

WHY TEACHERS LEAVE THE TEACHING PROFESSION

by

El Rita Wachs Brown

Thesis submitted to the Graduate Faculty of the
Virginia Polytechnic Institute
in candidacy for the degree of

MASTER OF SCIENCE

in

EDUCATION

APPROVED:

Director of Graduate Studies Chairman of Department

Major Professor

August, 1955

Blacksburg, Virginia

ACKNOWLEDGEMENTS

The author wishes to thank Dr. Charles K. Martin, Jr., for his kindness and patient helpfulness in the supervision of the writing of this study. Thanks is also extended to the library personnel of Radford College and Virginia Polytechnic Institute for their warmest cooperation in this effort. She wishes to thank the superintendents, principals, and teachers who cooperated in bringing together the material used in this survey. To her husband, Weldon A. Brown, and son, James Edward, she could not give enough credit for the countless thoughtful things they did while this work was being undertaken.

"Education is the only interest
worthy the deep, controlling
anxiety of the thoughtful man."

-- Wendell Phillips,

Speeches: Idols

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CHAPTER I

INTRODUCTION

"Never in the history of education in the United States has there been such a critical shortage of qualified teachers for our public schools." ¹ By the fall of 1955, according to Dr. Samuel M. Brownell, United States Commissioner of Education, there will be a probable shortage of ² 125,000 competent teachers. Educators and school administrators are urging high school students to prepare for teaching careers, encouraging college graduates to enter the field, and persuading mothers long out of college to return to the classroom.

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1. R. F. Menke, "Recruitment and Teacher Shortage," The Educational Forum, XIX, 4 (May, 1955), p. 481.
 2. W. Walker, F. Hochwalt, and S. M. Brownell, "Who Will Teach Our Children?" School Life, XXXVII, 3 (December, 1954), p. 40. This was originally the 406th broadcast to the nation of the Georgetown University Forum.

Failing to recruit enough by these means, some are lowering requirements to lure less qualified people into the teaching profession.

Despite the need for well-trained personnel in our schools, there is an "annual loss of some 75,000³ teachers from the classrooms." Here is a potential source of supply that is being allowed to escape.

Dr. Brownell declared:

.... I think that one of our big attacks on this problem of teacher shortage is to get people to stay in teaching, making it significant enough and attractive enough so that they don't drop out at the present

3. T. L. Patrick, "Salary Principles and the Teacher Shortage," School and Society, LXXXI, 2058 (April 30, 1955), p. 136. The Department of Research of the Virginia Educational Association reported that in 1952-1953, in the state of Virginia alone, 1,894 teachers left the profession entirely. See R. O. Nelson, Superintendent of Schools, and Lamar R. Stanley, Director of Instruction, Newport News, Virginia, "Teacher Shortage Problems in Virginia," The University of Virginia News Letter, November 15, 1953. See also Tables 18, 19, and 20, Number of Teachers Who Left Profession Entirely in City of Radford and Counties of Carroll, Floyd, Montgomery, Pulaski, and Roanoke During 1951-1952, 1952-1953, and 1953-1954 in the Appendix, pp. 133-135.

time. When you realize that we lose 10 percent of our teachers in the school each year, that is a terrible waste. If we could get teachers on the average to stay in teaching 12 years instead of 10, we would have 24,000 people a year that we wouldn't have to train and recruit as new teachers. That would add to the efficiency of teaching and lower the number that we need to train. 4

The reasons for the exodus are many. "What with the attractions of matrimony, maternity, and more money elsewhere, U. S. school boards find themselves in an endless struggle first to attract and then to keep enough teachers for their swelling enrollments." ⁵ Low salaries, crowded classrooms, overloaded schedules, lax discipline, scant appreciation, undemocratic administration, and interference in personal affairs help to undermine the morale of the most idealistic teachers to the point

4. W. Walker, F. Hochwalt, and S. M. Brownell, op. cit., p. 42.

5. "How to Keep Teachers," Life, XXXVII, 13 (September 27, 1954), p. 111.

of leaving.

Purpose

The purposes of this research were (1) to learn why teachers in a number of southwest Virginia counties quit; (2) to find which reasons were the most prevalent; (3) to discover at what age a teacher was most likely to leave; (4) to determine which year of teaching was the most vulnerable, and (5) to see under what conditions they might be willing to return to the profession.

Scope

The study included the teachers who had left the teaching profession during the four school terms, 1951-1952, 1952-1953, 1953-1954, and 1954-1955. It was limited to an area in southwest Virginia composed of one city, Radford, and five counties,

Carroll, Floyd, Montgomery, Pulaski, and Roanoke. Only the teachers who left voluntarily were considered. Those who had retired, died, or quit because they were asked to resign were not approached. All teachers who had stopped during the four years and returned to work or were planning to return in the fall of 1955 were excluded.

Methodology

Personal interviews were enjoyed with a number of superintendents and principals. Also of special value were lengthy talks with a few teachers who had quit during the four years under consideration. As a result of these interviews and a survey of current literature, a questionnaire was formed to ascertain the most important reasons for stopping. The inquiry, included in the appendix, was divided into three main parts. Part one asked for personal

information about the teacher under study. Part two requested a check of twenty-three possible reasons for quitting, as to their degree of importance, whether minor, considerable, or great. A space was left at the end of part two for any reasons not previously covered. Part three requested additional information which would be helpful to this study, such as whether they were happier, the same, or less happy in their new job and under what conditions they would be willing to return to teaching. The teacher was asked to circle the most important reason and amplify on the back of the last page if he or she so wished.

In tabulating the data, each reason checked was entered on a master form under one of three headings - minor importance, considerable importance, and great importance - in order to determine the reliability of each. Those that did not check any

of these three were noted under the heading, no answer. The next step was to obtain the percentage of each. Last, the standard error of each percentage was found. Assuming the sample to be representative of teachers of a similar area, the probability is .68 that the percentage of teachers checking each item will be the percentage found $\pm \sigma$ %. Only 32 times out of a hundred would it be expected a percentage would occur outside of these limits. In addition to this, the teachers were classified according to age and number of years teaching, so that the age and the year of teaching at which a teacher was most likely to leave could be discovered. A survey was also made to see under what conditions the person leaving the teaching profession might consider returning.

Assumptions

This research was based on the following assumptions:

First, that there were many reasons why teachers quit; hence no reasonably brief questionnaire could possibly include all causes.

Second, that the reasons for which any particular teacher quit were multiple.

Third, that a study of southwest Virginia would not necessarily agree with the general conclusions of current national literature on the problem.

Fourth, that it would be impossible to contact all listed by superintendents as having voluntarily left the profession.

Fifth, that those who did not check certain items in the inquiry felt them of no importance to their leaving.

Area Surveyed

The area studied - Radford City and Roanoke, Montgomery, Pulaski, Carroll, and Floyd Counties - lies in the Blue Ridge Mountain region of southwest Virginia. The elevation varies from approximately 900 to 3700 feet above sea level and the climate is moderate with a temperature of 34 degrees to 40 degrees in January and 71 degrees to 76 degrees in July. The countryside, one-third to three-fifths wooded, is one of the most beautiful sections of the world. Many parts still look much as they did 1745 to 1750 when the earliest settlement was made

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6. Source material for the description of the area surveyed was found in the Virginia Department of Conservation and Development, Division of Planning and Economic Development, Economic Data, Mimeographed Bulletins, no. 18, Carroll County, Richmond, Virginia, 1951; no. 32, Floyd County, Richmond, Virginia, 1954; no. 61 Montgomery County and Radford, Richmond, Virginia, 1951; no. 78, Pulaski, Richmond, Virginia, 1951; and no. 81, Roanoke County and Roanoke, Richmond, Virginia, 1951.

at Dunkards Bottom on New River and several families came to settle in Blacksburg only to be massacred during the French and Indian War. Montgomery County, formed in December 31, 1776, was one of the earliest western Virginia counties to be settled.

The population is over 94% white, and over 99% native-born, many of whom were of German origin who came from Pennsylvania and elsewhere. They are proud of the share their ancestors had in the history of our country. Citizens living in that part of old Fincastle County, now Carroll County, helped draw up the Fincastle Resolutions on January 20, 1775, a document which contained some of the ideas later incorporated in the Declaration of Independence.

Although the area is predominantly rural, it has four cities of over five thousand people, Galax, Pulaski, Radford, and Roanoke,⁷ the latter having a

7. Roanoke City was not included in this study.

population of over 100,000. In Roanoke County, twice as many people are employed in manufacturing as in agriculture. Floyd County, 88% of which is farming, is the only county with no appreciable urban area. Even though many industries have come into the region in recent years, for the most part, the region is economically poor. Three counties, Carroll, Floyd, and Montgomery, show a per capita income of slightly over half the per capita income of the state of Virginia as a whole. Roanoke and Pulaski Counties come closer to the average of the per capita income of the state. Only Radford City exceeds the average⁸ for the state.

Excellent higher educational facilities are available in the area; Virginia Polytechnic Insti-

8. See Tables 14, 15, 16, and 17 for salary schedules for these counties and Radford City during the years 1951-1952, 1952-1953, 1953-1954, 1954-1955, found in Appendix, pp. 129-132.

tute,Blacksburg; Radford College, the Woman's Division of Virginia Polytechnic Institute, Radford; Roanoke College, Salem; and Hollins College, Hollins College. The Negro population, comprising only a little over 5% of the entire population, has two high schools, Carver High School at Salem and Christiansburg Industrial at Cambria. The latter is jointly operated by Montgomery County, Pulaski County, and Radford City.

CHAPTER II

REVIEW OF RELATED LITERATURE

Teachers who have left the profession and written their reasons and writers on the subject seemed to think the following reasons the most important: inadequate salaries, poor working conditions, crowded schedules, troublesome discipline, and little or no public appreciation. Mrs. Sarah Caldwell, a teacher for three decades, wrote:

The inability to achieve a good top-bracket salary is one of the reasons why every year nearly one tenth of the total number of teachers in the country leave the profession. Some of those who leave have used the first few years of employment as a steppingstone, never intending to follow teaching as a career. Others, like the man on a bus in Idaho, discover they can't afford to teach.¹

1. S. Caldwell, "Teaching Is Hard Work," The Atlantic Monthly, CXCIV, 5 (November, 1954), p. 43. Mrs. Caldwell was at one time president of the NEA. President Truman appointed her a member of the United States Delegation to the Seventh Conference of UNESCO, which met at Paris in the autumn of 1952.

While Mrs. Caldwell and a teacher friend were discussing their children and school on a bus in Idaho, a gentleman became so absorbed in their conversation that he left his seat across the aisle and moved to one in front of them. After listening intently, he introduced himself as a former teacher who was very interested in what they were saying. He told them that he had graduated as an engineer, and added:

'Later I went back to study four years in a teacher-training institution, because I realized that what I really wanted to do was teach children. I had nine happy years in the classroom. But somehow eating got to be a habit with me and my family, so here I am - back in business.'²

Mrs. Caldwell continued:

This is no isolated testimony. The same thing is happening to thousands of qualified teachers all over the nation. It will continue to happen until the salaries of teachers are substantially raised so as to be in proper relation to purchasing power of the dollar and to salaries in other professions.

2. S. Caldwell, op. cit., p. 43.

...nation-wide this is still the number one problem.... salaries directly affect the manpower supply in teaching, and there aren't enough qualified teachers at work in the classrooms. If the existing concept of adequate salaries for teachers is not soon changed in some communities, the boards of education are certain to find themselves forced to employ anyone willing to 'keep school' - if their schools are to be kept!³

Along the same line Agnes de Mille stated:

Teachers teach because they like the life and because they believe in what they are doing. And what do we pay them for these unique offices? Less, of course, than we pay anyone else of comparable ability. Now, although they seem willing enough to work without recompense, it is manifestly not only unfair but risky to ask them to continue doing so, however idealistic they may profess themselves. They have families, and with all the high-mindedness in the world they cannot curtail their children's comfort and security. The old adage, 'If you can, you do. If you can't, you teach,' is not a true one. The kind of mind and point of view and discipline that makes a great pedagogue can be well used in commercial fields. Our finest practitioners in a special and difficult art will be tempted away, and once our faculties diminish in quality, the student will follow suit immediately. And that will be the

3. S. Caldwell, op. cit., p. 43.

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end of us.

Ed Hough, of Trenton, New Jersey, worked hard to earn his bachelor's degree from New Jersey State Teachers College at Trenton in order to teach. It was his ambition and dream to make teaching his life career, for he even went on and obtained his master's degree, although it meant going to college evenings and Saturdays. Teaching was not meant to be a steppingstone to something better. It was his chief aim in life, yet he was forced to quit and operate a six-pump gas station. A reporter wrote:

Looking at Ed's grimy hands and the heavy blue coveralls he wears, a friend, asked, 'How can you do this greasy job when only a few weeks ago you were a promising professional man?'

'I told him,' Ed says, 'that I can do it because now I can go home and hand Lilli a few bucks and she doesn't have to worry about making half a pound of hamburger stretch to cover two meals.'

4. A. de Mille, "The Valor of Teaching," The Atlantic Monthly, CXCIV, 6 (June, 1955), pp. 32-33.

When a concerned relative questioned the dignity of running a gas station, Ed said, 'I reminded her that my grandfather was a butcher, and he didn't worry much about the dignity of that. Sure, I miss teaching. It's what I was trained for. I like kids and I get along with them.'⁵

A neighbor said:

'If Ed and Lilli were living in the West about a hundred years ago, Ed would be the one you'd go to to ask "Where do we build the church?" or "How do we rid the town of lawlessness?" He's a natural-born leader. It's a shame a person like that is leaving teaching.'

A lot of people say it's a shame I'm leaving teaching,' Ed says. 'Maybe it's true. Teaching is fine for a single person - say a single girl making \$4000 a year. She's got a dignified job, her work is interesting and she can live pretty well on what she makes. But a married man with a family to take care of - that's different. The married man just can't compete. A teacher has to meet a lot of requirements, has to have patience, a willingness to absorb criticism - constructive criticism. A teacher is never through learning, there are always new techniques and you have to keep up. You're always going to school. When a teacher can't make a living at his job after all

5. B. C. Spicer, "I Quit Teaching!" Ladies Home Journal, LXXI, 10 (October, 1954), p. 206.

that - well, I feel injustice is being done to a lot of good conscientious Americans. There isn't anything more important than the education of our children, because they are the future of the country. And if the teachers ever sell us out, we're done.'⁶

A teacher from Arlington, Massachusetts, described the low compensation of teachers thus:

Robbing America's teachers of human dignity boomerangs upon the nation's prized possession - its younger generation....

* * * * *

The public-school teacher will continue to be a comic figure until he earns a salary comparable at least to that of a minor business executive or a junior engineer. Will this millenium ever come? To admire material success is an ingrained American quality; and though reluctant to pay the taxes that would provide respect-inspiring salaries, many Americans and their children feel a kind of scorn and patronizing pity for the commonplace standard of living of teachers, and consequently for the teachers themselves....⁷

6. B. C. Spicer, op. cit., pp. 208-209.

7. A. Krastin, "Don't Tell Me Teaching's a Soft Job!" The Saturday Evening Post, CCVI, 45 (May 8, 1954), p. 107.

The inadequacy of salaries was felt all over the nation. A Minneapolis teacher's wife wrote, "Trained teachers are leaving the profession because they can't afford to teach." A teacher's wife from Nebraska declared, "In addition, teachers are expected to dress neatly, and well. Our second-hand car, our two children and our furniture are all being paid for monthly." Even idealists were troubled over the low living standards teachers had to assume. Concerning this, Franklin Frey asserted:

One must never underestimate the importance of teaching by example. If effective expression can be given to a Christian philosophy of life by the life of the teacher, the best teaching is done. Such a philosophy is possible only where the teacher has achieved a satisfactory ordering of his own life. Strains induced by financial insecurity or by emotional exhaustion from unsatisfactory home experiences raise insuperable barriers to effective

8. A. Godfrey, "Must Our Teachers Be Underprivileged?" Look, XVIII, 19 (September 21, 1954), p. 48.

9. Ibid., p. 46.

leading of the young....10

Not only did the current salaries discourage teachers, but maximum salaries were too low to be an inducement to continue teaching. The limited possibilities for promotion weighed heavily on their minds when they saw their neighbors in industry climbing at rapid rates and to so much higher ultimate goals. Dr. Samuel Miller Brownell affirmed, "I think, relatively speaking, the earlier years of teaching are more attractive financially than the later years." Mrs. Sarah Caldwell added:

It is difficult to talk to young folk about the joys and satisfactions to be derived from teaching when they look realistically at the financial side of the ledger. They know about costs of living. They look not just at the beginning salary but at the possible maximum. That is when some of them really decide

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10. F. Frey, "Teaching Can Be a Calling Too," The Christian Century, LXX, 12 (March 25, 1953), p. 346.
 11. W. Walker, F. Hochwalt, and S. M. Brownell, "Who Will Teach Our Children?" School Life, XXXVII, 3 (December, 1954), p. 42.

against teaching as a life profession.

Poor working conditions, especially crowded classrooms, influenced some in their decision to stop. The United States Office of Education discovered that in 43 states nearly three-fifths (56%) of all the classrooms were overcrowded based on minimum standards outlined by the National Council on School-house Construction. According to these standards, primary and intermediate grades should allow 30 square feet per pupil and secondary schools 25 or more square feet per pupil. "Fourteen percent of the classrooms reported less than 15 square feet per pupil of classroom floor space, or less than half the recommended minimum."

Fairbrother Elementary School in Washington, D.C., experimented with smaller classes for three

12. S. Caldwell, op. cit., p. 43.

13. "Classrooms Crowded, Survey Shows," NEA Journal, XLIII, 8 (November, 1954), p. 468.

semesters. Officials were not surprised at the obvious improvement in reading skill, but noted with great interest the difference the smaller classes made in social relationships and adjustments to other children, and the improvement of teaching efficiency. The children also showed a marked emotional, personal, and social growth. Mrs. Lucille Boggan, then principal of Fairbrother, noted that there was less noise and confusion and that the:

Children and faculty seemed to be working with a purpose and reflected pleasure and pride in achievement. There were new student activities; the playground was a happier place, with fewer fights, more fun in games; fewer children were sent to the principal's office for reprimand; and there was less tension in the school.

* * * *

.... And smaller classes could reduce the nervous strain of teaching so much that teachers might be more inclined to remain in the profession. 14

14. Quoted in "Class Size Makes a Difference," NEA Journal, XLIII, 5 (May, 1954), p. 307.

Crowded classrooms was only one of the many problems which discouraged the teacher. The complaint of being overworked was often found. Simple tasks outside of classroom teaching took up much too much valuable time. Central Michigan College of Education conducted a survey to find out how much of the teacher's time is taken each day in extra duties, such as arranging bulletin board displays, copying assignments on the board, bandaging wounds, drilling slow students, correcting papers, running projectors, and monitoring the halls. The conclusion was that from 21% to 69% of the school day was lost performing such chores.¹⁵

Mrs. Robinson, a highschool English teacher in Lenoir, North Carolina, until 1953, when she resigned because of illness, wrote:

15. "A Teacher's Tortured Timetable," Life, XXXVI, 17 (April 26, 1954), pp. 137-138, 140.

On top of this all-too-substantial number of students per class, per study hall, and per home-room, is placed a top-heavy superstructure of extracurriculum activities. The school annual, the school paper, the junior-senior prom, commencement, sponsorship of all the classes and clubs, student council, and many others must all be carried on by the teachers - along with teaching school.

* * * * *

There are umpteen of these extras, any one of them requiring hours of outside time, for which the only compensation is the gratitude of the teenagers. It's true, young people usually appreciate what is done for them, but that doesn't altogether restore the teacher's lost vitality.

* * * * *

The teacher started out to teach school. Remember? He has to study and plan, even after years on the job, and he usually has stacks of papers to grade.

There are no two ways about it. It can't all be done and be done properly if one is to teach school and live. There are plenty of teachers carrying an almost impossible load and saying little about it. But there's slim chance that they do much living on the side.

Unless the over-all picture improves, many young men and women entering the profession will quickly leave it for more lucrative and less

exhausting fields. Their teacher-educating experience seldom prepares for rude actuality.¹⁶

Mrs. Sarah Caldwell declared:

Of all the things I've written about, the one that directly concerns me most as an individual is being asked to do more than I can get done to my own satisfaction and the students' advantage.... There is just too much to do! All of our teachers face this problem....¹⁷

On July 6, 1955, Adlai E. Stevenson spoke to the NEA meeting in Chicago:

In growing and changing society, the primary tasks of the school must also grow and change. But we must be clear that if we expect the schools to do too much, if we expect the teacher to play too many roles, we are bound to be disappointed with the results. If our educational purposes are unclear, if the curriculum is chaotic and cluttered with distractions, if the teaching staffs are overburdened with an indiscriminate array of responsibilities well beyond their reasonable capacity to carry, we must expect that our children will be educated for mediocrity instead of for something better.¹⁸

Marion Cranmore felt that some way must be

16. N. J. Robinson, "Lift That Teacher Load," NEA Journal, XLIII, 8 (November, 1954), p. 509.

17. S. Caldwell, op. cit., p. 44.

18. Text of the Address found in The New York Times, July 7, 1955, p. 12.

found to ease the strain which teachers felt in being constantly overworked. She said, "Finding free time for teachers is no easy matter. Still some solution must be found if we are going to recruit and retain the good teachers needed so desperately by our understaffed elementary schools."¹⁹

The problem of discipline, especially in big cities, was one of the major reasons why many teachers left. Frank DuBois, once a teacher in New York City, wrote:

The trouble is that the job of teaching has become the most nervewracking line of work that the college graduate of today can possibly pick for himself....

* * * * *

The first jolt you will get when you step inside any classroom in a city school today is the

19. M. Cranmore, "Free Time for Teachers," NEA Journal, XLIII, 3 (February, 1954), p. 86.

open contempt that the majority of students have for their teachers. There was a time when teachers could count on getting their pupils' attention without having to perform gymnastics. This is no longer the case. Students now expect to be entertained. If you can't perform like a good television comedian you are lost.²⁰

Mr. DuBois declared that the children of today were afraid of nothing and that there was no way of disciplining them. Catcalls and chalk throwing was common practice. He went on to say:

It was this failure of even the oldest hands to control the pupils in every high school I taught in, more than my own failure, which persuaded me to give up teaching.... These older teachers console themselves by counting the days until retirement. Their advice to young teachers is to get out.²¹

Many felt that the parents made it almost
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impossible to maintain discipline. Mrs. Florence

20. F. DuBois, "Why Are We Losing Our School Teachers?" The American Mercury, LXXVIII, 360 (January, 1954),

21. Ibid., p. 49.

22. H. F. Allen, "Teacher Talks Back!" Coronet, XXXV, 4 (February, 1954), p. 19.

Sweeney, who had taught English in Detroit for thirty-two years said she was glad to quit. During the last five or ten years she had seen a definite change in children. She wrote:

Years ago, you found only a few students who were openly hostile - at most, one or two in each class. A good teacher could manage them with extra patience and friendliness. Or the impatience of the rest of the class could prod the bad actors out of their cantankerous displays.

Today, teachers confront classes in which hostility outweighs co-operation, and the willing students are unable to set the patterns of class behavior. Even the degree of hostility has changed. Today's bad actors are much more aggressive. They are contemptuous of teacher authority. More dismaying yet, they often are more hateful toward one another than toward the teacher.²³

The home, Mr. DuBois believed, still had the greatest influence on the way children behaved.

Parents should take an active part in supervising their studies, friends, and recreation. Most children

23. F. Sweeney, "Today's Teenagers Are Too Tough For Any Teacher," Parade, The Roanoke Times, October 31, 1954, p. 6.

he felt were suffering today from too much freedom.

He declared:

.... They aren't adults and until they are, they need a good deal of watching if they are going to grow up into decent men and women with respect for the laws and the moral code of our society.

Education is everybody's job, and the teacher can only do his part of the job well when he has the willing co-operation of our entire society. Until these conditions are met we are going to continue to lose our schoolteachers at an increasingly rapid rate.²⁴

In addition to the above reasons for discontent many teachers felt a lack of respect or appreciation shown by the community in which they worked. Archer L. Burnham, Director of Research, Nebraska State Education Association, declared:

Parents universally want teachers for their children, but how many encourage their own children to become the kind of teachers they want? Too many don't. That is one of the big answers to the teacher shortage. When the public, as represented by these parents, attaches the social prestige to teaching

24. F. DuBois, op. cit., p. 51.

commensurate with what these parents say they want in teachers, there will be no teacher shortage.²⁵

President Ludeman of Southern State Teachers College, South Dakota, found on talking to his son that he did not consider teaching a profession. By his criteria a profession had to have : "selective entrance and long, arduous training; security and tenure; high respect and recognition by the public."²⁶ Analyzing teaching from these criteria, President Ludeman found teaching was not a profession. "Before teaching will be generally recognized as a profession such as law and medicine, I concluded we must attract into teaching more young people with outstanding personality, character, and ability."²⁷ In order to attract such people salaries would have to be raised.

25. Quoted in NEA Journal, XLIII, 8 (November, 1954), p. 506.

26. W. W. Ludeman, "A Recognized Profession?" NEA Journal, XLIV, 1 (January, 1955), p. 26.

27. Ibid., p. 26.

He found that the average teacher received less than \$4000 a year, while the doctor might get \$15,000 and a dentist, \$10,000. With better personnel and higher salaries, he thought teaching would "go a long way toward gaining greater respect and recognition by the public."²⁸

Benjamin Fine noted:

Teachers want the recognition that comes with any respectable profession. Yet teachers complain that they rarely get even a modicum of community status. While the person of intelligence is sought by Government and industry, that same type of person often is looked down upon in the teaching profession. The term 'egg-head' used derisively is one indication of the community attitude.

Perhaps community status is low because many members of society measure status in terms of wealth. And the teachers are near the bottom of the ladder when it comes to material possessions.²⁹

28. W. W. Ludeman, op. cit., p. 26.

29. B. Fine, "Teachers Think Their Day of Recognition Is Fine but Would Like Something More," The New York Times, Sunday, May 22, 1955.

CHAPTER III

WHY THEY LEFT THE TEACHING PROFESSION

Of the 264 questionnaires sent out, 31 were returned stating that they were still teaching, had returned to the profession, or planned to do so in the fall of 1955; two were sent back saying they were undecided; 22 were returned with addresses unknown; one was sent back with the note that he was fired; one was returned with the statement that she was going on a vacation and had no time to answer it; one was received filled out by the wrong member of the family; and 93 were returned with usable information. Since only those who had quit voluntarily were being considered, the ones who were teaching, were undecided, stopped involuntarily, and were without known addresses were eliminated as though they had not been sent, leaving 208 to be counted.

The 93 usable ones therefore constituted 44% of those mailed.

Of the 93 teachers who returned usable questionnaires, 14 left the profession in 1951-1952; 21, in 1952-1953; 21, in 1953-1954; 35, in 1954-1955; and two did not fill in this answer. Two were in Floyd County; three, in Carroll County; three, in Radford City; nine, in Pulaski County; 29, in Roanoke County; and 47, in Montgomery County.¹

Personal Information

The largest numbers of teachers left between

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1. See Tables 18, 19, and 20 on Number of Teachers Who Left Profession Entirely in City of Radford and Counties of Carroll, Floyd, Montgomery, Pulaski, and Roanoke During 1951-1954, Appendix, pp. 133-135.

the ages of 22 and 25 inclusive. Thirty-nine or 42%² of the 93 questioned left during these years. Eighty-eight of the 93 were married. Of these 88, 80 were women and only 8, men. All the five single teachers were women.

Thirty-one taught in high school alone; 23 taught in both high school and grade school; 37 taught in grade school alone; and two did not answer this question. The aggregate full years taught by these 93 teachers reporting on this question were 214 years in high school and 194 years in grade school. Forty-one of these teachers last taught in high school; 48, in grade school; one, in

2. See Table 1. Ages at Which 93 Teachers Left the Profession, p. 42. Note that all the tables from 1-13 refer to the 93 teachers teaching during any year from 1951-1955 in the City of Radford or the Counties of Carroll, Floyd, Montgomery, Pulaski, or Roanoke, who reported that as of July, 1955, they were not in the teaching profession.

Table 1. AGES AT WHICH 93 TEACHERS LEFT THE PROFESSION, BY FREQUENCY

Ages	Frequency	Ages	Frequency
46 and above	4	32	
45		31	5
44		30	6
43	2	29	3
42		28	5
41	3	27	4
40		26	4
39		25	12
38	2	24	8
37	3	23	11
36	3	22	8
35	2	21	1
34		20	1
33	3	No reply	3
Total			93

both high school and grade school; and three did not answer this question. Over half (52) stopped teaching after being in the profession from one to ³ four years inclusively, that is almost 56%.

The majority were well-educated. Sixty-eight (73%) had at least four years; six had five years; one had six years; and one had seven years in ⁴ college. Seventy (75%) had bachelor's degrees and 9 (10%) had master's degrees. ⁵ Sixty had Collegiate Professional and three had Postgraduate ⁶ Professional Certificates.

Thirty-eight out of the 93 had planned to make teaching a permanent career; 45 had meant to make it temporary; four were uncertain; and six did

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3. See Table 2. Number of Years Taught by 93 Teachers When They Left the Profession, p. 44.
 4. See Table 3. Number of Years of College Education 93 Teachers Had When They Left the Profession, p.45.
 5. See Table 4. Degrees 93 Teachers Held When They Left the Profession, p. 46.
 6. See Table 5. Kinds of Certificates Held by 93 Teachers When They Left the Profession, p. 47.

Table 2. NUMBER OF YEARS TAUGHT BY 93 TEACHERS
WHEN THEY LEFT THE PROFESSION BY
FREQUENCY

No. of Years	Frequency	No. of Years	Frequency
20 and above	2	9	4
19	1	8	2
18	1	7	5
17		6	6
16		5	6
15		4	9
14	1	3	13
13	1	2	16
12		1	14
11		-1	6
10	5	No reply	2
Total			93

Table 3. NUMBER OF YEARS OF COLLEGE EDUCATION 93
TEACHERS HAD WHEN THEY LEFT THE PROFES-
SION, BY FREQUENCY

No. of Years	Frequency
7	1
6	1
5	6
4*	68
3	7
2	4
1	1
0	1
No reply	4
Total	93

* Those listed under four years had four years and sometimes more, such as summer, extension, and Saturday courses.

Table 4. DEGREES 93 TEACHERS HELD WHEN THEY LEFT
THE PROFESSION, BY FREQUENCY

<u>Degrees</u>	<u>Frequency</u>
Master's	9
Bachelor's	70
None	9
No reply	5
<u>Total</u>	<u>93</u>

Table 5. KINDS OF CERTIFICATES HELD BY 93 TEACHERS
WHEN THEY LEFT THE PROFESSION, BY
FREQUENCY

<u>Certificates</u>	<u>Frequency*</u>
Postgraduate Professional	3
Collegiate Professional	60
Collegiate	14
Normal Professional	5
Local	1
Emergency License	6
"Special"	1
Revived Elementary	1
No reply	4
<u>Total</u>	<u>95</u>

* One checked both Normal Professional and
Emergency License.
One checked Collegiate Professional and
Collegiate.

not answer this question.

When asked if they held any other job before entering teaching, 53 said they had not; 22 did not answer this question; and 18 replied that they had held a different type of job before. Three had been secretaries; one, both a secretary and a sales clerk; three, laboratory technicians; one, an office worker; one, a clerk-typist; one, a social worker; one, a machinist-toolmaker; one, a bank teller; one, a music teacher; one, a supervisor in a plant; one, a sales worker; one, a home economist for a large chain food store; and one, a playground supervisor in music and a waitress.

Reasons

Item one in the inquiry, salary inadequate, was checked by 20 (21.5% \pm 4.3%) as of great importance; by 14 (15.1% \pm 3.7%) as of considerable importance; and by 19 (20.4% \pm 4.2%) as of minor importance in their leaving the teaching profession. Forty (43.0% \pm 5.0%) did not answer this question.¹

A field representative for a large business concern wrote, "My main reason for leaving the teaching ranks was due to the small amount of pay that was received. I was fast heading for bankruptcy on the teacher pay scale."

An insurance salesman declared:

In my brief span of teaching the janitor was receiving a larger salary than myself. Also common labor was receiving much more than most teachers

1. See Table 6. Reasons 93 Teachers Checked for Leaving the Teaching Profession, by Number, Percentage, and Standard Error of Percentage, p. 59.

in Virginia. It is encouraging to see someone is interested in the teaching profession.

One mother who checked inadequate salary as of great importance in her stopping stated, "Since I claimed no dependents, taxes and a baby sitter claimed most of the extra income." Then she added, "Much teaching is done out of the joy we derive from it, not what we gain from it."

A young single woman explained that she was "offered and accepted a better position as chemist with Tennessee Eastman."

A mother wrote:

I now have 2 children (both in school) and could teach again as I did in '53-'54 but found that year that it nearly wrecked our family as I did not make enough money to employ help at home. My children did not do as well in school. I was a nervous wreck and it was much harder on my husband.

An engineer explained his financial situation while teaching thus:

I taught night school classes and directed church choirs in order to eke out my salary. This helped monetarily but took all of my time.

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The V.E.A. is so riddled with principles etc. that its effectiveness as a means to improve the lot of teachers is weakened. In these days and times reasonableness doesn't seem to work while concerted action will. Va. teachers do not exert any pressure politically so there is no reason to do anything about their desires. It puts them in a weak economic position when they must live in areas of organized labor groups.

A prospective bride wrote: "I did not leave to be married immediately but to make a little money prior to my wedding. I did not think it fair to resign during the year when I knew well in advance I would be married during the academic year."

Several teachers who did not check this item as of great importance explained why they did not. One who had moved to New York in the summer of 1955 and would be willing to teach again if the new community to which she had moved really needed her services wrote:

If it had been necessary for me to earn my living, I could never have afforded to teach. Teaching is

a joy to me, but it is also a luxury, in that it costs me about as much to teach in Va. as I earn. It was in no respect an economical way for me to spend my time. I taught for the sheer love of teaching and because I didn't need to earn a living - my husband does that for me.

.... I expect in ten years time, I would have found that I was earning enough to make my teaching profitable. Even next year I would have been somewhat better off financially since I did a little better than break even this year.

A woman whose husband was now able to take over the financial responsibility of the family, stated, "If I were unmarried the inadequate salary would certainly cause me to seek a teaching job elsewhere. However, being married and working only in order to supplement my husband's salary, I cannot rightfully check that as of any importance."

Another woman emphasized the same idea:

The salary scale in the County is, unfortunately, not so high as in the city of Roanoke. Since, however, it was not economically necessary for me to teach, and the salary adequately covered a maid's wages and left some money for banking, I considered my salary check as 'found' money - a

sort of a bonus for doing something I enjoyed thoroughly. If I were planning a career where my earnings would not be supplementary to the family budget but would be the mainstay I would never have considered teaching, especially in the state of Virginia.

The second item in the inquiry, limited possibilities of promotion, was of much moment to several. Seven ($7.5\% \pm 2.7\%$) checked this as of great importance; six ($6.4\% \pm 2.5\%$) as of considerable importance; and 30 ($32.3\% \pm 4.8\%$) as of minor importance. Fifty ($53.8\% \pm 5.2\%$) did not answer.² A home economist who entered photometric work in a large business concern declared that there was "Not enough incentive to spur one on to better things. Not much future after a certain point either in career or salary." Then she went on to explain why she left teaching for a business career:

There is no limit as to promotion & salary increases.

2. See Table 6, p. 59.

Depends upon the individual and how hard you want to get ahead - 'The sky is the limit.' Therefore, I would not have that stagnated feeling of, 'I have reached the top & there's nothing more for me to do except repeat the same old thing day in & day out.' I want to have a challenge which I do not get in the teaching profession. When my days work is done at G. E. I am through and I don't have to do ten dozen things outside & if I do need to do the extra work at least you get paid for it. Guess I was not cut out to be devoted to teaching. It has its good points I'll admit, but there are those points which count that you don't get in teaching - Namely promotions - I personally like to feel I can go on and on to higher & better things.

An insurance salesman commented that there was "Not enough chance for a raise in order for a man to raise a family and live according to his standing in community."

The third item in the questionnaire, poor working conditions, was checked by 7 ($7.5\% \pm 2.7\%$) as of great importance; by 14 ($15\% \pm 3.7\%$) as of considerable importance; and by 26 ($28\% \pm 4.6\%$) as of minor importance in their leaving. Forty-six³ ($49.5\% \pm 5.2\%$) did not answer.

3. See Table 6, p. 59.

Overcrowded conditions, students of unequal mentality in the same room, and lack of free lunch time were mentioned by several as causes for their leaving.

The fourth item, discipline problems, was checked by 7 (7.5% \pm 2.7%) as of great importance; by 8 (8.6% \pm 2.9%) as of considerable importance; and by 30 (32.3% \pm 4.8%) as of minor importance.

Forty-eight (51.6% \pm 5.2%)⁴ did not answer. Several felt that the third item, poor working conditions caused item four, discipline problems. One woman replied:

As to discipline problems - I had practically none when teaching Home Economics or when substituting in High School. When in grade school I had several boys who were waiting to be sent to the state reformatory, several students who were in 7th grade because of social promotions (2 who could not read on second grade level even). With an enrollment of 38-40 (all other 7th grade teachers had 42) I could not give individual help, could not

4. See Table 6, p. 59.

keep these students busy with something that they were capable of doing or else I had to neglect my better ones. I think idleness started my discipline problems or else added greatly to the ones that were there. Then too, as I had not had any special training in 7th grade work, I had to study at home and spend so much time planning. I was offered the same grade the next year.

* * * * *

It has done me good to fill out this, to get some things off my chest & to take inventory of myself!

Then she went on to list the outstanding things which furthered her discipline problems; overcrowded conditions; social promotions; "no freedom or breaks from the children - not even lunch time; and sassy, smart-alecky children, who have been allowed to do as they please at home & won't listen to teacher either."

Some felt that not only the home but the administration should help them more in their discipline problems. One teacher declared, "One

of the four classes was impossible, as far as discipline was concerned, and teachers received little support from the dean in problem cases. Another asserted, "I got no help from the home or principal in discipline problems."

A woman who had taught for eight years also felt the need for the backing of the principal in disciplinary problems. She wrote:

I left the teaching profession for quite a few reasons, some of which I cannot explain on paper. This would take too much of your time to read.

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May I cite just two instances to you:

1. In a certain county in Virginia I was teaching in a small country high school, the senior boys decided it would be fund to play crap, so play crap they did, even during classroom sessions. This was reported to the principal who did not believe it. Someone reported it to the superintendent who came to investigate the situation. The principal assured him it was not the truth so it was dropped and the crap playing continued. This was capped off by the students hiding their drink in the pines and between certain classes taking a nip. There was never anything done about this either. The principal upheld

5. One instance is cited here. The second one is cited under the discussion of proper standards, p. 69.

the students in every way and told them they did not have to listen to the teachers that he was the boss. (Wonderful teaching wasn't it?).

Item 5, little or no recognition from community, was found of little importance in this area. One (1.1% \pm 1.1%) checked it as of great importance; 7 (7.5% \pm 2.7%), as of considerable importance; and 30 (32.3% \pm 4.8%), as of minor importance. Fifty-five⁶ (59.1% \pm 5.1%) did not answer it.

Item 6, too much work other than teaching:

(a) in the school, was of importance to more than was item 5, little or no recognition from community. Thirteen (14% \pm 3.6%) said it was of great importance; nine (9.7% \pm 3.1%) said it was of considerable importance; and 21 (22.5% \pm 4.3%) said it was of minor importance. Fifty⁷ (53.8% \pm 5.2%) did not answer it. One mother stated:

6. See Table 6, p. 59.

7. See Table 6, p. 65.

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE

Item		I*	II**	III***	No Answer
1. Salary inadequate	N	19	14	20	40
	%	20.4	15.1	21.5	43.0
	$\sigma\%$	4.2	3.7	4.3	5.0
2. Limited possibilities of promotion	N	30	6	7	50
	%	32.3	6.4	7.5	53.8
	$\sigma\%$	4.8	2.5	2.7	5.2
3. Poor working conditions	N	26	14	7	46
	%	28	15	7.5	49.5
	$\sigma\%$	4.6	3.7	2.7	5.2
4. Discipline problems	N	30	8	7	48
	%	32.3	8.6	7.5	51.6
	$\sigma\%$	4.8	2.9	2.7	5.2
5. Little or no recognition from community	N	30	7	1	55
	%	32.3	7.5	1.1	59.1
	$\sigma\%$	4.8	2.7	1.1	5.1

* I Stands for Minor Importance.

** II Stands for Considerable Importance.

*** III Stands for Great Importance.

It's the twenty-four-hour job that gets me. I wouldn't mind staying until five o'clock if I could get through and come home and feel free. I felt the burden of teaching from morning until bedtime. I couldn't get proper rest. Never could have time to prepare lessons with all the extra paper work.

A home economist wrote:

In teaching there are so many demands outside of teaching particularly in H. Ec. Conventions which you have to go to & pay out of your pocket most of the expenses - other teachers do not have to do that - The demands on a teacher in the community. Too much "crap" (pardon the language) to put up with for the salary you are paid.

An engineer explained how he felt about "too much work other than teaching" in these words:

As a shop teacher with over-loaded classes, crowded facilities and a completely filled teaching schedule, it was irksome to have to attend "inspirational" meetings, committee meetings whose findings were never considered and to have to work as a bookkeeping-stenographer for the school system. "Irksome" is too mild a term.

After two years of listening to Virginia school administrators, politicians and their ilk, I'm convinced that there is not anyone who can hold a candle to them when it comes to sheer hypocrisy. I feel that for the money invested Va. has a good

system and that is due to the teachers - These meetings and speeches which serve to remind the teacher of his 'sacred' duty to American youth are sheer hogwash.

One teacher who wants to teach again if needed by her new community remarked, "I enjoyed teaching greatly even though the \$2100 a year I received for teaching 5 different subjects in High School, sponsoring 4 organizations & doing all the Dramatic work in the school was, to say the least, a bit ridiculous."

One teacher left the profession a few months after leaving southwest Virginia for North Carolina. She explained her reasons for leaving thus:

I was teaching in a crowded high school, teaching four classes every day, having two home room sessions, a study hall and a club. I taught courses which for the most part required new preparation since my minor was not as intensive as was necessary for this teaching. This preparation involved study until midnight every night. I commuted from my home to a near-by city, leaving at 7:30 and returning about 5. I had no domestic help and therefore had

housework to attend to on returning home, the meals to prepare and the children to care for. I could not afford help since my husband was a student (out-of-state tuition required).... Result: nervous exhaustion and subsequent broken contract. I stayed three months. This is regrettable but unavoidable.

Item 6, too much work other than teaching:

(b) in the home, was checked by 16 (17.2% ± 3.9%) as of great importance; by 7 (7.5% ± 2.7%) as of considerable importance; and by 18 (19.3% ± 4.1%) as of minor importance. Fifty-two (56.0% ± 5.1%) did not answer it. Too much work in the home and in the school were interacting causes for many
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married women.

Item 6, too much work other than teaching:

(c) in additional college study, was not as important to most as sections (a) and (b) of this item. Four (4.3% ± 2.0%) checked this question as of great importance; three (3% ± 1.8%), as of con-

8. See Table 6, p. 65.

siderable importance; and 24 (26% ± 4.5%), as of minor importance. Sixty-two (66.7% ± 4.9%) did not answer this question.

Item 7, important in some areas of the country, was of little significance in this region. One (1.1% ± 1.1%) checked this question as of great importance; five (5.4% ± 2.4%), as of considerable importance; and 29 (31% ± 4.8%), as of minor importance. Fifty-eight (62.3% ± 5.0%) did not answer this question.

Item 8, poor living conditions, was of almost no importance. No one checked it as of great importance. Only one (1.1% ± 1.1%) checked it as of considerable importance, and 31 (33.3% ± 4.9%) checked it as of minor importance. Sixty-one (65.6% ± 4.9%) did not answer it. Although no one checked "poor living conditions" as of great importance, one woman wished to note:

9. See Table 6, p. 65.

10. " " " "

11. " " " "

"This is of great importance to beginning teachers and was of importance to me until I found a suitable place to live. Teachers should have more help in regard to this problem."

Item 9, too much interference in personal affairs by: (a) principal, was checked by only 1 (1.1% \pm 1.1%) as of great importance; by 2 (2.1% \pm 1.5%), as of considerable importance; and by 30 (32.3% \pm 4.8%), as of minor importance. Sixty¹² (64.5% \pm 5.0%) did not answer it.

Item 9, too much interference in personal affairs by: (b) other teachers was checked by no one as of great importance; by 2 (2.1% \pm 1.5%), as of considerable importance; and by 30 (32.3% \pm 4.8%), as of minor importance. Sixty-one (65.6% \pm 4.9%)¹³ did not answer it.

12. See Table 6, p. 67.

13. " " " "

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE - Continued

Item		I*	II**	III***	No Answer
6. Too much work other than teaching: (a) in the school	N	21	9	13	50
	%	22.5	9.7	14	53.8
	$\sigma\%$	4.3	3.1	3.6	5.2
(b) in the home	N	18	7	16	52
	%	19.3	7.5	17.2	56.0
	$\sigma\%$	4.1	2.7	3.9	5.1
(c) In additional college study	N	24	3	4	62
	%	26	3	4.3	66.7
	$\sigma\%$	4.5	1.8	2.0	4.9
7. No academic freedom	N	29	5	1	58
	%	31.2	5.4	1.1	62.3
	$\sigma\%$	4.8	2.4	1.1	5.0
8. Poor living conditions	N	31	1	0	61
	%	33.3	1.1	0	65.6
	$\sigma\%$	4.9	1.1	0	4.9

Item 9, too much interference in personal affairs by: (c) PTA leaders was checked by only 1 (1.1% ± 1.1%) as of great importance; by 1 (1.1% ± 1.1%) as of considerable importance; and by 31 (33.3% ± 4.9%) as of minor importance. Sixty (64.5% ± 5.0%) did not answer it.

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Item 9, too much interference in personal affairs by: (d) others in community was checked by only 2 (2.2% ± 1.5%) as of great importance; by 2 (2.2% ± 1.5%) as of considerable importance; and by 29 (31.0% ± 4.8%) as of minor importance. Sixty (64.6% ± 5.0%) did not answer it.

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Item 10, teaching monotonous, was checked by 3 (3.2% ± 1.8%) as of great importance; by 4 (4.3% ± 2.0%) as of considerable importance; and by 30 (32.3% ± 4.8%) as of minor importance. Fifty-six (60.2% ± 5.1%) did not answer it.

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14. See Table 6, p. 67.

15. " " " "

16. " " " "

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE - Continued

Item		I*	II**	III***	No Answer
9. Too much interference in personal affairs by: (a) principal	N	30	2	1	60
	%	32.3	2.1	1.1	64.5
	σ %	4.8	1.5	1.1	5.0
(b) other teachers	N	30	2	0	61
	%	32.3	2.1	0	65.6
	σ %	4.8	1.5	0	4.9
(c) PTA leaders	N	31	1	1	60
	%	33.3	1.1	1.1	64.5
	σ %	4.9	1.1	1.1	5.0
(d) others in community	N	29	2	2	60
	%	31.0	2.2	2.2	64.6
	σ %	4.8	1.5	1.5	5.0
10. Teaching monotonous	N	30	4	3	56
	%	32.3	4.3	3.2	60.2
	σ %	4.8	2.0	1.8	5.1

Item 11, felt you were not doing a good job, was considered of great importance by only 1 (1.1% \pm 1.1%). Eleven (11.9% \pm 3.4%) checked it as of considerable importance and 29 (31.0% \pm 4.8%) indicated that it was of minor importance. Fifty-two (56.0% \pm 5.1%) did not answer.¹⁷

Item 12, Veterans' Training Program discontinued, was of very slight importance. One (1.1% \pm 1.1%) checked it as of great importance; none, as of considerable importance; and 20 (21.5% \pm 4.3%), as of minor importance. Seventy-two (77.4% \pm 4.3%) did not answer at all.¹⁸

Item 13, certificate expired, was of importance to a few. Six (6.5% \pm 2.5%) checked it as of great importance; 2 (2.2% \pm 1.5%), as of considerable importance; and 21 (22.5% \pm 4.3%), as of minor importance. Sixty-four (68.8% \pm 4.8%) did not answer it.¹⁹

17. See Table 6, p. 71.

18. " " " "

19. " " " "

Item 14, was not permitted to uphold proper standards, was important to a few. Three (3.0% ± 1.8%) checked it as of great importance; 6 (6.4% ± 2.5%), as of considerable importance; and 23 (25% ± 4.5%), as of minor importance. Sixty-one (65.6% ± 4.9%)²⁰ did not answer. The teacher who wrote that she could not get the backing of her principal in stopping a crap game,²¹ felt the lack of support of the administration in another instance. This time in upholding proper standards. She stated:

In another county where I went and tried to uphold certain standards because the majority of parents wanted it I was told by the superintendent that my services were not needed after three years of hard work. (This particular instance was a girl who would not attend school except for homeroom. She would leave and pretend to go to the dentist. This occurred so often that I paid the dentist named a visit. He did not know the girl, had only taken out a tooth to give her relief. I reported the

20. See Table 6, p. 71.

21. Quoted on page 57 of this manuscript.

occurrence but I was the falsifier and not she.)

I thought we were supposed to train the minds in every way, but if our hands are tied and we are restricted to just teaching a limited amount I feel I failed in the work I had pledged myself to do.

I have talked with several and they have experienced the same things I have and feel the same way I do about the situation.

I hope I have not burdened you too greatly with this and hope I have hinted why I no longer want to teach.

Item 15, undemocratic administrative practice shown in: (a) general operation of school, 5 (5.4% \pm 2.4%) checked as of great importance; 4 (4.3% \pm 2.0%), as of considerable importance; and 25 (26.9% \pm 4.6%), as of minor importance. Fifty-nine (63.4% \pm 5.0%)
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did not answer it.

Item 15, undemocratic administrative practice shown in (b) supervision of my classroom, was of very little importance. No one checked it as of great importance; only two (2.1% \pm 1.5%), as of considerable

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE - Continued

Item		I*	II**	III***	No Answer
11. Felt you were not doing a good job	N	29	11	1	52
	%	31.0	11.9	1.1	56.0
	$\sigma\%$	4.8	3.4	1.1	5.1
12. Veterans' Training Program discontinued	N	20	0	1	72
	%	21.5	0	1.1	77.4
	$\sigma\%$	4.3	0	1.1	4.3
13. Certificate expired	N	21	2	6	64
	%	22.5	2.2	6.5	68.8
	$\sigma\%$	4.3	1.5	2.5	4.8
14. Was not permitted to uphold proper standards	N	23	6	3	61
	%	25	6.4	3	65.6
	$\sigma\%$	4.5	2.5	1.8	4.9
15. Undemocratic administrative practice shown in: (a) general operation of school	N	25	4	5	59
	%	26.9	4.3	5.4	63.4
	$\sigma\%$	4.6	2.0	2.4	5.0

importance; and 29 ($31.2\% \pm 4.8\%$), as of minor importance. Sixty-two ($66.7\% \pm 4.9\%$) did not answer
23
it.

Item 15, undemocratic administrative practice shown in: (c) control of extracurricular activities was important to a few. Two ($2.1\% \pm 1.5\%$) checked it as of great importance; 4 ($4.3\% \pm 2.0\%$), as of considerable importance; and 26 ($28.0\% \pm 4.6\%$), as of minor importance. Sixty-one ($65.6\% \pm 4.9\%$) did not
24
answer it.

Item 16, found it hard to get along with:
(a) superintendent, was of almost no significance. Only one ($1.1\% \pm 1.1\%$) checked it as of great importance; no one checked it as of considerable importance; and 28 ($30.1\% \pm 4.8\%$) said it was of minor importance. Sixty-four ($68.8\% \pm 4.8\%$) did

23. See Table 6, p. 74.

24. " " " "

25

not answer it.

Item 16, found it hard to get along with:

(b) principal, was of importance to a few. Two (2.2% ± 1.5%) checked it as of great importance; three (3.2% ± 1.8%), as of considerable importance; and 27 (29.0% ± 4.7%), as of minor importance. Sixty-one (65.6% ± 4.9%) did not answer the question.

26

Item 16, found it hard to get along with:

(c) teachers, was checked as of great importance by only one (1.1% ± 1.1%). No one thought it of considerable importance and 29 (31.2% ± 4.8%) thought it of minor importance. Sixty-three (67.7% ± 4.8%) did not answer it. The one who checked it as of great importance said that there was "Jealousy among the members of the faculty - conflict between old & new members of the faculty."

27

25. See Table 6, p. 74.

26. " " " "

27. " " " "

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE - Continued

Item		I*	II**	III***	No Answer
15. Undemocratic administrative practice shown in:	N	29	2	0	62
	%	31.2	2.1	0	66.7
	$\sigma\%$	4.8	1.5	0	4.9
(b) supervision of my classroom					
(c) control of extracurricular activities	N	26	4	2	61
	%	28.0	4.3	2.1	65.6
	$\sigma\%$	4.6	2.0	1.5	4.9
16. Found it hard to get along with:	N	28	0	1	64
	%	30.1	0	1.1	68.8
	$\sigma\%$	4.8	0	1.1	4.8
(a) superintendent					
(b) principal	N	27	3	2	61
	%	29.0	3.2	2.2	65.6
	$\sigma\%$	4.7	1.8	1.5	4.9
(c) teachers	N	29	0	1	63
	%	31.2	0	1.1	67.7
	$\sigma\%$	4.8	0	1.1	4.8

Item 16, found it hard to get along with:

(d) pupils, no one thought of great importance.

One (1.1%±1.1%) checked it as of considerable importance, and 29 (31.2%±4.8%) thought it of minor importance. Sixty-three (67.7%±4.8%) did not answer it.

28

Item 16, found it hard to get along with:

(e) parents, was of great importance to two (2.2%±1.5%). No one thought it of considerable importance, and 28 (30.1%±4.8%) thought it of minor importance.

Sixty-three (67.7%±4.8%) did not answer it. A

29

sixty-two-year-old former teacher wrote:

I have taught 20 yrs. out of a possible 42 since I graduated from Roanoke College. Quit once to raise a family (4 children), once again because of bad health, and have refused a contract for the coming year because I failed to get cooperation from some of my patrons. This happened, this my twentieth year of teaching, largely because (I believe) I was teaching too close home. At least never had the

28. See Table 6, p. 79.

29. " " " "

same to happen in any other of the four or five different communities I had taught in.

Of course my age explains some of my troubles and thus my experiences will not count as truly as those of a younger person in finding reasons why teachers quit.

One woman who had moved to Kansas and planned to return to teaching when her children were older wished to express her feelings about parents, although she did not check them as a major reason for her leaving. She declared:

I have only one fault with teaching - Parents. I have taught in different parts of the city, both poor and ultra rich class of people, and the parents of the higher income are a pain 'in the neck'. It's my opinion that parents are one reason for younger teachers leaving the profession. But I would not let any parent change my views of teaching because I think they should be educated first and then the children, and I love teaching enough to not let parents bother me.

Item 17, got married, was of great importance to quite a few. Thirteen (14.0% \pm 3.6%) checked this as of great importance; 2 (2.2% \pm 1.5%), as of considerable importance; and 19 (20.4% \pm 4.2%) of

minor importance. Fifty-nine ($63.4\% \pm 5.0\%$) did not
30
answer it.

Item 18, husband moved to new job, was impor-
tant to several also. Twelve ($12.9\% \pm 3.5\%$) checked
this of great importance; 3 ($3.2\% \pm 1.8\%$), as of
considerable importance; and 18 ($19.4\% \pm 4.1\%$), as
of minor importance. Sixty ($64.5\% \pm 5.0\%$) did not
31
answer the question.

Item 19, entered military service, was of
very little importance. Only one ($1.1\% \pm 1.1\%$) checked
this as of great importance; no one, as of consider-
able importance. Seventy-four ($79.5\% \pm 4.2\%$) did
not answer it. Eighteen ($19.4\% \pm 4.1\%$) checked it
32
as of minor importance.

Item 20, stopped teaching to raise family,

-
30. See Table 6, p. 79.
31. " " " "
32. " " " "

was of great importance to the largest number of teachers. Fifty-two ($56.0\% \pm 5.1\%$) checked it as of great importance; no one, as of considerable importance; and 8 ($8.6\% \pm 2.9\%$), as of minor importance. Thirty-three ($35.4\% \pm 5.0\%$) did not answer it. 33

Item 21, poor health, (a) personal, was important to several. Six ($6.5\% \pm 2.5\%$) checked this as of great importance; 1 ($1.1\% \pm 1.1\%$), as of considerable importance; and 21 ($22.5\% \pm 4.3\%$), as of minor importance. Sixty-five ($69.9\% \pm 4.8\%$) did not answer this. 34

Item 21, poor health, (b) member of family, was of great importance to only 1 ($1.1\% \pm 1.1\%$). No one thought it of considerable importance. Nineteen ($20.4\% \pm 4.2\%$) checked it as of minor importance. Seventy-three ($78.5\% \pm 4.3\%$) did not answer this. 35

33. See Table 6, p. 79.

34. See Table 6, p. 81.

35. " " " "

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE - Continued

Item		I*	II**	III***	No Answer
16. Found it hard to get along with: (d) pupils	N	29	1	0	63
	%	31.2	1.1	0	67.7
	$\sigma\%$	4.8	1.1	0	4.8
(e) parents	N	28	0	2	63
	%	30.1	0	2.2	67.7
	$\sigma\%$	4.8	0	1.5	4.8
17. Got married	N	19	2	13	59
	%	20.4	2.2	14.0	63.4
	$\sigma\%$	4.2	1.5	3.6	5.0
18. Husband moved to new job	N	18	3	12	60
	%	19.4	3.2	12.9	64.5
	$\sigma\%$	4.1	1.8	3.5	5.0
19. Entered military service	N	18	0	1	74
	%	19.4	0	1.1	79.5
	$\sigma\%$	4.1	0	1.1	4.2
20. Stopped teaching to raise family	N	8	0	52	33
	%	8.6	0	56.0	35.4
	$\sigma\%$	2.9	0	5.1	5.0

Item 22, were not assigned subjects for which you were best fitted was of importance to several. Five ($5.3\% \pm 2.4\%$) checked it as of great importance; 4 ($4.2\% \pm 2.0\%$), as of considerable importance; and 23 ($25.0\% \pm 4.5\%$), as of minor importance. Sixty-one ($65.5\% \pm 4.9\%$) did not answer
36
it.

Item 23, parents had little or no idea of how to cooperate with you, was important to a few. Two ($2.1\% \pm 1.5\%$) checked this as of great importance; four ($4.3\% \pm 2.0\%$), as of considerable importance; and 26 ($28.0\% \pm 4.6\%$), as of minor importance.
37
Sixty-one ($65.6\% \pm 4.9\%$) did not answer it.

36. See Table 6, p. 81.

37. " " " "

Table 6. REASONS 93 TEACHERS CHECKED FOR LEAVING THE TEACHING PROFESSION, BY NUMBER, PERCENTAGE, AND STANDARD ERROR OF PERCENTAGE - Continued

Item		I*	II**	III***	No Answer
21. Poor health (a) personal	N	21	1	6	65
	%	22.5	1.1	6.5	69.9
	$\sigma\%$	4.3	1.1	2.5	4.8
(b) member of family	N	19	0	1	73
	%	20.4	0	1.1	78.5
	$\sigma\%$	4.2	0	1.1	4.3
22. Were not assigned subjects for which you were best fitted	N	23	4	5	61
	%	25.0	4.2	5.3	65.5
	$\sigma\%$	4.5	2.0	2.4	4.9
23. Parents had little or no idea of how to cooperate with you	N	26	4	2	61
	%	28.0	4.3	2.1	65.6
	$\sigma\%$	4.6	2.0	1.5	4.9

Reasons Not Listed in the Inquiry

Of the 14 persons giving reasons not listed in the inquiry, only three checked no other reason as of considerable or of great importance in their stopping. Among the varied reasons for leaving, two were mentioned more frequently than any others - the returning to school for further study toward degrees, and the inability to obtain a certificate¹ without taking education courses.

One of the four stating that she was returning to school said, "My main reason for leaving the teaching profession was to enter the So. Baptist Seminary in Louisville, Ky., to work on my Master's Degree in Religious Education."

1. See Table 7. Reasons for Leaving Not Listed in the Inquiry, p. 83.

Table 7. REASONS FOR LEAVING NOT LISTED IN THE
INQUIRY, BY FREQUENCY

<u>Reasons</u>	<u>Frequency</u>
Resumption of college study	4
Inability to obtain certificate	3
Ability of husband to support family	2
Better suited to other type work	1
Tired of school atmosphere	1
Nonobservance of professional level	1
Conflict of teaching schedule with husband's schedule	1
Convenience of new job to husband's school	1
Insufficient background - no practice teaching	1
<u>Total</u>	<u>15*</u>

* One of the 14 giving special reasons gave two.

The second one wrote, "I quit because I was offered a scholarship at Roanoke College and I felt that it was the perfect opportunity to train for a job I fell in love with."

The third simply stated that she planned to get a master's degree this year, and the fourth that she was completing work toward a college degree.

Concerning certification, one of the three giving this reason, declared:

All the reasons for quitting teaching you list were of minor or no importance to me; I quit because despite the fact that I was highly trained in my field (music), had a degree, membership in various honorary societies, 'Who's Who in Am. Colleges', etc., etc. I could not get a collegiate (or other) certificate because I had not had courses in 'education'. I could not have taught the year that I did if my superintendent had been aware of the requirements before he gave me a contract.

A woman who had moved to a neighboring state, replied that she "Was unable to obtain a certificate in West Virginia although the need for teachers is great in this state."

A third young woman who had taught in southwest Virginia wrote:

I am not teaching for several reasons. (1) I do not have a North Carolina certificate and will have to have 3 additional hours in education to acquire it. (2) My present position at N. C. State College is most convenient especially since my husband is in graduate school here. I would like to teach again, but it will have to be after we have a family and get them into school - by then I will want to have and will have to have additional education, perhaps a master's degree.

Two mentioned the fact that their husbands were now able to support the family. One stated, "I have now stopped teaching because my husband and I feel that we are now financially able to allow me to do so." The second declared that her husband had graduated from college and had taken over the support of the family.

Isolated reasons for stopping were as follows: one felt that she was better suited to another type work and would find it more interesting; a second

was "tired of a school atmosphere in general;" a third was unhappy over "the professional level of practices within the administration;" and a fourth said that she had insufficient background in that she had had no practice teaching. A fifth stated, "My schedule and my husband's didn't match. We had no homelife. He worked at night. He didn't enjoy my teaching either."

Work They Were Doing in 1955

The different types of work these men and women entered on leaving the teaching field were quite varied.¹ Some had returned to college for further education. Four were substitute teachers. Others had entered the business world as technicians, insurance salesmen, a chemist, a secretary, a field representative for a large business concern, and engineers. Some had gone into government work. By far the largest number (48), however, had returned home and classified themselves as homemakers.

The group as a whole listed their degrees of happiness in their new fields thus: 40 were happier than when teaching; 12, just as happy; five, less

1. See Table 8, pp. 88-89.

Table 8. WORK 93 TEACHERS WHO LEFT THE PROFESSION
WERE DOING IN 1955, BY FREQUENCY

<u>Occupation</u>	<u>Frequency</u>
Full-time Homemaker	48
Student	4
Substitute Teacher	4
Insurance Salesman	3
Field Representative for a Large Business	1
Photometric Technician	1
Deputy Commissioner of Revenue	1
Secretary	1
Caseworker in Public Welfare Department	1
Assistant in Doctor's Office	1

Table 8. WORK 93 TEACHERS WHO LEFT THE PROFESSION
WERE DOING IN 1955, BY FREQUENCY -Continued

<u>Occupation</u>	<u>Frequency</u>
Chemist	1
Librarian in Biological Science Library	1
Private Teacher - Piano	1
Part-time Bookkeeper	1
Part-time Tutor	1
Engineer	2
Merchant	1
Laboratory Technician	1
None	7
Failed to Check Item	12
<u>Total</u>	<u>93</u>

happy; and two, uncertain. Thirty-four did not
answer this question.² Of the 48 homemakers, 25
were happier than when teaching; nine, just as
happy, two, less happy, and one, uncertain. Eleven³
did not check this item. From these figures it may
be assumed that about half of the homemakers were
happier doing housework and raising their families
than teaching. One who said she was happier explained
why in this way, "I found it difficult to do a good
job with two children at home."

One mother said, "I'm happier than I've ever
been in my life. I have a child now. I think home-
making is a job. Every time I look at the school
building I'm so relieved that I don't have to go

2. See Table 9. Degrees of Happiness in Work 93
Teachers Who Left the Profession Were Doing in
1955, by Frequency, p. 91.

3. See Table 10. Degrees of Happiness of 48 Teachers
Who Left the Profession Who Were Homemakers in
1955, by Frequency, p. 92.

Table 9. DEGREES OF HAPPINESS IN WORK 93 TEACHERS
WHO LEFT THE PROFESSION WERE DOING IN
1955, BY FREQUENCY

Happiness	Frequency
Happier than when teaching	40
Just as happy as when teaching	12
Less happy than when teaching	5
Uncertain	2
No reply	34
Total	93

Table 10. DEGREES OF HAPPINESS OF 48 TEACHERS WHO LEFT THE PROFESSION WHO WERE HOMEMAKERS in 1955, BY FREQUENCY

<u>Happiness</u>	<u>Frequency</u>
Happier than when teaching	25
Just as happy as when teaching	9
Less happy than when teaching	2
Uncertain	1
No reply	11
<u>Total</u>	<u>48</u>

back." Another remarked, "I'm primarily a homemaker. I like to have things run smoothly. I love community life and the church. I feel this is important. Home is first, always will be." Still another replied that her work as a housewife was more satisfying and less nervewracking. Along the same line one woman declared, "I can take my time. There is no pressure! I love it!" "My job as a mother is very nice," still another commented. "May I say I am very happy raising my family, but I enjoyed teaching."

Uncertainty filled the mind of one who wrote, "As to whether I am happier not teaching, that is a confusing question inasmuch as I like teaching and don't care for housework. However, there are certain satisfactions gained from watching an almost three year old develop." Another stated, "I do not enjoy housework. However, I love caring for my baby. I find staying at home monotonous. I would love to resume teaching." A woman who was definitely not as

happy at home as at teaching asserted, "I don't like housework because I find too much time on my hands after its finished. I like to be busy."

One of the three substitute teachers wrote that she was happier, because "I can do a better job as a homemaker for my husband and daughter - I do not have all the extra school activities of the regular teacher."

In other fields of work, a private piano teacher said she was happier because there were "no extra 'duties', outside work, etc." A student felt "freer and more qualified to do religious work." An insurance salesman was happier, because the "possibilities of advancement are great." A secretary who said she was happier in her new work wrote that there was "more time during evenings & weekends to do housework; for recreation, etc. Also feel much less exhausted at end of work day." An assistant in

a doctor's office found the "associations more interesting." A deputy commissioner of revenue and a field representative for a large business concern, however, were not as happy in their new positions, because they found less "emotional satisfaction" and "self-satisfaction." The first gentleman added, "I liked to teach."

CONDITIONS UNDER WHICH 93 TEACHERS WOULD
RETURN

When asked whether they would return to the profession, 15 teachers said they were definitely planning to resume their careers; three probably would return; 64 might consider it if certain things were done first; six would not consider it; and five¹ did not answer this question.

Ten among the ones definitely planning to return were waiting for their children to become of school age.² One mother wrote, "I look forward to returning to the teaching profession when my children are in school and when it will not be necessary to entrust their early training to someone else."

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1. See Table 11. Conditions Under Which 93 Teachers Would Return, by Frequency, p. 97.
 2. See Table 12. Conditions Under Which 15 Teachers Plan to Return, by Frequency, p. 98.

Table 11. CONDITIONS UNDER WHICH 93 TEACHERS WOULD RETURN, BY FREQUENCY

Conditions	Frequency
Plan to return	15
Probably return	3
Might return under certain conditions	64
Will not return	6
No reply	5
Total	93

Table 12. CONDITIONS UNDER WHICH 15 TEACHERS PLAN
TO RETURN, BY FREQUENCY

<u>Conditions</u>	<u>Frequency</u>
Children of school age	10
Degree earned	2
Situated in new location	2
Schools not closed by desegregation	1
Adequate salary	1
Financial necessity	1
Better working conditions	1
Given subjects best qualified to teach	1
No reply	1
<u>Total</u>	<u>20*</u>

*Several gave more than one condition.

Another stated:

I plan to resume teaching when my daughter is of school age. Although I am thoroughly enjoying my new experience of being a mother I too feel that I would like to return to teaching when I am needed less at home. I should think too that I would be more capable of training others children after I had partially trained my own.

A former music teacher replied:

I taught 1 year after marriage - then stopped to have a child - 2 years later I resumed teaching (band & orchestra). I have just completed 2 years of teaching and stopped to be home with my little girl - now three years old.

I am very satisfied with teaching music - would not choose any other course when I continue & NO complaints.

A teacher who had moved to Kansas said, "I plan to resume teaching as soon as our children, twins we hope, are of school age, maybe before, I find teaching the most rewarding work I've ever done."

Along the same line, a mother declared, "When my children have reached school age, I plan to return to teaching. If I find it economically necessary to work, I would consider nothing except teaching."

Another woman wrote, "I plan to return when my children are in school. I love the work - but also I love my family and cannot adequately do both at the present."

A part-time bookkeeper felt that several other conditions beyond the maturing of her family must be met if she returned to teaching as she planned. She declared:

I would resume teaching and plan to when my children are older provided the salary is adequate and I have more pleasant working conditions - that is not loaded down with extra things and so many night meetings and can teach the subjects I'm best qualified for.

Two wished to obtain degrees before returning.

One commented:

I will resume teaching in two years when I get my degree. I plan to teach in high school because the pay is better.

My primary reasons for teaching are because I like it very much, and because I plan on supporting the family while my husband goes to graduate school.

One planned to teach when she was situated in a new location, while another planned to if desegre-

gation did not cause the schools to be closed.

Two of the three who stated that they would probably return, said that their children would have to be older. One of these added that she would resume teaching" if I don't have to teach Negro pupils."

A student said she would probably teach in 1956-1957 after she earned her master's degree, but listed two further conditions:

"1. If I felt I could still do an adequate job as homemaker.

2. And if an opening in a school near the community in which I am living was available to me."

The most important consideration to the 64³ who might contemplate coming back was financial. Seventeen said that there would have to be better salaries; 16, that there would have to be a financial necessity; one, that there would have to be a substantial raise each year; five, that their husbands

3. See Table 13. Certain Conditions Under Which 64 Teachers Might Return, By Frequency, pp. 103-104.

would have to have died; and four, that their husbands would have to have become ill or disabled. Closely connected with the financial angle was the thought of the family welfare. Sixteen made it plain that the children would have to be of school age and six, that their children would have to be older before they would resume teaching. Four would return if their home responsibilities became lighter. One young mother said, "I would return only in case of an emergency; or possibly after our children were grown. I would not return under horribly backward conditions, poor salary scale, etc."

Another woman wrote, "I may teach again in a few years provided there is enough salary increase to make the job profitable. At the present salary, I would actually lose money when I have to hire a maid."

"I would resume teaching," a third mother said, "if it were possible to afford an excellent house-keeper and baby sitter for my two children. It would

Table 13. CERTAIN CONDITIONS UNDER WHICH 64 TEACHERS
MIGHT RETURN, BY FREQUENCY

<u>Conditions</u>	<u>Frequency</u>
Better salary	17
Financial necessity	16
Death of husband	5
Disability or illness of husband	4
Substantial raises each year	1
Children of school age	16
Children older	6
Better Working Conditions	7
Lighter Home Responsibilities	4
Definitely needed by community	4
Modification of education course requirements	2
New work not as enjoyable as teaching	2
Renew certificate through corres- pondence	1
Courses geared to training	3

Table 13. CERTAIN CONDITIONS UNDER WHICH 64 TEACHERS
MIGHT RETURN, BY FREQUENCY - Continued

<u>Conditions</u>	<u>Frequency</u>
Degree earned	2
Leisure to permit further study	1
Position in:	
(a) country school	1
(b) another state	1
(c) private school	1
(d) Bible program	1
(e) school near home	1
(f) grammar grades	1
(g) in college	1
(h) in place with people having same educational background	1
Credit for master's degree	1
Higher professional levels of approach to teaching	1
Better health	1
Better cooperation and program from principal and school	1
Inability to have family	1
Lack of any other available job	1

be very unwise, certainly impractical, to think I could re-enter the profession until my children begin school."

An insurance salesman wrote that he would return "only if my salary could be raised so that I could make a decent living for my services."

A second insurance salesman replied that he would return if he could receive a salary adequate to maintain his family.

One mother who was looking ahead said, "I went into teaching to see whether I could make a living if anything happened to my husband, also to see whether I would enjoy it. You succeed in what you enjoy doing. I stopped because Mother was ill. Home comes first."

Seven felt that the poor working conditions found in many areas would have to be improved. These conditions involved the number of students, the

amount of work the teachers had to do, the mental level of the students, free lunch periods, and better buildings and equipment. A caseworker in a public welfare department declared:

If I should resume teaching, I would most certainly make sure that the class was one of average size and that the students were all on the level (mentally) of the grade being taught. Also I feel that the teacher should not be required to be on duty or with her class during the lunch period,...

If the conditions are good, I enjoy teaching. I have no trouble in discipline and enjoy working with children,...

A mother who had planned to make teaching her life career, replied:

I always wanted to teach. Never wanted to do anything else. The thing that got me was the teaching possibilities were so poor with all levels of mental ability in the same room. Ought to be graded according to mental ability. The crowded condition increased discipline problems. The atmosphere is not a happy one where the room is crowded. Twenty to thirty is all any one person can handle.

Another declared, "The enormous load of the regular teacher would have to be decreased before I would consider teaching."

Still another answered, "If teaching conditions (buildings, classrooms, equipment, etc.) improve, and teachers' salaries increase I might go back to teaching when my children start to school."

Two felt very unhappy about the requirements in education courses for certificates in Virginia. One who could not obtain a certificate without taking courses in education wrote, "I am teaching privately (piano) now and enjoy it more. I may go back to public school teaching some day but it will not be in Virginia."

The second woman declared:

Neither would I return to teaching if I must go back to school in order to take courses in education which I failed to take while in college. I have learned from numerous teachers (and have never heard any word to the contrary) that undergraduate courses in the field of education are not worthwhile. I feel that the liberal education which I received from Randolph-Macon was sufficient to enable me to teach or to hold any other job of similar responsibility. I do not believe that I would consider teaching in a public school if the education requirements remain the same as they now are. If I enter again into the teaching profession, I shall attempt to secure a job in a private school.

A few wanted different types of positions; work

in a country school, in another state, in a private school, in a school near home, in a college, in the Bible program of the schools, and in the grammar grades. A young high school teacher stated:

If I do teach again, I think I would prefer the grammar grades. The attitude of the majority of high school students towards their teachers and towards learning in general is appalling, and this was to me very discouraging.

Of the two who wanted to earn a degree, the first said, "I would like to teach after I secure my degree so that I may demand a higher salary. At present, my salary would cover a baby sitter and transportation." Three of the six who would not return bluntly stated that under no conditions would they conceivably resume teaching. One could not because of poor health, another would not because "we will have to teach the colored race with the white race before so very long."

CHAPTER IV

CONCLUSIONS

By far the most important reason for which these teachers, 52 out of 93, left the profession was to raise families. Next in importance were inadequate salary, too much work in the home and school, marriage, husband moved to a new job, limited promotion possibilities, poor working conditions, and discipline problems. Most numerous were young married women, who worked only from one to four years to supplement their husbands' salaries.

The results coincide with an NEA study which says that three out of four women teachers in rural areas are married as compared with one out of four 15 years ago. In these years, the "marital situation has completely reversed itself." ¹ This study certainly

1. "The Status of the Nation's Rural Teachers," School and Society, LXXVII, 2003 (May 9, 1953), p. 299.

showed, as did the chapter on the survey of literature, that salaries need to be raised, the teachers' load lightened, poor working conditions improved, and discipline strengthened. The one outstanding difference found between the area studied and the national impression was that in this region "little or no recognition from community" was of almost no importance.

A few left because their certificates expired, poor health intervened, and they were assigned subjects for which they were not trained.

Of very little significance were too much work other than teaching; in additional college study; academic freedom; interference in personal affairs by the principal, PTA leaders, and others of the community; monotony of teaching; a feeling of not doing a good job; the discontinuance of the Veterans' Training Program; upholding proper stan-

dards; undemocratic administrative practices shown in control of extracurricular activities; difficulty in getting along with the superintendent, principal, teachers, and parents; entrance into military service; poor health of a member of the family; and uncooperative parents.

No one thought of great importance poor living conditions; undemocratic administrative practices shown in the supervision of their classrooms; and difficulty in getting along with pupils. Teachers did not interfere with each others' personal affairs.

The inquiry covered most of the important reasons for their leaving, however, since only three out of 14 giving special reasons did not check any other reason as of considerable or great importance.

In order to cut down the large number of well-qualified teachers leaving the profession, salaries must be increased to keep the men already

teaching and encourage those who would like to teach to enter the profession. Ray C. Maul of the Research Division of the NEA thinks that one of the most important reasons for our loss of men is the increasing opportunities they are finding outside teaching to make salaries adequate to raise a family.²

Professor T. L. Patrick of Tulane University stated that although the population is divided equally, the ratio of men and women teachers is 1 to 4. "The above ratio of men to women in the profession indicates that many communities have not been able to establish a single salary schedule with pay scales for the classroom teacher adequate enough to encourage men to enter the profession."³

2. R. C. Maul, "The Changing Nature of Our Teacher Supply," School and Society, LXXX, 2043 (October 2, 1954), pp. 97-99.

3. T. L. Patrick, "Salary Principles and the Teacher Shortage," School and Society, LXXXI, 2058 (April 30, 1955), p. 136.

Furthermore, even married women with families implied that an increase in salary would encourage them to come back, for then they could hire someone to do the heavy work at home. Many enjoy teaching. They are not able, however, to take care of a family adequately with too little money to hire some of the work done, and do a good job in school.

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APPENDIX

Letter sent with Inquiry.

804 South Main Street
Blacksburg, Virginia
July 7, 1955

Press and forum stress the need for teachers. They deal chiefly with new teachers, but do little to retain the experienced teachers - 75,000 of them last year alone - who leave the profession. You have been reported to me as a former teacher. I need your help in the study of "Why Teachers Quit". Will you please fill out the enclosed form and return it to me at your earliest convenience? It is only three pages long and requires for the most part merely checking the reasons for which you quit teaching. This should take only a few minutes. Enclosed you will find a stamped self-addressed envelope. I am also a fifth grade teacher and assure you that your name will be kept in full confidence.

Of course, if you are still teaching full time or are returning this fall, you should not fill out this inquiry. Simply write across the front page that you have not left the profession and return the form to me.

Thanking you for any help you may contribute toward the study,

Sincerely yours,

(Mrs. Weldon A. Brown
Candidate for the master's degree,
Radford College)

AN INQUIRY

ON

WHY TEACHERS LEAVE THE TEACHING PROFESSION

I. PERSONAL INFORMATION

- 1. Age _____ Sex _____ Marital Status _____
- 2. Numbers of years you taught in high school _____ grade school _____
In which did you last teach? _____ When did you stop? _____
- 3. Number of years attended college _____ Degrees _____
- 4. What kind of certificate did you hold when you quit?
(a) Postgraduate Professional _____ (d) Normal Professional _____
(b) Collegiate Professional _____ (e) Local _____
(c) Collegiate _____ (f) Emergency license _____
- 5. When you entered teaching, did you intend to make it a permanent career? _____ a temporary career? _____
- 6. Did you hold a different type of job before you entered teaching? If so, name it _____

II. REASONS FOR LEAVING THE TEACHING PROFESSION:

(Please check the following reasons as to their degree of importance in your leaving the teaching profession, whether minor, considerable, or great. Circle the most important reason and amplify on the back of the last page if you so desire.)

	Minor Importance	Considerable Importance	Great Importance
1. Salary inadequate			
2. Limited possibilities of promotion			
3. Poor working conditions			
4. Discipline problems			
5. Little or no recognition from community			

	Minor Importance	Considerable Importance	Great Importance
6. Too much work other than teaching:			
(a) in the school			
(b) in the home			
(c) in additional college study			
7. No academic freedom			
8. Poor living conditions			
9. Too much interference in personal affairs by:			
(a) principal			
(b) other teachers			
(c) PTA leaders			
(d) others in community			
10. Teaching monotonous			
11. Felt you were not doing a good job			
12. Veterans' Training Program discontinued			
13. Certificate expired			
14. Was not permitted to uphold proper standards			
15. Undemocratic administrative practice shown in:			
(a) general operation of school			
(b) supervision of my classroom			
(c) control of extra-curricular activities			
16. Found it hard to get along with:			
(a) superintendent			
(b) principal			
(c) teachers			
(d) pupils			
(e) parents			
17. Got married			
18. Husband moved to new job			
19. Entered military service			

	Minor Importance	Considerable Importance	Great Importance
20. Stopped teaching to raise family			
21. Poor health (a) personal (b) member of family			
22. Were not assigned subjects for which you were best fitted			
23. Parents had little or no idea of how to cooperate with you			
24. Other reasons. (Please name any reasons not covered in other items.)			

III. ADDITIONAL INFORMATION

1. What kind of new work are you now doing? _____

2. In this new job, are you happier than you were teaching?
_____ about the same as you were teaching? _____
or less happy than you were teaching? _____
In what ways? _____

3. Under what conditions would you resume teaching? _____

Table 14. SALARY SCHEDULES FOR TEACHERS HOLDING BACHELOR'S DEGREES FOR THE CITY OF RADFORD AND THE COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI, AND ROANOKE DURING 1951-1952

County	Minimum*	Maximum*	Average**
City of Radford	2100	2700	2667
Carroll	2000	2300	1790
Floyd	2000	2150	2092
Montgomery	2000	2300	2170#
Pulaski	2000	2350	2138
Roanoke	2068	2632	2344

* See "An Analysis of Salary Schedules for Teachers Holding Bachelor's Degrees for 1952-1953," Virginia Journal of Education, XLVI, 3 (November, 1952), pp. 21-25.

**See State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1951-1952, XXXV, 3 (September, 1952), pp. 245-247.

The teaching positions in Christiansburg Industrial Institute (N) jointly operated by Montgomery and Pulaski Counties and Radford City, included here.

Table 15. SALARY SCHEDULES FOR TEACHERS HOLDING BACHELOR'S DEGREES FOR THE CITY OF RADFORD AND THE COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI, AND ROANOKE DURING 1952-1953

County	Minimum*	Maximum*	Average**
City of Radford	2000	3200	3085
Carroll	2000	2800	2207
Floyd	2000	2600	2420
Montgomery	2000	2800	2400#
Pulaski	2000	2800	2471
Roanoke	2200	3100	2725

* See "An Analysis of Salary Schedules for Teachers Holding Bachelor's Degrees for 1952-1953," Virginia Journal of Education, XLVI, 3 (November, 1952), pp. 21-25.

**See State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1952-1953, XXXVI, 3 (September, 1953), Table 53, pp. 241-243.

The teaching positions in Christiansburg Industrial Institute (N) jointly operated by Montgomery and Pulaski Counties and Radford City, included here.

Table 16. SALARY SCHEDULES FOR TEACHERS HOLDING BACHELOR'S DEGREES FOR THE CITY OF RADFORD AND THE COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI, AND ROANOKE DURING 1953-1954

County	Minimum*	Maximum*	Average**
City of Radford	2000	3200	3115
Carroll	2000	2900	2342
Floyd	2000	2700	2451
Montgomery	2000	2900	2481#
Pulaski	2000	2900	2571
Roanoke	2200	3300	2843

* See Virginia Education Association, Research Division, "Salary Schedules for Holders of the Collegiate Professional Certificate, with Bachelor's Degrees (1953-1954)," Mimeographed Bulletin, Number 184, Richmond, Virginia, no date.

**See State Board of Education, Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, School Year 1953-1954, XXXVII, 8 (November, 1954), Table 51, pp. 239-241.

The teaching positions in Christiansburg Industrial Institute (N) jointly operated by Montgomery and Pulaski Counties and Radford City, included here.

Table 17. SALARY SCHEDULES FOR TEACHERS HOLDING BACHELOR'S DEGREES FOR THE CITY OF RADFORD AND THE COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI AND ROANOKE DURING 1954-1955

County	Minimum*	Maximum*	Average**
City of Radford	2400	3400	
Carroll	2100	3100	
Floyd	2100	2900	
Montgomery	2100	3200	
Pulaski	2100	3100	
Roanoke	2400	3500	

* See "An Analysis of Salary Schedules for Teachers Holding Bachelor's Degrees for 1954-55," Virginia Journal of Education, XLVIII, 3 (November, 1954), pp. 23-28.

**Averages for 1954-1955 were not available.

Table 18. NUMBER OF TEACHERS WHO LEFT PROFESSION ENTIRELY* IN CITY OF RADFORD AND COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI, AND ROANOKE DURING 1951-1952

County	Instruc- tional Personnel 1952-53	No. Not Return- ing to Division 1952-53	% Turn- over 1951-52	No. Left Profession Entirely	% Who Left Profession Entirely
City of Radford	75	3	4.0	1	1.3
Carroll	176	34	19.3	23	13.1
Floyd	100	18	18.0	13	13.0
Mont- gomery	185	44	23.8	40	21.6
Pulaski	208	30	14.4	17	8.2
Roanoke	339	29	8.6	15	4.4

* See Virginia Education Association, Research Service, "Analysis of Teacher Turnover and Teacher Need," Mimeographed Bulletin (no number), Richmond, Virginia, no date.

Table 19. NUMBER OF TEACHERS WHO LEFT PROFESSION ENTIRELY* IN CITY OF RADFORD AND COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI, AND ROANOKE DURING, 1952-1953

County	Teaching Personnel 1952-1953		No. Not Returning to Division 1953-54		% Turnover 1952-53		Of Those Not Returning, % Who Left Profession Entirely		
	White	Negro	White	Negro	White	Negro	White	Negro	
City of Radford	69	5	5	--	7.2	29	--	60.0	--
Carroll	173	2	24	--	25.4	14	--	75.0	--
Floyd	94	5	20	1	21.3	31	20.0	55.0	100.0
Montgomery	183	22	44**	1***	24.0	21	4.5	--	--
Pulaski	196	12	29	1	14.8	70	8.3	48.3	--
Roanoke	306#	34#	53	6	17.3	50	18.8	66.0	83.3

* See Virginia Education Association, Research Service, "Analysis of Teacher Turnover (1952-53) and Teacher Need (1954-55)," Mimeographed Bulletin, Number 193, Richmond, Virginia, no date.

**Reason for failure to return unknown for 41 cases.

***Reason for failure to return unknown.

Includes supervisors, etc.

Table 20. NUMBER OF TEACHERS WHO LEFT PROFESSION ENTIRELY* IN CITY OF RADFORD AND COUNTIES OF CARROLL, FLOYD, MONTGOMERY, PULASKI, AND ROANOKE DURING, 1953-1954

County	Teaching Personnel 1953-1954		No. Not Returning to Division 1954-55		% Turnover 1953-1954		Of Those Not Returning, % Who Left Profession Entirely		
	White	Negro	White	Negro	White	Rank	Negro	White	Negro
City of Radford	70	4	6	-	8.6**	29	--	33.3	--
Carroll	161	2	25	-	15.5	50	--	64.0	--
Floyd	94	4	6	1	6.4***	91	25.0	50.0	
Montgomery	188	22	47	3	25.0	15	13.6	100.0	100.0
Pulaski	193	11	25	2	13.0	64	18.2	48.0	50.0
Roanoke	295	29	44	4	14.9	54	13.8	65.9	75.0

* See Virginia Education Association, Research Service, "Analysis of Teacher Turnover (1953-54) and Teacher Need (1955-56)," Mimeographed Bulletin, Number 205, Richmond, Virginia, no date.

** The five cities with the lowest percentage turnover are: Alexandria, 5.7%; Roanoke, 7.2%; Radford, 8.6%; Staunton, 9.7%; and Falls Church, 10.2%.

*** Floyd, 6.4%, is among the ten counties with the lowest percentage turnover.