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Factors of Employment of Married Women Teachers in The Minnesota Public Schools

Clifford Charles James

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**FACTORS OF EMPLOYMENT OF MARRIED WOMEN TEACHERS
IN THE MINNESOTA PUBLIC SCHOOLS**

A Thesis

Presented to

**the Faculty of the School of Education
University of North Dakota**

In Partial Fulfillment

**of the Requirements for the Degree
Master of Science in Education**

by

Clifford Charles James

August 1949

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This thesis, offered by Clifford C. James, as a partial fulfillment of the requirements for the degree of Master of Science in Education at the University of North Dakota, is hereby approved by the committee under whom the work has been done.

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Clifford Charles James

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CHAPTER 1

INTRODUCTION

At the start of World War II many teachers left their positions to enter the Armed Services or to secure more lucrative positions in industry. The school boards, superintendents, and state departments of education were faced with a crisis. One of their greatest problems was to secure competent teachers to fill the large number of vacancies. One of the possible solutions was to employ married women teachers. In many cases it was necessary for the state departments of education to grant special permits and to rescind former resolutions, as many women teachers were certified under the old regulations which permitted a minimum amount of training.

It was necessary for the general public and the school boards to change their attitudes toward married women teachers. There is still a shortage of competent teachers and it will probably continue for several years to come. The improvement of teachers' salaries has encouraged an increasing number of students to enter the teaching profession. Some of the problems that will soon confront the administrators and school boards are: (1) Should competent married women teachers who served their country's cause with meager salaries be removed to make room for inexperienced single teachers? (2) How long do the married women plan to teach? (3) How soon will there

be an adequate supply of well-trained teachers in all fields? (4) Should single women teachers who marry continue to teach? (5) What effect will the employment of married women teachers have upon teachers' salaries? (6) In what fields are the shortages of teachers the most acute? (7) Are the married women teachers an asset to the profession? (8) Will the public force the school boards to invoke the former regulations against married women teachers? (9) What effect, if any, will localism have upon the schools? (10) If the married women teachers are removed, what effect will the teacher turnover have upon the quality of teaching in the current school systems?

The Problem

This study was undertaken (1) to determine the number of married women teaching in the Minnesota public schools; (2) to determine in what fields they are largely engaged; (3) to assist in alleviating the teacher shortage by providing some data which could be used by counselors of prospective teachers; (4) to gain an insight into the training, experience, and extent of localism in the schools; (5) to determine whether or not the married women are paid the same as the single teachers in the same field; (6) to explore the future plans for teaching by married women; (7) to ascertain the teachers' views about the attitude of the local public and school board toward married women teachers; and (8) to permit the teachers to express whether or

not they think they have been better teachers after marriage.

Sources of Data

From the 1948-1949 Minnesota Educational Directory the names and addresses of the county superintendents and public graded elementary and secondary school superintendents were secured. A letter¹ was then sent to every superintendent requesting a list of the married women teachers employed in the school system. Thirteen county superintendents and forty city superintendents did not respond. A second letter was mailed two months later asking for the same information. Ten county and thirty city superintendents replied. That left three counties and ten city systems unreported. The remaining data were personally secured from the files at the office of the Minnesota State Department of Education. Since a larger number of married women were teaching in the one- and two-room rural schools than in the public elementary and secondary schools, two methods of sampling were used. From the list of married women teachers in the rural schools submitted by the county superintendents, questionnaires were sent to approximately every twentieth name, trying to space them so that no two replies were from adjoining areas. One

¹A copy of the letter may be found in Appendix A.

hundred fifty letters were sent and seventy-four questionnaires were returned.

From the list of married women teaching in the graded elementary and secondary schools, one out of every fifteen was selected to receive a questionnaire, following the same plan as with the rural teachers. One hundred eighteen replies were received out of the 150 that were mailed.

A total of 192 questionnaires were received from the 300 that were sent. This represents a 64 percent response.

Limitations

This study took into consideration only the married women teaching in the public rural, graded elementary, and secondary schools of the State of Minnesota, with the exception of Duluth, Minneapolis, and St. Paul, which are considered cities of the first class. The cities of the first class have tenure laws which permitted married women to teach prior to this crisis. No attempt was made to study this problem in the private or parochial schools of the state.

The Meaning of Terms

Rural married teachers. Throughout the report of this investigation, the term "rural married teacher" shall be interpreted as meaning married women teaching in the one- and two-room public schools under the supervision of

the county superintendent of schools.

City married teachers. The married women teaching in the public graded elementary and secondary schools shall be referred to as "city married teachers," as they are usually employed in towns and villages and are under the supervision of the local superintendent.

Married woman teacher. A "married woman teacher" will be considered as such regardless of whether or not she is widowed, divorced, or separated from her husband.

CHAPTER 2

THE MARRIED WOMEN TEACHER SITUATION IN MINNESOTA

During the last eight years a great deal of publicity was given to the teaching profession because of the shortage of teachers. Several studies were made by the state department of education revealing the extent of the teacher shortage in the State of Minnesota but very little was known about the number of married women that enlisted their services to aid this important cause. According to the 1948-1949 Minnesota Educational Directory there were 15,890 teachers in the public schools in Minnesota.¹

From the data supplied by the superintendents of schools in Table 1, there were 5,294 married women teaching in the rural, graded elementary, and secondary public schools. Of the rural teachers, 56 percent were married women compared with 21 percent in the urban areas. There were 33.3 percent of all the sampled teachers in the married women category. It is quite evident that the State of Minnesota was fortunate to have such a large supply of married women teachers to aid in overcoming the worst effects of the teacher shortage. These statistics also reveal the seriousness and the magnitude of the teacher shortage throughout the entire state.

The percent of married women teachers varied greatly

¹Exclusive of Duluth, Minneapolis, and St. Paul.

in both the rural and city school systems of Minnesota. The percentage in the city systems ranged from zero percent in 26 schools to 100 percent in four others. Thus in some schools the shortage of teachers was of no great importance, while in others it was very serious. Some school boards have local rulings against offering contracts to married women teachers. Rather than revoke their former rulings the school boards have in some cases employed teachers on a substitute basis, thereby providing for an early removal of the married women teaching on their staffs.

The percentage of married women teachers in the rural schools ranged from 8 percent in Pennington County to 88 percent in Cass County. Although the range was not as great in the rural as in the urban schools, the general percent of married women teachers there was much greater than in the urban centers. The preference for positions in the city systems is readily understandable and is one of the strong arguments for the consolidation of schools in Minnesota (Table 1).

From the 26 city schools that reported no married women teachers, Hastings is perhaps as ideal a situation to analyze as any. The superintendent there stated in his report that because of a board rule they did not hire married women on a contract basis. Hastings, being 25 miles southeast of the Twin Cities, is ideally located near several colleges and has exceptionally fine trans-

portation facilities. It has a faculty of 25 teachers and a population of 5,662, making it attractive to many applicants. On the other hand, Bloomington, Mound, Richfield, Robbinsdale, and St. Louis Park, which are suburbs of Minneapolis, had a large percent of married women on their faculties. These schools are also well located in regard to colleges and the University of Minnesota. It looks as if these systems are hiring well trained, experienced young teachers whose husbands are either attending college in that area or working in and about the city. It is quite likely that these communities approve of hiring married women teachers as they are well situated in regard to the supply of available teachers, and have better facilities to offer than many of the schools with a lower percent of married women teachers.

Another interesting situation is found in the St. Louis County section of Table 1. Arnold, Hermantown, Munger, and Proctor, which are suburbs of Duluth, had a rather large percent of their faculty composed of married women teachers. Virginia, Hibbing, and Ely reported a relatively low percent. The latter may be explained on the basis that most of the schools on the Iron Range have school board rulings which discourage the hiring of married women teachers. A recent meeting of the school boards in that area went on record to discontinue the offering of contracts to married women teachers and to hire them on a sub-

stitute basis if there was a need of their services.

In the Benton County section of Table 1, two schools, Foley and Sauk Rapids, reported approximately the same size faculty. Foley had 50 percent of its faculty composed of married women teachers; while Sauk Rapids had 32 percent. It is difficult to draw conclusions as to why there was this great difference, but it is reasonable to assume that Sauk Rapids probably had the advantage of being near the supply of teachers and other advantages such as transportation facilities.

In the urban areas the percent of married women teachers ranged from 8 percent in Stearns County to 61 percent in Beltrami County. Of the nine counties where the percent of married women teachers was the smallest, eight were either in the southern or central part of the state, and only Pennington County was in the northern area. The reason for that is quite difficult to determine with the limited amount of data, but it may be that the teachers prefer the warmer sections of the state or that the salaries in those areas are more inducive to the single teachers. On the other hand, 3 out of the 6 with the highest percent of married women teachers are located near the central part of the state and are close to the Twin Cities. The other three (Beltrami, Cook, and Lake of the Woods counties) are in remote parts of the state; so that one can generally conclude that their geographical location is one of the

chief causes for such a high percent of married women teachers.

Of the 6 counties with the greatest percent of married women teachers in the rural schools, 5 are situated in the northern and north central part of Minnesota. Also, two of the five lowest are located in the northern regions and the other three counties are either in the western or southern section. Thus one cannot draw any general conclusions without studying each individual county by itself. One fact remains, that most of these counties have a relatively small number of rural teachers, which may indicate that consolidation of schools has aided their cause.

The nine schools having over 100 teachers (Table 1) averaged 9.1 percent of their faculty married women teachers. The five schools (selected at random) having between 50 and 60 teachers on their staffs averaged 15.8 percent. Schools with 24 to 26 teachers on their staffs averaged 15.2 percent married women teachers, while 32 schools having an average of 10 teachers on their staffs reported 30.9 percent of them as married women teachers. This indicates that there is a trend for the smaller schools to have a larger percent of their faculties as married women.

Table 1

Number and Percent of Married Women Teachers in
Minnesota Public Schools

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Aitkin				
Rural schools	33	47	70 ^a	
Aitkin	8	40	20	
Hill City	3	12	25	
McGrath	5	9	56	
McGregor	3	16	19	
Total urban	19	77		25 ^a
Anoka				
Rural schools	31	47	66	
Anoka	8	55	15	
Centerville	1	7	14	
Columbia Heights	8	67	12	
Coon Rapids	7	10	70	
St. Francis	5	12	42	
Total urban	29	100		29
Becker				
Rural schools	75	121	62	
Audubon	2	7	29	
Detroit Lakes	13	46	28	
Frazee	6	22	27	
Lake Park	2	12	17	
Total urban	23	87		26
Beltrami				
Rural schools	53	71	75	
Bemidji	16	85	19	
Blackduck	9	19	47	
Kelliher	5	12	42	
Red Lake	9	21	43	
Solway	4	4	100	
Total urban	34	56		61
Benton				
Rural schools	41	56	73	
Foley	12	24	50	
Sauk Rapids	7	22	32	
Total urban	19	46		41
Big Stone				
Rural schools	20	37	54	
Beardsley	2	9	22	
Graceville	1	10	10	

^aTo the nearest percent.

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Odessa	1	8	13	
Ortonville	1	25	4	
Clinton	1	10	10	
Total urban	6	62		10
Blue Earth				
Rural schools	32	52	62	
Amboy	1	11	9	
Garden City	3	13	23	
Good Thunder	5	9	56	
Lake Crystal	0	21	0	
Mankato	4	110	4	
Mapleton	6	16	38	
Pemberton	4	10	40	
Rapidan	3	9	33	
Saint Clair	5	11	45	
Vernon Center	3	4	75	
Total urban	34	214		16
Brown				
Rural schools	34	69	49	
Comfrey	1	13	8	
Hanska	2	7	29	
New Ulm	5	42	12	
Sleepy Eye	1	20	5	
Springfield	1	24	4	
Total urban	10	106		9
Carlton				
Rural schools	20	23	87	
Barnum	4	15	27	
Carlton	8	20	40	
Cloquet	11	70	16	
Cromwell	5	12	42	
Kalevala	4	6	67	
Moose Lake	4	21	19	
Thomson Township	7	20	35	
Wrenshall	7	11	64	
Total urban	50	175		29
Carver				
Rural schools	14	26	54	
Carver	2	4	40	
Chaska	0	17	0	
Norwood-Young Amer.	3	16	19	
Waconia	3	17	18	
Watertown	5	15	33	
Total urban	13	69		19

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Cass				
Rural schools	22	25	88	
Cass Lake	3	28	11	
Pillager	5	10	50	
Pine River	8	23	35	
Remer	4	9	44	
Walker	5	21	24	
Total urban	25	91		27
Chippewa				
Rural schools	31	51	61	
Clara City	5	14	36	
Maynard	3	11	27	
Milan	3	9	33	
Montevideo	6	54	11	
Total urban	20	88		23
Chisago				
Rural schools	16	23	70	
Chisago City	5	12	42	
Lindstrom-Center	4	16	25	
North Branch	2	18	11	
Rush City	9	20	45	
Taylor's Falls	5	13	38	
Total urban	25	79		32
Clay				
Rural schools	39	52	75	
Barnesville	3	20	15	
Comstock	5	6	83	
Dilworth	6	12	50	
Felton	5	8	63	
Glyndon	5	9	56	
Hawley	0	16	0	
Hitterdal	7	11	64	
Moorhead	14	69	20	
Ulen	1	12	8	
Total urban	46	163		28
Clearwater				
Rural schools	37	44	84	
Bagley	11	28	39	
Clearbrook	2	10	20	
Gonvick	1	9	11	
Total urban	14	47		30
Cook				
Rural schools	5	9	56	
Grand Marais	10	17	59	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Total urban	10	17		59
Cottonwood				
Rural schools	16	38	42	
Bingham Lake	3	7	43	
Jeffers	5	11	46	
Mountain Lake	2	25	8	
Storden	3	10	30	
Westbrook	2	16	13	
Windom	7	34	21	
Total urban	22	103		21
Crow Wing				
Rural schools	50	71	70	
Brainerd	12	106	11	
Crosby-Ironton	7	45	16	
Deerwood	1	4	25	
Pequot Lakes	7	14	50	
Riverton	5	10	50	
Total urban	32	179		18
Dakota				
Rural schools	28	50	56	
Farmington	6	24	25	
Hastings	0	35	0	
Lakeville	8	17	47	
Randolph	4	12	33	
Rosemount	3	12	25	
So. St. Paul	23	113	20	
West St. Paul	17	37	46	
Total urban	61	250		24
Dodge				
Rural schools	39	54	72	
Claremont	3	10	30	
Dodge Center	5	16	31	
Hayfield	4	13	31	
Kasson	5	18	28	
Mantorville	6	9	67	
West Concord	6	14	43	
Total urban	29	80		36
Douglas				
Rural schools	40	73	55	
Alexandria	17	56	30	
Brandon	1	9	11	
Evansville	3	12	25	
Kensington	3	7	43	
Osakis	7	19	37	
Total urban	31	103		30

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Faribault				
Rural schools	30	66	45	
Blue Earth	10	36	23	
Bricelyn	6	11	55	
Delavan	6	13	46	
Elmore	5	13	38	
Frost	2	8	25	
Huntley	2	10	20	
Kiester	5	11	45	
Minnesota Lake	4	9	44	
Wells	5	23	22	
Winnebago	3	24	13	
Total urban	48	158		30
Fillmore				
Rural schools	69	104	66	
Canton	4	13	31	
Chatfield	2	23	9	
Harmony	7	16	44	
Lanesboro	2	16	13	
Mabel	4	16	25	
Peterson	3	9	33	
Preston	1	19	5	
Rushford	9	18	50	
Spring Valley	3	24	13	
Wykoff	3	10	30	
Total urban	38	164		23
Freeborn				
Rural schools	72	114	63	
Albert Lea	3	117	3	
Alden	2	14	14	
Emmons	2	10	20	
Freeborn	6	14	43	
Hollandale	2	8	25	
Total urban	15	163		9
Goodhue				
Rural schools	62	116	53	
Cannon Falls	4	23	17	
Goodhue	2	8	25	
Kenyon	1	21	5	
Pine Island	3	19	16	
Red Wing	0	74	0	
Wanamingo	2	10	20	
Zumbrota	3	18	17	
Total urban	15	173		9

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Grant				
Rural schools	20	40	50	
Ashby	5	9	56	
Barrett	3	8	38	
Elbow Lake	1	20	5	
Herman	6	11	55	
Hoffman	3	8	38	
Total urban	18	56		32
Hennepin				
Rural schools	69	116	59	
Champlin	3	4	75	
Bloomington	21	36	58	
Deephaven	6	19	32	
Eden Prairie	6	11	55	
Edina Morningside	7	41	17	
Excelsior	1	31	3	
Groveland	4	15	27	
Harley Hopkins	8	11	73	
Hopkins	9	59	15	
Mound	18	52	35	
Osseo	3	12	25	
Richfield	24	42	57	
Robbinsdale	29	87	33	
St. Louis Park	29	106	27	
Wayzata	6	43	14	
Total urban	174	569		31
Houston				
Rural schools	24	57	42	
Caledonia	1	17	6	
Houston	4	14	29	
La Crescent	3	5	60	
Spring Grove	4	19	21	
Total urban	12	55		22
Hubbard				
Rural schools	24	39	62	
Akeley	4	17	24	
Laporte	1	9	11	
Nevis	2	10	20	
Park Rapids	6	34	18	
Total urban	13	70		19
Isanti				
Rural schools	35	52	67	
Braham	6	19	32	
Cambridge	6	24	25	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Total urban	12	43		28
Itasca				
Rural schools	54	67	81	
Coleraine	2	72	3	
Deer River	9	26	35	
Grand Rapids	31	117	27	
Nashwauk	0	64	0	
Total urban	42	279		15
Jackson				
Rural schools	38	59	64	
Heron Lake	2	12	17	
Jackson	3	32	9	
Lakefield	5	22	23	
Okabena	3	10	30	
Petersburg	2	4	50	
Sioux Valley	4	9	44	
Total urban	19	89		21
Kanabec				
Rural schools	40	53	75	
Mora	2	23	9	
Ogilvie	2	15	13	
Total urban	4	38		11
Kandiyohi				
Rural schools	52	98	53	
Atwater	2	14	14	
New London	1	13	8	
Raymond	3	9	33	
Willmar	3	78	38	
Total urban	9	114		8
Kittson				
Rural schools	22	34	65	
Hallock	4	21	19	
Karlstad	3	12	25	
Kennedy	0	8	0	
Lake Bronson	4	9	44	
Lancaster	5	11	45	
Total urban	16	61		26
Koochiching				
Rural schools	26	61	43	
Int'l. Falls	14	70	20	
Total urban	14	70		20
Lac qui Parle				
Rural schools	26	67	78	
Bellingham	4	9	44	
Boyd	2	8	25	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Dawson	3	21	14	
Madison	1	26	4	
Marietta	3	10	30	
Total urban	13	74		18
Lake				
Rural schools	6	8	75	
Two Harbors	0	44	0	
Total urban	0	44		0
Lake of the Woods				
Rural schools	10	13	77	
Baudette	5	18	28	
Williams	7	12	58	
Total urban	12	30		40
Le Sueur				
Rural schools	25	50	50	
Cleveland	5	10	50	
Kasota	0	3	0	
Le Center	1	15	7	
Le Sueur	1	22	5	
Montgomery	1	17	6	
Waterville	3	18	17	
Total urban	11	85		13
Lincoln				
Rural schools	21	49	43	
Hendricks	4	11	44	
Ivanhoe	4	15	27	
Lake Benton	0	10	0	
Tyler	4	17	24	
Verdi	4	7	57	
Total urban	16	60		27
Lyon				
Rural schools	21	40	53	
Balaton	5	14	36	
Cottonwood	4	12	33	
Marshall	2	43	5	
Minneota	3	13	23	
Lynd	0	9	0	
Russell	5	12	42	
Tracy	5	37	14	
Total urban	24	140		17
McLeod				
Rural schools	34	62	55	
Brownston	1	9	11	
Glencoe	0	28	0	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Hutchinson	0	41	0	
Lester Prairie	1	9	11	
Silver Lake	1	7	14	
Stewart	3	9	33	
Total urban	6	103		6
Mahnomen				
Rural schools	20	24	83	
Bejou	1	4	25	
Mahnomen	3	25	12	
Waubun	5	15	33	
Total urban	9	44		20
Marshall				
Rural schools	34	91	37	
Alvarado	3	9	33	
Argyle	4	10	40	
Middle River	2	6	33	
Newfolden	1	11	9	
Oslo	4	7	57	
Stephen	3	13	23	
Strandquist	2	7	28	
Warren	3	21	14	
Total urban	22	84		26
Martin				
Rural schools	49	77	64	
Ceylon	5	11	45	
East Chain	2	10	20	
Fairmont	4	63	6	
Granada	4	11	36	
Sherburn	4	20	20	
Triumph-Monterey	9	14	64	
Truman	0	13	0	
Welcome	7	10	70	
Total urban	35	152		23
Meeker				
Rural schools	46	83	55	
Dassel	3	16	19	
Eden Valley	2	8	25	
Grove City	5	10	50	
Litchfield	0	32	0	
Total urban	10	66		15
Mille Lacs				
Rural schools	46	58	79	
Isle	4	14	29	
Milaca	4	28	14	
Princeton	9	31	29	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Onamia	9	16	56	
Total urban	26	89		29
Morrison				
Rural schools	59	115	51	
Little Falls	5	59	8	
Motley	5	12	42	
Royalton	4	9	44	
Swanville	5	14	36	
Upsala	7	16	44	
Total urban	26	110		23
Mower				
Rural schools	58	87	67	
Adams	4	11	36	
Austin	15	160	9	
Brownsdale	3	4	75	
Elkton	3	9	33	
Grand Meadow	5	12	42	
Le Roy	3	15	20	
Lyle	6	9	67	
Rose Creek	5	9	56	
Total urban	44	229		19
Murray				
Rural schools	38	74	51	
Chandler	2	8	25	
Fulda	1	16	6	
Lake Wilson	5	8	63	
Slayton	1	20	5	
Total urban	9	52		17
Nicollet				
Rural schools	22	34	65	
Nicollet	3	10	30	
North Mankato	4	16	25	
Saint Peter	10	36	28	
Total urban	17	62		27
Nobles				
Rural schools	25	60	83	
Adrian	0	9	0	
Bigelow	2	4	50	
Brewster	1	9	11	
Ellsworth	4	8	50	
Reading	3	4	75	
Round Lake	3	9	33	
Worthington	5	84	6	
Total urban	18	127		14

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Norman				
Rural schools	16	39	41	
Ada	8	27	30	
Borup	6	10	60	
Gary	3	8	38	
Halstad	3	11	27	
Hendrum	3	8	38	
Twin Valley	4	13	31	
Total urban	27	77		35
Olmsted				
Rural schools	64	201	32	
Byron	4	12	33	
Dover	4	7	57	
Eyota	3	11	27	
Rochester	23	181	13	
Stewartville	4	20	20	
Total urban	48	231		21
Otter Tail				
Rural schools	118	230	51	
Battle Lake	5	13	38	
Deer Creek	3	8	38	
Fergus Falls	9	86	10	
Henning	5	19	26	
New York Mills	6	20	30	
Parkers Prairie	4	15	27	
Pelican Rapids	5	22	23	
Perham	7	22	32	
Underwood	1	9	11	
Total urban	45	214		21
Pennington				
Rural schools	3	36	8	
Goodridge	5	8	63	
Saint Hilaire	1	5	20	
Thief River Falls	2	67	3	
Total urban	8	80		10
Pine				
Rural schools	55	74	74	
Askov	5	11	45	
Brook Park	4	4	100	
Bruno	1	4	25	
Finlayson	1	8	13	
Hinckley	3	21	14	
Pine City	3	26	12	
Sandstone	0	18	0	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Willow River	5	15	38	
Total urban	22	105		21
Pipestone				
Rural schools	33	55	60	
Edgerton	3	10	30	
Jasper	2	13	13	
Pipestone	5	50	10	
Ruthton	3	9	33	
Total urban	13	82		16
Polk				
Rural schools	56	113	50	
Climax	2	11	18	
Crookston	9	45	20	
E. Grand Forks	6	30	20	
Erskine	5	11	45	
Fertile	0	18	0	
Fisher	3	10	30	
Fosston	6	26	23	
McIntosh	5	16	31	
Mentor	4	10	40	
Total urban	40	177		23
Pope				
Rural schools	28	58	48	
Glenwood	3	36	8	
Starbuck	1	14	7	
Villard	5	11	45	
Total urban	9	61		15
Ramsey				
Rural schools	67	103	65	
No. St. Paul	2	38	5	
White Bear Lake	11	46	24	
Total urban	13	84		15
Red Lake				
Rural schools	7	18	39	
Oklee	1	16	6	
Plummer	3	11	27	
Red Lake Falls	4	17	24	
Total urban	8	44		18
Redwood				
Rural schools	23	77	30	
Belview	5	10	50	
Lamberton	0	22	0	
Milroy	0	10	0	
Morgan	0	12	0	
Redwood Falls	4	38	11	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Sanborn	2	10	20	
Wabasso	2	12	17	
Walnut Grove	3	16	19	
Total urban	16	130		12
Renville				
Rural schools	19	70	27	
Bird Island	1	11	9	
Buffalo	8	23	35	
Danube	5	11	45	
Fairfax	1	15	7	
Franklin	2	10	20	
Hector	6	15	40	
Morton	1	14	7	
Olivia	4	20	20	
Renville	1	19	5	
Sacred Heart	0	12	0	
Total urban	29	150		19
Rice				
Rural schools	47	60	78	
Dundas	3	4	75	
Faribault	12	78	15	
Morristown	5	10	50	
Northfield	1	48	2	
Total urban	21	140		15
Rock				
Rural schools	20	43	47	
Beaver Creek	4	7	57	
Hills	2	12	17	
Luverne	7	34	21	
Magnolia	3	8	38	
Total urban	16	61		26
Roseau				
Rural schools	43	62	69	
Badger	5	10	50	
Greenbush	5	11	45	
Roseau	4	25	16	
Warroad	7	18	39	
Total urban	21	64		33
St. Louis				
Rural schools	93	148	63	
Arnold	6	7	86	
Aurora	5	23	22	
Biwabik	4	20	20	
Buhl	7	23	30	
Chisholm	18	79	23	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Ely	1	70	1	
Eveleth	2	76	3	
Floodwood	5	19	26	
Gilbert	6	30	20	
Hermantown	11	29	38	
Hibbing	4	179	2	
Meadowlands	2	8	25	
Mountain Iron	9	35	26	
Munger	4	4	100	
Proctor	10	40	25	
Tower-Soudan	6	26	23	
Virginia	2	121	2	
Total urban	102	789		13
Scott				
Rural schools	17	40	43	
Belle Plaine	2	13	15	
Jordan	5	12	42	
New Prague	3	21	14	
Shakopee	6	19	32	
Total urban	16	65		25
Sherburne				
Rural schools	20	31	65	
Becker	6	9	67	
Big Lake	4	9	44	
Clear Lake	4	6	67	
Elk River	9	31	29	
Total urban	23	55		42
Sibley				
Rural schools	30	54	56	
Arlington	3	15	33	
Gaylord	2	15	13	
Gibbon	2	11	18	
Henderson	2	11	18	
Winthrop	2	18	11	
Total urban	11	70		16
Stearns				
Rural schools	93	203	46	
Albany	3	12	25	
Belgrade	2	13	15	
Brooten	0	11	0	
Holdingsford	2	13	15	
Kimball	2	16	13	
Melrose	0	23	0	
Paynesville	3	21	14	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Saint Cloud	3	126	2	
Sartell	4	5	80	
Sauk Centre	2	29	7	
Waite Park	0	11	0	
Total urban	21	280		8
Steele				
Rural schools	43	69	62	
Blooming Prairie	2	18	11	
Ellendale	5	13	38	
Medford	6	13	46	
Owatonna	8	70	11	
Total urban	21	114		18
Stevens				
Rural schools	20	50	40	
Alberta	4	9	44	
Chokio	1	10	10	
Hancock	2	11	18	
Morris	5	30	17	
Total urban	12	60		20
Swift				
Rural schools	42	71	59	
Appleton	2	29	7	
Benson	0	35	0	
Holloway	3	8	38	
Kerkhoven	3	13	23	
Murdock	2	9	22	
Total urban	10	94		11
Todd				
Rural schools	89	118	75	
Bertha	5	14	36	
Browerville	4	8	50	
Burtrum	2	4	50	
Clarissa	3	9	33	
Eagle Bend	4	12	33	
Grey Eagle	4	9	44	
Hewitt	1	8	13	
Long Prairie	0	24	0	
Staples	5	37	14	
Total urban	28	125		22
Traverse				
Rural schools	21	39	54	
Browns Valley	3	13	23	
Tintah	4	8	50	
Wheaton	4	18	22	
Total urban	11	39		28

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Wabasha				
Rural schools	31	55	56	
Elgin	6	9	67	
Kellogg	4	8	50	
Lake City	4	28	14	
Mazeppa	0	9	0	
Plainview	3	24	13	
Wabasha	4	16	25	
Total urban	21	94		22
Wadena				
Rural schools	32	47	68	
Menahga	8	16	50	
Sebeka	4	16	25	
Verndale	6	12	50	
Wadena	4	29	14	
Total urban	22	73		30
Waseca				
Rural schools	33	53	62	
Janesville	2	14	14	
New Richland	3	18	17	
Waldorf	3	9	33	
Waseca	0	35	0	
Total urban	8	76		11
Washington				
Rural schools	34	56	61	
Bayport	4	11	36	
Forest Lake	8	29	28	
Mahtomedi	15	23	65	
Newport	6	6	100	
St. Paul Park	8	21	38	
Stillwater	14	45	31	
Total urban	55	135		41
Watsonwan				
Rural schools	28	46	61	
Butterfield	2	10	20	
Madelia	9	24	38	
Saint James	3	27	11	
Total urban	14	61		23
Wilkin				
Rural schools	21	41	51	
Breckenridge	6	28	21	
Campbell	3	9	33	
Doran	2	4	50	
Rothsay	3	9	33	
Wolverton	4	6	67	

Table 1 (continued)

County	Number of Married Women Teachers	Number of Teachers in School System	Detailed Percent Married	Total Urban Percent Married by Counties
Total urban	18	56		32
Winona				
Rural schools	53	75	71	
Lewiston	6	16	38	
Saint Charles	3	23	13	
Winona	13	147	9	
Total urban	22	186		12
Wright				
Rural schools	76	101	75	
Annandale	1	24	4	
Buffalo	7	23	30	
Cokato	2	19	11	
Delano	5	13	38	
Howard Lake	3	14	21	
Maple Lake	2	12	17	
Monticello	2	16	13	
Rockford	4	9	44	
Total urban	26	130		20
Yellow Medicine				
Rural schools	19	51	37	
Canby	3	26	12	
Clarkfield	1	23	4	
Echo	4	9	44	
Granite Falls	2	30	7	
Hanley Falls	1	8	13	
Wood Lake	2	11	18	
Total urban	13	107		12
Grand total				
Rural	3,205	5,736	56	
Urban	2,089	10,154	21	
	5,294	15,890	33.3	

Pupil-Teacher Load in Rural Schools

The majority of the urban teachers failed to report the number of students in their classes. Thus, it was necessary to omit some of the data from Table 2. The author had planned to make a comparison of the rural and urban

pupil load. There were no schools of six or less students. Evidently the per pupil cost was so great in those schools that the rural school board elected to close them and transport the students to other districts. There was one teacher instructing 54 students in eight grades. One teacher taught only seven students. The median was calculated as 17 students.

By dividing the median salary (\$1,919.00) paid to rural teachers (Figure 2) with the median pupil load the instructional cost would be \$112.88 per child. This cost is exclusive of texts, paper, and other expenses regularly classified as instructional costs. If the other instructional costs were added to the above figures, one can readily see that it would be much higher. Thus, one may conclude that the instructional costs in the rural schools are very high. It appears that many rural schools could profit financially by closing the school and transporting the students to the nearby city. One may also gather that some teachers have too great a pupil load to do effective instruction (Figure 2).

Table 2

Number of Pupils Taught by Married Women Teachers
in the Rural Schools^a

Number of Pupils	Number of Teachers
1 to 6	0
7	1
8	0
9	7

^aThree teachers failed to report

Table 2 (continued)

Number of Pupils	Number of Teachers
10	2
11	4
12	3
13	3
14	8
15	3
16	3
17	2
18	0
19	4
20	6
21	3
22	3
23	5
24	2
25	1
26	3
27	1
28	3
29	0
30	2
31	0
32	0
33	0
34	1
35	0
--	
64	1
Total	71

Summary of Chapter 2

Undoubtedly various factors enter into the problem of securing teachers. Some of the chief ones appear to be the salaries, transportation facilities, location in respect to the larger cities, school board rules, teaching load, the local supply of teachers, and the amount of consolidation of schools. It appears that single teachers prefer the southern section of the State of Minnesota, or that that section prefers the single women, because that section tends

to have the lower percentage of married women teachers. It may be that those communities that have been settled for many years may have prejudices against married women teachers and are willing to pay higher salaries to obtain single teachers. It is also fair to assume that single teachers prefer to be in the larger systems, as those generally have the lowest percent of married women teachers unless they are unfavorably geographically located. It also appears that some of the larger systems employ well trained, experienced married women teachers in preference to poorly trained, inexperienced single teachers, as indicated in the suburban areas of the cities. It may also be assumed that certain districts had to put forth greater effort to secure single teachers than married ones at the time of this study.

CHAPTER 3

QUALIFICATIONS AND SALARIES OF MARRIED WOMEN TEACHERS IN MINNESOTA PUBLIC SCHOOLS

At the beginning of this survey, the author intended to deal with married women teachers as one group. However, after reviewing the data, it was evident that the training, experience, salaries, number of grades taught, and differences in the professional advancement of the teachers made that inadvisable. In some cases it was found necessary to segregate the graded elementary school teachers from the secondary school teachers to add to the clarification of certain data. It appeared also that some teachers interpreted the questions slightly differently than others and, in a few cases, refused to answer or to make their answers acceptable for tabulation. It is hoped that the reader will bear these facts in mind as he or she interprets the following chapters.

Teaching Experience of the Married Women

Several women were married less than one year before entering the teaching field (Table 3). It is reasonable to assume that many in this grouping were married while attending college and entered the field of teaching with their husbands, who were also teachers. The data intimate that teachers have a better chance of marriage in the city schools, which may be one of the reasons why many girls show a preference for the urban areas. It also in-

dicates that many teachers teach five or six years before entering matrimony. In general, there is a likely comparison between the years of experience before entering marriage.

Table 3

Teaching Experience of Married Women in Minnesota
Public Schools Before Marriage

Number of Years	Rural Teachers	Percent of Total ^a	City Teachers	Percent of Total ^a
15 or more	3	4.1	5	4.2
14	1	1.3	2	1.7
13	1	1.3	0	0
12	3	4.1	2	1.7
11	2	2.7	2	1.7
10	5	6.8	2	1.7
9	5	6.8	3	2.5
8	5	6.8	2	1.7
7	6	8.1	4	3.4
6	10	13.5	12	10.2
5	7	9.4	15	12.7
4	4	5.4	14	11.9
3	9	12.2	13	11.0
2	7	9.4	20	17.0
1	4	5.4	13	11.0
0 to .9	2	2.7	9	7.6
Total	74	100.0	118	100.0

^aTo the nearest 1/10 percent.

A comparison of the number of years taught after marriage shows that 87 to 88 percent of those teaching had taught only seven years after marriage. That many of them were teaching to aid the schools during the shortage of teachers is not to be questioned. Most of those reporting had done very little teaching after their marriage until the war. This was partly because of the economic depression which occurred during the 1930's, a period when the public frowned upon married women teaching. It also proves that

many of those teaching currently have gained valuable experience which should not be overlooked by the administrators, school boards, and the general public (Table 4).

Table 4

Teaching Experience of Married Women in Minnesota
Public Schools After Marriage

Number of Years	Rural Teachers	Percent of Total ^a	City Teachers	Percent of Total ^a
15 or more	1	1.4	3	2.6
14	1	1.4	2	1.7
13	0	0	0	0
12	0	0	0	0
11	2	2.7	1	1.0
10	1	1.4	1	1.0
9	3	4.0	2	1.7
8	1	1.4	4	3.4
7	5	6.8	8	6.9
6	8	10.8	12	10.3
5	12	16.2	8	6.9
4	10	13.5	7	6.0
3	8	10.8	11	9.5
2	11	14.8	24	20.6
1	11	14.8	33	28.4
Total	74	100.0	116	100.0

^aTo the nearest 1/10 percent.

Approximately two-thirds of the urban married women teachers were five years or less removed from the teaching field. This represents about twice as many as in the rural schools. Of those removed 16 years or more, the rural outweighed the urban by the same ratio. The data reported in Table 5 somewhat confirm the assumptions drawn from those in the previous table. It is quite evident that many of the teachers in the rural schools are elderly women whose families have completed school, permitting the mother to return to her original occupation. It is possible that

many of these married women are teaching on qualifications which were permitted many years ago and which currently are considered inadequate. How successful a teacher can be after being retired for over 20 years, is to be questioned. It is true that the curriculums, textbooks, and methods have changed remarkably over such a period of time and one might well imply that the students of these schools were handicapped in meeting life's problems.

Table 5
Interval From Teaching Because of Marriage

Number of Years	Rural Teachers	Percent of Total ^a	City Teachers	Percent of Total ^a
20 or more	12	16.1	3	2.6
19	2	2.7	0	0
18	1	1.4	2	1.7
17	2	2.7	1	.9
16	2	2.7	2	1.7
15	4	5.4	1	.9
14	1	1.4	2	1.7
13	2	2.7	4	3.4
12	0	0	4	3.4
11	2	2.7	1	.9
10	4	5.4	7	6.1
9	1	1.4	3	2.6
8	1	1.4	3	2.6
7	2	2.7	2	1.7
6	2	2.7	3	2.6
5	2	2.7	2	1.7
4	3	4.1	2	1.7
3	4	5.4	6	5.1
2	7	9.4	10	8.6
1	3	4.1	12	10.3
0	17	22.9	48	39.8
Total	74	100.0	118	100.0

^aTo the nearest 1/10 percent.

The Educational Advancement of Married Women Teachers

The educational advancement of married women teachers after their return to teaching is of note. It clearly in-

dicates that the teachers of the rural areas have shown more interest than those in the urban areas in securing refresher courses and in attendance at summer schools. This might have been prompted by the regulations of the department of education which required attendance at such courses to renew their certificates. Some of the married women teachers in the urban schools were probably lacking in the requirements and also were required to attend these institutions. One may conclude from this table that the married women teachers are not very interested in professional advancement (Table 6).

Table 6

Educational Advancement of Married Women Teachers
Since Their Return to Teaching

School System	Refresher Courses				Summer Schools			
	None	One	Two	Total	None	One	Two	Total
Rural teachers	26	44	4	74	45	20	9	74
City teachers	89	29	0	118	91	18	9	118
Total	115	73	4	192	136	38	18	192

Teaching Load in Elementary Grades

The reason why many teachers preferred to teach in the city systems is well illustrated by Table 7. Fifty-three out of the 55 reporting for the urban schools were teaching only one or two grades in the elementary schools. The rural situation was quite true to expectations, with 55 teachers teaching six or more grades. Most teachers would question

the effectiveness of instruction in such schools with poorly trained teachers that have retired from the profession for a number of years. It might also be noted that only two urban teachers were required to teach 3 or 4 grades. This might be explained partly by the presence of private or parochial schools in some areas. In other areas some of the rural school districts maintained an elementary school and transported the high school students to the city to complete their education. This might be the reason why some of the rural schools had teachers with one to four grades. In summary, the situation appears to be quite as one might expect in the state of Minnesota.

Table 7

Number of Elementary Grades Taught by Married Women Teachers in Minnesota Public Schools

Grade	Rural Teachers	Percent of Total ^a	City Teachers	Percent of Total ^a	Total
1	1	1.3	29	52.8	30
2	7	9.5	24	43.6	31
3	2	2.7	1	1.8	3
4	3	4.1	1	1.8	4
5	6	8.1	0	0	6
6	10	13.5	0	0	10
7	5	6.8	0	0	5
8	40	54.0	0	0	40
Total	74	100.0	55	100.0	129

^aTo the nearest 1/10 percent.

Teaching Fields of Secondary Married Women Teachers

Sixty-three of those reporting were married women teachers in the secondary schools. Hence, it was necessary to require information as to their subject fields on the questionnaire. The method of classifying demands some ex-

planation. On many questionnaires the teachers reported more than one subject field on their schedule. In such instances the author weighed the situation and placed them in the field in which they were doing the major portion of their teaching. It might also be noted that the library field was omitted from this list as most of those handling the English assignments were also doing the library work (Table 8).

Table 8

Teaching Fields of Married Women Teachers in Minnesota
Public Secondary Schools, 1948-49

Subject	Number	Percent ^a
English	29	46.0
History	3	4.8
Science	3	4.8
Music	4	6.3
Physical Education (Girls)	5	8.0
Home Economics	6	9.5
Commercial	6	9.5
Mathematics	7	11.1
Total	63	100.0

^aTo the nearest 1/10 percent.

One can readily see that 46 percent of all the teachers were in the English field. Recently in a bulletin sent by the state department of education, a statement was made to the effect that there appeared to be an ample supply

of English teachers available. If a large number of these married women teachers should choose to retire it is quite evident that there would be a considerable shortage again in the English field.

Another unusual finding was that Mathematics had the second highest rank with 11.1 percent. Evidently the shortage of teachers in this field has demanded that the well qualified teacher be retained of the staff until an ample supply of well trained mathematics teachers is available (Table 8).

The other subject fields were quite similar to one's expectations. The special fields, which were open mainly to women instructors, ranked high. History and science ranked the lowest as these subject fields were usually taught by male instructors. It would be well for prospective teachers to analyze this chart before selecting their major field of training.

Educational Training of Married Women Teachers

The preparation for teaching of the married women teachers was illustrated (Figure 1). It is quite evident that many of the rural teachers had one to two years of college training. Some had less than one year of preparation. These instructors evidently were teaching under certification standards which were in force many years ago. Whether or not they were adequately prepared for the task of educating the rural youth is open to question. That

Number
of Cases

Number
of Cases

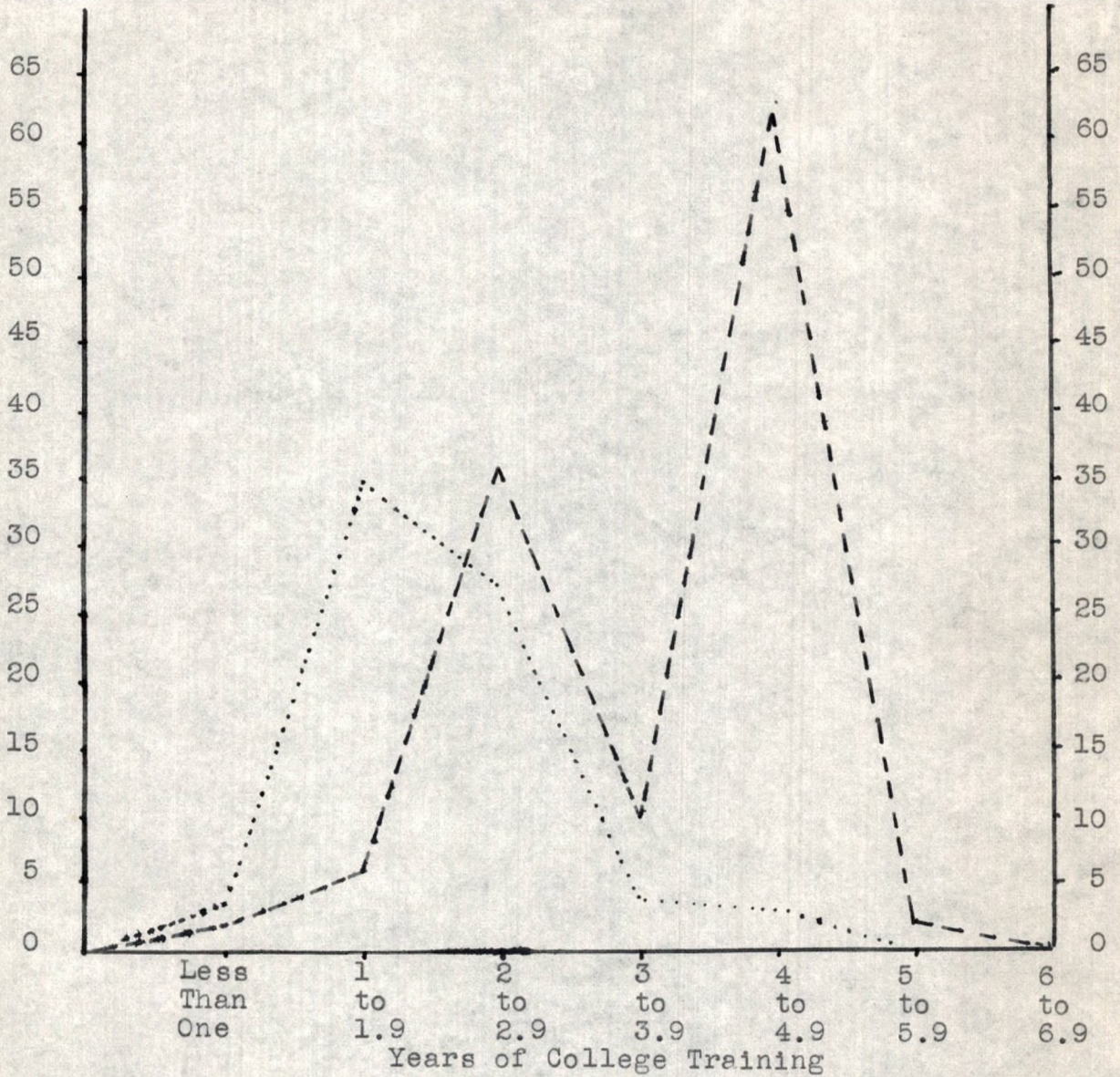


Figure 1. College Training of Rural and Urban Married Women Teachers in Minnesota Public Schools

Legend: Rural Teachers
 ----- Urban Teachers

That there is ample room for improvement in the certification requirements is evident.

As for the teachers in the graded elementary and secondary schools the amount of preparation for each field is well portrayed (Figure 1). The secondary school instructors had a minimum of four years of training with only a small percent having taken advanced work. Evidently those teaching in the city school systems, with less than the required two years of college preparation, must be teaching under permits, or older certificates. The smallness of that number tends to illustrate the importance of having high certification standards in the accredited schools. The fact that some teachers have more than the required amount of preparation for certification is encouraging and reflects the need for more training for elementary school teachers in general.

Salaries of Married Women Teachers

The replies on the questionnaire regarding whether or not the school boards discriminated against married women teachers in their salaries needs explanation. In seven cases the urban teachers were definite in their replies and in four cases they were questionable. The only true way one could determine the accuracy of their statements would be to make a survey of the salaries throughout the state. The fact that many schools, especially in the urban areas, have adopted salary schedules is of great im-

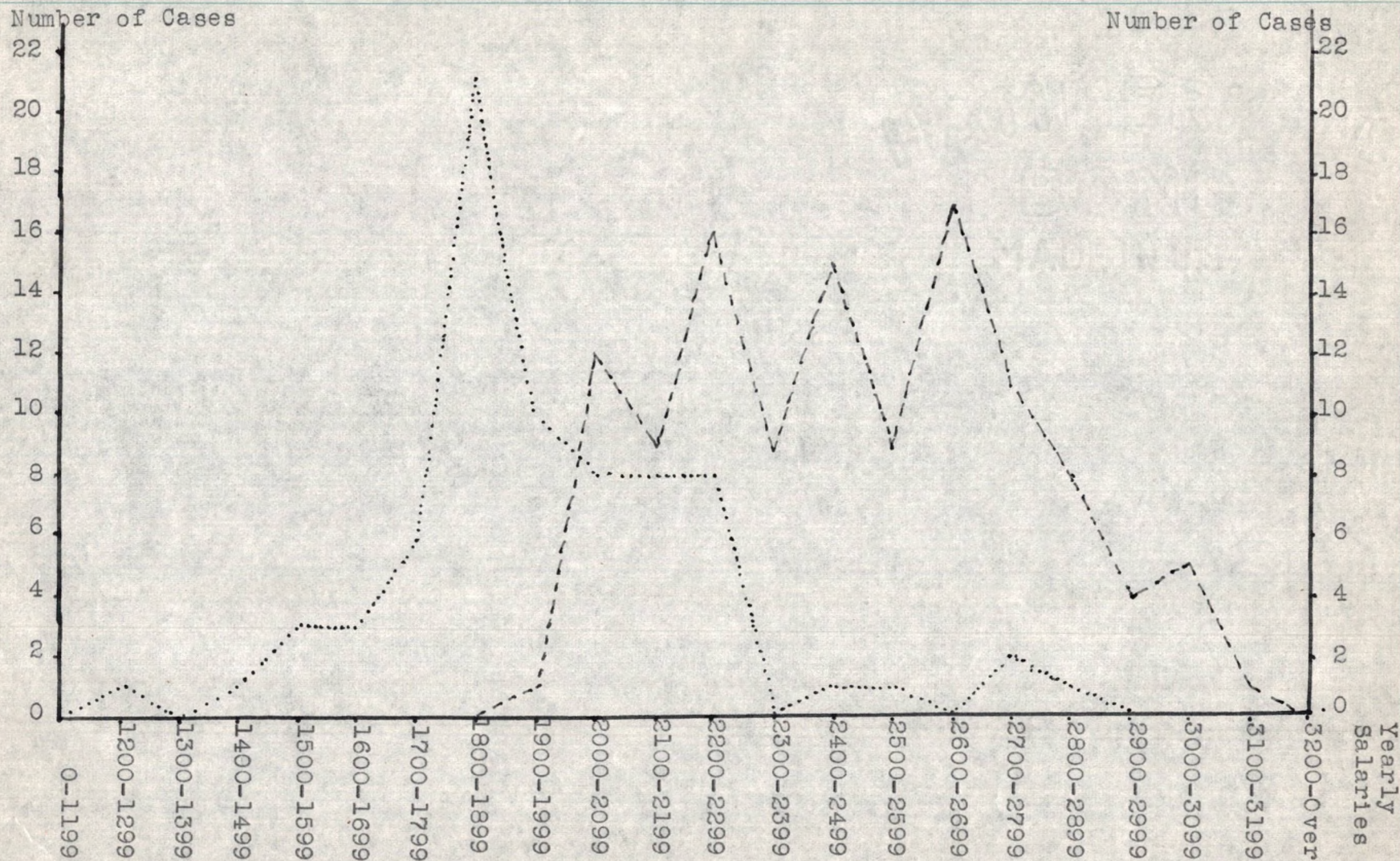


Figure 2. Comparison of Salaries Paid Married Rural Teachers with Married City Teachers

Legend Rural Teachers
 ----- Urban Teachers

portance to the married women teachers. These eleven cases, which are 9.3 percent of the total in the urban areas, prove that there is a tendency to take advantage of this group. In the rural schools the teachers indicated that they did not believe that there was any discrimination in salaries. The data gathered refute some of these statements, as there appeared to be discrimination in the lower paying brackets (Figure 2).

A comparison of the salaries paid to married women teachers in the rural and urban systems may be made from the data presented in Figure 2. There was a wide range of salaries paid and a great difference in teacher preparation and experience. The salary range for the rural teachers was much greater than for the urban teachers. Evidently the salaries in the lower brackets of the urban teachers were those of the elementary school teachers, while those in the upper brackets were those of the secondary school teachers. The median salary paid to rural teachers was \$1,919.00, while that of the city teachers was \$2,475.67. A number of teachers in the rural areas are being paid higher salaries than those of the urban systems, however, only four were above the median salary of the urban. If the salary differential is great enough it might induce some of the urban teachers to accept positions in the rural schools. One might also note the low salaries paid to a number of rural teachers. Evidently they are either being

discriminated against or are teaching in schools with small enrolments. That some areas are making a great sacrifice to keep the one and two room schools operating cannot be questioned. These areas must have a high per pupil cost which is another argument for consolidation of schools. At the present time there is ample room for a number of teachers to enter the rural field of education.

Table 9

Salary Discrimination Between Married and Single Women Teachers in Minnesota Public Schools

School System	No	Yes	Questionable	Total
Rural teachers	74	0	0	74
City teachers	107	7	4	118
Total	183	7	4	192

Summary of Chapter 3

In general one may conclude that the married women teachers in the city systems are better trained, better paid, have less classes to teach and have slightly better opportunities for marriage than those in the rural schools. The rural teachers have made more professional advancement and, in some cases, are better paid for the amount of training and experience. Since the cost of living in some of the rural areas is lower than that of the urban areas they probably have more "take home pay" and might continue to teach longer.

CHAPTER 4

THE FAMILY PROBLEM OF MARRIED WOMEN TEACHERS

One of the important factors to be considered when hiring the married woman teacher is the effect it will have upon the home. A number of objective and subjective questions were included in the questionnaire to determine to a limited amount the effect it might possibly have upon the family situation. The author endeavored to secure data on the size of the family, the attitude of the family toward the wife or mother teaching, whether the instructor was widowed, divorced, living with her husband, her age, and the distance required to travel from home to school. It was the belief that these factors might have a bearing upon the teaching effectiveness of the married woman.

The Family Status

The effect of children upon the teaching efficiency is rather insignificant. The median family would be less than one child per married teacher. The teachers in the city systems had fewer children than those of the rural areas. Fifty-six percent of those reporting from the urban areas did not have any children to detract from their work, while 38 percent of the rural married women teachers were childless. One might gather from this report that some of the married women teachers postponed their family obligations until they were no longer needed to aid the

emergency. Another assumption is that many of the women without children preferred to be gainfully occupied to aid the financial situation at home. That the teachers from the rural areas had more children and larger families than those of the city was not to be expected, however the effect the children have upon the teaching effectiveness is a matter of great importance. A teacher would be a poor mother if she did not lose some of her efficiency when sickness or injury appeared in the family. It might also be added that certain social and family obligations which do not enter into the childless marriage is certain to have its bearing upon the situation.

The fact that the mother was teaching may have several effects upon the children and husband. A working parent cannot help but neglect some of her regular family duties and, as a result, the others will bear the consequences. From the author's brief experience with having children in school there have been numerous occasions when the children have come home with undesirable situations which effected the child's normal life. This is undoubtedly true with the children of the married women teachers. That teaching is not a strenuous occupation is hardly to be denied hence, the wholesomeness of the family situation is bound to be impaired when the mother is overworked physically and mentally.

Table 10

A Comparison of the Family Status
of Married Women Teachers

School System	Number of Children								Total
	0	1	2	3	4	5	6	7	
Rural teachers	28	16	15	8	3	2	1	1	74
City teachers	66	24	24	4	4	0	0	0	118

The Family Attitude

The attitude of the family toward the wife or mother teaching was reported by the married women teachers. The true family sentiment was not entirely reflected in some cases but one must admit that the mother must know to a greater extent the opinions of her family. The significant point is that the approval of the families outweighed the percent of indifference and disapproval. The approval must come largely from the childless families or in situations where the children have completed their education. On numerous replies the children were opposed while the husband favored the act. In such cases the author classified them as indifferent. On several replies even the teacher disapproved but stated that there were no other available applicants in the area and that the education of the children would be jeopardized if she did not accept the position. One may conclude that the benefits in financial gains probably outweighed the disadvantages encountered to such an extent that the family leaned to the approval attitude. Perhaps if the husband and children

were permitted to express their opinions on this question there might have been a reversal of judgment.

Table 11

Attitude of Family Toward Wife
and (or) Mother Teaching

School System	Approve	Percent ^a		Indiff-erent	Percent ^a	
		of Total	Oppose		of Total	of Total
Rural	41	55.4	13	20	27.0	74
Urban	73	61.9	17	28	23.7	118
Total	114	58.7	30	48	25.3	192

^aTo the nearest 1/10 percent.

Other Family Data

Eighty-two percent of the rural teachers and 90 percent of the city teachers reported living with their husbands. How this average would compare with those in other occupations would produce a worthwhile comparison. Evidently there is only a small percent of divorces and separations which infer that most teachers make good wives. The greater number of rural teachers being separated or divorced from their husbands than those in the urban areas is contrary to expectations from sociological studies. Another assumption might be that the city systems hesitated to hire those that were divorced, separated, or widowed (Table 12).

Table 12
 Comparison of Other Family Data
 of Married Women Teachers

	Rural Teachers	Per- cent ^a	Urban Teachers	Per- cent ^a
Living with husband	61	82.4	106	89.8
Divorced	1	1.4	3	2.6
Separated	6	8.1	2	1.7
Widowed	6	8.1	7	5.9
Total	74	100.0	118	100.0

^aTo the nearest 1/10 percent.

Ages of Married Women Teachers

The median age of the married women reporting was 34.1 years for the rural teachers and 33.4 years for the urban teachers. Since 20.3 percent of the rural teachers and 1.7 percent of the city teachers were delinquent one may conclude that they were probably elderly women and hence did not like to reveal their ages. Of the three upper age groups the total in the rural areas was approximately eight percent greater than that of the city. If one may assume that a large portion of those not reporting from the rural schools were in the older group, it would indicate that the children of the rural schools were being instructed by more elderly women than those of the urban schools. In the age groups 20 to 24 and 25 to 29 years the percent of married women teachers was greatest in the city systems. One may conclude from this that the cities

preferred to hire young married women, forcing the older ones to accept employment in the rural areas. In both cases the age group 35 to 39 years was lower in percent than the succeeding or preceding age group. One is apt to believe that this age group preferred not to teach as the home demands are probably greater at that period. One may also conclude that those married women teaching in the lower age bracket probably had not started their families and those in the higher age group had families which were quite self sustaining, permitting the mother to devote her time to a teaching position (Table 13).

Table 13

Comparison of the Ages of Married Women Teachers

Ages	Rural Teachers	Percent ^a	Urban Teachers	Percent ^a
60-64	2	2.7	1	.9
55-59	5	6.7	5	4.2
50-54	6	8.1	6	5.1
45-49	9	12.2	12	10.2
40-44	9	12.2	19	16.1
35-39	5	6.7	12	10.2
30-34	12	16.2	14	11.9
25-29	7	9.5	25	21.1
20-24	4	5.4	22	18.6
Not stated	15	20.3	2	1.7
Total	74	100.0	118	100.0

^aTo the nearest 1/10 percent.

Commuting Distance of Married Women Teachers

The rural teachers traveled greater distances to and from school than the urban teachers. It appeared that the married women teachers preferred to teach close to their homes. This reveals that the problem of "localism" is an important factor in many districts. In the case of competent teachers they are often subject to severe criticism due to local jealousies and antagonism on the part of the families. In the past many administrators found it difficult to dismiss an incompetent married woman teacher especially when the family social ties were very strong in the community. How serious a problem this will be depends upon the attitude of the community, the school board, and the individual teacher. Unless administrators use proper tact in the removal of undesirable married women teachers their positions might be jeopardized (Table 14).

Table 14

Distance from Home to School of Married Women Teachers

Distance in Miles	Rural Teachers	Per- cent ^a	Urban Teachers	Per- cent ^a
18-over	7	9.5	9	7.6
16-17.9	0	0	2	1.7
14-15.9	3	4.0	4	3.4
12-13.9	2	2.7	2	1.7
10-11.9	4	5.4	2	1.7
8-9.9	4	5.4	1	.9

^aTo the nearest 1/10 percent.

Table 14 (continued)

Distance in Miles	Rural Teachers	Per- cent ^a	Urban Teachers	Per- cent ^a
6-7.9	12	16.2	2	1.7
4-5.9	11	14.9	3	2.5
2-3.9	17	23.0	5	4.2
0-1.9	14	18.9	88	74.6
Total	74	100.0	118	100.0

^aTo the nearest 1/10 percent.

Summary of Chapter 4

The average married woman teacher in the rural school travels about five miles to school each day, is about 34 years of age, lives with her husband, is likely to have no children and has the approval of her family to teach.

The average married woman teacher in the urban school travels less than one mile to school each day, is about 33 years of age, lives with her husband, is less likely to have children than those of the rural areas, and also has the approval of her family to teach.

It appeared from the data that the city teachers are less hampered by family duties than those of the rural areas. However, in general the family demands are not so great as to prevent the family from approving of the mother teaching.

It is apparent that teachers make good wives because of the low rate of divorces and separations that

were reported. The chances of a child being taught by an elderly married woman are greater in the rural areas than in the urban areas. It is also possible that many communities and especially the superintendents might encounter strife because such a large percent of the married women teach within a close radius of their homes.

CHAPTER 5

AN EVALUATION OF THE PERSONAL VIEWPOINTS OF MARRIED WOMEN TEACHERS IN MINNESOTA PUBLIC SCHOOLS

A number of questions were included in the questionnaire to ascertain whether the attitude of the public toward married women teachers has changed in the last decade. The data obtained were the opinions of the married women teachers and should not be given greater credence than such opinions of the public attitude warrant. The questions were stated in a subjective manner, to encourage a free expression. It was necessary to interpret the replies and place them in the proper categories. Where the opinion was questionable or divided, it was classified with the indifferent replies.

General Attitude Toward Married Women Teachers

The attitude of the public toward married women teachers is usually difficult to determine. The married women teachers were requested to report their impressions of the local public attitude toward them. The question of the accuracy of the teachers' impressions is left to the reader. Sixty-two percent of the rural and 75 percent of the teachers in the cities reported a favorable attitude on the part of the public toward them. That the percentage of indifference was greater in the rural areas is also significant. If it is thought that many of those reporting indifference should be classified in the opposition group, then there would be greater opposition to

the married women teachers in the rural areas than in the urban areas. Some of the conclusions that were drawn about the rural teachers in the former chapters verify the finding that the public would resent hiring poorly qualified instructors for their children. On the other hand, it might be that the rural teacher is closer to the public than the urban teacher and can report more accurately the public sentiment than those residing in the urban areas. Another factor that complicates this situation is that the percentage of married rural teachers is much greater than that of married urban teachers. That may cause the rural public to become more conscious of the problem.

That the urban married women teachers were not so aware of the public opposition may be expected for several reasons. (1) Many of them taught in the secondary schools. The pupils there may not reveal their opinions at home as freely as the elementary school students. (2) The teachers of the city systems are usually younger and better trained than those in the rural schools. (3) A large percent of the urban teachers have had little or no interval from teaching, but continued teaching immediately after marriage. (4) The public in the urban areas is probably better informed on the teacher shortage than in the rural areas because they may read and hear more about it. (5) Folks in urban areas usually have other interests to divert their attention from the school and are usually less critical of it.

It appears from the data that the public has changed or modified its pre-war attitude toward married women teachers somewhat. If this is so many single women teachers may contemplate marriage without fear of losing their current teaching positions (Table 15).

Table 15

Opinions of Married Women Teachers on the
Attitude of the Public Toward Them

School System	Favorable	Per-cent ^a	Opposed	Per-cent ^a	Indifferent	Per-cent ^a	Total
Rural	46	62	6	8	22	30	74
Urban	89	75	8	7	21	18	118
Total	135	68.5	14	7.5	43	24	192

^aTo the nearest percent.

The attitude of the school board toward married women teachers, and especially that of the city teachers, was not well determined because of the vagueness of the replies. By classifying the indifferent attitude with that of the opposition it is rather apparent that the rural school boards were thought to be less favorable to married women teachers than the urban school boards. Whether this is true is to be somewhat questioned because in the past many of the city school boards have had definite rules prohibiting the employment of married women teachers. The fact that many superintendents displayed a favorable attitude toward the married woman teacher may have been the basis for arriving at the con-

clusion that the school board was also favorable. The assumptions of the teachers upon that basis possibly may be false. Other statements to the effect that the school board must be favorable because it rehired and increased the salaries of the married women teachers, may be misleading for in some cases the board had very few alternatives because of the scarcity of teachers.

By comparing the data in Table 15 with those in Table 16, one may conclude that the attitude of the school board is similar to that of the public. In both cases there appeared to be a favorable attitude which might be considered significant.

Table 16.

Opinion on the Attitude of the School Board Toward
Married Women Teachers as Expressed
by Those Teaching

School System	Favorable	Per- cent ^a	Op- posed	Per- cent ^a	Indiff- erent	Per- cent ^a	Total
Rural	42	57	5	7	27	36	74
Urban	88	74	15	13	15	13	118
Total	130	65.5	20	10	42	24.5	192

^aTo the nearest percent.

Reasons Married Women Returned to Teaching

In conjunction with the other questions the married women teachers were requested to state the reasons why they returned to the teaching field after marriage. No reason was stated by five of the rural and 14 of the urban respondents. The reasons for returning to the teach-

ing field developed into seven main groupings as illustrated in Table 17. By comparing the rural and urban returns one notes the great similarity except for one situation. The teacher shortage was the chief reason for the return to teaching in the rural section but ranked a close second in the urban. The increased cost of living was undoubtedly an important factor in making the financial reason rank high. Many indicated that their husbands' incomes were inadequate to meet the family needs. This factor was first among the urban teachers.

Table 17

Reasons Given by Married Women Teachers
for Returning to Teaching

Reason	Rural Teachers	Per- cent ^a	Urban Teachers	Per- cent ^a	Total
Teacher shortage	35	46	39	33	74
Financial	15	23	44	37	59
Death of husband	3	4	3	2	6
Divorce from husband	1	1	2	2	3
Separated from husband	2	3	2	2	4
Illness in family	5	6	1	1	6
Enjoyment	8	11	13	11	21
No reason given	5	6	14	12	19
Total	74	100	118	100	192

^aTo the nearest percent.

The Future Plans of Married Women Teachers

The replies on the question of whether or not the

teacher wished to continue in the teaching field were classified under three headings -- to continue, to retire, undecided. An analysis of the data revealed that the married rural teachers were more desirous of continuing to teach after marriage than those in the urban centers. This appeared to refute the reasons given for returning to teaching as reported in Table 17. The large percent of married women teachers that are desirous of retiring from the profession is probably welcome news to many administrators and members of the local school boards. The indecision of many teachers involved the shortage problem. Many responses in the questionnaires inferred that the candidate would teach if urgently needed but preferred to retire. Thus one may conclude that approximately 30 percent of the rural and 47 percent of the urban married teachers were willing to withdraw from teaching and confine themselves to their home duties (Table 18).

Table 18

Service Plans of Married Women Teachers
in the Minnesota Public Schools

School System	Continue	Per- cent ^a	Retire	Per- cent ^a	Unde- cided	Per- cent ^a	Total
Rural	51	69	14	19	9	12	74
Urban	63	53	35	30	20	17	118
Total	114	61	49	24.5	29	14.5	192

^aTo the nearest percent.

Plans for Future Educational Advancement

The future plans for educational advancement of the married women teachers were classified under three headings. That 43 percent of the rural group anticipated future attendance at colleges for improving their training, is significant. It justified some of the former conclusions on their qualifications for teaching. Whether they would elect to further their education without some pressure from the state department of education is a matter for speculation. Those that plan to continue teaching in the rural schools might have limited certification and must attend training institutions every few years to renew their certificates.

The fact that many city teachers did not plan to further their educational training to a greater extent should not be an indictment of them under the circumstances. Their original preparation for teaching was, in most cases, quite adequate and evidently only a few were required to present evidence of further study to meet the requirements for certification (Figure 1). This fact, in addition to the educational advancement made after marriage would tend to justify their attitude toward further educational advancement (Table 6). If one could compare the desire for educational advancement of the married women teachers with the single ones the conclusion would probably be that the married women show

a satisfactory professional interest (Table 19).

Table 19

Plans for Future Educational Advancement
of Married Women Teachers in Minnesota

School System	Anticipate	Percent ^a	Discontinue	Percent ^a	Uncertain	Percent ^a	Total
Rural	32	43	38	52	4	5	74
Urban	34	29	57	48	27	23	118
Total	66	36	95	50	31	14	192

^aTo the nearest percent.

Attendance of Married Women Teachers
at Educational Conventions

The attendance at Minnesota Education Association conventions might be a reflection of the professional spirit of the teacher. To what extent this is so depends upon the viewpoint of the individual. Whether 20.2 percent of attendance for the married rural teachers would be considered proper professional attitude is debatable. Many counties have special institutes for the rural teachers and require attendance of all the rural instructors. Other factors that may discourage the rural instructors are the sites of the conventions, the lack of transportation facilities, the attitude of the local school board, the school calendar, and the household demands. Thus by weighing all the factors one may conclude that 20.2 percent of attendance is a relatively high ratio.

That 70.8 percent of the married women teachers in the urban schools reported attendance at the Minnesota Ed-

ucation Association conventions revealed their interest in education. They are also faced with a number of discouraging problems. That their family ties were not as great was evidently one of the determining factors. On the other hand, many administrators required attendance at such meetings. One may reasonably conclude that the married women teachers in Minnesota displayed satisfactory professional interest as evidenced by their attendance at such conventions and should not be subjected to unverified criticism.(Table 20).

Table 20

Attendance of Married Women Teachers at Minnesota
Education Association Conventions

School System	1947				1948			
	Yes	Per- cent ^a	No	Per- cent ^a	Yes	Per- cent ^a	No	Per- cent ^a
Rural	15	20.2	59	79.8	17	20.2	57	79.8
Urban	93	70.8	25	29.2	93	70.8	25	29.2
Total	108	56.2	84	43.8	110	57.2	82	42.8

^aTo the nearest 1/10 percent.

Findings of Related Studies

With the return of a normal supply of single teachers the school boards and superintendents will be faced with a crucial decision. The removal of married women teachers who have rendered several years of satisfactory service will be a difficult one. It is then that the relative merits of the married women teachers will come to the front. The age-old arguments will be resumed. The

prejudices will be voiced and pressure-groups will endeavor to have local regulations against the hiring of married women teachers. What policies the school boards will adopt is somewhat difficult to determine.

Since a limited number of studies have been made on the merits of women teachers there is very little evidence to justify any final conclusion. One such study on the rating of teachers by D. W. Peters is summarized as follows:¹

When the judgments of the superintendents, supervisors, and principals are combined into a single rating for each teacher, the differences in ratings received by married and single women teachers are too small to be significant. A small total average exists in favor of the married teachers.

A summary of his findings on the effect of absenteeism, educational advancement, household duties and others are as follows:²

This study produces no evidence that justifies a policy of discrimination against married women teachers as a class. If any relationship exists between the marital status and teaching effectiveness, such relationship is without adequate significance to justify its use as a determining factor in fixing employment practices.

Thus it is quite evident that the effectiveness of instruction is not reduced greatly by those factors which

¹D. W. Peters, "Married or Single? Wedlocks Effect Upon Teaching Ability," Nations Schools, Vol. 20 (December, 1937), p. 41.

²Ibid, p. 42.

are commonly attributed to married women teachers.

In a study of 32 teacher characteristics by Cooke and McKee, 256 teachers were rated by 460 pupils. The pupils were from the 8th and 12th grades. Their findings are summed up as follows:³

Although both the 8th and 12th grade pupils show definite preference for married women teachers these data should not be construed to mean that mere marital status is the only differential between these groups of teachers or that these pupils are more favorably disposed to the married women than to the single solely because of marital status. The fact remains, however, that these pupils do rate married women higher than the single women in these 32 characteristics. This preference is all the more significant in view of the fact that the pupils did not know they were making a comparison of single and married women teachers.

The above study indicates that the students must benefit somewhat from the associations with married women teachers hence, the school boards and superintendents should give considerable weight to this factor.

No evidence could be found to prove that married women teachers were inferior to the single women teachers. Thus one might conclude that the marital status has very little effect upon teaching and that the married women teachers are equally as good as the single ones. However, from the data submitted by the married women teachers in Minnesota, 74 percent of the rural and 75 percent of the

³ Dennis A. Cooke and Clinton C. McKee, "Pupils Prefer Married Teachers," School Executive, Vol. 60 (April, 1940), p. 22-23.

urban teachers reported that, in their own opinion, they were better teachers after marriage. This represents a very close agreement and some weight should be given to this self-evaluation. The negative answers were more difficult to evaluate as many teachers included qualifying statements. Some teachers indicated that they were better in some characteristics and worse in others, which required the data to be classified under questionable. Thus by including the questionable with the negative responses, one may reasonably conclude that three out of every four married women teachers were of the opinion that their teaching had improved after marriage (Table 21).

Table 21

Personal Opinion of Married Women Whether Teaching Has Improved After Marriage

School System	Yes	Per-cent ^a	No	Per-cent ^a	Question-able	Per-cent ^a	Total
Rural	55	74	5	7	14	19	74
Urban	89	75	21	18	8	7	118
Total	144	74.5	26	12.5	22	13	192

^aTo the nearest percent.

Whether or not women teachers are better instructors after marriage is somewhat questionable. The general public is a difficult group to convince and have definite objections which are founded upon the everyday logic of a patriarchal society. A few of their arguments are listed below.

1. The thought and interests of a married woman are on the home and that they teach only for the money.

2. The woman's place is in the home rearing children and taking care of the household. If she wishes an outlet for her energies there are many social agencies that would welcome her aid.

3. That the husband is paid a salary based upon the support of a wife.

4. That the married woman is taking the job of some needy young person.

5. The difficulties about the home are reflected upon the students.

6. That most married women teachers do not take a true professional interest in their work. They are willing to give a minimum of their time and ability to their school work.

7. That married women teachers do not add to the community socially or economically.

If superintendents and school boards are interested in reducing "teacher turnover" it would be well for them to consider the effect of celibacy rules. Sheets⁴ in his study of "teacher turnover" in the Montana schools discovered that "resigned to be married" was the greatest

⁴F. E. Sheets, "A Study of Teacher Turnover in Montana Schools," Master's Thesis, University of North Dakota, 1936, p. 31.

cause for teachers leaving the school systems. Undoubtedly rules permitting teachers to teach after marriage would do much to reduce this.

The married women teacher problem will probably always be a difficult one for school officials. The arguments for and against married women teachers are well summed up by Douglass, as follows:⁵

Discussions of the relative merits of married and unmarried teachers have been endless and usually decisionless. From the point of view of general social considerations, there is something to be said against taking married women away from their homes and children and putting them into competition with bread winners. From the point of view of teaching effectiveness, test scores of pupils and opinions of supervisors do not settle the question. Married women, on the whole, seem to understand children a little better, but not much. They seem on the whole, a little better balanced mentally, at least after thirty. They are usually not so professional in their interests, not keenly interested in attending committee or teachers' meetings or other activities of professional growth, usually belong to cliques, factions, or other groups along with their husbands, and are very difficult to discharge when incompetent or uncooperative.

Studies by Moehlman, Peters, and others, when thrown into one hopper, furnish no basis for believing that married teachers are either inferior or superior on the whole.

Summary of Chapter 5

Evidently the economic conditions of the country has an influence upon the attitude of the public toward

⁵Harl R. Douglass, Organization and Administration of Secondary Schools, (New York, Ginn and Co., 1945), p. 102-103.

married women teachers. When there is a shortage of teachers the school boards and the public tend to be favorable to them. The attitude of the public and that of the school board are similar. It also appears that teaching effectiveness has an important effect upon the attitude of the public as evidenced by the rural attitude. The data reveal that married women teachers show proper professional attitude. Finally, there is little factual evidence to prove that married women are inferior or superior to the single ones. However, the married women respondents believed that they were better teachers after marriage.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The data in this study were secured from the county superintendents, city superintendents, and 192 married women teachers in the Minnesota public schools. A few facts were secured at the state department of education. The schools of Minneapolis, St. Paul, and Duluth were excluded from this study because of their tenure laws. Otherwise the schools of the whole state were included in the study on a sampling basis. The teachers reporting the data came from the small ungraded rural schools, the graded rural schools, and all sizes of graded elementary and secondary public schools in the State of Minnesota.

Some of the conclusions that may be reasonably drawn from this study are as follows:

1. There is a critical shortage of well-qualified teachers in the State of Minnesota as evidenced by the number of married women teachers in the schools.

2. There appears to be a close relationship between the amount of training the teachers have and the minimum requirements for certification. Apparently large numbers of teachers aim at just meeting the requirements for certification and doing no more advanced studying.

3. The problem of securing teachers is greater in some counties and cities than in others.

4. Some schools apparently have school board rules against the employment of married women teachers on a contractual basis.

5. The trend in the larger school systems is toward a lower percent of married women teachers.

6. Various factors such as transportation facilities, geographical location, teaching load, climate, size of the city, and wages enter into the problem of securing teachers.

7. Some communities are willing to pay higher salaries or put forth greater effort to secure single teachers than other communities are.

8. It appears that many suburban districts prefer to employ well-trained married women teachers rather than inexperienced single teachers.

9. Most married women teachers on the average tended to teach for five or six years before entering marriage.

10. It appears that many married women teachers preferred to teach in the cities.

11. A very large percent of the married women teachers re-entered teaching because of the teacher shortage.

12. Very few married women teachers have taught more than seven years after marriage. That may have been because of the economic depression prior to World War II.

13. A large number of rural students are being

taught by married women teachers who were away from teaching for 10 or more years.

14. Fifty percent of the married women teachers in the city school systems were away from teaching one year or less when they re-entered as married women.

15. The married women teachers in the rural schools have shown more interest in attending refresher and summer school courses than those of the urban areas. This might have been because of the state certification standards.

16. Approximately 75 percent of the rural married women teachers were teaching six or more grades. In the urban schools 96 percent instructed either one or two elementary grades.

17. In the secondary field of English, or a combination of subjects with English, there was the greatest percent of married women teachers, 46 percent. Mathematics with 11.1 percent ranked second.

18. There were some married women teachers in both the rural and urban schools that did not meet the certification requirements and evidently were teaching under permits.

19. In some urban districts there was evidence of discrimination in salaries against married women teachers.

20. Some of the rural schools were paying higher salaries than the urban communities to married women teachers.

21. Although the rural married teachers reported no discrimination in salaries against themselves in their opinion, there appeared to be some discrimination in the data shown by some of the low salaries.

22. It is very possible that the education of some rural children is being jeopardized because of the heavy teaching load of some of the married women teachers.

23. The family demands of married women teachers were not very great as evidenced by the large percent of childless families.

24. A large majority of the families appeared to be favorable to the wife or mother teaching.

25. Married women teachers apparently make good wives as evidenced by the low percent^{text} that are separated and divorced from their husbands.

26. Urban districts preferred to hire younger married women teachers rather than those of the older age groupings.

27. The rural districts had almost twice as many married women over fifty years of age teaching than the urban districts had.

28. On the average the rural married women teachers traveled farther each day to attend school than those of the cities.

29. The attitude of the public and the school boards is more favorable now than before the war toward

the services of married women teachers.

30. The attitude of the public and that of the school boards were quite similar as reported by the married women teachers.

31. The two major reasons for married women teachers returning to the teaching field were the shortage of teachers and the desire for economic aid.

32. A larger percent of the married women teachers of the rural schools expressed a desire to continue teaching, than those of the urban districts.

33. More married women teachers from the rural schools planned to continue their teacher training than those of the urban districts. This was probably because of the certification requirements.

34. A reasonable number of married women teachers attended the Minnesota Education Association conventions.

35. Some school boards and superintendents may encounter difficulty in removing married women teachers from their schools if they desire to do so in the future.

36. From the limited number of studies quoted it appeared that the students preferred married women teachers to the single ones but the difference was too small to be considered significant.

37. There is little factual evidence to prove that married women teachers are either superior or inferior to single women teachers.

38. About three-fourths of the married women teachers in this study through self-evaluation arrived at the conclusion that they were better teachers after marriage. The question of whether this is true would make an opportunity for another study in this field.

Upon the completion of this study and after arriving at the conclusions there were several recommendations that appeared reasonable to the investigator.

1. Increased effort should be made to encourage the consolidation of school districts. This would reduce the teacher shortage and permit the raising of the educational qualifications for teachers. It might also reduce the number of married women teachers who have sub-standard qualifications.

2. Because of the serious shortage of teachers in the rural and elementary grades evidenced by the number of married women teachers with sub-standard qualifications, a large number of carefully selected young men and women should be recruited for teacher training in the elementary school field. To aid this emergency a minimum of two years of required college training in the basic educational courses should be required. The renewal of their teaching certificates should be dependent upon evidence of further training at recognized institutions.

3. A state minimum salary law based upon the cost

of living index should be passed. This would insure the teachers an adequate income and encourage students of a higher caliber to enter the field. It would do much to retain many of the well-trained and experienced teachers, whether they were married women or others.

4. State wide salary schedules should be adopted. This would encourage teachers to remain for longer periods of time in their current positions and reduce one fruitful cause of the unsatisfactory conditions connected with the married women teacher problem. It would also do much to aid the cause of the smaller schools. During normal times it is a difficult problem to retain experienced teachers on the staff. It is hoped by having a salary schedule to improve the instruction for the students in the rural areas.

5. The state department of education should be required to keep a more complete record of the qualifications and training of each teacher including the married women teachers. This would supply current data on the supply of teachers in each field. The number of teachers that expect to be retired due to age requirements then could be more closely estimated than now.

6. The superintendents, principals, or the persons responsible for the reports of a school should be required to report all vacancies to the state department of education. In this way the demand for the coming year

could be determined, and the married women teachers would not be a stop gap for a teacher shortage.

7. All teacher training institutions should be required to submit data on the possible supply of teachers in the various fields.

Thus the children of Minnesota would be the recipients of a better education from the standpoint of the improvement of instruction by more competent teachers working under better educational conditions.

A P P E N D I X

Date

County Superintendent of Schools:

I am making a study of married women teaching in Minnesota and would appreciate it very much if you would send me a list of the names and the mailing addresses of the married women teachers in your rural schools. Do not include the married women teachers in the independent or consolidated systems as I am sending a separate blank to them.

I plan to send a questionnaire to a number of married women teachers in order to determine the number of teachers available for the coming years. This information will not be used for commercial reasons and will be held confidential.

In order to make a complete survey it is necessary to have this information at the earliest possible date. A stamped addressed envelope is enclosed for your convenience.

Sincerely yours,

Clifford C. James

Date

**Superintendents of Independent and
Consolidated Schools:**

I am making a study of married women teaching in Minnesota and would appreciate it very much if you would send me a list of the names and mailing addresses of the married women teachers in your school system. Do not include the names of married women teachers in the rural schools as I am sending separate blanks to them.

I plan to send a questionnaire to a number of married women teachers in order to determine the number of teachers available for the coming years. This information will not be used for commercial reasons and will be held confidential.

In order to make a complete survey it is necessary to have this information at the earliest possible date. A stamped addressed envelope is enclosed for your convenience.

Sincerely yours,

Clifford C. James

Date

Dear Madam:

I am making a study of married women teaching in Minnesota and would appreciate it very much if you would fill in the enclosed questionnaire as soon as possible and return it to me in the enclosed stamped envelope.

The information that you give on the questionnaire will be strictly confidential and your name will not be included in any report. In order to make a complete study of this subject it is necessary to have all questionnaires returned.

When my survey is completed and you would like a summary of the information, please check the space allowed on the questionnaire and I will be glad to forward the material to you.

Sincerely yours,

Clifford C. James

Sample of the Questionnaire Sent to Married Women
Teachers in Minnesota Public Schools

Name _____ Age _____ Address _____
 Number of children in your family _____
 Number of dependents _____
 Living with husband _____ Divorced _____ Separated _____ Widowed _____
 Salary per year _____
 Number of years of teacher's training before marriage _____
 Number of years of teaching experience before marriage _____
 Number of years you did not teach between marriage and
 return to teaching _____
 Number of years taught after marriage _____
 Explain why you returned to teaching _____
 Have you taken any refresher courses since your return to
 teaching? _____
 Number of summer schools attended after return to
 teaching _____
 Encircle the grades you teach: 1 2 3 4 5 6 7 8 9
 10 11 12
 If you teach in Junior or Senior High School, what sub-
 jects do you teach? _____
 Do you have a regular legal contract? _____
 Do you teach on a substitute basis? _____
 Distance in miles from home to school _____
 Number of teachers in school system _____
 Number of students in school system _____
 Did you attend M.E.E. this year? _____ Last Year? _____
 Explain the attitude of your family toward your teaching _____

 What is the attitude of the local public toward married
 women teachers? _____
 What is the attitude of the local school board toward
 married women teachers? _____
 Do you plan to continue teaching? Explain _____

 Do you plan on taking additional teacher training? _____
 Are you paid the same as single teachers in the same
 field? _____
 Do you think you are a better teacher now than when
 single? _____
 Do you wish a report on my findings mailed to you? _____

B I B L I O G R A P H Y

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