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TITLE FACTORS AFFECTING THE RETENTION OF
MEN IN THE TEACHING PROFESSION: A STUDY
OF MILWAUKEE STATE TEACHERS COLLEGE
MALE GRADUATES FROM 1932-1946
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FACTORS AFFECTING THE RETENTION OF MEN
IN THE TEACHING PROFESSION
A STUDY OF
MILWAUKEE STATE TEACHERS COLLEGE
MALE GRADUATES FROM 1932-1946

By
Ralph Clarence Graetz

A THESIS

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1932-1946

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
A. Reasons for Selecting the Problem	2
B. Basic Assumptions Upon Which This Study Rests	8
C. Significance of the Study	11
II. PREVIOUS STUDIES	15
III. PROCEDURE, LIMITATIONS, AND POSITIVE ASPECTS OF THE STUDY	32
A. Procedure	34
B. Limitations of the Study	46
C. Positive Aspects of This Study	47
IV. FINDINGS	49
V. SUMMARY	133
VI. CONCLUSIONS AND IMPLICATIONS	154
VII. RECOMMENDATIONS	177
APPENDIX	188
BIBLIOGRAPHY	196

LIST OF TABLES

TABLE	PAGE
1. Men Graduates of Milwaukee State Teachers	
College (1932-1946)	38
2. Men Graduates of Milwaukee State Teachers	
College (1932-1946) Who were Omitted from	
the Study	40
3. Men Graduates Who were Deceased or for whom	
It Was Impossible to Obtain a Recent Address	41
4. Questionnaires Sent According to Five	
Categories	43
5. Questionnaires Returned from Five Major	
Field Categories	44
6. Men Graduates of Milwaukee State Teachers	
College (1932-1946) Who Had Never Taught . .	50
7. Men Graduates of Milwaukee State Teachers	
College (1932-1946) Who Had Left Teaching	
At Any Time	51
8. Men Graduates of Milwaukee State Teachers	
College (1932-1946) Who Had Never Left	
Teaching (Except for a Period of Military	
Service)	52

TABLE

PAGE

9. Men Graduates of Milwaukee State Teachers College (1932-1946) Who Had Returned to Teaching and Had Remained	53
10. Men Graduates of Milwaukee State Teachers College (1932-1946) Who Had Returned to Teaching and Had Left Again	54
11. Men Graduates of Milwaukee State Teachers College (1932-1946) Who Had Left Teaching and Had Never Returned	55
12. Men Graduates of Milwaukee State Teachers College (1932-1946) Not In Teaching at the Time of the Survey	56
13. The Effect of Present Income On the Retention of Men Teachers	62
14. The Effect of the Size of the Community of the First Teaching Assignment On the Retention of Men Teachers	66
15. A Comparison of First Teaching Assignments With Present Teaching Assignments in Relation to Size of Community	67
16. Grade Point Averages of Men Who Returned the Questionnaire	71
17. The Effect of Grade Point Averages On the Retention of Men Teachers	72

TABLE

PAGE

18. The Effect of the Number of Graduate Credits on the Retention of Men Teachers	74
19. The Effect of the Type of Degree on the Retention of Men Teachers	75
20. The Effect of the Taking of Graduate Study on the Retention of Men Teachers	76
21. Extracurricular Participation of Milwaukee State Teachers College Men Graduates (1932-1946) Who Returned the Questionnaires	79
22. The Effect of Participation in the Three Outstanding Extracurricular Activities on the Retention of Men Teachers	80
23. The Effect of the Number of Areas of Extra- curricular Participation on the Retention of Men Teachers	81
24. The Effect of Income on Music Division Grad- uates as Compared to Other Division Grad- uates on the Retention of Men Teachers . . .	83
25. The Effect of Having Remained in the Area of Training on the Retention of Men Teachers .	85
26. The Effect of the Length of Military Service on the Retention of Men Teachers	88
27. The Effect of Age at Time of Graduation on the Retention of Men Teachers	90

TABLE

PAGE

28. The Effect of Father's Occupational Classification on the Retention of Men Teachers	92
29. The Effect of Father's Origin on the Retention of Men Teachers	94
30. The Effect of Mother's Origin on the Retention of Men Teachers	95
31. The Effect of Marital Status on the Retention of Men Teachers	96
32. The Number of Children in the Families of the Married Men Graduates of Milwaukee State Teachers College (1932-1946) Who Had Returned the Questionnaire	98
33. The Effect of the Size of Family on the Retention of Men Teachers	99
34. The Effect of Wishing to Prepare Specifically for Teaching at the Time of Entry into College on the Retention of Men Teachers	100
35. The Effect of Teaching Immediately After Graduation on the Retention of Men Teachers	102
36. The Effect of the Time Lapse Between Graduation and the First Teaching Position on the Retention of Men Teachers	104
37. The Effect of the First Teaching Assignment on the Retention of Men Teachers	106

TABLE

PAGE

38. The Number of Years 93 Men Who Had Left Teaching and Never Returned Had Taught . . .	107
39. The Number of School Position Changes by Men who Had Never Left Teaching	108
40. The Effect of the Extent of Preparation for the Initial Teaching Assignment on the Retention of Men Teachers	110
41. The Effect of Meeting Problems During the First Year of Teaching for which Teacher Training Had Not Prepared Them on the Retention of Men Teachers	111
42. Problem Areas Listed by Milwaukee State Teachers College Men Graduates (1932-1946) Who Had Answered the Questionnaires	113
43. The Effect of Tenure on the Retention of Men Teachers	114
44. The Effect of Tenure on Men Who Had Taught Less than Ten Years Compared to the Men Who Had Taught Ten Years or More on the Retention of Men in the Profession	116
45. Reasons for Remaining in Teaching Given by Men Graduates of Milwaukee State Teachers College (1932-1946) Who Had Never Left the Profession	118

TABLE

PAGE

46. Reasons for Returning to Teaching Given by 47 Men Who Had Left the Profession and Returned	120
47. Reasons for Not Having Taught Given by Men Who Had Graduated from Milwaukee State Teachers College (1932-1946) and Who Had Not Entered the Profession	122
48. Reasons for Leaving Teaching Given by Men Who Had Left Teaching at Any Time	124
49. Occupations of Men Not in Teaching at the Time of the Survey	129

CHAPTER I

THE PROBLEM

This is a study of the men graduates of Milwaukee State Teachers College (now known as Wisconsin State College, Milwaukee, Wisconsin) from the year 1932 through 1946. The purpose of this study was to determine, through the use of a questionnaire, the factors that had influenced the retention of these men in the teaching profession. The term teaching profession as used in this study was meant to include men in administrative, supervisory, and consultant capacities.

There were a number of reasons why the men graduates of the Milwaukee State Teachers College were chosen for this investigation. It had been deemed desirable to study a group of men who could reasonably be assumed to have completed their college careers qualified to teach. The Milwaukee State Teachers College, with its emphasis on teacher preparation, offered such a group of men. Its graduates had to complete practice teaching and were also required to take numerous courses in education in order to graduate, and thus could be assumed to have been equipped to enter the profession. In most instances the practice teaching had covered a period of an entire year and had offered opportunities to work with children of different age groups.

Reasons for Selecting the Problem

The professional as well as popular literature written after the conclusion of World War II stressed the assertion that a serious shortage of teachers existed. The lack of an adequate supply of men teachers was especially noted. Articles were appearing which related the reasons why teachers were leaving the teaching profession. It seemed that writers for popular magazines were in agreement that low pay was the paramount reason for the exodus from the profession. The type of treatment accorded teachers by school boards, school administrators, and members of the community also received frequent mention.¹

The professional literature also indicated a trend away from teaching. In Evansville, Indiana a postwar employment survey was made in which 18,201 replies to questionnaires were received.² There were 94 teachers' returns in this group. Sixteen had desired to return to teaching, while 78 had not. This represented an 83 per cent loss to the profession. Of the 78 not wishing to return to teaching 45 had

¹ Lois MacFarland and David G. Wittels. I'm Through With Teaching. Saturday Evening Post. 219 (Nov. 9, 1946), pp. 16-17.

Elizabeth Irwin and Leonard Paris. Why Teachers Quit School. Colliers. 118 (August 24, 1946), pp. 20.

Orval C. Husted. I Was Driven Out of Teaching. Nations Business. 35 (January 1947), pp. 62-7.

² J. Park. Postwar Occupational Wishes of Teachers and Students Now In Industry. School and Society. 60 (August 5, 1944), pp. 94-5.

wanted to remain in factory work and 11 had wanted to seek office positions. Parks made the following observation concerning his data. "The reasons why these attitudes should prevail is not known, nor can they be discovered by the data at hand."³

The Nations' Schools conducted a survey to determine why teachers had left their positions. A questionnaire was sent to five hundred superintendents and the following replies were received from the 34 per cent of the superintendents who had answered the questionnaire:⁴

- 80% Low salaries
- 78% Better opportunities in other fields
- 54% Better opportunities in other school systems
- 38% Insecurity of tenure
- 18% Restrictions on social habits
- 18% Poor living conditions
- 14% Restrictions on marriage
- 6% Poor working conditions
- 3% Lack of professional status
- 2% Disciplinary problems
- 2% Work not appreciated
- 2% Unsited to teaching
- 1% Restrictions on religion

The Annals which is the official publication of The American Academy of Political and Social Science devoted its entire September, 1949 issue to "Critical Issues and Trends in American Education". It was interesting to note that the shortage of teachers was approached from a quality as well

³ Ibid., p. 95.

⁴ Why Teachers Leave. Nations' Schools. 34 (September 1944), p. 32.

as a quantity point of view as was indicated in the following pertinent statement.

Of course, if "shortage" were defined in terms of teachers with the personal and professional qualifications American Society needs, the results would be shocking. The rewards offered by teaching have never been and are not now, sufficient to attract and hold against the competition of other vocational opportunities more than one-third to one-half of the number of really adequate persons needed to staff our schools and colleges. A permanent cure for this kind of shortage must be found.⁵

This professional magazine also stressed the need for higher teachers' salaries. Salaries were shown to be part of the general problem of increased funds for education. A study that had been made by the Council of State Governments was cited.

The big task ahead of the common school was made known in May 1949 by publication of a comprehensive national study issued by the Council of State Governments. The study disclosed that within the past decade the median annual expenditure per pupil in the common schools had risen from \$82 to \$178, state educational aid to local communities had increased between 30 and 40 percent, and teachers' salaries had risen from an average of \$1,093 to \$2,440; but when these were adjusted to the Consumers' Price Index based on statistics of the Bureau of Labor, the actual increase was only to \$1,448.⁶

Prior to the war the lack of young men in the teaching profession had been considered critical. Concerted efforts

⁵ Edgar W. Knight. The Evolving and Expanding Common School. Critical Issues and Trends in American Education. Annals of the American Academy of Political and Social Science. 265 (September 1949), pp. 92-100.

⁶ Ibid., p. 99.

had been made to urge young men to consider entering the teaching profession. There were a number of reasons why it had been regarded desirable to recruit men teachers. Marriage was not as likely to alter the status of men in the profession as it had frequently altered that of women. Also, a man was more likely to establish a home in the community and thus contribute, not only to the school, but also to the community welfare. More important than the aforementioned reasons was the fact that it was believed that having men as well as women teachers had a good effect upon children. The need for men in the elementary field was particularly acute. This had been almost exclusively a women's field.

World War II had expanded the possibilities for women in fields other than education. However, as Henry J. Otto stated:

Women have made themselves indispensable in numerous business, industrial, commercial, and service fields, but there was a time when teaching was about the only major occupation in which it was considered appropriate for women to seek employment. One would think that the vast increase in the number of vocational outlets for women, the increase in the number of gainfully employed women, and the corresponding tendency to bring about a more balanced proportion of men and women workers in each of the vocational fields would result in a more even division of men and women in teaching. If such a trend is underway, it has not progressed far enough to be noticeable.⁷

⁷ Henry J. Otto. Principles of Elementary Education. New York: Rhinehart and Company, Inc., (1949), p. 387.

Educational leaders were becoming more concerned about the lack of men in the profession. The need for boys and girls to have contact with men as well as with women teachers was noted. The fact that it was possible for a boy or a girl to go through elementary school and high school without having had a man teacher was a distinct possibility.

Louis Kaplan had felt that some substantiation of the need for men in the schools was necessary. He conducted a survey⁸ which had yielded some interesting results. A group of 213 eminent psychologists, psychiatrists, psychoanalysts, and sociologists had been questioned concerning the desirability of having men teachers. There had been 104 usable replies and of this number 86 or 83 per cent indicated that it was desirable to have men teachers. Their replies yielded six general premises.

1. The man teacher may help satisfy the paternal needs of the child.
2. The man teacher facilitates the social development of children.
3. Men teachers influence the personality of boys.
4. The man teacher exercises a favorable influence on the personal adjustment made by girls.
5. Men teachers enrich the emotional experience of children.
6. Men teachers are a favorable influence on the teaching staff.⁹

If these findings were true it was more important than ever to determine the status of men in the profession.

⁸ Louis Kaplan. More Men for Elementary Schools! The Phi Delta Kappan. 29 (March 1948), pp. 299-302.

Checking the Biennial Survey of Education in the United States for the years 1936 through 1946 the following statistics were found concerning the number of men in the teaching profession.¹⁰

<u>Year</u>	<u>Number of Men</u>
1936	266,504
1938	282,264
1939-40	301,131
1941-42	293,719
1943-44	226,886
1945-46	252,760

It was easy to perceive that men had left the profession in considerable numbers. While there had been an increase of 25,874 or an 11.4 per cent gain in 1945-46 when compared to the 1943-44 figures there was a deficit of 48,471 or a 16.0 per cent deficit when compared to the 1939-40 figures. However, these figures had not shown the actual turnover of men in the teaching profession. It was important to determine if many men were actually making a career of teaching.

Milwaukee State Teachers College had been attempting to attract men into the teaching profession many years prior to the war. The question arose as to whether these men had remained in teaching. Attending class reunions and homecomings had increased the feeling that these men had turned to

¹⁰ Federal Security Agency Office of Education. Statistical Summary of Education, 1942-44, Chapter 1, p. 28, 1944-46, Chapter 1, p. 26, 1947-48, Chapter 1, p. 49. Biennial Survey of Education in the United States, Washington D.C. United States Government Printing Office.

pursuits other than teaching. If this were true a serious problem existed.

The men graduates of the Milwaukee State Teachers College who had been informally contacted gave various reasons for having left the profession. Foremost among these reasons was low salary. Personal restrictions which had often been given as the reason for leaving prior to the war no longer seemed to play an important role. The number of men who had left the field could only be estimated as the college had not conducted a systematic follow-up of its graduates. It had seemed important to ascertain if these informal observations had been correct. To what extent had men graduates of the Milwaukee State Teachers College left teaching and what had been their reasons for leaving? Also, and of greater significance, why had men remained in the profession? The periodical literature gave a good indication of why teachers were leaving the profession, but it had not indicated the factors that had been influencing the retention of teachers.

Basic Assumptions Upon Which This Study Rests

In approaching this problem it was found necessary to formulate a series of assumptions which would aid in organizing a study of this type. The assumptions were constructed through contacts with men in the field of education, readings in educational textbooks and periodicals, comments

of present and former teaching colleagues, and personal observations. The assumptions formulated were:

1. A large number of men had left the teaching profession.
2. One of the main reasons men had left the teaching profession was financial.
3. Men who had started their teaching careers in or transferred to a metropolitan area had remained in teaching longer than those who had begun and had remained teaching in a non-metropolitan area.
4. Men with higher grade point averages had a tendency to leave the teaching profession.
5. Graduate work had influenced men to remain in the teaching profession.
6. Men who had participated in the most extra-curricular activities had a tendency to leave the teaching profession.
7. A higher percentage of men who had graduated from the secondary division, rather than from other divisions, had a tendency to remain in teaching.
8. Military service had influenced many men not to return to the teaching profession.
9. A serious depression or a recession would hasten a return to the teaching profession.

10. Men who were older than most students at the time of their graduation had a tendency to remain in teaching.
11. Family background had an effect upon the retention of men in the teaching profession.
12. Married men with families had a tendency to remain in teaching.
13. Men who had entered college to train specifically for teaching careers had a tendency to remain in the profession.
14. The sooner after graduation men had entered the teaching profession, the greater were their chances of having remained in the profession.
15. The type of their first teaching assignment had an effect upon the retention of men in the teaching profession.
16. The rate of men leaving teaching had been highest during their first three years in the profession.
17. The men who had made the least job changes had a tendency to remain in teaching.
18. The men who, in their opinion, had felt that they had received proper teacher training had a tendency to remain in the profession.
19. Security, as reflected in teacher tenure, had a tendency to hold men in the profession.

20. The men who had remained in teaching had done so because of an interest in children or personal satisfaction gained from teaching rather than because of financial gain, ease of work, or other so called "practical" reasons.

If these assumptions could be proved or disproved it would furnish information of importance to the Milwaukee State Teachers College as well as to the teaching profession as a whole.

Significance of the Study

Before beginning a study such as this and trying to find out the soundness of the assumptions it was necessary to formulate the possible values that might ensue from this research. The values which it was thought might evolve seemed to justify a study of this type. These values were as follows:

1. To determine whether the problem of men teachers leaving the profession was serious. The returns from the questionnaires should indicate whether the men graduates of Milwaukee State Teachers College were leaving the teaching profession. The extent of the exodus would help to determine the seriousness of the problem for the group surveyed. It would help to substantiate or refute the claims of the writers who had stated that a serious situation existed.

2. To determine whether steps could be taken to reduce the number of men who had left the profession, especially to work in fields not closely related to teaching. The replies to the questionnaires would indicate the type of work being done by men having left the profession. In analyzing the returns the reasons for men leaving or remaining in the profession should become apparent. With this information it should be possible to develop plans of action which should reduce the tendency for men to leave teaching. It should indicate whether some men who had left the profession should never have entered it.

3. To determine whether greater effort should be made to increase teacher salaries in order to compete with alternative occupations. This study should confirm or deny the claims made by educators that teachers believe they are underpaid. A wage comparison would be made between men who had never taught, men who had taught and left teaching, and the men who had remained in teaching. In the light of positive findings the drive for higher salaries for teachers should then be continued or other areas probed to determine the reasons for the exodus from the profession.

4. To determine whether certain areas in education, such as the secondary level, field of music, etc., had exerted a greater hold on men teachers. This should be of particular value to Milwaukee State Teachers College as the secondary division had seemed to attract a large number of

men but the number accepted for training was comparatively small. It would be interesting to see if the secondary division had held more men in the profession than other divisions of the college. After the level or field with the greatest holding power was determined it would be advisable to try to ascertain whether more men should be encouraged to enter this level or field.

5. To determine what influence an unusual situation such as the last war had on the holding power of the profession. Because practically the entire group of men surveyed were of military age it would be valuable to know if leaving the profession for military duty would influence many men to remain out of teaching. If it had, this would indicate a weakness of the profession. Either its attraction for men was not strong or the teacher training program had failed to eliminate men who were not suited for teaching. On the other hand if men returned to teaching it would be worth while determining the reasons for remaining in the profession.

6. To determine how strong a factor tenure had been in holding men teachers in the profession. Tenure had often been considered to be a strong factor in the retention of teachers. This survey should point out its relative strength in influencing men graduates of Milwaukee State Teachers College to remain in teaching. It might indicate a need to stress tenure as one of the advantages of the profession.

On the other hand it might show tenure not to be a major factor in keeping men in the profession. In any event the findings should influence the attitudes of educators toward the subject of teacher tenure.

7. To determine if factors influencing the retention of men in the teaching profession, that had not been noted in earlier studies, could be discovered. This should be one of the most significant aspects of the study. It would be important to confirm or refute the findings of other studies but beyond this and of greater value should be the discovery of factors which had not been noted in earlier studies. The scope of the questionnaire makes it seem evident that a greater number of factors could be checked. If new significant factors were determined it would act as a guide in attacking the problem of making teaching more attractive and thus influencing more men to enter the profession.

CHAPTER II

PREVIOUS STUDIES

A very intensive search was conducted to determine the extent to which this problem had been surveyed by other educators. It was found that only a few studies had been made which were closely related to the anticipated study.

An early study made by Joseph Baer in 1928 had concerned itself with men teachers in the public schools of the United States.¹¹ The historical background of men in the teaching profession was presented. However, Baer's approach to the problem had not emphasized the retention of men in the teaching profession and the factors affecting their retention had not been analyzed statistically.

Some valuable information concerning the number of men in the profession was presented but it concerned a period prior to the depression of 1929. For instance the figures on the men teachers in the profession from 1870 to 1926 had been presented. Baer had stated that:

Figures on the percents of men teachers are available only since 1870, less than two generations. In the

¹¹ Joseph Alva Baer. Men Teachers in the Public Schools of the United States. Unpublished Ph. D. thesis, The Ohio State University, 1928, 318 numbered leaves.

year 1870, 38.7 percent of the teachers in the public school were men. By 1880 the percent had risen to 42.8. From this latter year until 1920 the percent gradually dropped so that in the last named year only 14.1 percent of the public school teachers were men. From 1920 to 1926 the percent rose to 16.8. The year 1920 seems to have been the lowest in percent of men teachers although the rise since that time has been slight.¹²

The author had gone on to reveal that while more men had enrolled in teacher training institutions it had not seemed possible that the percent of men in the profession could be maintained.

Through the use of questionnaires Baer had sought to determine why men had been leaving the teaching profession and also why men had remained in the field. Baer had stated that:

Questionnaires were returned by 383 men who have left teaching for other vocations. Nearly all of these men give inadequate salaries a prominent place in the reasons for their decision to leave the profession. Other prominent reasons were that there was no opportunity for advancement in teaching; that there was no financial future in the profession; that there was no chance for providing for old age; that there was too much uncertainty in tenure; that there is too much politics in holding a job; and many gave personal reasons such as health, a dislike for work and so on.¹³

Baer had provided an interesting tabulation of the factors which had influenced men to leave teaching.¹⁴

¹² Ibid., p. 294.

¹³ Ibid., p. 295.

¹⁴ Ibid., pp. 66-69.

Reasons peculiar to the profession

- 209 Insufficient salary
- 83 No future in teaching; no chance for advancement
- 42 No financial future
- 35 No provision for old age
- 21 Too much moving; too many different jobs
- 19 Too much routine
- 15 Only nine months employment
- 9 General inefficiency of profession
- 8 work too confining
- 7 Too much expense to keep up training (Summer school)
- 6 Too much competition (too many women, too few men)
- 3 Too confining
- 3 Excessive demand on time without compensation
- 3 Disagreeable duties, petty troubles, petty annoyances
- 2 Too much supervision
- 2 Too much contact with immature minds
- 2 Constant change in teaching methods
- 2 Predominance of fossilized professors. Handicap of personality and character developed in old teachers
- 18 Reasons appearing only once
- 532

Public attitudes--relations of teacher to public

- 41 Too much politics (petty politics, etc.)
- 11 Boards of education source of irritation
- 8 Lack of appreciation by public
- 7 Too many bosses
- 6 Poor business methods in conduct of schools
- 4 Petty bickerings, etc.
- 3 Restrictions placed on teachers
- 3 Lack of sympathy, support, etc.
- 2 Public attitude that teachers are not human
- 2 Boards and public think they own you
- 2 Community factions
- 2 Lack of opportunity to win recognition in community
- 3 Reasons appearing only once
- 94

Personal reasons

- 68 To take up another line of work
- 39 To make more money
- 22 Health
- 16 Dislike for teaching
- 13 Insufficient adult contacts
- 12 More personal freedom
- 11 Differences with superior officers

- 10 Lack of training
- 9 Desire for adult and masculine associations
- 7 No personal development
- 5 Wanted outdoor work
- 4 Greater independence
- 4 Intended to use teaching as a stepping stone
- 4 Desire to be own boss
- 3 Ventureous disposition (try something new)
- 2 Wanted permanent home
- 2 Chance for self expression
- 2 Desire for larger part in community and state affairs
- 2 Desire to use ability in a bigger way
- 2 To the general good of the cause of education
- 2 Too much worry
- 14 Reasons appearing only once
- 253

Another questionnaire had been sent to a group of teachers and administrators. They were to express themselves concerning why they had remained in teaching.

A questionnaire as to why men continue teaching was answered by 474 teachers, principals, supervisors and superintendents. The main reason which they give is that they like and enjoy the work. Other reasons are, opportunity for service and for growth through service; love for young people; teaching gives an opportunity for continued study and growth; teaching offers a good beginning salary; the remuneration while small is steady and fairly sure; teaching is honorable, worth while, respectable; and so on. Many of the men chose the profession because it was the quickest way to cash in on their college training. They have continued either from inertia, or because they like the work, and are willing to put up with handicaps.¹⁵

The detailed list of reasons why men had remained in teaching that had been compiled by Baer follows:¹⁶

- 186 Like the work; enjoy the work; love the work
- 95 Opportunity for service; growth through service

¹⁵ Ibid., p. 296.

¹⁶ Ibid., pp. 88-90.

- 78 Love for young people; desire to be with and help young people
- 65 Began teaching because it gave an opportunity for continued study and growth; lovers of books and learning
- 46 Teaching convenient and quickly remunerative; offers good beginning salary
- 45 Recognized a natural aptitude for the work
- 37 Remuneration while small is steady and fairly sure; one man says pay is ample to raise a family and send through college
- 33 Trained especially for teaching, and having a large investment in training
- 32 Teaching is honorable, worthwhile, respectable
- 31 Teaching runs in the family; family tradition; influence of parents
- 28 No opportunity to change; lack of capital to start in business; too many responsibilities to risk changing
- 26 Enjoy pleasant associations and social advantages
- 23 Entered teaching through the influence of other teachers
- 22 Started teaching as a stepping-stone to some other work but have continued teaching
- 21 Interested in education, or some phase of it
- 18 Promotions and salary increases have indicated success
- 12 Working conditions good, hours short; vacations pleasant
- 10 Enjoy administrative work--leadership and responsibility
- 8 Experience all in education; too late to change to anything else
- 6 Teaching gives leisure to follow hobbies and secondary interests
- 6 Physically incapacitated for other work
- 4 Local environment determined training toward teaching
- 4 Seemed "called" to teach
- 4 Brief experience substituting, etc. indicated success as a teacher
- 3 Interested in improving teaching methods
- 3 Appreciation and confidence of pupils have kept in
- 3 Continued because no other work seemed better
- 3 Teachers' retirement fund now holds
- 3 Offered early income on which to marry
- 3 Readily entered without much preparation
- 3 Knew nothing about other vocations
- 3 Habit and inertia kept in profession

18 Nine of two each. Two are worthy of notice: Two chose teaching because market for civil engineers was flooded in 1909-10. Two selected teaching because their own choices of vocation were thwarted by their fathers.

18 Of one each. One man still feels that he has work to do.

999

Baer had found that the median man who had left teaching, had taught seven years, was out of teaching for five years and was receiving a salary of \$4,700 a year. This had made his talents worth about twice as much as they were when he had left teaching. One-half of the total group who had left teaching were in sales work. The median man had about three months of graduate work.¹⁷ The median man in the teaching group had taught 23 years and was now receiving a salary of \$3,349 a year. He had had about a year of graduate training.¹⁸

In 1932 Thomas Breitweiser made a study concerning the occupational stability of the graduates of Pennsylvania State Teachers Colleges.¹⁹ This survey had concerned itself with both male and female graduates as well as with graduates from two and three year courses of study. Graduates from 13 of the 14 state normal schools and teachers colleges

¹⁷ Ibid., p. 296.

¹⁸ Ibid., p. 297.

¹⁹ Thomas John Breitweiser. Occupational Stability of the Graduates of Pennsylvania State Teachers Colleges, 1910-1930. Fayetteville, Pa: The Craft Press, Inc., 1932, 165 pp.

in Pennsylvania had been used in this study. The years 1910, 1915, 1920, 1925, and 1930 had been chosen as representative years and questionnaires had been sent to all of the individuals graduating in those years, a total of 10,554. The number of usable replies was 4,108.

Breitweiser had stated his problem as follows:

It is the problem of this study to determine the tendency of the graduates of teachers colleges in Pennsylvania to remain in teaching, the profession for which the state trained them. The study will also attempt to ascertain what effect the length of the course has upon the professional stability of the graduates. It will try to answer the question, does the age of the graduate at the time of graduation have any bearing on the permanency of the teacher?

The study will indicate some of the reasons given by State Teachers College graduates for not continuing in the teaching profession. There will be an attempt made to find out how many of those who discontinued teaching have a desire to teach again.

An attempt will also be made to analyze the social and educational backgrounds of the students who enter and complete a teachers course, and thus become potential teachers in the Commonwealth.²⁰

Breitweiser had found that there were more males in teaching than in any other occupation. However, twenty years after graduation 61.4 per cent of the male graduates were not teaching. The percentage of graduates teaching had kept increasing until 1930 when 80 per cent of both male and female graduates had been teaching. "The results indicated that the state teachers colleges of Pennsylvania

²⁰ Ibid., p. 10.

are training their students for teachers but a large per cent of their graduates do not remain in teaching permanently."²¹

It was also found that among male graduates the longer the course the longer men had remained in teaching. However, the author had continued: "The many exceptions to this general statement and the fact that the number remaining in teaching is so small make it evident that the mere lengthening of the course will not mean more permanent teachers."²² Age at graduation had not played an important part in determining who had remained in teaching. However, this fact was somewhat qualified by the following statement. "The teaching graduate has a slight tendency to be older at graduation than the non-teaching graduate."²³

The year 1930-31 had been used to check the reasons for having left the profession. Out of 190 males 137 had replied to the question concerning their reasons for having left the teaching field. Breitweiser had tabulated these reasons.²⁴

55 Salary too low, to get better pay
20 To enter some other profession

²¹ Ibid., p. 40.

²² Ibid., p. 47.

²³ Ibid., p. 73.

²⁴ Ibid., p. 75.

- 17 To enter some college, continued study
 - 9 Army service
 - 9 Too much politics
 - 8 Did not like teaching
 - 7 Illness, ill health
 - 4 No future without degree
 - 3 To accept business, prefer business
 - 3 To farm
 - 1 Difficulty with board
 - 1 To help parents
- 137

In addition, Breitweiser had found that the more years that had elapsed after having left teaching, the less desire there had been to return. A median 3.80 years had been taught by the non-teaching males. The largest number of graduates had come from the homes of farmers.

To check the holding power of other professions Breitweiser had sent 22 letters to professional schools and had received 15 replies. These replies had indicated that most professions had held their members, but this fact had not been scientifically determined.

In 1941 Florence Greenhoe made an analysis of the community relationships of 9,122 public school teachers.²⁵ The teachers had been selected as a national sample and both sexes were included. Correlative material had been obtained from lay persons, school board members, and teachers in training. Community contacts had been listed under three

²⁵ Florence Greenhoe. Community Contacts and Participation of Teachers. Washington D. C.: American Council On Public Affairs, 1941, 91 pp.

headings: 1. professional services, 2. citizenship contacts, and 3. leisure pursuits. The study had been largely limited to the third category.

The majority of teachers who had been surveyed had come from small communities. The author had called attention to the fact that: "when community backgrounds are investigated, it is interesting to note that 51.4 per cent of the teachers came from communities with a population under 2,500."²⁶

Interest in teacher community contacts in this study had been centered around four major points.

1. Teachers mobility
2. Social fitness for teaching
3. Teacher reaction to community codes
4. Teacher participation in organized community life

It had been found that while teachers had moved rather frequently they had moved in a rather limited radius. Social fitness had been measured through a liberalism conservatism scale. Greenhoe had made an interesting discovery concerning scores on the liberalism conservatism scale.

On the latter score, students were found to be most liberal, with teachers second and school board members last. Among the practical implications drawn from the data was the fact that rating group attitudes are so far apart that job-seeking students, for example, will be forced to modify many of the attitudes revealed in

²⁶ Ibid., p. 14.

answer to our questionnaire or else they will endanger their chances for employment as teachers.²⁷

Regarding community participation it had been found that the average teacher had participated in four community functions. Church work and parent teacher activities were the only activities in which they had exerted much social leadership. Concerning conduct codes it had been found that teachers were definitely restricted. The author stated that: "Clearly teachers are a restricted and inhibited group, but for that matter all professional persons are bound by the expectations of the public as well as by the ethics of their profession."²⁸

The study had concluded that the teacher had rarely become an integral part of the community. In explanation Greenhoe had stated that, "Our basic interpretation rests on the premise that the sociology of the teacher is the sociology of the stranger."²⁹

In 1943 Gerald L. Poor made a study of teacher turnover and had confined it to the small high schools in Michigan.³⁰ This survey had not dealt with a great deal of material

²⁷ Ibid., p. 77.

²⁸ Loc. Cit.

²⁹ Loc. Cit.

³⁰ Gerald L. Poor. A Study of the Extent and Causes of Teacher Turnover in Small High Schools of Michigan. Unpublished Ph. D. thesis, University of Michigan, 1943, 204 numb. leaves.

pertinent to the study at hand. Teacher turnover is only one facet of the problem of retaining teachers in the profession.

Poor's study had used both male and female respondents. The conclusion had been reached that teacher turnover was a serious problem but that the amount of teacher turnover desired was a debatable question. Poor had found that the higher the standards of the school as judged by accrediting agencies the lower the turnover had been.

The major reasons for teachers having left a position had been low salaries, and preferring work closer to home. It was significant that a change of superintendents had had a disturbing effect on teachers and that the efficiency of school administration had been reflected in teacher turnover.

A study made in 1946 by Jay L. Pylman had concerned itself with the stability of the teaching profession.³¹ The study centered around the 2,000 teacher candidates who had been trained in Michigan and certificated in 1920. The following significant conclusion had been reached. "The teaching profession, in terms of the 1920 institutional product followed through approximately a quarter of a century, is relatively unstable."³²

³¹ Jay L. Pylman. The Stability of the Teaching Profession. Unpublished Ph.D. thesis, University of Michigan, 1946, 275 numb. leaves.

³² Ibid. p. 260

The 1920 candidates had been 85 per cent women and 40 per cent had been under 21 years of age. Three out of four had had two years or less of college training. There had been 1,649 usable case histories and out of this number 491 or 27.98 per cent had been actively engaged in teaching. A greater persistence had been found among the men as 40.8 per cent had remained in teaching as compared to 27.4 per cent of the women. Retention had been found to be higher among older teachers certificated in 1920 and those who had had the greatest amount of training had been more likely to remain in teaching.

Pylman had used the premise that a profession was not stable unless more than a majority of those who had begun teaching in any one year had remained for a career. It was found that separation had been greatest during the early years in the teaching profession and that by the end of the third year 50 per cent of the separations had occurred. Concerning job changes it was found that two out of three re-tentions had changed jobs at least once while three out of five separations had changed jobs at least once prior to having left teaching.

The conditions responsible for individuals having left the profession had been placed in two major categories by Pylman. These categories were personal and social status and professional security. Pylman had found that the personal and social status of teachers was not enviable. Six out

of every ten respondents had cited financial or social reasons for leaving teaching. Some had felt that artificial restraints and irrational interferences were imposed upon teachers while others felt that a lack of social, cultural, recreational and avocational opportunities had aggravated the problem. It was felt that too many don'ts were imposed upon teachers. The opinion was stated that the teacher's personal life should be divorced from school life.

Under the category of professional security it was found that one out of five reported professional insecurity as the reason for leaving the profession. It was noteworthy that 45 per cent of the men listed economic reasons for resigning as compared to 16 per cent of the women.

Pylman had summarized his findings as follows:

In summary, then, since the percentage of member-retention is inordinately low, the rate of separation is very rapid, job constancy is lacking, and working conditions in the field are characterized by lack of satisfactory personal and social status, inadequate professional security, and low financial rewards.³³

In Pylman's study retention was treated as one phase or factor in the instability of the teaching profession. He had stated that: "Among the factors contributing toward instability in the teaching profession are excessive turnover and transiency in service and permanent separation from the profession after only a brief period of service."³⁴

³³ Ibid., p. 272.

³⁴ Ibid., p. 112.

These studies had presented a considerable amount of valuable information but had only partially answered some of the questions raised in the previous chapter and had no bearing on others. All of the studies with the exception of Baer's had pertained to both sexes and this would make it difficult to use some of the findings when comparing them with those of an all male population. It would definitely have a bearing on the reasons for leaving the profession. Baer's study which had dealt with men only had covered a period prior to 1930. This study was the only one that had specifically delved into reasons for having remained in the profession as well as reasons for having left the profession. It would be valuable to see if the present study substantiated Baer's findings in this area.

Breitweiser's study had also covered a period prior to 1930. He found out the relationship between length of the course of study and length of time individuals had remained in teaching. The population to be surveyed in the present study had no individuals who had taken less than a four year course while Breitweiser's had graduates from two and three year courses. Breitweiser's findings concerning age at time of graduation would be compared with the findings concerning the Milwaukee State Teachers College men graduates.

Greenhoe had made a valuable sociological as well as an educational study in having centered her work around the four major sociological factors which were enumerated

earlier. The findings concerning these factors might give a lead to possible reasons for men teachers having remained in or having left the profession. However, one must take into consideration the fact that the majority of the population had come from communities of under 2,500 population while the population in the present study was predominantly metropolitan.

Poor's study had treated one aspect of the problem, namely teacher turnover, among a particular group of teachers. Teacher turnover had not necessarily indicated the number of teachers who had left the profession. It had, however, presented reasons for leaving a particular position which might lead to an individual's eventually leaving the profession.

Pylman had presented an interesting approach to the problem but had limited the study to the certificated teachers from one year, namely 1920. There were definite limitations to have studied the teachers certificated in only one year. Also, Pylman's group had contained teachers with two years or less of training. The premise presented by Pylman, that a profession was not stable if less than a majority of those who began teaching in any one year remained for a career, was not only interesting but useful. It could be used as one measuring device to determine the stability of the men teachers reporting for the early years of the present survey.

The studies discussed in this chapter had all contributed information which should indicate factors which had influenced the retention of men in the teaching profession. However, it was felt that a study, wider in its scope, should not only confirm or reject previous findings but should also uncover additional factors which were responsible for the retention of men teachers.

CHAPTER III

PROCEDURE, LIMITATIONS, AND POSITIVE ASPECTS OF THE STUDY

The present study hoped to be able to amplify and supplement the findings of the studies discussed in the previous chapter. The questionnaires were sent and returned in 1950 and therefore would furnish recent data to use in a solution of the problem of the retention of men teachers.

The fact that the study concerned itself with an all male group should again be noted. The only previous study which had pertained only to men was Baer's study. However, Baer's study was conducted prior to 1929 and thus would not furnish the profession with recent data.

The present study covered a 15 year period and thus would present varying conditions at the time of graduation. This would avoid the weakness sometimes found when studies are made in which the graduates of only one year are surveyed or if five or ten year intervals are used. In this study no one year would unduly influence the findings.

It was hoped to be able to show the effect of a factor such as military service on the retention of men teachers. Therefore, the group of men chosen for the survey was particularly good because with few exceptions they were of military age at the time of World War II.

Each of the men contacted in this study had his bachelor's degree. This was an advantage over previous studies because in many instances individuals with two and three years of training were included in the groups surveyed. It was felt that a man with less than the minimum amount of training required to teach in most communities would place restrictions on the findings of a survey which would result in biased findings. Also, it was felt that it was advantageous to compare men who had begun teaching with essentially an equal amount of training.

This study would pertain only to men graduates from a particular college and would therefore concern itself with men who had relatively equal or comparable training. The findings pertaining to this group would be compared with other groups studied whenever such comparisons were feasible.

In addition, it was expected to be able to analyze factors which had not been considered in other studies. The background of the men graduates of Milwaukee State Teachers College would be studied. Factors such as grade point average, extra-curricular activities, and the division from which graduated and their effect upon the retention of men in the teaching profession would be considered. Family background from the standpoint of father's occupation and the parents' place of birth would also be checked. In addition, factors such as graduate work, the influence of military service, the possible influence of a depression or

recession, marital status, tenure, and attitude toward teaching at the time of college entrance would be analyzed.

It was hoped that this more intensive analysis of the background of the men graduates of Milwaukee State Teachers College would present a clearer understanding of the factors which had affected the retention of men in the teaching profession.

A more intensive analysis would be assured through the statistical treatment of data whenever it was feasible. Merely to compute the data and then draw conclusions from the compilations without using a statistical measure might lead to faulty conclusions.

Procedure

The first step was to receive the tentative approval of the graduate committee to allow this study. The next step was to contact Dr. J. Martin Klotsche, the President of Milwaukee State Teachers College. The proposed project was favorably received by Dr. Klotsche and a committee of Milwaukee State Teachers College faculty members. The committee believed that the study could be of considerable benefit to the college as well as to the teaching profession.

The construction of the questionnaire was next. Early in the work on the questionnaire it had become apparent that some open-end questions would be needed. The immediate problem was to determine the kind of responses that might be expected from the use of open-end questions. As a trial

three open-end questions were formulated and permission was obtained to present them to the men in a graduate course in education. All of the men who answered the questions were or had been directly engaged in teaching. The three questions were:

1. List all of the reasons you can which have accounted for your remaining in the teaching profession. Please be as specific as possible.
2. List all of the reasons you can which have accounted for your friends or yourself contemplating leaving the teaching profession. Please be as specific as possible.
3. List the problems which you met in your first teaching position for which your teacher training had not prepared you. Please be as specific as possible.

On the basis of the responses to these questions it had been deemed advisable to include some open-end questions in the questionnaire even though the responses would not lend themselves to statistical analysis.

With the advice of individual members of the graduate committee a preliminary draft of the questionnaire was drawn. Copies of this draft were submitted to the graduate committee and also to some members of the Milwaukee State Teachers College faculty. These people had some pertinent suggestions and as a result some questions were altered. The questionnaire was then ready for pretesting. It was

given to a group of twenty men graduate students for their appraisal. They answered the questionnaire and critically examined the questions for ambiguity and clarity. There were several questions that needed to be reworded but on a whole the questions were found to be understandable. The tabulation of the responses indicated that the questionnaire was usable and would lend itself to statistical analysis. A meeting with the graduate committee gave final authorization for the study.

Covering letters to accompany the questionnaire were written. One of these was written by Dr. Klotsche. The letters explained the purpose of the study and appealed to the men graduates of Milwaukee State Teachers College to answer the questionnaire because of its value to the college and its educational significance. It is certain that Dr. Klotsche's excellent covering letter had a marked influence on the very fine return.

The questionnaires and covering letters could have been mimeographed, printed, or multilithed. It seemed that a mimeographed communication would not have the prestige value of one that was printed or multilithed. The educators who had been consulted had agreed with this decision and it undoubtedly had an effect on the favorable reception accorded the questionnaire which was multilithed. The covering letters and the questionnaire in its final form are presented in the appendix.

The task of locating the present addresses of the men graduates from 1932-1946 was difficult and time consuming. The Milwaukee State Teachers College Registrar was most helpful in making it possible to compile a list of the men graduates over the desired period. The names were listed by year of graduation and the division from which the men had graduated. The individual file of each graduate showed the home address while attending college but only if a recent request for a transcript had been received was a usable address given. The alumni association officers refused access to their files and thus many hours were needed to locate recent addresses of the men graduates. However, individual alumni members, the college teacher placement office, faculty members of the college, and the Wisconsin Education Association in Madison, Wisconsin were most helpful in bringing the addresses up to date. As many of the men graduates had families living in the Milwaukee area an intensive telephone campaign was very successful.

Table one showed the number and the distribution of men graduates.

In analyzing the records of the men graduates it was found that some men had carried on their college training over a long period of time. They had taught a number of years and then had returned to college or they had attended summer sessions over periods of from three to ten years or more. It had been felt advisable to eliminate this group

TABLE 1
MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)

Year	Art	Elem.	Music	Second.	Except.	Rural St. Grad.	Kdg. Prm.	Total
1932	3	1	4	18	0	1		27
1933	4	6	16	29	2	0		57
1934	10	5	10	33	0	1		59
1935	10	28	10	21	2	4		75
1936	4	40	5	16	1	2		68
1937	8	24	10	15	5	5		67
1938	10	32	13	8	2		1	66
1939	10	26	9	13	9			67
1940	8	36	10	18	4			76
1941	12	33	10	12	6			73
1942	14	29	9	15	3			70
1943	6	16	7	13	5			47
1944	2	7	1	4	1			15
1945	5	5	0	0	1			11
1946	6	9	0	4	1			20
Total	112	297	114	219	42	13	1	798

from the study for a number of reasons. The comparison of the length of service of this group with the men graduates from 1932-1946 would have been difficult. Several other factors that were to be compared would be thrown off by having included this group. Age at time of graduation would be much higher. Summer school attendance would not have offered the same opportunities for extracurricular activities as regular attendance. The college program would have varied greatly if too long a time span had been covered. Finally, the men who had been eliminated from the study would not have been fully trained at the time of their graduation from less than a four year course and this would have influenced their responses concerning their needs and the problems they had met at the time of graduation.

There had been no four year rural state graded graduates after 1937 so the 13 graduates prior to that time plus the one kindergarten primary graduate were deleted. The men who had been omitted had represented approximately eight per cent of the total group. Table two had showed the distribution.

The number of graduates who were deceased or whose address was unknown was exceedingly small, namely 28. This represented approximately three and one-half per cent of the total number of graduates. Table three shows the distribution of this group.

TABLE 2

MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946) WHO WERE
OMITTED FROM THE STUDY

Year	Art	Elem.	Music	Second.	Except.	Rural St. Grad.	Kdg Prim.	Total
1932				3		1		4
1933	1	1	1	2				5
1934	2			1		1		4
1935	1	1		2		4		8
1936		1		1		2		4
1937		1	2	2		5		10
1938		3		1			1	5
1939		3	1					4
1940		2						2
1941	2	3						5
1942		2						2
1943	1	1						2
1944		1			1			2
1945		3						3
1946	1	3						4
Total	8	25	4	12	1	13	1	64

TABLE 3
MEN GRADUATES WHO WERE DECEASED
OR FOR WHOM IT WAS IMPOSSIBLE TO OBTAIN
A RECENT ADDRESS

Year	Art	Elementary	Music	Secondary	Exceptional	Total
1932				1		1
1933	1			1		2
1934	1	1		1		3
1935	2	3	1	1		7
1936		1				1
1937		1	1			2
1938	2	1	1			4
1939	1		1			2
1940				1		1
1941					1	1
1942	2		1			3
1943				1		1
1944						0
1945						0
1946						0
Total	9	7	5	6	1	28

After eliminating the above groups it was possible to send questionnaires to approximately 88 per cent of the graduates. A total of 706 questionnaires were sent out between July 15 and July 31, 1950. Table four showed the distribution of this group.

A period of three months was allowed before the actual tabulation was begun. The returns were most gratifying as 503 questionnaires were answered which meant a 71 per cent return. Considering the 15 year span covered, the return was excellent. An analysis of Table five revealed that the returns were well distributed within each division of study and within each year of graduation so that nonrespondent bias from these two factors was negligible and unimportant. No one year had lower than a 60 per cent return and no one division had lower than a 65 per cent return.

The answers to the questions were treated statistically whenever it was feasible. The statistical device used most frequently was the chi square formula which gave a measure of the independence or the nonindependence between the groups* surveyed for the specific hypothesis proposed. In setting up the hypothesis for testing with the chi square formula, the hypothesis was always stated so as to indicate that no significant difference was expected between the

*This refers to the breakdown of the data into three groups for the purpose of statistical analysis. This is

TABLE 4
QUESTIONNAIRES SENT
ACCORDING TO FIVE CATEGORIES

Year	Art Elementary		Music	Secondary	Exceptional	Total
1932	3	1	4	14	0	22
1933	2	5	15	26	2	50
1934	7	4	10	31	0	52
1935	7	24	9	18	2	60
1936	4	38	5	15	1	63
1937	8	22	7	13	5	55
1938	8	28	12	7	2	57
1939	9	23	7	13	9	61
1940	8	34	10	17	4	73
1941	10	30	10	12	5	67
1942	12	27	8	15	3	65
1943	5	15	7	12	5	44
1944	2	6	1	4	0	13
1945	5	2	0	0	1	8
1946	5	6	0	4	1	16
Total	95	265	105	201	40	706

TABLE 5
QUESTIONNAIRES RETURNED
FROM FIVE MAJOR FIELD CATEGORIES

Year	Art	Elem.	Music	Second.	Except.	Total	Per cent Return
1932	2	1	4	9	0	16	73
1933	1	3	12	17	2	35	70
1934	5	3	6	19	0	33	64
1935	3	17	7	14	1	42	70
1936	0	26	4	13	1	44	70
1937	3	18	5	6	3	35	64
1938	8	21	9	5	2	45	79
1939	9	16	6	11	6	48	79
1940	4	27	8	12	4	55	75
1941	7	22	8	11	4	52	78
1942	6	13	7	11	2	39	60
1943	4	12	5	6	5	32	73
1944	1	4	1	3	0	9	69
1945	4	2	0	0	0	6	75
1946	5	4	0	2	1	12	75
Total	62	189	82	139	31	503	71
Per cent Return	65	71	78	69	78	71	

groups being surveyed. Arkin and Colton gave a good explanation of the use and significance of the chi square test.

The chi square test may be used to test a large variety of hypotheses in many fields of comparing the expected results (frequencies) based upon the hypothesis to be tested and the actual results obtained by securing observations. If the chi square test demonstrates that the disparity between the actual and the expected frequencies is too large to be ascribable to chance (if p is less than the selected fiducial limit of .01 or .05), the hypothesis may be said to be false.³⁵

After the degrees of freedom are taken into consideration, the larger the value of chi square, the greater the chance of the hypothesis being false. The fact that a chi square was not large with a resultant higher probability had not indicated that the hypothesis posed was true. Yule and Kendall had stressed this fact in their text. They stated:

We cannot proceed, however, in the reverse direction and say that if p is not small our hypothesis is proved correct. All we can say is that the test reveals no grounds for supposing the hypothesis incorrect; or alternatively, that so far as the chi square is concerned, data and hypothesis are in agreement.³⁶

In all instances where the chi square test was used, Table 9.2 in Snedecor's text³⁷ was consulted to determine the significance of chi square. If a probability of .01 or less

³⁵ Herbert Arkin and Raymond R. Colton. An Outline of Statistical Methods. New York: Barnes and Noble, Inc., 1939, p. 112.

³⁶ G. Udny Yule and M. G. Kendall. An Introduction To The Theory of Statistics. London: Charles Griffin and Company, Limited, 1945, p. 423.

³⁷ George W. Snedecor, Statistical Methods. Ames, Iowa: The Iowa State College Press, 1946, p. 22.

was found, the result was highly significant, and the probability was followed by two asterisks. A probability of more than .01 but no greater than .05 was significant and was followed by a single asterisk. A probability that was not significant would be construed as having had little effect on the population tested.

Limitations of the Study

1. The study had confined itself to the men graduates of Milwaukee State Teachers College. This group was a very select stratified population. The findings could therefore be used mainly to point out characteristics of the group being studied. Factors found to have had an effect upon the retention of men teachers could only be related specifically to the men graduates of Milwaukee State Teachers College. A generalization for the whole teaching profession should not be drawn from the findings of this survey.

2. The use of open end questions had its limitations. The answers would be difficult to categorize. Also, open end questions would not lend themselves to statistical analysis.

3. This survey, as is usually true of surveys where memory is involved in answering questions, was subject to a memory and a time lapse bias. Over a period of years the reasons for certain actions might either consciously or unconsciously be altered. Thus, it might be difficult to

evoke an accurate response concerning the reasons why a man had left teaching ten years ago.

4. The use of any statistical device would have certain limitations. This was true of the use of the chi square test. Just because a chi square indicating a probability of .05 or less had been calculated, it would not be a certainty that there had been significant differences between the groups that had been analyzed. A significant chi square would likely be wrong about one in twenty times at the .05 level. Snedecor had stated that:

A sample furnishes evidence, not proof. This evidence is to be added to that already accumulated from experience and reports of other research. Usually, also there is collateral information accruing during the progress of the experiment. It is the investigators responsibility to integrate all this evidence and to reach a decision. He cannot evade this responsibility merely by citing a value of chi square.³⁸

Positive Aspects of This Study

While there had been a number of limitations to this study it was felt that the positive aspects had outweighed these limitations.

1. Factors of importance for the teaching profession would be noted. Despite the fact that it had dealt with the men graduates of one institution there would be findings which would be of value to the entire male teaching profession.

³⁸ Ibid., p. 23.

2. A comparison with other studies could be made. The findings of earlier more limited studies could be compared with the present study and trends noted. Also, the data contained in these earlier studies could be brought up to date.

3. Open end questions would give information which was valuable although it would not lend itself to statistical analysis. Also, it would eliminate the channelizing of responses in an area where a wide variety of opinions might exist.

4. Chi square had its limitations but it was felt that it was preferable to use this statistical measure rather than rely upon a subjective analysis which would have considerably less validity.

5. This study would be wider in scope than previous studies. A greater number of factors would be studied in an attempt to obtain valuable information concerning the retention of men in the teaching profession.

6. Milwaukee State Teachers College should profit by the results of this survey. Because it was a survey of its men graduates over a 15 year period, information obtained would be valuable in planning for the preparation of the men who entered Milwaukee State Teachers College each year to study specifically to become teachers. The high percentage of returns should increase the value of this study for the college.

CHAPTER IV

FINDINGS

For purposes of analysis the questionnaires returned were broken down into three main categories, men who had never taught, men who had left teaching at any time, and men who had never left teaching (except for a period of military service). The distribution within these three categories can be seen in tables six, seven, and eight. There were several instances in which a further breakdown of the group that had left teaching was necessary. Therefore, tables nine, ten, and 11 showing men who had returned to the profession and remained, men who had returned to the profession and had left again, and men who had left the profession and had never returned, were presented. Finally, table 12 showing the distribution of men not in teaching at the time of the survey was compiled.

A check of tables six through 12 gave an indication as to whether a large number of men graduates from the Milwaukee State Teachers College had been tending to leave the teaching profession. Table six showed that 17 per cent of the men who had returned the questionnaire had never taught. This meant that approximately one out of every six graduates had never taught after having completed training for the

TABLE 6
MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
WHO HAD NEVER TAUGHT

Year	Art	Elem.	Music	Second.	Except.	Total	Per Cent Return
1932						0	0
1933	1		1	3		5	14
1934	1	1		4		6	18
1935			1	3		4	10
1936		2		1		3	7
1937	2	4		2		8	23
1938	2	3		1		6	13
1939		2		4		6	13
1940	1	7		3		11	20
1941	2	3	2	4	2	13	25
1942	3	1		5		9	23
1943	1	3	1	3	1	9	28
1944		1				1	11
1945		2				2	33
1946	1				1	2	17
Total	14	29	5	33	4	85	17
Per cent Return	23	15	6	24	13	17	

TABLE 7

MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
WHO HAD LEFT TEACHING AT ANY TIME

Year	Art	Elem.	Music	Second.	Except.	Total	Per Cent Return
1932	1		1	4		6	38
1933		1	3	6		10	29
1934	3	1	1	4		9	27
1935	2	7	2	5	1	17	41
1936		8		6	1	15	34
1937	1	6	3	2	2	14	40
1938	2	9	2	3		16	36
1939	4	5	2	3	4	18	38
1940	2	5	1	3	2	13	24
1941	2	3		1	2	8	15
1942		3	1	2	2	8	21
1943	1		1	1		3	9
1944		2		2		4	45
1945	2					2	33
1946	1	1				2	17
Total	21	51	17	42	14	145	29
Per cent Return	34	27	21	30	45	29	

TABLE 8

MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
WHO HAD NEVER LEFT TEACHING
(EXCEPT FOR A PERIOD OF MILITARY SERVICE)

Year	Art	Elem.	Music	Second.	Except.	Total	Per cent Return
1932	1	1	3	5	0	10	63
1933	0	2	8	8	2	20	57
1934	1	1	5	11	0	18	55
1935	1	10	4	6	0	21	50
1936	0	16	4	6	0	26	59
1937	0	8	2	2	1	13	37
1938	4	9	7	1	2	23	51
1939	5	9	4	4	2	24	50
1940	1	15	7	6	2	31	56
1941	3	16	6	6	0	31	60
1942	3	9	6	4	0	22	56
1943	2	9	3	2	4	20	63
1944	1	1	1	1	0	4	44
1945	2	0	0	0	0	2	33
1946	3	3	0	2	0	8	67
Total	27	109	60	64	13	273	54
Per cent Return	44	58	73	46	42	54	

TABLE 9

MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
WHO HAD RETURNED TO TEACHING AND HAD REMAINED

Year	Art	Elem.	Music	Second.	Except.	Total
1932						0
1933				1		1
1934	1	1		2		4
1935	1	1		1		3
1936		1		1		2
1937				1		1
1938		2				2
1939	1	1	2	2	2	8
1940		2			2	4
1941				1	1	2
1942		1			1	2
1943						0
1944		1		1		2
1945						0
1946						0
Total	3	10	2	10	6	31

TABLE 10
 MEN GRADUATES OF MILWAUKEE STATE
 TEACHERS COLLEGE (1932-1946)
 WHO HAD RETURNED TO TEACHING AND HAD LEFT AGAIN

Year	Art	Elem.	Music	Second.	Except.	Total
1932				2		2
1933			1			1
1934						0
1935		1				1
1936		2		1		3
1937						0
1938				2		2
1939	1	1			1	3
1940		2				2
1941		1				1
1942		1				1
1943						0
1944						0
1945						0
1946						0
Total	1	8	1	5	1	16

TABLE 11

MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
WHO HAD LEFT TEACHING AND HAD NEVER RETURNED

Year	Art	Elem.	Music	Second.	Except.	Total
1932	1		1	2		4
1933		1	2	5		8
1934	2		1	2		5
1935	1	5	2	4	1	13
1936		5		4	1	10
1937	1	6	3	1	2	13
1938	2	7	2	1		12
1939	2	3		1	1	7
1940	2	1	1	3		7
1941	2	2			1	5
1942		1	1	2	1	5
1943	1		1	1		3
1944		1		1		2
1945	2					2
1946	1	1				2
Total	17	33	14	27	7	98

TABLE 12
MEN GRADUATES OF MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
NOT IN TEACHING AT THE TIME OF THE SURVEY*

Year	Art	Elem.	Music	Second.	Except.	Total	Per Cent Return
1932	1	0	1	4	0	6	38
1933	1	1	4	8	0	14	40
1934	3	1	1	6	0	11	33
1935	1	6	3	7	1	18	43
1936	0	9	0	6	1	16	36
1937	3	10	3	3	2	21	60
1938	4	10	2	4	0	20	44
1939	3	6	0	5	2	16	33
1940	3	10	1	6	0	20	36
1941	4	6	2	4	3	19	37
1942	3	3	1	7	1	15	39
1943	2	3	2	4	1	12	38
1944	0	2	0	1	0	3	33
1945	2	2	0	0	0	4	67
1946	2	1	0	0	1	4	33
Total	32	70	20	65	12	199	40
Per cent Return	52	37	24	47	39	40	

*This includes men who had never taught, men who had left the profession and never returned, and men who had left, returned, and left again.

teaching profession. The first year of the survey, 1932, found that all 16 men who had returned their questionnaires had entered teaching. The year with the highest percentage of men who had never taught was 1945 with 33 per cent but the number of men in college during this war year was very low. The year 1943 with 32 returns indicated 28 per cent had never taught. Since 1941 the trend seemed to show a larger percentage of trained individuals never having entered the teaching profession.

In table seven it was found that 145 men had left the profession at some time. This amounted to 29 per cent of the total returns. Tables nine, ten, and 11 showed a further breakdown of this group of 145 returns. Thirty-one men or 6 per cent of the total group had returned to the profession and had remained, 16 men or 3 per cent of the total group had returned to teaching and had left again, while 98 men or 20 per cent of the total group had left the profession and had never returned.

Table eight showed that 273 men representing 54 per cent of the total returns had never left teaching except for a period of military service. The first three years of the survey indicated that 55 per cent to 63 per cent of the group had never left teaching. It would seem reasonable to assume that these three years would remain above 50 per cent during the next four years. If this occurred and Pylman's premise concerning the stability of the profession was

accepted, it would be safe to say that the graduates of the early years represented a fairly stable group and that the holding power of the profession in this group was strong. Pylman, as was stated earlier, accepted the premise that a profession was not stable if a majority of the certificated teachers of any one year had not remained in teaching for a career.

Table 12 combined the tabulations of tables six, ten, and 11 to obtain the total number of men who were not in teaching at the time of the survey. It was found that 40 per cent of the total group surveyed were not in teaching at the time the questionnaires were returned. In other words approximately four out of every ten men graduated during the period of years from 1932 through 1946 had not been teaching at the time of the survey.

Using Pylman's premise it would appear that the men graduates of the years 1932 through 1936 represented a fairly stable group as 57 per cent to 67 per cent of the men in these years were teaching. However, it appeared that the years 1937 through 1946 would probably have less than 50 per cent of their groups left in teaching at a date twenty years after their graduation. The 1937 figure* seemed to

*A check of the 1937 percentage in a Confidence table indicated that the large number not teaching at the time of this survey was not due to "chance" errors in sampling.

be out of line with the years immediately preceding and following it so a closer check was made to see if a reason for this extreme fluctuation could be found. Of the 21 men, eight had never taught and 13 had left teaching and never returned. The reasons given for not teaching by the eight men were: four had not obtained a job, two listed low pay, and one never wanted to teach. Six of the 13 men left teaching because of low pay. It would appear that low salary had been the main factor influencing the men leaving the profession among the 1937 graduates.

The returns in general supported the hypothesis that men had been leaving the teaching profession. The graduates of the years after 1936 appeared to be leaving at a faster rate than those prior to that time. It would appear that the Milwaukee State Teachers College group of men who had graduated in the earlier years of the survey had greater professional stability than the group of men that Pylman had studied. Approximately 40 per cent of Pylman's group had remained in teaching over a twenty year period compared to 63 per cent of the Milwaukee State Teachers College 1932 class, 60 per cent of the 1933 class, and 58 per cent of the 1934 class. The groups in the present survey were beginning their seventeenth, eighteenth, and nineteenth years of teaching.

Before proceeding with the analysis of the questionnaires it was felt that an attempt should be made to check

the non-respondent bias. Therefore, an effort was made to obtain information concerning the 197 men who had not returned the questionnaires. It had been the feeling that the men who had remained in teaching would be anxious to cooperate with a study of this type and thus would return their questionnaires. If this were true it might pose a problem in as much as the unreturned questionnaires would represent men who had left teaching. Through contacting Milwaukee State Teachers College alumni and faculty members it was possible to determine the present occupations of eighty of the non-respondents. The occupations were as follows:

Professional

43 Teachers

1 Social Worker

1 Museum Curator

1 Recreation Worker

1 Rehabilitation Worker

1 Minister

1 Librarian

3 Musicians

1 Artist

3 Lawyers

1 Dentist

1 Meteorologist

1 Physicist

Semi-professional and Managerial

- 1 President of Union
- 2 Gift or Art Shop Proprietor
- 2 Tavern Proprietor
- 1 Grocery Store Proprietor
- 1 Business for Self
- 1 Clothing Manufacturer
- 1 Exporter

Clerical and Sales

- 2 Salesman
- 1 Insurance Underwriter
- 1 Time-study Man

Others

- 1 Church Worker
- 2 Army Officers
- 1 Radio Announcer
- 1 Religious Order
- 3 Known not to be teaching

As teachers represented 54 per cent of the non-returns compared to the same percentage of the returns it was assumed that the non-return portion of the population was not heavily weighted with non-teaching individuals and therefore did not differ significantly from the group returning questionnaires.

The responses to the inquiry concerning present salaries indicated the median salary range for the men who had

never left teaching was \$3,500 through \$3,999 compared to \$4,000 through \$4,499 for the men who had never taught, and \$4,500 through \$4,999 for the men who had left teaching. In listing the reasons for not having taught 35 per cent of the men had indicated low salaries as the cause. The men who had left teaching gave even greater emphasis to this factor as 92 men or 63 per cent of the group listed low salaries as a reason for abandoning teaching as a career. The effect of income on the retention of men teachers was examined in table 13.

TABLE 13

THE EFFECT OF PRESENT INCOME
ON THE RETENTION OF MEN TEACHERS

Present Income	Never Taught	Left Teaching	Never Left Teaching	Total
Under \$3,500	14 (18)	29 (31)	64 (58)	107
\$3,500-\$4,999	39 (43)	60 (77)	166 (145)	265
\$5,000 and over	27 (19)	52 (33)	36 (63)	115
Total	80	141	266	487

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to present income.

degrees of freedom = 4
chi square = 11.57
probability < 0.01**

The highly significant chi square indicated that present income had had an effect upon the retention of men graduates of the Milwaukee State Teachers College in the teaching profession. In analyzing the table it was evident that the group that had never left teaching had not had the number of men in the \$5,000 and over bracket that would be expected on the basis of the total group studied. Thus, it was determined that the opinion expressed in current literature to the effect that teachers were leaving the profession because of low salaries was supported by the fact that the group which had reported the highest salaries were the men who had never taught and the men who had left teaching.

Regarding supplementary income it was found that 65 per cent of the men who had never left teaching supplemented their income with part time work compared to 37 per cent of the men who had left teaching, and 19 per cent of the men who had never taught. For working wives on a part time or a full time basis the percentages were 21 per cent, 21 per cent, and 15 per cent respectively. It would seem to be indicated that if men in teaching could not have supplemented the income from their teaching positions they might have had to leave the profession.

The Research Division of the National Education Association in November, 1950 published some very pertinent data concerning teachers' salaries. Teachers' salaries were

compared to dentists and lawyers for the years 1929 through 1949. The comparisons for the year 1949 were as follows:

The average salary of teachers was \$2,890.

The average income of dentists was \$7,146, or 147.3 per cent higher than teachers.

The median income of dentists was \$6,140, or 112.5 per cent higher than teachers.

The average income of lawyers was \$8,083, or 179.7 per cent higher than teachers.

The median income of lawyers was \$5,787, or 100.2 per cent higher than teachers.³⁹

This publication had gone on to show that teachers salaries did not compare favorably with Federal service employees. The bulletin concluded that:

With trends in prices and wages as they are today, teachers are again losing ground in comparison with other employed groups in the United States. The relative economic rewards in prospect for the young persons considering teaching as a profession are relatively less than they were before World War II. Only by substantial increases in basic salary schedules can the prewar status be regained and the way will then be open for raising salaries to truly professional levels.⁴⁰

This data presented by the National Education Association indicated that the men graduates of Milwaukee State Teachers College had experienced the same salary problems as teachers in general.

³⁹ Economic Status of Teachers in 1950-51. Schools and Current Economic Trends, Release No. 2, Research Division, National Education Association, Washington, D. C., 1950, p. 20.

⁴⁰ Ibid., p. 30.

At the time of graduation 433 of the 503 men who returned questionnaires had listed Milwaukee County, most of which could be considered a metropolitan area, as their home residence. This was 81 per cent of the group and indicated the presence of a strong metropolitan influence. With this background it seemed likely that those men who had obtained a teaching position in a metropolitan area would tend to remain in teaching in larger numbers than the men who had obtained positions in non-metropolitan areas. The effect of the size of the community in which the first teaching assignment was held upon the retention of men in the teaching position was examined in table 14.

TABLE 14
THE EFFECT OF THE SIZE OF THE COMMUNITY
OF THE FIRST TEACHING ASSIGNMENT
ON THE RETENTION OF MEN TEACHERS

Population	Left Teaching	Never Left Teaching	Total
Under 5,000	39 (48)	102 (93)	141
5,000 to 99,999	52 (45)	78 (85)	130
100,000 and over	46 (44)	81 (83)	127
Total	137	261	398

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the size of the community of the first teaching assignment.

degrees of freedom = 2
chi square = 4.37
probability 0.12

The nonsignificant chi square indicated that the size of the community in which a first teaching assignment was held had not affected the retention of men graduates of the Milwaukee State Teachers College in the teaching profession. Small communities had not caused significant differences between the groups studied. However, it was felt that it would be advisable to see if any trend could be noted by comparing present teaching locations with first teaching

assignments for the men who had never left teaching. The chi square test did not lend itself to this data so a percentage comparison was made as shown in table 15.

TABLE 15

A COMPARISON OF FIRST TEACHING ASSIGNMENTS
WITH PRESENT TEACHING ASSIGNMENTS
IN RELATION TO SIZE OF COMMUNITY

Size of Community	First Assignment	Present Assignment	Per cent Increase or Decrease
Open country	10	1	-90
Under 2,500	65	14	-78
2,500 to 4,999	27	19	-30
5,000 to 9,999	13	21	62
10,000 to 24,999	24	33	38
25,000 to 49,999	31	37	19
50,000 to 99,999	10	20	100
100,000 and over	81	113	40
No answer	12	15	
Total	273	273	

Upon inspection table 15 showed a decrease in men remaining in communities under 5,000 and an increase in all communities in categories over 5,000. An attempt was made to determine why a 62 per cent increase occurred in the communities numbering 5,000 to 9,999 inhabitants which could

be considered relatively small communities. Nine of the 21 men held administrative positions and eight made salaries of \$5,000 and over. Thus, it was quite probable that finances plus administrative possibilities were factors in attracting these men to smaller communities. Considering the entire table it would appear that there was some tendency among men who remained in the teaching profession to be attracted to larger communities but this trend was not pronounced. There were certain factors which made it very difficult to analyze the data found in table 15. There was a natural population growth in many small communities which was known to exist yet which would be impossible to ascertain from the available data. An individual's first assignment might have been in a community approaching 5,000 and at the time of the survey that same person might be in the same community but the population might now be over 10,000. This would indicate a shift in the table toward a teaching position in a larger community yet no physical move had taken place, nor could it be ascertained that the person in question had desired a teaching assignment in a larger community.

Another factor that had to be considered was the growth of consolidated schools which would cut down on the number of available smaller community assignments. The consolidated school has in some states practically eliminated what used to be known as the open country school. This

led into the problem of reporting the size of a community. An individual teaching in a consolidated school might have reported the size of the community in which the school was actually located or might have reported the size of the community served by the school. This problem also existed for the men teaching in one of the numerous suburban developments which had "mushroomed" within the last ten years. An individual might report the actual population of the development or consider himself a part of the metropolitan area and report the population of that unit. Also, a community of 5,000 in an isolated area would have a different connotation from a similar population group contiguous to a larger city. The evidence does not point toward a strong move of men teachers toward larger communities, and if it had, the above qualifications would make it imperative that the interpretation of such data would of necessity have had to been made with reservations.

In considering the scholastic achievements of the group being surveyed the following had to be kept in mind. To practice teach at Milwaukee State Teachers College a student had to have a 1.3 average, thus, the poorer students were eliminated earlier in their program. This made the men under consideration a rather select group. Nevertheless, there was a range of from 1.0 to 2.9 at the time of graduation. Among gatherings of college graduates it had

frequently been hinted that teaching had received the "cast offs" and the poorer students. If this were true of the Milwaukee State Teachers College graduates one would find the men with the higher grade point averages had left teaching or had never taught. Table 16 shows the grade point averages of the men who returned the questionnaires. However, before interpreting the data in this table it should be observed that the following grading system is used at Milwaukee State Teachers College. Grade points are earned as follows: A equals three grade points per credit hour, B equals two grade points per credit hour, C equals one grade point per credit hour, and D and E equals no grade points per credit hour.

Table 16 showed the median grade point average for each of the three groups being studied to have been 1.8. To further analyze the data a breakdown into below average, average, and above average was made. The effect of the grade point average on the retention of men teachers was examined in table 17.

TABLE 16

GRADE POINT AVERAGES OF MEN WHO RETURNED THE QUESTIONNAIRE

Grade point averages	Never Taught	Left Teaching	Never Left Teaching	Total
1.0	0	0	1	1
1.1	0	1	3	4
1.2	1	3	4	8
1.3	7	5	9	21
1.4	5	10	25	40
1.5	5	17	16	38
1.6	9	9	30	48
1.7	10	23	32	65
1.8	12	16	21	49
1.9	6	12	33	51
2.0	11	12	33	56
2.1	7	13	18	38
2.2	1	10	18	29
2.3	3	6	9	18
2.4	1	5	6	12
2.5	3	2	2	7
2.6	1	1	5	7
2.7	2	0	3	5
2.8	0	0	1	1
2.9	0	0	1	1
None available	1	0	3	4
Total	85	145	273	503
Median	1.8	1.8	1.8	1.8

TABLE 17
THE EFFECT OF GRADE POINT AVERAGES
ON THE RETENTION OF MEN TEACHERS

Grade Point Averages	Never Taught	Left Teaching	Never Left Teaching	Total
Below average 1.0 to 1.5	18 (19)	36 (32)	58 (61)	112
Average 1.6 to 2.2	56 (56)	95 (98)	185 (182)	336
Above average 2.3 to 2.9	10 (9)	14 (15)	27 (27)	51
Total	84	145	270	499

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on retention of men in the teaching profession due to grade point averages.

degrees of freedom = 4
chi square = 1.02
probability 0.90

The nonsignificant chi square indicated that grade point average had no effect on the retention of Milwaukee State Teachers College men graduates in the teaching profession. High or low grade point averages had not caused significant differences between groups.

Analyzing table 17 from a percentage standpoint it was possible to ascertain that each of the three groups had received approximately equal percentages of their total group

in the above average category. The percentages were 12 per cent, 10 per cent, and 10 per cent for those who had never taught, those who had left teaching, and those who had never left teaching groups respectively. In numbers those who had never left teaching had the most men because as a total group it was larger than the other groups. This was important for Milwaukee State Teachers College because it demonstrated that the teaching profession was receiving its proportionate share of the better students from an academic viewpoint. However, it must be noted that Milwaukee State Teachers College having been predominantly a teacher training institution had attracted a high percentage of men interested in becoming teachers. On the other hand because of finances some men attended the college even though their major interest was not in teaching. Milwaukee State Teachers College had offered these men an opportunity to receive a college training at a minimum cost. They were able to concentrate on work in areas which would enable them to transfer to other professional areas with a minimum loss of credits if an opportunity to change arose. Also, some of these men would teach for several years and then enter other fields of work.

Continuing to check academic background the questions pertaining to graduate study were tabulated and analyzed. The effect of the number of credits of graduate study taken

on the retention of men teachers in the profession was examined in table 18.

TABLE 18
THE EFFECT OF THE NUMBER OF GRADUATE CREDITS
ON THE RETENTION OF MEN TEACHERS

Number of Credits	Never Taught	Left Teaching	Never Left Teaching	Total
0 to 10	20 (9)	29 (22)	37 (55)	86
11 to 30	3 (12)	32 (26)	70 (67)	105
over 30	24 (26)	46 (59)	166 (151)	236
Total	47	107	273	427

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the number of credits of graduate study.

degrees of freedom = 4
chi square = 34.32
probability $\leq .01^{**}$

The highly significant chi square indicated that the number of credits beyond the bachelor's degree had an effect upon the retention of men graduates of Milwaukee State Teachers College in the teaching profession. A greater number of credits caused a significant difference between groups.

This raised the point as to whether the attainment of degrees had influenced the retention of these men in the teaching profession. It had seemed likely that it would. The effect of the type of degree held on the retention of men teachers was examined in table 19.

TABLE 19
THE EFFECT OF THE TYPE OF DEGREE HELD
ON THE RETENTION OF MEN TEACHERS

Type of Degree	Never Taught	Left Teaching	Never Left Teaching	Total
Advanced	28 (47)	62 (80)	188 (151)	278
Bachelor's	57 (38)	83 (65)	85 (122)	225
Total	85	145	273	503

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between groups on the retention of men in the teaching profession due to the type of degree held.

degrees of freedom = 2
chi square = 36.42
probability \leq .01**

The highly significant chi square indicated that the type of degree held had had an influence upon the retention of Milwaukee State Teachers College men graduates in the teaching profession. Thus it was recognized that the men

who had remained in the teaching profession were likely to have obtained a greater number of degrees than the other groups.

One further step remained to be taken. That was to determine if the mere taking of graduate study would influence the retention of men in the profession. The effect of graduate study on the retention of men teachers was examined in table twenty.

TABLE 20

THE EFFECT OF THE TAKING OF GRADUATE STUDY
ON THE RETENTION OF MEN TEACHERS

Taken Graduate Study	Never Taught	Left Teaching	Never Left Teaching	Total
Yes	40 (68)	108 (116)	258 (222)	406
No	43 (15)	35 (27)	15 (51)	93
Total	83	143	273	499

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the taking of graduate study.

degrees of freedom = 2
chi square = 97.97
probability < .01**

Again, a highly significant chi square was obtained indicating that the taking of graduate study, regardless

of the number of credits or attainment of a degree, had had an influence on the retention of Milwaukee State Teachers College men graduates in the teaching profession. In perusing the table it was interesting to note that the men who had never taught were the least likely to take any graduate study. Only 48 per cent of this group had had any graduate study compared to 95 per cent of the group of men who had never left teaching. Thus it could be stated that Milwaukee State Teachers College men graduates who took some graduate study were more likely to remain in teaching and the greater the amount of graduate study the greater the holding power of the profession. It was recognized that this graduate study was in most instances carried on over an extended period of years. However, on the basis of the findings the sooner after graduation advanced study was begun the better the chances of retention in the teaching profession.

Attempting to determine the influence of the extra-curricular activities upon the retention of men graduates of Milwaukee State Teachers College in the teaching profession posed several problems. The tabulation of the returns was difficult because despite the space that was given in which to write the specific activities participated in, many individuals merely placed check marks after the areas in which they had participated. It was also virtually impossible to

determine the extent and the proficiency of the individual in his participation in a particular activity. Thus it only remained possible to determine whether the participation in a greater number of areas had an influence on the men graduates and also if certain areas had exercised a greater influence on these men. Table 21 shows the number of men who had participated in each of the extracurricular activities areas.

The total amount of participation by each of the three groups of men being compared was checked on a percentage basis. The men who had never taught represented 17 per cent of the total number of men returning the questionnaire and their total participation equaled 17 per cent of the total responses. For the men who had left teaching the figures were 29 per cent and 29 per cent and for the men who had never left teaching 54 per cent and 54 per cent. This showed an even distribution as far as total participation was concerned. Surveying the table certain areas were seen to have had considerably more participants than other areas. The three groups with the largest number of participants were: athletics 295, social fraternities 236, and musical groups 205. In the case of athletics this indicated a better than 50 per cent participation among men graduates. The effect of participation in the three outstanding extracurricular areas on the retention of men teachers was examined in table 22.

TABLE 21

EXTRACURRICULAR PARTICIPATION OF MILWAUKEE
STATE TEACHERS COLLEGE MEN GRADUATES (1932-1946)
WHO RETURNED THE QUESTIONNAIRES

Type of Participation	Never Taught	Left Teaching	Never Left Teaching	Total
Art groups	8	20	22	50
Athletics	47	89	159	295
Class offices	17	36	52	105
Debate	12	11	16	39
Dramatics	10	23	31	64
Honorary fraternities	17	34	81	132
Honors	10	22	33	65
Journalism	18	26	42	86
Language clubs	11	13	28	52
Musical groups	26	53	126	205
Religious groups	15	19	44	78
Service fraternities	26	18	38	82
Science clubs	12	26	26	64
Social fraternities	38	69	129	236
Social science clubs	3	7	13	23
Student government	23	39	63	125
Others	16	9	39	64
Total	309	514	942	1,765

TABLE 22
THE EFFECT OF PARTICIPATION
IN THE THREE OUTSTANDING EXTRACURRICULAR ACTIVITIES
ON THE RETENTION OF MEN TEACHERS

Activity	Never Taught	Left Teaching	Never Left Teaching	Total
Athletics	47 (45)	89 (84)	159 (166)	295
Musical groups	26 (31)	53 (59)	126 (115)	205
Social fraternities	38 (35)	69 (68)	129 (133)	236
Total	111	211	414	736

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of teachers due to participation in the three outstanding extracurricular activities.

degrees of freedom = 4
chi square = 3.55
probability 0.48

The nonsignificant chi square indicated that the three outstanding extracurricular activities areas had no effect on the retention of Milwaukee State Teachers College men graduates in the teaching profession. However, in checking the table there was an indication that men not leaving teaching had more than the expected number in the musical group. This could be due to a large number of music curriculum graduates having remained in teaching. As would be anticipated the men in the music division had a preponderance

of their extracurricular activities in the area of music. Other than this there was no important difference between the observed and the expected numbers in the three groups.

In order to ascertain if the number of extracurricular activities areas participated in had any bearing on the retention of these men in the profession a tabulation was made. The effect of the number of areas of extracurricular participation on the retention of men teachers may be seen in table 23.

TABLE 23

THE EFFECT OF THE NUMBER OF AREAS
OF EXTRACURRICULAR PARTICIPATION
ON THE RETENTION OF MEN TEACHERS

Number of Areas	Never Taught	Left Teaching	Never Left Teaching	Total
2 or less	31 (29)	45 (49)	95 (93)	171
3 or 4	28 (32)	56 (55)	106 (103)	190
5 or more	26 (24)	44 (41)	72 (77)	142
Total	85	145	273	503

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the number of areas of extracurricular activities.

degrees of freedom = 4
chi square = 1.83
probability 0.78

The nonsignificant chi square indicated that the number of areas of extracurricular activities participation had no effect upon the retention of Milwaukee State Teachers College men graduates in the teaching profession. From a more positive point of view it could be said that the teaching profession was getting its proportionate share of the men with extensive extracurricular activities participation.

It was hoped to determine the division at Milwaukee State Teachers College which had been holding the largest number of men in the teaching profession. The statement of the hypothesis indicated that it was anticipated that the secondary division would have the most men graduates remaining in teaching. There were several reasons why this assumption was made. The secondary division had kept the number of men accepted for practice teaching at a minimum so that placement would be possible. Also, the secondary area was a favored field for men.

In analyzing table 12 (page 56) it was possible to determine which divisions had lost the most men since graduation. The divisions and the percentages of graduates that had left the teaching profession were as follows: art 52 per cent, secondary 47 per cent, exceptional 39 per cent, elementary 37 per cent, and music 24 per cent. This clearly pointed out that the music division with 76 per cent of its men graduates still in teaching was the division exerting the greatest holding power on its graduates.

An attempt was made to see if higher salaries might have accounted for the music division's holding power. The effect of income on the retention of men teachers in the music division was examined in table 24.

TABLE 24

THE EFFECT OF INCOME ON MUSIC DIVISION GRADUATES
AS COMPARED TO OTHER DIVISION GRADUATES
ON THE RETENTION OF MEN TEACHERS

Income	Music Division	Others	Total
Under \$3,500	13 (14)	51 (50)	64
\$3,500 to \$4,999	42 (36)	124 (130)	166
\$5,000 and over	3 (8)	33 (28)	36
Total	58	208	266

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the music division graduates and other division graduates who had remained in teaching on the retention of men in the teaching profession due to income.

degrees of freedom = 2
chi square = 5.39
probability .07

with the chi square in table 24 approaching significance a careful examination of the table was necessary. It was found that the music division had fewer men graduates

who had been receiving \$5,000 and over than would have been expected on the basis of the total teaching group studied. However, as the income shown in the returns was income only from the individuals full time position the music division returns were checked to determine if part time work had supplemented the full time income. Out of sixty returns 48 indicated part time work besides the regular work and of the 12 not doing part time work, two wives worked full time and one wife part time. From this analysis it appeared that teaching in the music area adapted itself to part time employment and thus enabled men to remain in teaching despite a low income.

Another phase of the problem was approached when a tabulation was made to determine if men remained in the area in which training was received. The effect of having remained in the area of training on the retention of men teachers was examined in table 25.

The nonsignificant chi square indicated that remaining in the area of training had not affected the retention of Milwaukee State Teachers College men graduates in the teaching profession. However, in examining the table two facts were noted: 1. A large percentage of both groups had remained in the area for which they had been trained. 2. There was an indication that men who had never left teaching were less likely to have remained in their area of training than the

TABLE 25

THE EFFECT OF HAVING REMAINED IN THE AREA OF TRAINING
ON THE RETENTION OF MEN TEACHERS

In Area of Training	Left Teaching	Never Left Teaching	Total
Yes	100 (94)	200 (206)	300
No	18 (24)	59 (53)	77
Total	118	259	377

Figures in parenthesis indicate the expected number based on total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to having remained in the area of training.

degrees of freedom = 1
chi square = 2.74
probability 0.10

men who had left teaching. The percentages of each group that had remained in its area of training, were 73 per cent and 85 per cent respectively. This would indicate that men do not leave teaching because of being placed in positions for which they were not trained.

A further analysis of the returns of the men who indicated not being in positions for which they were trained was made. Among the men who had left teaching the greatest number of changes were made from the elementary to the secondary and college fields, while among the men who had never left teaching the elementary and secondary divisions had an

equal number of changes. The elementary group changed to secondary and college areas while the secondary group changed to college and elementary administration areas. On a whole 73 per cent to 85 per cent of the men graduates of Milwaukee State Teachers College had remained in the areas in which they were trained.

Personal observations and conversations with graduates of Milwaukee State Teachers College after the war seemed to have indicated that numerous men had altered their careers because of military service. As the returns to the questionnaires were received a letter was included from an Army Captain who had reentered the service. He had surveyed the officers in his headquarters section and found six men who had taught in colleges, universities or high schools. A letter of this type seemed to give credence to the assumption being tested. However, among the Milwaukee State Teachers College men graduates who had left teaching and were engaged in another occupation at the time of this survey, only eight indicated that they were in the armed forces. Also in studying the reasons for not having returned to teaching very few reasons given could be directly related to military service.

Analyzing the statistics of the men who were in service it had become evident that military service had not played a major part in reducing the holding power of the teaching pro-

fession on Milwaukee State Teachers College men graduates. There were 173 men who had never left teaching except for military service and of this number 120 were teaching prior to entering service and all had eventually returned to teaching. Fifty-three men had not been teaching prior to entering service but all of them entered the profession after being in service. Out of the 145 men who had left teaching 44 were teaching prior to entering service and of this number thirty had not returned to teaching after having been in service and 14 had returned to teaching but eventually had left the field. At the most 8 per cent of the men returning questionnaires could be said to have been influenced to leave the profession because of their military service.

To determine the effect of the length of military service on the retention of men in the teaching profession table 26 was examined.

The nonsignificant chi square indicated that the length of time a man had been in service had not affected the retention of Milwaukee State Teachers College men graduates in the teaching field. In fact, some of the questionnaires indicated that the men were taking advantage of the GI Bill and were doing graduate study. As noted earlier taking advanced study strengthened the hold of the profession. Thus, it might be possible that men would remain in the profession because military service had given them an opportunity to take graduate work.

TABLE 26
THE EFFECT OF THE LENGTH OF MILITARY SERVICE
ON THE RETENTION OF MEN TEACHERS

Time in Service	Never Taught	Left Teaching	Never Left Teaching	Total
2 years or less	7 (12)	16 (16)	42 (37)	65
3 years or 4 years	43 (40)	52 (54)	121 (122)	216
5 years or over	7 (5)	9 (7)	10 (14)	26
Total	57	77	173	307

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the length of military service.

degrees of freedom = 4
chi square = 5.58
probability 0.24

The attempt to determine if a serious depression or recession might hasten a return to teaching was not very successful. The men were asked to express an opinion regarding an eventuality that they were not facing at present and the best that could be done was to conjecture what course of action they would take. After tabulating the returns it became evident that only if a depression became a fact would it be possible to determine if a marked attempt would be made to return to the profession.

Analyzing the information available it seemed certain that at this time the men graduates of Milwaukee State Teachers College who had left teaching would not return if a depression became a fact. Among the men who had never taught 54 out of 85 had graduated prior to 1941. This meant that they would probably never enter teaching because of the lapse of nine years or more since graduation. Therefore, they were not asked whether a depression or a recession would cause them to seek teaching positions. Among the men who were now in teaching only five were contemplating leaving the profession. None of these five men felt that a depression would cause them to remain in teaching. Of 98 men who had left teaching and never returned nine felt a depression would cause them to return, 52 would not return, 28 were uncertain, and nine did not answer the question. These replies may be construed to indicate that teaching does not offer the security which the question had supposed that it did.

An assumption had been made that men who were older at the time of graduation would tend to remain in teaching. This was based upon the feeling that older men would be more certain of their plans when entering college and also would have had some previous experience upon which to have based their choice of a profession.

The tabulation had shown a wide range in ages at the time of graduation. The range was from twenty years to over

35 years. For statistical analysis the returns were broken down into three age categories; twenty to 23 years, the age when most men would graduate if they had entered college directly from high school; 24 to 27 years, an age above average for college graduation; and 28 years and above, which could be considered old for college graduation. The effect of age at time of graduation upon the retention of men in the teaching profession was examined in table 27.

TABLE 27

THE EFFECT OF AGE AT TIME OF GRADUATION
ON THE RETENTION OF MEN TEACHERS

Age at Graduation	Never Taught	Left Teaching	Never Left Teaching	Total
20 to 23 years	59 (59)	104 (100)	182 (186)	345
24 to 27 years	23 (21)	35 (36)	67 (68)	125
28 years and over	3 (5)	6 (9)	21 (16)	30
Total	85	145	270	500

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to age at time of graduation.

degrees of freedom = 2
chi square = 3.84
probability 0.15

The nonsignificant chi square would indicate that age at time of graduation had not influenced the retention of Milwaukee State Teachers College men graduates in the teaching profession. However, in checking the individual items in the computation it became evident that the group that had never left teaching had more individuals 28 years and over than would be expected on the basis of the total group analysis. Thus it would indicate a tendency among older men graduates to remain in teaching.

A number of factors were analyzed in an attempt to determine if family background had an effect upon retention in the teaching profession. As it was not feasible to determine the family economic status at the time of college attendance, an attempt was made to examine the male parent's occupational status which would partially reflect economic status. Before doing this it should be explained that from personal observations it was possible to state that very few students from the very wealthy families matriculated at Milwaukee State Teachers College. Also, a large number of the men attending college at least partially paid for their own expenses by part time work.

Because of the varied terminology used in reporting the father's occupation it was difficult to differentiate between skilled, semiskilled, and unskilled jobs. Also in some instances clerical and sales positions as well as

semiprofessional and professional positions were difficult to categorize. A breakdown into two major categories was made. Professional, semiprofessional and managerial constituted one category and the other included men not included in the aforementioned category. The effect of father's occupation on the retention of men teachers was examined in table 28.

TABLE 28

THE EFFECT OF FATHER'S OCCUPATIONAL CLASSIFICATION
ON THE RETENTION OF MEN TEACHERS

Father's Occupational Classification	Never Taught		Left Teaching		Never Left Teaching		Total
Professional, semi- professional, and managerial	22	(22)	36	(38)	70	(68)	128
Other than above	55	(55)	97	(95)	172	(174)	324
Total	77		133		242		452

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to father's occupational classification.

degrees of freedom = 2
chi square = .23
probability 0.89

The nonsignificant chi square indicated that father's occupation had no effect on the retention of Milwaukee State Teachers College men graduates in the teaching profession.

A breakdown into a larger number of categories was made but it showed no outstanding differences between the three groups surveyed. It was a means of providing a few additional characteristics for the entire group of Milwaukee State Teachers College men graduates. It was interesting to note that only about 3 per cent listed their fathers as being salesman. Fifty per cent of the group had fathers in the skilled and unskilled area. Approximately 11 per cent were classed as professional men.

In some professions, especially medicine, there has been a tendency for sons to follow the professions of their fathers. This does not seem to be true of the Milwaukee State Teachers College men graduates in relation to the teaching profession. Only 77 men representing 8 per cent of the total returns had a parent who had been in teaching. The group that had never taught, the group that had left teaching, and the one that had never left teaching had 10 per cent, 8 per cent, and 7 per cent respectively of parents who had taught. This was indeed a small number and the division of these parents between the groups had not appeared unusual.

As Milwaukee had several large foreign elements it was deemed advisable to check the nationality background of the men graduates. Both the father's and the mother's nationality was checked and a breakdown into foreign and American born categories was made. It was thought that there might be a tendency for first generation Americans to enter and remain in the teaching profession. The effect of having parents who were foreign born on the retention of men teachers was examined in tables 29 and thirty.

TABLE 29

THE EFFECT OF FATHER'S ORIGIN
ON THE RETENTION OF MEN TEACHERS

Origin	Never Taught	Left Teaching	Never Left Teaching	Total
Foreign born	34 (31)	52 (52)	96 (99)	182
American born	51 (54)	93 (93)	177 (174)	321
Total	85	145	273	503

Figures in parenthesis indicate the expected number base on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to father's origin.

degrees of freedom = 2
chi square = 0.61
probability 0.74

TABLE 30
THE EFFECT OF MOTHER'S ORIGIN
ON THE RETENTION OF MEN TEACHERS

Origin	Never Taught	Left Teaching	Never Left Teaching	Total
Foreign born	27 (26)	41 (45)	87 (84)	155
American born	58 (59)	104 (100)	186 (189)	348
Total	85	145	273	503

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to mother's origin.

degrees of freedom = 2
chi square = 0.74
probability 0.69

The nonsignificant chi squares indicated that whether parents were foreign or American born had no effect upon the retention of Milwaukee State Teachers College men graduates in the teaching profession.

It was felt that married men in general had less mobility than single men and therefore had tended to remain in teaching. Also, it was thought that the larger their families the less likely it would be that they would leave the profession. To ascertain if marital status in itself had had an effect upon the retention of men teachers table 31 was constructed and examined.

TABLE 31
THE EFFECT OF MARITAL STATUS
ON THE RETENTION OF MEN TEACHERS

Marital Status	Never Taught	Left Teaching	Never Left Teaching	Total
Married	69 (74)	132 (127)	238 (238)	439
Single	16 (10)	10 (16)	31 (31)	57
Divorced, separated, or widowed	0 (1)	3 (2)	3 (3)	6
Total	85	145	272	502

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to marital status.

degrees of freedom = 4
chi square = 6.94
probability 0.15

The nonsignificant chi square indicated that marital status had not affected the retention of Milwaukee State Teachers College men graduates in the teaching profession. However, a probability of 0.15 warranted a closer examination of the table. There appeared to be a greater number of single men in the group that had never taught than would be expected on the basis of the total population studied. In order to determine how significant this fact might be the 16

returns appearing in this cell were checked. Seven were graduated prior to World War II and all seven stated that no jobs had been available at the time of graduation. Of the nine men graduating after 1940 all except one saw military service. One man remained in service, two intended to teach and were taking graduate study, and the remaining six were not interested in teaching. After analyzing the 16 returns it would appear to be evident that marital status in itself does not appear to be a factor in having kept men in the teaching profession.

It remained to check the significance of family size on the retention of men graduates in the teaching profession and thus table 32 was constructed. Perusing the table several factors were quite evident. Very few men in any groups had four or five children. The median for each group was found to be two children. For further statistical analysis a breakdown into two categories was made and the effect of family size upon the retention of men teachers was examined in table 33.

The nonsignificant chi square indicated that the size of the family had not had an effect on the retention of married men graduates of Milwaukee State Teachers College in the teaching profession.

TABLE 32

THE NUMBER OF CHILDREN IN THE FAMILIES
OF THE MARRIED MEN GRADUATES OF MILWAUKEE
STATE TEACHERS COLLEGE (1932-1946)
WHO HAD RETURNED THE QUESTIONNAIRE

Number of Children	Never Taught	Left Teaching	Never Left Teaching	Total
0	13	24	47	84
1	20	28	54	102
2	27	51	92	170
3	6	17	35	58
4	3	12	8	23
5	0	0	2	2
Total	69	132	238	439

TABLE 33

THE EFFECT OF THE SIZE OF FAMILY
ON THE RETENTION OF MEN TEACHERS

Number of Children	Never Taught	Left Teaching	Never Left Teaching	Total
2 or less	60 (56)	103 (107)	193 (193)	356
3 or more	9 (13)	29 (25)	45 (45)	83
Total	69	132	238	439

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to size of family.

degrees of freedom = 2
chi square = 2.31
probability 0.32

The question whether men had entered Milwaukee State Teachers College to train specifically for a teaching career was considered to be important. If men were positively influenced by intent to teach at the time of college entrance then more guidance should be exercised on a pre-college level and also during the first year of college. It was assumed that if a man entered teaching, the intent at entrance to college had been carried out. Therefore, a comparison between the men who had never taught and the men who had entered teaching had to be made. The effect of wishing

to prepare specifically for teaching at the time of college entrance on the retention of men teachers was examined in table 34.

TABLE 34

THE EFFECT OF WISHING TO PREPARE SPECIFICALLY
FOR TEACHING AT THE TIME OF ENTRY INTO COLLEGE
ON THE RETENTION OF MEN TEACHERS

Intent to Teach	Never Taught	Entered Teaching	Total
Yes	53 (61)	306 (298)	359
No	31 (23)	108 (116)	139
Total	84	414	498

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to wishing to prepare specifically for teaching at the time of entry into college.

degrees of freedom = 1
chi square = 4.59
probability 0.035*

The significant chi square indicated that the intent to teach at the time of entering college had an effect upon the retention of men graduates of Milwaukee State Teachers College in the teaching profession. The profession might lose men who entered it upon college graduation but at least

there was an opportunity to favorably impress individuals and thus retain men for the profession. However, it should be noted that 53 of the 84 men or 63 per cent of the men who never taught, entered college to train specifically for teaching and had never done so. This should be of serious concern. Of the 53 men only three were still planning to enter the profession. Seventeen could not obtain positions at the time of graduation and the 33 remaining men had changed their minds about teaching by the time of graduation.

It was thought that the sooner after graduation a position was obtained the greater the holding power of the profession would be. The effect of obtaining a position immediately upon graduation on the retention of men teachers was examined in table 35.

The significant chi square indicated that entering teaching immediately upon graduation had an effect on the retention of Milwaukee State Teachers College men graduates in the teaching profession. However, upon examining the table it became apparent that this was operating conversely to the opinion previously stated. There were more men likely to leave the teaching profession after having taught immediately after graduation than would be expected on the basis of the total distribution. It was felt necessary to examine and tabulate reasons why the 47 men who had left teaching and the 123 men who had never left teaching had not taught

TABLE 35

THE EFFECT OF TEACHING IMMEDIATELY AFTER GRADUATION
ON THE RETENTION OF MEN TEACHERS

Taught Immediately	Left Teaching	Never Left Teaching	Total
Yes	97 (85)	147 (159)	244
No	47 (59)	123 (111)	170
Total	144	270	414

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to teaching immediately after graduation.

degrees of freedom = 1
chi square = 6.34
probability 0.02*

immediately upon their graduation. The reasons given by the men who had never left teaching were:

52 No positions available

45 Military service or uncertain draft status

16 Graduate study

5 Low salary

3 Wanted position near Milwaukee

2 Preferred other work

1 Not recommended

1 Further training in industrial work needed for vocational education

The men who had left teaching gave the following reasons for not teaching immediately upon graduation.

19 No positions available

11 Graduate work

9 Military service

3 Lack of interest

2 No suitable job available

1 Religious prejudice

1 Had other job

1 Did not seek a position

In examining these two compilations it became evident that the two groups listed the same three major reasons for not teaching immediately upon graduation as no positions available, graduate work, and military service. However, in the case of the group who had never left teaching military service accounted for 37 per cent of the group compared to 19 per cent of the men who had left teaching. Therefore, the validity of the conclusion that had been previously reached was suspected.

Next, the effect of the time lapse between graduation and the first teaching position, and its effect upon the retention of men teachers was examined in table 36.

TABLE 36

THE EFFECT OF THE TIME LAPSE BETWEEN GRADUATION
AND THE FIRST TEACHING POSITION
ON THE RETENTION OF MEN TEACHERS

Time Lapse Before Obtaining First Position	Left Teaching	Never Left Teaching	Total
Two years or less	117 (110)	204 (211)	321
Three years or more	21 (28)	62 (55)	83
Total	138	266	404

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the time lapse between graduation and the first teaching position.

degrees of freedom = 1
chi square = 3.32
probability 0.07

The chi square was approaching significance and therefore indicated some effect of time lapse before taking a first teaching position on the retention of men in the teaching profession. However, the difference between groups was not as great as when the factor of obtaining a position immediately upon graduation was being studied. It would appear that any interpretation in this area would have to be made with caution. There was, no doubt, a tendency for the

Milwaukee State Teachers College men graduates who had left teaching to have obtained positions sooner than the men who had never left teaching but the percentage of men leaving for military service thus precluding their obtaining teaching positions immediately, obscures the issue.

A problem closely related to this area was the type of first teaching assignment. The responses to this question were given in such a manner that it was possible to determine only whether the areas such as elementary, secondary, or college teaching had an effect upon the retention of men teachers. The necessary tabulations were made and placed in table 37 to be examined. The nonsignificant chi square indicated that the type of first teaching assignment had not had an effect upon Milwaukee State Teachers College men graduates.

It would appear that teaching would lose the greatest number of men during the first few years after having taken positions. To test this assumption the returns of the men who had left teaching and never returned were studied. Out of the 98 men who had left teaching and had never returned 93 answered the question concerning the number of years they had been teaching. Table 38 shows the number of years these 93 men had taught when they had left teaching.

TABLE 37

THE EFFECT OF THE FIRST TEACHING ASSIGNMENT
ON THE RETENTION OF MEN TEACHERS

Type of First Teaching Assignment	Left Teaching	Never Left Teaching	Total
Elementary and Junior High	77 (72)	127 (132)	204
Secondary	44 (49)	95 (90)	139
College	9 (9)	18 (18)	27
Total	130	240	370

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the type of first teaching assignment.

degrees of freedom = 2
chi square = 1.33
probability 0.52

TABLE 38

THE NUMBER OF YEARS 93 MEN WHO LEFT TEACHING
AND NEVER RETURNED HAD TAUGHT

Number of Years	Number of Men	Percentage	Cumulative Percentage
1 or less	22	24	24
2	16	17	41
3	18	19	60
4	10	11	71
5	6	7	78
6	5	5	83
7	3	3	86
8	5	5	91
9	7	8	99
10 or more	1	1	100
Total	93	100.0	

Table 38 revealed that the highest percentage 24 per cent left after one year or less and the lowest percentage 1 per cent left after ten years. A majority had left by the end of the third year of teaching and by the end of the fourth year 71 per cent had left. It was noteworthy that if a Milwaukee State Teachers College male graduate remained in teaching for more than four years the profession's hold on him was considerably strengthened.

It was not possible to compare the group of men who had left teaching with the group that had never left teaching concerning the effect of job changes on retention in the profession. Seventy-three out of 145 men or almost 50 per cent of the group left teaching after having taught in one school system. Thus, there was only half of this group that could change teaching positions compared to the entire group which had remained in teaching.

The only approach that was possible was to analyze the amount of job change within the group that had never left teaching. Table 39 shows this distribution and also contains a percentage analysis.

TABLE 39

THE NUMBER OF SCHOOL POSITION CHANGES
BY MEN WHO HAD NEVER LEFT TEACHING

Number of School Systems	Never Left Teaching	Percentage
1	87	32
2	89	32
3	51	19
4	24	9
5	10	4
Over 5	9	3
No answer	3	1
Total	273	100

The figures shown in table 39 are revealing. They indicate that 32 per cent of the group had been in only one school system, 64 per cent had been in two or less, and 83 per cent had been in three school systems or less. Only 16 per cent of the group had been in four or more school systems. Considering that men interested in school administration are likely to change jobs in their efforts to gain experience, it would be quite possible that the categories of four and more job changes would have a large number of this group of men. On the whole it would appear that among the men who had a tendency to remain in teaching not many job changes had been made.

Several questions were included in the questionnaire to try to determine whether the men graduates of Milwaukee State Teachers College felt that they had received teacher training which had enabled them to remain in the profession. It was realized that the type of questions used had to call for a subjective response but despite this fact an attempt was made to analyze the data statistically.

The effect of the extent of preparation for the initial teaching assignment on the retention of men teachers was examined in table forty.

TABLE 40

THE EFFECT OF THE EXTENT OF PREPARATION
FOR THE INITIAL TEACHING ASSIGNMENT
ON THE RETENTION OF MEN TEACHERS

Extent of Preparation	Left Teaching	Never Left Teaching	Total
Prepared	90 (97)	189 (182)	279
Partially prepared	48 (42)	73 (79)	121
Not prepared	6 (5)	10 (11)	16
Total	144	272	416

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the effect of the extent of preparation for the initial teaching assignment.

degrees of freedom = 2
chi square = 2.39
probability 0.30

The nonsignificant chi square indicated that the extent of preparation for the first teaching assignment had not affected the retention of Milwaukee State Teachers College men graduates in the teaching profession. In reviewing the data it was gratifying to note that out of 272 men who had never left teaching 189 or 70 per cent felt prepared for their first assignment. Only ten men out of 272 or 4 per cent felt that they were not prepared for their first

assignment. This speaks well for the Milwaukee State Teachers College teacher training program.

Delving further into the problems of preparation, data was compiled concerning the problems that the men had met for which they were not prepared. The effect of meeting problems during the first year of teaching for which teacher training had not prepared them on the retention of men teachers was examined in table 41.

TABLE 41

THE EFFECT OF MEETING PROBLEMS
DURING THE FIRST YEAR OF TEACHING
FOR WHICH TEACHER TRAINING HAD NOT PREPARED THEM
ON THE RETENTION OF MEN TEACHERS

Problems Met First Year	Left Teaching	Never Left Teaching	Total
Yes	60 (74)	158 (144)	218
No	71 (57)	97 (111)	168
Total	131	255	386

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to the effect of meeting problems during the first year of teaching for which teacher training had not prepared them.

degrees of freedom = 1
chi square = 9.22
probability < 0.01**

The highly significant chi square indicated that problems met the first year for which teacher training had not prepared the men graduates of the Milwaukee State Teachers College had an effect on teacher retention. Examining the data it was found that more men who had never left teaching met problems their first year than would be expected on the basis of the total group studied. Percentagewise it was found that 46 per cent of the men who had left teaching met problems compared to 62 per cent of the men who had never left teaching. There were several possible answers for this situation. Possibly the group which remained in teaching and thus represented more years of teaching experience at the time of the survey were able to more accurately recognize the problems they had faced in their first year of teaching, than the group of men who had left teaching. Another possible answer was that the men who had remained in teaching liked teaching and remained despite the problems. There was also a possibility of a memory bias in the answers given by the men who had left teaching. Having been away from teaching, things which influenced their decision to leave the profession might no longer be looked upon as problems. These were mere conjectures as it was realized that only further probing might shed light on the problem. A listing of the problem areas was compiled and table 42 was constructed.

TABLE 42

PROBLEM AREAS LISTED BY MILWAUKEE STATE
TEACHERS COLLEGE MEN GRADUATES (1932-1946)
WHO HAD ANSWERED THE QUESTIONNAIRES

Problem Areas	Left Teaching	Never Left Teaching	Total
Techniques of teaching	11	37	48
Discipline	15	24	39
Community relations	10	21	31
Administrative relations	9	21	30
Guidance	7	23	30
Philosophy of education	8	12	20
Placed in position for which not trained	0	18	18
Curriculum	7	10	17
Training in academic areas	1	16	17
Routine clerical tasks	4	7	11
Teacher relations	1	5	6
Lack of instructional materials	0	5	5
Total	73	199	272

It was evident upon examination of the table that both groups were fairly well in agreement as to the problem areas which they had considered of most importance. The men who had left teaching ranked the first four problem areas as discipline, techniques of teaching, community relations, and

administrative relations, while the men who had never left teaching ranked them as techniques of teaching, discipline, guidance and community relations. The last two mentioned received an equal number of answers. Guidance was ranked sixth and seventh along with curriculum by the men who had left teaching. It was easily recognized that courses concerning all of the problem areas mentioned were important parts of a good teacher training program.

Security was a factor which had been closely related to the teaching profession. It has often been said that the pay might not be high but after all an individual has security. The effect of tenure prior to entering military service on the retention of men teachers was examined in table 43.

TABLE 43
THE EFFECT OF TENURE
ON THE RETENTION OF MEN TEACHERS

Had Tenure	Left Teaching	Never Left Teaching	Total
Yes	22 (19)	48 (51)	70
No	21 (24)	66 (63)	87
Total	43	114	157

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups on the retention of men in the teaching profession due to tenure.

degrees of freedom = 1
chi square = 1.17
probability 0.28

The nonsignificant chi square indicated that tenure prior to entering service had had no effect upon the retention of Milwaukee State Teachers College men graduates in the teaching profession. Checking the group of 22 men who had tenure upon entering military service it was found that nine or approximately 41 per cent had not returned to teaching after having been in service.

Question 34 had asked the men in teaching if they had tenure. Of 264 respondents, 153 or 58 per cent had tenure. This compared to 49 of 130 men or 38 per cent of the men who had left teaching and had tenure at the time of leaving. This might show a tendency toward tenure influencing retention in teaching. However, in examining the responses to question 35 which asked if men were contemplating leaving teaching, three of the 11 men who had not had tenure, compared to two of the 153 men who had tenure, were contemplating leaving the profession. Thus, it was indicated that not having tenure had not influenced the men who had never left teaching to contemplate such an eventuality.

In tabulating the number of years men who had never left the profession had taught, it was noticed that a large number of this group had tenure. Of the 57 men who taught for ten years or more, 48 or 83 per cent of the group had tenure. Therefore, table 44 was constructed and examined to see if tenure had had a greater effect upon men who had been

in the profession for ten years or more than it had had upon men with less than ten years service.

TABLE 44

THE EFFECT OF TENURE
ON MEN WHO HAD TAUGHT LESS THAN TEN YEARS
COMPARED TO THE MEN WHO HAD TAUGHT TEN YEARS OR MORE
ON THE RETENTION OF MEN IN THE PROFESSION

Had Tenure	Teaching Less Than 10 Years	Teaching 10 Years or More	Total
Yes	105 (120)	48 (33)	153
No	102 (87)	9 (24)	111
Total	207	57	264

Figures in parenthesis indicate the expected number based on the total population.

Hypothesis: There was no significant difference between the groups of men who had taught less than ten years and those who had taught ten years or more due to tenure.

degrees of freedom = 1
chi square = 26.29
probability $< 0.01^{**}$

The highly significant chi square indicated that tenure had had an effect upon the retention of Milwaukee State Teachers College men graduates, who had been teaching for ten years or more. Therefore, it would seem that tenure only plays a significant role when men have been in teaching for a long period of time. It must be remembered, however, that the 57 men who had been in teaching for over ten years

represented only approximately 20 per cent of the men who had never left teaching.

It was felt that the men who had remained in teaching had done so because of love of children, personal satisfaction, etc. rather than more practical reasons. An attempt was made to determine why the men who had never left teaching had done so by including an open-end question in the questionnaire. The answers to this question were fairly easily grouped because these men seemed to agree on the reasons for having remained in teaching. The list which was compiled is presented in table 45.

After examining the data in the table there was no doubt that a "love of the profession" was a major factor in having held Milwaukee State Teachers College men graduates in the teaching profession. The 273 men furnished 506 responses which indicated their reasons for having remained in the teaching profession. It was pertinent that 131 men representing 48 per cent of the entire group gave the fact that they liked teaching for remaining in the profession. When the following group of responses: like teaching, like to work with children, opportunities to serve and personal satisfaction, and challenged by the work were combined it was learned that 264 out of 506 responses or 52 per cent of the group was in this area. This made it apparent that "idealistic" reasons played a major part in the retention of men in teaching.

TABLE 45

REASONS FOR REMAINING IN TEACHING GIVEN BY MEN GRADUATES
OF MILWAUKEE STATE TEACHERS COLLEGE (1932-1946)
WHO HAD NEVER LEFT THE PROFESSION

Reason	Number of Responses
Like teaching	131
Like to work with children	74
Security	54
Best qualified for teaching	49
Opportunity to serve, personal satisfaction	43
Satisfactory pay	40
Not qualified for other work	19
Congenial coworkers	17
Challenged by work	16
Good hours	16
Long vacation	14
Good working conditions	9
Administrative possibilities	9
Desirable social status	8
Pay is improving	6
"Don't know"	1
Total	506

Fifty-four men out of 273 or 20 per cent felt that security was a factor in having kept them in teaching while forty out of 273 or 14 per cent felt that satisfactory pay had done so. It was also noted that less than 10 per cent of the total responses had listed good hours, long vacations, good working conditions, or administrative possibilities as reasons for having remained in teaching. It was apparent that so called "practical" reasons had not been predominant in the thinking of these men.

The responses of the small group of men who had left teaching and then returned were also examined. Table 46 presents these responses. Examining the responses it was shown that idealism had played some part in having returned these men to the teaching profession but on a whole more of the reasons given fell into what might be termed a "practical" category. Ten men out of 47 representing 21 per cent of the group returned because they liked teaching as compared to the 48 per cent who had remained in teaching for this reason. Combining the factors like teaching, personal satisfaction, and like children, 18 out of 57 responses or 32 per cent of the group gave these reasons for having returned to teaching while 53 per cent of the men who had never left teaching gave these reasons.

This group, in addition to the men who had never left teaching, had not listed security as a major factor in

TABLE 46

REASONS FOR RETURNING TO TEACHING
GIVEN BY 47 MEN WHO HAD LEFT THE PROFESSION
AND RETURNED

Reason	Number of Responses
Like teaching	10
Out of work	7
Obtained position in college or university	6
Better income	5
Personal satisfaction	5
Security	4
Like children	3
Best qualified in teaching	2
Did not like work doing	2
Had planned to return	2
Taught for services	2
Able to get position	1
Returned after military service	1
Confirm thoughts about teaching	1
Opportunity to teach manual arts	1
Additional income	1
Chance for administrative position	1
Pay improving	1
Shorter hours	1
Illness	1
Total	57

returning to teaching as only 9 per cent or four out of 47 men gave this response. Seven men simply stated they were out of work. This represented 15 per cent of the group. It would appear that the men who had left teaching and returned had given fewer reasons in the "idealistic" categories than the men who had never left teaching. A love for the profession could be said to be an important factor in the retention of Milwaukee State Teachers College men graduates in the teaching profession.

Tables 47 and 48 were compiled and analyzed to determine if the reasons given for never having taught and for having left the profession had any bearing on the retention of men in the profession.

An analysis of these two tables showed that salary was the paramount reason given for men not having entered teaching or having left the teaching profession. It was significant that 63 per cent of the men who had left teaching gave low salary as the reason for doing so while 35 per cent of the group that had never taught gave low salary as the reason for not having entered the profession. The only other reason with any sizable number of responses given by the men who had never taught was no positions available. This reason was given by 24 men or 28 per cent of the group. Perusing table 47 it can be seen that personal restrictions were not noted and no other reason given had enough responses to

TABLE 47

REASONS FOR NOT HAVING TAUGHT GIVEN BY MEN
WHO HAD GRADUATED FROM MILWAUKEE STATE
TEACHERS COLLEGE (1932-1946)
AND WHO HAD NOT ENTERED THE PROFESSION

Reason Given	Number of Responses
Low salary	30
No position available	24
Lack of interest	6
More opportunities for advancement in other work	5
Decided against teaching position	5
Entered service	5
Never intended to teach	4
Preparing for college teaching	3
Remained in service	3
Lack of independence	3
GI Bill enabled to study for preferred profession	2
Unwilling to leave Milwaukee area	2
Low draft number	2
Entered own business	2
Monotony of work	2

TABLE 47 continued

Reason Given	Number of Responses
Lack of patience	1
Advanced degree needed to teach	1
No future	1
Immediate employment in industry	1
Accepted and liked other type work	1
Initial interviews discouraging	1
Followed part time work done in college	1
Work in war plant	1
Separated from service at inopportune time	1
Uncooperative attitudes of school authorities	1
Not attracted to fellow teachers	1
Individual initiative not rewarded	1
Too many women in teaching	1
Total	111

TABLE 48

REASONS FOR LEAVING TEACHING GIVEN BY MEN
WHO HAD LEFT TEACHING AT ANY TIME

Reason Given	Number of Responses
Low salary	92
Greater interest in other work	23
Limited opportunities	17
Dissatisfied with administration	15
Resented personal restrictions	9
No position available	8
Community taking advantage of teachers	4
Asked to resign	4
Lack of security	4
Impending draft or drafted	4
War work	3
Try new type of work	3
Graduate work	3
Health	2
Heavy teaching load	2
Overly tiring work	2
Military service (did not desire to return to teaching)	2

TABLE 48 continued

Reason Given	Number of Responses
Creative rather than instructive temperament	2
Too much politics	2
Start own business	2
Position carries little respect	1
Did not like association with adolescents	1
Higher caliber coworkers desired	1
Pursue creative studies	1
Promotion not on merit	1
Too little time for personal needs	1
Personal nervous reaction to students	1
Local degree required	1
Lack of appreciation	1
Temperament and personality not suited to teaching	1
Change in children after the war	1
Had to teach courses not prepared to teach	1
Be "own boss"	1
Started teaching progressively and had trouble going back to old method	1
Total	217

warrant its having a serious effect on the retention of men in the profession.

There were several items that warranted consideration in table 48 besides that of salary. A greater interest in other work was indicated by 16 per cent of the group, while 12 per cent indicated limited opportunities in the teaching profession. It was found that 10 per cent of the group were dissatisfied with their administrators. Personal restrictions, which it had been expected would elicit a large number of responses, was given as the reason for leaving teaching by only nine men, or 6 per cent of the group.

There might have been some value in listing reasons for leaving and having men check all of the responses which covered their situation. It would have been possible that categories such as personal restrictions might have received greater mention. However, the open-end question allowed any responses that were desired and a factor such as salary, which was foremost in the minds of the men, received a preponderance of responses. If any other factor had a strong bearing on men leaving teaching, it would most certainly have been brought forth by the responses to the questionnaire.

As the questionnaire returns were tabulated it appeared that a considerable number of men held administrative positions at the time of the survey. Administration in education had often been considered the aspiration of most men in the

teaching profession. Analyzing the data it was noted that only nine men out of 273 who had remained in teaching had given administrative possibilities as the reason for their retention in the profession. Nevertheless the figures indicated that seventy men, representing 26 per cent of the group who had never left teaching, held administrative positions at the time of the survey. Thus, one out of four had become administrators. This would appear to be a high percentage of Milwaukee State Teachers College men graduates in administrative positions. It was interesting to note that of the 31 men who had left teaching and returned five or 16 per cent of the group had become administrators compared to 19 men, representing 33 per cent of the 57 men who had been in teaching ten years or more and now held administrative positions. This would indicate that administrative positions are the rewards for remaining in the profession over a long period of time. Thus, it would appear that there was a tendency for the men graduates to become administrators and this in turn would lead to their retention in the profession.

It was considered possible that education had not been losing these Milwaukee State Teachers College men graduates even though they had left the teaching field. If a man had entered areas such as recreational work or Boy Scouting certainly the work was of an educational nature and also directly related to child growth and development. In order to

examine the occupations engaged in by the men graduates who were not teaching at the time of the survey a tabulation was made and shown in table 49.

The classification of the occupations that were given by the men surveyed was difficult to list because of the variance in nomenclature and the ambiguity in some job designations. Surveying the table it became evident that the majority of these men could be classified as professional, semiprofessional or managerial. The positions that were considered to have a fairly close relationship to education were marked with an asterisk. If each individual had been interviewed it would undoubtedly have revealed other men doing work of an educational nature. Army officers might have been teaching classes. Botanists might have been lecturing to groups of children. Obviously, in this survey it was not possible to obtain such information. It was found that only 29 out of 199 men graduates were holding positions closely related to education at the time of the survey. This represented 15 per cent of the group. In other words education was losing approximately five out of six men to other fields of work. Concerning the occupations that seemed to have been getting the most men, not much of a pattern could be discerned. Of the 199 men 11 had become salesmen, ten business executives, ten lawyers, and eight army or navy officers. There were over 100 different occupations listed

TABLE 49

OCCUPATIONS OF MEN NOT IN TEACHING
AT THE TIME OF THE SURVEY

Accountant (2)	Church Secretary
Actor (2)	Civil Engineer
Arc Welder	Clerk (2)
Advertising (4)	Commercial Artist
Army Officer (7)	Contractor
*Art Director	*Curator, Art Museum
*Art Institute Superintend- ent	Customs Liquidator
Artist (6)	Dentist
Assistant Chief Operator Police Department	Designer (3)
Biochemist	*Director of Art Center
Botanist	*Director of Division of Health Education
*Boy Scout Executive (2)	Director of Research
Brewery Worker	Division Laboratory Supervisor
Business Executive (10)	Economist
Business, Own (4)	Electrical Engineer (3)
Carpenter	Engineer (2)
Case Supervisor (2)	*Executive Director Boys Club (2)
Chemist	Executive Secretary Trade Magazine
*Chief Educational Thera- pist	Farmer
Chief Mortgage Examiner	Filling Station Operator
Chiropractor	Final Inspector

TABLE 49 continued

Food Inspector	Meteorologist (2)
Foreman (3)	*Minister (3)
Geophysicist	Musician
Grocer (2)	Music Publisher
Grocery Clerk	Naval Officer
Haberdasher	Office Clerk
*Head Conservation of Hearing Program	Office Manager (2)
Hospital Relations Administration	Osteopath
Hydrologic Engineer	Personnel Director (3)
Industrial Designer (4)	Personnel Worker
Industrial Executive	Physician (3)
Industrial Photographer	Plant Superintendent (3)
Insurance Broker	Postal Clerk (5)
Insurance Claims Adjuster	*Probation Officer
Labor Leader	Program Director, Group Work Agency
Lawyer (10)	*Psychiatric Social Worker
*Librarian (2)	*Psychologist
Manager (2)	*Public Museum (Educ. Work)
Manager, Art Department	Purchasing Agent
Manufacturer	Radio Station, Ass't. Mgr.
	Rating Examiner, Civil Service

TABLE 49 continued

Real Estate Broker	*Social Worker Administrator
*Recreation Director (2)	Staff Member, Board of Commerce
Research Data Computer	Store Manager
Retail Service Superintendent	Student (6)
Sales Correspondent	*Superintendent of State Institution
Sales Engineer (2)	Tax Assessor
Salesman (11)	Telephone Engineer
Sales Promoter	Time Study Foreman (2)
*Senior Training Supervisor, Veterans Administration	Tobacconist
Service Staff Representa- tive Labor Organization	Traffic Supervisor
Silk Screen Stencil Cutter	Truck Driver
*Social Worker (2)	*Vocational Counselor (2)
	Unemployed (1)
	Unclassified (2)

* Indicates occupation closely related to the teaching profession.

for the 199 men indicating that a great diversity of occupations existed among this group.

It had been hoped that some information concerning the success in teaching of the men who had left the profession might be obtained. The questionnaire had specifically omitted asking for information concerning the names of school systems the men had left. There was, therefore, no way of finding out whether the men were considered successful teachers in the systems in which they taught. However, it had been decided to ask men who had left teaching if they had considered themselves successful teachers. Out of 138 responses, 115 had considered themselves successful, ten had not, and 13 were uncertain. This sort of response should probably have been expected because it would be very difficult for a man to admit even to himself that he had not been successful. Also, the term successful being a rather nebulous term would be open to all manner of interpretation. It was unfortunate that this question was included in the questionnaire because it failed to shed any light on the problem of the retention of men graduates of Milwaukee State Teachers College in the teaching profession.

CHAPTER V

SUMMARY

An analysis of the questionnaires returned by the Milwaukee State Teachers College male graduates indicated that these men were either not entering the teaching profession or leaving it in large enough numbers to herald the existence of a serious problem. Approximately one out of every six men or 17 per cent of the men had never taught. Through the years the number of male graduates who had never taught had been increasing. This meant that Milwaukee State Teachers College had been using its resources to train men some of whom were not utilizing that training in our educational systems.

Approximately one out of four or 29 per cent of the men had left teaching at some time and of that number 6 per cent had returned to the profession and had remained. This meant that one out of five men had left the profession. Of all the men answering the questionnaire approximately one-half had never left teaching except for a period of military service. The years 1932, 1933, and 1934 showed the greatest stability if Pylman's premise⁴¹ concerning the stability of

⁴¹ Jay L. Pylman. The Stability of the Teaching Profession. Unpublished Ph. D. thesis, University of Michigan,

the profession was accepted. This premise had been that a profession was not stable unless more than a majority of those who began teaching in any one year remained for a career. The later years of the present survey were less stable and it appeared to be quite likely that the graduates of the years 1937-1946 would have less than 50 per cent of their groups in teaching after a twenty year period.

Of the total group surveyed 40 per cent were not in teaching at the time they replied to the questionnaire. Four out of ten men would appear to be too high a "drop out" rate. The returns in general supported the hypothesis that men are leaving the profession in considerable numbers. The graduates of the years after 1936 appeared to be leaving at a faster rate than those prior to that time. It would appear that the Milwaukee State Teachers College group of men who had graduated in the earlier years of the survey had greater professional stability than the group of men studied by Breitweiser and Pylman. However, it appears quite evident that the graduates after 1936 will approach the 40 per cent figure of Pylman and Breitweiser.

The nonrespondent bias of the returns was checked. Information concerning eighty of the 197 men who had not returned their questionnaire indicated that 54 per cent of this group was teaching. This compared to 54 per cent of the returns and therefore it could be assumed that the

nonreturn portion of the population was not heavily weighted with non-teaching individuals.

These factors were found to be statistically significant in the retention of men graduates of Milwaukee State Teachers College in the teaching profession.

1. Low salaries
2. Graduate study
3. Intent to teach at time of college entrance
4. Time-lapse prior to obtaining first teaching position
5. Problems met during the first year of teaching

Most studies were in agreement that low salaries were forcing men out of the teaching profession. Baer's study⁴² showed that 209 out of 383 men gave inadequate salaries as a reason for leaving the profession. The findings of Breitweiser⁴³, Poor⁴⁴, and Pylman⁴⁵, were similar to those of

⁴² Joseph Alva Baer. Men Teachers in the Public Schools of the United States. Unpublished Ph. D. thesis, The Ohio State University, 1928, 318 numb. leaves.

⁴³ Thomas John Breitweiser. Occupational Stability of The Graduates of Pennsylvania State Teachers Colleges, 1910-1930. Fayetteville, Pa., The Craft Press Inc., 1932, 165 pp.

⁴⁴ Gerald L. Poor. A Study of the Extent and Causes of Teacher Turnover in Small High Schools of Michigan. Unpublished Ph. D. thesis, Michigan University, August, 1943, 204 numb. leaves.

⁴⁵ Jay L. Pylman. The Stability of the Teaching Profession. Unpublished Ph. D. thesis, University of Michigan, 1946, 275 numb. leaves.

Baer. The present study substantiated the previous findings. The median salary range of the men who had never left teaching was lower than that of men who had never taught or had left teaching. The percentage of men who had never taught due to inadequate salaries was 35 per cent. Low salaries was a reason given by 63 per cent of the group who had left teaching. A highly significant chi square indicated that low income had played a part in men leaving the profession. Fewer men in the group who had remained in teaching had reported incomes of \$5,000 and over than in the other two groups. Two-thirds of the men in teaching supplemented their incomes through additional work and one out of five had wives who were working. It would seem that if these men had not been able to supplement their teaching incomes they might have been forced to leave the profession.

Graduate study was found to be a very important factor in the retention of Milwaukee State Teachers College men graduates in the teaching profession. Several different analyses had been made and all showed a highly significant chi square. It was very pertinent to note that the taking of graduate study, regardless of the number of credits or the attainment of a degree had had an influence on the retention of the men graduates in the teaching profession. Surveying the results of the questionnaires it was interesting to see that the men who had never taught were the least

likely to take any graduate study. Of the group of men who had never left teaching 95 per cent had had graduate study. Thus, the taking of graduate study could be said to strengthen materially the holding power of the teaching profession on these Milwaukee State Teachers College men graduates.

The intent of men to enter Milwaukee State Teachers College to prepare specifically for teaching was found to have been a significant factor in their retention in the profession. It should be of great concern to the college as a teacher training institution that 53 of the 84 men who had never taught had entered college to prepare for teaching. At the time of this survey only three still had intentions of doing so. Thirty-three men had changed their minds about teaching by the time of graduation. One might well ask what had transpired to cause this change of intent to teach.

Teaching immediately upon graduation was found to be a statistically significant factor in the retention of men in the teaching profession. However, the factor operated conversely to the opinion that the men graduates teaching immediately after graduation would give the profession an increased holding power. Examination of the returns showed the three major reasons for not teaching immediately after graduation to be no positions available, graduate study, and military service. In the case of the group who had never left teaching 37 per cent of the group compared to 19 per

cent of the men who had left teaching had entered military service. This would cause the validity of the conclusion reached to be seriously questioned. In studying the effect of time lapse between graduating and the first teaching job the chi square approached significance but again the factor of military service obscured the issue. It would therefore appear that no definite conclusions concerning the effect of time lapse before obtaining a first teaching position on the retention of Milwaukee State Teachers College men graduates in the teaching profession could be reached.

It had been felt that if men had met problems during their first year of teaching for which they had not been prepared, they would tend to leave the profession. Examining the responses a highly significant chi square was obtained but contrary to expectations it was found that the men who had never left teaching met more problems than the men who had left the profession. Percentagewise it was found that 46 per cent of the men who had left teaching met problems compared to 62 per cent of the men who had never left teaching. There are several factors which could have caused this situation. There might have been a memory bias on the part of the men who had left teaching and a more critical, analytical approach on the part of the men who had remained in teaching. However, of greater importance than the presence or absence of problems was the listing of the problems found by both

groups of men. These Milwaukee State Teachers College men graduates indicated five main areas in which the problems they faced in their first year of teaching were centered. The areas were techniques of teaching, discipline, community relations, administrative relations, and guidance.

These factors were found to be statistically not significant in the retention of men graduates of Milwaukee State Teachers College in the teaching profession.

1. Attraction of a metropolitan area
2. Grade point averages
3. Extracurricular activities
4. Remaining in the area in which training was received
5. Military service
6. Age at time of graduation
7. Family background
8. Marital status and size of family
9. Type of first teaching assignment
10. Preparation for initial teaching assignment
11. Tenure

Greenhoe's study⁴⁶ revealed that a majority of the teachers surveyed had lived in small communities. It was found that 51 per cent came from communities under 2,500.

⁴⁶ Florence Greenhoe. Community Contacts and Participation of Teachers. Washington D. C.: American Council On Public Affairs, 1941, 91 pp.

The Milwaukee State Teachers College men graduates were predominantly a metropolitan group as 81 per cent stemmed from such an area. It had been assumed that such a group would want to remain in a metropolitan area. However, the non-significant chi square indicated that the size of the community in which a first teaching assignment was held had not affected the retention of these graduates in the profession. The size of the present teaching locale of men who had remained in teaching had been compared with the size of the community in which they had first taught. Considering such factors as natural population growth, the growth toward school consolidation, and inaccuracies in reporting the size of a community the conclusion was reached that evidence does not point toward a strong move of men graduates of Milwaukee State Teachers College to larger communities. The observation was made that men interested in administrative positions might tend to gravitate toward smaller communities.

It was found that the median grade point average of each of the three groups of men surveyed was 1.8. Using the chi square test a nonsignificant chi square indicated that grade point average had had no effect on the retention of men graduates of Milwaukee State Teachers College in the teaching profession. High or low grade point average had not caused significant differences between the groups. Each group had received approximately the same percentage of men

in the above average grade point category. Thus the teaching profession was receiving its proportionate share of better than average students. It was also true that teaching had its proportionate share of lower than average students.

Tabulation of extracurricular activities participation was difficult because some men dealt with areas and others with individual activities. Also, it was virtually impossible to determine the extent and proficiency of participation. Thus, the influence of certain areas and the number of areas of participation were the only factors that were checked. The three activities with the greatest number of participants were athletics 295 or 69 per cent of the total returns, social fraternities 236 or 47 per cent of the total returns, and musical groups 205 or 41 per cent of the total returns. Examining the effect of participation in these three activities on the three groups being surveyed a non-significant chi square was found. The number of areas of participation was also analyzed and a nonsignificant chi square computed. In the case of extracurricular activities as in the case of grade point averages it could be said that the teaching profession was getting its proportionate share of the men with extensive extracurricular activities participation. Thus, it would appear that the stress on extracurricular activities seems to be unimportant in the retention of men teachers in the profession.

It had been anticipated that a greater percentage of the men who had remained in teaching would remain in their areas of training, and that the men who had left teaching had been teaching in an area for which they were unprepared. Statistically a nonsignificant chi square indicated that this was not true. However, two facts were noted: 1. A large percentage of both groups had remained in the area for which they had been trained. 2. There was an indication that men who had never left teaching were more likely to have left the area in which they were trained than were the men who had left teaching. Evidence from this study indicated that evidently men do not leave teaching because of being placed in areas for which they were not trained. An attempt was made to determine the type of changes that were made. Among the men who left teaching the greatest number of changes were made from elementary to secondary and college fields, while among the men who had never left teaching the elementary and secondary divisions had an equal number of changes. It was noteworthy that 73 to 85 per cent of the men graduates of Milwaukee State Teachers College had remained in the areas for which they had been trained.

Subjective observations had led to the belief that military service had weakened the hold of the teaching profession on the men graduates of Milwaukee State Teachers College. An analysis of the questionnaire returns had not substantiate

this belief. At the most 8 per cent of the men returning questionnaires could be said to have been influenced to leave the profession because of their military service. The effect of the length of military service was determined through a chi square test. A nonsignificant chi square indicated that the length of military service had not influenced men to leave the profession. It was important to note that military service had given men the opportunity to avail themselves of the G I Bill and take graduate study. If graduate study strengthened the hold of the profession as previously noted the military service might have indirectly influenced some men to have remained in the profession.

Statistically age at time of graduation was found not to be significant for men graduates of Milwaukee State Teachers College. However, an examination of the responses made it evident that the group that had never left teaching had more individuals 28 years and over than would be expected on the basis of the total group analysis. This would indicate a tendency among older men graduates to remain in teaching. Breitweiser in his study⁴⁷ had come to the same conclusion.

⁴⁷ Breitweiser, op. cit.

It was possible to check only a limited number of family background factors in a survey of this type. Economic and general family status was checked through the categorizing of the father's occupation. Varying terminology in naming occupations made it necessary to have a simple breakdown to determine statistically the significance of occupation in its effect upon retention in the teaching profession. A nonsignificant chi square was obtained. A survey of the occupations of the fathers disclosed some additional characteristics of the group being surveyed. There were 11 per cent of the fathers in the professional category. Of note was the fact that 50 per cent of the group listed their father's occupation as skilled or unskilled labor. There was not a strong trend for sons to follow the father's profession as found among medical men. Only 77 men or 8 per cent of the total surveyed had a parent who had been in education. In Breitweiser's study⁴⁸ the largest number of graduates came from farms whereas practically none of the Milwaukee State Teachers College men listed their father's occupation as farmer. However, it must be realized that Breitweiser's study was conducted in 1910 when the percentage of farmers in the United States population was considerably higher than it is today.

⁴⁸ Ibid.

Finally a check on the nationality of both parents was made. Whether a parent was American or foreign born was found to have no significance when considering the retention of Milwaukee State Teachers College men graduates in the teaching profession.

Neither marital status or the size of family was shown to have had an effect statistically upon the retention of men graduates of Milwaukee State Teachers College in the teaching profession. There appeared to be a greater number of single men in the never taught group than would be expected on the basis of the population sampled. However, after analyzing these returns it appeared to be evident that marital status in itself had not been a factor in the retention of men in the teaching profession. Concerning the size of the families it was found that very few men in any group had four or five children and the median for each group was found to be two children.

An attempt had been made to determine the type of first teaching assignment held by Milwaukee State Teachers College men graduates. The replies to this inquiry were not specific so it was only possible to determine if the first teaching assignment was in an area such as elementary, secondary, or college teaching. The nonsignificant chi square indicated that the type of first teaching position had not had an effect upon the retention of these men in the teaching profession.

It was felt that preparation for a first teaching assignment would influence the retention of Milwaukee State Teachers College graduates in the teaching profession. A subjective response was obtained but by categorizing it was possible to analyze the data statistically. A nonsignificant chi square was obtained thus indicating that the extent of preparation for the first teaching assignment had not had an effect upon the retention of men in the teaching profession. The teacher training program at Milwaukee State Teachers College must have been of a high quality because 70 per cent of the men who had never left teaching felt prepared for their first teaching assignment. Only ten men out of 272 or 4 per cent felt that they were not prepared for their first teaching assignment. This might have been a problem of improper placement rather than lack of adequate training for the position.

Teaching had been considered a profession with security by many people. However, this study as well as several previous studies had not confirmed this opinion. Baer⁴⁹ listed items such as no financial future in the profession, no chance for providing for old age, and too much uncertainty in tenure as reasons given by men for leaving the teaching profession.

⁴⁹ Baer, op. cit.

These were all factors in security. Pylman⁵⁰ had found that one out of five individuals surveyed gave insecurity as the reason for leaving the profession. Tenure had always been the most prominent factor in considering job security. Therefore, the effect of tenure on the retention of men Milwaukee State Teachers College graduates was checked statistically. A nonsignificant chi square indicated that tenure had not had an effect on the retention in the profession. However, in analyzing the data it was noted that a large number of men who had been in teaching for ten years or more had tenure. A highly significant chi square indicated that tenure had had an effect upon the retention of this group in teaching. This would mean that tenure had played a significant role only when men had taught for long periods of time. Thus another group of respondents had been shown not to consider security a factor in the retention of men in the profession.

These factors were considered but not treated statistically through the use of the chi square test because they had not lent themselves to such treatment.

1. Division from which graduated
2. Effect of a serious depression or recession
3. Time spent in the profession

⁵⁰ Pylman, op. cit.

4. Number of job changes
5. Obtaining administrative positions
6. Entering related occupations

The assumption had been made that the secondary division would have the greatest holding power on the men graduates of Milwaukee State Teachers College. This survey proved this assumption to be wrong. An examination of the questionnaire returns showed that 76 per cent of the music division graduates were still teaching. To see if higher salaries accounted for this high percentage of retentions in the profession a chi square test was made. The chi square was approaching significance so a further examination of the data was made. It was found that the music division had fewer men graduates who had been receiving \$5,000 and over than would be expected on the basis of the total teaching group studied. Checking the individual returns it was determined that 48 out of sixty returns indicated that the respondents were supplementing their income with part time work. From this analysis it appeared that teaching in the music area adapted itself to part time employment and thus enabled men to remain in teaching despite a low income from their regular positions.

The attempt to analyze the effect of a serious depression or recession on the holding power of the teaching profession on the men graduates of Milwaukee State Teachers

College was not successful. Surveying the questionnaire returns it had become evident that at this time the men who had left the teaching profession were not contemplating a return to the profession if a depression or recession became a fact. Only five men in the group that was teaching at the time of the survey had contemplated leaving the profession and they had not felt that a depression or recession would alter this decision.

Pylman's study⁵¹ had revealed that by the end of the third year 50 per cent of the separations had occurred. In this study it was found that of the 93 men who had left teaching 56 or 60 per cent had left the profession by the end of the third year and by the end of the fourth year 71 per cent had left. It had taken the remaining men from five to ten years to leave teaching. It was noted that if a Milwaukee State Teachers College male graduate had remained in teaching for more than four years the professions hold on him was considerably strengthened. The early years in teaching were found to be crucial in holding men in the profession.

It was felt that it was important to determine how frequently Milwaukee State Teachers College men graduates who had remained in teaching had changed jobs. The figures were

⁵¹ Ibid.

very revealing. They had indicated that 32 per cent of the group had only been in one school system, 64 per cent had been in two or less, and 83 per cent had been in three or less school systems. On a whole it would appear that the men who had remained in teaching had not made frequent job changes.

It was felt that men would usually strive to obtain administrative positions in the teaching profession. Therefore, it was surprising to discover that only nine out of 273 men who had remained in teaching had given administrative possibilities as the reason for their retention in the profession. While this may not have been foremost in their minds as a reason for remaining in teaching, the figures indicated that seventy men representing 26 per cent of the group who had never left teaching were holding administrative positions at the time of the survey. Of the men who had been in teaching for ten years or more 19 men representing 33 per cent of the total group were holding administrative positions. Thus, it would appear that the men graduates of Milwaukee State Teachers College tend to become administrators and this would lead to their retention in the profession. It is also a possibility that the higher salary paid administrators may be a factor rather than the desire to function in an administrative capacity.

To determine if the men who had trained to be teachers and were not teaching at the time of the survey had entered

occupations closely related to teaching, a tabulation of the occupations engaged in was made. There were over 100 different occupations listed by the 199 men not in teaching. It was found that only 29 out of the 199 men graduates were holding positions closely related to education. Education had been losing approximately five out of six men to fields of endeavor not related to education.

The results of tabulating the open end questions concerning the reasons why men graduates of Milwaukee State Teachers College had left or remained in the teaching profession were interesting. The only one of the previous studies reviewed in an earlier chapter dealing with the reasons for men remaining in teaching was Baer's.⁵² He had found that the predominant reasons given were "idealistic" such as opportunities for service, like the work, love for children, teaching is honorable, etc. The findings of the present survey conducted more than twenty years later than Baer's confirmed his findings. The 273 men who had never left the profession gave 506 responses. It was pertinent that 131 men representing 48 per cent of the entire group gave the fact that they liked teaching as a reason for remaining in teaching. Adding responses such as opportunities to serve, like to work with children, personal satisfaction

⁵² Baer, op. cit.

and challenged by the work, it was found that 264 out of the 506 responses or 52 per cent of the total were in the "idealistic" category. While security as represented by tenure had been found to be statistically a nonsignificant factor in the retention of Milwaukee State Teachers College men graduates in the teaching profession, 54 out of 273 men or 20 per cent felt that security had been a factor in their remaining in teaching. Only 10 per cent of the total responses had listed good hours, long vacations, good working conditions, and administrative possibilities as reasons for having remained in the profession. It was apparent that so called "practical" reasons had not been predominant in the thinking of these men. Surveying the responses of the men who had left and then returned to teaching the responses were found to be more "practical" and less "idealistic" than the responses of the men who had never left teaching.

Baer, Breitweiser, and Pylman had all found that insufficient salary was a major reason for men having left teaching. This study concurred in the findings of these previous studies. It was significant that 63 per cent of the men who had left teaching gave low salary as the reason for doing so while 35 per cent of the group that had never taught gave low salary as the reason for not having entered the profession. Of the men who had never taught the only other reason with a sizable response was not being able to

obtain a position. Reasons with a better than a 10 per cent response given by men who had left teaching were interest in other work, limited opportunities in teaching, and dissatisfaction with administrators. Almost all previous studies had listed personal restrictions as reasons for leaving teaching but in the group surveyed in this study only 6 per cent mentioned such restrictions. It could be assumed that the present heavy demand for teachers has considerably altered community attitudes toward teachers with a resulting easing of social and personal restrictions.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

The present study had left no doubt that too many men graduates of Milwaukee State Teachers College had either left or had never entered the teaching profession. Earlier studies had also found this to be true. The National Education Association had indicated that it was a problem. Something should be done to retain men in the teaching profession. Milwaukee State Teachers College would find that this survey furnished some clues as to what could be done to prevent a continued large scale exodus of its men graduates from the teaching profession. While the findings of this survey were related specifically to men graduates of Milwaukee State Teachers College, it was possible to draw a number of conclusions which would be related to men graduates of other teacher training institutions and departments of education in colleges and universities.

As the returns of this survey were analyzed it had become evident that the problem of the retention of men in the teaching profession should be approached from a qualitative as well as a quantitative point of view. It would be unfortunate to focus attention upon the need for more men in the profession without stressing the need for men with certain

interests and characteristics. Therefore, in drawing conclusions from the returns a constant attempt would be made to interpret the findings qualitatively as well as quantitatively.

The survey had indicated that there had been four principal reasons for Milwaukee State Teachers College men graduates having left teaching. They were low salary, greater interest in other work, limited opportunities, and dissatisfaction with administration. What could be done to remedy this situation?

Milwaukee State Teachers College men graduates had indicated that their main reason for having left teaching was low salary. A statistical analysis of the salaries of the men surveyed had shown that the men who had remained in teaching were receiving less pay than the other groups surveyed. The National Education Association statistics had shown that teachers in general were underpaid. From these facts it was evident that efforts to increase teachers' salaries must continue. Publicity must be promoted which would show the economic status of teachers. The National Education Association through its State and local groups must continue its fight to increase salaries. However, one caution would have to be observed. In the efforts to publicize the teachers' economic status the profession should not be made to appear so unattractive that promising young men teacher candidates would be diverted to other professions.

One of the factors which had made teaching economically undesirable was the nine to ten month pay period. This left men who had families with a two month period in which they had to seek other employment. In many instances summer months could not be used for professional improvement. It would seem necessary that teaching be placed on a 12 month basis. It might appear that this would place too great a strain on local tax budgets. However, the services that could be performed by the men during the summer months should more than repay these communities in value received. Some of these services would be curriculum improvement, assistance with community recreational programs, development of new instructional techniques, development of guidance programs, and development of remedial reading programs. These are but a few of the things that could be done. The community would have a better educational program which should more than compensate for the added salaries.

The Milwaukee State Teachers College men graduates who had left teaching had felt a greater interest in other work. This would appear to present a twofold problem. The college would have to increase the time spent on presenting the challenging aspects of education to its students. Certainly there is no other profession that has a greater number of problems to be solved and working with human beings should be work of a most challenging nature. The profession itself

must take steps to increase its prestige. A suggestion that education add to the length of its pre-service training has found numerous advocates. Harold J. Bowers of Ohio State University submitted the following proposal:

Whereas the National Commission on Teacher Education and Professional Standards is advocating a five year pre-service pattern of training for all teachers, the writer is suggesting as a minimum, a seven year pattern, which includes at least two years of pre-college experience in the public schools, aimed at the selective recruitment of a better quality of students; four years of undergraduate preparation in rather broad fields, leading to certification at both the elementary and secondary school levels, and an added year of graduate study, in which the teacher specializes in that field which experience, rather than a preconceived notion or unwise advice, has convinced him is the field in which he is most interested and for which he is best fitted.⁵³

A longer training period should improve the quality of the graduates and this in turn should increase the prestige of the profession. With this increase in prestige the teaching profession should have a stronger hold on its members.

The men graduates of Milwaukee State Teachers College who had left teaching had also felt that the opportunities in the field were limited. This would appear to pose a problem of proper presentation by the college and publicity by the profession in correcting these false impressions.

⁵³ Harold J. Bowers. Teacher Shortage in Ohio, Educational Research Bulletin. College of Education, The Ohio State University. 28(January 1949) p.6.

There are excellent opportunities for men in education. It is true that the men who can aspire to the better positions must be men of proven ability but this would be true in all professions. Frank W. Hubbard in an article in the Phi Delta Kappan showed the number of excellent jobs open to men in the field of school administration. He said: "There is a place for men in teaching. There are good salaries for those of ability, preparation, and high purpose."⁵⁴ This is the message that must be conveyed to men entering or contemplating entering the teaching profession.

Stressing the need for "top notch" men in education carries with it a corollary, namely, the elimination of the unfit. Out of 85 men who had never taught more than one out of four had been unable to obtain a position. This would mean that Milwaukee State Teachers College should determine what the potential of the men who had not received positions was. If these men included the less fit for teaching then something should have been done to eliminate these men before their work was completed.

The men who entered teaching and were not suited to the profession should be encouraged to leave the field. This would be a difficult thing to do because there is still not

⁵⁴ Frank W. Hubbard. Top Salaries for Tip-Top Men. The Phi Delta Kappan. 39(September 1947) p. 21.

complete agreement among educators as to what means should be used to evaluate and eliminate the unfit. It would appear that improved supervision would help to solve this problem. The supervisor who had been well trained in human relations as well as in solving academic problems could perform a real service for the new teacher in a school system. By cooperatively working with the new teachers it should be possible to enable them to evaluate their own potential and thus decide if teaching is their best choice of a profession.

At Milwaukee State Teachers College grade point average and extracurricular activities participation had always been considered important factors in evaluating teacher candidates. Yet, the survey had indicated that neither had been a factor in the retention of men in the teaching profession. This should not be construed as indicating that these factors were not important. The information that in an institution devoted to teacher training, other professions and occupations received the same proportion of good students and people engaged in extracurricular activities, should be received with grave concern. Teaching needs men with academic ability combined with a wide variety of extracurricular pursuits. It would appear that a greater number of Milwaukee State Teachers College men graduates with these characteristics should have entered and remained in teaching.

If men had left teaching because they had been dissatisfied with administration, it should suggest that

something was lacking in school administration. There is a need to prepare men for democratic leadership. If this were done men might not leave the profession because of poor educational leadership. The National Conference of Professors of Educational Administration has effectively outlined the personal qualifications needed by a school administrator.

An administrator is a person with vision.

An administrator is increasingly competent in employing democratic and democratic-tending techniques of group action.

An administrator assumes the responsibility for providing organizational machinery to facilitate the operation of democratic leadership.

An administrator fosters a psychological atmosphere in which democratic leadership can flourish.

An administrator, in the execution of his own legal responsibilities, exemplifies belief in democratic leadership relations.

An administrator sets the example of evaluating results in terms of total achievement toward democratic ideals, rather than solely in terms of some immediate objective.

An administrator consistently demonstrates his conviction that democracy leads to efficiency.

An administrator seeks to achieve-not exercise-leadership through the contributions he makes to the success of the groups' efforts.

An administrator is a talent scout and a coach.⁵⁵

If more school administrators would fit into this pattern of behavior it should change the attitudes of teachers toward administration. This in turn should eliminate

⁵⁵ Second Work Conference of the National Conference of Professors of Educational Administration. Educational Leaders Their Function and Preparation. Madison, Wisconsin: August 29-September 4, 1948, pp. 30-32.

dissatisfaction with administration as a major reason for Milwaukee State Teachers College men graduates leaving teaching.

A democratic school administrator should work closely with new teachers. Their success should reflect his success. This might considerably reduce the number of men leaving the profession during the first three or four years. Men who had remained beyond the fourth year should tend to remain in teaching and become career teachers rather than consider teaching an interstitial period between college graduation and the attainment of the type of work that they really wanted.

There is an important step that Milwaukee State Teachers College could take to eliminate dissatisfaction with administration as a major factor in their men graduates leaving teaching. More time could be spent during the undergraduate program in explaining the administrative functions in education. A greater awareness of the problems faced by school administrators should make them less critical and more understanding. This in turn should result in better rapport between teacher and administrator.

In the field administrators should encourage the participation of teachers in the formulating of policies. During the interchange of ideas both teachers and administrators would get to know and understand each other better and

this in turn would provide a more harmonious relationship. Also, as teachers would have an active part in formulating policy, they would be less critical of the end result.

In further analyzing the reasons for Milwaukee State Teachers College men graduates leaving the teaching profession it must be concluded that factors such as social status, community pressure, and politics had not played a major part. This would be opposed to popular opinion concerning the restrictions on the lives of teachers. Also, earlier surveys indicated that personal restrictions had been a factor in men leaving teaching. It would appear that the present survey results in this area were indicative of a general change in attitudes toward teachers. However, there was a good chance that this change of attitude was strongly influenced by the present teacher shortage.

An analysis of the reasons given by Milwaukee State Teachers College men graduates for remaining in the profession should lead to the conclusion that "idealistic" reasons predominated. It would be understandable that for a man to be happy in the profession he would have to love children, enjoy working with them, and receive personal satisfaction from the work. Along with these emotional responses must come a thorough knowledge of child growth and development. This knowledge should be obtained through working with children and continued study but the feeling for children is

something that is difficult to develop if it is not present. It must be reiterated that love for and understanding of children must go hand in hand. If either is lacking children cannot be guided to develop their maximum potentialities.

It was significant that out of 273 Milwaukee State Teachers College men graduates who had remained in teaching 131 had remained in teaching because they liked it. Almost everyone of these men who had stated a liking for teaching had listed one or two reasons for having remained in teaching. In most instances these were responses such as like to work with children, opportunity to serve and personal satisfaction, challenged by the work, and best qualified for teaching. These responses are indicative of a love of the profession and were the type of responses that would be desired from a career teacher.

The men who had listed reasons such as good hours, long vacations, not qualified for other work, or the best qualified for teaching should carefully evaluate their situation to determine if they really want to teach. Teaching should be considered a "calling" in the true sense of the word. If there is no real urge to teach, if a love of children is missing, then it would be best to change occupations. Where the welfare of human beings is involved men of the highest caliber should be placed in positions of leadership.

It could definitely be concluded that the intent to teach at time of college entrance had definitely had an

effect upon the Milwaukee State Teachers College men graduates. This had a number of implications. A careful check of the interest in and the reason for selecting teaching should be made. Prior to college entrance the high school should help the individual in appraising his potential for teaching. After college entrance appraisal should be continuous. An effective guidance program should prevent many men completing a teacher training program and then finding that their occupational choice was wrong. Milwaukee State Teachers College should be concerned that 63 per cent of the men who had never taught had entered college specifically to train for teaching. The counseling program which has been established at Milwaukee State Teachers College should help to alleviate this situation.

All teacher training institutions should set up teacher education personnel services. These services should be instrumental in developing a higher quality teacher candidate. Dugan has listed the specific purposes and objectives of such a service.

To develop a more adequate understanding of the characteristics and personal needs of education students.

To develop more effective initial admission and continuous selection processes to assure training and certification of the best qualified students.

To provide more comprehensive appraisal and cumulative record data about students to administration, faculty, and counselors as a basis for effective assistance to the individual

To provide professionally competent and accessible individual counseling services for all students.

To encourage development of a broad program of student activities, social and personal development opportunities.

To follow up graduates systematically to encourage in service training and to evaluate effectiveness of teaching.⁵⁶

The findings of this survey had indicated that graduate study had influenced the retention of Milwaukee State Teachers College men graduates in the teaching profession. It was difficult to determine cause and effect relationships in this instance because it could have been quite probable that the men who had remained in teaching had taken graduate work because the profession demanded it. However, the important factor was that men had continued to grow educationally.

Before completing an undergraduate course the prospective teacher should be urged to look forward to continuous study. A long range program should be planned by the student with the assistance of his faculty adviser. This plan should probably include some graduate study. This guidance should be continued by the school systems in which employment is obtained. Every in-service training program should, if possible, seek to offer experiences which will be acceptable for graduate credit but above all which will bring about measurable changes in the life of the person exposed. Nearby colleges and universities should be asked to send their best

⁵⁶ Willis E. Dugan. Counseling Teacher Education. Occupations. 29 (February 1951), pp. 341-42.

professors to teach courses at a functional level. As an inducement to members of the school faculties tuition should be paid by the school board with the only obligation being the continuous growth of the teacher. The setting up of a 12 month school program would make longitudinal study a possibility. Most men must work during the summer months to augment their salaries but if they can obtain positions offering 12 months pay and allowing summer school graduate study in lieu of other duties, they would have a strong inducement to study. The granting of sabbatical leaves would also be a positive factor in encouraging self-improvement. If, it was impossible to grant a full year at a time, it might be possible to allow for a quarter or a semester of study at stipulated intervals.

There were a number of conclusions which could be drawn from analyzing the areas in which problems had been met in the first year of teaching by the Milwaukee State Teachers College men graduates. The areas were techniques of teaching, discipline, community relations, administrative relations, and guidance. An important consideration was that all of the areas listed pointed out that these men realized the importance of human relations. They recognized the need for greater skill in working with people. Instructional materials, routine clerical tasks, and training in academic areas were not considered as serious problem areas. In recent

years an advertisement has been appearing in various magazines. It has been a public service project of The Advertising Council and it is noteworthy to see the stress it places upon human relations. The content of the advertisement follows:

Read this before you decide on your profession

Do you like children?

Do you like to feel you're helping them develop, helping them build their lives and their futures?

Do you like facts and ideas---like to absorb them and add to your intellectual stature?

Do you like to feel you're taking part in the progress of your community, your state, your country- and the world?

Do you have imagination? Poise? Patience and understanding? Good health and normal energy?

If you can answer "yes" to these questions, the chances are good that you have a talent for teaching.*

The fact that men in the field are aware of the need for further help in working with people bodes well for the community school concept which is developing in this country. The community school hopes to develop democratic concepts. It educates youth for meeting life's problems. It also uses community resources whenever possible and the community utilizes the school and its resources. It is quite evident that this type of school requires a higher quality of teaching in which teachers are able to fully utilize all of the community resources. This requires a high degree of skill in the area of human relationships.

*A public service project advertisement of the Advertising Council, 25 West 45th St., N. Y. 19, N. Y.

Tenure apparently had not had a strong influence on the retention of Milwaukee State Teachers College men graduates in the teaching profession. However, in the open-end question approximately one out of five listed security as a reason for having remained in teaching. As tenure is considered by many to be an important factor in security it was felt that efforts to increase the number of teachers under tenure should be continued. A favorable publicity program and increased teacher participation in community affairs should be a strong influence in seeing that the teachers are given tenure. Tenure with higher salaries should definitely keep more men in the profession. However, it would not be desirable to gain tenure if this meant mediocrity of performance. This makes it imperative that the people who claim that teachers should retain their positions only because of professional competence be heard. It was significant, in this regard, that 42 per cent of the Milwaukee State Teachers College men graduates who had remained in teaching had not had tenure. An added consideration lies in the fact that there is a possibility that tenure with the security it offers may be a factor in placing a ceiling on teachers' wages.

It could not be concluded that age at time of graduation was a strong factor in retaining Milwaukee State Teachers College men graduates in the profession. However, the fact that there was a tendency for these men to be older at

time of graduation was noteworthy. It seemed that there would be some value in such a situation existing. A man who had had different occupational experiences prior to entering and during matriculation at college should bring to the teaching profession a perspective which the pedagog had frequently been accused of lacking. This would be particularly important for the men who were to assist boys and girls in the selection of occupational objectives. It would also enable them to have a better understanding of human relations. This would be particularly valuable to the men who were to teach in community schools.

The fact that military service had not affected the retention of Milwaukee State Teachers College men graduates in the teaching profession was considered to have been an important conclusion. Prior to the war the feeling had been prevalent that many men would leave teaching if a situation would arise which would force their exodus from the profession. The draft furnished such a situation. However, this premise was not supported when this survey revealed that only 8 per cent of the men returning questionnaires had been influenced to leave the profession because of military service. The loss of the 8 per cent of the group was more than compensated for by the fact that the G I Bill had given men remaining in the profession an opportunity to take graduate study. This should have improved their professional competency and thus added to the prestige of the profession.

It was very evident that there was greater stability among the Milwaukee State Teachers College men graduates who had completed their training in the earlier years of the survey. There could be several explanations for the existence of this situation. The group graduated during the earlier years had more men who had entered to train specifically for teaching. An explanation which would seem to have greater weight was the fact that positions were difficult to obtain during the earlier years of the survey. This was also true of positions in work other than teaching thus making it difficult for men to leave the profession even if they had desired to do so. Having remained in the profession for four years or longer would make the profession increasingly attractive as well as making it more difficult to change professions. Regardless of the reason for remaining in teaching, it could be concluded that men graduated from Milwaukee State Teachers College in years of economic scarcity would be more likely to remain in teaching than men graduated from this institution in years of economic plenty.

From the results of this survey Milwaukee State Teachers College could definitely conclude that the teaching profession had the strongest hold on men graduates from the music division. The men graduates from the art and secondary divisions were the least likely to remain in the teaching profession. This information should be of value to Milwaukee

State Teachers College because the secondary division had been the division that men had always been anxious to enter. A low quota and careful screening had kept the number of men actually entering the division comparatively low. The secondary division had for years taken the top candidates from an academic and extracurricular standpoint. The question might well be raised as to whether some of these men should have been guided into other divisions? There is, however, a distinct possibility that the reason for the high rate of men leaving teaching in the secondary division was due to the type of candidate attracted by the secondary curriculum. The secondary division placed a greater emphasis on subject matter areas and therefore a man who was uncertain about teaching could complete his training, try teaching, and if he was not satisfied, he could train for another profession for which his academic background suited him. Thus a man with majors in chemistry and biology might enter training for medicine or utilize his training in other fields of science.

There could be little doubt that the music area lent itself to greater flexibility and therefore had increased its holding power on Milwaukee State Teachers College men graduates. These men had not made higher salaries in their regular teaching jobs than men graduates of other divisions but they could more easily supplement their earnings. There might be another aspect to the problem. Men with musical

talent might, in some instances, prefer being musicians in their own right to instructing in music. However, the competition is very keen and the number who succeed as full time professional musicians is relatively small. Therefore, teaching had offered a regular salary and their out of school hours could be spent in musical activities which they preferred. These surmises should not rule out the fact that a goodly number of these men undoubtedly love music and also love children. They have gotten satisfaction out of teaching young folks, some of whom may rise to great heights in the musical world. This last group of men would be the most desirable group to have enter and remain in the profession.

As a result of this survey it had been determined that a high percentage of men who had remained in teaching had also remained in the area for which they were trained. Milwaukee State Teachers College would be interested in this fact. If screening had been done properly for entrance into the various divisions of the college then it might be advantageous to have men remain in the area for which they were trained. Milwaukee State Teachers College should view these findings as an indication that their training program has been doing a good job in preparing men for the type of teaching they had chosen. The men graduates have subjectively supported this conclusion by stating that in most instances they had felt prepared for their first teaching assignment.

From the results of the survey it would be safe to conclude that Milwaukee State Teachers College men graduates had not entered teaching primarily to strive for administrative positions and their retention in the profession was not motivated by the urge to become administrators. However, among the men who had remained in the profession there was a tendency for them to become administrators. There would appear to be several explanations for the existence of this condition. When thinking in terms of administrative positions men have had a definite advantage over women. Therefore, the Milwaukee State Teachers College men graduates would find themselves in the position of being given consideration for administrative jobs without having necessarily been interested in or having applied for these jobs. Also, there have been indications that men entered administration because of its financial rewards. Frequently these positions have been on a 12 month basis and this adds to their attractiveness.

This survey had attempted to check the effect of a limited number of family background factors on the retention of Milwaukee State Teachers College men graduates in the teaching profession. The conclusion was reached that these factors had no influence on the retention of Milwaukee State Teachers College men graduates in the teaching profession. The occupations of the fathers of the men returning the

questionnaires would give some insight as to the economic status of the family. However, the findings were inconclusive as to whether this had influenced the retention of these men in the teaching profession.

Military service had influenced the returns concerning whether men had taught immediately upon graduation. Thus, even though a significant probability had been found it would be very doubtful if the conclusion reached was valid.

As explained in the summary attitudes toward retention in the profession because of a possible depression or recession was impossible to determine because the economic situation today had made it difficult to approach this problem. The only way this factor could be studied would be through the actual choices made if a depression were to develop.

To summarize the content of this chapter a listing of the principal conclusions drawn from this study follows:

1. Something should be done to retain men in the teaching profession.
2. A qualitative as well as a quantitative approach to the problem is necessary.
3. Higher salaries should be obtained in order to retain men in the teaching profession.
4. The teaching profession should be made more attractive.

5. A longer period of training for the teaching profession should be considered.
6. The teaching profession should receive a higher proportion of the Milwaukee State Teachers College men graduates with academic proficiency and extra-curricular participation.
7. Steps should be taken to improve the quality of school administration.
8. Personal factors such as community restrictions, politics, etc. do not play as important a part in causing men to leave the profession today as compared to 15 or more years ago.
9. The men who remain in the profession should be imbued with a love of children and should have an understanding of child growth and development.
10. Guidance is needed both before and during college matriculation to influence the retention of men in the teaching profession.
11. Men should be encouraged to continue to grow educationally after they have graduated and accepted a teaching position.
12. Human relationships are the basis for teaching especially in the community school.
13. There are positive and negative aspects to the problem of tenure and its desirability for men teachers.

14. An upheaval such as military service had not materially affected the retention of Milwaukee State Teachers College men graduates in the teaching profession.
15. There was greater stability among the Milwaukee State Teachers College men graduates who had graduated in the earlier years of the survey.
16. The music division at Milwaukee State Teachers College had the highest retention rate among the men graduates.
17. Milwaukee State Teachers College men graduates believed that their training was adequate and they had a tendency to remain in the area for which they had trained.
18. Milwaukee State Teachers College men graduates should be given training in administration because there is a tendency for the men who remain in teaching to become administrators.
19. Family background factors had not influenced Milwaukee State Teachers College men graduates to remain in teaching.
20. There may be an advantage to having men graduating and entering teaching at an age above the average for college graduation.

CHAPTER VII

RECOMMENDATIONS

As a result of the conclusions drawn from this survey, it became evident that certain recommendations should be made. The purpose of this chapter is to list and briefly discuss the recommendations which are an outgrowth of this study. While the findings of this study can be related specifically only to Milwaukee State Teachers College men graduates the recommendations have a wider scope and are directed to the entire teaching profession.

1. Milwaukee State Teachers College and all teacher training institutions should conduct periodic follow-ups on their graduates. It would be particularly important to check on the graduates after their first year of teaching. Information concerning the new teacher's problems and his attitude toward the profession after a year of teaching would keep the colleges informed concerning the probable needs of their graduates. Administrators should be contacted to determine how the new teachers have adjusted to the teaching situation and to furnish the college with information concerning the needs of their graduates from the employers' viewpoint. If administrators were contacted

regularly it would be possible to set-up standards by which the success of the teachers could be gauged.

It is recognized that very few colleges could afford to survey all of their graduates each year. However, it would seem to be necessary that every graduate receive a card each year to verify his present address and to indicate if a job change has taken place. This should insure the success of any follow-ups which were undertaken. It would seem reasonable that a survey of all graduates be undertaken every five years. The information received should be very valuable and should enable the college to more effectively meet the needs of its graduates.

2. A similar study should be conducted in the near future. If possible, several colleges in different locales should be studied. It would be advantageous to use similar techniques in conducting the study because in this way it would be possible to make generalizations which cannot be drawn from one study. Serious consideration should be given to using check list rather than open-end questions to obtain opinions concerning reasons for remaining in or leaving the profession.

3. It should be valuable to have an analysis of the psychological effect on students of having a lesser or greater number of men on a school faculty. This would not be meant to determine whether men teachers or women teachers

had a better effect on children. The purpose of this study would be to determine the changes in attitudes of children as a result of having a given number of men on the faculty. This study would be in the province of the educational psychologist. To date we have the opinions of psychiatrists and psychologists that men are needed in the schools but no studies have been made to show the effect upon children of having men teachers in the schools.

4. A study closely related to the above study would be one to determine the way in which men should be distributed in our school systems. The proportion of men to women has always been greatest in the colleges and has grown less as we went down the educational ladder until on the kindergarten level there were no men teachers. It might be questioned if this distribution were desirable. For instance, should more men train for the primary level? In the period from 1932-1946 Milwaukee State Teachers College graduated one man from the kindergarten primary area. It would be an interesting as well as a valuable study that would undertake to determine what changes should be made in the present distribution of men in the profession.

5. The teaching profession through the National Education Association and its state and local affiliates should continue its publicizing the need for teachers. The campaign should particularly be set-up to encourage young men to enter the profession.

In making the general public aware of the need for more trained teachers the profession should continue to stress the need for increasing teachers' salaries. It is only through such efforts that it will be possible for men to remain in the teaching profession. It should not be necessary for men to obtain part time jobs in order to raise their total income to a level which would make it possible for them to continue in their profession. The public should be shown that it is not economically sound to have teachers who cannot have time for adequate preparation of daily lessons and who do not have the time for recreational and cultural activities which are necessary for a well rounded life. The friends of education should help teachers to show members of the community that paying teachers an adequate salary is not only an economic necessity but is essential to the maintenance of our democracy. It is especially essential that men remain in teaching and make a career of it.

In making the need for more teachers with adequate salaries known to the public the teacher organizations must make it clear to the public that not only the quantity aspect but also the quality aspect of the problem is being considered. The great need is for career teachers who will be well grounded in the principles of child growth and development.

6. Teacher organizations should continue to support tenure movements. While this study has shown that tenure

has not played an important part in retaining men in the teaching profession economic reversals might considerably alter the significance of tenure. A favorable publicity program and increased teacher participation in community affairs should be a strong influence in seeing that teachers are given tenure.

As a corollary to continuing efforts on behalf of teacher tenure, the teacher organizations must continue to develop an awareness among teachers that the public must be shown that teacher tenure will not diminish the quality of teacher services. If this could be done teacher tenure could become a positive force in keeping men in the teaching profession and also be well received by members of the community.

7. Milwaukee State Teachers College and all teacher training institutions should enlarge the scope of their guidance activities. There is a need for more men in the profession but these men should be found among the best qualified individuals from an academic, social, and emotional viewpoint. Only men who want to teach should complete teacher training. A good guidance program could help to carry on a continual evaluation of teacher candidates. The sooner that the unfit are eliminated the better it would be for the profession and also for the individual concerned.

A good guidance program should reach into the high school and assist guidance personnel in this institution to

select teacher training candidates by properly evaluating their interests, aptitudes, and abilities. If this were properly done no students would enter a teacher training program unless they were interested in and had the potential for being teachers. This program of evaluation should continue all through college and by the time the senior year was reached only the men with the potential for becoming good teachers would enter practice teaching.

The guidance program of a college should include a testing program. The tests used should be constantly evaluated to determine how effectively they are gauging teaching success. However, it must be realized that tests are only one factor in predicting teacher success.

8. The profession should continue to attract the best talents available. This will be exceedingly difficult until a five year program for teacher training is established. This should increase the prestige of the profession. In addition to the five year program a program of continual educational growth should be established. This would include graduate work which this study has shown strengthened the retention of Milwaukee State Teachers College men graduates in the teaching profession.

In addition, the profession should publicize the opportunities available to "top notch" men in the teaching profession. Articles should be written for popular magazines

in which the characteristics needed to qualify for top level educational positions are set forth. Local papers should be urged to publish stories concerning the teachers in the community. The varied contributions of these educational leaders should be stressed in such a way that young men choosing a career will find teaching equally as challenging as other professions.

9. The "master" teacher concept should be fostered. The present survey has shown this to be a necessity. The Milwaukee State Teachers College men graduates had not indicated a desire to become administrators and yet approximately one out of four men had become administrators. If the men who were not interested in administration could strive for financial rewards in teaching which were comparable to administrative salaries, it would be beneficial to the profession. The men who would prefer teaching could strive to reach the position of "master" teacher. The "master" teachers should furnish leadership among their colleagues, give assistance to new teachers, and provide a superior educational program for the children in their classes. These men working with administrators in the development of a well integrated educational program should ease the problems of school administrators and serve a useful and more self-satisfying purpose without of necessity becoming school administrators. These "master" teachers should receive financial rewards comparable

to those of administrators. It is important to remember that a good teacher does not necessarily make a good administrator. Teaching and administration are two separate spheres and both are necessary to insure a well rounded education for the youth of a democracy.

10. Men teachers should be encouraged to get other occupational experiences. It would be a real asset to men teachers if they could have at least several occupational experiences outside of the teaching profession. The Milwaukee State Teachers College men graduates showed a slight tendency to be a bit older at graduation than the average college graduate. This was good because it indicated that they had had some occupational experiences prior to college entry. If men do not have any occupational experiences prior to entering college, summer vacations are good times to obtain these experiences. Once in the teaching field it would be worth while to use several summers for acquiring new work experiences.

A variety of occupational experiences should be particularly valuable for men who are contemplating entering the guidance area. The association with people on various social and economic planes should make the experience more valuable than learning the actual processes involved in the job performed. This association should also aid in understanding the family background of the children seeking

counsel. Again and again the fact becomes apparent that an understanding of human relations is a key factor in teaching and related fields.

11. Men teachers should be encouraged to become an integral part of the community. They should live in the community in which they teach. Membership in local organizations should be sought by these men. If possible, they should become active in providing leadership for a children's organization such as the Boy Scouts, Cub Scouts, or Y. M. C. A. play groups. These men should also take an interest in the affairs of the community. In doing these things the men teachers can become real leaders and an asset to both the school and the community. If men can be made to feel that they "belong" they will be more apt to want to stay in teaching. It would be in an environment such as this that the community school concept could prosper and thrive. In communities where men are able to participate in the ways mentioned above, they become integral parts of the community and are not considered to be servants of the community.

12. Educators should strive to hire men teachers on a 12 month basis. This would allow the communities to fully utilize the talents of these men and provide a continuity in the educational program which is frequently lacking when teachers are employed for nine or ten months of the year. The fact that this would place the men on a more secure

financial basis should be reflected in their general outlook on life and this in turn should eliminate tensions which would undoubtedly improve their teaching. It should be the aim of every educational leader to convince the people in the community that hiring men teachers on a 12 month basis would not only be a good financial investment but should provide numerous additional educational experiences for their children which could not be measured in dollars and cents but in terms of human values would be very worth while.

13. A training program should be established for school administrators that should help to change the attitude of teachers toward administrators. In chapter VI the characteristics of a school administrator as outlined by The National Conference of Professors of Educational Administration were listed. Any training program that was established must keep these characteristics in mind. In short, democratic school administration which involves a cooperative venture and thus utilizes the contributions of teachers, children, people of the community, and administrators must be established. As people work together cooperatively in solving mutual problems an understanding evolves which eliminates many of the misunderstandings which are prevalent in numerous school systems.

14. Administrators should be freed of clerical burdens so that they can devote more time to working with teachers.

It is especially important that they have sufficient time to devote to the problems of first year teachers. If the principal had the time to fully discuss these problems with the neophyte as they arise these problems would be seen in the proper perspective before they became insurmountable obstacles. This would mean that men who otherwise might become discouraged and leave the profession would remain and become career teachers.

15. It is imperative that we capitalize on the "idealistic" responses given by the men in this as well as previous surveys. Men who are going to devote their lives to the teaching profession must be motivated by responses such as: like to work with children, like teaching, opportunities to serve, personal satisfaction and challenged by the work. Salaries can be increased and working conditions improved but along with these changes a teacher must retain the vision that teaching is intrinsically worth while. The welfare of children must always be the first and most important concern. The men graduates of Milwaukee State Teachers College as judged by their responses have this concern for the welfare of children. It is the duty of this college and all teacher training institutions to imbue their teacher candidates with this feeling toward children. Teaching is an important job and it needs young men and women who love children and have a respect for the individual personality.

APPENDIX

I Covering Letters

II Questionnaire

The State of Wisconsin

STATE TEACHERS COLLEGE

MILWAUKEE 11, WISCONSIN

July 1, 1950

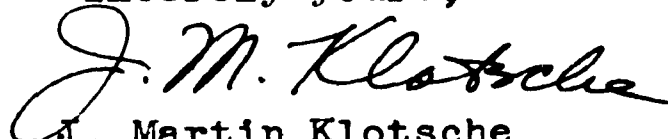
Dear Alumnus:

I am very happy to report that Mr. Ralph Graetz, class of 1938 is undertaking a research study in connection with his graduate work at Michigan State College which I feel will be of inestimable value to this institution as well as to all people who are interested in improving the teaching profession. We are all agreed I am sure that we want to get the best people possible into the teaching profession for there is nothing more important than a good education for all of our children. While we are in agreement on this objective we do not have all of the data and information necessary to give proper consideration to this problem.

It is for this reason that I feel that Mr. Graetz's study is of such tremendous importance for his findings should throw considerable light upon those factors which hold people in the teaching profession and those which cause them to leave it.

I would like each person who receives a copy of this questionnaire to know that this study has my personal support and that of the members of the College staff who are vitally interested in the training of teachers. Your earnest cooperation is solicited in filling out this questionnaire for the results of Mr. Graetz's effort should give all of us a better understanding of the problem that deeply concerns us all.

Sincerely yours,


J. Martin Klotsche
President

JMK'ES

Milwaukee, Wisconsin
July 1, 1950

Dear Alumnus:

I am writing to ask your assistance in conducting a survey of male graduates from Milwaukee State Teachers College. This survey has a twofold purpose: (1.) to determine what field of work men have entered since graduation and (2.) to find what factors are affecting the retention of men graduates in the teaching profession. In other words this is an attempt to ascertain how many men remain in the teaching profession after being trained for this field of work.

The study will be successful only if you as a graduate of Milwaukee State Teachers College carefully answer the enclosed questionnaire. If there is any question which you do not want to answer, please omit it. However, you can be assured that any material released as a result of this study will not reveal the identity of the individual participants in this survey. The study will give a composite picture of the findings and will not center around the individual responses. Therefore, its value will be greatly enhanced if you answer all of the questions.

The authorities at Milwaukee State Teachers College feel that this will be a significant study for their institution and the graduate committee at Michigan State College feels that it will make a definite contribution to education. There seems to be unanimity of agreement that outstanding men should be attracted to and retained in the teaching profession. This study should reveal some of the problems that are involved in engendering interest in educational leadership.

May I have a reply to this questionnaire at an early date? A stamped addressed envelope is enclosed for your convenience. I shall be very grateful for your cooperation.

Sincerely yours,


Ralph C. Graetz

Milwaukee State Teachers College
Research Project

Name _____ Year of Graduation _____

Married _____ Single _____ Divorced or Separated _____ Widower _____
No. of children _____

. Father's place of birth. State _____ Nation _____

. Mother's place of birth. State _____ Nation _____

. Father's occupation. _____

. Did your mother ever teach school? Yes _____ No _____

. Check the division from which you graduated. Art _____ Music _____
Elementary _____ Exceptional _____ Secondary _____

. What majors and minors did you have? Majors _____
Minors _____

. List the extracurricular activities in which you participated while in college.

Art Groups _____

Athletics _____

Class Offices _____

Debate _____

Dramatics _____

Honorary Fraternities _____

Honors _____

Journalism _____

Language Clubs _____

Musical Groups _____

Religious Groups _____

Service Fraternities _____

Science Clubs _____

Social Fraternities _____

Social Science Clubs _____

Student Government _____

Others _____

Home address at time of graduation. _____

City _____ County _____ State _____

. Your age at time of graduation. _____ Present age _____

. Did you enter Milwaukee State Teachers College specifically to prepare for a teaching career? Yes _____ No _____

. Have you done any graduate study? Yes _____ No _____

. Number of credits beyond the bachelor's degree?
Semester hours _____

. Have you obtained any advanced degrees? M.A. _____ M.E. _____
M.S. _____ Ph.D. _____ Ed.D. _____ Other _____

. Have you done any further college study to prepare for an occupation other than teaching? Yes _____ No _____

If "yes" is checked, name the occupation. _____

6. How many years have you been on your present position? _____

6. In which salary bracket does your present income fall?
Only include income from your full time occupation.

_____ under \$2500	_____ \$3500 to \$3999	
_____ \$2500 to \$2999	_____ \$4000 to \$4499	
_____ \$3000 to \$3499	_____ \$4500 to \$4999	_____ \$5000 and over

7. Do you supplement this income with part time work?

Yes _____ No _____

8. Does your wife work? Yes _____ Full time _____ Part time _____
No _____

9. Please indicate the number of years that you have spent in each of the following activities from the year of your graduation to the present date.

_____	teaching
_____	armed forces
_____	occupations other than teaching
_____	full time college attendance
_____	other
_____	Total (The total should be equal to the difference between your age at the time of graduation and your present age.)

20. If you have never taught what was the reason for not having done so? _____

21. If you have never taught what is your present occupation? _____

IF YOU HAVE NEVER TAUGHT DO NOT ANSWER ANY OF THE REMAINING
QUESTIONS

1. Did you teach immediately after graduation? Yes ☐ No ☐
If "no" is checked how long a period of time elapsed before
you accepted your first teaching assignment? _____

If "no" is checked please state why you did not enter teaching
at this time.

2. If you were in the armed forces were you teaching prior to
entering service? Yes ☐ No ☐

3. If you were in the armed forces did you return to teaching
immediately after discharge? Yes ☐ No ☐ If "no" is
checked state why you did not return.

If "yes" is checked state why you did return. _____

4. Did you have tenure prior to entering service? Yes ☐ No ☐

5. In what size community was your first teaching position?
☐ open country ☐ 5,000 to 9,999 ☐ 50,000 to 99,999
☐ under 2,500 ☐ 10,000 to 24,999 ☐ 100,000 and over
☐ 2,500 to 4,999 ☐ 25,000 to 49,999

6. In your first year of teaching did you meet problems for which
your teacher training had not adequately prepared you?
Yes ☐ No ☐ If "yes" is checked state what these
problem areas were.

7. Did you begin teaching in the area or subjects for which you
were: Prepared ☐ Partially prepared ☐ Not prepared ☐

8. What was your first teaching assignment? (State position held
and if in elementary, secondary, college, etc.)

9. In how many school systems have you taught? _____

QUESTIONS 31 THROUGH 36 ARE TO BE ANSWERED ONLY BY MEN WHO
NOW IN THE TEACHING PROFESSION (THIS INCLUDES ADMINISTRATORS,
SUPERVISORS AND SPECIAL SERVICE POSITIONS)

Why have you remained in teaching? Please be specific.

What is your present assignment? (State position held and if
in elementary, secondary, college, etc.)

In what size community center is your present teaching position?

<input type="checkbox"/> open country	<input type="checkbox"/> 5,000 to 9,999	<input type="checkbox"/> 50,000 to 99,999
<input type="checkbox"/> under 2,500	<input type="checkbox"/> 10,000 to 24,999	<input type="checkbox"/> 100,000 and over
<input type="checkbox"/> 2,500 to 4,999	<input type="checkbox"/> 25,000 to 49,999	

Do you have tenure? Yes ☐ No ☐

Are you contemplating leaving the teaching profession in the
near future? Yes ☐ No ☐ Uncertain ☐

If you checked "yes" in question 35 would an impending depression
change this decision? Yes ☐ No ☐ Uncertain ☐

THE REMAINING QUESTIONS ARE TO BE ANSWERED BY ALL MEN WHO
LEFT THE TEACHING PROFESSION AT ANY TIME EXCEPT THOSE WHO
LEFT ONLY FOR MILITARY SERVICE

Why did you leave the teaching profession? Please be specific.

Did you ever return to teaching after having left it?
Yes ☐ No ☐ If "yes" is checked please state the reason
for returning to teaching. Please be specific.

If "no" is checked, would you try to return if a serious
depression were impending? Yes ☐ No ☐ Uncertain ☐

If "no" is checked in the initial statement in question 38 how many different positions have you had since leaving the teaching profession? _____ List the names of these positions in the order in which you have held them.

What educational position did you hold when you left teaching?
(State position held and if in elementary, secondary, college, etc.)

4. Did you consider yourself a successful teacher? Yes _____ No _____
Uncertain _____

5. Did you have tenure when you left teaching? Yes _____ No _____

6. Mark with a 1 your beginning salary as a teacher and with a 2 the salary you received during your last year of teaching.

_____ under \$1500	_____ \$2500 to \$2999	_____ \$4000 to \$4499
_____ \$1500 to \$1999	_____ \$3000 to \$3499	_____ \$4500 to \$4999
_____ \$2000 to \$2499	_____ \$3500 to \$3999	_____ \$5000 and over

7. What year did you begin teaching? _____

8. What year did you leave teaching? _____

9. What is your present occupation? _____

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