide what I should teach.

SYSTEM E, INDIVIDUAL 40

Married man - 21 - B. S. Degree - 1 dependent - 1 year teaching experience in same system - teaching commercial subjects in 60 teacher school grades 1-12.

Primary Reason:

I actually left teaching because I was called into military service. The reason that I didn't re-enter teaching on release from active duty was financial. Teaching just doesn't pay enough.

Secondary Reason:

I enjoyed teaching, but I didn't like to grade or discipline students.

SYSTEM F, INDIVIDUAL 41

Single woman - 23 - B. S. Degree - 0 dependents - 1 year experience - teaching 1st grade in 20 teacher grades 1-12.

Primary Reason:

Teaching is monotonous; everyday you do the same thing. I just got out of college, and I'm tired of schools.

Secondary Reason:

Teachers don't get any break during the day. When you leave the classroom, you can't forget your work.

SYSTEM G, INDIVIDUAL 42

Married man - 40 - B. S. and LLB Degrees - 1 dependent - 10 years experience, all in same system - superintendent of schools in 50 teacher system.

Primary Reason:

The biggest reason was that I had gone as far as I could hope to go and there was no chance for future advancement or compensation. (This was especially true as I was in a rural area). We educators in the past have told the parents just send your children to us, and we'll take care of them. I think we have assumed too much responsibility and the trend is going to have to back the other way.

Secondary Reason:

The public has placed the teaching profession below what it should be and what it used to be. Educators are partly responsible for this. During the depression when jobs were hard to get we let the school board members assume responsibilities that they shouldn't have in matters of personnel.

SYSTEM G, INDIVIDUAL 43

Single man - 22 - B. S. Degree - 0 dependents - 1 year experience, all in same system - teaching English in 22 teacher school grades 1-12.

Primary Reason:

The pay scale in _____ County where I was working was only the state minimum. I had applied elsewhere, but did not hear anything, so I went back home to teach in the high school where I had graduated only four years before. That, I think, caused me some problems. Then, too, there were two factions that split the faculty wide apart. Some of the teachers would put students up to do things to disturb teachers on the other side. All in all it wasn't a very pleasant year.

Secondary Reason:

The hours are better in my present job. I only work 35 hours a week, whereas in teaching there are lots of extra responsibilities.

SYSTEM H, INDIVIDUAL 44

Single man - 24 - B. S. Degree - 2 dependents - 2 years experience, all in same system - teaching science and coaching in 95

teacher high school.

Primary Reason:

Pay is the main reason that I left. I made \$260 a month for nine months. I coached too, but didn't get paid for it. They promised to put me on a coaching supplement when the money was available, but I didn't know when or how much that would be. Then, too, I worked long hours. I was on the job from 8 a. m. 'til dark. Then I had to hunt other employment in the summer. I started on this job at over a hundred dollars more per month, and this is a twelve month job.

Secondary Reason:

None.

SYSTEM H, INDIVIDUAL 45

Married man - 27 - B. A. Degree - 3 dependents - 6 years experience, all in same system - teaching English in 11 teacher junior high school.

Primary Reason:

Politics is the simplest way I know for telling you why I left. I had a job in the superintendent's office for 5½ of my 6 years with the system. I actually got the job before I graduated because some of my friends were in the "saddle". Later when they were no longer in the say, I was told one Saturday at noon that I was being transferred to some school as a teacher. To what school or to teach what, I didn't know. Sunday I was told which school. It was the most unprofessional like way that it was handled that I objected to. Actually I enjoyed the classroom experience very much and my salary was the same, though I lost some fringe benefits such as transportation funds. Also, I got fouled up on retirement when I went into the classroom and lost all the credit I had built up and had my money refunded. I tried to do a professional type job all the time I was with the schools, but it was difficult. Actually, I did what a special service person would do - I worked some as attendance officer, in audio-visual aids, in transportation, and as textbook director. One year I had \$11,000 to spend for textbooks and the next I had over \$200,000 with no more help.

Secondary Reason:

While I was with the system we had th ee different surveys done - one an overall survey, one on transportation, and one

on audio-visual aids. Little or nothing resulted from the recommendations that came out of these surveys. There was an attitude of indifference on the part of those who controlled the purse strings of the county. Finally I became disgusted with the whole mess and decided to stop worrying about other people's children and concentrate on my own. This decision partly came about at the unprofessional like way in which I was transferre and partly because of the situation in general. One man who had been with the system for years was forced to get out before he was eligible for maximum retirement benefits.

SYSTEM H, INDIVIDUAL 46

Married man - 30 - B. S. Degree - 3 dependents - 3 years experience, 2 in last system - teaching physics, geography, math and history in 17 teacher high school.

Primary Reason:

Too little income is the reason that I left. I liked teaching very much and I dislike very much my present job, but I keep it because I'm making \$2,000 more per year. Perhaps if I can ever get ahead I can afford to go back to teaching.

Secondary Reasons:

Frankly, the public doesn't respect teachers enough. Too many women are satisfied with what the 're getting. Consequently, too many duds are in the teaching profession. My principal kept them because he knew they'd stay with him. They want you to go to school every two years. I couldn't afford it. If I go to school now, my company pays for it.

SYSTEM H, INDIVIDUAL 47

Married man - 30 - B. S. and M. S. Degrees - 3 dependents - 5 years experience all in same system - teaching industrial arts in 30 teacher high school.

Primary Reason:

I had taught for five years and it seemed to me that I had reached a turning point in my life. It seemed that I should either decide to continue teaching all my life or that I should make a change. Actually I enjoyed teaching, but after five years it was becoming somewhat repetitious. Also it was discouraging not to have materials and funds available to make my work more interesting and valuable. I once organized a course in electricity, but couldn't arrange it because the certain minimum materials were not available. (They would have cost about \$100.)

Secondary Reason:

A new school was built and I went to see the superintendent about making an application as principal. He said that I could, but that he couldn't offer me much hope as the people in the community wanted someone that didn't even have a degree and that some of the board members wanted to put the son of one of the members of the board. This sort of situation was discouraging to me. I had been working during the summers in various industrial plants in the area - to see what kind of training boys should have for going into industry and also to have some income during those months. I did not seek permanent work, but when the opportunity presented itself, I felt that it was a challenge. I am now employment supervisor for a company. I do personnel relations, industrial relations and job evaluation in addition to employing all the mechanical personnel for this company. This job is harder than teaching; there are more problems.

SYSTEM H, INDIVIDUAL 48

Married man - 30 - B. A. Degree - 3 dependents - 4 years experience, all in last system - teaching 7th and 8th grades and coach in 24 teacher elementary school.

Primary Reason:

There was just one factor involved in my leaving teaching and that was the low salary. I was first approached by this insurance company three years before I accepted the position. I told them no, that I enjoyed teaching too much to leave. But as time went by and I saw what other fellows right out of college were making, I began to be discouraged and finally gave up. My present income is five times greater than I made as a teacher. The majority of our agents are ex-school teachers. It seems that the training and experience that a man receives as a teacher enables him to fit right in with our organization.

Secondary Reason:

One other thing was distasteful; the feeling of lack of cooperation on the part of parents.

SYSTEM H, INDIVIDUAL 49

Single man - 24 - B. S. Degree - 0 dependents - 1 year experience, all in last system - teaching social science and coach in 40 teacher high school.

Primary Reason:

After I had taught for one year I decided that there were better opportunities in other fields such as selling. You might say the primary reason that I left was financial.

Secondary Reason:

I had five classes plus a study hall so that I had no free time during the school day. Then we started coaching at 3:30 and I wouldn't get home until seven. For coaching I was paid \$150 per year and that was paid by the Athletic Association and not by the county. Some of the other coaches only had physical education classes or they only had two or three classes during the day.

SYSTEM H, INDIVIDUAL 50

Married man - 26 - A. B. Degree - 2 dependents - 2 years experience, all in same system - teaching math in 7th and 8th grades of 14 teacher elementary school.

Primary Reason:

The only reason that I left was the pay. I enjoyed very fine relationships with students, faculty, and parents, but I wasn't providing the standard of living that I would like to or felt that I should. My new job gave me a better than 50 per cent increase in salary.

Secondary Reason:

People expect an awful lot of teachers. Some think that teachers have only 7 or 8 hour working days. They frown on teachers and don't give them prestige they deserve.

SYSTEM H, INDIVIDUAL 51

Married man - 26 - B. S. Degree - 1 dependent - 3 years experience, 1 in last system - teaching math and science in 22 teacher high school.

Primary Reason:

Really, all I can say is that the opportunity in private industry was so much better financially. My present salary is 15 per cent more than what I was making teaching.

Secondary Reason:

None.

SYSTEM H, INDIVIDUAL 52

Single woman - 23 - B. S. Degree - 0 dependents - 1½ years experience teaching, all in last system - teaching music grades 7-12 in 33 teacher high school.

Primary Reason:

I had over 450 students, classes of 40-60, and also was sponsor of the annual. My principal believed that all 7th and 8th graders should take music. They haven't kept a music teacher there over two years since 1950. I had large classes and this created a discipline problem. I enjoyed high school work, but I didn't have too much backing on discipline problems of junior high age. Discipline was a problem to me as a new teacher. I enjoy my present work more.

Secondary Reasons:

None

SYSTEM H, INDIVIDUAL 53

Married woman - 33 - B. S. Degree - 0 dependents - 10 years experience, 1½ years in last system - teaching home economics in 10 teacher high school.

Primary Reason:

My husband works late at nights, and I wasn't able to be with him much having to hold to a regular schedule. Also, we have a big place here on the mountain to take care of, and I would have had to hire someone to do the work for me. Actually, I trained for institutional management, though I did get my teacher's certificate. In my present situation I am free and am also able to do some small jobs such as camp dietitian and community judging. Actually finances weren't concerned at all as my husband brings home the bacon.

Secondary Reasons:

None

SYSTEM H, INDIVIDUAL 54

Divorced woman - 37 - A. B. Degree - 1 dependent - 4 years experience, all in last system - teaching primary grades in 11 teacher school.

Primary Reason:

Pay is the only reason I thought about leaving. I've doubled my income in my present job. I got more personal satisfaction

out of teaching, though. I think the only women who can afford to teach are married women with supplementary income or women with no dependents. What to do during the summer months was my problem. They wanted me to go to school during the summer - I couldn't afford the time or money. I have a high school age son to support and I just wasn't able to make out on a teacher's salary.

Secondary Reason:

None.

SYSTEM H, INDIVIDUAL 55

Married woman - 48 - B. A. Degree - 1 dependent - 7½ years experience teaching, 3 months in last system - teaching 3rd grade in 15 teacher elementary school.

Primary Reason:

I had taught in another system for seven years, but stayed in this county only three months. I got the job through a friend of mine who knew the principal. I later found out that he was a member of the other branch of our church. (I don't know whether or not that influenced his actions toward me.) After I had been teaching for a few weeks, the principal came to me and said that I wasn't teaching by the blocks-of-time method. I said that I didn't know anything about it, but that I was willing to learn. He said that I should visit some other teachers who used this method. I did and was very pleased with what I saw. Both teachers that I visited showed me a little book that the county gave them that told them everything to do. I tried to get a copy but was told by the superintendent's office that it was out of print. I tried to go ahead and teach this new method as best as I could, but it didn't suit the principal. He finally had me released. I never did feel that I could communicate with the principal. To my knowledge I had no complaints from parents.

Secondary Reason:

None.

SYSTEM H, INDIVIDUAL 56

Single woman - 48 - 0 degree (over two years college) - 0 dependents - 14 years teaching experience, 7 months in last system - teaching first grade in 30 teacher elementary school.

Primary Reason:

I started in this System in February and finished out the term. The next fall I started back on a regular basis, but on the doctor's advice had to drop out in October. The superintendent told me that I could have a leave of absence for which I was very grateful. I was informed however, that I had to repay \$69.95 that they said I owed them. I still don't understand it. Apparently I wasn't to receive pay for in-service training even though I attended. One of the days I spent in my room playing janitor. It was actually this working in the dirt and grime that caused me to get sick. I was told that I had better pay the money if I expected to teach in this system again. I paid though it wasn't with a smile. I really am very anxious to teach, and started asking the superintendent for a job last summer. Now it is December and they are still giving me the run-around. Apparently they didn't like it because I wouldn't pay up with a smile. I don't know what to do. I need some additional income. I am just existing now by virtue of some property left me by an uncle. Perhaps I'll sell this and go in business and make a living or starve.

Secondary Reason:

None.

SYSTEM I, INDIVIDUAL 57

Married man - 48 - B. S. and M. S. Degrees - 2 dependents - 11 years experience, 2 in last system - principal and teacher in 10 teacher elementary school.

Primary Reason:

I liked school teaching - liked it fine - but the salary and retirement in my present job is just so much better (Civil Service Job U. S. Government). We have practically unlimited sick leave. I made \$800 more per year when I came to this job and now am making \$1655 more in less than two years. I am also ahead since my travel allowance is 8 cents per mile and \$12 per diem. I started out teaching in a rural county. After the war I accepted a civil service job with the government which lasted until 1953. Due to a budget cut I was released and accepted my last teaching position in this county. In rural counties, I think, the insecurity of teaching causes a great deal of teaching turnover.

Secondary Reason:

Some of the old time teachers seem to dominate the local teacher's organization. They have formed a clique and don't want any new blood.

SYSTEM I, INDIVIDUAL 58

Married man - 28 - B. S. Degree - 2 dependents - 1 year teaching experience, all in same system - 7th and 8th grade teacher in 9 teacher elementary school.

Primary Reason:

The primary reason I left was money. I went out of high school into the Army, out of the Army into college, and out of college I went to teaching. I drew \$105 per month on the G. I. Bill and when I went into teaching I received \$155 per month take-home pay for 12 months. That just wasn't enough to exist on. I was in debt and had family responsibilities and obligations. I couldn't live on what I made teaching.

Secondary Reason:

I couldn't get into high school. The superintendent's idea is to first prove yourself in three or four years, then you have a chance to be transferred from elementary school, where I was teaching, to high school. The elementary school where I taught had burned and we had to hold classes in the high school gym with partitions between classrooms.

SYSTEM I, INDIVIDUAL 59

Married woman - 31 - B. A. Degree - 2 dependents - 4½ years experience, all in same system - teaching math, economics, physical education in 13 teacher high school.

Primary Reason:

The main reason that I left teaching was simply the low salary. I didn't see any signs of much improvement in the future either.

Secondary Reason:

Each year they were piling more work on me. There were more and more meetings, workshops, etc. I wouldn't teach under my former principal again. He couldn't or wouldn't keep order.

SYSTEM I, INDIVIDUAL 60

Married man - 38 - B. S. Degree - 3 dependents - 15 years experience, 1 in last system - teaching 8th grade in 10 teacher elementary school.

Primary Reason:

Actually, most of my teaching experience was in a small county, and I just filled in for a teacher going on leave last year, so much of what I have to say is based on my experience as a rural teacher. Salary, of course, was a primary reason that I quit. I believe that there is a failure on the part of the public and the school administration to understand the responsibilities that a teacher has. I felt that I was under very definite pressures. I was expected to teach a Sunday School Class, join all civic organizations, participate in sorts of civic activities as well as serve as principal, teacher, coach and lunchroom supervisor. My work was never over and any mistakes that I made were exaggerated all out of proportion. If I failed to substitute a certain boy in a game at a certain time, I would get a phone call.

Secondary Reason:

Then there was the lack of clerical help. In a large system it is hard for the administration to know the real qualifications of teachers. The smaller the system, the closer are the teachers to the board members and often the superintendent's hands are tied when it comes to selection, placement or retention of personnel.

SYSTEM I, INDIVIDUAL 62

Married man - 35 - no degree (3 years college) - 3 dependents - 4 years teaching experience, 4 months in last system - teaching 7th grade in 6 teacher elementary school.

Primary Reason:

I don't know whether you really want to talk to me or not. I left teaching in another county in 1941 to come here and work at a war plant. I was there until three years ago when I was laid off. I really thought that it would be a long lay off so I took a teaching job in this system. My thought was that maybe I'd stay with it and perhaps go back to college and finish my degree. I was called back to work after four months and felt that I would have to go since I would lose all my seniority if I refused. It seemed kind of silly for me to continue teaching for half what I make as a welder. Besides, when you get used to a certain income it is very hard to cut down. Why common laborers at the plant with little or no education are paid more than teachers. Last year with overtime I made better than \$5700. Teachers are the most underpaid profession that I know of.

Secondary Reason:

None.

SYSTEM I, INDIVIDUAL 63

Married man - 35 - B. A. Degree - 2 dependents - 6 years teaching experience - 3 in last system - principal and teaching grades 6, 7, and 8 in three teacher elementary school.

Primary Reason:

I originally trained for teaching, but after three years of college, I felt a call to preach. After graduating I had to teach and preach both for several years until I came to a church that was large enough to support me full time.

Secondary Reason:

None.

SYSTEM I, INDIVIDUAL 64

Single woman - 28 - B. S. Degree - 0 dependents - 1 year teaching experience, all in same system - teaching 5th and 6th grades in 4 teacher elementary school.

Primary Reason:

My only reason for leaving teaching was to go to seminary to prepare for my present work as a religious education director. From early childhood I wanted to go into full time religious work. However, due to the death of my father, I wasn't able to realize this ambition immediately. I took a job for a year which enabled me to go ahead and pursue my original goal. I enjoyed teaching and will very likely go back into it some day.

SYSTEM I, INDIVIDUAL 65

Single woman - 49 - B. S. and M. S. Degrees - 0 dependents - 24 years teaching experience, 7 in last system - teaching special music in 16 teacher elementary school.

Primary Reason:

It was necessary for me to quit teaching in order to take care of my elderly parents.

Secondary Reason:

The teaching load is not fairly distributed. There are always some work horses and the principals load them up. In my area for instance, I was expected to have a regular class and teach music for others. This seemed to be 1½ times as much work as that performed by a regular teacher at no more financial consideration. In athletics, on the other hand, coaches who work extra are paid extra and are lauded and praised.

SYSTEM I, INDIVIDUAL 66

Single woman - 23 - B. S. Degree - no dependents - one year teaching experience all in last system - teaching 6th grade in 8 teacher elementary school.

Primary Reason:

I was offered \$500 more on the year to go with TVA. After five years my salary is over \$4,000 which is \$1,000 more than I would be making had I stayed in teaching.

Secondary Reason:

I didn't feel like I was doing the kids justice. I did enjoy working with children. I can follow directions, but I can't give them.

SYSTEM I, INDIVIDUAL 67

Married woman - 32 - B. S. Degree - 0 dependents - 4 3/4 years teaching experience, 3/4 year in last system - teaching 4th and 5th grades in 25 teacher elementary school.

Primary Reason:

I just didn't plan to teach for more than a part of a year. The only reason that I did it was that my son was in a fourth grade of 48 children and they couldn't find another teacher. I had had four years of teaching experience in another state, so I volunteered to finish out the year. I had the top 34 students in fourth and fifth grades. It had been a while since I had taught so I went to the county supervisor for help and all he told me was "Why, Mrs. —, you know how to do that". My principal helped me as much as I requested, but he had 24 other teachers to worry about. I enjoyed it but I felt overworked. Having the top children in both grades, I had 34 leaders and no followers. I was at my wits end to try and keep them all interested.

Secondary Reason:

As I stated, I didn't intend to teach more than this one year, because I have been helping my husband get his business started. We are just now beginning to see daylight.

SYSTEM J, INDIVIDUAL 68

Married man - 27 - B. S. Degree - 2 dependents - 1 year teaching experience, all in same system - teaching 8th, 9th, 10th grades science in 30 teacher junior-senior high school.

Primary Reason:

The salary I received as a teacher was inadequate for a married man with dependents.

Secondary Reason:

When I was in high school I had some very fine teachers of the highest caliber. While I was teaching I was very much disappointed with about half the teachers in my school with whom I was associated. There was backbiting, bickering, and other things that showed an unprofessional attitude. The principal was a stupid old ox. He treated college graduates (his teachers) as if they didn't have enough sense to get in out of the rain. I now have a very low opinion of our educational system. Once when I had a disagreement with the principal, one of the old-maidish men teachers got wind of it and told his classes - some of which were my own students. Another handicap I experienced was that I didn't have a regular classroom. I taught laboratory science, yet I was supposed to take down an experiment and have the room ready for another teacher in five minutes.

SYSTEM J, INDIVIDUAL 69

Married man - 30 - B. S. and M. S. Degrees - 2 dependents - 1 year teaching experience all in same system - teaching English and History in 24 teacher junior high school.

Primary Reason:

The main reason that I left teaching was financial. When I came out of school I took a job as a salesman for 2½ years making a good income. When that job folded I entered teaching as I always planned to do. I couldn't become reconciled to the tremendous cut in salary I had to take, so I took on part-time work in my present position. I ended up working myself to death. I decided that if it took a second job to make it possible for me to teach, that it wasn't worth it.

Secondary Reason:

I'm the kind of fellow that I want coffee and cigarettes. The routine of teaching leaves very little time for such relaxation.

SYSTEM J, INDIVIDUAL 70

Married man - 28 - B. S. Degree - 2 dependents - 3 years teaching experience, all in same system - teaching 5th grade in 20 teacher elementary school.

Primary Reason:

The primary reason I left teaching was monetary. I taught day, night school, and worked at Sears on Saturdays. I still couldn't make it financially. I got a great deal of personal satisfaction, but it didn't feed and clothe me.

Secondary Reason:

I had some ___ good ideas and when I tried to use them some ___ supervisor would come in and say that wasn't the way they do in ___ Schools. I had to keep modern art to a minimum and never could have a fire in school for science experiment. There were insufficient facilities. My principal was a straight laced sort of fellow and couldn't see to any new ideas. I had a student teacher. U-T paid the board of education, and I thought we teachers should get extra pay for such extra duties. I got mad and went to the superintendent. He got mad too and never did explain it to me satisfactorily. I also had to keep the gym open for community basketball games on Saturdays. I only got to see my family on Sunday. Teachers had to sign in and sign out. Teaching is too confining. Two or three women were made principals in this system. This was discouraging to me as I had administrative ambitions.

SYSTEM J, INDIVIDUAL 71

Married man - 30 - B. S. and M. S. Degrees - 4 dependents - 5 years teaching experience, 3 in last system - teaching 5th grade in 35 teacher elementary school.

Primary Reason:

Our third baby had just arrived and we had to get out of the apartment in which we had been living. I needed more money to manage the down payment on a house. The company for whom I had been working in the summer offered me permanent employment at \$14.00 more per year. I talked it over with the superintendent of schools and he said that if I didn't like this new job that I could come back and the only thing that I would lose would be my tenure which I had by that time. I then submitted my resignation and went to work for this company in June. Shortly thereafter, the company changed hands; and I became dissatisfied with the new policies. By the middle of the summer, I decided to go back into teaching. I went into the administrative offices and was making application when my former supervisor saw me. He let me know right quick that there was no opening for me in the system. A new superintendent was in

and with this supervisor opposing me, I didn't have a chance. I later found out that a principal had requested me, but that this supervisor had blocked it. I didn't know exactly what I had done to antagonize him so. I remember now that he was quite critical of some of my methods the first year, but I hadn't thought too much about it. At another time, some of us were having a discussion relative to whether teachers with children or teachers without children did the best job. This supervisor made the statement that he thought that teachers with children of their own sometimes become more emotionally involved with other people's children. I somewhat jokingly said that sometimes couples without children fostered all their love and affection on animals and that you couldn't tell whether they were treating animals like children or children like animals. I found out later that this supervisor and his wife were childless and had a little dog that they were quite fond of.

Secondary Reason:

I became irritated at times with higher-ups. Also, I had most of the problem children of the 5th and 6th grades.

SYSTEM J, INDIVIDUAL 72

Single woman - 22 - B. S. Degree - 1 year teaching experience all in same system - teaching typing and shorth nd in 25 teacher evening high school.

Primary Reason:

I prepared myself to teach business education subjects, but when I applied for a position there was none available; so late in August I took a position as secretary with the Social Security Agency. As soon as I took this position, offers to teach started coming in. I didn't feel that I could go back on my job, but I did accept employment in the evening high school program two hours a night, two nights a week. I could have gone back this year, but they wanted me to teach four hours a night, which I didn't feel able to do with a full time job during the day. I have not applied for a full time position as I would have to take a big salary cut over what I am making now as a secretary.

Secondary Reason:

None.

SYSTEM J, INDIVIDUAL 73

Single woman - 32 - B. A. Degree - 6 years teaching experience, 1 year in last system - teaching math and English in 26 teacher high school.

Primary Reason:

I had left teaching before and had done math work for a governmental agency in Washington and liked this type of work. There is better pay in my present profession. I had originally planned to do temporary summer employment in nearby plants, but they offered a permanent position and I took it.

Secondary Reason:

At the end of the school day I couldn't forget my work until the next day and I can with my present job. I never felt I had time for my personal life.

SYSTEM J, INDIVIDUAL 74

Married woman - 60 - B. S. Degree - 17 years teaching experience, 7½ in last system (2½ years lately) - substituting in 40 teacher high school.

Primary Reason:

The system had a tenure plan whereby if you taught successfully for two years in one school you were placed on a permanent tenure. Because of my age, they wouldn't let me be placed on a permanent tenure. Therefore I was only employed on a temporary basis. Substitute work is not very enjoyable. I would have remained in teaching if I could have been placed in a permanent position.

Secondary Reason:

None.

SYSTEM J, INDIVIDUAL 75

Married woman - 30 - B. A. Degree - 4½ years teaching experience, 1½ in last system - teacher of homebound children.

Primary Reason:

I had to quit twice before with the birth of my first two children. After this third child came, I decided that it wasn't worth it financially to have to place them all in nursery schools.

Secondary Reason:

There were no secondary reasons, but I do have two complaints: In teaching your work is never through, and salaries are pretty low.

SYSTEM J, INDIVIDUAL 76

Widowed woman - 46 - B. S. Degree - 12 years teaching experience, 3 in last system - teaching 3rd grade in 14 teacher elementary school.

Primary Reason:

The only reason that I left teaching was the fact that I had an automobile accident which left me crippled.

Secondary Reason:

None

SYSTEM K, INDIVIDUAL 77

Married man - 29 - 2 dependents - 1 year teaching experience - all in last system - teaching driver education and coaching in 80 teacher high school.

Primary Reason:

The main reason I left teaching was financial. I'm still in debt from my year of teaching. Laborers make more than teachers. Why, kids can go into the plants after high school and be making more in 3 or 4 years than a teacher with 4 years of college and 10 years experience. It's not right.

Secondary Reason:

I think teachers are spineless. They are afraid to stand up and say what they think. They formed a union in this system last year. Many spoke out against it - and many kept quiet. They were afraid for their jobs. Out of 300 teachers, less than 100 joined. When I started teaching they came to me and said everyone must join the local association and asked me how I wanted to pay. I paid the \$25.00 and for nothing. I made up my mind I wouldn't join again if I came back. Also, I couldn't see any future. You have to go back to school to get a master's or a doctor's degree and even then you don't make much.

SYSTEM K, INDIVIDUAL 78

Married man - 41 - B. S. and M. A. Degrees - 14 years teaching experience, 11 in last system - teaching mechanical drawing in 80 teacher high school.

Primary Reason:

I was at the top of the pay scale and there was no future ahead of me except possibly in administration and I wasn't interested in that type of work. I felt insecure as a teacher because I always had to "scrounge" around for work during the summer. I wanted some things that I couldn't get on a teacher's salary. Then, too, my daughter was going off to college and you know how that costs. In fact, most of the stuff you see around this house was bought from money I made outside of teaching. It is a hopeless situation from where I sit. No matter how you look at it, teaching is a woman's profession and women are in no position to demand the salaries that men require. Don't get me wrong; I never did think that my hour in the classroom was more valuable than a woman's, but it is simply a matter of economics. A woman can get by better on her income. The majority are married and are merely supplementing their husbands' incomes. Of those who are single, most of them do not have families that depend on them for support. If the schools expect to keep men teachers who have something to offer, they are going to have to pay them more and are also going to have to arrange full-time employment for them.

Secondary Reason:

Another reason that caused me to leave was the lack of social prestige. Now that I am working in what is considered a man's job, I feel more accepted. I'm not bitter about teaching for I enjoyed my years in the classroom very much and think that I was successful as a teacher. I grew a lot personally during my years of teaching, and I know that my past experiences make my present job more enjoyable. I think that it is almost a crime that there are not more men in the classroom. I was president of our local teachers organization during my last year. During the year, some of us joined a teachers union hoping that this might help us. We had less than half join, so for the present, this maneuver hasn't helped.

SYSTEM K, INDIVIDUAL 79

Married man - 39 - 3 dependents - B. S. Degree - 6 years teaching experience all in same system - teaching printing and math

in 80 teacher high school.

Primary Reason:

When I started teaching in this system 1946 I planned to stay in the profession. I taught for five years in Junior High under a very fine principal. In the fall of 1950, I started doing some printing work on the side mainly to convince the administration that I was capable of running the printing program in the new high school that was then being built. The only training I had in printing was in high school and so I had to learn a lot over and a lot new. I started off with a little hand press that cost \$100 for which I paid \$15 down. I convinced the administration, for I was transferred to the high school to teach printing. Actually I had one class in printing and the rest in math. I surprised myself though. The little business that I had started to convince the administration really mushroomed, and I kept getting more work and more equipment. When I started in at the high school that fall I worked 114 hours the first week at printing and teaching combined. I actually had more than two full-time jobs. Had circumstances been different I would have hired someone to look after the shop for me and gone on with teaching for I liked it. To put it simply the principal and I just didn't get along. He would preach democracy, but was very autocratic in his actions. He wanted the school printing shop to do all of the school's printing. I only had one class that met one hour a day, and these boys were taking it for the first time. He actually wanted a production shop and I couldn't teach what I wanted to and do all the work he wanted done. If you put the other shops on the same basis, the wood shop would make all the school furniture and the home ec department would run the cafeteria. Then too, the boys were never allowed to do any personal printing. It seemed to me that it wasn't giving them much incentive. I offered to teach half time and do all the school system's printing the other half, but there was no precedent - so that fell through. There was so much unpleasantness with this principal, and my own business was growing so rapidly, that I finally resigned to run it full time. My income has doubled - though I work twice as long as I did teaching, and in addition I have \$20,000 worth of equipment - whereas I started with a \$15 outlay.

SYSTEM K, INDIVIDUAL 80

Married man - 30 - 3 dependents - B. S. Degree - 5 years teaching experience, all in last system - teaching English and Social Studies in 80 teacher high school.

Primary Reason:

I'll be glad to list the reasons for my leaving the teaching profession. In 1-2-3 order they are: (1) Plain old economics - by that I mean insufficient salary. In my present job as life insurance salesman I immediately jumped \$800 in the year and I feel that there is more chance for advancement. In my present job, you make what your work is worth. Also, there is more freedom. (2) I became disappointed when I saw the Tennessee teachers blindly being led into Social Security. I believe that survivors insurance benefits could be obtained under present system with very little cost. This was only one instance though - too many teachers sit back and either don't know enough or are afraid to say what's on their minds. (3) I became fed up with some appointments that were being made in our system. The crowning blow came when they chose a man for a very high place in administration over another man who had a doctor's degree and who in my opinion was an infinitely better administrator than the one selected. As a result the man passed by is no longer with the system. (4) I was president of our local teachers organization, during my last year. All the previous presidents had gone into administration and I didn't want that said about me.

SYSTEM K, INDIVIDUAL 81

Married man - 35 - 1 dependent - B. S. Degree - 1 year teaching experience, all in last system - teaching physical education in 29 teacher elementary school.

Primary Reason:

They cut the budget and did away with physical education teachers in elementary schools. There were no other vacancies at the time. I had to get another job.

Secondary Reason:

None.

SYSTEM K, INDIVIDUAL 82

Single woman - 29 - B. S. Degree - 0 dependents - 4 years teaching experience, all in last system - teaching 1st grade in 16 teacher elementary school.

Primary Reason:

The main reason that I left was physical exhaustion. I love teaching, but teaching doesn't love me. I had better explain that. They were committee crazy in my system. I

don't think they could make a decision without forming a committee. The trouble with me was that I couldn't say no - and there was a certain amount of pressure to make one want to participate. Don't get me wrong - I think a certain amount of extra work is necessary and I was always willing to do my share. However, I was single and I guess they saw that I was willing, so I was loaded down. Being single, however, I wanted to carry on an active social life. This, plus this constant outside work wore me down physically. (My doctor wanted me to quit two years before I actually did.) I believe that too much time is being devoted to outside activities and not enough to teaching. It really wasn't money that made me quit for I took a \$600 cut in pay when I accepted my new job.

SYSTEM K, INDIVIDUAL 83

Married woman - 51 - no dependents - B. S. Degree - 15 teaching years - 4 in last system - special art teacher in three elementary schools.

Primary Reason:

When I came to this system, they had more money than they do now and each elementary school had a special music, art, and physical education teacher plus a librarian. I was a special art teacher and enjoyed the work very much. As school funds were cut down the physical education teachers were cut out and the music and art teachers were put on a traveling basis which was most unsatisfactory to me from a personal standpoint. I had three elementary schools and 1200 children. I would meet a group on Monday for one period and wouldn't see them for another week. I couldn't ever really get to know any of them. I have the feeling that a special teacher should get to know each child very well and should participate along with the regular teacher in the planning for the school program.

Secondary Reason:

No - none at all. This is a very good system.

SYSTEM K, INDIVIDUAL 84

Married woman - 24 - no dependents - B. S. Degree - 3½ years teaching experience, 2½ years in last system - teaching 1st grade in 25 teacher elementary school.

Primary Reason:

Maternity.

Secondary Reason:
None.

SYSTEM K, INDIVIDUAL 85

Married woman - 25 - no dependents - B. S. Degree - 4 years teaching experience, 3 years in last system - teaching 4th grade in 19 teacher elementary school.

Primary Reason:

The classes were too large. I couldn't do the creative type of teaching that I wanted to do with such large classes (36 and 37). There was no personal satisfaction to me in such a mass-type teaching situation. Also I missed the association that you get with adults and adult problems. It got to the point where I enjoyed teaching less and less. Since I wasn't dependent upon teaching for a living, I just quit. If the class size were less I might have stayed.

Secondary Reason:

The meetings were too long and too dull. You feel obligated to do a certain amount of committee work. I didn't feel as if much was accomplished. If courses could have been substituted on adult level, I think it would have done teachers more good. The teaching load was so heavy and there were so many outside responsibilities plus my home responsibilities that there was little time to learn more about the subjects I was supposed to be teaching.

SYSTEM K, INDIVIDUAL 86

Married woman - 42 - no dependents - B. S. and M. A. Degrees - 20 years teaching experience, 12 in last system - teaching math in 80 teacher high school.

Primary Reason

It was an increasingly uncomfortable situation being a teacher with my husband in a high administrative position in this system. I didn't feel as if I could be as free in speech or actions in our staff meetings as I formerly had.

Secondary Reason:

My husband has always wanted me to stop teaching and this just seemed a good time to make the change.

SYSTEM A, INDIVIDUAL 87

Married man - 36 - M. S. Degree - 2 dependents - 6 years teaching experience, 4 in last system - teaching math in high school.

Primary Reason:

I made \$3,000 more to begin with in my present job. In teaching, the top opportunity would be principal of a large school. At present, my salary is more than the principal of the largest school in this county.

Secondary Reason:

There were so many extra duties both day and night.

SYSTEM A, INDIVIDUAL 88

Married man - 26 - B. S., A. B., B. D. Degrees - 1 dependent - 3½ years teaching experience, 2 in last system - teaching science and math in grade 1-12 school.

Primary Reason:

I had planned upon entering the ministry and also continuing teaching in church related colleges or universities. The time I taught was preparatory training and planning for Theological Seminary.

Secondary Reason:

The low salary was a secondary reason. Before deduction only \$2,007 per year. The immorality of one principal with whom I worked disgusted me. He has since been fired.

SYSTEM C, INDIVIDUAL 89

Single man - 28 - B. A. and B. D. Degrees - 0 dependents - 1 year teaching experience, all in last system - teaching 7th grade and physical education coach of all upper grades in grades of 1-8 elementary school.

Primary Reason:

I am a minister. I taught one year after college and before attending Seminary. I was asked to teach because of shortage of teachers.

Secondary Reason:

My chosen profession caused me to leave, but the political situation in our county is hurting our school system.

SYSTEM F, INDIVIDUAL 90

Married man - 26 - B. S. Degree - 3 dependents - 3 years teaching experience, 2 in last system - teaching physical education and coaching in school grades 1-12.

Primary Reason:

The salary limitation was the primary reason. There was too little difference between starting and maximum salary. I had outside pressures from other than local school staff. I desired to be in a profession where remuneration was more and advancement easier to calculate.

Secondary Reason:

I had to worry about a summer job. Although I liked coaching, I didn't particularly like teaching.

SYSTEM H, INDIVIDUAL 91

Single woman - 23 - B. A. Degree - 0 dependents - 2 years experience, both in last system - teaching English and commercial subjects in 7-12 grade school.

Primary Reason:

My only reason for leaving teaching was for further study in order to prepare myself for religious work.

Secondary Reason:

None.

SYSTEM I, INDIVIDUAL 92

Married man - 26 - B. S. Degree - 3 dependents - 1 year teaching experience, $\frac{1}{2}$ year in last system - teaching 6th and 7th grades in elementary school, grades 1-8.

Primary Reason:

There was an obvious lack of discipline in previous grades in the school where I taught. I lacked experience in dealing with what was a disciplinary problem rather than a teaching problem. I felt that the principal lacked any educational aim. The school program seemed to be set up so that children could be public wards in a nursery rather than be taught. The salary was completely inadequate for a married man. I didn't like the school system's adherence to NEA program and their demand that every teacher belong to NEA.

Secondary Reason:

Parents seemed to think teachers are their slaves. There were always several poor students dragging good students behind in every class. I disliked the hot lunch program, poor food and poorly prepared. The fact that students had no choice but to utilize this - a program that is partly a government hand out and partly utilized in some schools to enrich the administration.

SYSTEM I, INDIVIDUAL 93

Married woman - 42 - no dependents - no degree (2 years college) 16 years teaching experience, 8 in last system - teaching 5th and 6th grades in elementary school.

Primary Reason:

My husband changed jobs and we moved to this small town. I don't have a degree, and this system hires only teachers with degrees - so therefore I am not teaching. Although I think the teaching profession in itself is very satisfactory, I do think the salaries should be raised.

Secondary Reason:

None.

SYSTEM I, INDIVIDUAL 94

Married woman - 47 - no dependents - B. A. Degree - 9 years teaching experience, 1 in last system - teaching 6 and 7 grades in elementary school.

Primary Reason:

My husband was transferred to another state. Since his work takes him to all parts of the state, we are moving often. (We have a mobile home). I have not been in any location long enough to apply for a teaching position.

Secondary Reason:

None.

SYSTEM J, INDIVIDUAL 95

Married man - 31 - 2 dependents - no degree - (2 years college) 7 years teaching experience, all in last system - teaching Refrigeration and Air Conditioning in Veterans Vocational Training high school.

Primary Reason:

I left teaching profession to accept a position which offered more opportunity for advancement.

Secondary Reason:

The salary in teaching was inadequate.

SYSTEM J, INDIVIDUAL 96

Single man - 28 - no dependents - B. A. and M. A. Degrees - 1 year teaching experience, all in last system - teaching geography, history, speech, and dramatics in junior-senior high school.

Primary Reason:

There was no final authority for disciplinary cases in my school. The principal did not back up teachers. He lacked only three years to his retirement age, otherwise the Board probably would have fired him. Seven teachers out of 23 left when I did. It was a very unhealthy situation. I was to be transferred to another high school in the system to take over the school system's FM Radio Station. I was fully qualified for this job. The principal of the school where I was being transferred had gone on vacation as soon as school closed in June, so I talked with his assistant and we set up tentative schedule. I left for the summer. Since I did not further check with the principal, he did not approve my transfer. Since I did not get the transfer to teach radio and disliked my former school, I did not sign the contract.

Secondary Reason:

With M. A. Degree, my salary was only \$2595 per year. While I felt I would enjoy teaching as a profession, I could not teach for that amount in a school where I was unhappy. There seemed to be quite a bit of intrigue and politicking between rival factions in the city system. I didn't study the parties involved, nor the issues, as I thought all should have the same goal - good teaching and a good school system. I had only one class in Speech. There was no emphasis on Speech and the principal seemed to regard Speech class as something very unimportant.

SYSTEM J, INDIVIDUAL 97

Married man - 30 - 4 dependents - B. S. Degree - 2 years teaching experience, 1 in last system - teaching industrial arts in junior high school.

Primary Reason:

The salary of course was insufficient. My materials, tools, and equipment were insufficient and inadequate. The discipline in my school was very bad partly because of the existing state regulations, but even more so because of the poor attitude of the principal. The attitude of others toward teachers and the teaching profession was unfavorable. During my teacher training studies I was filled with a lot of noble and high sounding ideals of working with the youth of today to build a better world. This was all very good so far as it went. It seems that a lot of the teacher training is superfluous and impractical, that it doesn't prepare the teacher properly for the job. One of the most disillusioned and bewildered groups I ever saw was the new teachers I talked with at our homecoming the year after my graduation. The biggest complaints were salary and discipline.

Secondary Reason:

None.

SYSTEM J, INDIVIDUAL 98

Married woman - 31 - B. S. Degree - 1 year teaching experience, all in last system - teaching home economics in junior-senior high school.

Primary Reason:

I could not condone the attitude of the principal toward the students or teachers. I discussed some of the incidents with the Superintendent of City Schools. He realized this man was unfit, from reports prior to mine, but the tenure set-up would make it very difficult to get rid of him. He was a leader of one of the two "political" factions in the School System.

Secondary Reason:

Too many demands are made of teachers after school hours. The pay is insufficient. There is lack of dignity in the teaching profession and lack of standing in the community.

SYSTEM K, INDIVIDUAL 99

Married man - 43 - A. B., M. A., M. Ed., Ed. D. Degrees - 20 years teaching experience, 11 in last system - superintendent of city system.

I do not think I have left the teaching profession. Let's say that I have left a "field" position in education. My present salary is 150% of las year as superintendent. I am now Associate Director, Education Department of an Industrial firm.

Primary Reason:

I do not think this guide applies to me.

Secondary Reason:

None.

SYSTEM K, INDIVIDUAL 100

Married man - 32 - B. S. and M. A. degrees - 4 years teaching experience, 2 in last system - chemistry teacher in high school.

Primary Reason:

Teaching salary has not become sufficient to raise a family. My opportunities for advancement were limited. There is lack of respect by populace for teaching profession. Teaching has become a semi-profession rather than a respected profession. Ten months leave a teacher two months in which to "scrounge" for a living in degrading jobs.

Secondary Reason:

Teaching takes long hours with little return.

APPENDIX B

195
October 2, 1956

Dear Former Teacher,

I am a graduate student in the College of Education at the University of Tennessee, and for my doctoral study I have chosen the following topic, "A Study of Factors Involved in Teachers Leaving the Education Profession." There is, as you well know, a nation-wide shortage of teachers. I believe that a study of this sort will be worthwhile if, as I hope, it points out some of the principal reasons for teacher dropouts. Your name has been given me by the superintendent in the Any Town School System as an individual who is no longer employed in that system.

My plans are to interview personally former teachers from selected East Tennessee school systems and to try to determine their reasons for leaving the education profession. In order to do this I am requesting that you fill out the enclosed post card.

I realize that you may have accepted another position in education since leaving the Any Town Schools. If this is true, please indicate to that effect, sign your name, mail the card, and I will not trouble you further. If you have not taken another position in education, I would like your permission to be interviewed together with your present address and phone number so that I may make an appointment. If you do not wish to be interviewed I, of course, will respect your wishes. I would like, however, to know whether or not you have taught since leaving your former position as stated above.

In any case, rest assured that any information you may give me will be treated in strictest confidence and no names of individuals or schools will appear in my dissertation.

Sincerely yours,

Lawrence G. Derthick, Jr.
Ridge Rock Road, Knoxville

John W. Gilliland, Major Advisor
University of Tennessee

Encl.: 1 addressed post card

INTERVIEW OUTLINE

Name: _____ Sex: _____ Race: _____
Last School System _____ Year Left: _____
Marital Status when left profession: _____ at present _____
Number Dependents on leaving profession: _____ at present _____
Name and type of last school _____ no. teachers _____
Grade or subject _____ Age when left _____ total no. yrs. teaching _____
No. years in last system _____ No. years college _____
Degree(s) held _____ Certificate _____

1. Would you please list some primary reasons and incidents that caused you to leave profession.
2. Would you please list some secondary or contributing reasons that caused you to leave the profession.
3. Would you consider teaching again in the future - if so under what conditions?
4. Did you go into teaching with the idea of permanent profession - temporary work - or couldn't say. Did you prepare specifically for teaching?

(POST CARD)

(Please check one)

- I (a) I have taught since leaving the Any Town Schools. ____
(b) I have not taught since leaving the " " Schools. ____
- II (a) I am willing to be interviewed at my convenience. ____
(b) I prefer not to be interviewed. ____

Name: _____

Address: _____

Ph. No.: _____

Ridge Rock Road
Knoxville, Tenn.
January 22, 1957

Dear

First, I want to thank you for your response to my letter of October 2, 1956. I have enclosed a copy of that letter in order that you may be re-acquainted with my project.

On the card which you returned to me you indicated a willingness to be interviewed regarding your decision to leave the teaching profession. Since you live some distance from Knoxville, I would like to conduct this interview by mail. So I am again requesting your cooperation. This time it involves the completion of the enclosed form.

The first part, you will notice, is personal information about yourself. The second part consists of leading questions to which I am hoping you will give narrative-type answers. Feel free to go into detail, as I am anxious to know your true feelings. If you will complete this form and return it to me in the enclosed envelope at your earliest convenience, I certainly will appreciate it.

Again let me stress the fact that any information you give me will be treated with confidence. Neither your name nor the name of your former school system will appear in my study.

Sincerely yours,

Lawrence G. Derthick, Jr.

Encl: 1 questionnaire
1 addressed envelope

QUESTIONNAIRE SENT BY MAILTO 20 FORMER TEACHERS

Name: _____ Sex: _____ Race: _____

Last School System: _____ Year Left _____

Marital Status on leaving the profession ____ at present ____

Number of dependents on leaving the profession (don't count
yourself) ____ at present ____

Name of last school _____ Type of last school 1-6 ____
 1-8 ____
 (please check) 1-12 ____
 9-12 ____
 10-12 ____
 Other(specify) _____

Grade or subject that you last taught _____

Age when you left teaching ____ Total number of years you taught ____

Number of years you taught in last system ____ Total number years
 you attended college or university ____ Degree(s) held ____ Kind
 of certificate(s) you hold (high school, elem., both, other) ____.

(Please do not feel limited by the amount of space on
 this form. Use the back if necessary.)

1. Would you please list some primary reasons and/or incidents that caused you to leave the teaching profession.

QUESTIONNAIRE (continued)

2. Would you please list some secondary or contributing reasons and/or incidents that caused you to leave the teaching profession.
3. What is your present occupation?
4. Would you please compare - percentage wise - the income you realize from your present occupation with that received from teaching.
5. Would you consider teaching again in the future? If so, under what conditions?
6. In college, did you prepare yourself particularly for teaching?
7. Did you enter teaching with the idea of making it your permanent profession?

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Ridge Rock Road
Knoxville, Tenn.
March 5, 1957

Dear

Thinking perhaps that you may have misplaced my letter of January 22, I have taken the liberty of writing again to request the completion of the enclosed questionnaire. If this letter crosses your reply in the mail, please ignore it. If you haven't had a chance to fill out the form yet, I would appreciate your response at your earliest convenience. Your cooperation in this matter will help me very much and make this research more meaningful.

Sincerely,

Lawrence G. Derthick, Jr.

Encl: 1 questionnaire
1 addressed envelope