

THE RELATIVE RATINGS OF SINGLE AND MARRIED WOMEN
TEACHERS IN SELECTED SCHOOLS OF KANSAS

by

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INTRODUCTION

The public school system of Kansas in its stride towards improvement brings with it a number of varying opinions on the part of school superintendents, principals, school boards, and patrons.

These varied opinions despite a set-back in time and work, serve to broaden the field of thought and eventually brings forth better schools.

It is needless to say many school questions have not been definitely settled nor will be in the near future.

Among these unsettled and much debated questions is the one pertaining to the employment of married women teachers in our public schools.

Considerable research work has been done on this question throughout the United States by interested educators. Their many conclusions vary much in proportion to the wide variety of different angles from which the research workers approached the subject.

Many schools in Kansas have rules restricting the employment of married women teachers. This action was taken in some places by the school board, others by the school superintendent and still others were enacted by a

vote of the school patrons.

There exists no uniform reason among these schools for their restrictions.

This research work has been undertaken with a view in mind of determining the relative ratings of single and married women teachers who are now employed in Kansas schools.

SCOPE OF THIS STUDY

In order to make this study as complete as possible a comparison was made in rural and graded schools which are under the jurisdiction of the county superintendent; a questionnaire was sent out to high school principals of third class city and rural high schools, and a second and slightly different set of questions were sent out to city superintendents of first and second class city schools. The writer feels that all classes of teachers have been included in the research work as well as all kind of public elementary, intermediate and secondary schools. Another factor considered in the survey was the fact that opinions and judgments were procured from various school officials, namely: high school principals, city superintendents and county superintendents, thus eliminating any bias or prejudice which may exist in one or more

of the above systems. Conclusions have thus been obtained as the result of a careful summation of answers obtained from the above named school officials in Kansas.

The writer's knowledge upon the subject was quite enlarged and broadened through the aid of a bibliography (11) obtained from the Research Division of the National Educational Association of the United States, Washington D. C. The bibliography pertained to the current subject as well as several closely related subjects.

MATERIALS AND METHODS

Rural and Graded Schools

The first step taken in surveying the field was working through the county superintendent's office of six centrally located and adjoining counties in Kansas, namely; Pottawatomie, Wabaunsee, Riley, Geary, Clay and Dickinson counties.

The teachers included in this survey were rural school, and grade school teachers who were under the jurisdiction of the county superintendent.

The contents used in this procedure was part two of the score card composed by W. T. Markham, State Superintendent of Public Instruction of Kansas.

This score card is used by all county superintendents in the grading of their respective county teachers.

Part two of the score card as shown on page 41 of the appendix, is concerned with the teacher's qualifications and contains a possible score of 200 points.

In the six counties in which data were obtained there were fifty-four married women teachers.

In collecting these scores, as each married lady's score was copied, a single teacher of the same number of years teaching experience was tabulated on the same score card. This was done to keep the scoring on the question dealing with years of teaching experience on an equal basis.

Scores as rated by the county superintendent, were copied from the score cards in the files of the county superintendent's office. All of the comparative scores obtained were rated the same school year, hence involving a uniform work period covered by all the teachers who were scored. This rating was made for the school term of 1934 and 1935.

These data were tabulated and the scores obtained on each of the eleven questions. The sum was divided by the possible score in each question to get the percentage. The percentage indicated the respective scores of the

married and single women teachers and served as a fair and unquestionable means for comparison of the respective ratings.

**Third Class City High Schools, First and
Second Class City Graded and
Secondary Schools**

The respective fields of third class city high schools and first and second class city graded and secondary schools were covered by two separate sets of questionnaires.

In selecting the third class city high schools to whom to send out the questionnaire, the Kansas Educational Directory, compiled by W. T. Markham, State Superintendent was used.

In this directory five hundred eighty-eight schools were classified as third class cities having high schools. Fifty questionnaires were sent out, one to every eleventh school as listed in the directory.

The second and slightly different questionnaire was sent out to all eleven first class city schools in Kansas, and, to every other one of the second class city schools as listed in the state directory.

REVIEW OF LITERATURE

Waits (1) in an intensive and extensive study of the efficiency of married women as teachers in the public schools of Ohio during 1930 and 1932, summarized his investigation into seven conclusions why married women as teachers should be liberated from any and all discrimination, on the part of school officials in particular and the public in general as follows:

1. Since most sociologists find no reason in the science of society unfriendly to the gainful employment of married women in professions, and do advance reasons for such employment, there would seem to be no evidence of social inefficiency on the part of married women as teachers.

2. There seems to be no distinct difference in the social, recreational, and professional life of married and single women as teachers. Thus it would appear that marital status is not a criterion for either discrimination or the reverse in the employment of married women as teachers in the public schools.

3. Professionally trained and other mentally alert women, when they marry, tend to rear few children and

often no children. This situation cannot be due to the gainful employment of married women in the professions because the birth rate is differential, whether such women work or not, and is therefore no valid argument against the employment of married women as teachers.

4. When married and single women are comparable on the basis of age, training and experience, and are teaching in like social economic situations, trained school administrations rate and evaluate their social life and teaching efficiency approximately the same. This would seem to nullify any claim that there is either superiority or inferiority between married and single women employed as public school teachers.

5. There seems to be no marked difference in pupil achievement of classes taught in the public schools by married and single women when such teachers possess equal qualifications and are employed in like situations. This implies that inferior teaching ability is not a characteristic of married women as teachers.

6. Married women as teachers in Ohio, as in other states, are discriminated against, as is evidenced by the rules of many boards of education. Since there are no scientific data upon which to base such discriminatory rules and regulations, the reason appears to be an

inclination to look upon the teaching profession as belonging to the local political spoils system in public office.

7. Economists generally hold to the theory that adults in every community should be productively and gainfully employed. If this theory is correct in principle, there would seem to be small reason why wives of men should live as "kept" women or, indeed that professionally trained married women should be denied opportunity to be engaged in their professions on the grounds that such employment is harmful to society.

Hicks (2) states the evidence presented in the foreign studies does not warrant any final conclusions as to the relative efficiency of single and married women teachers as groups. Records show that no state has passed any legislation with respect to married women as teachers.

In six states: Indiana, Maryland, New Jersey, New York, Oregon and West Virginia, and the District of Columbia, however, decisions on the question have been handed down by the courts, the state school official, or the state board of education. Analysis of decisions in these states, state that marriage is not in itself a valid cause for dismissing a teacher who is under contract or who is teaching under a tenure law which permits dismissal only for specified causes.

According to Hicks (2) in 1926 the American Digest presented a survey of opinion on the subject, based on the questionnaire responses of 954 superintendents. One question was: "Are married women with equal training and experience as efficient as single women?" A tabulation of the answers was as follows:

Married women equally efficient 597, or 63 per cent.

Married women less efficient 174, or 18 per cent.

Married women more efficient 42, or 4 per cent.

Conditional, 141, or 15 per cent.

The National Education Association (3) states that women are increasingly recognized as having a place in the professional world, and as having a right to assume their share of the family financial responsibility. There is no more justification for barring married women than for barring single teachers who have other means of support.

Hoerner (4) concluded from a questionnaire sent out to supervisors in all 48 states and to married women teachers in 29 states that the principal reason for teachers continuing in the profession after matrimony was economic. Ninety-three per cent of the married women teachers replying to the questionnaire prepared for

teaching before marriage which shows that it is easier to continue to teach than to begin to teach after marriage. The average teaching experience before marriage was 3.1 years and after marriage 4.5 years.

In about half of the communities in question there is discrimination against the hiring of married home economics teachers. The reason most often given is that of "divided interests." The second most frequent reason is that "married women keep single women from jobs."

On the other hand, the majority of supervisors state that, they believe efficiency is an individual problem not to be determined by marital status. The majority of these married women live in separate houses and do their own housework. A few have part-time helpers. Of these married home economics teachers, 68 per cent have no children, 16 per cent have one child, 8 per cent have two children and 6 per cent have three children, while 2 per cent have four children.

Hausman (5) in an extensive study of dismissals of women teachers when marrying, shows that in most cases the teacher was asked to resign at the end of the school term following her marriage unless a teacher tenure law prevented the resignation. Many court decisions, school commissioner decisions, and school board decisions

nullifying contracts upon marriage, however, have been rescinded by higher courts and the teacher in question permitted to continue to teach. Cases tried in London provided similar verdicts. In most cases the conclusions were that dismissal could be enforced only for gross misconduct, insubordination, neglect of duty, or general inefficiency. A married woman who is already a teacher and has not signed any agreement to resign on marriage has a perfectly safe position. While the teacher who agrees to vacate her post on marriage can not complain if the condition is enforced.

Woodhouse (6) in attempting to determine efficiency of married women teachers, made this statement after a study was made in Detroit. "The married woman ranked a little higher in professional ability than the general rating of women teachers. Of this group 60.7 per cent gained in efficiency after marriage, 25.3 per cent remained stationary and 14 per cent lost in rank."

From the point of view of the tax payer there is the question of waste involved in turnover in the loss each year of from one-fifth to one-quarter of the teaching force.

Marriage caused 21 per cent of the total turnover in the 125 communities studied. Woodhouse estimated that

the training of the teachers affected represented an investment on the part of the state of approximately \$800,000 and since the median of length of service of teachers is only five years the question arises, might it not pay to train fewer more carefully selected students, and enable them to stay in the profession longer?

The married woman in teaching offers something in the way of broader outlook, more settled contentment, the experience of years, added sympathy, and a greater knowledge of youth.

The married woman worker is today in a particularly difficult position. We have seen prejudices against women workers in general, that several decades ago seemed almost insurmountable, gradually dissolve. They have proved themselves able to perform practically every type of work and establish themselves as an indispensable factor in the wage-earning equation. It is believed that before long, married women as a class of labor will achieve similar security as soon as their need and right to work is more generally understood.

Both men and women lack real guarantees of security which can only come from planning and such planning will weigh properly the wage earning role of women, married as

well as single, and assure them fair play and better pay.

Waits (7) from a study of 149 city schools including 19,528 teachers found that 8.2 per cent were married women teachers. Yet 86 per cent of the school boards involved in the survey, have rules against the employment of married women teachers, and 74 per cent in practice, do not employ them. He concluded by saying: "Every little, local board of education has its jealousies and conflicts over the employment of teachers and the problems which arise results in the retardation of professionalizing the teaching corps."

In 1932 there was not a surplus of good teachers according to Terpenning (8). He states the only legitimate consideration in the employment of teachers is nothing more or less than the welfare of the pupils and, therefore, securing of the best possible teachers, married or single.

Allowing teachers to marry would not only result in their staying in the profession for a much longer period, but would result in their staying in the same community long enough to become real members of the communities in which they teach. The things that now tend to keep our schools in a sort of community vacuum is the fact that the teachers, even those who remain in the profession

for long terms of service change communities with great frequency and seldom become familiar with the conditions of community life outside the school room. As a result they have little notion of family life or community background of their pupils.

Granrud (9) makes this statement relative to employment of public school teachers. "Teachers should be selected on the basis of their ability to teach children as judged by the administrative and supervisory officers charged with the responsibility for their selection." He included no influence should be allowed to affect the judgment of a teacher by the shifting and sometimes misguided force known as public opinion.

An article entitled, "Evidence on the efficiency of married women teachers" (10) has this to say in rating married and single women teachers. "Married women usually make more efficient teachers than do their unmarried colleagues, they spend more time in extra-curricular affairs; and they seem more interested in out of school activities."

In a report by Dr. Peters, (10) research worker of Columbia University, a statement is made that measured achievements and mental growth of pupils taught by single teachers were not as large as those of pupils taught by the married woman. The reason was partly due to the fact

that the married teacher spent an average of twenty minutes per day longer on her teaching and directing study, and exceeded the single teacher by 22 per cent in time spent on directing class activities.

FINDINGS

Rural and Grade Schools

In compiling the results from a percentage basis the findings show a slight difference between the single and married women teachers. The single teachers excel in the number of questions in which she received a higher percentage than the married women teachers. Out of the 11 questions considered the single teachers excelled in 10 questions, however, the question in which the married teacher excelled was that question pertaining to quality and results of teaching, which may tend to offset the difference in number of questions excelled in.

Table 1 shows the variation of the single and married teachers when rated according to their rank in order of values. Starting with the lowest score and proceeding in value to the highest score.

Table 1. Percentage comparison of single and married teachers as based on the score card.

Single teacher		Married teacher	
Scores in Percentage	Number of question	Scores in percentage	Number of question
3	6	1	6
37	1	36	1
68	4	69	4
82	3	80	3
83	10	82	8
92	8	83	10
92	9	85	2
94	7	90	7
96	2	91	8
96	5	93	9
97	11	95	11

Both the single and the married teacher received their lowest ranking on the same question, number 6, which pertains to membership in the National Educational Association. The percentage was; single teacher 3 per cent, married teacher 1 per cent.

Question one which deals with certificates held by the teachers, was the second lowest percentage scored by both the single and married teachers. The single teachers excelled by a one per cent margin. Scores, single 37 per cent, married 36 per cent.

The majority of the teachers in both classes possessed a first grade county certificate, or a normal training certificate, while there were more married women teachers who had degrees than there were single teachers. As a whole certification of the two respective groups varied little if any.

Again both the single and married teachers ranked alike on question four where they made their third lowest respective scores. The question dealt with college hours beyond certificates held and the ratings showed the single teacher with an 82 per cent as compared to 80 per cent for the married teacher.

Number four in rank for both parties centered on the same question, that being the question pertaining to the same position more than one year. Respective ratings were single teacher 68 per cent and married teacher 59 per cent. The difference of nine points is the largest gap between the two respective ratings for the first four questions.

The fifth consecutive rating in the order of their value finds the single teachers' rating on question ten, which deals with "units taught" while the fifth question for the married women is question five which deals with "membership in the Kansas State Teachers Association." This may show that the single teacher attends State Teachers meetings more regularly than her married colleague, but the married teacher counterbalances by excelling in the units taught.

The single teachers' number six rank was questions number eight and nine. Number eight ranks, "personality, appearance, attitude and good housekeeper," while number nine pertains to "quality and results of teaching." In both of these questions the percentage awarded was 92. The married teachers scored their sixth rating on question number ten which rates the teachers on "units taught." This sixth rank is the mid-point in the number of questions rated and we find the per cent score with a difference in value of nine points in favor of the single teacher. The single teachers per cent being 92 while the married teacher has 83.

Considering these scores the single teacher has five ratings below the median, two on the median and four above the median. The married teacher has five below,

one on the median and five above. If we count the single teachers mid-point score of 92, we find the married teacher has only two scores above the mark; while if the married teachers mid-point score is considered, the single teacher would have six above the average, one on the average and only four below the average.

The seventh highest percentage was obtained on question number seven with a score of 94. The question rates the teacher on "attendance at county institute." The number seven rating for the married teacher was ranked on question two, relative to "experience previous to the present year." The per cent was 85.

Eighth highest for the single teacher was a score of 96 per cent made on question two pertaining to experience, and on question number five dealing with membership in the Kansas State Teachers Association.

The married teachers eighth highest score was 90 per cent made on question seven, relative to attendance at County Teachers Institute.

The ninth highest and last ranking question for the single teacher was 97 per cent made on question eleven which scored "supervised play." The married teachers ninth highest percentage was on question eight relative

to "personality, appearance, attitude and good house-keeper," the score being 91 per cent.

The tenth highest score 93 made by the married teacher was on question nine on "quality and results of teaching."

The highest score made by the married teacher was two points less than the highest score of the single teacher.

The single teacher scored three questions, numbers two, five and eleven with higher percentages than the highest married teachers score.

Both of the two classes compared, received their respective highest ratings on the question of supervised play.

Table 2 shows the relative ratings on the same question and the difference between the two figures. The letters after the figure showing the difference indicates which teacher excelled.

Table 2. The relative comparison of ratings on the same question and showing the difference. The letter after the difference shows which teacher excelled.

Number of question	Scoring percentage			difference	
	single teacher	married teacher			
1	37	36	1	S	
2	96	85	11	S	
3	82	80	2	S	
4	68	59	9	S	
5	96	82	14	S	
6	3	1	2	S	
7	94	90	4	S	
8	92	91	1	S	
9	92	93	1	M	
10	83	83	0		
11	97	95	2	S	

On question one "certification" the single teacher excelled by one point which may show less difference between the two teachers than is ordinarily believed to exist.

Question two "experience" shows an advantage held by the single teacher of eleven points.

The single teacher ranked a two point advantage on question three, pertaining to the "same position more than one year."

A difference of nine points gives a decided advantage to the single teacher on "college hours beyond certificate held." This indicates the single teacher attends college more, beyond the required credits necessary for her certificate. In question one we find the two teachers very close together on college work up to certificate requirement.

Question five "Kansas State Teachers Association membership" brings another single teacher advantage of fourteen points, the largest difference between the two teachers. This difference may bear up one of the two very common accusations made upon the married woman teacher namely of not being professionally progressive, or that home duties have a tendency to keep the married teacher at home.

Number six dealing with membership in the "National Educational Association" shows a two point margin for the single teacher, however, both teachers have very low ratings on the question.

The question on attendance at "County Teachers Institute" number seven, gives the single teacher an advantage of four points.

As for "personality, appearance, attitude and good housekeeper" question eight, there exists a one point margin for the single teacher.

Again in question nine a one point margin exists but this time the married teacher excelled. The rating was on "quality and results of teaching."

Number ten, "units taught" the single and married teacher scored alike.

The last question number eleven rating "supervised play" found the single teacher excelled by two points, however, both got their best grades on the question.

An average of the total scores finds the single teacher with 76 $\frac{4}{11}$ per cent while the married teacher has 72 $\frac{5}{11}$ per cent. A difference of 4 $\frac{1}{11}$ per cent in favor of the single teacher.

Third Class City High Schools

Questionnaire one used in this part of the survey which was sent out to high school principals of third class city schools is shown on pages 42 and 43 of the appendix.

The number of replies from third class city high schools to questionnaire one is shown in Table 3.

Table 3. Replies from third class city schools to questionnaire one.

Number of questionnaires	Employ married teachers		Employ married teachers	
	Yes	No	Per cent yes	Per cent no
34	15	19	44	56

Of the thirty-four replies received, fifteen schools or 44 per cent employ married women teachers and nineteen schools or 56 per cent discriminated against their employment.

The data upon a relative comparison of single and married high school women teachers as to qualifications, teaching results and general routine affiliations are shown in Table 4.

Table 4. Number of answers received from school officials on questionnaire number one.

Question	Answer	Per cent
1	: Single 82	: 75
	: Married 26	: 25
2	: Above average 9	: 33
	: Average 17	: 63
	: Below average 0	: 0
3	: More years 15	: 53
	: Average 10	: 36
	: Fewer 1	: 4
4	: As much 9	: 35
	: More 5	: 19
	: Less 12	: 46
5	: Yes 0	: 0
	: No 24	: 100
6	: Equal to 17	: 63
	: Above 7	: 28
7	: Below 1	: 4
	: Yes 23	: 92
8	: No 2	: 8
	: Yes 3	: 12
9	: No 21	: 88
	: Yes 9	: 36
10	: No 16	: 64
	: Yes 10	: 40
11	: No 15	: 60
	: Yes 14	: 56
	: No 11	: 44

The thirty-four schools which sent their reports back represented a total of 106 teachers. Of this number 82 were single and 26 were married women.

The answers as rated by the principals or superintendents of these schools show the following results:

The certification of the married teacher as compared to the single teacher was,

Thirty-five per cent ranked above average, 65 per cent ranked average, while none were classified as below average. This shows the married women who are teaching in high schools have not neglected to qualify for their vocation.

The question tenure of position showed 58 per cent stayed in the same school more years than the single teacher, 38 per cent stayed the average number of years while only 4 per cent did not stay as long.

Results relative to keeping abreast of teaching technique by attending summer school, finds 35 per cent attend school as much as the single teacher, 19 per cent attend more, while 46 per cent do not attend as much.

This would mean 46 out of every 100 married women attend summer school less than her colleague while 54 out of every 100 attend as much or more.

In comparing absence of the two respective teachers we find 100 per cent of the answers recorded "no" the married teacher is not absent more than the single teacher.

As for teaching results, the acid test, we find 88 per cent are equal to the single teacher, 28 per cent above and only 4 per cent are below.

Ninety-two per cent of the married women help develop the social status of their respective communities, while 8 per cent do not.

Twelve per cent of the married teachers neglect their school work as against 88 per cent who do not.

For the question of the married teacher bringing on undue criticism of the school due to her social standing we find 36 per cent answered "yes," while 64 per cent said "no she does not."

There were 49 per cent of the answers stating the married teacher understood children better, while 60 per cent thought she did not.

The question of the married teacher being more settled and displaying more consistent daily procedure was answered with 56 per cent saying "yes" and 44 per cent "no."

Taking the questions as a whole the married women teachers rank a strong "average" to "above average" as

rated by these school men. The findings in this questionnaire tend to prove decidedly that many of the statements made about the married women teachers are without foundation.

**First and Second Class City Graded
and Secondary Schools**

Replies from first and second class city schools to questionnaire two, are found on pages 44 and 45 of the appendix.

Results obtained from the forty-one replies show in Table 5 that twenty-one schools employed married women teachers as compared to twenty schools who did not employ them. Of the forty-one schools 51 per cent employed them and 49 per cent did not employ them.

Table 5. Number of replies from first and second class city schools to questionnaire number two.

Number of questionnaire	Employ		Employ	
	married teachers	married teachers	married teachers	married teachers
	yes	no	% yes	% no
41	21	20	51	49

The answers to questionnaire two were as follows:

There were sixty-eight married women employed by twenty-one of the forty-one schools.

The answers to the question "How do they rank with single teachers" were as follows:

- A. Lower 25 per cent, six teachers or 9 per cent.
- B. Second lowest 25 per cent, five teachers or 7 per cent.
- C. Third lowest 25 per cent, 37 teachers or 54 per cent.
- D. Upper 10 per cent, 20 teachers or 30 per cent.

Fifty-four per cent or more than half of the married women teachers considered were ranked in the third lowest class. Thirty per cent were in the upper 10 per cent class while 16 per cent represented the lowest and second lowest classes. The six teachers in the lowest division were all in the same school and rated by the same man.

Table 6 shows the answers to questions in the questionnaire which were answered by either a "yes" or "no" and the per cent value.

Table 6. Answers and their respective percentages.

Question number	Yes	Per cent yes	No	Per cent no
3	1	5	20	95
4 A	20	95	1	5
5 B	20	95	1	5
5	1	5	20	95
6	3	14	18	86
7	17	85	3	15
8	2	10	18	90
9 A	10	59	7	41
B	10	56	8	44
11	6	30	14	70
12 A	15	79	4	21
B	2	30	7	70

In regard to neglecting her school work, only one out of twenty-one was ranked as neglectful, while 95 per cent did not neglect their school work.

Again in the next question as to lessons prepared and grading we find 95 per cent ranked "yes" to both parts

while only one, or 5 per cent was rated as "no".

Relative to being absent more than the single teacher, 95 per cent were rated "no" and again only one teacher or 5 per cent was rated "yes".

Three teachers out of twenty-one were said to carry gossip more frequently, while eighteen or 86 per cent did not.

Does she help develop the social status of the community was rated seventeen "yes" and three "no" or respective percentages of 85 and 15.

From the above two questions we note that the married women teachers take an active part in community life but do not carry gossip.

Eighteen out of twenty or 90 per cent do not bring on undue criticism of the school due to their social standing, while two, or 10 per cent do.

The question relative to understanding children better, there were ten answered "yes" a percentage of 59 as compared to seven, or 41 per cent who said they thought the married teacher did not understand children as well as the single teacher did.

Fifteen answers stated the married teachers qualifications were better than the single teacher, a percentage of 79, while seven rated them no better, a 21 percentage.

The last question pertaining to staying abreast with the latest teaching technique found fifteen answers "yes" and four "no" with respective percentages of 79 and 21. Are they inclined to retain a set routine was answered three "yes" and seven "no" percentages of 30 and 70.

Three questions dealt primarily on the relative comparison with the single teacher. These questions, number 2, 4, and 11, prove decidedly that the married teacher is not inferior to her colleague as is commonly surmised by critics, but instead ranks "above."

The other eight questions pertained primarily to the most commonly raised objections by the people, who are opposed to the employment of married women teachers.

The general opinion of school officials concerned with the supervision of teachers, and consequently are authoritative advisors on the questions, show by their answers that only a "very small percentage" of the married women teachers are within the boundary of the accusations accorded them.

Superintendents in first and second class city schools gave the following answers on the question rating all married women teachers employed in their school systems the past ten years.

Fifty-four per cent rated them "average."

Thirty per cent rated them in the upper 10 per cent."

Sixteen per cent rated them in the "lowest and second lowest 25 per cent columns."

This shows that school boards would do well to accept the opinion of authorized and experienced school men rather than the criticism of the public who are often acting from supposition and prejudice.

SUMMARY

In summarizing all of the data collected from the three respective fields, the results were divided into two major summaries. The first deals with factual data pertaining to figures comparing the single and married teachers qualifications, teaching results, and general routine affiliations.

The second summary refers to opinion data of school officials on subjects relating to the married teacher.

In regard to certification the single teacher has a very slight advantage over the married teacher in rural and small graded schools, while the married teachers in high schools, the city graded school systems excel in certification.

On the question of experience in years, and tenure of position, the single and married teachers are very much alike in ratings.

As for schooling beyond the certificate held, the single teacher attends summer school more than her colleague among teachers in rural and rural graded schools, while secondary school teachers are rated on par for this question.

Considering membership in the Kansas State Teachers Association and the National Educational Association among teachers in the rural and graded schools the single teacher has a better rating than the married teacher.

Attendance at "County Teachers Institute" gives the single teacher a marginal advantage over the married teacher while school officials agree the married teacher attends summer school as much as her colleague and stays abreast with the latest teaching methods.

County superintendents give the single teacher a one point advantage on personality, appearance, attitude and good housekeeping.

The most valuable question used in judging teachers by all school officials is the one on teaching results. The ratings gives the married teacher a slight margin over the single teacher.

In considering the latest teaching procedure, the ratings were nearly the same or perhaps a slight margin in favor of the married teacher.

The two respective teachers were rated equal in supervised play and participation in community life.

There was a total of 148 married women involved in the answers to the questionnaire with representative opinions by school officials throughout the entire state.

The concensus of opinion on the subject of the married teacher "neglecting her school duties due to work in her home" was voiced with a 95 per cent "no she does not."

School men also agree on the question of "absent more frequently than the single teacher" with a 97 per cent "no she is not."

Eighty-six per cent of the answers state the married teacher does not carry gossip nor does she bring undue criticism to the school due to her social standing.

The answers to the question on "does she help develop the social status of the community" 85 per cent of the school men agreed that she did.

The school officials were evenly divided on the question "does the married teacher understand children better than the single teacher."

Superintendents in first and second class city schools gave the following answers on the question rating all married women teachers employed in their school systems the past ten years.

Fifty-four per cent rated them "average."

Thirty per cent rated them in the "upper 10 per cent."

Sixteen per cent rated them in the "lowest and second lowest 25 per cent column."

CONCLUSIONS

1. There exists no marked difference between the single and married women teachers in certification, tenure of position, professional affiliations, and teaching technique.
2. The married teachers are given a slight margin over her colleague in quality and results of teaching.
3. Opposition to the employment of married women teachers is based on economic grounds and represents community prejudice rather than authoritative opinions and actual data.
4. When single and married women teachers are comparable on the basis of age, training and experience and are teaching in like social and economic situations, trained school administrators rate and evaluate their

social life and teaching efficiency approximately the same.

Schools are provided and maintained for the education of our youth, rather than to provide jobs for a certain class of people who feel foreordained to be teachers. Criticisms of married women teachers are often set up by such critics to hide their own inefficiencies.

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APPENDIX

SCORE CARD

Part II. Teacher 200 Points	Possible score
1. Certificates	25
Degree (25)....; 60 hr. (15).....	
30 hr. (10)....; N.T. (5) ...; ...	
1st gr. (5)...	
2. Experience (previous to the present year). 3 years (15)....; 2 years (10)....; one year (5).....	15
3. Same position more than one year	10
4. College hours (one point for every hour of credit beyond certifi- cate held)	15
5. Member of K.S.T.A.	10
6. Member of N.E.A.	10
7. Attends County Teachers Institute (90%)	10
8. Personality, appearance, attitude, good housekeeper	25
9. Quality and results of teaching	25
10. Units taught. List and allow five points for each one taught	50
11. Supervised play	<u>25</u>
Total	200

QUESTIONNAIRE ONE

Data collected upon a relative comparison of single and married women teachers as to qualifications, teaching results, and general routine affiliations. The questionnaire pertains to high school teachers, librarians or study hall teacher.

1. Number of single lady teachers in system. ____.
Married ____.
2. Certification above average ____, average ____
below average, ____.
3. Tenure of position. More years ____. Average
____. Fewer years ____.
4. Do they keep abreast of teaching technique by
attending summer school? As much as single teacher ____,
more ____, less ____.
5. Is the married teacher absent more than the
single teacher? ____.
6. Would you rank the married teacher's teaching
results equal to, above or below the single teacher? ____.
7. Does she help develop the social status of the
community? ____.

8. Does the married teacher neglect her school work more than the single teacher? _____.

9. Do the married teachers bring on undue criticism of the school due to her social standing? _____.

10. Does the married teachers understand children better? _____.

11. Is the married teacher more settled, and does she display a more consistent daily procedure? _____.

QUESTIONNAIRE TWO

Data collected upon a comparison of single and married women teachers in grade and junior high schools, as to the qualifications, teaching results, and general routine affiliations. Consider a married teacher one who is or has been married.

1. Number of married teachers in your entire system. _____.
2. How do they rank with single teachers? Check the one which applies to the average of all considered.
 - A. Lower 25% _____
 - B. Second lowest 25% _____
 - C. Third 25% _____
 - D. Upper 10% _____
3. Does the married teacher neglect her school work more than the single teacher, _____
4. Does she have her lessons as well prepared? _____
Her grading up? _____
5. Is she absent more frequently? _____
6. Does she carry gossip more than the single teacher _____
7. Does she help develop the social status of the community? _____

8. Does she bring on undue criticism of the school due to her social standing? _____

9. Does the married teacher understand children better? _____ Is she more considerate? _____

10. In thinking back over the last ten years, what is the number of married teachers employed? _____
How do they compare to the average run of teachers? _____

11. Are their teacher's qualifications better? _____

12. Do they stay abreast with the latest teaching methods? _____, or are they inclined to retain a set routine? _____

