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A Survey of Husband and Wife Teaching Combinations in Public Schools of North Dakota

Roger Ernest Piehl

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A SURVEY OF HUSBAND AND WIFE TEACHING COMBINATIONS
IN PUBLIC SCHOOLS OF NORTH DAKOTA

A Thesis
Submitted to the Graduate Faculty
of the
University of North Dakota

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Roger Ernest Piehl
August 1950

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This thesis, offered by Roger E. Piehl, 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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Roger Ernest Piehl

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CHAPTER 1

INTRODUCTION

In the process of operating public schools, many school personnel and officials have worked with or come in contact with married couples both of whom are employed as faculty members. The impressions that these teaching combinations have left are both favorable and unfavorable. The unfavorable ones have raised doubts in the minds of some as to whether they should employ husbands and wives again in their schools. This consideration stimulated the curiosity of the writer and led him to organize this study.

Purpose of This Study

Another consideration of importance to the author was that he was seeking employment for himself and his wife as public school teachers. Accordingly, the problems, shortcomings, and advantages of husband and wife teaching combinations were discussed to a great extent with superintendents of schools and school board members. In some cases these public school administrators were enthusiastic about the possibility of having a married couple teach in their school. Others thought it might be all right if they could not get any other qualified

instructors. Still others said that under no circumstances would they hire such teaching combinations. A number of interesting opinions emerged from these discussions.

When a married couple seeks a teaching position, they may be expected to accept a lower salary than they would get if only one person were applying. In some cases this would be only logical, especially where one or the other's qualifications may not be high enough for the position to be filled. There may be cases, however, where the qualifications are those desired by the prospective employer, and in those cases they should probably expect no decrease in compensation.

Another difficulty, which frequently arises when married couples are members of a faculty, is a lack of cooperation with other members of the staff. This lack of cooperation may be real or imaginary and of low or high degree. This difficulty, however, may exist in any faculty whether there is a married couple teaching or not.

Then too, the local community may not relish the idea of so much of the public funds going to one family. This would apply mostly to smaller school systems where the school is more or less a community center and where school funds may be limited.

It was the purpose of this study to gather the opinions of those who were closely connected with public school education, in regard to the issues stated above

and also any other issues which are likely to arise where there are husband and wife teaching combinations. The number of such combinations and the types of schools in which they were located are also included in this study. If there are any general advantages or disadvantages in hiring these teaching combinations, they should certainly be made known.

The Problem

This study is confined to husbands and wives who were both teaching in the same school. There were a few scattered cases in which a husband and wife were teaching in different school systems and even in different towns. However, their problems and advantages would be similar to those of a wife teaching school and her husband engaged in some other type of occupation. This study is designed to cover difficulties which have arisen and which might arise between married couples, who are teaching in the same school, and other people closely related to the school. Some of the data presented here are merely the opinions of these people in regard to married couples who were teaching together in the same school system. These opinions may have been formed from actual contact with these couples or by obtaining second hand knowledge of the couples. In either case they are subject to change and modification at any time.

Questionnaires were sent out and returned within the school year of 1949-50, and were sent only to people

closely connected with public school education in the state of North Dakota. Schools covered by this study were public schools of high school level and below which came under the classification: fully accredited, minor accredited, and graded and consolidated schools. Federal government Indian day schools and private and parochial schools were not included.

Method Used

The data gathered for this study were gained almost entirely by questionnaires. These were sent to husband and wife teaching combinations, school board members, superintendents of schools, school principals, and school instructors. An attempt was made to question every married couple who was teaching in the public schools of North Dakota, and a fair sampling of superintendents, principals, instructors, and school board members.

The names of the husband and wife combinations were obtained by writing to every public school in North Dakota which had at least two faculty members, and asking them to list the married couples who were teaching in that school. All these schools did not reply to the request. It was desired to obtain the names of all combinations, however, and this was accomplished by writing to the fifty-three county superintendents of schools. As a result of these questionnaires, it was established that there were 172 husband and wife teaching combinations in the public

schools of North Dakota during the school year of 1949-50. Appropriate questionnaires were sent to these combinations asking about their salaries, reasons for both husband and wife teaching, their children if any, and any comments which they might care to make.

The questionnaires which were sent to superintendents, principals, instructors, and school board members were identical. In general, these questionnaires were designed to gather the opinions of these people in regard to husband and wife teaching combinations. In the cases where the husband of the teaching combination was the superintendent of the school, opinions regarding that teaching combination were gained from the principal, one instructor, and one school board member of that school. If the husband of the teaching combination was the principal or an instructor, opinions regarding that teaching combination were gained from the superintendent, one school board member, and some other instructor. The names of some of these school officials were obtained from the North Dakota Educational Directory 1949-50, published by the State Department of Public Instruction.

A total of 1,296 questionnaires were sent to that many people who were closely connected with the public schools of North Dakota. Of this number, 596 people returned their questionnaires properly filled out. It was on the basis of these questionnaires that this study was organized.

Table 1
Number of Questionnaires Returned

County superintendents of schools	53
Local superintendents of schools	121
Principals or assistants to superintendents	87
Instructors	97
School board members	118
Husband and wife teaching combinations	120
Total	596

The county superintendents of schools submitted the names and addresses of the husband and wife teaching combinations in their respective counties. There were 53 county superintendents of schools listed in the North Dakota Educational Directory for 1949-50, and they all responded to the questionnaires.

Of the 172 husband and wife teaching combinations, 120 returned their questionnaires properly filled out. This was a return of 70 percent. These questionnaires asked for reasons for both the man and his wife teaching, the number of children in the family, and how many years both had taught together in each school.

Questionnaires were also sent to 1071 local school superintendents, principals, instructors, and school board members, asking for the opinions of these people on the matter of husband and wife teaching combinations. Of this number, 423 or 39.5 percent returned their questionnaires.

Limitations of Techniques Employed

In designing the questionnaire, the author asked opinions of experienced school administrators, instructors, and school board members. Their suggestions were considered and combined to make the questionnaire easy to fill in and also to make as complete a survey as possible. However, the following paragraphs will show some of the limitations of the questionnaire used for this study.

On the questionnaire sent to superintendents, school board members, and principals, these questions may tend to suggest answers to the person answering them.

EXAMPLE: Some of the advantages of "Husband and Wife Teaching Combinations" are listed below. Check the ones that you agree with.

- (a) relieves the teacher shortage. _____
- (b) promotes cooperation among the faculty _____
- (c) teacher tenure is longer _____
- (d) sets up a good example of married life
for the students _____
- (e) such combinations are more interested in
the school _____
- (f) list any other advantages below: _____

EXAMPLE: Some of the disadvantages of "Husband and Wife Teaching Combinations" are listed below. Check the ones that you agree with:

- (a) their family disputes are carried into
the school _____
- (b) married couples do not mix well with
other members of the faculty _____
- (c) pregnancy tends to interrupt their teach-
ing contracts. _____
- (d) they tend to favor each other in assign-
ing teacher load and similar assignments _____
- (e) they are more interested in increasing
their family income than they are in
helping to build a good school _____
- (f) list any other disadvantages below: _____

It may be easy for persons filling out the questionnaire to check some of the advantages and disadvantages which they do not wholly agree with. In this case they were to express their own ideas after the statements, "List any other disadvantages below." Many respondents took advantage of this opportunity to express their opinions.

The following question, contained in the questionnaire sent to the husband and wife teaching combinations, is subject to the same comment:

EXAMPLE: Listed below are some reasons why a man and his wife want to teach school. Check the ones which apply to your own situation:

- (1) to increase the family income —
- (2) to relieve the teacher shortage —
- (3) because you enjoy teaching. —
- (4) list any other reasons below

Here again a number of reasons were listed in addition to the ones printed on the questionnaire.

Work Done by Others on Closely Related Problems

As far as is known by the author and his associates, there have been very few, if any, studies made on the subject of husband and wife teaching combinations. However, some of the problems and advantages which may apply to these teaching combinations may also apply to married women teachers whose husbands may not be teachers.

The author of this study attempted to question all husband and wife teaching combinations in the state of North Dakota. He also gathered opinions from people

closely connected with public school education in this state regarding their experiences and contacts with these married couples.

A survey made by Clifford Charles James in August 1949 is closely related to this study in the respect that he made a survey of married women teachers.¹ A few of the conclusions which were derived from these two studies are very much the same.

¹C. C. James, Factors of Employment of Married Women Teachers in the Minnesota Public Schools, Master's Thesis, University of North Dakota, 1949.

CHAPTER 2

FACTORS OF EMPLOYMENT OF HUSBAND AND WIFE TEACHING COMBINATIONS

Many married couples seek positions in the larger school systems. These schools have comparatively large faculties and it is easy to fit these married couples into the curriculum. If the husband and wife had majored in similar fields, this duplication would not work very well in the smaller schools, whereas, a large school may find it more convenient to accommodate this couple.

Location of Married Couples

The fully accredited and minor accredited schools in North Dakota employed about two thirds of the 172 married couples who were teaching. The fully accredited schools alone had 45.94 percent of these couples.

Graded and consolidated grade schools, most of which had only one, two, or three teachers, had only 9.88 percent of the husband and wife teaching combinations as faculty members. The average salary of the principals of these schools was about \$1954.57, which was considerably less than most men would care to work for. This low salary places a limitation on the number of married men who would apply for a position in these schools. There were, however, thirty-six men serving

as principals in these graded and consolidated grade schools, but seventeen of them had wives who were teaching also. This would bring the family income up considerably.

Graded and consolidated schools with a four year high school had 20.94 percent of the 172 married couples. High schools of this classification closely resembled minor accredited high schools with respect to number of married couples on their faculties. Table 2 will show the distribution of these married couples according to the different classes of schools.

Table 2

Distribution of Husband and Wife Teaching Combinations
in Public Schools of North Dakota
in School Year 1949-50

<u>Classification of School</u>	<u>Number of Combinations</u>	<u>Percent of Total</u>
Fully accredited high schools	79	45.94
Minor accredited high schools	36	20.94
Minor accredited grade schools	1	.58
Graded and consolidated (4 year high school)	34	19.76
Graded and consolidated (3 year high school)	2	1.16
Graded and consolidated (2 year high school)	2	1.16
Graded and consolidated (1 year high school)	1	.58
Graded and consolidated grade schools	17	9.88
Total	172	100.00

The schools that were minor accredited grade schools and those that were graded and consolidated with one, two,

and three year high schools had very few married couples as faculty members. This was, no doubt, due to the fact that there were very few such schools in North Dakota.

The 172 husband and wife teaching combinations were distributed between 145 different schools in North Dakota. There were two schools that had three couples in each of them, and there were twenty-two schools which had two married couples as faculty members. Most of these cases were in the fully accredited schools as shown by Table 3.

Table 3

Number of Married Couples in Any One School

Classification of School	Number of Schools Having		
	One Couple	Two Couples	Three Couples
Fully accredited	47	13	2
Minor accredited	26	5	
Graded and consolidated (1-4 year high school)	31	4	
Graded and consolidated grade school	17		

The two schools which had three married couples in their faculties were not the largest schools in the state. One was an eighteen teacher school and the other was a fifteen teacher school. The opinions of school board and faculty members of these schools were in favor of husband and wife teaching combinations.

Positions Held by Combinations

In tabulating the positions held by married couples in their respective schools, it was necessary to consider the position of either the husband or the wife as a basis for tabulation. The position of the husband was used because practically all the wives of the teaching combinations were instructors.

There were four schools, however, where the wives were principals and the husbands were hired as instructors. In two of these cases the wives were high school principals and the husbands were high school instructors. The other two schools were grade schools in which the wives were grade school principals and the husbands were grade school instructors. There were no cases in which the wife was the superintendent of a school and the husband was working under her supervision.

Table 4 is designed to show the number of husband and wife teaching combinations in each class of school tabulated according to the position held by the husband of the combination. There were 78 married couples in which the husbands were employed as principals and 77 married couples in which the husbands were employed as instructors. There were only 17 married couples in which the husbands were superintendents. The great difference in these figures is probably due to the fact that there are very few superintendents in North Dakota as compared to the total number of principals and instructors.

Table 4
Positions Held by Husbands of Combinations

Classification of School	Position of Husband		
	Superin- tendent	Prin- cipal	Instruc- tor
Fully accredited high school	17	14	48
Minor accredited high school		21	15
Minor accredited grade school		1	0
Graded and consolidated (4 year high school)		23	11
Graded and consolidated (3 year high school)		2	0
Graded and consolidated (2 year high school)		1	1
Graded and consolidated (1 year high school)		1	0
Graded and consolidated grade school		15	2
Totals	17	78	77

In Table 4, the term "superintendent" applies only to men in charge of fully accredited schools and the term "principal" applies to persons in charge of minor accredited and graded and consolidated schools.

Reasons for Wife Teaching School

The married couples, returning their questionnaires, submitted a number of different reasons why both were teaching. Some of these reasons would be applicable to married couples employed in occupations other than teaching school. In this study, however, reasons will be considered only as they may apply to married couples who are teachers in public schools.

Of the 172 husband and wife combinations questioned by mail, 120 returned the questionnaires properly filled out. These questionnaires listed three reasons for a wife wanting to teach school: (1) to increase the family income, (2) to relieve the teacher shortage, (3) because they enjoy teaching. The married couples were to check any or all reasons that applied to their situation. Some of the questionnaires had all these reasons checked and some had only one or two reasons checked.

Table 5
Reasons for Wife Teaching

<u>Reasons</u>	<u>Number Checking Reasons</u>	<u>Percent of Total Question- naires Returned</u>
To increase the family income	105	87.5
To relieve the teacher shortage	49	40.8
Because they enjoy teaching	77	64.1

Of the 120 couples returning the questionnaires, 105 stated that one of the reasons why they were both teaching was to increase the family income. These people gave the following reasons for wanting a higher income:

- (1) to save money for more advanced education
- (2) to pay debts incurred while obtaining their education
- (3) to send their children away for advanced education

Only sixty-four percent of these couples admitted that both teach because they enjoy it. People, who are interested in education, would likely be more pleased if all teachers could say that they teach because they enjoy teaching.

Those couples who teach in order to relieve the teacher shortage were challenged by a few school board members and superintendents who say there is no teacher shortage. It may be true that there is no serious teacher shortage but it is very probable that there is a shortage of teachers in certain fields.

Other reasons for a husband and wife both teaching were brought out by these 120 married couples.

- (1) so the wife can complete retirement requirements
- (2) so the wife can obtain her life teaching certificate
- (3) school board desires married couple to relieve the housing shortage
- (4) some wives, teaching part-time, make it possible for a school to enjoy the services of a part-time music teacher or some other specialized instructor

The number of couples who stated these as reasons for both husband and wife teaching was very small compared to those giving the reasons listed in Table 5. A wife who teaches in order to complete her retirement requirements could possibly intend to teach for a great number of years; whereas, one teaching in order to obtain a life certificate may regard her job as more or less temporary. A study made by Clifford

James² regarding the married teachers in the public schools of Minnesota, shows that 61 percent of the married teachers wished to continue teaching, 24.5 percent wished to retire, and 14.5 percent were undecided as to their future plans.

An acute housing shortage, which exists in many areas, has sold a number of school board members on husband and wife teaching combinations. In some cases, the matter of inadequate housing facilities has been a chief cause of prospective faculty members failing to sign teaching contracts. One school board member stated that they maintained an apartment in the school-house for just such a teaching combination.

As a result of a shortage in instrumental music teachers, schools have found it necessary to hire a part-time band director. These directors may teach band in one school a few days of each week and then go on to another school. This may require a part-time teacher for academic courses. Of course, some married women, who are interested in teaching part-time, would be very pleased at this arrangement because it would leave part of her day free to take care of her home.

It may be entirely possible that any one or two of the reasons listed here would not be sufficient to

²C. C. James, op. cit., p. 58.

encourage some married couples to teach but combinations of any or all the reasons may be the deciding factors for these couples.

Summary of Chapter 2

The 172 husband and wife teaching combinations were mostly located in the fully accredited schools of North Dakota. All except 17 of the husbands were employed either as principals or as instructors. The number holding each of these positions was about equal. There were many reasons why the wives of these teaching combinations desired to teach along with their husbands. They were: (1) to increase the family income, (2) to relieve the teacher shortage, (3) they enjoyed teaching, (4) to complete retirement requirements, (5) to qualify for a life teaching certificate, (6) to relieve the housing shortage for teachers, and (7) to make it possible for a school board to hire another part-time teacher.

CHAPTER 3

SALARIES OF HUSBAND AND WIFE TEACHING COMBINATIONS COMPARED WITH THE SALARIES OF OTHERS

There were cases where married couples were expected to accept lower salaries than other people doing the same work and possessing similar qualifications. That situation appeared in this study. In view of the fact that salaries are largely determined by the school boards, their opinions on this matter probably should be considered first.

Married Couples Receiving Lower Salaries Than Other Teachers

Of the 111 school board members who submitted replies to this question, nineteen percent thought that married couples who were teaching should receive lower salaries than other teachers of similar qualifications and positions. Twenty-one of these school board members had teaching combinations in their school system, but this fact did not seem to make much difference in their replies. School board members, with or without teaching combinations in their school, were about equal in stating that salaries of husband and wife teaching combinations should be lower than the salaries of other teachers.

Table 6

Opinions of School Board Members on the Question of
Decreasing the Salaries of Husband and
Wife Teaching Combinations

Schools With	Number		Percent ^a	
	Yes	No	Yes	No
No combinations	11	46	10	41
Combinations	10	44	9	40
Total	21	90	19	81

^aTo the nearest whole percent.

It is interesting to note that while 19 percent of the school board members favored lower salaries for teaching combinations, only 11 percent of the faculty members were in favor of this (see Table 7). The opinions of the school board members on this matter of salaries would probably represent the feelings of the local community also.

Many people disapprove of so much of the public funds going to one family, but superintendents, principals, and instructors are probably more interested in the cooperative efforts put forth by the married couples than they are in the salaries of these couples.

Those faculty members who had teaching combinations in their schools, were definitely in favor of giving married couples the full amount of salary which was due them. This was shown by the fact that only three out of seventy-five faculty members stated that they were in favor of lower salaries for married couples.

Table 7

Opinions of Superintendents, Principals, and Instructors
on the Question of Decreasing the Salaries
of Married Couples

Position	Schools With					
	No combin- ations		Combin- ations		Total Percent	
	Yes	No	Yes	No	Yes	No
Superintendent	14	68	2	28	5	33
Principal	8	52	1	26	3	27
Instructor	9	65	0	21	3	29
Total	31	185	3	75	11	89

In way of summary, thirteen and six tenths percent of all the school board members, superintendents, principals, and instructors who offered opinions said that they believed that married couples who are teaching should receive lower salaries than other people holding the same type of position and possessing similar qualifications.

There were a few cases where the husband and wife combinations believed that their salaries were lower than the salaries of other people of comparable qualifications and having similar positions. It may be difficult for any one person to say that they are underpaid by the annual sum of one or two hundred dollars because they may overestimate their abilities and value to the school. However, there were some cases where teaching combinations thought they were underpaid as

much as four hundred fifty dollars for one person and as much as sixteen hundred dollars for both man and wife.

The questionnaires which were sent to the husband and wife combinations contained the following questions:

Is your salary lower than the salary given to a single teacher of comparable qualifications and similar position?
If so, how much lower?

Is your wife's salary lower than the salary given to a single teacher of comparable qualifications and similar position?
If so, how much lower?

There were 121 couples who submitted answers to these questions. This would involve the opinions of 242 individuals, 85.5 percent of whom stated that their salary was not lower than usual. The remaining 14.5 percent thought that their salaries were too small. Some couples said that the salary of the husband was too low but the salary of the wife was as high as it should be. Other couples said that the salary of the wife was too low but the husband's salary was all right.

Table 8

Opinions of 89 Superintendents and Principals,
Whose Wives are Teaching, in Regard
to the Salaries of Both

Salary of	Salary All Right	Salary Too Low
Husband	79	10
Wife	79	10

According to Table 8 there were ten married couples in which the husband thought that his salary was too low, and there were ten couples in which the wife thought that her salary was too low. The amounts in all of these cases ranged from \$75 to \$1,000. This is shown in Table 9.

Table 9

Cases in Which the Salaries of Superintendents and Principals, Whose Wives Were Teaching, Were too Low

Salary of	Number	Amounts Per Year			
Husband	10	\$600 ^a	\$300 ^b	\$300 300 300 200	\$100 150 100 100
Wife	10	\$1000 ^a	\$250 ^b	\$450 400 300 300	\$200 200 100 75
Average amount per couple		\$276.25			

^aThese amounts applied to one couple.

^bThese amounts applied to one couple.

The amounts given in Tables 8 and 9 are estimates given by these teaching combinations in regard to their own salaries. A person who thought his salary was only \$75 too low may have overestimated his value to the school. Such a small difference would not be too important. However, those husbands or wives who thought that their salaries were as much as \$300 too low may have cause for complaints.

In the cases covered by Tables 8 and 9, there were two couples in which both husband and wife thought that both of their salaries were lower than the salaries of other persons holding the same position and possessing similar qualifications. One couple stated that their combined salary was \$1600 less than it should be. The other couple said that they suffered a loss of \$550. These amounts are large enough to place a hardship on these couples and no school board should permit such a situation to exist.

There were 32 couples, in which both the husband and the wife were instructors, who submitted information as to whether or not their salaries were lower than usual just because both were teaching. These 32 couples would represent 64 individuals, 77 percent of whom stated that their salaries were all right.

Table 10

Opinions of 32 Married Couples, Hired as Instructors,
in Regard to Their Salaries

Salary of	Salary All Right	Salary too Low
Husband	25	7
Wife	24	8

There were seven husbands and eight wives who thought that their salaries were lower than they should be. The amounts ranged from \$100 to \$600. There were

five couples who thought that both the husband's and the wife's salaries were lower than usual. These cases are explained in Table 11.

Table 11

Cases in Which the Salaries of Married Couples, Who Were Employed as Instructors, Were too Low

Salary of	Number	Amounts Per Year					
Husband	7	\$600 ^a	\$500 ^b	\$300 ^c	\$200 ^d	\$100 ^e	\$200 100
Wife	8	\$500 ^a	\$250 ^b	\$300 ^c	\$200 ^d	\$100 ^e	\$300 250 200

Average amount per couple \$273.33

- ^aThese amounts applied to one couple.
^bThese amounts applied to one couple.
^cThese amounts applied to one couple.
^dThese amounts applied to one couple.
^eThese amounts applied to one couple.

According to the opinions of the married couples included in this study, those couples in which the husbands were either superintendents or principals seemed to suffer salary decreases less than those couples in which the husbands were instructors. Whether this was due to the fact that husbands, who were instructors, tended to overestimate their value would be difficult to determine without knowing all factors in every case. It may be, however, that those husbands who were school administrators were in better positions to bargain with their school boards.

Table 12
Opinions of Married Couples in Regard
to Their Salaries

Position of Husband	Percent Salary	Percent Salary ^a	Total Percent
	All Right	Too Low	
Superintendent or principal	80	20	100
Instructor	69	31	100

^aCases where either husband's or wife's salary was too low or where both of their salaries were too low.

In comparing the actual salaries of superintendents and principals, whose wives were teaching with the salaries of superintendents and principals whose wives were not teaching, we find that there is very little difference. In order to make this comparison, the schools were divided in groups according to the classifications given in the North Dakota Educational Directory 1949-50. It would not be fair to compare the salaries of administrators of larger schools with those of smaller schools.

Table 13 reveals that the average salaries of those superintendents and principals whose wives were not teaching, did not differ more than \$200 from those superintendents and principals whose wives were teaching. This difference is comparatively small and would be unmentionable considering the fact that no attempt was made to consider other factors which tend to regulate salaries. These factors might be the amount of

experience and ability which the superintendents or principals may possess.

Table 13

Average Annual Salaries of North Dakota Public School Superintendents and Principals, Exclusive of Salaries above \$5000^a

Classification of School	Average Annual Salary of Superintendents or Principals	
	Wife Teaching	Wife Not Teaching
Fully accredited (superintendent)	\$4166.61	\$4075.00
Minor accredited	3546.33	3695.23
Graded and consolidated high schools (1,2,3,4 years)	2909.86	3080.00
Graded and consolidated grade schools	1939.80	1854.35

^aThe exact salaries were used to find these averages.

Superintendents, whose salaries were more than \$5000, were not included in these calculations because their wives were not teaching, and also because some of their salaries were not published in the North Dakota Educational Directory for 1949-50.

Frequency distribution tables show that, as a general rule, there was not a great difference in the salary of those school administrators whose wives were teaching and those whose wives were not teaching. These frequency distributions are given in Tables 14, 15, 16, and 17.

Table 14 includes the salaries of 128 superintendents of fully accredited schools. A comparison of the mean salaries shows that the difference between the annual salaries of those superintendents whose wives were teaching and the salaries of those superintendents whose wives were not teaching was only \$136. This difference was in favor of the superintendents whose wives were teaching. A comparison of the median annual salaries, however, shows a difference of \$137 in favor of those superintendents whose wives were not teaching. In either case the difference was so small that it would be safe to say that there was no general reduction in the salaries of North Dakota public school superintendents just because their wives may be members of the faculty also.

Even if these salaries were nearly the same, the salaries of these men's wives may have been lower than usual. A school board could decrease the wife's salary and it would not be publicized as much as a decrease in a superintendent's or a principal's salary would be.

In organizing the data for this study, the salaries of the wives of the superintendents and principals were not available. Keeping this in mind, the comparison shown by Tables 14, 15, 16, and 17 cannot be used to draw any definite conclusions about the salaries of these married couples.

Table 14
Salaries of Superintendents of Fully
Accredited Schools^a

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$4900-4999	0	1
4800-4899	1	3
4700-4799	0	2
4600-4699	1	14
4500-4599	1	12
4400-4499	0	5
4300-4399	2	7
4200-4299	1	13
4100-4199	0	7
4000-4099	7	20
3900-3999	0	4
3800-3899	0	6
3700-3799	0	8
3600-3699	0	6
3500-3599	2	3
3400-3499	1	0
3300-3399	0	0
3200-3299	0	0
3100-3199	0	1
Median Salary ^b	\$4071	\$4208
Mean Salary ^b	4119	3983

^aSalaries of \$5000 or more were not considered.

^bTo the nearest dollar.

A similar tabulation comparing the annual salaries of 85 principals of minor accredited schools, shows that the mean and median salaries of those principals whose wives were teaching exceeds the mean and median salaries of those principals whose wives were not teaching by the amounts of \$55 and \$71 per year for the mean and the median respectively.

Table 15
Salaries of Principals of Minor
Accredited Schools

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$4500-4599	1	0
4400-4499	0	0
4300-4399	0	1
4200-4299	1	0
4100-4199	0	2
4000-4099	3	2
3900-3999	1	3
3800-3899	2	8
3700-3799	2	6
3600-3699	4	12
3500-3599	2	10
3400-3499	3	6
3300-3399	0	5
3200-3299	2	5

Table 15 (Continued)

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$3100-3199	0	0
3000-3099	0	4
Median Salary ^a	\$3688	\$3617
Mean Salary ^a	3683	3628

^aTo the nearest dollar.

In comparing the salaries of 152 principals of graded and consolidated schools having one to four year high schools, we find that those whose wives were teaching have a median salary advantage of \$38 per year while those whose wives were not teaching enjoy a mean salary advantage of \$61 per year. Table 16 shows that the annual salaries of these principals range from about \$900 to approximately \$3900. Those five persons whose salaries were less than \$1700 were Catholic Nuns who were teaching in public schools.

Table 16

Salaries of Principals of Graded and Consolidated High Schools Doing One to Four Years of Work

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$3900-3999	0	1
3800-3899	1	1
3700-3799	1	3

Table 16 (Continued)

<u>Annual Salary</u>	<u>Number of Cases Wife Teaching</u>	<u>Number of Cases Wife Not Teaching</u>
\$3600-3699	3	9
3500-3599	0	7
3400-3499	2	13
3300-3399	1	7
3200-3299	3	14
3100-3199	3	5
3000-3099	5	13
2900-2999	1	3
2800-2899	0	3
2700-2799	2	12
2600-2699	2	1
2500-2599	0	4
2400-2499	3	8
2300-2399	0	2
2200-2299	0	8
2100-2199	0	2
2000-2099	0	1
1900-1999	0	2
1800-1899	0	1
1700-1799	0	0
1600-1699	0	1
1500-1599	0	1
1400-1499	0	1

Table 16 (Continued)

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$1300-1399	0	0
1200-1299	0	0
1100-1199	0	1
1000-1099	0	0
900- 999	0	1
Median Salary ^a	\$3117	\$3079
Mean Salary ^a	2974	2913

^aTo the nearest dollar.

The mean and median annual salaries of 133 principals in charge of graded and consolidated grade schools are much the same irregardless of whether or not their wives teach also. For these men the mean annual salary was \$72 in favor of those principals whose wives were not teaching while the median annual salary was \$23 in favor of those principals whose wives were teaching also.

Table 17

Salaries of Principals of Graded and Consolidated Grade Schools

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$2700-2799	0	3
2600-2699	0	0
2500-2599	1	0

Table 17 (Continued)

Annual Salary	Number of Cases Wife Teaching	Number of Cases Wife Not Teaching
\$2400-2499	0	2
2300-2399	0	1
2200-2299	1	9
2100-2199	1	8
2000-2099	2	16
1900-1999	2	7
1800-1899	2	41
1700-1799	0	10
1600-1699	1	4
1500-1599	2	3
1400-1499	1	1
1300-1399	0	0
1200-1299	1	0
Median Salary ^a	\$1899	\$1886
Mean Salary ^a	1871	1943

^aTo the nearest dollar.

Summary of Chapter 3

Some married couples were inclined to accept lower salaries than each would get if they were single or if the wife were not teaching. In the majority of cases, however, this was not true, and most of the school board and faculty members believed that they should not be made to receive lower salaries than those given other

teachers of similar position and qualifications. There were a few married couples in which either the husband or the wife suffered a salary loss because both were teaching. There were also couples where both the husband and the wife thought they were receiving lower salaries than their positions and qualifications warranted.

Tables 14, 15, 16, and 17 show that the mean and the median salaries of certain school administrators, whose wives were teaching, did not differ very much from other school administrators, whose wives were not teaching. The following table is a summary of Tables 14, 15, 16, and 17.

Table 18

Comparison of Annual Mean and Median Salaries of
Certain School Administrators^a

Position Held	Wife Teaching		Wife Not Teaching	
	Mean Salary	Median Salary	Mean Salary	Median Salary
Superintendent of fully accredited school	\$4119	\$4071	\$3983	\$4208
Principal of minor accredited school	3683	3688	3628	3617
Principal of graded and consolidated schools with one to four years high school	2974	3117	2913	3079
Principal of graded and consolidated grade school	1871	1899	1943	1886

^aThe amounts of annual salary are shown to the nearest dollar and do not include salaries of \$5000 or more.

CHAPTER 4

ADVANTAGES AND DISADVANTAGES OF HUSBAND AND WIFE TEACHING COMBINATIONS

Many school board and faculty members have formed definite opinions regarding married couples on public school faculties. Whether these opinions are favorable or unfavorable depend upon the nature of past experiences with these couples. People who have received poor cooperation from husband and wife teaching combinations may disapprove of working with any such combinations in the future. There may be schools where the faculties do not work well together and married couples in those faculties are unjustly named as the cause of the trouble. Much attention is focused upon the behavior of husband and wife teaching combinations. Some insignificant act made by these teaching combinations may be magnified to great proportions.

Some schools submitting material for this study stated that they preferred the services of married couples to that of other teachers. Any married couple attempting to secure positions in these schools would not have the task of convincing the school board and the superintendent that they had the best interests of the school at heart.

Disadvantages of Husband and Wife Teaching Combinations

People who disapprove of married couples teaching in the same school system may do so because these couples might spend too much of their time sympathizing with each other. Or the husband and wife may show favoritism in matters of assigning teacher load and similar assignments. Many such disadvantages of husband and wife teaching combinations were submitted by persons contributing to this study. Some of the most common ones are listed briefly here and will be studied in detail later in this chapter.

1. If the husband is the superintendent and the wife inclined to run things it causes friction with other teachers.
2. Petty differences are magnified because they involve more people.
3. Married couples are more interested in increasing their family income than they are in helping to build a better school.
4. Married couples carry their family disputes into the school.
5. Pregnancy tends to interrupt teaching contracts.
6. Duties at home interfere with school duties.
7. One of the couples may be an undesirable or incompetent teacher, and it might be necessary to retain one and let the other go.
8. These couples are too busy to take their place in the affairs of the community.
9. One less job is available for people who may need it.

10. There is a risk of a general lowering of teachers salaries because married couples will contract for less wages.
11. The community frowns on so much school money going to one family.
12. It is an abnormal condition for children of the couple.
13. In North Dakota schools, boys and girls should be subjected to as many different teacher personalities as possible in their school years. Teaching combinations duplicate influences.
14. They spend too much time thinking about each other's work and problems.

Advantages of Husband and Wife Teaching Combinations

There were many people who had favorable comments on married couples who are teaching in the public schools. A few school board members stated that they maintained an apartment in the school building for just such couples. These were board members of small schools, but they had had good luck with husband and wife teaching combinations and wished to have them as members of their faculties.

There were more school board and faculty members approving of married couples in the schools than there were disapproving. Some had different reasons for approval than others. Some of these reasons are stated here as advantages of husband and wife teaching combinations and will be discussed more fully later in this chapter.

1. Relieves the teacher shortage.
2. Promotes cooperation among the faculty.

3. Teacher tenure is longer.
4. Sets up a good example of married life for the students.
5. Such combinations are more interested in the school.
6. Promotes more cooperation and understanding on the part of both husband and wife as to school demands.
7. They tend to fit into and become a part of community life.
8. Makes it possible for smaller schools to obtain better and more talented teachers.
9. Promotes a better family life for the teachers.
10. Makes possible a standard of living comparable to other professions.
11. Teaching combinations tend to serve as a stabilizing element in the school.

By taking into consideration the advantages and disadvantages listed here, school board and faculty members have formed opinions either favoring husband and wife teaching combinations or disapproving them. Questionnaires received from 401 of these school board and faculty members show that 63.3 percent approved of married couples as faculty members.

Table 19 reveals that the highest percentage of disapproval came from those school board members who had no husband and wife teaching combinations in their schools. There were 59 of these school board members who gave opinions on this matter and 34 voiced disapproval. This is well over 50 percent.

Table 19
Opinions of School Board and Faculty Members
On Approval of Married Couples Teaching
In the Same School System

Position	Schools With			
	No Combination		Combination	
	Yes	No	Yes	No
Superintendent	53	31	25	4
Principal	38	21	18	8
Instructor	42	28	17	6
School board member	25	34	37	14
Total	158	114	97	32
Percent ^a	58	42	75	25

^aTo the nearest percent.

Table 19 is designed to show how opinions differ between school boards and faculty members with teaching combinations in their schools and school boards and faculty members who did not have teaching combinations in their schools. It is apparent that a higher percent of approval is found in schools with teaching combinations. The percent of approval was 75 in these schools and was only 58 in the schools with no teaching combinations. This shows that the married couples were getting along favorably with their school board and fellow faculty members.

The opinions of 401 people were included in Table 19, and 146 persons disapproved of married couples as

faculty members. These 146 persons were then asked if they approved of married couples if the husband and the wife were assigned to different buildings. There were 128 replies to this question. Thirty-nine of these people changed their minds and said that if the man and wife were assigned to different buildings they would approve of married couples in the same school system.

Table 20

Opinions of School Board and Faculty Members on
Approval of Married Couples Teaching in the
Same School System Only if They Teach
In Different Buildings

Position	School With			
	No Combination		Combination	
	Yes	No	Yes	No
Superintendent	0	27	0	3
Principal	7	14	1	5
Instructor	10	12	5	1
School board member	11	23	5	4
Total	28	76	11	13
Percent ^a	27	73	46	54

^aTo the nearest percent.

The persons represented in Table 20 all disapproved of husband and wife combinations in Table 19, but then 46 percent of those with combinations in their schools reversed their opinions provided the husband and the wife were assigned to different buildings. Evidently

these people, who changed their minds, thought that the teaching combinations in their schools would be more pleasant to work with if the husband and wife were assigned to separate buildings. This definitely shows that the husband and wife teaching combinations in these schools are not well received by their fellow faculty members. These faculty members evidently thought that if the husbands and wives were in different buildings it would be easier to get along with them. Only 27 percent of the people with no combinations in their school changed their minds and approved of husband and wife teaching combinations only if they both did not teach in the same building.

School Policies Against the Hiring of Husband and Wife Teaching Combinations

Some schools attempted to maintain policies against the hiring of married couples for their faculties. These policies were probably the result of past experiences with married couples who did not work in harmony with the community and with the faculty. One disagreeable experience with a married couple may turn the entire community and faculty sour on the idea of married couples as members of the faculty.

If a school has trouble in getting teachers, they may find it necessary to employ married couples even though they have established policies against such combinations. Table 21 reveals that there were nine

such schools but somehow they found it necessary to hire married couples.

Table 21

Number of Schools Attempting to Maintain Policies
Against Hiring Husband and Wife Teaching
Combinations

	Yes	No
Schools with no combinations	20	63
Schools with combinations	9	59
Total	29	122
Percent ^a	19	81

^aTo the nearest percent.

Of the 151 schools included in Table 21, nineteen percent had policies against married couples as faculty members. The policies of these schools were based on the statements of their superintendents, principals, or board members. If the school was fully accredited, the statement was given by the superintendent. If the school was minor accredited or graded and consolidated, the statement was made by the principal of that school. There were forty of the schools represented in Table 21 where the superintendent's or the principal's wife was teaching. In these cases the statement of school policy was given by one of the school board members.

The fact that a school board had a policy against the hiring of husband and wife teaching combinations

when this study was made does not mean that they will always maintain such a policy.

Husband and Wife Teaching Combinations Relieves Teacher Shortage

During World War II an acute teacher shortage developed. This shortage was somewhat relieved by 1949-50 but there still was a shortage of well-trained and qualified teachers, especially in the elementary and music fields. That married couples helped considerably to relieve this shortage cannot be denied. A few of the people submitting to this study said that there was no shortage of teachers during the school year of 1949-50. In considering the opinions of 239 school board members and superintendents of schools, we find that 78 percent believed that husband and wife teaching combinations did relieve the teacher shortage.

Married Couples and Teacher Tenure

There is a possibility that married couples, who are faculty members, tend to settle down and become more stable than single persons. However, most of the people submitting information to this study believed that marital status does not make for longer teacher tenure. This fact is further proven by comparing the average number of years spent in each school by married couples with the average number of years spent in each school by husbands teaching alone. Table 22 makes this comparison and includes only persons who

were superintendents or principals. The position held by the wife was not taken into consideration.

Table 22

Average Tenure of 243 Superintendents
and Principals^a

Average Number of Years in Each School ^b	Husband and Wife Teaching in Same School		Husband Teach- ing Alone	
	Number	Percent ^c	Number	Percent ^c
1 to 1.9	32	43.2	46	27.2
2 to 2.9	19	25.7	42	24.9
3 to 3.9	12	16.2	34	20.1
4 to 4.9	5	6.8	24	14.2
5 to 5.9	3	4.1	8	4.7
6 to 6.9	2	2.6	4	2.4
7 to 7.9	0	0.0	4	2.4
8 to 8.9	0	0.0	4	2.4
9 to 9.9	1	1.4	3	1.7
Total	74	100.0	169	100.0

^aExclusive of averages of ten years or more.

^bFor superintendents and principals whose wives are teaching also. This is the number of years they have taught as man and wife.

^cTo the nearest 1/10 percent.

There were 43.2 percent of the married couples who averaged one to two years in each school. Compare this with only 27.2 percent of the husbands who were teaching alone, and you can see that the turnover of married couples was greater than the turnover of husbands teaching alone. This trend in turnover held true up to an

average of four years in each school. From an average of four years and over the turnover was almost equal.

Computing the average number of years taught in each school by any person was very difficult because of the fact that we did not know how many years this person stayed at his present position. This difficulty would be present in almost any attempt to study teacher tenure.

The author intended to compare the tenure of instructors teaching alone with the tenure of married couples who were instructors. This was impossible because most of the instructors did not submit the proper information when they returned their questionnaires.

Pregnancy May Interrupt Teaching Contracts of Married Couples

Whenever married couples are employed as faculty members, the possibility that pregnancy may interrupt their contracts is present. This would also apply to married women whose husbands were not teaching. A great number of school board and faculty members stated that this possibility was a disadvantage in hiring husband and wife teaching combinations.

Table 23 reveals that 76 percent of the superintendents, who contributed to this study, believed that pregnancy tends to interrupt the teaching contracts of married couples. This is very high when compared to

the percentage of principals, instructors, and school board members who believed that this is true.

Table 23

Number of Persons Stating That Pregnancy Tends
to Interrupt the Teaching Contracts of
Married Couples

Position	Number	Percent of Total Questionnaires Returned ^a
Superintendent	92	76
Principal	41	47
Instructor	48	49
School board	64	53
Total	245	

^aReturns were received from 121 superintendents, 87 principals, 97 instructors, and 118 school board members.

Of the 423 questionnaires received from all of these people, 245 were of the opinion that pregnancy tends to interrupt the teaching contracts of married couples. It is doubtful whether all these 245 people have known actual cases where the wife had to stop teaching because of pregnancy. If all these people have known of such cases, then the possibility of pregnancy is a decided disadvantage of husband and wife teaching combinations.

Cooperation Between Married Couples and Other Faculty Members

A factor, which may send a married couple looking for a new position, is the lack of cooperation with

other faculty members. Married couples are often under very close observation by the students, the community, and the rest of the faculty. As a result of this, small or insignificant incidents may be magnified to great proportions and used to bring discredit upon these married couples.

Any married woman, who holds a full time job in addition to her home work, may be subject to criticism because she does not have the time to establish herself in the social program of the community. In small towns a school teacher's wife is sometimes expected to be somewhat of a leader in the community. Her failure to do this may lead the people to believe that she is lacking in community spirit.

When a husband and his wife are on the same school faculty, the rest of the faculty may sense favoritism shown to each other. This may be in the form of assigning special duties that have to be performed or being prejudice in controversial issues which are before the faculty. Of the 423 school board and faculty members, who contributed to this study, only 82 persons stated that husband and wife combinations do not mix well with other faculty members.

Table 24 also reveals that 17 percent of the superintendents, 11 percent of the principals, 19 percent of the instructors, and 29 percent of the school board members, who responded to this study, believed that

married couples do not mix well with the rest of the faculty.

Table 24

Number of Persons Stating That Married Couples
Do Not Mix Well With Other
Faculty Members

Position	Number	Percent of Total Questionnaires Returned ^a
Superintendent	20	17
Principal	10	11
Instructor	18	19
School board	34	29
Total	82	

^aReturns received from 121 superintendents, 87 principals, 97 instructors, and 118 school board members.

It is interesting to note that only 11 to 19 percent of the faculty members thought that married couples do not mix well with the faculty, and 29 percent of the school board members were of this opinion. One would be safe in assuming that the opinions of the faculty would carry more weight than the opinions of the school board members on a question of this nature.

In direct contrast to the facts revealed by Table 24, is the fact that there were 82 persons who stated that husband and wife teaching combinations promoted cooperation among the faculty. In both of these

contrasting statements 423 school board and faculty members had a chance to voice their opinions.

Table 25

Number of Persons Stating That Married Couples Promote Cooperation Among the Faculty

Position	Number	Percent of Total Questionnaires Returned ^a
Superintendent	24	20
Principal	19	22
Instructor	20	21
School board	19	16
Total	82	

^aReturns received from 121 superintendents, 87 principals, 97 instructors, and 118 school board members.

Table 24 and Table 25 represent the opinions of 164 persons. There were 423 persons contributing to this study so the difference of 259 persons evidently had no opinions one way or the other.

It has been mentioned before that there is a possibility that husbands and wives may show favoritism to each other in handling school affairs. Table 26 shows that 102 faculty members thought this to be true. This is about one-third of the 305 superintendents, principals, and faculty members who were included in this study. The opinions of school board members were not included in Table 26.

Table 26

Number of Persons Stating That Husband and Wives
Tend to Favor Each Other in Assigning Teacher
Load and Similar Assignments

Position	Number	Percent of Total Questionnaires Returned ^a
Superintendent	52	43
Principal	24	28
Instructor	26	27
Total	102	

^aReturns received from 121 superintendents, 87 principals, and 97 instructors. Total 305.

One would think that instructors and principals would be in a good position to notice any favoritism shown by husbands and wives to each other. Table 26 shows that 43 percent of the superintendents noticed favoritism between husbands and wives, while only 27 and 28 percent of the instructors and principals respectively, noticed this to be true. It may be that the superintendents had formed their opinions by observing their principals in the act of making assignments. In the process of good supervision, however, there should be no favoritism shown whatsoever, and any attempt in that direction would certainly bring discredit upon the persons attempting to use such a procedure in public school systems.

Married Couples on the Faculty May Set Up
a Good Example of Married Life
for the Students

There may be a place on any faculty for a married couple who is satisfactorily married and well adjusted to each other. Married couples on the faculty are observed very closely by the students. As a child may inherit some of the traits of his teachers, so may he inherit a better understanding of married life from first hand observation of a married couple on the faculty. Stiles, in his description of high schools of tomorrow, had this to say about husband and wife teaching combinations:³

They are the marriage institution on parade, and one happily married couple can do more by example to promote respect for married life than any amount of preaching or textbook learnings.

In all likelihood this is very true. There are some students whose parents do not measure up any way near what good parents should. For these students, an understanding and well adjusted married couple in the school would do much to make him see the more desirable social relationship enjoyed by a sensible married couple.

Of the 423 school board and faculty members who submitted opinions to this study, 30 percent stated

³Dan Stiles, High Schools for Tomorrow, (New York, Harper and Brothers Publishers, 1946), p. 181.

that they believed that husband and wife teaching combinations did set up a good example of married life for the students.

Table 27

Number of Persons Stating That Husband and Wife Teaching Combinations Set Up a Good Example of Married Life for the Students

Position	Number	Percent of Total Questionnaires Returned ^a
Superintendent	38	32
Principal	21	24
Instructor	28	29
School board	25	21
Total	112	

^aReturns received from 121 superintendents, 87 principals, 97 instructors, and 118 school board members.

Children of Husband and Wife Teaching Combinations

This study has revealed that there were 172 married couples who were teaching in the public schools of North Dakota in the school year of 1949-50. Some of these couples had children of school age, under school age, and over school age. Whenever mothers are away at work children of these ages present problems of different degrees of complexity.

Those married couples, who had children beyond the age of high school, probably encountered no difficulty in giving the required amount of attention to their

work. Some of these children might have been attending institutions of higher learning and the increase in family income, which the husband and wife teaching combinations enjoy, would have been of great help to them.

Table 28

Number of Couples Engaged in Teaching Who Have
Children Beyond High School Age

<u>Number of Children in Family</u>	<u>Number of Couples</u>
1	11
2	0
3	0

Of the 172 married couples in the public schools of North Dakota, 22 percent had children enrolled in either elementary or high schools. During school hours both the mother and the children would be in school, and outside school hours the mother would be free to care of the needs of the children. This arrangement would work very well except when the child would be ill. Then the mother would have to take the day off or make provision for some other responsible person to care for the child. There were three married couples who had as many as four children each. This fact is shown in Table 29 along with the number of married couples having one, two, or three children.

Table 29

Number of Couples Engaged in Teaching Who Have
Children of Elementary or High School Age

<u>Number of Children in Family</u>	<u>Number of Couples</u>
1	23
2	9
3	4
4	3

The husband and wife teaching combinations having children below school age would have some difficulty in providing for the care of these children during the hours when the mother is teaching school. These children definitely need the care of a competent person at all times. This care would have to be provided by a professional nursemaid, or by a friend or relative of the married couple. If the services of these people would require the payment of wages, the net profit earned by this married couple would be decreased considerably.

A married woman who received a salary of less than \$2500 would not have much "take home pay" after she paid her income tax and the salary of a capable child nurse. Other expenses for food and clothing run much higher when a housewife, who has a full time job, does not have time to plan economical household expenditures.

Of the 172 married couples included in this study, there were 21 couples who had from one to two children of pre-school age. No attempt was made to find out the method and cost of adequate care for the children of each of these couples.

Table 30

Number of Couples Engaged in Teaching Who Have Children of Pre-School Age

<u>Number of Children in Family</u>	<u>Number of Couples</u>
1	15
2	6
3	0

There is no doubt that the children of husband and wife teaching combinations suffer to some extent because of lack of full time parental care. It would be hard to measure the long range effects that this lack of care would have on the children. Some of the effects may not appear until the child reaches the age of departure from his family ties. If he did not receive the proper care and guidance before and during elementary and high school age, he may suffer from it later in life. This lack of full time parental care would probably not have any serious effect on the children of these married couples.

Summary of Chapter 4

The characteristics of husband and wife teaching combinations may be grouped into two classes - advantages and disadvantages. Of course the advantages and disadvantages that would apply to one married couple would not necessarily apply to another married couple. As people differ from each other so do husband and wife teaching combinations differ from each other. If a school board has had an unhappy experience with a married couple they are not likely to consider the employment of a married couple in the future, even though the references and qualifications of the couple may be of the highest to be had.

In considering the opinions of 423 school board and faculty members, it was evident that there were no outstanding advantages or disadvantages of husband and wife teaching combinations. A great number of people, who submitted opinions for this study, stated that the success or failure of husband and wife teaching combinations depended largely upon the type of persons involved. Married couples, who do not get along well with other faculty members, probably would not get along if they were teaching as single persons.

Most of the school board and faculty members of schools having married couples on their faculties spoke in favor of teaching combinations. This shows

that they have encountered no great difficulties in working with these combinations. In general, there seems to be no correlation between a person's marital status and his value as an educator.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

In the process of tabulating the data received from persons contributing to this study, it appears that there are some conclusions which may be drawn and presented here as results of this investigation.

1. There was a comparatively small number of school board members and local school superintendents who stated that it was their policy not to hire husband and wife teaching combinations.

2. Some of those public school officials, who maintained policies against the hiring of husband and wife teaching combinations, had for some reason found it necessary to hire them.

3. Almost one-half of the husband and wife teaching combinations in North Dakota public schools were employed by the fully accredited schools. It may be easier for these schools to accommodate the majors and minors of these combinations than it would be for schools with smaller faculties.

4. The most popular reason for both husband and wife teaching was to increase the family income.

5. It is apparent that the hiring of married

couples as faculty members has relieved the housing shortage in a great many communities. Instead of providing two housing units for two different parties, the school board may hire a married couple which would require one housing unit.

6. By hiring a faculty member's wife as a part-time instructor, the school boards were able to hire a part-time teacher who was a specialist in music, athletics, or other fields requiring special skills on the part of the instructor.

7. There were comparatively few school officials who believed that when a man and his wife should be expected to accept lower salaries than other teachers of similar position and possessing similar qualifications.

8. There were very few combinations in which either the husband or the wife or both suffered losses in their salaries because both were teaching.

9. The average number of years spent in each school by married couples, in which the husband was either superintendent or principal, was slightly less than the average of a superintendent or principal whose wife was not teaching.

10. The possibility that pregnancy may interrupt married couples in teaching contracts is a decided disadvantage in hiring such couples.

11. Married couples, who are members of faculties, do not present a serious problem in the matter of cooperation with the rest of the faculty.

12. Husband and wife teaching combinations tend to favor each other in assigning teacher load and similar assignments.

13. There is evidence to show that married couples tend to set up a good example of married life for the student.

14. The great majority of school board and faculty members were not opposed to married couples as faculty members. Thus it may be assumed that married couples have presented no outstanding problem in the public school systems of North Dakota.

Some of the general comments offered by school board members in regard to married couples on the faculty are given below.

1. We have had two married couples teaching in our system in the fifteen years I have been on the board and I do not believe in them. During a teacher shortage one could not be too choosy.
2. Where qualifications are equal and the teacher supply is again becoming adequate it would seem only fair that the unmarried women should have preference.
3. In some cases where couples are just married, they may have a good reason to teach a year or two together.
4. If they both possess the qualifications one was looking for, I can see nothing against hiring both.

5. It does not work too badly if both are top flight teachers.
6. Man and wife teachers with experience are worth far more than the young inexperienced teacher.
7. We have had very good success in our school with such combinations.
8. We see no reason to let a good teacher go just because she is married to another teacher in our system.
9. Combinations may assist students after school or on weekends when a student so desires.

During the course of this study, the author has considered and evaluated the opinions of school board and faculty members in regard to married couples who are teaching in the public schools of North Dakota. The author has also considered the nature and attitudes of husband and wife teaching combinations in these public schools. As a result of these two approaches it is apparent that there are several recommendations that might apply to married couples who plan to teach together.

1. Select schools in which the school board and faculty members have a favorable attitude toward husband and wife teaching combinations.

2. Married couples who have children under school age should estimate all the expenses which may result from the wife's absence from the home. It may take a large part of the wife's teaching salary to pay these extra expenses leaving a small net profit for her services.

3. Married couples must find schools which will accommodate the major and minor fields of both husband and wife. If the major and minor fields of study are similar it will be necessary for the married couple to seek positions in either large schools, which can use two such instructors, or in small schools, which do not require instructors to teach in either their major or minor fields.

4. Married couples who are teaching must put forth a high degree of cooperation with other school employees. The lack of such cooperation will be noticed very easily and will invite severe criticism of husband and wife teaching combinations.

A P P E N D I X

Dear Superintendent,

I am conducting a survey of husband and wife teaching combinations in the public schools of North Dakota.

If you will fill out the attached card, tear it off and drop it in the mail box, I would appreciate it very much. Thank you.

Sincerely,

Roger Piehl
Graduate Student
University of North Dakota

Please list below the names of the "Husband and Wife Teaching Combinations" in your school:

Mr. and Mrs.
Mr. and Mrs.
Mr. and Mrs.
Mr. and Mrs.
Mr. and Mrs.
Name of Superintendent
Name of school
Address of school.

Date

Dear Superintendent of Schools,

I am writing a thesis on "Husband and Wife Teaching Combinations in the public schools of North Dakota." It is under the direction of Dr. A. V. Overn of the University of North Dakota.

I will need a list of the names of all the husband and wife combinations in the state. If you could give me a list of all the combinations in your county, I would be forever grateful.

The form which is enclosed will accommodate the names, addresses, and names of the schools of such combinations.

Sincerely,

Roger Piehl
Page
North Dakota

Name of your county _____

Names of Husband
and Wife

Name of
School

Address
of School

Mr. & Mrs.

Mr. & Mrs.

Mr. & Mrs.

Sample of the Questionnaire Sent to Husband and Wife
Teaching Combinations in Public Schools
of North Dakota

Dear Educator:

I am conducting a survey of husband and wife teaching combinations in the public schools of North Dakota. If you will fill out the following questionnaire and return it, your help will be greatly appreciated.

Sincerely yours,

Roger Piehl
Graduate Student
Page, North Dakota

1. Name Mr. and Mrs. _____
2. Name of school _____
3. Address of school _____
4. Your position (check one) Superintendent of Schools _____
Principal, Grade or H.S. _____
Instructor _____
5. Your wife's position Superintendent of Schools _____
Principal, Grade or H.S. _____
Instructor _____
6. Is your salary lower than the salary given to a single teacher of comparable qualifications and similar position? _____ If so, how much lower? _____
7. Is your wife's salary lower than the salary given to a single teacher of comparable qualifications and similar position? _____ If so, how much lower? _____
8. How many children do you have under school age? _____
9. Number of your own children enrolled in the elementary and high school _____
10. Number of your own children enrolled in schools beyond high school _____
11. List below the number of year you and your wife have taught together as man and wife in your:
1st school _____ 3rd school _____ 5th school _____
2nd school _____ 4th school _____
12. Below are listed some reasons why a man and his wife want to teach school. Check the ones which apply to your own situation.
(1) to increase the family income _____
(2) to relieve the teacher shortage _____
(3) because you enjoy teaching _____
(4) list any other reasons below _____

Sample of the Questionnaire Sent to School Board and
Faculty Members of Public Schools
of North Dakota

Dear Educator,

I am conducting a survey of husband and wife teaching combinations in the public schools of North Dakota. If you will fill in the following questionnaire and return it, your help will be greatly appreciated. The superintendent of your school will have a self-addressed, stamped envelope provided him to return these questionnaires. Thank you.

Sincerely yours,

Roger Piehl
Graduate Student
Page, North Dakota

1. Name of school _____
2. Address of school _____
3. Number of teachers in your school system _____
4. Number of husband and wife teaching combinations _____
5. Your position (Check one) Superintendent of Schools _____
Member of school board _____
Principal (grade or H.S.) _____
Instructor _____
6. (For superintendents only) Does your school attempt to maintain a policy against hiring husband and wife teaching combinations? (Check one) Yes _____
No _____
7. Do you believe that such teaching combinations should receive lower salaries than single teachers doing the same work and possessing similar qualifications? Yes _____
No _____
8. Do you approve of a man and his wife teaching in the same school system? Yes _____
No _____
9. (Do not answer this question if the answer to question 8 is yes). Do you approve of a man and his wife teaching in the same school system if they teach in different buildings? Yes _____
No _____
10. List the number of years you have taught in your:
1st school _____ 2nd school _____ 5th school _____
2nd school _____ 3rd school _____
11. Some of the advantages of husband and wife teaching combinations are listed below. Check the ones that you agree with.
(a) relieves the teacher shortage _____
(b) promotes cooperation among the faculty. _____

Sample of the Questionnaire Sent to School Board and
Faculty Members of Public Schools of
North Dakota (Continued)

- (c) teacher tenure is longer. _____
- (d) sets up a good example of married
life for the students _____
- (e) such combinations are more interested
in the school _____
- (f) list any other advantages below

12. Some of the disadvantages of husband and wife teaching combinations are listed below. Check the ones that you agree with.

- (a) their family disputes are carried
into the school _____
- (b) married couples do not mix well with
other members of the faculty. _____
- (c) pregnancy tends to interrupt their
teaching contracts. _____
- (d) They tend to favor each other in
assigning teacher load and similar
assignments _____
- (e) they are more interested in increas-
ing their family income than they
are in helping to build a good
school. _____
- (f) list any other disadvantages below

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