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## ABSTRACT

This report is the third in a series devoted specifically to compiling comprehensive and timely information about public school teachers. The material in the document reflects data gathered from a nationwide questionnaire survey of samples of teachers in both elementary and secondary schools. The object of this report is to provide an account of the status of the American teaching profession at the beginning of the 1970's as well as of the changes that have occurred during the 1960's. The report is organized in eight sections, the first four of which concern different aspects of the teachers' professional lives. Two more sections cover their personal, civic, and community lives. One of these sections deals specifically with the characteristics of teachers as individuals and members of families and their economic status, while the other of these two sections deals with teachers' relations with their communities and their activities as citizens. The concluding section gives a compilation of data from preceding sections in the form of selected profiles describing the elementary teacher, the secondary teacher, the man teacher, and the woman teacher. The appendixes include (1) a technical note on sampling variation and the interpretation of statistical data, (2) a reproduction of the questionnaire used in the survey, and (3) complete tabulations of responses to all questions in the order of their occurrence in the questionnaire. Tables accompanying the text are for the most part confined to reporting trend data and combining selected material from the last appendix with comparable data from 1961 and 1966.  
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RESEARCH REPORT 1972-R3

# Status of the American Public-School Teacher, 1970-71

EA 004 437

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Research Report 1972-R-3: *STATUS OF THE AMERICAN PUBLIC-SCHOOL TEACHER, 1970-71*

Project Director: ELIZABETH C. MOFFATT, *Senior Staff Associate*

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## FOREWORD

The NEA Research Division's studies of the status of the American Public-School Teacher represent a quinquennial census of the teaching profession, providing basic data on the professional and personal characteristics of teachers, the current status of their teaching conditions, their home and family life, economic status, and civic and community activities. Comparative data over a period of years provide identification of developing trends in the composition of the profession, the characteristics of teaching service, and the position of teachers in society. This information should be helpful to professional associations in the conduct of professional negotiations, development of legislative programs, and planning services to meet the needs and interests of their members, as well as to public officials and laymen concerned with the life and work of public-school teachers in the United States.

The current report presents data on the status of teachers in school year 1970-71 and on trends during the period 1961 to 1971, a decade marked by change no less in education than in other areas. Two changes may be briefly noted here:

- The continuing rapid expansion of the profession during the 1960's has brought into teaching a considerable number of new teachers, the addition of whom has contributed to making the teaching profession younger, more dynamic, and more professional.
- The widespread adoption of professional negotiations during the second half of the 1960's has contributed not only to a partial rise in the economic status of teachers but also improvements in teaching conditions.

It is hoped that the findings presented in this report will assist in identifying problems and opportunities for future positive developments in the teaching profession.

GLEN ROBINSON  
Director, Research Division

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## HIGHLIGHTS

Highest degree held	1961	1966	1971	College credits earned in last 3 years	1961	1966	1971
		Percent				Percent	
Less than bachelor's	14.6	7.0	2.9	Percent having earned credits:			
Bachelor's	61.9	69.6	69.6	All teachers			61.1
Master's or six years	23.1	23.2	27.1	Men			68.3
Doctor's	0.4	0.1	0.4	Women			57.4
				Mean number of semester hours earned:			
<b>Median years of experience</b>				All teachers			9
Total years of experience				Men			12
All teachers	11.0	8.0	8	Women			7
Men	7.1	6.5	8				
Women	14.2	10	8	<b>Median age</b>			
Years in present system:				All teachers	40.9	36	35
All teachers	6.2	5	5	Men	33.6	33	33
Men	4.6	4	5	Women	45.5	40	37
Women	7.4	5	5				
				<b>Race</b>			Percent
<b>Teachers teaching for first year</b>		Percent		Black			8.1
All teachers	8.0	9.1	9.1	White			88.3
Men	10.9	8.1	9.8	Other			3.6
Women	6.6	9.6	8.8				
				<b>Sex and marital status</b>			Percent
<b>Distribution of teachers by school level</b>		Percent		Men	31.3	31.1	34.3
Elementary	56.9	52.5	52.7	Single	5.4	6.2	5.2
Elementary-secondary combinations	1.6	2.3	1.2	Married	25.2	24.3	27.9
Junior high school	15.2	14.8	15.6	Widowed, divorced, separated	0.7	0.6	1.1
Junior-senior high school	6.6	6.9	4.6	Women	68.7	69.0	65.7
Senior high school (3-year and 4-year)	19.7	23.5	26.0	Single	16.9	15.8	14.2
				Married	42.8	44.8	44.0
				Widowed, divorced, separated	9.0	8.4	7.5
				<b>Percent with employed spouses (full or part time)</b>			Percent
<b>Distribution of secondary teachers by subjects taught</b>		Percent		All teachers	49.5	51.0	54.4
Agriculture	2.6	1.6	0.6	Men	32.4	35.7	44.9
Art	2.2	2.0	3.7	Women	57.3	57.9	59.4
Business education	7.6	7.0	5.0	Married teachers	73.2	73.9	75.8
English	19.0	18.1	20.4	Married men	40.5	45.7	55.1
Foreign language	4.1	6.4	4.3	Married women	92.5	89.1	88.9
Health and physical education	8.2	6.9	8.3				
Home economics	5.1	5.9	5.1	<b>Teachers' children</b>			Percent
Industrial arts	5.5	5.1	6.2	Percent who have children:			
Mathematics	11.4	13.9	14.4	All teachers	58.0	57.6	56.8
Music	1.7	4.7	3.8	Men	70.8	66.0	65.6
Science	11.7	10.8	10.6	Women	52.2	53.8	52.1
Social studies	12.9	15.3	14.0				
Special education	0.3	0.4	1.1	<b>Home and car ownership</b>			Percent
Other	1.0	1.9	1.0	Own home		61.6	66.9
Two or more subjects, teaching each half-time or less	6.7	*	*	Own car		95.9	94.8
				One car		58.5	47.6
				Two cars		35.3	43.6
				Three or more cars		2.1	3.6

\*Excluded from this tabulation.

Mean annual contract salary*	1961	1966	1971
All teachers	\$5,264	\$6,253	\$ 9,261
Men	5,568	6,639	9,854
Women	5,120	6,077	8,953

\* 1961 figures include, 1966 and 1971 do not include, extra pay for extra duties.

#### Total income (including spouse's if married)

All teachers	15,021
Single teachers*	10,385
Married teachers	17,093
Married men	15,006
Married women	18,510

\* Includes widowed, divorced, separated.

#### Pupil load

Elementary teachers:			
Mean number of pupils in class	29	28	27
Secondary teachers:			
Mean number of periods taught per day	5	5	5
Mean number of pupils taught per day	138	132	134

#### Lunch period

Mean number of minutes:			
All teachers	40	38	37
Elementary	44	41	39
Secondary	35	35	34
Percent of teachers who eat lunch with pupils:			
		Percent	
All teachers	38.8	46.9	30.5
Elementary	50.5	62.8	40.5
Secondary	23.1	29.4	19.6

#### Secondary teachers' unassigned periods per week

		Percent	
No unassigned periods	21.4	22.9	19.4
1-4 unassigned periods	9.5	7.3	5.5
5 or more unassigned periods	69.1	69.8	75.0

#### Mean number of hours per week spent on all duties

All teachers	47	47	47
Elementary	49	47	46
Secondary	46	48	48

#### Length of school year

Classroom teaching days:			
Mean number of days:			
All teachers	181	181	181
Elementary	181	181	181
Secondary	180	181	181
Mean number of non-teaching days:			
All teachers	5	4	4
Elementary	4	4	4
Secondary	5	5	5

#### Size of school staff

Mean number of classroom teachers:			
All teachers	39	42	42
Elementary	23	25	25
Secondary	57	61	61
Mean number of additional professional personnel in school:			
All teachers	7	7	7
Elementary	4	4	4
Secondary	9	9	9

#### Teachers with male principals

	Percent
All teachers	89.1
Elementary	80.3
Secondary	98.8

#### Race of principal

	Percent
Black	5.7
White	91.7
Other	2.7

#### Race of majority of pupils taught

	Percent
Black	12.3
White	84.1
Other	2.0
No racial majority	1.7

#### Economic class of majority of pupils taught

	Percent
Upper class	0.9
Upper middle class	21.9
Lower middle class	36.8
Lower class	15.2
Mixed economic classes	25.2

#### Type of community where school is located

	Percent
Urban	34.4
City—250,000 or more population	20.8
Inner core	10.6
Other part of city	10.2
City—less than 250,000 population	13.6
Suburban	24.4
Rural or small town	41.2
Small town	28.0
Rural	13.2

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## I. INTRODUCTION

THE CONTINUING NEED for comprehensive and timely information about the public-school teachers of the United States led the NEA Research Division in 1956 to initiate a series of reports devoted specifically to this purpose. Every five years since that date, the division has conducted questionnaire surveys of nationwide samples of teachers in public elementary and secondary schools, covering various aspects of the teacher's professional, family, and civic life. Over the years as changes have occurred in the life of the nation and in education, the questionnaire has undergone revision and updating, so as to provide data of contemporary relevance as well as continuing information on matters of lasting importance to the teaching profession.

The most recent of these surveys was conducted in spring 1971. Results are reported here, together with selected comparative data from previous studies. The object of the report is to give an account of the status of the American teaching profession at the beginning of the 1970's and of the changes that have occurred during the 1960's.

### Sampling Procedures

Selection of participants for the survey was accomplished by means of a two-stage sample design. The first stage was a probability sample of school systems drawn from a comprehensive file of public school systems, classified by enrollment into nine strata; each stratum was represented in the first-stage sample. Superintendents of the 406 school systems selected received a request for the directory or roster of teachers in the system for the current year, or in the case of some large school systems, for a random sample of teachers. All the superintendents in the sample responded with usable lists of names.

From these lists the second-stage sample was selected by using a sampling fraction that resulted in a self-weighting sample of 1,889 teachers. Each teacher in the United States had a 1-in-1,000 chance of being selected.

### Questionnaire

In February 1971, a four-page, 64-item questionnaire was mailed to all teachers in the sample. Thirty-nine of the items on the questionnaire were identical with or closely similar to questions asked in one or more of the previous surveys. The questionnaire was composed of nine sections, as follows: (a) Professional Preparation, (b) Teaching Experience, (c) Present Teaching Assignment, (d) The Teacher and His Family, (e) The Teacher and the Community, (f) Professional Growth Activities, (g) Economic Status, (h) Retrospect and Prospect (on teaching career), and (i) Professional Satisfaction and Problems. The questionnaire is reproduced in full in Appendix B.

### Follow-ups and Responses

Over a period of 12 weeks after the initial mailing, five follow-ups were conducted, resulting in a return of 1,592 questionnaires. Among these were a few respondents who could not be classified as classroom teachers according to the Research Division's definition of this term. For the purposes of this and other Research Division studies, a classroom teacher is one who is employed at least half-time during regular school hours in classroom teaching. Elimination of nonclassroom teachers produced an adjusted sample size of 1,819, of which the 1,533 usable replies received represent a response rate of 84.3 percent. See Table A.

### Analysis of Data

Data were analyzed with reference to the following characteristics of respondents: sex, age, geographical region, size of school system, and school level (elementary-secondary). Table B gives the composition of the sample with regard to these subgroups.

Distribution of responses has not been reported for subgroups consisting of fewer than 250 respondents because of the larger sampling

error involved. Means and medians, however, are reported wherever applicable except for subgroups of fewer than 100.

#### Related Studies

The two previous studies in this series, conducted in 1961 and 1966, offer comparable data on a number of items. Data from the 1956 study have not been included in this report for comparative purposes because of the difference in sampling methods in use at that time. Data from the 1961 survey were analyzed on slightly different bases from those used later; the 1961 study, however, does provide comparable data for subgroups based on sex and school level. The extensive analysis of data made in 1966 enables comparison in most cases with all 1971 subgroups reported.

In addition to conducting a national survey in 1971, the NEA Research Division also cooperated with 14 NEA-affiliated state education associations in surveying the status of teachers in Alabama, California, Florida, Georgia, Kansas, Kentucky, Michigan, New Jersey, Ohio, Pennsylvania, South Carolina, Tennessee, Washington, and Wisconsin. State questionnaires were developed by adapting the national questionnaire, and data were

**TABLE A.—SAMPLE AND RESPONSE, SURVEY OF STATUS OF AMERICAN PUBLIC-SCHOOL TEACHERS, 1970-71**

Group	Number or percent
1	2
Sample size—number of questionnaires mailed . . . . .	1,889
Number returned and identified . . . . .	1,592
Number of replies from persons selected in the sample who were not currently classroom teachers . . . . .	58
Adjusted sample size, omitting the estimated total number other than full-time classroom teachers . . . . .	1,819
Number of usable replies from full-time classroom teachers . . . . .	1,523
Percent of response, based on adjusted sample size . . . . .	84.3

**TABLE B.—COMPOSITION OF SAMPLE BY SUBGROUPS**

Item	Number	Percent
1	2	3
<b>SEX</b>		
Men . . . . .	526	34.3
Women . . . . .	1,007	65.7
<b>AGE</b>		
Under 30 . . . . .	562	37.1
30-39 . . . . .	345	22.8
40-49 . . . . .	270	17.8
50 or more . . . . .	338	22.3
<b>GEOGRAPHICAL REGION*</b>		
Northeast . . . . .	351	22.9
Southeast . . . . .	310	20.2
Middle . . . . .	498	32.5
West . . . . .	374	24.4
<b>SCHOOL SYSTEM SIZE</b>		
25,000 or more enrollment . . . . .	432	28.2
3,000-24,999 enrollment . . . . .	689	44.9
Less than 3,000 enrollment . . . . .	412	26.9
<b>SCHOOL LEVEL</b>		
Elementary . . . . .	807	52.6
Secondary . . . . .	726	47.4

\*NORTHEAST—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, SOUTHEAST—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, MIDDLE—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, WEST—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

processed by the NEA Research Division. State associations will issue their own reports of findings, which are therefore not included in this report.

#### Organization of the Report

This report is organized in eight sections including this introduction. The first four sections

following the introduction concern different aspects of the teacher's professional life, as follows: (II) Professional Background, covering preparation and experience; (III) Teaching Assignment, including characteristics of the teacher's present position and conditions of service and characteristics of the school's staff and pupils; (IV) Professional Growth; and (V) Attitudes Toward the Profession. Two more sections, VI and VII, cover, respectively, the teacher's personal life and his civic and community life. The former reports on the characteristics of teachers as individuals and members of families and on their economic status. The latter deals with teachers' relations with their communities and their activities as citizens. The concluding section (VIII) gives a compilation of data from preceding sections in the form of selected profiles describing the elementary teacher and the secondary teacher, the man teacher and the woman teacher.

In addition, three appendixes include the following material: Appendix A is a technical note on sampling variation and the interpretation of statistical data; Appendix B reproduces the questionnaire used in the survey; and Appendix C gives complete tabulations of responses to all

questions in the order of their occurrence in the questionnaire.

Each of the six sections (II-VII) which report results opens with a brief summary of major findings and trends in the area under discussion. These are subsequently discussed in more detail, together with additional points the importance of which does not warrant their inclusion in the summary. To avoid unnecessary repetitions, material included in the appendixes is not reproduced in conjunction with the text. Therefore, the reader is repeatedly referred to the appropriate sections of the appendixes for the exact wording of questions and for complete tabulations of responses. Tables accompanying the text are for the most part confined to reporting trend data, combining selected material from Appendix C with comparable data from 1961 and 1966.

#### Caution

In using these data, the reader is advised to keep in mind that they are sample results and therefore small differences may not be statistically significant. Appendix A should be consulted for assistance in interpreting doubtful points.

## II. PROFESSIONAL BACKGROUND

### Summary of Major Findings and Trends

- Nondegree teachers almost entirely disappeared from the profession during the 1960's. Ninety-seven percent of 1971 teachers hold at least a bachelor's degree. Bachelor's degrees increased in the first half of the decade, master's degrees in the second half.
- Men continue to have academic qualifications superior to those of women, but women have improved their credentials greatly in the past decade, with a large increase in bachelor's degrees and a small increase in master's degrees.
- Small school systems still lag behind large and medium-size systems in the preparation level of their teachers but show some signs of catching up. Nondegree teachers in small systems have been greatly reduced since 1966, but higher degrees are still sparser than in medium or large systems.
- Two teachers in 5 have received their highest degrees within the past five years.
- An increasing majority of teachers have obtained their degrees from public institutions. Three-fourths of all bachelor's and of all master's degrees held by 1971 teachers came from public institutions.
- Thirty-five percent of the 1971 teaching force entered the profession within the previous five years.
- About 1 teacher in 10 was teaching for the first time during the 1970-71 school year.
- The collective experience of teachers decreased from a median of 11 to a median of eight years during the past decade.
- Men teachers have more experience than they did 10 years ago; women teachers have less. The median for both sexes is now the same.

- Large and medium systems have more experienced teachers than small systems, but the experience of teachers in large systems has decreased in the past five years.
- About half of all teachers have taught in more than one school system.
- Approximately 3 teachers in 8 have moved from one school system to another in the state where they are now teaching. One teacher in 5 has moved across state lines during his career, and 1 teacher in 9 has lost retirement credit because of interstate mobility.
- Broken service is rarer among teachers than it used to be. Ten years ago more than half of all women teachers had had at least one break in service, but in 1971, 6 women in 10, and two-thirds of all teachers, reported no breaks in service.
- Nearly 9 teachers in 10 planned to continue teaching in the 1971-72 school year. The vast majority intended to continue in the same school system, but 5 percent planned to move to another system.

### Preparation

Questions 1, 2, and 3 concerned, respectively, the highest degree held by the teacher, the year in which the highest degree was received, and the type of institution from which each degree was received. See Appendix B, page 96, and Appendix C, pages 102-104.

*Highest degree held.* Table 1 shows the upgrading of teachers' preparation since 1961. The percentage of nondegree teachers decreased by about half from 15 to 7 percent from 1961 to 1966 and again by about half from 7 to 3 percent from 1966 to 1971. Teachers with the bachelor's as their highest degree rose from 62 to 70 percent between 1961 and 1966, but show no change

since: those with a master's degree or six years of preparation, having shown no significant change in the first half of the decade, have increased from 23 to 27 percent in the last 5 years.

The change has occurred chiefly among women, raising them to the same level of minimum qualification as men. In 1961, 1 woman in 5 lacked a degree, but by 1971 almost all women (97 percent), like almost all men (98 percent), had at least a bachelor's degree. The increase in women with a master's degree or six years from 16 to 19 percent, though small, is statistically significant. Men teachers, however, still greatly exceed women in the proportion with advanced degrees.

Because men teachers are concentrated in secondary schools, the upgrading of teachers' academ-

ic credentials has had greatest impact at the elementary level where most teachers are women. The proportion of elementary teachers without degrees has been reduced from about 1 in 4 in 1961 to 1 in 20 ten years later. Higher degrees also show an increase among elementary teachers but are still more prevalent at the secondary level.

Nondegree teachers have tended to comprise a larger proportion of the older teachers who entered the profession some time ago when lower standards of admission were in effect. In 1966, teachers without degrees amounted to 18 percent of those age 50 or older, a much larger percentage than found in any of the younger age groups. Retirement and replacement by better qualified younger teachers, combined with the imposition of degree require-

Table 1. Highest degree held

	Sex									School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than bachelor's	14.6	7.0	2.9	4.2	1.6	2.1	19.3	9.5	3.4	23.8	12.9	4.6	2.3	0.6	1.1
Bachelor's	61.9	69.6	69.6	55.1	63.2	54.8	65.1	72.6	77.4	62.2	71.4	74.5	61.6	67.7	64.2
Master's or six years	23.1	23.2	27.1	39.8	34.8	42.6	15.5	17.9	19.0	13.9	15.7	20.9	35.4	31.5	33.9
Doctor's	0.4	0.1	0.4	0.9	0.4	0.6	0.1	...	0.3	0.1	...	...	0.7	0.3	0.8
Number reporting	1,881	2,344	1,533	590	730	526	1,291	1,614	1,007	1,071	1,230	807	810	1,114	726

	Age							
	Under 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Less than bachelor's	2.9	0.6	2.3	2.9	4.7	1.8	17.7	7.7
Bachelor's	86.3	83.8	67.2	62.6	57.8	60.4	58.9	61.4
Master's or six years	10.8	15.7	30.3	33.6	37.4	37.9	32.1	30.7
Doctor's	...	...	0.2	0.9	...	0.7	0.3	0.3
Number reporting	781	562	524	345	403	270	593	339

	School system size						Geographical Region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than bachelor's	2.5	1.4	4.2	2.6	14.2	5.1	7.1	3.7	4.3	1.9	12.3	4.6	3.4	0.8
Bachelor's	68.7	66.2	70.1	67.9	69.7	76.0	64.7	59.5	77.2	77.4	67.2	69.3	70.5	73.0
Master's or six years	28.3	31.9	25.7	28.9	16.0	18.9	28.0	35.9	18.2	20.0	20.6	26.1	26.2	25.9
Doctor's	0.5	0.5	...	0.6	...	...	0.2	0.9	0.4	0.6	...	...	...	0.3
Number reporting	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

ments, have reduced this percentage to 8 percent in 1971, which is still significantly larger than that found among younger teachers. A concomitant change has been the increase in advanced degrees among the oldest teachers, the proportion of which now approaches that found in the 30-39 and 40-49 age groups. A further sign of upgrading in teachers' preparation is the increase of master's degrees among teachers under age 30 from 11 to 16 percent in the past five years.

Small school systems showed a much larger percentage of nondegree teachers in 1966 than medium-size or large systems. This percentage has decreased considerably in the past five years, from 14 to 5 percent, but the proportion of teachers in small systems with degrees beyond the bachelor's, less than 2 in 10, is still much smaller than the approximately 3 teachers in 10 in medium and large systems who hold higher degrees.

Possession of at least a bachelor's degree is now in general about equally widespread geographically. A substantial decrease since 1966 in non-degree teachers in the Middle states has brought this region more into line with the rest of the country. Advanced degrees, however, vary in different regions. In the Northeast, teachers with a master's degree or six years have increased from 28 to 36 percent since 1966. This region now has the highest percentage of teachers with advanced degrees; the Southeast has the lowest percentage.

*Recency of degrees.* Table 2 compares the recency with which 1966 and 1971 teachers had received their highest degrees and shows little change between the two years. Since the question asked respondents just to indicate the year in which they had received their highest degrees without specifying whether the degree was a bachelor's

**Table 2. Recency of highest degree**

	1966	1971
Within previous 5 years . . . . .	41.2	43.0
6 - 10 years ago . . . . .	19.1	18.5
11 - 20 years ago . . . . .	17.9	20.1
More than 20 years ago . . . . .	14.8	15.4
Have less than bachelor's degree . .	7.0	3.0
Number reporting . . . . .	2,332	1,5523

**Table 3. Type of institution at which teachers prepared for degrees**

	1961	1966	1971
<b>BACHELOR'S DEGREE</b>			
Public . . . . .	69.5	70.6	76.3
Nonpublic . . . . .	30.6	29.4	23.7
Number reporting . . . . .	1,582	2,101	1,438
<b>MASTER'S DEGREE</b>			
Public . . . . .	...	66.1	76.1
Nonpublic . . . . .	...	33.8	23.9
Number reporting . . . . .	...	526	410

or higher degree, the more than 40 percent found obtaining degrees within the previous five years reflects both the influx of new teachers after completing their bachelor's and the concern of experienced teachers for continuing their education.

Men's degrees tend to be more recent than women's. Two factors may account for this: men are younger than women and they are more likely than women to obtain degrees beyond the bachelor's.

Although the recency of teachers' degrees naturally correlates with age, it is interesting to note that 22 percent of teachers age 50 or older received their highest degree within the past 10 years (i.e., at age 40 or later) and 9 percent within the past five years (i.e., at age 45 or later).

*Type of institution.* Classification of the type of institution at which a teacher prepared may be made on two bases: (a) whether the institution is publicly supported or not; and (b) whether it is primarily an undergraduate institution for the training of teachers or a comprehensive institution of higher education. On the first basis, Table 3 compares the type of institution from which bachelor's degrees had been obtained by 1961, 1966, and 1971 teachers and from which master's degrees were obtained by 1966 and 1971 teachers. Data show an increase between 1966 and 1971 from 71 to 76 percent in bachelor's degrees, and an even larger increase from 66 to 76 percent in master's degrees, taken by teachers at public institutions.

To classify institutions on the second basis, both public and nonpublic institutions were subdivided into colleges or universities with profes-



sional schools such as law and medicine and colleges or universities without such professional schools. A majority of bachelor's degrees, 64 percent, were found to have been received from undergraduate institutions without professional schools, while a majority of master's degrees, 58 percent, had been received from institutions with professional schools. The latter finding indicates that most teachers with advanced preparation for their profession have received that preparation in the same kind of professional atmosphere as the members of other professions. Such teachers, however, constitute only about 15 percent of the teaching profession as a whole.

**Experience**

An important factor to keep in mind in considering data on teaching experience is the over-all growth of the teaching profession during the 1960's. The total number of classroom teachers in public elementary and secondary schools, reported by the NEA Research Division's *Estimates of School Statistics*,<sup>1</sup> increased from 1,403,336 in

<sup>1</sup>*Estimates of School Statistics, 1971-72, page 13.*

1960-61 to 1,710,888 in 1965-66 and to 2,062,243 in 1970-71, for a total increase of 658,907 or 47 percent over the decade. Viewed from the terminal point of the decade, this means that 32 percent of 1971 teachers were filling new positions added to the profession during the preceding 10 years. The inevitable effect of such growth is to bring into the profession a substantial number of new teachers above and beyond those replacing former teachers lost by normal attrition. This has an obvious bearing on questions related to the length, variety, and continuity of experience shown by teachers as a whole.

*Length of service.* Questions 4 and 5 concerned, respectively, the year in which the teacher first began full-time teaching, and the number of years of experience he had had both in his total career and in the school system in which he was currently teaching. See Appendix B, page 96, and Appendix C, pages 105-107.

Table 4 compares the recency with which 1966 and 1971 teachers entered the profession, while Tables 5 and 6 give the 10-year trend in, respectively, the total length of teachers' experience

**Table 4. Recency of entry into teaching profession**

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Within previous 5 years	35.1	35.3	40.9	37.1	32.4	34.3	29.5	33.9	41.2	36.8
6 - 10 years ago . . . . .	16.7	18.4	26.6	22.7	12.1	16.1	13.7	14.8	20.0	22.3
11 - 20 years ago . . . . .	17.4	22.0	22.5	27.8	15.1	19.1	16.5	21.7	18.4	22.5
More than 20 years ago	30.9	24.3	9.8	12.4	40.4	30.5	40.3	29.6	20.5	18.3
Number reporting . . . .	2,335	1,525	728	525	1,607	1,000	1,223	802	1,112	723

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Within previous														
5 years . . . . .	31.5	37.1	37.2	33.2	34.8	36.7	39.3	37.6	31.3	30.9	36.2	37.9	33.1	33.2
6-10 years ago . . . . .	19.4	19.3	16.7	18.7	14.6	16.8	20.2	19.8	12.6	19.5	15.1	16.5	18.7	18.4
11-20 years ago . . . . .	22.7	25.7	17.0	23.0	14.0	16.8	16.2	22.4	18.2	22.1	16.2	18.4	19.0	26.7
More than 20 years ago . . . . .	26.4	17.9	29.1	25.0	36.6	29.7	24.3	20.1	37.8	27.4	32.5	27.2	29.2	21.6
Number reporting . . . .	556	431	1,030	683	749	411	555	348	514	307	677	496	589	374

Table 5. Total years of teaching experience, including current year

	Sex									School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
One year . . . . .	8.0	9.1	9.1	10.9	8.1	9.8	6.6	9.6	8.8	6.5	7.4	7.6	10.0	11.0	10.8
Two years . . . . .	6.3	9.3	7.7	9.4	10.0	6.7	4.9	9.1	8.2	5.1	8.8	7.6	8.0	10.0	7.7
3 - 4 years . . . . .	13.2	14.4	15.6	18.6	17.0	15.7	10.7	13.2	15.5	11.2	12.2	16.4	15.9	16.7	14.7
5 - 9 years . . . . .	19.4	21.7	24.0	26.1	30.7	26.0	16.3	17.7	23.0	18.2	19.8	21.4	21.0	23.9	27.0
10 - 14 years . . . . .	15.1	14.2	15.6	17.7	15.3	20.1	13.8	13.7	13.3	13.7	14.1	14.3	16.8	14.3	17.2
15 - 19 years . . . . .	10.4	9.8	9.7	3.9	8.5	9.8	13.4	10.4	9.6	13.1	11.0	10.4	6.7	8.5	8.9
20 or more years . . . . .	27.6	21.4	18.3	13.4	10.4	12.1	34.3	26.5	21.6	32.2	26.7	22.5	21.6	15.7	13.7
Number reporting . . . . .	1,852	2,332	1,523	586	730	523	1,266	1,602	1,000	1,050	1,220	800	802	1,112	723
Mean . . . . .	13	12	11	9	9	10	15	13	12	15	13	12	11	10	10
Median . . . . .	11.0	8.0	8	7.1	6.5	8	14.2	10.0	8	13.3	10.0	8	8.8	7.0	7

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One year . . . . .	7.7	6.7	9.2	9.5	10.0	11.0	8.5	6.3	8.3	8.8	9.9	10.7	9.4	9.9
Two years . . . . .	7.4	6.5	10.3	7.6	9.5	9.0	11.9	6.6	7.9	6.2	9.5	8.7	8.0	8.6
3 - 4 years . . . . .	13.1	19.3	14.6	12.9	15.0	16.1	16.8	21.2	12.8	12.4	13.4	15.4	14.5	13.1
5 - 9 years . . . . .	22.8	24.6	22.3	24.2	20.2	23.2	24.9	24.4	16.9	26.5	21.7	23.0	23.1	23.1
10 - 14 years . . . . .	16.0	18.6	14.8	15.5	12.0	12.7	13.2	18.1	13.0	12.1	14.6	13.1	15.7	19.6
15 - 19 years . . . . .	11.2	10.2	8.4	11.0	10.7	6.8	7.2	8.6	9.9	11.8	10.8	8.9	10.9	9.9
20 or more years . . . . .	21.8	14.1	20.5	19.3	22.6	21.1	17.6	15.0	31.2	22.2	20.0	20.2	18.3	15.8
Number reporting . . . . .	556	431	1,027	683	749	409	554	349	516	306	677	495	585	373
Mean . . . . .	13	10	11	12	12	11	11	10	14	12	12	11	11	11
Median . . . . .	9.0	8	8.0	8	8	7	7.0	7	11.0	8	8.0	7	8.0	8

and the length of their service in their present school systems.

Data indicate a fairly constant rate of entry by new teachers into the profession during the 1960's. In 1966, 35 percent of all teachers had entered the profession between 1961 and 1965, and a similar 35 percent of 1971 teachers entered between 1966 and 1970 (Table 4). Percentages of those teaching for the first year in 1961, 1966, and 1971 do not show significant difference (Table 5).

At the other end of the spectrum, however, a decrease has occurred in the proportion of the profession representing older teachers with long service. The percentage of teachers with 20 or more years of total teaching experience declined from 28 to 18 percent over the decade as a whole (Table 5),

while the percentage of teachers who had begun their careers more than 20 years earlier decreased from 31 to 24 percent just in the second half of the decade (Table 4).

This change has taken place among women and has had its principal effect at the elementary level. In 1961, one-third of all women teachers had 20 or more years of experience; by 1971, this proportion was down to about one-fifth (Table 5). Again, the proportion of women who entered the profession more than 20 years ago dropped from 4 in 10 to 3 in 10 between 1966 and 1971 (Table 4). Changes among elementary teachers are closely similar to these. Elementary schools, however, continue to have a larger proportion of teachers with long experience who began their careers many years ago



than secondary schools, although the percentage of secondary teachers with 20 or more years of experience has also decreased since the beginning of the decade.

The general trend has been to a decrease, occurring chiefly in the first half of the decade, in the total years of experience among teachers as a whole. The median for all teachers dropped from 11 to 8 years' total experience between 1961 and 1966, although there is no evidence of further change in 1971. The mean in total years of experience, however, which had decreased from 13 to 12 years in the first half of the decade, continued decreasing to 11 years over the second five-year period.

Men and women teachers exhibit contradictory trends in experience. The experience of women teachers decreased throughout the decade, with the median falling from 14 years in 1961 to 10 years in 1966 to 8 years in 1971; but the experience of men teachers increased in the second half of the decade, with the median rising from 6-1/2 years in 1966 to 8 years in 1971.<sup>2</sup> These trends show predictable effects on the experience patterns of elementary and secondary teachers. Experience of elementary teachers declined throughout the decade; that of secondary teachers decreased slightly in the first half of the decade but shows no change

<sup>2</sup>Decimals were not carried on means and median in the 1971 survey.

Table 6. Years of teaching in present system, including current year

	Sex									School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
One year . . . . .	17.8	16.5	16.9	15.7	18.2	16.9	15.4	15.6	20.3	17.3	13.4	11.9	33.7	29.2	19.5
Two years . . . . .	12.5	11.7	14.4	9.3	11.7	12.9	11.8	11.4	13.4	11.9	27.2	27.0	30.0	33.7	29.2
1-2 years . . . . .	26.7	30.3	28.2	32.7	31.3	25.0	24.0	29.9	29.8	24.3	27.2	27.0	30.0	33.7	29.2
3-4 years . . . . .	18.0	17.4	19.4	21.8	20.1	20.7	16.3	16.2	18.6	17.5	16.1	19.2	18.7	18.8	19.5
5-9 years . . . . .	22.0	21.7	23.4	25.0	26.1	25.8	20.6	19.7	22.1	20.3	21.7	23.1	24.2	21.8	23.6
10-14 years . . . . .	11.1	13.0	13.3	9.4	11.8	16.5	11.9	13.6	11.7	12.6	15.1	12.1	9.2	10.8	14.7
15-19 years . . . . .	8.1	6.8	7.0	4.4	6.0	5.7	9.8	7.2	7.7	8.7	7.1	7.6	7.2	6.5	6.3
20 or more years . .	14.1	10.6	8.8	6.7	4.7	6.2	17.4	13.5	10.2	16.6	12.7	10.8	10.7	8.5	6.6
Number reporting . .	1,870	2,087	1,416	588	721	492	1,282	1,566	924	1,063	1,191	735	807	1,096	681
Mean . . . . .	9	8	8	6	7	7	10	9	8	10	9	8	8	7	7
Median . . . . .	6.2	5.0	5	4.6	4.0	5	7.4	5.0	5	7.0	6.0	5	5.3	4.0	5

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One year . . . . .	13.1	12.2	18.5	16.1	20.4	21.5	15.9	14.5	14.5	16.3	19.2	18.6	20.5	15.6
Two years . . . . .	9.7	9.4	13.2	11.5	13.7	14.3	14.3	7.4	10.6	11.3	13.0	14.0	12.1	12.7
1-2 years . . . . .	22.8	21.6	31.7	27.6	34.1	35.8	30.2	21.9	25.6	27.6	32.2	32.6	32.6	28.3
3-4 years . . . . .	14.3	22.6	17.5	18.3	19.6	17.8	18.1	23.4	16.8	16.3	16.5	18.6	18.4	19.1
5-9 years . . . . .	24.1	24.4	22.2	24.0	19.3	21.2	22.1	26.2	18.2	24.1	24.3	22.5	21.5	21.4
10-14 years . . . . .	17.6	16.2	12.4	13.5	10.5	10.1	11.0	12.0	13.0	12.1	13.1	12.5	14.9	16.8
15-19 years . . . . .	7.9	6.6	6.8	7.6	6.0	6.4	6.0	6.8	10.2	7.4	5.7	6.7	5.9	7.2
20 or more years . . . . .	13.2	8.6	9.5	9.1	10.5	8.8	12.7	9.8	16.4	12.4	8.2	7.1	6.7	7.2
Number reporting . . . .	544	394	1,008	645	735	377	547	325	501	282	662	463	577	346
Mean . . . . .	10	8	8	8	8	7	8	8	10	9	8	7	7	7
Median . . . . .	7.0	5	5.0	5	4.0	4	5.0	5	6.0	5	5.0	4	4.0	5

in the second half, most likely as a result of the balancing effect created by the newly increasing experience of men and the continued decreasing experience of women.

Further evidence exists which suggests the possibility of departure from traditional career patterns of men and women. Men, it has long been assumed, tend to leave teaching either for more lucrative employment outside education or for positions in educational administration. Women, on the other hand, supposedly tend to occupy themselves with teaching before and after marrying and raising their families. The distribution of responses by sex in Table 4 lends substance to these ideas. Two-thirds of all women teaching in 1971 had begun their careers either within the previous five years or more than 20 years earlier, while 6 men in 10 were recent entrants to the profession, having begun their careers within the previous 10 years. However, there are signs of change: the percentage of women in the middle range, who began their careers between 5 and 20 years before, has increased from 27 to 35 percent between 1966 and 1971; and the percentage of men whose careers started more than 10 years ago has risen from 32 to 40 percent in the same time. The increase in proportion of men with between 10 and 20 years' total experience from about 2 in 10 to 3 in 10 over the decade as a whole also suggests that men are staying with teaching longer than they used to.

Large school systems have lost the unique position they held five years ago when they had teachers of greater experience and longer service with the system than medium or small systems. The median has declined from 9 to 8 years in total experience (Table 5) and from 7 to 5 years in length of service with the system (Table 6) among teachers in large systems. This change has apparently come about through the replacement of older teachers of long experience by beginning teachers within the past five years. The percentage of teachers in large systems who began teaching more than 20 years ago has decreased substantially (Table 4) as has the percentage with at least 20 years of total experience (Table 5), while percentages of teachers with 3-4 years' total experience (Table 5) and with 3-4 years' service with the system (Table 6) show increases of similar magnitude.

Small systems, however, continue to have teachers both of lesser total experience and of lesser experience with the system than medium or

large systems. Nearly 3 teachers in 8 in small systems are in their first two years of service with the system.

Geographically, the most noteworthy feature in teaching experience is the decrease in the Southeast since 1966. The median in total experience has fallen from 11 to 8 years and the proportion of teachers with 20 or more years of experience decreased from 31 to 22 percent (Table 5), while the percentage who had started teaching more than 20 years earlier declined from 38 to 27 percent. These changes have brought the Southeast more into line with the rest of the country in the length of service of its teachers.

*Mobility.* Question 6 asked respondents to specify the number of other school systems in which they had taught in the same state where they were currently teaching and the number of systems in which they had taught in another state. Question 7 followed up by asking those who had taught in other states whether they had lost retirement credit and how many years of credit had been lost. See Appendix B, page 96, and Appendix C, pages 108-110.

Table 7 compares the total number of school systems including the present one in which 1966 and 1971 teachers had taught. The slight decrease from 55 to 52 percent in teachers who had moved from one system to another is statistically significant. In both surveys, teachers who had moved were found to be about evenly divided between those who had taught in only one additional system and those who had taught in more systems.

Women and elementary teachers have tended to show more mobility than men and secondary teachers, but mobility among the two former groups has decreased since 1966. This change may be related to the decreased total experience of women and elementary teachers.

Younger teachers with shorter experience behind them have naturally taught in fewer systems than older teachers. Among teachers age 50 and older, nearly 3 in 4 have moved at least once and 3 in 10 have taught in four or more school systems (i.e., changed teaching jobs at least three times.)

Teachers in large systems are less likely to have moved than those in medium systems, and those in medium systems less likely than those in small systems, while the Northeast has fewer mobile teachers than the rest of the country. Similar mobility patterns related to system size and geograph-

Table 7. Number of school systems in which teachers have taught, including present system

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One system . . . . .	45.1	48.6	52.7	54.3	41.7	45.5	41.2	47.2	49.4	50.0
Two systems . . . . .	26.7	27.1	27.8	26.7	26.2	27.2	25.9	27.0	27.6	27.1
Three systems . . . . .	13.7	12.9	10.0	11.1	15.4	13.8	15.1	13.2	12.2	12.5
Four or more systems .	14.4	11.5	9.5	8.0	16.7	13.4	17.8	12.6	10.8	10.3
Number reporting . . . .	2,335	1,460	729	505	1,606	955	1,222	758	1,113	702
Mean . . . . .	2	2	2	2	2	2	2	2	2	2
Median . . . . .	2.0	2	1.0	1	2.0	2	2.0	2	2.0	2

	Under 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
One system . . . . .	67.7	70.5	45.4	36.6	34.9	42.8	22.8	27.3
Two systems . . . . .	25.9	22.7	28.2	34.7	28.2	27.6	24.5	26.0
Three systems . . . . .	5.4	5.8	17.0	18.4	16.7	15.2	19.8	17.5
Four or more systems . .	1.0	1.1	9.4	10.2	20.2	14.4	32.9	29.2
Number reporting . . . . .	781	556	524	331	401	250	587	308
Mean . . . . .	1	1	2	2	2	2	3	3
Median . . . . .	1.0	1	2.0	2	2.0	2	3.0	2

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One system . . . . .	55.3	58.9	45.1	47.9	37.7	38.5	58.6	57.5	45.1	47.2	39.9	42.8	38.5	48.7
Two systems . . . . .	23.0	24.8	29.1	26.1	26.2	31.0	24.9	26.4	28.4	26.9	26.7	28.1	26.9	26.5
Three systems . . . . .	12.4	8.1	13.5	15.5	15.1	13.6	9.5	10.3	14.2	15.5	16.3	14.6	14.3	11.0
Four or more systems .	9.3	8.1	12.3	10.4	21.1	16.9	7.0	5.8	12.3	10.4	17.1	14.6	20.3	13.9
Number reporting . . . .	557	419	1,029	651	749	390	555	341	514	290	679	474	587	355
Mean . . . . .	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Median . . . . .	1.0	1	2.0	2	2.0	2	1.0	1	2.0	2	2.0	2	2.0	2

ical region were also found in 1966, but the percentage of mobile teachers in the West has decreased since then.

Teachers are more likely to have moved within the same state than across state lines. Almost twice as many report that they have taught in another system in the same state (39 percent) as report that they have taught in other states (20 percent).

Seven percent of all teachers have taught both in another state and in another system in the same state where they are now teaching.

Inter- and intra-state mobility among teachers in different size school systems and different geographical regions do not conform to system-size and geographical patterns of over-all mobility. Fewer teachers in large systems than elsewhere

Table 8. Number of breaks in service

	Sex								
	Total			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
None .....	55.9	62.2	66.4	76.0	80.5	79.4	46.6	53.9	59.6
One break .....		26.7	24.0		16.4	17.0		31.3	27.7
Two breaks .....	44.1	8.3	7.2	24.0	2.7	3.0	53.4	10.8	9.4
Three breaks .....		1.9	2.0		...	0.6		2.8	2.7
Four or more breaks .		0.9	0.4		0.3	...		1.2	0.6
Number reporting ...	1,837	2,337	1,526	583	730	525	1,254	1,607	1,001

	Age							
	Under 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
None .....	90.8	90.7	66.2	65.2	49.6	56.5	31.3	35.0
One break .....	8.6	8.9	24.3	24.9	35.0	29.0	46.1	44.0
Two breaks .....	0.5	0.4	7.1	8.4	10.9	10.0	17.3	15.6
Three breaks .....	0.1	...	1.1	1.4	3.5	3.3	3.6	4.5
Four or more breaks ...	...	...	1.3	...	1.0	1.1	1.7	0.9
Number reporting .....	781	562	523	345	403	269	588	334

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
None .....	67.3	73.6	63.7	65.5	56.4	60.5
One break .....	23.9	19.7	26.3	24.9	29.2	27.1
Two breaks .....	6.1	3.7	7.2	7.9	11.3	9.8
Three breaks .....	1.3	2.5	1.7	1.5	2.7	2.2
Four or more breaks	1.4	0.5	1.1	0.3	0.4	0.5
Number reporting ..	557	432	1,030	684	750	410

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
None .....	71.7	72.6	56.6	66.3	59.9	63.6	60.8	64.4
One break .....	22.2	22.5	30.6	24.6	28.1	24.8	25.7	23.7
Two breaks .....	4.9	3.4	9.7	7.8	9.6	8.7	8.7	8.4
Three breaks .....	0.7	0.9	2.7	1.3	1.8	2.0	2.6	3.5
Four or more breaks	0.5	0.6	0.4	...	0.6	0.8	2.2	...
Number reporting ..	555	351	516	309	679	495	587	371

Table 9. Reasons for break (most recent) in service

	Total		Sex			
	1966	1971	Men		Women	
			1966*	1971	1966	1971
Marriage or full-time homemaking . . . . .	11.9	6.4	...	0.2	17.4	9.7
Maternity or child-rearing . . . . .	11.7	12.5	...	0.2	17.0	18.9
Spouse's work took us to another community . . . . .	1.2	0.9	...	...	1.7	1.4
Further study . . . . .	3.8	3.7	...	5.7	3.1	2.7
Employment in a position outside education . . . . .	3.9	3.5	...	6.9	2.6	1.7
Employment in another educational position . . . . .	0.2	0.5	...	0.2	0.2	0.6
Military service . . . . .	1.6	1.8	...	4.8	0.2	0.3
Other . . . . .	1.6	2.0	...	1.6	1.9	2.3
Reason not indicated . . . . .	1.9	2.2	...	1.1	2.1	2.8
No break in service . . . . .	62.2	66.4	...	79.4	53.9	59.6
Number reporting . . . . .	2,337	1,526	...	417	1,607	1,001

\* Responses of men not tabulated separately in 1966.

have moved at all, but almost as many have moved between states (22 percent) as within the same state (25 percent). In medium-size systems, however, where there are more mobile teachers, almost twice as many have moved within the same state (39 percent) as between states (21 Percent). Again, the high degree of mobility found among teachers in small systems is very largely intrastate mobility: 52 percent of teachers in small systems have moved within the same state, compared with 16 percent who have moved across state lines. Geographically, the Middle stands out from the rest of the country in having a larger proportion of intrastate mobile teachers.

Sixty-one percent of teachers who have moved between states have lost retirement credit and 16 percent do not know whether or not they have lost credit. Years of credit lost range from 1 to 23 with a mean of 4. Teachers who have lost credit comprise 11 percent of the profession as a whole. If the youngest teachers who are least likely to have moved are excluded from consideration, 16 percent of all teachers age 30 and older are found to have lost retirement credit because of interstate mobility.

*Continuity of service.* Question 8 concerned the number of breaks in service the teacher had had, and Question 9 followed up by asking about reasons for breaks in service. See Appendix B, page 96, and Appendix C, pages 111-13. Further information on continuity of service was obtained from

Question 62, which asked respondents to indicate on a double-column response checklist in which of several activities they had been engaged the preceding school year (1969-70) and in which they expected to be engaged the coming year (1971-72). See Appendix B, page 101, and Appendix C, pages 225-27.

Table 8 shows the decrease from 53 to 40 percent in women teachers with broken service, while Table 9 reveals that the percentage of women who have interrupted their careers for marriage or full-time homemaking has been greatly reduced since 1966, declining from 17 to 10 percent of all women. These trends may be influenced by the decreasing proportion of older women teachers.

Women are still more likely to have broken service than men, and the principal reasons for breaking service remain homemaking or child-rearing. Twenty-nine percent of all women, accounting for 19 percent of all 1971 teachers, have broken their service for one of these two reasons. The percentage of women breaking service to raise families does not show significant change from 1966.

Among men, the principal reasons for an absence from teaching are other employment (within or outside education, though chiefly the latter), further study, and military service. Higher percentages of men than of women report breaking service for other employment and further study.

Younger teachers are naturally less likely to have had a break in service than their older col-

Table 10. Activities last year and next year

	Sex											
	Total				Men				Women			
	1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching . . . . .	87.4	91.3	88.2	89.4	89.6	92.3	89.6	92.5	86.4	90.8	87.4	87.8
Same school system . . . . .	80.5	85.6	83.9	84.6	81.6	85.4	85.6	86.8	80.0	85.7	83.0	83.4
Another school system . . . . .	6.9	5.7	4.3	4.8	8.0	6.9	4.0	5.7	6.4	5.1	4.4	4.4
Not teaching full-time . . . . .	12.5	8.8	11.9	10.5	10.5	7.7	10.5	7.4	13.6	9.2	12.6	12.2
Attending college or university												
full-time . . . . .	8.5	1.7	7.0	1.4	7.2	2.4	6.5	1.2	9.1	1.4	7.3	1.5
Military service . . . . .	0.2	...	0.3	...	0.7	...	1.0	...	...	0.1	...	...
Working in nonteaching position . .	1.1	1.5	1.4	2.1	1.9	3.5	2.2	3.4	0.7	0.5	0.9	1.5
Homemaking and/or child rearing . .	1.6	2.9	2.0	3.2	...	...	...	0.2	2.4	4.2	3.0	4.7
Unemployed and seeking work . . . .	0.2	0.4	0.3	0.3	0.1	0.4	0.2	0.2	0.2	0.0.3	0.4	...
Retired . . . . .	...	1.5	0.1	2.2	...	0.4	...	1.2	0.1	1.9	0.2	2.7
Other . . . . .	0.9	0.8	0.8	1.3	0.6	1.0	0.6	1.2	1.1	0.8	0.9	1.4
Number reporting . . . . .	2,336	2,263	1,480	1,446	727	712	506	493	1,609	1,551	974	953

	Age															
	Under 30				30 - 39				40 - 49				50 or more			
	1966		1971		1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching . . . . .	72.3	86.3	77.6	84.5	90.0	91.3	90.8	93.6	95.3	97.2	94.5	96.6	97.3	93.7	97.9	87.7
Same school system . . . . .	59.6	75.0	70.9	75.4	83.5	86.8	86.4	89.4	90.8	94.7	92.6	95.0	95.8	92.3	96.3	86.7
Another school system . . . . .	12.7	11.3	6.7	9.1	6.5	4.5	4.4	4.2	4.5	2.5	1.9	1.6	1.5	1.4	1.6	1.0
Not teaching full-time . . . . .	27.8	13.7	22.4	15.5	8.2	8.8	9.2	6.3	4.7	2.9	5.5	3.6	2.7	6.3	2.1	12.3
Attending college or uni-																
versity full time . . . . .	21.7	3.2	15.8	2.4	3.3	1.6	3.5	0.6	2.0	1.3	1.6	1.2	0.5	0.2	0.3	0.6
Military service . . . . .	0.5	0.1	0.9	...	0.2	...	...	...	...	...	...	...	...	...	...	...
Working in nonteaching																
position . . . . .	2.1	2.8	1.3	3.5	1.1	1.8	2.4	3.0	0.5	0.5	0.8	0.4	0.3	0.2	0.9	...
Homemaking and/or																
child rearing . . . . .	2.2	6.0	3.1	7.5	2.1	3.4	1.8	1.8	1.5	0.8	1.9	...	0.7	...	0.3	...
Unemployed and seeking																
work . . . . .	0.4	0.5	0.4	0.2	0.2	0.6	...	...	...	...	0.4	0.8	0.2	0.2	...	0.6
Retired . . . . .	...	...	...	0.2	...	...	...	...	...	...	...	...	0.2	5.4	0.6	10.1
Other . . . . .	0.9	1.1	0.9	1.7	1.3	1.4	1.5	0.9	0.7	0.3	0.8	1.2	0.8	0.3	...	1.0
Number reporting . . . . .	779	751	550	536	523	507	339	330	401	395	258	258	591	572	320	308



Table 10. Activities last year and next year (Continued)

	School system size											
	Large				Medium				Small			
	1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching . . . .	88.5	91.9	91.3	89.3	86.9	91.3	87.3	89.3	87.1	90.6	86.0	89.8
Same school system . . .	84.4	89.3	87.7	84.9	80.1	86.1	83.7	84.5	78.0	82.1	79.9	84.4
Another school system . .	4.1	2.6	3.6	4.4	6.8	5.2	3.6	4.8	9.1	8.5	6.1	5.4
Not teaching full-time . .	11.6	8.2	8.6	10.6	13.1	8.6	12.6	10.8	12.9	9.4	14.0	10.2
Number reporting . . . . .	558	542	416	411	1,027	993	670	644	751	728	394	391

	Geographical region															
	Northeast				Southeast				Middle				West			
	1966		1971		1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching . . . . .	88.9	91.9	89.4	87.7	88.4	91.1	87.2	88.2	86.3	90.0	86.9	90.6	86.2	92.1	88.9	90.4
Same school system . . . .	82.8	86.5	85.6	84.7	83.3	86.7	83.2	84.7	78.4	82.1	82.1	84.8	78.2	87.7	84.9	84.0
Another school system . . .	6.1	5.4	3.8	3.0	5.1	4.4	4.0	3.5	7.9	7.9	4.8	5.8	8.0	4.4	4.1	6.4
Not teaching full-time . . .	11.1	8.1	10.6	12.3	11.7	8.8	12.8	11.6	13.6	10.0	13.1	9.5	13.8	8.0	11.0	9.6
Number reporting . . . . .	553	540	341	334	514	497	298	288	681	655	476	467	588	571	365	357

leagues. The higher incidence of broken service among teachers age 50 and older than among those age 40-49, and in the 40-49 age group than in the 30-39 group, is probably a reflection of the successively larger proportions of women in the older age groups. The same pattern related to age is observable among both 1966 and 1971 teachers, but broken service among teachers in the 40-49 age group is rarer than five years ago.

Large systems have a greater proportion of teachers with unbroken service than medium systems, and medium systems a greater proportion than small systems. This pattern is a new development since 1966 when large and medium systems had similarly higher percentages of teachers with unbroken service than small systems. The Northeast continues to show, as in 1966, a larger percentage of teachers with continuous service than other regions. The Southeast, however, shows a large decrease since 1966 in the percentage of teachers with broken service; this change may be related to the large decrease since 1966 in this region in teachers who had begun their careers more than 20 years earlier.

Table 10 compares responses of 1966 and 1971 teachers as to what they had been doing the year before and what they planned to do the next year. Data show a fairly high rate of year-to-year continuity in teaching service. Eighty-eight percent of 1971 teachers had also been teaching full time in 1969-70 and 89 percent planned to teach full time in 1971-72. These percentages do not differ greatly from percentages of 1966 teachers in regard to 1964-65 and 1966-67.

Most of the teachers who were not teaching last year were attending college full time. Most of those not planning to teach the coming year would be either engaged in homemaking or child-rearing, or retired, or working in a nonteaching position. Women are most likely to leave teaching for the home and family, men to leave for nonteaching work. In both 1966 and 1971, the percentage of women indicating that they planned to leave teaching the next year for homemaking and child-rearing exceeded the percentage who reported that they had returned to teaching after being at home the preceding year. This difference indicates a continuing small but permanent loss of

women to the profession for the fulfillment of traditional feminine roles.

The youngest age group, which includes new teachers entering the profession right after college, expectedly shows fewer teachers in full-time teaching the previous year than planning to continue teaching the next year, while the oldest teachers, some of whom are bound to retire, show a smaller percentage planning to continue teaching the next year than had been teaching the year before. However, the youngest teachers also show a significantly higher dropout rate than any other age group except the oldest. Fifteen percent of 1971 teachers under age 30 did not intend to continue teaching in 1971-72; half of these planned to leave for homemaking or child-rearing. Among teachers age 50 and older, the percentage planning to be retired the coming year has doubled from 5

percent in 1966 to 10 percent in 1971. No evidence exists, however, for significant change in the 2 percent retirement rate for the profession as a whole.

These data also shed additional light on teacher mobility since respondents were asked to indicate whether full-time teaching last year and next year were in the same or different school systems. Comparison with 1966 shows that slightly fewer teachers moved from one school system to another between 1969-70 and 1970-71 than had moved between 1964-65 and 1965-66.

Teachers under age 30 are more likely to have moved since the preceding year or to be planning to move the next year than older teachers. A smaller percentage of 1971 teachers under age 30, however, than of 1966 teachers in this age group reported that they had taught in a different school system the year before.



### III. TEACHING ASSIGNMENT

#### Summary of Major Findings and Trends

- Slightly more than half of all teachers are still found in elementary schools. Most men still teach in secondary school, the largest proportion in senior high school, and most women still teach in elementary school, but more women now than 10 years ago are senior high-school teachers.
- Departmentalization of elementary teachers has increased four-fold over the past decade. One elementary teacher in 5 is now teaching on a departmentalized basis.
- English, mathematics, social studies, and science remain the four subjects most commonly taught by secondary teachers. Women still tend to teach English, men to teach science and social studies.
- Fewer teachers are teaching grades or subjects outside their major field of preparation than 10 years ago, but 1 teacher in 7 continues to be so seriously misassigned that he is teaching at least half his time outside his major field.
- Mean class size in elementary schools has decreased from 29 to 27 pupils per class since 1961, but secondary teachers still carry a pupil load of more than 130 pupils per day.
- Secondary teachers average 26 periods of 53 minutes each of classroom teaching (in addition to homeroom, study halls, and other assigned responsibilities) and 5 unassigned periods per week out of the 34 periods in the school schedule.
- Teachers continue to work a mean of 47 hours per week on school-related activities, as they did in 1961, but they now receive compensation for all but 8 of these hours, compared with nearly 11 hours of noncompensated activity in 1966.
- Lunch periods are slightly shorter than they were at the beginning of the decade, but requirements that teachers eat lunch with their pupils have been eased in the last 5 years, and a majority of teachers, even at the elementary level, now have duty-free lunch periods.
- 88 percent of teachers have to attend regularly scheduled faculty meetings. Annually elementary teachers attend a mean of 17 meetings of 49 minutes length; secondary teachers an average of 14 meetings of 53 minutes length.
- 181 days of classroom teaching still represent the mean length of school year, but teachers have fewer extra nonteaching days than 5 years ago. Extra days now average 4 per year.
- Teachers in large systems have a heavier pupil load and a very slightly lighter work load in hours per week than teachers in medium and small systems. More teachers in large than in small systems have benefited from the reduction of noncompensated hours, the introduction of duty-free lunch periods, and the elimination of extra nonteaching days.
- 58 percent of 1971 teachers have tenure, and an additional 9 percent have continuing contracts.
- The typical teacher's school is larger than it used to be. Elementary teachers now average 25 classroom teachers and 4 additional professional personnel in their schools; secondary teachers average 61 classroom teachers and 9 additional professional personnel.
- 37 percent of all teachers report that there is team teaching in their schools and 12 percent are themselves members of teams.
- 3 teachers in 10 have the services of a teacher aide available to them.

- 9 teachers in 10 report to a male principal. Even in elementary schools, where most teachers are women, 8 in 10 are under the supervision of a male principal.
- 6 percent of all teachers have a black principal, and 12 percent report that a majority of their pupils are black.
- The largest proportion of teachers describe a majority of their pupils as lower-middle class in socioeconomic status.
- 1 teacher in 3 teaches in an urban area, and 1 in 5 in a large city of at least 1/4 million population. One teacher in 8 is employed in a rural area.

#### Teachers' Positions and Conditions of Service

*Grades and subjects taught.* Question 13 concerned the classification of the teacher's assignment by school level; Question 12, the specific grade levels he was teaching; and Question 16a, addressed to secondary and departmentalized elementary teachers, the subject field in which he was teaching the greatest part of his time. Question 14 asked respondents to indicate the percentage of their weekly time spent teaching grades or subjects different from their major field of preparation. See Appendix B, pages 96-97, and Appendix C, pages 117-24.

Table 11 shows that little change has occurred in the distribution of teachers by school level during the past decade. Elementary teachers decreased slightly from 57 to 53 percent between 1961 and 1966, and senior high teachers show an increase from 20 to 26 percent over the decade as a whole. Among secondary teachers, combined junior-senior high assignments have declined since 1966 from 15 to 10 percent.

The distribution of men by school level is similar to that found in 1961. The decrease in men elementary teachers in the first half of the decade has been fully compensated by an increase in the second half of the decade. The distribution of women shows both the decrease in elementary teachers and the increase in senior high teachers that have occurred during the 10-year period.

As in 1966, small school systems have a smaller percentage of junior high teachers and a larger percentage with combined junior-senior high assignments than medium or large systems, but combined elementary-secondary assignments in

small systems show a small but significant decrease in the last 5 years.

Responses to questions addressed specifically to departmentalized and nondepartmentalized elementary teachers made computation of the proportion in each category possible. Comparison of results with those obtained in 1961 and 1966, shown in Table 12, indicates that departmentalization of elementary teachers nearly doubled in the first half of the decade, rising from 5 to 8 percent, and then more than doubled again in the second half of the decade, rising further to 21 percent.

Departmentalization of elementary teachers is important in connection with Table 13, which shows the trend in specific grades and combinations of grades taught by elementary and secondary teachers. In contrast to previous years, the 1971 percentage of elementary teachers teaching more than one grade is closely similar to the 1971 percentage of departmentalized elementary teachers.

The distribution of elementary teachers shown in Table 13 reveals the predominance of six-grade elementary school throughout the 1960's and the continuing paucity of kindergarten and prekindergarten teachers in comparison with percentages teaching in each of the first six grades. Secondary teachers show a decrease since 1966 in the percentage teaching more than one grade in junior-senior high in conformity with the decrease in combined junior-senior high assignments.

Although it might be expected that teachers in such areas as kindergarten and special education would be more frequently found in large school systems, analysis of responses does not give evidence of such difference. Analysis of responses by sex, however, reveals that almost all men elementary teachers are concentrated in the upper elementary grades: less than 1 percent of all men teach in grade 3 or below, compared with 33 percent of all women.

Table 14 compares the number of different grades taught by all teachers in different size school systems and different geographical regions in 1966 and 1971. In large systems the percentage teaching more than one elementary grade has increased from 10 to 16 percent. Small school systems in both years predictably show a smaller percentage teaching only one grade and a larger percentage teaching more than one grade junior-senior high than medium or large systems.

Table 11. Classification of teaching assignment

	School level									Sex					
	Total			Elementary			Secondary			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Elementary teacher . . . . .	...	...	48.9	...	...	92.3	...	...	...	...	...	20.7	...	...	63.6
Middle school teacher* . . . . .	...	...	3.8	...	...	7.2	...	...	...	...	...	4.0	...	...	3.7
Total elementary . . . . .	56.9	52.5	52.7	100.0	100.0	100.0	...	...	...	22.0	17.3	24.7	72.9	68.4	67.3
Junior high teacher . . . . .	15.2	14.8	15.6	...	...	...	35.3	31.2	32.9	24.1	22.3	23.8	11.2	11.5	11.3
Junior-senior high teacher . . . . .	6.6	6.9	4.6	...	...	...	15.3	14.5	9.6	13.1	13.0	7.8	3.6	4.1	2.9
Senior high teacher . . . . .	19.7	23.5	26.0	...	...	...	45.8	49.6	55.0	36.9	43.0	41.6	11.8	14.7	17.9
Elementary-secondary combination . . . . .	1.6	2.3	1.2	...	...	...	3.6	4.8	2.5	3.9	4.4	2.1	0.5	1.3	0.7
Total secondary . . . . .	43.1	47.5	47.4	...	...	...	100.0	100.1	100.0	78.0	83.2	75.3	27.1	31.6	32.8
Number reporting . . . . .	1,881	2,344	1,533	1,071	1,230	807	810	1,114	726	590	730	526	1,291	1,614	1,007

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Elementary teacher . . . . .	...	45.4	...	42.6	...	47.4	...	61.9
Middle school teacher* . . . . .	...	5.0	...	3.2	...	3.0	...	2.4
Total elementary . . . . .	43.9	50.4	46.0	45.8	51.1	50.4	69.0	64.3
Junior high teacher . . . . .	18.8	18.9	15.6	13.3	14.6	18.1	9.3	10.6
Junior-senior high teacher . . . . .	9.2	5.7	9.2	5.8	5.7	3.0	2.5	2.7
Senior high teacher . . . . .	24.5	23.8	27.3	33.0	27.0	28.1	17.7	21.8
Elementary-secondary combination . . . . .	3.6	1.2	1.9	2.0	1.5	0.4	1.5	0.6
Total secondary . . . . .	56.1	49.6	54.0	54.1	48.8	49.6	31.0	35.7
Number reporting . . . . .	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Elementary teacher . . . . .	...	53.7	...	46.6	...	47.6	...	47.9	...	51.3	...	50.0	...	46.3
Middle school teacher* . . . . .	...	2.3	...	4.1	...	4.9	...	4.8	...	4.2	...	4.0	...	2.1
Total elementary . . . . .	53.8	56.0	51.3	50.7	53.1	52.5	49.8	52.7	55.7	55.5	53.5	54.0	50.9	48.4
Junior high teacher . . . . .	17.4	18.8	17.9	17.9	8.8	8.5	18.3	16.0	12.2	14.2	13.3	13.7	15.6	19.0
Junior-senior high teacher . . . . .	4.1	1.6	5.0	3.8	11.4	9.0	7.2	4.8	10.8	5.8	5.7	4.6	4.4	3.2
Senior high teacher . . . . .	24.0	23.1	24.7	27.0	21.6	27.4	23.2	26.2	20.3	22.9	23.0	25.9	27.3	28.6
Elementary-secondary combination . . . . .	0.7	0.5	1.1	0.7	5.0	2.7	1.4	0.3	1.0	1.6	4.4	1.8	1.7	0.8
Total secondary . . . . .	46.2	44.0	48.7	49.4	46.8	47.6	50.1	47.3	44.3	44.5	46.4	46.0	49.0	51.6
Number reporting . . . . .	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

\*Middle school teachers not reported separately from elementary teachers in 1961 and 1966.

**Table 12. Departmentalization of elementary teachers**

	Elementary total		
	1961	1966	1971
Departmentalized . . . . .	4.7	7.8	20.6
Not departmentalized . . . . .	95.3	89.8	76.1
Not responding . . . . .	...	2.4	3.3
Number reporting . . . . .	1,071	1,230	807

The West is the only geographical region to show major change since 1966; in this region, the percentage teaching only one grade has decreased and the percentage teaching more than one grade increased not only at the elementary level but also at the junior high level.

Table 15 shows for the past decade the distribution of secondary teachers by the subjects they

were teaching. Little change has occurred either among secondary teachers as a whole or among secondary men and women separately. English remains the subject taught by the largest percentage of secondary teachers (20 percent), followed by mathematics and social studies (14 percent each), and science (11 percent). Different fields remain firmly identified with men and women. No men reported teaching home economics and no women reported teaching industrial arts (although a fraction of a percent identified themselves as vocational education teachers), or agriculture, or driver education (included in "other" on the table). In academic subjects, a higher percentage of women than men teach English, and higher percentages of men than women teach social studies and science. In less major fields, percentages of women teaching business education and foreign languages are higher

**Table 13. Grades taught by elementary and secondary teachers**

	Elementary			Secondary		
	1961	1966	1971	1961*	1966	1971
Prekindergarten . . . . .	...	0.1	...	...	...	...
Kindergarten . . . . .	5.0	5.1	5.2	...	...	...
Grade 1 . . . . .	16.8	15.7	12.9	...	...	...
Grade 2 . . . . .	13.4	11.6	12.9	...	...	...
Grade 3 . . . . .	11.4	14.8	10.7	...	...	...
Grade 4 . . . . .	11.8	10.7	11.3	...	...	...
Grade 5 . . . . .	11.3	9.7	8.8	...	...	...
Grade 6 . . . . .	11.1	10.1	11.7	...	0.2	...
Grade 7 . . . . .	2.0	1.4	1.2	...	4.6	4.4
Grade 8 . . . . .	1.5	0.4	1.9	...	4.1	4.0
Grade 9 . . . . .	...	...	...	...	3.7	5.4
Grade 10 . . . . .	...	...	...	...	2.9	2.1
Grade 11 . . . . .	...	...	...	...	1.4	1.5
Grade 12 . . . . .	...	...	...	...	3.7	3.6
Total teaching one grade only . . . . .	84.3	79.6	76.6	...	20.6	21.0
More than one grade elementary . . . . .	14.5	17.6	21.5	...	...	...
More than one grade junior high (grades 7-9) . . . . .	...	...	...	...	20.2	22.9
More than one grade senior high (grades 9-12) . . . . .	...	...	...	...	40.7	46.3
More than one grade junior- senior high . . . . .	...	...	...	...	14.0	7.3
Elementary-secondary combination . . . . .	...	..	...	...	4.7	2.4
Special education . . . . .	1.2	2.8	1.9	...	...	...
Number reporting . . . . .	1,013	1,227	805	...	1,110	723

\*Secondary teachers not tabulated separately in 1961.

Table 14. Number of grades taught

	School system size							
	Total		Large		Medium		Small	
	1966	1971	1966	1971	1966	1971	1966	1971
One grade only . . . . .	51.7	50.3	53.0	50.4	55.5	53.8	44.7	45.0
More than one grade elementary . . . . .	9.2	11.5	10.0	16.0	6.1	8.3	13.0	12.1
More than one grade junior high . . . . .	9.6	10.7	12.1	12.8	11.0	11.7	5.7	6.8
More than one grade 3- or 4-year senior high . . . . .	19.3	21.9	18.0	18.3	20.1	22.2	19.1	25.3
More than one grade junior-senior high . . . . .	6.6	3.5	3.6	0.9	4.7	2.2	11.4	3.3
Elementary-secondary combination . . . . .	2.2	1.1	0.7	0.5	1.0	0.7	5.0	2.4
Special education . . . . .	1.5	1.0	2.5	1.2	1.3	1.2	0.9	0.5
Number reporting . . . . .	2,337	1,528	552	431	1,032	685	753	412

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
One grade only . . . . .	51.5	53.0	55.9	55.9	47.7	49.9	52.3	43.7
More than one grade elementary . . . . .	7.7	9.7	8.1	11.0	11.6	12.3	8.9	12.6
More than one grade junior high . . . . .	12.6	10.0	7.0	8.1	9.3	9.9	9.4	14.5
More than one grade 3- or 4-year senior high . . . . .	17.7	21.5	16.9	17.7	19.7	21.8	22.5	26.0
More than one grade junior-senior high . . . . .	7.0	4.0	10.1	4.5	5.6	3.8	4.4	1.6
Elementary-secondary combination . . . . .	1.3	0.3	1.0	1.6	4.4	1.6	1.7	0.8
Special education . . . . .	2.2	1.4	1.4	1.3	1.6	0.6	0.7	0.8
Number reporting . . . . .	555	349	517	310	680	496	585	373

than percentages of men. Mathematics is the exception, for percentages of men and women teaching in this field in 1971 do not show significant difference.

Principal subjects taught by departmentalized elementary teachers are English, mathematics, and social studies. It thus appears that the recent increase in departmentalization at the elementary level represents departmentalization of the basic curriculum, rather than the addition of departmentalized teachers in such specialties as art, music, or physical education.

Improvement during the 1960's in correcting the misassignment of teachers appears in the data in Table 16. Misassigned teachers have decreased from 31 to 23 percent since 1961, most of the change occurring the second half of the decade. Paradoxically, the correction of misassignment has been made where it was least needed, reducing the proportion of teachers teaching some but less than half their time out of field, while there is no evidence of change during the 10 years in the proportion of badly misassigned teachers who are teaching half or more of their time out of field.

Improvement has taken place chiefly at the secondary level, reducing the proportion of misassigned secondary teachers so as no longer to exceed the proportion of misassigned elementary teachers. Both men and women have been affected by the change, but men still have a larger proportion misassigned (3 in 10) than do women (2 in 10).

It might be thought that misassignment would relate to age, with the older teachers receiving more suitable assignments because of seniority. In 1966, this appeared to be the case, since the age groups under 40 showed a greater percentage of misassigned teachers than the older age groups. However, the chief beneficiaries of improvements made since 1966 have been teachers in the 30-39 age group, which now has as few teachers misassigned as the oldest age group (less than 1 in 5), while 1 teacher in 4 in age groups under 30 and 40-49 is teaching at least some of his time out of field.

Correction of misassignment has occurred primarily in medium and small systems. In large systems, 1 teacher in 5 is seriously misassigned and teaching half or more of his time out of field, a larger proportion than found in either medium or small systems.

Geographically, the Northeast shows the greatest improvement in the assignment of teachers, with the percentage of misassigned teachers decreasing from 27 to 15 percent in the past 5 years. The West continues to stand out in having more misassigned and more seriously misassigned teachers. One teacher in 3 in the West is misassigned and 1 in 4 is teaching at least half his time outside his major field of preparation.

*Pupil load.* Question 15 concerned the number of pupils in the classes of nondepartmentalized elementary teachers and Question 16 concerned the average number of pupils per day taught by secondary teachers. See Appendix B, page 97, and Appendix C, pages 121-29.

Table 15. Subjects taught by secondary teachers

	Secondary total			Secondary by sex					
				Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Agriculture .....	2.6	1.6	0.6	4.6	2.9	1.0	...	...	...
Art .....	2.2	2.0	3.7	1.6	1.5	3.1	2.9	2.6	4.4
Business education .....	7.6	7.0	5.9	5.3	4.9	3.6	10.5	9.5	8.8
English .....	19.0	18.1	20.4	11.2	11.4	13.2	28.9	26.1	29.1
Foreign language .....	4.1	6.4	4.8	2.5	4.2	2.3	6.1	9.1	7.8
Health and physical education .....	8.2	6.9	8.3	8.7	6.6	7.0	7.6	7.3	10.0
Home economics .....	5.1	5.9	5.1	...	...	...	11.7	13.0	11.3
Industrial arts <sup>a</sup> .....	5.5	5.1	6.2	9.8	9.3	10.9	...	...	0.6 <sup>b</sup>
Mathematics .....	11.4	13.9	14.4	13.3	15.0	15.2	9.1	12.6	13.4
Music .....	1.7	4.7	3.8	2.3	5.4	4.9	0.9	3.8	2.5
Science .....	11.7	10.8	10.6	17.0	15.7	16.5	5.0	5.1	3.4
Social studies .....	12.9	15.3	14.0	15.8	19.4	19.6	9.1	10.5	7.2
Special education .....	0.3	0.4	1.1	0.5	0.3	0.8	...	0.4	1.6
Other .....	1.0	1.9	1.0	1.2	3.5	1.8	0.9	...	...
Teaching in more than one field, half or less time in each .....	6.7	c	c	6.2	c	c	7.3	c	c
Number reporting .....	778	1,088	707	436	594	387	342	494	320

<sup>a</sup>Includes vocational education.

<sup>b</sup>Vocational education only.

<sup>c</sup>Not included in tabulation.



Table 16. Percent of total teaching time spent outside major field of preparation

	Total			Men			Women			School level					
										Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
None .....	69.1	71.0	77.3	61.0	61.2	69.4	72.7	75.5	81.4	74.2	75.3	78.3	62.3	66.4	76.2
Some but less than 50% ..	17.1	12.9	7.4	22.4	18.1	10.7	14.6	10.8	5.7	14.0	9.4	5.8	21.0	17.0	9.1
50%-99% .....	7.3	8.3	7.2	8.5	10.1	10.6	6.9	7.4	5.6	7.8	9.5	8.4	6.6	6.9	6.2
100% .....	6.5	7.7	8.0	8.1	10.7	9.3	5.8	6.3	7.3	3.9	5.9	7.6	10.0	9.7	8.5
Number reporting .....	1,881	2,344	1,533	590	730	526	1,291	1,614	1,007	1,071	1,230	807	810	1,114	726

	Under 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
None .....	68.2	72.4	67.9	81.2	73.0	74.4	76.2	82.9
Some but less than 50% ..	16.8	10.4	11.8	5.2	11.3	7.2	9.6	5.1
50%-99% .....	8.4	9.2	9.7	6.4	6.1	8.1	8.5	4.8
100% .....	6.4	7.8	10.5	7.2	9.4	10.4	5.6	7.4
Number reporting .....	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
None .....	71.6	74.5	72.3	79.4	68.9	76.7	73.2	85.2	75.8	81.3	72.1	76.3	63.5	67.9
Some but less than 50% ..	12.6	5.8	12.5	7.1	13.8	9.6	12.8	3.5	12.5	7.6	13.2	9.2	13.3	8.3
50%-99% .....	7.2	8.8	7.8	6.7	9.9	6.8	6.2	5.4	6.4	4.1	8.0	7.2	12.2	11.7
100% .....	8.8	10.9	7.3	6.8	7.4	7.0	7.7	6.0	5.2	6.8	6.6	7.2	11.0	12.0
Number reporting .....	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

Tables 17 and 18 give the 10-year trend in class size for elementary teachers (not departmentalized) and for secondary teachers. Both show a decrease in average class size since 1961. Mean class size at the elementary level has crept slowly downward from 29 pupils per class in 1961, to 28 in 1966, to 27 in 1971. For secondary teachers, the mean number of pupils in a class has decreased from 27 to 26 in the last five years. The decrease from 19 to 8 percent over the decade as a whole in the percentage of elementary teachers with classes of 35 or more pupils indicates substantial reduction in oversize classes in elementary schools.

Table 17. Number of pupils in class, elementary teachers not departmentalized

	1961	1966	1971
Fewer than 25 ..	22.4	22.6	28.3
25-29 .....	27.3	33.0	36.2
30-34 .....	31.3	31.3	27.2
35 or more .....	19.0	13.1	8.3
Number reporting	978	1,150	614
Mean .....	29	28	27
Median .....	30	29	27

Because secondary teachers teach several different classes each day, their total pupil load is better indicated by the total number of pupils they teach per day. Comparative data from 1966 and 1971 on number of secondary pupils taught per day are shown in Table 19 and reveal little change for the 5-year period.

Tables 20 and 21 compare average pupil load in large, medium, and small school systems in 1966 and 1971 for nondepartmentalized elementary teachers and for secondary teachers (with departmentalized elementary teachers included). Although in large and medium-size systems a small decrease has occurred in the mean number of pupils per elementary class and large systems also show a decrease in the mean number of pupils taught per day by departmentalized teachers, large-system teachers still carry a heavier load than teachers in medium systems, while teachers in medium systems have a heavier load than teachers in small systems. The 29 pupils per class averaged by elementary teachers in large systems in 1971 is still as high as the mean class size for all elementary teachers in 1961. Among departmentalized teachers, those in large systems are responsible for 16 more pupils per day, and those in medium systems for 12 more pupils per day, than those in small systems.

*Weekly work load.* Question 17 asked respondents to state the exact length of their required

**Table 18. Mean number of pupils per class, secondary teachers\***

	1961	1966	1971
Fewer than 20 ..	17.8	20.7	15.5
20-24 .....	20.6	18.6	22.3
25-29 .....	27.9	28.9	30.5
30-34 .....	23.7	20.6	23.4
35 or more .....	10.0	11.3	8.3
Number reporting	753	1,008	672
Mean .....	27	27	26
Median .....	27	27	26

\*Average in 1961 computed from number of pupils enrolled in each class taught; 1966 and 1971 averages computed from average number of pupils taught per day, multiplied by 5, divided by number of class periods taught per week.

**Table 19. Number of pupils taught per day by secondary teachers**

	1966	1971
Fewer than 100 .....	22.1	15.4
100-124 .....	20.1	24.1
125-149 .....	22.6	26.9
150-174 .....	19.3	21.4
175-199 .....	7.5	5.4
200 or more .....	8.5	6.7
Number reporting .....	1,025	681
Mean .....	132	134
Median .....	130	130

**Table 20. Mean and median number of pupils in class, elementary teachers not departmentalized, by school system size, 1966 and 1971**

School system size	1966	1971
Large		
Mean .....	30	29
Median .....	31	29
Medium		
Mean .....	29	27
Median .....	29	27
Small		
Mean .....	26	26
Median .....	27	26

**Table 21. Mean and median number of pupils taught per day, secondary teachers and departmentalized elementary teachers, by school system size, 1966 and 1971**

School system size	1966	1971
Large		
Mean .....	144	141
Median .....	145	140
Medium		
Mean .....	137	137
Median .....	132	135
Small		
Mean .....	122	125
Median .....	120	120



school day, and Question 18 asked them to give the number of hours and minutes per week they spend on school-related activities, both those for which they received compensation and those that were not compensated. See Appendix B, page 97, and Appendix C, pages 130-33.

Results show that teachers have on the average a required school week of 36-1/2 hours. In addition, 83 percent report that they devote a mean of 8.2 hours per week to noncompensated school-related activities, and 42 percent report a mean of 6.2 hours per week spent on activities for which they receive compensation. The total work week for all teachers averages 47 hours.

Table 22 compares the length of required school week reported by teachers in 1961, 1966, and 1971. Little change has occurred in the course of the decade for teachers as a whole. Secondary teachers continue to have a slightly longer required week than elementary teachers, but the percentage of secondary teachers with a long required week of

40 or more hours has decreased from 19 to 12 percent since 1961.

Length of required school week is inversely related to size of school system and tends to be shortest in the Northeast and longest in the Middle section of the country. Although a majority of teachers everywhere report a required week of between 35 and 40 hours, 1 teacher in 4 in large systems has a required week of less than 35 hours, compared with about 1 in 8 in medium and small systems. Conversely, a higher percentage of teachers in small than in medium or large systems report a required week of at least 40 hours. In the Northeast, 3 teachers in 10 have a required week of less than 35 hours, and very few a week of 40 hours or more, but 1 teacher in 5 in the Middle states is required to be at school at least 40 hours per week. Responses by system size do not show significant change since 1966, but a decrease has occurred in both Middle and West in the percentage reporting a required school week of 40 or more hours.

Table 22. Length of required school week

	School level								
	Total			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than 35.0 hours	14.7	16.8	16.4	16.6	20.4	18.3	12.2	12.9	14.5
35.0-37.4 hours . . .	71.5	33.9	37.9		41.1	38.2		36.5	37.6
37.5-39.9 hours . . .		30.0	34.2	73.4	27.2	33.0	69.0	32.9	35.6
40.0 or more hours . .	13.8	14.5	11.4	10.0	11.3	10.6	18.8	17.8	12.3
Number reporting . . .	1,866	2,199	1,524	1,067	1,125	799	799	1,074	725
Mean . . . . .	36.8	36.5	36.5	36.6	36.0	36.3	37.0	37.0	36.8
Median . . . . .	37.5	36.5	36.3	37.3	36.5	36.3	37.7	37.5	37.1

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than 35.0 hours . .	27.0	25.9	13.3	13.4	13.5	11.5	33.9	31.3	13.9	11.4	11.9	12.1	8.2	12.4
35.0-37.4 hours . . . . .	41.2	39.8	42.5	39.0	32.2	34.1	43.1	40.1	48.2	40.0	31.3	33.0	35.6	40.6
37.5-39.9 hours . . . . .	24.7	27.5	31.5	37.8	31.9	35.0	20.6	25.5	28.0	40.8	30.8	34.2	39.5	36.9
40.0 or more hours . . .	7.0	6.7	12.7	9.6	22.5	19.4	2.5	3.2	9.9	7.8	25.9	20.6	16.6	9.9
Number reporting . . . . .	527	432	969	684	703	408	529	349	475	307	336	494	559	374
Mean . . . . .	35.5	35.8	36.5	36.6	37.0	37.2	35.0	35.3	36.5	36.8	37.5	37.1	37.0	36.6
Median . . . . .	36.5	36.3	36.5	36.7	37.5	37.5	35.0	35.4	36.5	36.7	37.5	37.5	37.5	36.5

Table 23. Number of hours per week spent on noncompensated school related activities

	Total		School level				Sex			
			Elementary		Secondary		Men		Women	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
3 hours or less . . . . .	7.6	16.4	8.3	16.7	7.0	16.0	7.1	17.4	7.9	15.8
4-6 hours . . . . .	21.4	29.3	22.2	32.1	20.5	26.5	21.1	30.0	21.5	29.0
7-9 hours . . . . .	16.3	13.9	18.3	14.4	14.1	13.4	15.2	14.5	16.8	13.6
10-12 hours . . . . .	26.5	23.7	25.9	21.2	27.0	26.3	27.8	23.0	25.8	24.0
13-15 hours . . . . .	12.8	9.8	11.7	8.3	14.1	11.5	13.4	8.5	12.6	10.6
More than 15 hours . . . . .	15.4	6.9	13.6	7.3	17.3	6.5	15.4	6.5	15.4	7.0
Number reporting . . . . .	2,109	1,271	1,077	651	1,032	620	677	447	1,432	824
Mean . . . . .	10.8	8.2	10.3	7.9	11.2	8.4	10.8	8.0	10.7	8.3
Median . . . . .	10.0	7.5	10.0	7.0	10.0	8.0	10.0	7.0	10.0	7.5

	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
3 hours or less . . . . .	6.6	17.7	8.8	16.1	6.8	15.3
4-6 hours . . . . .	23.5	32.6	19.8	28.0	22.0	28.1
7-9 hours . . . . .	16.7	13.6	17.6	14.6	14.2	13.1
10-12 hours . . . . .	27.7	20.4	25.8	23.3	26.4	28.1
13-15 hours . . . . .	10.8	7.9	12.1	10.4	15.3	11.0
More than 15 hours . . . . .	14.6	7.8	15.9	7.6	15.4	4.3
Number reporting . . . . .	498	368	933	576	678	327
Mean . . . . .	10.3	7.9	10.8	8.3	10.9	8.2
Median . . . . .	10.0	6.0	10.0	7.5	10.0	8.0

Table 23 compares the number of noncompensated hours 1966 and 1971 teachers expended on school-related activities and shows a very considerable decrease in the course of the five-year period, from 10.8 to 8.2 in mean number of noncompensated hours. The change shows throughout the distribution, with percentages of those reporting 6 or fewer hours increasing, and percentages of those reporting more than 6 hours decreasing.

The decrease in noncompensated hours has occurred among both elementary and secondary teachers and among teachers in different size school systems. Although a mean of 8 noncompensated hours is common to teachers in large, medium, and small school systems, the lower median of 6 hours found in large systems indicates that a greater proportion of teachers in these systems

have fewer hours of unpaid work than teachers in smaller systems.

Comparative data on extra hours for which teachers receive compensation are not available from earlier years. In 1971, fewer teachers reported compensated hours than reported noncompensated hours. Among those who do receive compensation for extra hours, men and secondary teachers average 7 compensated hours per week, and women and elementary teachers average 6 compensated hours per week.

In Table 24, the total number of hours devoted to all teaching duties by teachers in 1961, 1966, and 1971 are compared. A mean of 47 hours per week was found in all three studies. Changes in the distribution of teachers by total working hours, however, show a tendency, manifested chiefly in

the first half of the decade, toward an equalization of work load among teachers. Teachers working less than 35 hours a week decreased from 1 in 4 to 1 in 10 during the 10-year period, while those with a work week of 60 or more hours decreased from 11 to 5 percent. In the same time, teachers giving between 40 and 50 hours a week to school work increased from 38 to 58 percent.

Greater reduction in the proportion of teachers with a light weekly work load has occurred at the secondary level while elementary teachers show a large decrease in the percentage devoting at least 60 hours a week to teaching duties. Ten years ago elementary teachers averaged 49 hours of school work per week, compared with 46 hours for sec-

ondary teachers; in 1971, secondary teachers had the higher average of 48 hours, compared with elementary teachers' 46 hours.

Since teachers in large systems and in the Northeast tend to have a shorter required school week, it is not surprising to find that they also have a slightly shorter total working week than others. The mean length of total working week for teachers in different size systems and in all geographical regions except the West is similar to that found in 1966, but Western teachers now average 46.7 hours per week instead of 48.4 hours.

*Secondary teachers' week.* For secondary teachers an additional measure of the working week is available in secondary scheduling by periods. Ques-

Table 24. Number of hours per week devoted to all teaching duties

	School level									Sex					
	Total			Elementary			Secondary			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than 35 hours	11.2	1.4	0.8	8.4	1.6	0.9	15.1	1.4	0.5	12.8	1.7	0.6	10.6	1.4	0.8
35-39 hours . . . .	14.0	10.0	9.4	13.5	12.2	12.7	14.7	7.6	5.9	13.1	7.8	7.5	14.3	11.0	10.4
40-44 hours . . . .	19.4	28.5	29.4	18.2	30.7	33.5	20.9	26.2	25.0	20.0	28.1	27.4	19.1	28.7	30.4
45-49 hours . . . .	18.5	30.1	28.7	20.3	31.1	26.0	16.1	29.0	31.6	18.0	29.3	31.0	18.8	30.4	27.5
50-54 hours . . . .	17.5	17.2	19.2	17.3	14.0	17.7	17.7	20.5	20.7	19.1	19.3	17.5	16.8	16.2	20.1
55-59 hours . . . .	8.0	7.4	8.2	9.1	5.9	5.9	6.6	8.9	10.6	7.2	8.2	10.4	8.4	7.0	7.0
60 or more hours .	11.4	5.4	4.5	13.2	4.6	3.3	8.9	6.4	5.8	9.8	5.5	5.5	12.0	5.4	3.8
Number reporting .	1,745	2,079	1,372	988	1,056	711	757	948	661	540	669	481	1,205	1,410	891
Mean . . . . .	47.3	47.4	46.9	48.5	46.5	45.8	45.9	48.3	48.1	46.8	47.8	47.6	47.6	47.2	46.5
Median . . . . .	46.4	46.5	46.3	47.4	45.5	45.0	44.9	47.2	47.4	46.1	46.9	46.7	46.6	46.2	46.0

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than 35 hours .	2.6	0.8	1.1	1.0	1.3	0.3	4.0	1.8	0.7	0.4	1.2	0.5	0.2	0.3
35-39 hours . . . . .	13.8	14.0	9.8	7.8	7.4	7.1	17.2	13.2	9.3	7.0	7.4	7.4	6.6	10.2
40-44 hours . . . . .	30.1	32.9	28.3	30.4	27.5	23.7	31.0	31.9	29.7	32.5	26.2	24.8	27.6	30.4
45-49 hours . . . . .	29.1	25.8	30.8	28.9	29.7	31.6	25.0	29.1	33.6	25.8	29.7	31.2	32.3	27.4
50-54 hours . . . . .	14.4	14.3	17.4	18.2	19.1	26.3	12.2	15.0	16.6	19.6	21.5	21.9	17.7	19.3
55-59 hours . . . . .	6.7	8.2	6.8	8.6	8.6	7.3	7.4	5.5	5.0	9.2	8.3	9.0	8.3	8.7
60 or more hours . .	3.2	4.1	5.8	5.2	6.7	3.7	3.2	3.3	5.2	5.5	5.7	5.2	7.4	3.6
Number reporting . .	492	392	921	626	666	354	500	326	441	271	606	443	532	332
Mean . . . . .	46.1	45.9	47.5	47.1	48.2	47.6	45.5	45.6	47.3	47.3	48.2	47.8	48.4	46.7
Median . . . . .	45.7	45.0	46.5	46.3	47.5	47.5	44.7	44.8	46.2	46.3	47.2	47.3	47.4	46.0

tions 16 b, c, d, and f asked secondary teachers how many class periods they taught per week, how many class periods there were per week in their schools, how long these class periods were, and how many unassigned periods they had each week. See Appendix B, page 97, and Appendix C, page 129.

Tables 25 and 26 give comparative data for the decade on the number of class periods in the weekly school schedule reported by secondary teachers and on the average length of these periods. Little change has occurred in 10 years in either the average number of periods or the average length of periods in the weekly schedule. In both 1961 and 1971 a large majority of secondary teachers were in schools with either 30-34 periods or 35-39 periods per week. In 1961, however, this majority was evenly divided between those reporting 30-34 periods per week and those reporting 35-39 periods per week, whereas in 1971 a higher percentage report 30-34 than 35-39 periods per week. In regard to the average length of periods, the percentage of teachers reporting periods of an hour's length or longer has decreased between 1961 and 1971, while the percentage reporting periods of 55-59 minutes has grown.

The relationship between the length and number of class periods per week reported by secondary teachers is shown in the table below.

Length and number of periods in school	Percent of secondary teachers reporting
Less than 50 minutes:	
Fewer than 30 periods	1.0
30-34 periods	1.6
35-39 periods	9.7
40 or more periods	13.7
50-59 minutes:	
Fewer than 30 periods	2.5
30-34 periods	22.8
35-39 periods	20.6
40 or more periods	4.3
60 or more periods:	
Fewer than 30 periods	2.8
30-34 periods	17.9
35-39 periods	2.4
40 or more periods	0.4
Number reporting	670

The most common form of scheduling is the period of 50-59 minutes scheduled either 30-34 or 35-39 times a week.

Table 27 shows the number of periods taught per week by secondary teachers in 1961, 1966, and 1971. The mean of 26 periods a week has not changed in 10 years, but the distribution shows a trend toward the equalization of work load, with an increase from 45 to 58 percent over the decade in teachers teaching 25-29 periods a week and decreases in the percentages of those teaching more or less than this number.

The relationship between the length and number of periods per week taught by secondary teachers is shown in the table below. The largest proportion of secondary teachers, nearly one-third, teach 25-29 periods of 50-59 minutes each week. Next largest is the proportion, 15 percent, who teach 25-29 periods of an hour or more. It seems clear that shorter periods result in a lighter workload for the secondary teacher, since regardless of the length of periods most secondary teachers teach 25-29 periods a week; no matter how long periods are, few teachers teach fewer than 25 a week.

Length and number of periods taught	Percent of secondary teachers reporting
Less than 50 minutes:	
Fewer than 25 periods	4.2
25-29 periods	11.4
30-34 periods	8.8
35 or more periods	2.5
50-59 minutes:	
Fewer than 25 periods	6.9
25-29 periods	31.8
30-34 periods	10.7
35 or more periods	0.6
60 or more minutes:	
Fewer than 25 periods	6.1
25-29 periods	14.7
30-34 periods	2.3
35 or more periods	...
Number reporting	692

Table 28 shows the number of unassigned periods per week secondary teachers had in their schedules in 1961, 1966, and 1971. The mean number of unassigned periods a week has increased from four to five in the second half of the decade.

Six in 10 secondary teachers have five unassigned periods a week, or the equivalent of one a day, but 1 teacher in 5 still reports no unassigned periods in his schedule.

These data indicate that secondary teachers spend an average of 23 hours a week in actual classroom instruction in addition to other responsibilities, such as study halls, homeroom, work with student groups or regularly scheduled conferences, and that they are provided with an average of slightly less than 4-1/2 hours a week at school for activities such as lesson preparation and grading papers. This amounts to about 12 minutes of preparation time available in the school schedule for each hour of classroom instruction.

**Table 25. Number of class periods per week in school, secondary teachers**

	1961	1971
Fewer than 30 periods . . . . .	3.0	6.4
30-34 periods . . . . .	40.1	42.2
35-39 periods . . . . .	40.2	32.8
40-44 periods . . . . .	14.0	14.2
45 or more periods . . . . .	2.7	4.4
Number reporting . . . . .	736	677
Mean . . . . .	34	34
Median . . . . .	36	35

**Table 26. Average length of class periods, secondary teachers**

	1961	1966	1971
Less than 45 minutes . . . . .	6.6	10.9	9.1
45-49 minutes . . . . .	19.5	16.9	18.0
50-54 minutes . . . . .	23.0	17.0	22.1
55-59 minutes . . . . .	20.8	28.2	27.7
60-64 minutes . . . . .	25.4	24.1	20.6
65 minutes or more . . . . .	4.7	2.8	2.4
Number reporting . . . . .	753	1,045	700
Mean . . . . .	55	53	53
Median . . . . .	55	55	55

**Table 27. Number of periods per week taught by secondary teachers**

	1961	1966	1971
Fewer than 20 periods . . . . .	3.7	4.1	1.0
20-24 periods . . . . .	19.2	17.2	16.0
25-29 periods . . . . .	45.0	51.5	57.9
30 or more periods . . . . .	32.1	27.2	25.0
Number reporting . . . . .	760	1,027	699
Mean . . . . .	26	26	26
Median . . . . .	28	25	25

**Table 28. Number of unassigned periods per week, secondary teachers**

	1961	1966	1971
None . . . . .	21.4	22.9	19.4
1-4 periods . . . . .	9.5	7.3	5.5
5 periods . . . . .	57.6	53.4	59.2
6-9 periods . . . . .	4.7	6.4	5.1
10 periods . . . . .	5.3	8.7	9.6
More than 10 periods . . . . .	1.5	1.3	1.1
Number reporting . . . . .	738	1,114	726
Mean . . . . .	4	4	5
Median . . . . .	5	5	5

In comparison with secondary teachers, departmentalized elementary teachers tend to teach more periods of shorter length and to have fewer unassigned periods per week. They also carry a slightly heavier load in average number of pupils taught per day.

*Lunch periods.* Question 20 was composed of three parts, asking respondents to indicate the length of their lunch period, whether they ate lunch with their pupils, and if so, their reason for eating lunch with pupils. See Appendix B, page 97, and Appendix C, pages 136-38.

Tables 29, 30, and 31 give the 10-year trend in the length of teachers' lunch periods, the proportion of teachers eating lunch with their pupils, and teachers' reasons for eating lunch with pupils.

The mean length of teachers' lunch periods has decreased only slightly since 1961, but a drop in



the median length of lunch period from 40 minutes in 1961 to half an hour in 1966 and 1971 shows that many more teachers have a shorter lunch period than at the beginning of the 1960's. Elementary teachers have tended to have longer lunch periods than secondary teachers, but lunch periods have shortened at both school levels. The median length of elementary teachers' lunch periods in 1971 was 40 minutes instead of the 45 minutes found in 1961. For secondary teachers, the median length of lunch period in 1971 was 30 minutes, slightly below the 34-minute median found 10 years earlier. Lunch periods tend to be a little longer in large than in medium or small school systems and shorter in the Southeast than in other regions of the country.

The trend in eating lunch with pupils shows a large increase between 1961 and 1966 and an even larger decrease between 1966 and 1971 in the per-

centage of teachers who eat lunch with pupils. The explanation for this appears in the increase during the first half of the decade, followed by decrease in the second half of the decade, in the percentage of teachers compelled to eat lunch with their pupils because it was either customary or required in their schools. Evidently, during the first half of the 1960's the requirement to eat lunch with pupils was imposed on a large number of teachers, who obtained release from this requirement during the second half of the 1960's. The difference between the 1961 and 1971 percentages of teachers eating lunch with pupils is explained by a decrease in the percentage who prefer to eat lunch with their pupils.

As would be expected, a larger proportion of elementary than of secondary teachers have tended throughout the decade to eat lunch with pupils. Consequently, the impact of the imposition and

Table 29. Length of lunch period

	School level								
	Total			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than 30 minutes	20.5	23.4	22.0	15.0	20.4	18.4	27.8	26.7	25.9
30-39 minutes	29.3	32.6	35.9	25.4	26.3	27.7	34.7	39.5	45.0
40-49 minutes	20.5	21.4	24.1	16.4	21.5	28.6	25.9	21.2	19.0
50-59 minutes	11.4	9.7	9.4	13.5	10.7	11.1	8.3	8.6	7.4
60 minutes or more	18.3	13.1	8.8	29.7	21.2	14.4	3.3	4.0	2.8
Number reporting	1,848	2,271	1,511	1,052	1,186	795	796	1,085	716
Mean	40	38	37	44	41	39	35	35	34
Median	40	30	30	45	40	40	34	30	30

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than 30 minutes	19.5	18.5	26.7	23.1	21.8	23.5	24.8	22.3	35.9	40.7	22.8	19.1	12.0	9.6
30-39 minutes	32.7	34.7	33.5	36.3	31.1	36.4	23.8	29.8	43.2	45.0	27.4	34.2	37.6	36.2
40-49 minutes	22.8	27.7	20.3	22.6	21.8	22.5	23.6	26.3	13.9	9.2	21.6	24.2	25.2	34.1
50-59 minutes	12.9	11.0	8.4	8.6	9.0	8.9	9.0	11.0	4.3	3.9	10.6	8.7	13.9	13.0
60 minutes or more	12.1	8.2	11.1	9.4	16.3	8.6	18.7	10.5	2.9	1.3	17.4	13.8	11.3	7.1
Number reporting	544	427	993	680	734	404	546	345	489	307	660	492	576	367
Mean	39	38	36	36	39	36	40	38	31	29	39	38	40	39
Median	35	35	30	30	35	30	40	35	30	30	38	35	40	40

subsequent removal of requirements for eating lunch with pupils has been greater at the elementary than at the secondary level although it has also affected secondary teachers. The percentage of elementary teachers required to eat lunch with pupils has decreased from 45 to 26 percent in the last five years, and 1971 marks the first time in the period covered by these studies that a majority of elementary teachers have had a duty-free lunch period. Six elementary teachers in 10 now have a duty-free lunch period, as do 8 in 10 secondary teachers.

Among both elementary and secondary teachers, most who eat lunch with pupils do so all the

time rather than on a rotating basis, and most do so because they are required to, rather than being influenced by the custom of their schools or their own preference.

Only about 1 teacher in 4 in large or medium size school systems now eats lunch with pupils, but the proportion of small-system teachers eating lunch with pupils has also decreased in the past five years from 6 in 10 to 4 in 10. Geographical differences are very large. The percentage of teachers in the Southeast eating lunch with pupils (60 percent) is four times as great as in the Northeast (15 percent). The Middle and West with 26 and 27 per-

**Table 30. Eating lunch with pupils**

	School level								
	Total			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Yes, all the time . . . . .	...	29.4	21.0	...	41.1	28.0	...	16.6	13.1
Yes, on a rotating basis . . . . .	...	17.4	9.5	...	21.7	12.5	...	12.8	6.5
Total Yes . . . . .	38.8	46.8	30.5	50.5	62.8	40.5	23.1	29.4	19.6
No . . . . .	61.2	53.1	69.4	49.5	37.2	59.6	76.9	70.6	80.3
Number reporting . . . . .	1,864	2,287	1,521	1,065	1,197	800	799	1,090	721

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Yes, all the time . . . . .	23.4	17.8	27.0	19.6	37.2	26.5	14.2	6.9	59.9	49.7	24.1	17.5	23.9	14.9
Yes, on a rotating basis . . . . .	12.8	7.0	17.3	8.1	21.0	14.9	20.9	8.1	12.1	10.7	19.0	8.3	17.0	12.0
Total Yes . . . . .	36.2	24.8	44.3	27.7	58.2	41.4	35.1	15.0	72.0	60.4	43.1	25.8	40.9	26.9
No . . . . .	63.8	75.2	55.6	72.3	41.8	58.5	64.8	85.1	28.0	39.6	56.9	74.2	59.2	75.2
Number reporting . . . . .	547	428	1,003	683	737	410	549	349	496	308	664	496	578	368

**Table 31. Reason for eating lunch with pupils**

	School level								
	Total			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Custom or requirement . . . . .	26.9	41.1	24.1	37.0	56.2	32.8	13.5	24.4	14.5
Custom . . . . .	...	8.4	5.8	...	10.8	7.0	...	5.8	4.4
Requirement . . . . .	...	32.7	18.3	...	45.4	25.8	...	18.6	10.1
Own preference . . . . .	11.6	3.9	4.4	13.0	3.8	5.1	9.6	4.0	3.9
Reason not indicated . . . . .	0.3	1.9	2.0	0.5	2.8	2.6	...	0.9	1.2
Do not eat lunch with pupils . . . . .	61.2	53.1	69.4	49.5	37.2	59.6	76.9	70.0	80.3
Number reporting . . . . .	1,864	2,287	1,521	1,065	1,197	800	799	1,090	721

cent, respectively, eating lunch with pupils exceed the Northeast by a considerable margin, but both are far below the Southeast. Although most teachers everywhere who eat lunch with pupils are required to do so, the custom of the school is more extensively operative in small systems and in the Southeast than elsewhere in causing teachers to eat with pupils.

*Faculty meetings.* Question 23 asked respondents whether they had to attend regularly scheduled faculty meetings, and if so, how many meetings per year of what average duration. See Appendix B, page 97, and Appendix C, pages 139-41.

Results show that 7 teachers in 8 attend regular faculty meetings. The proportions of elementary and of secondary teachers attending faculty meetings are similar, but a slightly smaller, though still large, majority of teachers in small systems (8 in 10) than in medium or large systems (9 in 10) attend regular faculty meetings.

Elementary teachers attend more faculty meetings per year than secondary teachers do, but more elementary teachers have shorter meetings. The median length of elementary teachers' meetings is 45 minutes, while the median among secondary teachers is one hour.

The table below shows the relationship between the number and length of faculty meetings attended by elementary and secondary teachers.

Number and length of faculty meetings	Elementary	Secondary
Fewer than 5 meetings		
Less than 1 hour . . . . .	3.3	3.3
1 hour or more . . . . .	3.3	3.1
5-14 meetings		
Less than 1 hour . . . . .	27.8	26.2
1 hour or more . . . . .	20.8	35.8
15-24 meetings		
Less than 1 hour . . . . .	9.6	8.4
1 hour or more . . . . .	8.2	8.9
25-34 meetings		
Less than 1 hour . . . . .	6.4	3.3
1 hour or more . . . . .	4.0	1.8
35 or more meetings		
Less than 1 hour . . . . .	10.8	6.5
1 hour or more . . . . .	5.8	2.7
Number reporting . . . . .	582	550

It is reasonable to expect that faculty meetings would be scheduled on a monthly, biweekly, or weekly basis. Monthly meetings would fall in the range of 5-14 a year, biweekly in the range of 15-24 a year, and weekly scheduling would produce 35 or more meetings a year. It thus appears that scheduling of faculty meetings is most commonly done on a monthly basis at both elementary and secondary levels, but that elementary teachers are more likely to have monthly meetings of less than an hour and secondary teachers to have monthly meetings of an hour or longer. Biweekly scheduling would appear to be about equally common for elementary and secondary teachers but more common than weekly scheduling for secondary teachers. Elementary teachers are more likely to have weekly meetings than secondary teachers, but for both elementary and secondary teachers weekly meetings are more likely to be shorter than one hour than to be an hour or longer.

Teachers in large systems tend to have more faculty meetings than teachers in small school systems. The proportion of teachers in large or medium systems attending 30 or more meetings a year (1 in 5) is twice as great as the proportion in small systems (1 in 10).

*Contract year.* Question 19 asked respondents to state the number of days of classroom teaching and the number of additional nonteaching days of contract scheduled for the 1970-71 school year. See Appendix B, page 97, and Appendix C, pages 134-35. Table 32 compares the number of teaching and of nonteaching days reported by teachers in 1966 and 1971. Changes in the number of teaching days reported show a tendency to greater uniformity in length of school year. The percentage of teachers reporting 180-181 days of classroom teaching has increased from 46 to 54 percent in the past five years. This trend appears at both elementary and secondary levels and in large, medium, and small systems, but the change has been greater in small than in medium or large systems. In 1971, the percentage of teachers reporting the 180-181 day teaching year is greater in small systems (60 percent) than in medium (53 percent) or large systems (50 percent). Large school systems, where 1 teacher in 4 reports 184 or more days of classroom teaching, still have a longer teaching year than medium or small systems.

Geographically, the Northeast still has the longest teaching year and the West the shortest.



Table 32. Length of school year

	Total		School level				School system size						Geographical region							
	1966	1971	Elementary		Secondary		Large		Medium		Small		Northeast		Southeast		Middle		West	
			1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
<b>Teaching days</b>																				
Less than 176 . . . . .	10.4	8.8	10.9	9.4	9.8	8.2	8.1	5.4	9.7	10.3	13.1	9.8	2.6	0.6	11.3	15.8	7.5	5.5	20.6	14.7
176-177 . . . . .	8.9	6.3	9.6	6.6	8.1	6.0	6.6	6.7	8.2	5.3	11.4	7.7	0.6	...	9.1	1.3	7.7	5.5	18.3	18.0
178-179 . . . . .	7.5	5.5	7.0	5.4	8.1	5.6	9.1	6.7	7.6	4.5	6.4	5.8	1.4	1.5	5.1	2.7	8.4	6.0	14.9	11.1
180-181 . . . . .	45.8	53.9	47.0	53.2	44.6	54.7	44.1	50.1	45.1	52.7	48.1	59.6	45.0	49.1	67.1	67.7	41.6	54.7	32.5	45.2
182-183 . . . . .	9.0	8.2	8.6	8.3	9.3	8.2	7.4	5.7	11.0	12.2	7.3	4.2	16.6	20.4	1.3	3.7	12.8	6.7	3.8	2.4
184 or more . . . . .	18.4	17.3	16.8	17.2	20.1	17.4	24.8	25.3	18.4	15.0	13.8	12.9	33.9	28.4	6.0	8.8	21.9	21.5	9.9	8.7
Number reporting . . . . .	2,029	1,388	1,053	726	976	662	472	387	898	622	659	379	505	324	450	297	570	433	504	334
Mean . . . . .	181	181	181	181	180	181	182	182	181	180	180	180	182	182	180	180	182	181	178	179
Median . . . . .	180	180	180	180	180	180	180	180	180	180	180	180	182	181	180	180	180	180	179	180
<b>Nonteaching days</b>																				
None . . . . .	25.0	32.8	26.0	35.8	23.9	29.5	22.9	42.9	22.5	25.6	29.9	34.3	31.9	43.5	18.9	25.6	26.1	30.3	22.2	32.0
1-2 . . . . .	13.4	11.3	12.0	11.3	15.0	11.3	16.1	6.7	11.0	13.7	14.7	12.1	18.0	18.8	6.7	2.4	13.0	11.1	15.3	12.3
3-4 . . . . .	20.0	12.9	21.8	11.8	17.9	14.0	16.5	10.3	21.4	15.1	20.5	11.9	24.0	12.7	9.8	4.7	22.3	16.9	22.4	15.3
5-6 . . . . .	20.1	20.2	20.2	18.0	20.0	22.5	15.9	13.4	22.9	24.9	19.3	19.3	15.2	17.9	22.0	21.2	18.9	20.6	24.6	21.0
7-8 . . . . .	4.8	3.2	4.9	3.4	4.7	3.0	5.7	3.6	5.7	3.4	3.0	2.6	4.4	1.5	3.3	4.0	6.7	3.9	4.6	3.3
9-10 . . . . .	8.9	12.2	8.6	12.5	9.1	11.9	12.5	12.4	8.7	11.6	6.5	13.2	3.8	3.4	22.2	20.5	6.7	12.0	4.6	13.8
More than 10 . . . . .	7.8	7.3	6.4	7.0	9.4	7.7	10.4	10.6	7.8	5.8	6.1	6.6	2.8	2.2	17.1	21.5	6.3	5.3	6.3	2.4
Number reporting . . . . .	2,029	1,388	1,053	726	976	622	472	387	898	622	659	379	505	324	450	297	570	433	504	334
Mean . . . . .	5	4	4	4	5	5	5	4	5	4	4	4	3	2	7	7	4	4	5	4
Median . . . . .	4	3	3	3	4	4	3	3	4	4	3	3	3	1	5	5	3	4	3	3

Distinct geographical differences appear in the distribution. Northeastern teachers are about evenly divided between those reporting 180-181 teaching days and those reporting more than 181 days, while extremely few have a teaching year of less than 180 days. In the Southeast, however, two-thirds continue to report the traditional 180-181 days of teaching. Both Middle and West, on the other hand, show the trend to greater uniformity in length of teaching year. Percentages reporting 180-181 days a year have increased substantially in both regions since 1966. However, the long school year still tends to be more common in the Middle and the short school year more common in the West; 1 teacher in 5 in the Middle reports 184 or more days of classroom teaching, while more than 4 teachers in 10 in the West report a teaching year of fewer than 180 days.

Additional nonteaching days of contract have decreased from a mean of five to four days since 1966, but the approximately 4 teachers in 10 reporting five or more nonteaching days show no sign of change. Teachers who do not report any nonteaching days have increased from 1 in 4 to nearly 1 in 3 in the past five years.

Secondary teachers continue to have more nonteaching days than elementary teachers, a mean of five compared with four days. At both school levels, however, the percentage not reporting any nonteaching days has increased since 1966.

In 1966, teachers in large and medium systems averaged more nonteaching days per year than teachers in small systems, but a mean of four nonteaching days is shared by teachers in large, medium, and small systems in 1971. It is in large systems, however, that the percentage of teachers not reporting any nonteaching days has increased most greatly. This percentage has grown from 23 to 43 percent in the past five years and now exceeds the percentage found in medium or small systems.

Although Northeastern teachers have more days of classroom teaching, they have fewer nonteaching days than teachers in other regions of the country. The mean number of nonteaching days in the Northeast, already the smallest in the country in 1966, decreased still further from three to two between 1966 and 1971. The Southeast, still with a mean of seven, continues to have the highest number of nonteaching days. The percentage of Southeastern teachers with more than 10

extra nonteaching days of contract remains considerably greater than the percentage in any other region of the country.

*Contract status.* Question 22 asked respondents whether they had tenure, continuing contract, or neither in their present school district. See Appendix B, page 97, and Appendix C, page 139.

Results show that more than half of all teachers have tenure, about 1 teacher in 10 is on continuing contract, and 1 teacher in 3 has neither tenure nor continuing contract. Proportions of men and women, and of elementary and secondary teachers, with tenure or continuing contract are generally similar, but not surprisingly fewer teachers under age 30 than in the older age groups have permanent contract status.

A majority of teachers in large, medium, and small systems have either tenure or continuing contract, but the larger the system the greater the proportion with permanent status. About 3 teachers in 4 in large systems, compared with 2 teachers in 3 in medium size systems, and with 6 teachers in 10 in small systems have either tenure or continuing contract.

A higher percentage of teachers in the Northeast than in other regions have either tenure or continuing contract. Continuing contract is most prevalent among teachers in the Southeast (18 percent) and more widespread among teachers in the West (13 percent) than in the Middle (7 percent) but very rare in the Northeast (1 percent).

#### School staff and pupil characteristics

*Size of school staff.* Questions 10 and 11 concerned, respectively, the total number of classroom teachers and the total number of other full-time professional staff in the schools to which teachers were currently assigned.

Table 33, which shows the number of classroom teachers in schools as reported by teachers in 1961, 1966, and 1971, reveals that schools became larger during the 1960's. Teachers reporting a classroom teaching staff of fewer than 25 decreased from 48 to 37 percent in the 10-year period.

Elementary teachers continue to report fewer teachers in their schools than secondary teachers. Elementary teachers average 25 to a school, compared with secondary teachers' 61 to a school. A majority of elementary teachers are still assigned to schools of fewer than 25 teachers, but the proportion in schools of this size has decreased during the

Table 33. Number of classroom teachers in school

	School level									
	Total			Elementary			Secondary			
	1961	1966	1971	1961	1966	1971	1961	1966	1971	
Fewer than 25 teachers . . .	48.3	43.5	37.2	67.5	66.0	58.9	22.8	18.5	13.2	
25-49 teachers . . . . .	32.7	32.8	34.4	28.0	30.2	34.1	39.0	35.7	34.9	
50-99 teachers . . . . .	15.1	17.0	20.7	3.9	3.1	6.6	29.9	32.6	36.3	
100 or more teachers . . . .	3.9	6.8	7.5	0.6	0.8	0.5	8.3	13.3	15.5	
Number reporting . . . . .	1,879	2,324	1,522	1,069	1,223	799	810	1,101	723	
Mean . . . . .	...	39	42	...	23	25	...	57	61	
Median . . . . .	...	27	31	...	20	22	...	45	50	

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Fewer than 25 teachers . .	28.1	26.7	41.1	38.2	58.0	46.3	34.7	30.4	48.6	38.6	48.9	40.6	41.0	38.3
25-49 teachers . . . . .	38.0	34.8	31.4	31.9	31.0	38.0	31.6	29.7	38.4	40.6	30.4	34.9	31.7	33.1
50-99 teachers . . . . .	21.6	25.4	20.0	22.3	9.4	13.1	22.7	27.8	11.7	16.7	14.8	17.7	18.9	20.9
100 or more teachers . . . .	12.2	13.0	7.7	7.4	1.5	2.4	11.2	12.3	1.4	3.8	5.8	6.7	8.2	7.5
Number reporting . . . . .	549	422	1,024	688	751	412	552	350	514	308	676	493	582	371
Mean . . . . .	50	52	43	42	26	31	47	51	30	36	38	40	41	42
Median . . . . .	34	40	29	30	21	26	34	39	25	29	25	30	28	32

past five years from the two-thirds characteristic of the first half of the decade. About 6 elementary teachers in 10 are now in schools of fewer than 25 teachers. Secondary teachers in schools of fewer than 25 teachers have decreased steadily over the decade from 23 to 13 percent, while the percentage of secondary teachers in schools with 100 or more teachers has approximately doubled from 8 to 16 percent.

Not surprisingly, size of school correlates with size of school system. Change since 1966, however, has been concentrated chiefly in smaller systems, where the mean number of teachers per school has increased from 26 to 31 and the percentage of teachers in schools of fewer than 25 decreased from 58 to 46 percent. Geographically, Northeastern teachers still report the largest number of teachers in their schools and Southeastern teachers the smallest, but the greatest change in the past five years has been the reduction of the pro-

portion of teachers in the Southeast and Middle in small schools of fewer than 25 teachers.

In addition to classroom teachers, a mean of seven other full-time professional staff members, such as counselors, librarians, nurses, and administrators, was reported by 87 percent of respondents. More secondary than elementary teachers reported more additional professional staff; 92 percent of secondary teachers reported a mean of nine additional professional staff, while 83 percent of elementary teachers reported a mean of four additional professional staff.

As would be expected, the number of nonteaching professional staff in a school correlates with the number of classroom teachers in the school, as shown below. Twenty-two percent of the teachers in schools with a teaching staff of less than 25 failed to respond to the question on additional professional staff, and it is possible that some of these are in very small schools which do

not have any full-time professional staff in addition to classroom teachers.

Number of classroom teachers in school	Mean number of other professional staff
Fewer than 25 .....	3
25-49 .....	5
50-99 .....	10

The correlation of the size of teaching and nonteaching professional staff makes it inevitable that the greatest number of nonteaching professionals should be reported by teachers in large school systems and in the Northeast and lowest number of nonteaching professionals by teachers in small systems and in the Southeast.

*Special staffing arrangements.* Two questions concerning special aspects of staffing in schools were Question 21 on team teaching and Question 31 on teacher aides. See Appendix B, pages 97 and 98, and Appendix C, pages 138 and 145-46.

On the former question, nearly 3 teachers in 8 report that there is team teaching in their schools, included in whom is 1 in 8 who is himself team teaching. Among elementary teachers 1 in 6 is team teaching, twice as large a proportion as among secondary teachers. However, a higher percentage of secondary teachers, 40 percent, than of elementary teachers, 34 percent, report the existence of team teaching in their schools.

A greater proportion of teachers in large and medium-size systems (4 in 10) than in small systems report the existence of team teaching in their schools. In all three system-size groups, however, about one-third of those who report team teaching in their schools are themselves members of teams.

The services of a teacher aide are available to 29 percent of all teachers, representing 42 percent of elementary teachers and 16 percent of secondary teachers, but most of these share the aide's services with other teachers. Only 6 percent of all teachers and 9 percent of elementary teachers have an aide to assist them alone. Availability of aide services tends to be equally widespread in different size school systems and different geographical regions, but the 10 percent of teachers in the West who have aides of their own more than twice as great as in the other regions.

The type of assistance which teachers most frequently receive from aides is secretarial help. Fig-

ure 1 shows various types of assistance performed by teacher aides and the percentage of all teachers with aides and of all elementary teachers with aides receiving each type of assistance.

*The school principal.* Questions 25 and 26 concerned, respectively, the sex and the racial-ethnic origin of teachers' principals. See Appendix B, page 97, and Appendix C, page 143.

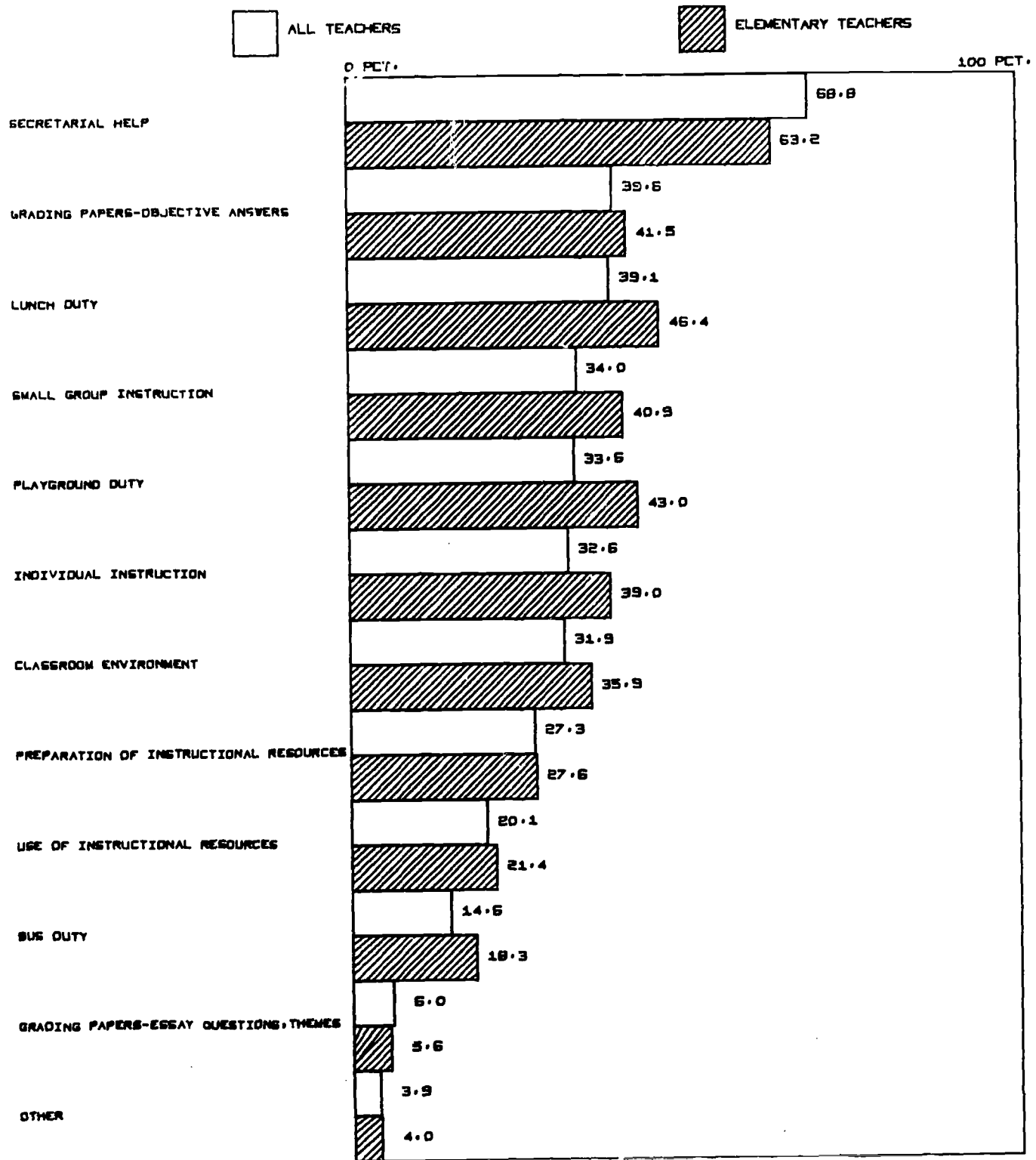
Results indicate clearly that most school principals are white males. Eighty-nine percent of all teachers, representing 80 percent of elementary teachers, and 99 percent of secondary teachers, are under the supervision of a male principal, and 92 percent of all teachers are supervised by white principals. A higher percentage of elementary teachers, 7 percent, than of secondary teachers, 4 percent, have black principals. Together they comprise 6 percent of all teachers reporting black principals.

Women and blacks appear more frequently as the principals of teachers in large than in medium-size or small school systems. One teacher in 5 in large systems has a woman as principal and 1 in 8 has a black principal. The Southeast has a larger percentage of teachers with black principals; 15 percent of Southeastern teachers have a black principal, compared with 6 percent in the Northeast, and 3 percent in the other two regions of the country.

*Pupils' background.* Question 24 asked respondents to specify the percentage of their pupils belonging to each of several racial-ethnic groups, and Question 27 asked them to indicate to which socioeconomic class the majority of their pupils belonged. See Appendix B, page 97, and Appendix C, pages 141-42 and 144.

In regard to racial-ethnic origin, responses show that if there were such a thing as a "typical" class, it would consist of 14 percent black, 5 percent Mexican-American and other Spanish-surnamed, 2 percent Oriental, 1 percent American-Indian and 78 percent of other pupils. As "typical" classes are virtually nonexistent, a more meaningful picture is obtained by considering the racial-ethnic origin of the majority of the pupils reported by each teacher. Since most of the country's population is white, it is only to be expected that a majority of teachers would report that a majority of their pupils were white. However, 12 percent of teachers report that a majority of their pupils are black, and included in the 84 percent reporting white pupils in the majority are 3

FIGURE I  
 TYPES OF ASSISTANCE PERFORMED BY AIDES FOR ALL TEACHERS AND FOR  
 ELEMENTARY TEACHERS -- PERCENT WITH AIDES REPORTING EACH TYPE OF ASSISTANCE





percent who report that a majority of their pupils are Mexican-American or other Spanish-surnamed in ethnic origin. Two percent of teachers report classes so composed that no one racial or ethnic group constitutes 50 percent or more of their pupils.

A higher percentage of elementary teachers, 16 percent, than of secondary teachers, 9 percent, report that a majority of their pupils are black, and the percentage of teachers in large systems reporting black pupils in the majority, 28 percent, is four times as great as the percentage in medium systems and more than five times as great as the percentage in small systems. The Southeast, with 22 percent of teachers reporting mostly black pupils exceeds the Northeast with 14 percent, which in turn exceeds both the Middle with 9 percent and the West with 7 percent. In the West, however, Mexican-American pupils are also reported in the majority by 7 percent of teachers.

With regard to socioeconomic status, the largest proportion of teachers, 3 in 8, reports that a majority of their pupils are lower-middle class. Upper-middle class and upper-class pupils are reported in the majority by slightly less than 1 teacher in 4, and lower-class pupils are in the majority for 1 teacher in 6. One teacher in 4, however, reports mixed economic classes.

Although the largest proportion of both elementary and secondary teachers and of teachers in different size school systems and in different geographical regions report that most of their pupils are lower-middle class, the following variations also appear:

- A higher percentage of elementary teachers (19 percent) than of secondary teachers (11 percent) report lower-class pupils in the majority.
- Nearly 3 teachers in 10 in large systems, compared with about 1 in 10 in medium and small systems, have mostly lower-class pupils.
- A greater percentage of teachers in medium-size systems and in the Northeast than elsewhere have mostly upperclass and upper-middle class pupils.
- Mixed economic classes are more frequently reported by teachers in the

Southeast than in other regions and more rarely by teachers in large than in medium or small systems.

*Types of communities.* Question 28 asked respondents to indicate the type of community where their school was located, and Questions 29 and 30 followed up by asking teachers in the inner city how they had been assigned to these schools and whether they received extra pay or other incentives for the assignment.

The distribution of teachers by type of community shows more than one-third in urban areas, over one-half in suburban areas or small towns (with slightly more in small towns than in suburban communities), and 1 teacher in 8 in a rural area. Two teachers in 10 are in large cities with 1/4 million or more population; these are about evenly divided between the inner core and the rest of the city. It is not entirely clear whether teachers in small towns lying within the exurban belt around a major metropolitan center would have described the community as "suburban" or "small town." Teachers reporting their schools in small towns may therefore include both teachers in such suburban small towns and teachers in small towns remote from metropolitan areas.

A definite and predictable correlation exists between type of community and size of school system. Three teachers in 4 in large systems are in cities; the largest proportion of teachers in medium-size systems are in suburban communities, 36 percent, and 28 percent are in small towns; and more than 8 teachers in 10 in small systems are in either rural areas or small towns. Equally predictable is the high percentage of Northeastern teachers in suburban communities (44 percent) and the higher percentage of teachers in the Southeast than in other regions who are in rural areas.

Over half the large-system teachers are in cities of 1/4 million or more population, and over half of these, 29 percent of all large system teachers, are in inner city schools. Inner city teachers as a whole constitute too small a sample to report the distribution of responses to the follow-up questions, but results clearly indicate that most inner city teachers were assigned to these schools when they were new in the school system and that most do not receive extra pay or other types of incentives for inner city assignments.



#### IV. PROFESSIONAL GROWTH

##### Summary of Major Findings and Trends

- Workshops sponsored by the school system, courses in education, university extension courses, and work on the curriculum committee or some other committee assignment are the most common types of professional growth activities for teachers. Six teachers in 10 have participated in workshops sponsored by their school systems during the past three school years.
- 6 percent of all 1971 teachers have been on sabbatical leave at some time since fall 1968.
- 61 percent of teachers have earned a mean of 14 semester hours of college credit (since college graduation) in the past three years for a mean expenditure of \$536 from their own funds.
- Most teachers continue to be members of professional education associations.

##### Professional Growth Activities

Question 55 listed a number of professional growth activities for teachers and asked respondents to indicate in which of these they had participated in 1968-69, 1969-70, and 1970-71. See Appendix B, page 100, and Appendix C, pages 172-80.

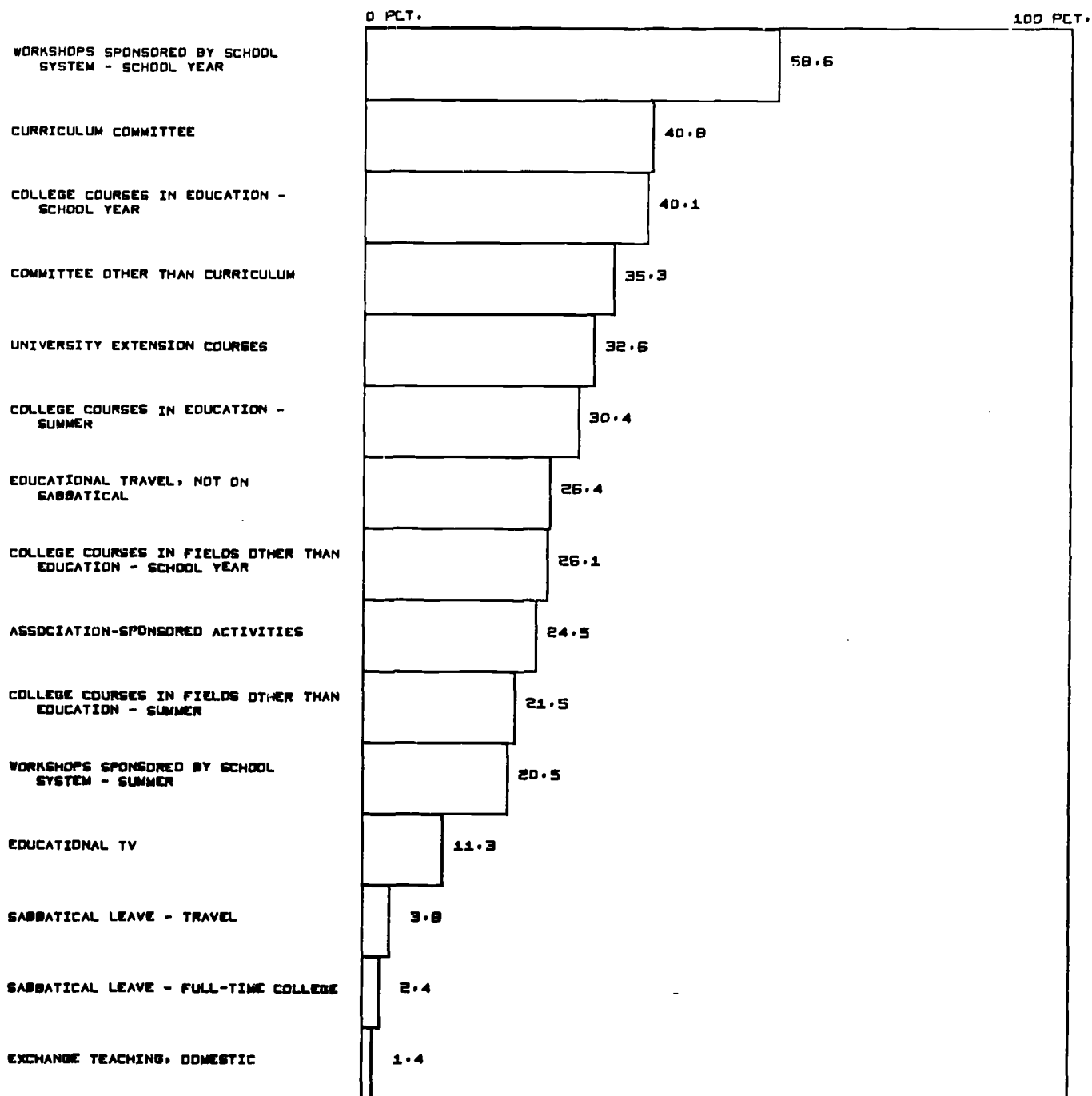
Figure II depicts responses pertaining to the three-year period as a whole for the activities in which the largest percentages of teachers have participated. Workshops sponsored by the school system stand out as having the highest percentage of participants. Comparison of different activities shows that more teachers have taken college courses in education than in other subject fields, and that in both education and other subjects more have taken college courses during the school year than during the summer. Not shown on the graph are activities in which less than 1 percent of respondents had participated at any time during the three years: foreign exchange teaching, Peace Corps, Teach Corps, and Teacher Corps.

Analysis of responses for the three-year period as a whole reveal a number of differences. A higher percentage of elementary than of secondary teachers have participated in school-system workshops both during the school year and during the summer, although workshops during the year are the chief activity also of secondary teachers and summer workshops are a less usual activity for teachers at both grade levels. The percentage of elementary teachers using educational TV for professional growth is also higher than the percentage of secondary teachers. Not surprisingly, greater percentages of secondary than of elementary teachers have taken college courses in subject fields other than education both during the school year and during the summer. Secondary teachers also show a slightly higher percentage taking part in professional growth activities sponsored by professional associations.

Also unsurprising is the finding that highest percentages of teachers taking all categories of college courses listed are in the youngest age group and lowest percentages in the oldest age group. Teachers under age 30, however, show a smaller percentage than the older age groups who have participated in system-sponsored workshops during the year or worked on the curriculum committee. Teachers age 50 and over, on the other hand, show a larger percentage who have undertaken educational travel than younger age groups.

Greater percentages of teachers in large and medium-size school systems than in small systems have participated in school system workshops both during the year and during the summer. College courses in education or in other subjects are more likely to have been taken during the school year by teachers in large than in medium or small systems and by teachers in the Northeast and West than in the other two regions of the country. Large systems, however, show a smaller percentage of teachers working on the curriculum committee than medium or small systems. Geographically, the Southeast is distinguished from the rest of the

FIGURE II  
 PRINCIPAL PROFESSIONAL GROWTH ACTIVITIES UNDERTAKEN  
 BY TEACHERS IN PAST 3 YEARS -- PERCENT REPORTING EACH ACTIVITY



country in having the lowest percentage of teachers who have undertaken educational travel and the highest percentage who have used educational TV for professional growth. The West shows the highest percentage of teachers who have taken university extension courses and the Northeast the lowest; the percentage of teachers taking extension courses in the West exceeds the percentage in the Southeast, which in turn exceeds the percentage in the Middle of the country.

If teachers having sabbatical leave for any of the purposes listed at any time during the past three years are considered together, they amount to 5.7 percent of all teachers. Analysis of responses on different bases reveals only minor differences.

#### College Study for Credit

Question 56 concerned the number of college credits earned by teachers in the three years (limited to credits earned since college graduation), and Question 57 asked those who had earned credits in the past three years to specify the amount of their own money they had spent for fees and tuition, for food and lodging while attending school, for travel to and from school, and for books and other instructional materials.

Sixty-one percent of respondents indicated that they earned college credits; 9 percent of all teachers had earned 30 or more semester hours of credit within the preceding three years. Most teachers undertaking college study, however, reported at least 3 but less than 15 semester hours earned in the three-year period. The mean for all teachers who had earned credits is 14 semester hours.

More men have earned more credits than women, and more teachers under age 50 have earned more credits than teachers age 50 and older. Seven men in 10 earning credits averaged 17 semester hours, compared with 13 semester hours averaged by the 6 women in 10 who had earned credits. Nearly two-thirds in each of the age groups under age 50 earned credits, averaging about 14 semester hours for the three-year period, while slightly less than half the teachers 50 and older averaged 11 semester hours. Among teachers earning credits, 1 man in 5 and a similar proportion of teachers under age 30 earned 30 or more semester hours.

In view of the findings related to sex and age, it is not surprising also to find that a higher per-

centage of secondary teachers (64 percent) than of elementary teachers (58 percent) had earned credits. However, the mean number of semester hours earned by those who did take courses for credit is similar for elementary and secondary teachers.

More of the teachers in large school systems earned more credits than teachers in medium or small systems. Seven teachers in 10 in large systems earned credits, averaging 17 semester hours for the three-year period. A larger proportion of teachers in the West, nearly 3 in 4, than in other regions earned credits, but when teachers who earned credits are considered, the Northeast along with the West shows a greater number of semester hours earned than the other two regions of the country.

Teachers earning college credits during the past three years spent from their own funds a mean of \$536, consisting of \$310 for fees and tuition, \$92 for food and lodging while attending school, \$79 for travel to and from school, and \$55 for books and instructional materials. These mean amounts, however, are deceptively high because of a small percentage of teachers with extremely heavy educational expenses. Although most teachers taking college credits reported expenditures for tuition and books, only about 1 in 4 had room and board expenses, and fewer than 6 in 10 had travel expenses. For all types of expense, the median amount is well below the mean; medians are as follows: for tuition, \$152; for board and lodging, none; for travel, \$20; and for books and materials, \$25.

In view of the fact that men, teachers under 50, teachers in large systems and in the Northeast and West have earned a larger number of credits, it is to be expected that they would also have spent more money on college study than others. Tuition costs, however, have been high for teachers in the Northeast and comparatively lower for teachers in the West. The table at the top of page 49 summarizes the mean amounts of expenditures for different study costs by sex, age, school system size, and region.

#### Professional Organization Membership

Question 51, which concerned teachers' membership in various types of organizations, included, in addition to community and civic organizations, organizations of professional interest to educators. See Appendix B, page 99, and Appendix C, pages 165-66.

Mean amount spent for	All teachers	Sex		Age			50 or more
		Men	Women	Less than 30	30-39	40-49	
Total .....	\$536	\$684	\$444	\$676	\$499	\$512	\$291
Tuition .....	310	387	262	401	274	299	160
Food and lodging .....	92	123	73	128	77	84	43
Travel .....	79	106	62	82	89	78	58
Books and materials .....	55	68	47	65	59	51	31
Number reporting .....	931	357	574	362	228	168	161

	School system size			Geographical region			
	Large	Medium	Small	North-east	South-east	Middle	West
Total .....	\$650	\$461	\$524	\$613	\$301	\$532	\$649
Tuition .....	419	264	253	439	161	314	315
Food and lodging .....	82	79	128	40	46	104	153
Travel .....	82	70	90	71	60	65	111
Books and materials .....	66	48	53	63	33	49	70
Number reporting .....	293	406	232	202	190	273	266

Table 34 compares responses of 1966 and 1971 teachers regarding membership in professional organizations. These data indicate some over-all decrease, especially in state association membership, for teachers as a whole during the 5-year period. In addition, several noteworthy changes have occurred in subgroups, including the following:

- A movement toward equalization of the proportion of men and women who are members of the National Education Association. The 1971 data indicate similar percentages of men and women teachers holding NEA membership, whereas in 1966 a higher percentage of women were NEA members.
- A decrease in professional association membership of all types among teachers under age 30. The youngest age group now stands out from older age groups in having smaller percentages of teachers who are organization members.
- A decrease in state and local education association membership among teachers in large systems.

- A substantial decrease in the percentages of teachers in the Southeast reporting membership in local, state, and national education associations.

The geographical pattern in 1971 shows fewer teachers in the two eastern regions than in the Middle and West members of NEA, and fewer in the Northeast than in the other regions members of state associations. In regard to size of school system, large systems have fewer members of state and local associations than medium or small systems, but medium size systems exceed both large and small systems in percentage of NEA members. Large and medium systems, however, show greater percentages of teachers who are members of special-interest organizations.

As would be expected, secondary teachers, and therefore also men, show a larger percentage of teachers holding membership in special-interest organizations. However, a higher percentage of elementary than of secondary teachers are NEA members, although data do not indicate significant difference between elementary and secondary teachers in state and local membership.

Table 34. Membership in professional organizations

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
National Education Association	59.9	57.3	51.5	56.1	63.6	58.0	63.9	60.5	55.4	53.9
State education association . . .	81.9	75.4	78.2	74.9	83.6	75.7	82.9	76.5	80.8	74.2
Local education association . . .	83.1	79.6	80.0	77.4	84.6	80.7	83.5	80.5	82.8	78.5
Subject-matter or professional special-interest association . . .	37.5	36.1	46.7	43.5	33.3	32.3	20.7	22.3	56.0	51.5
Number reporting . . . . .	2,344	1,533	730	526	1,614	1,007	1,230	807	1,114	726

	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
National Education Association .	56.6	49.8	59.0	55.9	64.0	61.9	62.6	67.6
State education association . . . .	80.3	67.4	80.0	77.4	84.4	75.2	84.5	87.9
Local education association . . . .	80.8	73.8	83.2	78.6	85.6	81.1	85.5	89.7
Subject-matter or professional special-interest association . . . .	39.4	27.9	40.3	40.3	40.7	47.0	31.2	37.2
Number reporting . . . . .	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
National Education Association	56.5	51.6	66.6	62.6	53.1	54.6	52.5	51.3	69.4	51.0	57.9	60.4	60.6	64.2
State education association . . . .	68.5	58.8	86.3	82.0	85.8	81.8	73.7	67.8	90.9	73.5	81.5	78.1	82.2	80.5
Local education association . . . .	75.0	68.1	88.3	85.1	82.2	82.5	79.7	76.4	91.7	80.3	80.1	79.5	82.5	82.1
Subject-matter or professional special-interest association . . . .	43.3	40.3	38.1	36.7	32.3	30.8	37.9	36.2	36.8	32.3	37.8	39.0	37.2	35.6
Number reporting . . . . .	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

## V. ATTITUDES TOWARD THE PROFESSION

### Summary of Major Findings and Trends

- The desire to work with young people remains the most important factor in determining teachers' choice of career.
- A majority of secondary teachers were influenced in their choice of career by their interest in a particular subject-matter field.
- Three-fourths of 1971 teachers, like three-fourths of 1961 teachers, would again choose teaching if they could go back to the beginning of their adult professional lives and make a new career choice.
- Adequacy of resources is teachers' area of greatest concern in doing their jobs successfully. More teachers mentioned sufficient or insufficient materials, staff, or funds than anything else in naming the greatest help and greatest hindrance they encountered in their work.

### Reasons for Becoming a Teacher

Question 44 asked respondents to indicate on a checklist their three main reasons for choosing a teaching career. See Appendix B, page 99, and Appendix C, pages 159-60.

Responses show that the principal reasons for choosing a teaching career are not of the pragmatic variety. Standing out at the top is a desire to work with young people, included by 72 percent of respondents as one of their three main reasons and the only reason on the list indicated by a majority of all teachers. A question similar in intent but different in form which was asked in 1966 also showed the desire to work with young people as the chief reason for becoming a teacher. For 1971 teachers, next in percent of response were the value or significance of education in society with 37 percent and interest in a subject-matter field with 35 percent. The opportunity offered by teaching for a lifetime of self-growth ranked fourth with 21 percent.

Predictably, a much larger proportion of secondary than of elementary teachers have been drawn to teaching by their interest in a subject-matter field. This factor is widely important to secondary teachers, being mentioned by 57 percent as one of their three main reasons for choosing to teach, and second in importance only to the desire to work with young people, which was indicated by 69 percent of secondary teachers. Elementary teachers gave no second reason of similar importance, but they show a slightly higher percentage (74 percent) than secondary teachers motivated by the desire to work with young people.

Career choice is likely to be related to sex and age. Figure III shows responses of men and women to all reasons on the checklist; Figure IV shows the responses of the age groups to the top-ranking 12 reasons. The interrelationship between sex and age needs to be kept in mind. The fact that more of the older teachers are women means that to some extent the responses of women as a whole reflect the attitudes of an older generation of teachers, while responses of teachers over age 50 reflect the attitudes of women to a greater extent than in the younger age groups.

Desire to work with young people is the top-ranking reason for both sexes and all four age groups, but teachers under 40 are more likely to have been influenced by this than teachers age 40 and older. Fourteen percentage points separate percentages of youngest and oldest teachers including this among their three main reasons for becoming a teacher. The higher percentage of men than of women influenced by interest in a subject-matter field is expected in view of the importance of this factor to secondary teachers. Also in conformity with school level difference, men show a slightly smaller percentage motivated by the desire to work with young people.

In regard to the influence of other people, teachers are more likely to have been influenced in their career choice by their families or by teachers

(Continued on page 55)



FIGURE III  
 REASONS FOR WHICH MEN AND WOMEN CHOSE TO TEACH -- PERCENT REPORTING  
 EACH REASON AS ONE OF THREE MAIN REASONS

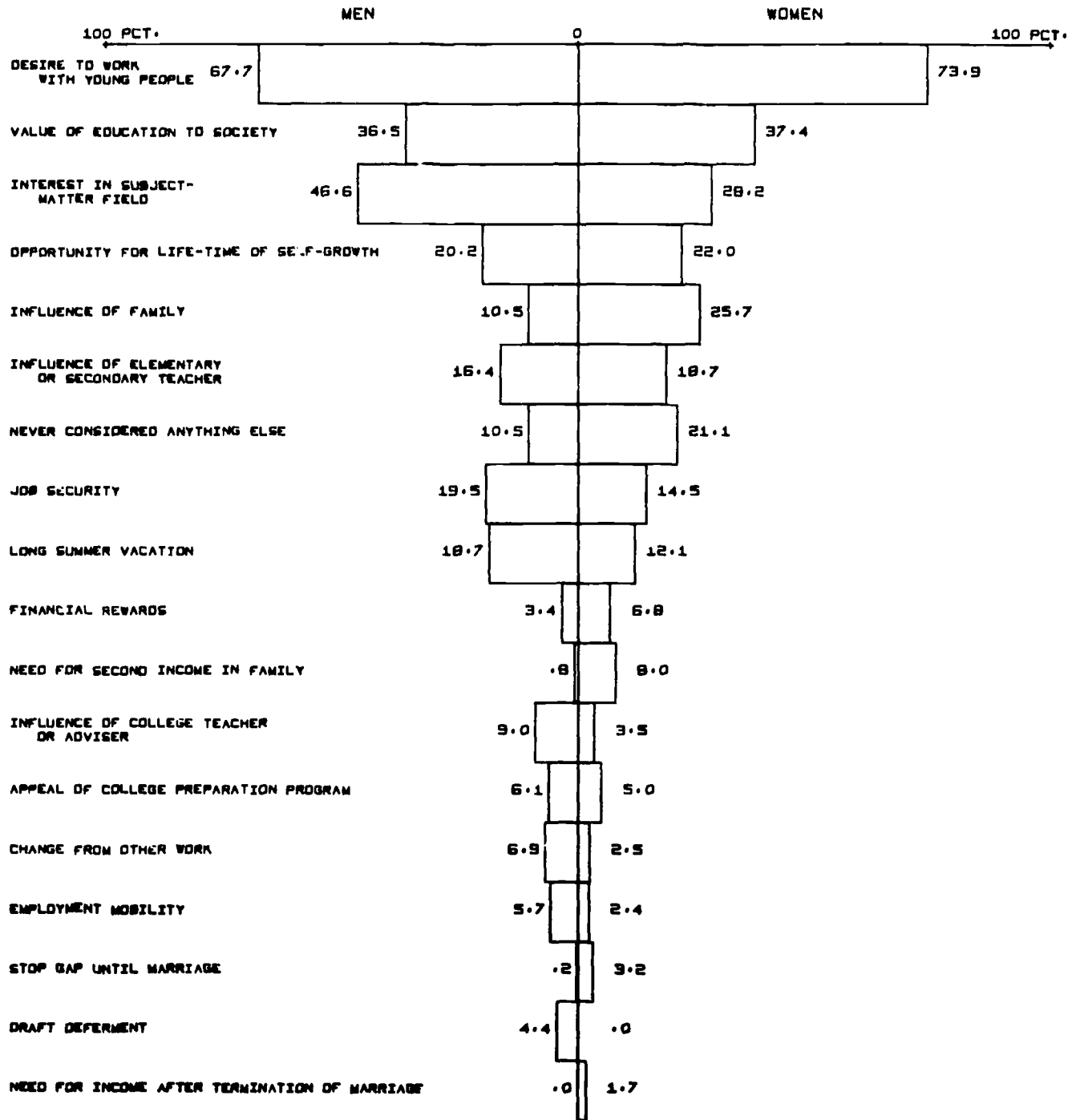


FIGURE IV  
 12 MAIN REASONS FOR CHOOSING TO TEACH, BY AGE -- PERCENT IN  
 EACH AGE GROUP REPORTING EACH REASON AS ONE OF THEIR THREE MAIN REASONS

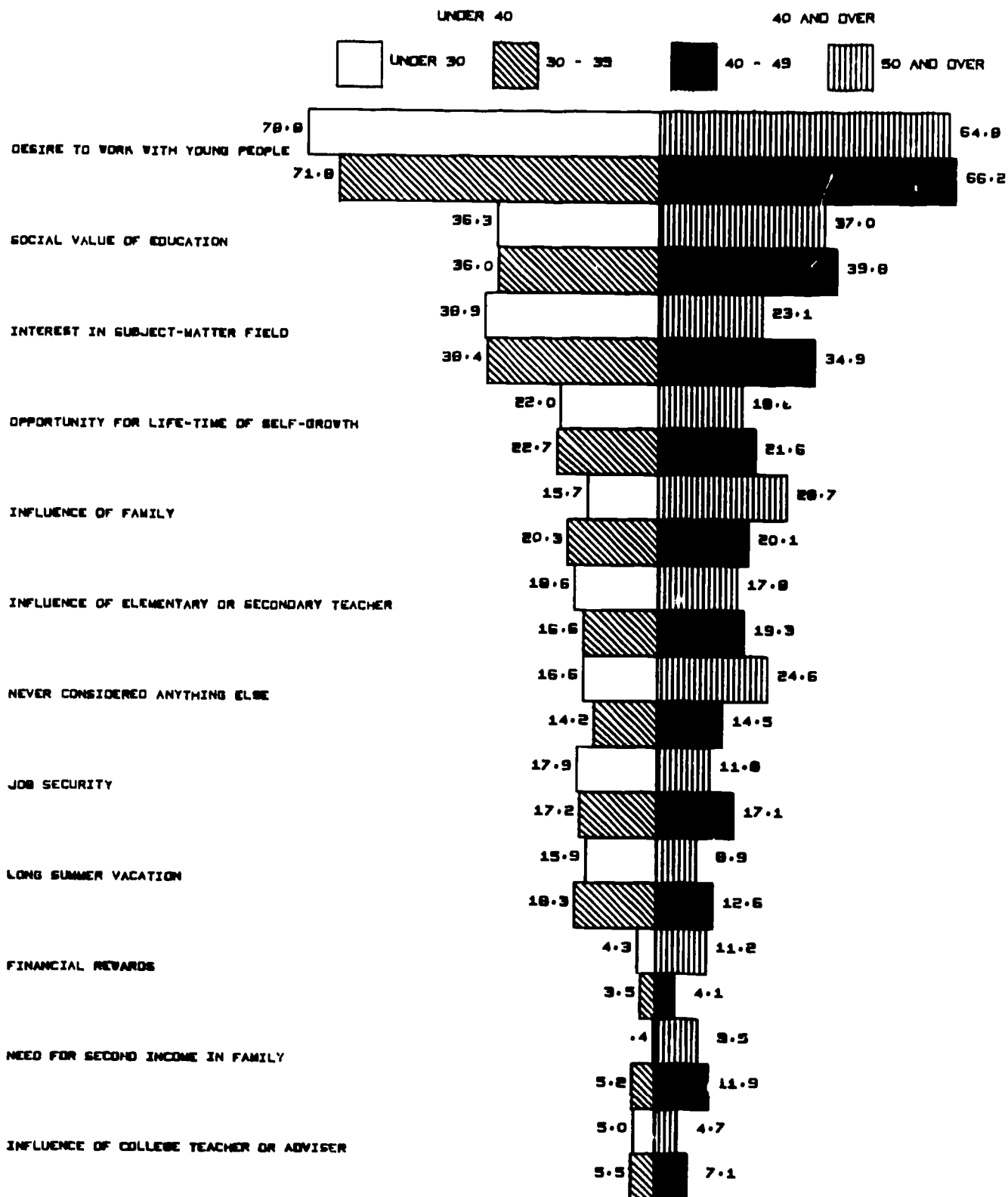


Table 35. Willingness to teach again

	Sex						School level								
	Total		Men		Women		Elementary		Secondary		Secondary				
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971			
Certainly would teach	49.9	52.6	44.9	35.2	38.0	33.0	56.6	59.2	51.1	57.3	59.6	50.1	40.0	44.9	39.1
Probably would teach	26.9	25.4	29.5	26.8	25.3	27.8	26.9	25.5	30.4	25.7	24.5	30.1	28.5	26.5	28.8
Chances are about even	12.5	12.9	13.0	19.3	20.0	16.9	9.5	9.6	10.9	9.9	10.0	10.4	16.1	16.1	15.9
Probably would not teach	7.9	7.1	8.9	12.7	12.6	16.1	5.7	4.6	5.2	5.3	4.7	6.7	11.3	9.7	11.4
Certainly would not teach	2.8	2.0	3.7	6.0	4.1	6.2	1.3	1.1	2.4	1.8	1.2	2.8	4.1	2.9	4.8
Number reporting	1,863	2,331	1,502	585	724	515	1,276	1,607	987	1,060	1,224	791	803	1,107	711

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Certainly would teach	49.2	41.4	50.9	40.1	48.9	47.1	60.2	53.0
Probably would teach	27.5	34.2	24.8	27.1	27.8	28.1	22.4	26.2
Chances are about even	14.2	12.8	12.9	17.4	15.3	11.4	9.7	10.1
Probably would not teach	8.1	8.6	8.6	12.1	6.0	9.5	5.6	5.5
Certainly would not teach	1.0	3.1	2.9	3.2	2.0	3.8	2.2	5.2
Number reporting	779	556	521	339	399	263	590	328

	School system size						Geographical region							
	Large		Medium		Small		Southeast		Middle		West			
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971		
Certainly would teach	50.4	45.2	53.1	44.0	53.6	45.9	55.9	41.4	48.7	46.2	52.1	42.6	53.4	50.1
Probably would teach	23.6	26.1	26.5	30.6	25.3	31.2	23.8	29.3	25.4	25.8	27.2	34.4	24.9	26.2
Chances about even	16.4	13.2	11.4	12.8	12.3	13.0	12.1	13.8	13.7	14.4	12.2	12.7	13.7	11.4
Probably would not teach	7.6	10.1	6.8	9.6	7.1	6.6	6.7	10.1	9.2	9.0	6.6	7.4	6.1	9.8
Certainly would not teach	2.2	5.4	2.1	3.0	1.7	3.2	1.6	5.5	2.9	4.7	1.8	2.9	1.9	2.5
Number reporting	556	425	1,025	670	750	407	555	348	511	299	679	488	586	367

they had in elementary or secondary school than by college teachers or advisors. Men, however, are less likely than women to be influenced by the family and more likely to be influenced by teachers or advisors in college, but the influence of elementary and secondary teachers is more important among men than either of these. For women and older teachers, family influence is dominant. One woman in 4 and a similar though slightly larger proportion of teachers age 50 and older indicates family influence as one of three main reasons for becoming a teacher.

Men and younger teachers are more likely to have been attracted to teaching by job security and long summer vacation, while women and older teachers are more likely to have "never really considered anything else" but teaching as a career. The need for a second income in the family is more important among teachers age 40 and older than among younger teachers, and a higher percentage of teachers 50 and older than in any of the younger age groups report that they were motivated by financial rewards. Among teachers over 50, the principal reasons for choosing a teaching career are, after desire to work with young people (65 percent), the value of education to society (37 percent), family influence (29 percent) and never considered anything else (25 percent).

The distinctly masculine and feminine reasons of draft deferment and stopgap until marriage have influenced very few teachers. Even among men under age 30, the vast majority do not include draft deferment among their three main reasons for becoming a teacher.

#### Willingness To Teach Again

Question 61 asked respondents if they would become teachers if they had the choice to make over again. See Appendix B, page 101, and Appendix C, pages 224-25.

Table 35, which shows the trend over the past decade in responses to this question, reveals that although a similarly large proportion throughout the 10-year period would either certainly or probably teach again, fewer teachers in 1971 than 5 or 10 years ago are *certain* that they would teach.

This change has occurred among women where the percentage who *certainly* would teach has decreased from 57 percent in 1961 to 51 percent in 1971. As in previous years, a much smaller proportion of men than women, one-third compared

with one-half, are *certain* they would teach again. This is hardly surprising in view of the traditionally wider range of career opportunities open to men, and it seems possible that the decrease in women who are certain they would choose teaching may be related to a recent broadening of career opportunities for women. In this regard, the higher percentage of older teachers, mostly women, who never really considered anything but teaching as a career is illuminating.

The change in certainty about teaching again has affected different age groups differently. In 1966, 6 teachers in 10 in the oldest age group, compared with about half in each of the three younger age groups, were *certain* they would teach again. Five years later the proportion in the two youngest groups had dropped to 4 in 10. The oldest teachers, although continuing to have a majority *certain* they would teach again choose teaching, also show a decrease over the five years from 60 to 53 percent. In the youngest age group, the decrease in teachers *certain* they would teach results in an increase in those who *probably* would teach. A less positive attitude shows in the 30-39 age group where percentages have increased significantly both for those who *probably* would *not* teach and for those who say the chances are about even. Among teachers age 50 and older, effects of the decrease in certainty about teaching are dispersed, but the percentage *certain* they would *not* teach again has risen significantly though it reaches only 5 percent.

The largest proportion of teachers in all school system size groups and all geographical regions would *certainly* teach again, but percentages of teachers *certain* they would teach again have decreased significantly since 1966 in medium-size and small systems and in the Northeast and Middle states. The decrease in the Northeast from 56 to 41 percent in five years in the percentage of teachers *certain* they would teach again is the largest change. Negative attitudes show some increase in large systems and in the Northeast although they remain definitely in the minority. Large-system teachers who probably or certainly would *not* teach again have increased from 10 to 16 percent and Northeastern teachers who probably or certainly would *not* teach have increased from 8 to 16 percent in the last five years.

#### Satisfactions and Problems

A pair of open-end questions, Questions 63 and 64, asked respondents to state what helped

and what hindered them most in rendering the best service in their present positions. See Appendix B, page 101, and Appendix C, pages 227-30.

Tables 36 and 37 compare responses of 1971 teachers with responses to a similar pair of questions asked in 1966. Tabulation of responses shows that 81 percent of 1971 teachers had problems to state and 67 percent satisfactions to report, com-

pared with 86 percent of 1966 teachers expressing satisfactions and 78 percent naming problems. From those who did respond in the most recent survey, it is clear that the area currently of greatest concern to teachers is the adequacy of school resources in the broadest sense of the term, including materials, staff, and funds. Insufficiency in this area is most frequently mentioned by teachers as

**Table 36. Greatest help to teacher**

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Adequate materials, staff, funds . . . . .	14.5	20.0	11.2	15.0	16.0	22.5	16.3	21.2	12.5	18.6
Excellence of administration—school, central office, school boards . . . . .	35.2	16.9	30.3	12.9	37.5	19.0	36.3	18.3	34.0	15.3
Good relationships and attitudes of colleagues . .	21.8	12.7	16.8	10.3	24.0	14.0	24.1	14.1	19.2	11.2
Positive attitudes of pupils and parents . . . . .	22.7	10.0	18.8	8.2	24.5	10.9	22.4	10.0	23.2	9.9
Opportunity for rendering service . . . . .	23.3	9.6	23.6	11.0	23.2	8.8	23.9	9.3	22.7	9.9
Professional growth activities . . . . .	1.5	4.3	1.5	4.9	1.4	4.0	1.4	4.0	1.5	4.7
Pupil progress and ability . . . . .	7.1	0.9	7.0	1.1	7.1	0.8	7.0	0.7	7.2	1.1
Improvements in remuneration . . . . .	1.6	0.4	3.3	0.8	0.8	0.2	1.1	0.1	2.1	0.7
Other . . . . .	0.6	7.1	1.0	5.5	0.5	7.9	0.6	7.8	0.7	6.3
Total naming at least one factor . . . . .	85.8	67.1	82.3	60.3	87.4	70.7	85.8	69.3	85.8	64.7
None or blank . . . . .	14.2	32.9	17.7	39.7	12.6	29.3	14.2	30.7	14.2	35.3
Number reporting . . . . .	2,344	1,533	730	526	1,614	1,007	1,230	807	1,114	726

**Table 37. Greatest hindrance to teacher**

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Insufficient materials, staff, funds . . . . .	23.8	30.1	21.5	25.3	24.9	32.7	23.6	32.2	24.1	27.8
Lack of time to teach . . . . .	24.6	22.0	18.4	17.5	27.4	24.3	27.3	25.0	21.6	18.6
Negative attitudes of pupils and parents—discipline . . . . .	19.3	13.8	18.9	18.3	19.5	11.5	18.0	10.0	20.8	18.0
Poor administration—school, central office, school board . . . . .	16.7	13.0	21.9	16.3	14.4	11.3	13.3	11.8	20.5	14.5
Negative relationship or attitudes of colleagues . .	3.9	2.9	4.2	3.0	3.7	2.8	2.8	2.2	5.1	3.6
Unsatisfactory remuneration . . . . .	5.5	1.5	10.4	3.4	3.2	0.5	3.3	0.7	7.8	2.3
Insufficient preparation for field in which teaching . . . . .	1.7	1.5	2.2	1.3	1.5	1.6	1.1	1.0	2.4	2.1
Poor preparation of students . . . . .	5.5	1.0	3.7	0.6	6.3	1.2	5.4	1.2	5.7	0.7
School reorganization . . . . .	0.7	0.8	0.8	1.0	0.6	0.8	0.7	1.0	0.6	0.7
Other . . . . .	1.3	4.6	1.5	4.8	1.2	4.6	1.0	5.1	1.6	4.1
Total naming at least one factor . . . . .	78.4	81.3	80.4	81.2	77.4	81.3	74.8	81.0	82.2	81.5
None or blank . . . . .	21.6	18.7	19.6	18.8	22.6	18.7	25.2	19.0	17.8	18.5
Number reporting . . . . .	2,344	1,533	730	526	1,614	1,007	1,230	807	1,114	726

the greatest hindrance to successful teaching, while adequacy of resources was most frequently mentioned as the greatest help to teachers. Percentages of teachers mentioning resources both as a hindrance and as a help have increased since 1966; but more teachers find inadequate resources a problem than report that they are helped by adequate resources, 30 percent compared with 20 percent.

Changes since 1966 in part suggest changed areas of concern. School administration, whether good or poor, is mentioned by fewer teachers than 5 years ago, although by far the greater decrease has occurred in the percentage of teachers indicating that excellence of administration was of greatest help to them. Similarly, attitudes of pupils and parents, whether positive or negative, and pupil preparation and progress, whether good or poor, are viewed as chief help or hindrance by fewer teachers than in 1966.

Two other changes are perhaps indicative of changing conditions. The percentage of teachers

who find their chief satisfaction in the opportunity for rendering service has decreased from 23 to 10 percent, while the percentage whose chief dissatisfaction is unsatisfactory remuneration has decreased from 6 to 2 percent. The latter change is particularly noticeable among men teachers; in 1966, 10 percent of all men responded that unsatisfactory remuneration was their greatest problem, but this percentage has decreased to 3 percent in 1971.

Lack of time to teach is still the main problem for almost as many teachers as it was five years ago and still a problem for more elementary than secondary teachers. Discipline and the negative attitudes of pupils and parents are still the main problem for as large a proportion of secondary teachers and of men as five years ago. However, percentages of elementary teachers and of women with their greatest problem in this area, although similar to percentages of secondary teachers and of men in 1966, have decreased by almost half since then.



## VI. PERSONAL LIFE

### Summary of Major Findings and Trends

- Teachers are younger today than 10 years ago. The median age of teachers is now 35 years instead of 41 years as at the beginning of the decade. Women teachers still tend to be older than men, but the age difference between the sexes has decreased during the 1960's.
- 8 percent of 1971 teachers are black. Black teachers are more numerous among women than among men.
- About half of all teachers continue to come from blue-collar working class or farm backgrounds, but the percentage of teachers with fathers in professional occupations has increased since 1961. Most of the mothers of 1971 teachers were high-school graduates, but few had completed four years of college. Women teachers are more likely than men to come from families of higher occupational and educational status.
- More teachers, and more elementary teachers, are men than 5 or 10 years ago. One teacher in 3, and 1 elementary teacher in 6, is now a man.
- 7 teachers in 10 are married. More than 4 in 10 are married women.
- Over half of all 1971 teachers have husbands or wives who are employed. The percentage of men teachers with working wives has increased during the past decade. One-third of all men now have wives who are employed full time.
- 17 percent of all teachers, and 21 percent of men teachers, are married to full-time teachers.
- About 6 teachers in 10 have an average of two children. More men than women have children, and the children of men tend to be younger than the children of women teachers.
- 5 percent of all 1971 teachers have dependents, in addition to spouses and children, for whose support they are entirely responsible.
- Home and car ownership have increased among teachers in the past five years. Two-thirds of 1971 teacher families own or are buying their homes and nearly one-half have two or more cars.
- During the 1970 summer vacation, 1 teacher in 3 traveled and 1 in 4 attended summer school; but among men teachers, 3 in 8 were working outside education.
- The mean annual contract salary for teachers has increased by 76 percent since 1961. In 1971, teachers averaged \$9,261 in teaching salary. Salaries of men continue to be higher than salaries of women.
- An increasing majority of teachers have an increasing amount of additional income. In 1971, 57 percent of teachers averaged \$1,483 in income in addition to their salaries. More men continue to have more additional income than women.
- The total household income of all teachers averages about \$15,000, of which the teacher's salary represents an average of 71 percent. Married teachers average a total household income of about \$17,000. Married women and their husbands have a greater combined income than married men and their wives, and the teacher's salary represents a larger proportion of the total income in the families of married men than of married women.

### Personal Characteristics and Family Life

Age. Question 32 concerned the age of teachers. See Appendix B, page 98, and Appendix C, pages 148.

Table 38. Age of teachers

	Sex														
	Total			Men			Women			School level					
	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971
Under 30	...	33.9	37.1	...	38.6	38.4	...	31.8	36.4	...	28.6	35.6	...	39.8	38.7
30-39	...	22.8	22.8	...	33.0	29.4	...	18.1	19.3	...	20.1	19.9	...	25.7	25.9
40-49	...	17.5	17.8	...	18.2	19.3	...	17.2	17.0	...	17.2	17.1	...	17.9	18.6
50 or more	...	25.8	22.3	...	10.1	12.8	...	33.0	27.3	...	34.2	27.3	...	15.7	16.8
Number reporting	1,877	2,301	1,515	590	725	523	1,287	1,576	992	1,067	1,199	794	810	1,102	721
Mean	41.5	38.7	38	36.2	35.0	36	43.8	40.5	39	43.5	41.1	39	38.8	36.2	36
Median	40.9	36.0	35	33.6	33.0	33	45.5	40.0	37	44.6	40.0	37	35.9	33.0	33

\* Ranges used in reporting distribution of 1961 data not comparable.

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Under 30	30.9	36.7	35.8	36.8	33.5	38.0	38.5	43.0	31.4	33.1	35.5	40.5	30.0	30.4
30-39	26.8	25.9	23.4	21.8	18.9	21.1	22.4	20.1	22.0	22.3	22.0	21.7	24.7	27.2
40-49	18.5	20.9	17.1	17.7	17.3	14.7	16.7	18.3	17.5	17.4	16.3	14.6	19.7	22.0
50 or more	23.8	16.5	23.7	23.6	30.3	26.2	22.4	18.6	29.0	27.2	26.1	23.3	25.7	20.4
Number reporting	54C	425	1,016	682	745	408	550	344	503	305	668	494	580	372
Mean	38.7	37	38.1	38	39.7	38	37.1	37	40.0	39	38.6	38	39.4	39
Median	36.0	35	35.0	36	38.0	35	33.0	33	38.0	37	36.0	33	37.5	37

Table 38, which compares the ages of teachers in 1961, 1966, and 1971, shows the increasing youthfulness of members of the teaching profession during the 1960's. Most of the changes occurred in the first half of the decade during which the median age declined from 41 to 36 years. The last five years have seen a further decrease in the median to 35 years and an increase from 34 to 37 percent in teachers under age 30.

The change has occurred among women and has had greatest effect among elementary teachers. While the median age of men shows little change during the decade, continuing decrease in the median age of women has reduced the 12-year age difference between men and women in 1961 to 4 years in 1971. Since 1966, the percentage of women age 50 or older has decreased from 33 to 27 percent and the percentage of women under age 30 increased from 32 to 36 percent. Five years ago a greater percentage of men than of women were under age 30, but 1971 percentages of men and women in the youngest age group are similar. There is still, however, a greater percentage of men than of women in the 30-39 age group and a greater proportion of women than men in the oldest age group. The age trend among elementary teachers is similar to that among women, while the age of secondary teachers shows a decrease in the first half of the decade only.

Large school systems show a pronounced shift from older to younger teachers in the past five years. Since 1966, teachers under age 30 in large systems have increased from 31 to 37 percent while those age 50 or older have decreased from 24 to 17 percent. Large systems, however, with approximately 1 teacher in 6 in the oldest age group, have a smaller proportion of teachers at least 50 years old than medium or small school systems where about 1 teacher in 4 is in the oldest age group; but the proportion of teachers age 30-49, is greater in large than in medium or small systems.

Teachers in the Southeast and West, where the median age is 37, are older than those in the Northeast and Middle who have a median age of 33. The Northeast and Middle where 4 teachers in 10 are under age 30 have a greater proportion in the youngest age group than the other two regions.

*Race and ethnic group.* Question 39 concerned the racial and ethnic groups to which teachers belong. See Appendix B, page 98, and Appendix C, page 154.

Responses indicate that 88 percent of teachers are white, 8 percent are black, and the rest are members of other races. Less than 1 percent of all teachers identify themselves as Mexican-American or other Spanish-surnamed.

Twice as large a percentage of women as of men, 10 compared with 5 percent, are black, and a slightly greater percentage of elementary teachers (10 percent) than of secondary teachers (7 percent) are black. More black teachers are found in large school systems and in the Southeast than elsewhere. One teacher in 6 in large systems, and 1 in 5 in the Southeast, is black.

Percentages of black teachers in large systems (16 percent) and in the Southeast (21 percent) are thus slightly larger than percentages of teachers in large systems (12 percent) and in the Southeast (15 percent) who report that they have a black principal. The percentage of black teachers in the Southeast, however, is similar to the percentage of teachers in this region reporting that a majority of their pupils are black, although the 28 percent of large-system teachers reporting black pupils in the majority is considerably greater than the percentage of teachers in large systems who identify themselves as black. In the Northeast, also, the 14 percent of teachers with mainly black pupils is greater than the 6 percent of teachers who are black. In the West, 1 percent of teachers are Mexican-American, similar to the percentage of teachers in this region who have a Mexican-American principal, but smaller than the 7 percent of teachers who report that most of their pupils are Mexican-American. (See above, Section III, pages 43 and 45 regarding racial ethnic characteristics of principals and pupils.)

*Family background.* Questions 40 and 41 concerned, respectively, the occupation of the teacher's father and the educational attainment of the teacher's mother. See Appendix B, page 98, and Appendix C, pages 154-56.

Table 39 compares the occupations of the fathers of 1961 teachers and 1971 teachers and shows a decrease during the 10-year period in teachers from farm backgrounds and an increase in those whose fathers were employed in professional or semiprofessional occupations. Analysis of 1971 responses by the age of teachers reflects these trends. A much larger proportion of teachers age 50 or older, 3 in 8, are the children of farmers than in the younger age groups where less than 1 teacher

Table 39. Father's occupation

	Total		Sex				School level				Preparation level			
			Men		Women		Elementary		Secondary		Bachelor's or less		Master's or higher	
	1961	1971	1961	1971	1961	1971	1961	1971	1961	1971	1961	1971	1961	1971
Farmer . . . . .	26.5	19.3	20.0	16.3	29.5	20.9	30.3	23.0	21.7	15.3	28.6	20.1	19.8	17.3
Unskilled worker . . . .	6.5	8.4	8.7	9.6	5.4	7.8	6.2	8.0	6.8	8.8	6.8	8.0	5.2	9.6
Skilled or semiskilled worker . . . . .	23.4	25.7	30.3	34.3	20.2	21.2	21.4	23.4	25.9	28.3	22.2	26.2	27.3	24.5
Clerical or sales worker	7.1	5.5	7.3	6.1	7.1	5.2	7.3	4.9	6.9	6.2	7.0	5.6	7.7	5.3
Managerial worker or self-employed . . . . .	22.0	22.1	21.9	16.7	22.1	24.9	21.6	22.5	22.6	21.7	21.0	22.1	25.2	22.1
Professional or semi- professional worker	14.5	18.9	11.8	17.0	15.7	19.8	13.2	18.2	16.1	19.6	14.4	18.0	14.8	21.3
Number reporting . . . .	1,861	1,520	585	522	1,276	998	1,054	796	807	724	1,421	1,103	440	417

in 5 is from a farm background. In the youngest age group only 1 teacher in 10 is the son or daughter of a farmer. The youngest age group in comparison with the oldest group also shows a greater percentage of teachers, 22 compared with 14 percent, from the professional class.

The industrialization of the country, which is reflected in the decreasing proportion of younger teachers who come from farming families, also shows in the greater proportion of teachers in age groups under 50 than among those 50 and older from blue-collar working class background. Approximately 3 teachers in 8 in each of the age groups below 50 describe their fathers' occupations as that of skilled or unskilled worker, in contrast to less than 1 teacher in 4 in the oldest age group. This age-related difference affects the distribution of men and women, and, therefore, of elementary and secondary teachers, according to their fathers' occupations. Although the percentage of teachers whose fathers were farmers has decreased among both sexes and at both school levels, there are still more women than men and more elementary than secondary teachers whose fathers were farmers, while a greater percentage of men than women and a slightly greater percentage of secondary than of elementary teachers are the children of skilled or unskilled workers.

Women teachers tend to be of higher occupational status background than men, and the gap between men and women in this respect has widened during the past 10 years. Women with fathers belonging to the business (managerial or self-

employed) or professional classes have increased from 38 to 45 percent between 1961 and 1971, compared with 34 percent of men in both years who came from such background. A decrease in the sons of businessmen among teachers from 10 years ago leaves only 1 man teacher in 6, compared with 1 woman in 4, from a family in this occupational group.

No relationship appears to exist between the occupation of a teacher's father and the teacher's level of academic attainment. Distribution of teachers with a bachelor's degree or less according to their fathers' occupations is similar to that of teachers with a master's or higher degree. Changes in the past 10 years result in the elimination of differences existing in 1961 when a greater percentage at or below the bachelor's degree level were the children of farmers and a greater percentage with master's or higher degrees were of working class or business background. These changes reflect in part the decrease in older women teachers during the 1960's.

As would be expected, small school systems show the largest proportion of teachers from farm backgrounds, and medium-size systems a greater proportion than large systems. Large and medium systems, on the other hand, have a greater proportion than small systems from the business class. Geographically, fewer teachers in the Northeast are children of farmers and more from the working class than in other regions. The Northeast also has a greater percentage than the Southeast or Middle region in teachers from the business class.

More than half, 57 percent, of the mothers of 1971 teachers completed high school, but only 1 in 4 went to college, and 1 in 4 had only elementary education. Less than half the mothers attending college graduated from a 4-year institution. Analysis of responses by age displays the improvement that has been made in the education of women. Three-fourths of the mothers of teachers under age 30 graduated from high school and nearly 1 in 3 had at least some college. In contrast, nearly half the teachers age 50 or older are children of mothers with only elementary education.

No evidence exists, however, for a direct relationship between the educational attainment of the teacher's mother and that of the teacher himself. On the contrary, a slightly higher percentage of teachers with advanced degrees than without are the children of mothers who had only elementary education.

This difference is probably connected with the greater proportion of men who have higher degrees, for women teachers again appear to come from higher status background than men. Although percentages of men and women teachers whose mothers were high-school graduates are similar, the mothers of 3 in 10 women, compared with 2 in 10 men went to college, and 14 percent of women compared with 8 percent of men, are children of mothers who were college graduates.

The greater proportion of older teachers in elementary schools is reflected in the higher percentage of elementary than of secondary teachers whose mothers had only elementary education. Slightly larger percentages of teachers whose mothers has only elementary education are also found in small school systems and geographical Middle of the country than elsewhere, but a smaller proportion of teachers in the Northeast than in other regions are the children of mothers who attended college.

*Sex and marital status.* Questions 33 and 34 asked respondents to indicate their sex and marital status. See Appendix B, page 98 and Appendix C, pages 148-49.

Table 40 compares the distribution of teachers by sex and marital status in 1961, 1966, and 1971. The small increase during the second half of the decade from 31 to 34 percent in teachers who are men is statistically significant. The change has occurred at the elementary level where the percentage represented by men teachers has increased

from 12 to 16 percent since 1961. The vast majority of elementary teachers, however, are still women, while somewhat more than half of secondary teachers continue to be men.

Men still constitute a larger percentage of teachers age 30-39 than of the other age groups, but the proportion of men among teachers age 50 or older has increased from 1 in 8 to 1 in 5 since 1966. The oldest age group, however, continues to have fewer men than are found among younger teachers.

The distribution of teachers by sex in different size school systems tends to be similar, but the Southeast continues to show a considerably smaller percentage of men teachers than other regions. The percentage of men in the Middle states has increased from 31 to 37 percent since 1966.

The substantial majority of teachers who are married has increased slightly from 68 to 72 percent during the past 10 years. In 1971, 81 percent of men and 67 percent of women were married. The percentage of women who are married has increased and the percentage who are single decreased since 1961. Single women now contribute 14 percent of the profession as a whole, a significant decrease from the 17 percent found in 1961. One elementary teacher in 6 is a single woman, as is about 1 secondary teacher in 10.

The largest percentage of single women continues to be found in the youngest age group and the largest percentage of women widowed, divorced, or separated in the oldest group. One teacher in 4 among those under age 30 is a single woman and almost 1 in 5 among those 50 or older a woman who has been widowed, divorced, or separated. Predictably, a greater proportion of teachers in the two middle age groups are married than among the youngest and oldest teachers. There has, however, been an increase during the past five years from 61 to 67 percent in teachers under age 30 who are married. Increase has also occurred in the small percentage of teachers age 30-39 who are women widowed, divorced, or separated.

As in 1966, a greater proportion of teachers in medium and small than in large systems are married, but both the Middle and West have a greater proportion of married men than five years ago. The Northeast, where 1 teacher in 5 is a single woman, continues to have a larger proportion of teachers in this category. In the Southeast, where three-

(Continued on page 65)



Table 40. Sex and marital status

	Sex									School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Men . . . . .	31.3	31.1	34.2	100.0	100.1	99.8	...	...	...	12.2	10.2	16.0	56.8	54.2	54.5
Single . . . . .	5.4	6.2	5.2	17.3	19.8	15.2	...	...	...	1.8	2.0	3.0	10.3	10.8	7.7
Married . . . . .	25.2	24.3	27.9	80.5	78.2	81.4	...	...	...	10.1	7.9	12.3	45.3	42.4	45.3
Widowed, divorced, separated . . . . .	0.7	0.6	1.1	2.2	2.1	3.2	...	...	...	0.3	0.3	0.7	1.2	1.0	1.5
Women . . . . .	68.7	69.0	65.7	...	...	...	100.0	100.1	99.9	87.8	89.8	84.0	43.2	45.7	45.4
Single . . . . .	16.9	15.8	14.2	...	...	...	24.6	22.9	21.6	18.9	18.2	16.9	14.1	13.0	11.3
Married . . . . .	42.8	44.8	44.0	...	...	...	62.4	65.0	66.9	56.5	59.6	56.9	24.7	28.3	29.6
Widowed, divorced, separated . . . . .	9.0	8.4	7.5	...	...	...	13.0	12.2	11.4	12.4	12.0	10.2	4.4	4.4	4.5
Number reporting . . .	1,881	2,341	1,533	590	728	526	1,291	1,613	1,007	1,071	1,229	807	810	1,112	726

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Men . . . . .	35.9	35.8	45.6	44.7	32.7	37.4	12.5	19.8
Single . . . . .	11.4	8.4	5.7	6.4	3.5	2.2	2.7	1.2
Married . . . . .	24.2	26.9	39.1	37.4	27.5	32.2	10.5	17.7
Widowed, divorced, separated . . . . .	0.3	0.5	0.8	0.9	1.7	3.0	0.3	0.9
Women . . . . .	64.2	64.2	54.4	55.3	67.2	62.6	87.6	80.2
Single . . . . .	26.1	23.1	10.5	7.8	5.0	6.7	14.2	11.5
Married . . . . .	36.9	39.9	39.7	40.0	53.3	48.9	53.5	50.1
Widowed, divorced, separated . . . . .	1.2	1.2	4.2	7.5	8.9	7.0	19.9	18.6
Number reporting . . . . .	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Men . . . . .	29.9	33.6	30.2	33.7	33.2	35.9	34.9	33.0	22.1	23.8	31.1	37.3	35.3	39.8
Single . . . . .	5.5	5.8	6.0	4.8	6.8	5.3	8.3	6.8	4.7	3.2	5.6	5.6	6.1	4.8
Married . . . . .	24.2	26.6	23.2	27.6	25.9	29.9	26.1	25.6	17.2	18.7	25.1	30.3	27.8	34.5
Widowed, divorced, separated . . . . .	0.2	1.2	1.0	1.3	0.5	0.7	0.5	0.6	0.2	1.9	0.4	1.4	1.4	0.5
Women . . . . .	70.2	66.5	69.8	66.2	66.8	64.1	65.1	66.9	77.9	76.1	68.8	62.5	64.7	60.2
Single . . . . .	19.0	17.4	16.5	12.2	12.4	14.3	20.3	21.1	14.1	11.9	16.8	14.5	11.7	9.4
Married . . . . .	40.8	39.8	46.1	47.2	45.9	43.0	39.2	40.7	53.9	52.9	43.2	41.0	43.8	43.6
Widowed, divorced, separated . . . . .	10.4	9.3	7.2	6.8	8.5	6.8	5.6	5.1	9.9	11.3	8.8	7.0	9.2	7.2
Number reporting . . . .	559	432	1,030	689	752	412	556	351	516	310	680	498	589	374



Table 41. Employment status of teacher's spouse

	Total		Sex				Age									
			Men		Women		Less than 30		30-39		40-49		50 or more			
	1966	1971	1961	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971		
Employed .....	49.5	51.0	54.4	32.4	35.7	44.9	57.3	59.4	45.2	52.9	52.0	56.8	65.3	63.3	48.9	48.1
Full time .....	43.0	45.4	48.5	22.7	26.2	32.9	52.3	54.0	38.8	47.2	46.8	49.6	59.1	57.4	43.8	42.8
Part time .....	6.5	5.6	5.9	9.7	9.5	12.0	5.0	3.9	6.4	5.7	5.2	7.2	6.2	5.9	5.1	5.3
Not employed .....	18.1	17.8	17.4	47.6	42.2	36.5	4.6	6.9	7.5	15.8	13.9	26.7	20.3	15.6	17.8	15.0
Draws retirement or disability .....	1.3	2.6	2.8	0.5	0.4	0.6	1.6	3.7	4.0	...	0.2	0.6	1.7	1.1	9.1	10.4
Not currently employed .....	16.8	15.2	14.6	47.1	41.8	35.9	3.0	3.2	3.5	15.7	13.9	26.5	19.7	13.9	16.7	5.9
Not indicated .....	0.4	0.3	0.1	0.5	0.3	...	0.3	0.2	0.1	0.1	...	0.2	0.3	...	...	...
Not married* .....	32.0	30.9	28.1	19.5	21.8	18.6	37.7	35.0	33.1	38.9	33.3	21.2	22.6	19.1	18.9	36.1
Number reporting .....	1,881	2,341	1,533	590	728	526	1,291	1,613	1,007	781	562	524	345	403	270	593
	School system size															
	Large		Medium		Small		Northeast		Southeast		Middle		West			
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971		
Employed .....	47.2	49.5	51.2	57.9	53.6	53.6	45.8	50.1	59.3	59.7	49.0	52.2	51.0	57.0		
Full time .....	42.2	44.2	46.9	51.8	45.6	47.3	39.9	43.3	56.0	55.8	41.5	44.4	45.7	52.7		
Part time .....	5.0	5.3	4.3	6.1	8.0	6.3	5.9	6.8	3.3	3.9	7.5	7.8	5.3	4.3		
Not employed .....	17.4	16.8	17.8	16.7	18.1	19.2	19.4	16.2	11.4	11.7	19.1	19.1	20.4	21.1		
Draws retirement or disability .....	1.8	2.7	2.8	2.3	3.1	3.7	2.3	3.1	2.9	3.3	1.9	1.8	3.6	3.5		
Not currently employed .....	15.6	14.1	15.0	14.4	15.0	15.5	17.1	13.1	8.5	8.4	17.2	17.3	16.8	17.6		
Not indicated .....	0.4	...	0.3	0.1	0.1	...	...	...	0.4	0.3	0.3	...	0.3	...		
Not married* .....	35.1	33.6	30.7	25.3	28.2	27.2	34.7	33.6	28.9	28.4	31.6	28.7	28.4	21.9		
Number reporting .....	559	432	1,030	689	752	412	556	351	516	310	680	498	589	374		

\*Includes widowed, divorced, separated.

fourths of the teachers are women, over half of all teachers are married women.

*Spouse and children.* Questions 35 and 36 concerned, respectively, the employment status of the teacher's spouse and the employment of the teacher's spouse in full-time teaching. Question 37 concerned the number and ages of the teacher's children. See Appendix B, page 98, and Appendix C, pages 149-53.

Table 41 shows the trend over the past decade in employment status of teachers' spouses, and Table 42 compares responses of 1966 and 1971 teachers regarding the employment of their spouses in full-time teaching. The percentage of teachers with husbands or wives who are employed has increased from 50 to 54 percent in the last 10 years and is due to an increase in the proportion of men teachers with working wives. In 1961, the percentage of men with nonworking wives, 47 percent, exceeded the 32 percent of men with working wives; by 1966 the balance had shifted; and in 1971 the 45 percent of men with working wives considerably outweighs the 36 percent with nonworking wives.

Despite the fact that a greater proportion of women than of men do not have a spouse with whom they are living at present, the percentage of women with employed spouses continues to be greater than the percentage of men. Throughout the decade approximately 6 women teachers in 10 are found married to men who are working and more than half of all women married to men work-

ing full time. Part-time employment continues to be more widespread among wives than among husbands, but the percentage of men teachers with wives working full time shows an increase from 23 to 33 percent during the past 10 years.

The trend to an increase in teachers with employed spouses shows among those under age 40. In the youngest age group, teachers with employed spouses have increased from 45 to 53 percent in the last 5 years. The 30-39 age group, which has a larger percentage of men, continues to show a greater percentage of teachers whose spouses are not working, but the percentage of teachers age 30-39 with unemployed spouses has decreased from 27 to 20 percent since 1966.

As in 1966, about one-third of the teachers whose spouses are employed full time are married to full-time teachers. The percentage of teachers with husbands or wives teaching full time shows a small but significant increase from 14 to 17 percent in the last five years. In both 1966 and 1971, slightly more than half the spouses employed in teaching were teaching in the same school system as their husbands or wives.

The percentage of men teachers whose wives are employed in full-time teaching continues to be greater than the percentage of women with husbands employed in full-time teaching. In 1971, 21 percent of all men teachers, compared with 14 percent of all women teachers, were married to other teachers. Men whose wives are teachers outnumber men with wives working full time in other occu-

**Table 42. Employment of teacher's spouse in teaching**

	Total		Sex			
	1966	1971	Men		Women	
	1966	1971	1966	1971	1966	1971
Full-time teaching, same school system . . . . .	7.8	9.7	10.4	12.2	6.6	8.4
Full-time teaching, different school system . . . . .	6.3	6.9	6.6	8.7	6.1	6.0
Full-time teaching, system not indicated . . . . .	0.2	0.1	0.3	0.2	0.2	...
Total full-time teaching . . . . .	14.3	16.7	17.3	21.1	12.9	14.4
Full-time employment, not teaching . . . . .	30.9	31.7	8.9	11.8	40.9	42.1
Full-time employment, type not indicated . . . . .	0.2	0.1	0.1	...	0.2	0.1
Total employed full time . . . . .	45.4	48.5	26.3	32.9	54.0	56.6
Spouse not employed full time . . . . .	23.7	23.3	51.9	48.5	11.0	10.3
Not married* . . . . .	30.9	28.1	21.8	18.6	35.0	33.1
Number reporting . . . . .	2,341	1,533	728	526	1,613	1,007

\*Includes widowed, divorced, separated.

Table 43. Number of children

	Total						Sex						Age										
	1966		1971		1961		1966		1971		1966		1971		1966		1971		1966		1971		
	1966	1971	1966	1971	1961	1966	1971	1966	1971	1961	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	
None	42.0	42.4	43.2	29.2	34.0	34.4	47.8	46.2	47.9	72.7	75.6	25.0	27.8	19.4	17.0	33.1	25.4						
1 child	20.5	16.1	14.8	21.9	17.5	18.1	19.9	15.5	13.1	13.7	14.9	15.3	15.1	16.6	11.1	19.4	16.8						
2 children	21.5	22.1	19.6	26.0	24.0	21.5	19.5	21.2	18.7	8.8	7.7	32.3	30.1	29.0	24.4	25.6	25.7						
3 children	9.0	11.1	12.5	12.5	13.6	15.0	7.4	10.0	11.2	2.7	1.6	15.8	16.8	19.9	21.9	12.3	18.9						
4 children	4.4	5.2	5.6	5.8	7.1	5.3	3.7	4.4	5.8	1.5	0.2	7.4	5.2	8.9	13.0	6.1	9.4						
More than 4 children	2.6	3.1	4.1	4.6	3.8	5.6	1.7	2.7	3.4	0.5	...	4.2	5.0	6.2	12.6	3.5	3.9						
Number reporting	1,878	2,344	1,533	589	730	526	1,289	1,614	1,007	781	562	524	345	403	270	593	339						
Mean excluding "none"	...	...	2	...	...	2	...	...	2	...	1	...	2	...	3	...	2						
Median excluding "none"	...	...	2	...	...	2	...	...	2	...	1	...	2	...	3	...	2						

	Large		Medium		Small		Northeast		Southeast		Middle		West			
	1966		1971		1966		1971		1966		1971		1966		1971	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
None	45.5	45.8	42.9	45.6	39.4	36.7	48.6	53.3	41.0	42.3	42.8	42.2	37.4	36.1		
1 child	18.2	17.8	16.1	13.4	14.6	14.1	12.8	12.3	23.6	17.4	13.2	13.9	16.1	16.3		
2 children	21.3	14.1	21.9	20.5	22.8	24.0	21.2	17.1	19.3	20.6	21.7	20.1	25.6	20.6		
3 children	10.2	13.4	10.8	11.5	12.2	13.3	11.0	10.3	9.7	11.3	13.2	12.9	10.0	15.2		
4 children	3.0	5.1	5.4	5.7	6.6	6.1	4.0	2.8	3.9	4.8	6.0	6.8	6.8	7.2		
More than 4 children	2.0	3.8	2.9	3.5	4.2	5.8	2.5	4.3	2.5	3.5	3.1	4.2	4.1	4.5		
Number reporting	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374		
Mean excluding "none"	...	2	...	2	...	2	...	2	...	2	...	2	...	3		
Median excluding "none"	...	2	...	2	...	2	...	2	...	2	...	2	...	2		



pations by 2 to 1, but 3 times as many women are married to men in other occupations as in teaching.

Tables 43 and 44 show, respectively, the number of children and the ages of children of teachers in 1961, 1966, and 1971. The percentage of 1971 teachers who have children, 57 percent, is similar to that found 5 and 10 years earlier, but more teachers now have more children than previously. Although the mean number of children in a teacher's family where there are children is 2, the percentage of teachers with 3 or more children increased from 16 to 19 percent between 1961 and 1966 and again to 22 percent in 1971.

Throughout the decade the proportion of men with children has been larger than the proportion of women with children, but the percentage of men who have children has decreased from 71 to 66 percent since 1961. Although both men and women who have children average 2 apiece, men teachers are more likely to have large families than women teachers. In 1971, 26 percent of men, compared with 20 percent of women, had 3 or more children. It is, however, among women that the increase in large families has occurred during the past 10 years. The proportion of women with 3 or more children has enlarged from 1 in 8 in 1961 to 1 in 5 in 1971.

It is in the youngest age group that the fewest teachers have children and that teachers have the fewest children. Although two-thirds of teachers under age 30 are married, only one-fourth have

children and these average only one child. In contrast, a majority of teachers in each of the older age groups have children. While in the age groups under 50 percentages of teachers who have children are similar to those found in 1966, the proportion of teachers age 50 or older who have children has increased from two-thirds to three-fourths in the last five years. This change may be connected with the increase in the percentage of men in the oldest age group. The 40-49 age group has the most children. More than 8 teachers in 10 in this age bracket have children and the mean number for those who have children is three, compared with a mean of two children for teachers in immediately younger and older age groups. The percentage of teachers age 40-49 who have three or more children has increased from 35 to 48 percent since 1966. One teacher in 4 this age now has at least four children, compared with 1 teacher in 6 in 1966, and 1 teacher in 8 age 40-49 has more than four children.

Among teachers who have children, the largest proportion reports that all their children are at least 12 years old (45 percent), while a slightly smaller proportion (38 percent) reports all children under 12 years of age, and far fewer (17 percent) have children both under and over 12. This distribution, which is characteristic of the entire decade, results from completely contrary tendencies regarding the ages of children of men and women. More than half of all men who have children have

Table 44. Age of children

	Total			Sex					
	1961	1966	1971	Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
All under 12 .....	38.5	38.4	37.9	66.0	63.6	55.6	21.6	24.5	26.3
All under 6 .....	20.6	20.7	18.5	40.3	37.5	30.4	8.5	11.4	10.7
All 6-11 .....	8.6	7.3	10.1	9.4	7.1	10.4	8.2	7.4	9.9
Some under 6 and									
some 6-11 .....	9.3	10.4	9.3	16.3	19.0	14.8	4.9	5.7	5.7
All age 12 and over .....	48.1	44.9	44.7	20.8	18.0	24.3	64.9	59.7	58.1
All 12-17 .....	11.3	7.0	7.0	6.2	3.5	7.5	14.4	8.9	6.7
All 18 and over .....	26.6	28.0	26.7	9.1	8.7	10.4	37.4	38.7	37.3
Some 12-17 and									
some 18 and over .....	10.2	9.9	11.0	5.5	5.8	6.4	13.1	12.1	14.1
Some under 12 and									
some 12 and over .....	13.4	16.6	17.4	13.2	18.3	20.0	13.5	15.7	15.6
Number reporting .....	1,090	1,345	870	417	480	345	673	865	525

children all of whom are under 12 years of age, while more than half of women with children have children all of whom are 12 years old or older. The largest proportion of men, 3 in 10, have children all under 6 years of age; the largest proportion of women, 3 in 8, have children all 18 years of age or older.

During the past 10 years, however, there has been a tendency for the families of men to become older, while the proportion of women with younger children has increased. Men with children all under 6 years old have decreased from 4 in 10 to 3 in 10 since 1961, reducing from 66 to 56 percent men with children all under 12 years old, while men with children both under and over 12 have increased from 13 to 20 percent. In the same time, women with all children between the ages of 12 and 17 have decreased and women with all children under 12 have increased.

The result of these differences between men and women is a paradoxical relationship between the age of the teacher's own children and the age of the pupils he teaches. Over half of all elementary teachers who have children of their own have children all of whom are 12 years old or older, and one-third of elementary teachers with children of their own have grown children all of whom are 18 or older. Among secondary teachers on the other hand, more than 4 in 10 of those who have children have children who are all under 12 years old and 1 secondary teacher in 4 with children has children all of whom are less than 6 years of age.

*Other dependents.* Question 38 asked respondents to indicate whether they had dependents in addition to spouse and children and if so, how many dependents and of what relationship to themselves.

Results show about 5 percent of all teachers with persons other than spouse or children wholly dependent on them for support. Most have only one such dependent and in most cases the dependent is a parent. A higher percentage of women (6 percent) than of men (2 percent) but a smaller percentage of teachers under age 30 (1 percent) than in older age groups (about 6 percent) have additional dependents.

A similar question in 1966 asked teachers about other persons depending *either wholly or partly* on them for support. At this time, 15 percent of all teachers and similar percentages of men and women indicated someone besides a spouse or

children depending on them to some extent for support.

Analysis of 1971 responses distinguishing married teachers from those who do not have a spouse with whom they are currently living is summarized in the table below. A higher percentage of married women than of married men, but a still higher percentage of women without spouses than of married women have additional dependents. Men without spouses are too few to report separately.

Dependents other than spouse or children	Percent	Number reporting
All married teachers . . . . .	3.7	1,102
Married men . . . . .	1.9	428
Married women . . . . .	4.9	674
All teachers without spouses . . . . .	6.7	430
Women without spouses . . . . .	7.5	333

*Home and car ownership.* Question 45 concerned the number of homes and cars owned by teachers and/or their spouses. See Appendix B, page 99 and Appendix C, page 161.

Table 45 compares home and car ownership by 1966 and 1971 teachers and shows an increase from 62 to 67 percent during the five-year period in teacher families who own or are buying a home, while approximately 95 percent of teachers' families continue to have cars.

The increase in home ownership has occurred primarily among men, so that the percentage of men teachers who own homes is now similar to the percentage of women teachers who are home-owners. Not surprisingly, home ownership relates to the age of teachers. As in 1966, most teachers under 30 do not own homes, in contrast to a large majority in each of the older age-groups who are home-owners. Increase in home ownership, however, has occurred in all age groups except the oldest. The proportion of teachers under age 30 who own homes has grown from less than 1 in 4 to more than 1 in 3 in the past five years. More than 3 teachers in 4 among those age 30-39 and 9 teachers in 10 in the two oldest age groups now own their homes. Home-owners among teachers age 40-49 have increased from 8 in 10 five years ago to a proportion similar to that found among teachers age 50 or older.

In 1971, 8 percent of teachers reported ownership of more than one home. Percentages of men

**Table 45. Home and car ownership, including those currently purchasing home or car**

	Total		Sex				Age							
	1966	1971	Men		Women		Less than 30		30-39		40-49		50 or more	
			1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
<b>Home</b>														
Yes .....	61.6	66.9	56.7	67.2	63.8	66.8	23.4	34.7	70.5	77.7	81.8	89.3	89.5	87.7
No .....	38.4	33.1	43.3	32.9	36.2	33.2	76.6	65.3	29.5	22.8	18.2	10.6	10.5	12.3
<b>Number reporting</b> .....	2,196	1,451	682	511	1,514	940	738	507	485	334	390	263	552	333
<b>Car</b>														
Yes, one .....	58.5	47.6	63.5	48.5	56.3	47.0	69.6	58.9	54.8	39.8	42.5	34.6	58.1	47.7
Yes, two .....	35.3	43.6	33.0	43.9	36.4	43.5	24.3	34.8	40.8	53.3	50.8	52.1	34.6	41.6
Yes, three or more .....	2.1	3.6	1.8	3.3	2.2	3.8	0.5	1.0	2.1	2.7	4.8	8.9	2.4	4.3
Total yes .....	95.9	94.8	98.3	95.7	94.9	94.3	94.4	94.7	97.7	95.8	98.1	95.6	95.1	93.6
No .....	4.1	5.2	1.7	4.3	5.2	5.6	5.6	5.3	2.3	4.2	2.0	4.3	4.8	6.4
<b>Number reporting</b> .....	2,300	1,455	716	513	1,584	942	769	526	520	332	398	257	578	327
<b>Home</b>														
Yes .....	59.9	66.6	62.2	68.1	62.1	65.3	52.7	57.9	68.0	75.6	59.7	64.9	66.5	70.4
No .....	40.1	33.4	37.8	31.9	37.9	34.7	47.3	42.1	32.0	24.4	40.3	35.1	33.5	29.6
<b>Number reporting</b> .....	524	404	967	655	705	392	520	321	485	295	630	473	561	362
<b>Car</b>														
Yes, one .....	57.6	45.8	57.8	46.5	60.2	51.3	62.6	56.5	57.8	45.3	62.3	50.0	51.0	38.1
Yes, two .....	33.7	42.3	36.7	46.6	34.6	40.0	30.6	36.0	35.8	46.6	32.3	40.2	42.6	52.7
Yes, three or more .....	1.5	6.0	1.2	3.0	2.4	2.3	0.9	1.9	1.8	4.4	1.3	3.1	4.3	5.3
Total yes .....	92.8	94.1	96.7	96.1	97.2	93.6	94.1	94.4	95.4	96.3	95.9	93.3	97.9	96.1
No .....	7.3	6.0	3.3	3.9	2.7	6.4	5.9	5.6	4.6	3.7	4.0	6.7	2.1	3.9
<b>Number reporting</b> .....	549	402	1,015	663	736	390	545	322	505	298	668	478	582	357

School system size

Geographical region





and women owning more than one home are similar, but higher percentages of teachers age 40 and above (11 percent of those 40-49 and 14 percent of those 50 or older) than among teachers age 30-39 (6 percent) own more than one home, while the lowest percentage owning more than one home (2 percent) is found in the youngest age group.

In 1966, a majority of teachers, about 6 in 10, had only one car, but in 1971 car-owners were about evenly divided between those who owned or were buying one car, 48 percent, and those who had more than one car, 47 percent. Two-car families have increased from 35 to 44 percent of all teachers. Car ownership among men and women teachers is similar in 1971, whereas in 1966 a larger percentage of men than women owned one car.

Ownership of more than one car, like home ownership, is rarer among teachers under age 30 than among older teachers. A majority of the youngest teachers still own only one car, but again as with home ownership, the proportion of two-car families among teachers under age 30 has increased from less than 1 in 4 to more than 1 in 3 in the past five years. A majority of teachers age 30-49 belong to two-car families. Already in 1966 half the teachers age 40-49 owned two cars, but in the 30-39 age group ownership of two cars has increased from 41 to 53 percent between 1966 and 1971; in the 40-49 age group, the small percentage of teachers with three or more cars shows a slight but significant increase since 1966. The oldest teachers also show an increase in the percentage owning two or more cars, with the result that teachers age 50 or older are now about evenly divided between those with one car and those with more than one car.

Home ownership is similarly extensive among teachers in different size school systems, while the increase in two-car families shows among teachers both in different size systems and in all geographical regions. However, the West has a higher percentage of teachers owning two or more cars, than other regions, and the Northeast is distinguished by having a smaller percentage of homeowners and a higher percentage of single car-owners than other regions. The latter difference is to be expected in view of the greater proportion of single women teachers in the Northeast.

*1970 summer activities.* Question 42 asked respondents to indicate on a checklist all that applied among various possible activities in which

they might have been engaged in the summer of 1970. See Appendix B, page 99, and Appendix C, page 157.

Results show that the largest proportion of teachers, about 1 in 3, traveled during the summer of 1970 and the next largest proportion, about 1 in 4, attended summer school. A number were employed, more outside education than in any of the types of educational employment listed. Nineteen percent worked outside education and 14 percent taught summer school, while 6 percent had employment with their school systems other than summer school teaching and 2 percent were employed in education outside the schools. About 1 teacher in 5 simply took a vacation and did not work, study, or travel.

The most usual summer activity among men was employment outside education, which occupied 3 men teachers in 8 during the summer of 1970. Next in frequency among men were summer school attendance and travel, each of which was undertaken by 1 man in 4. Travel was the most likely activity for women, 3 in 8 of whom pursued this in summer 1970, but the next largest proportion of women, nearly 3 in 10, did not work, study, or travel. Higher percentages of men than women worked in all types of employment, and 4 times as large a proportion of men as of women worked outside education. On the other hand, a larger proportion of women than men traveled, and the percentage of women who did not work, study, or travel was three times the percentage of men. A slightly higher percentage of men than of women attended summer school.

Teachers age 50 or older were those most likely to travel and least likely to attend summer school or to work outside education, while teachers under age 30 were those most likely to attend summer school or to work outside education. Nearly half of the oldest teachers traveled, 1 in 8 attended summer school, and less than 1 in 10 worked outside education. In contrast, 3 teachers in 10 under age 30 attended summer school and more than 1 in 4 worked outside education. However, approximately 3 teachers in 10 in each of the age groups under age 50 also traveled. Fewer of the teachers under age 30, 1 in 6, than in the older age groups, about 1 in 4, did not work, study, or travel.

More teachers in the West than in other regions attended summer school. The Southeast, which has

a larger proportion of women teachers than other regions, also shows a higher percentage of teachers who did not work, study, or travel, while the Northeast and Middle, which have greater percentages of teachers under age 30, also show larger percentages of teachers working outside education in the summer of 1970.

### Economic Status

Question 58 asked respondents to state the amount of their current annual contract salary; Question 59 concerned the amounts of income in addition to teaching salary obtained by teachers from various sources; and Question 60 asked married teachers to state the total combined income which they and their spouses had during the year. For a complete picture of the total household income of all teachers, the total income of teachers without spouses from teaching salary and other sources was included in tabulating responses to Question 60. See Appendix B, page 100, and Appendix C, pages 194-224.

*Annual contract salary.* Table 46 compares the amount of annual salary reported by teachers in 1961, 1966, and 1971 and shows the improvement that has been made in the salaries of teachers especially during the latter half of the 1960's. The mean annual contract salary of teachers increased by 19 percent from \$5,264 to \$6,253 between 1961 and 1966 and again by 48 percent to \$9,261 in 1971. In 1961 almost half of all teachers (46 percent) were earning less than \$5,000 and 1 teacher in 6 was earning less than \$4,000, while less than 1 percent had a salary as high as \$9,000. By 1971, less than 1 percent were earning less than \$5,000 while nearly half (47 percent) were earning \$9,000 or more and 1 teacher in 3 was earning \$10,000 or more. Most teachers in 1961 (54 percent) had salaries in the range of \$4,000-\$5,999; in 1966 the majority (52 percent) had moved up to the range of \$5,000-\$6,999; while in 1971 they were spread over a wider range of \$7,000-\$9,999 (also 52 percent).

In comparing salaries and increases in salaries for different subgroups of teachers, the percentage increase as well as the dollar amount is of importance. The table at the top of the next column gives the percent of increase in mean annual contract salary for various subgroups, by sex, school level, academic degree, age, size of system, and region.

Percent increase in mean annual contract salary	1961-1966	1966-1971	1961-1971
All teachers	18.8	48.1	75.9
Men	19.2	48.4	77.0
Women	18.7	47.3	74.9
Elementary	20.2	48.6	78.6
Secondary	16.6	47.7	72.1
Bachelor's degree or less	...	44.9	...
Master's degree or higher	...	46.4	...
Under age 30	...	46.7	...
Age 30-39	...	48.0	...
Age 40-49	...	51.9	...
Age 50 or more	...	51.4	...
Large system	...	41.2	...
Medium-size system	...	49.8	...
Small system	...	47.3	...
Northeast	...	50.7	...
Southeast	...	50.2	...
Middle	...	50.5	...
West	...	40.9	...

Men and secondary teachers continue to have higher salaries than women and elementary teachers. The percentage increase in mean salary of men and women teachers is similar, but the dollar amount of salary difference between men and women has increased. Elementary teachers, however, show a higher percentage increase in mean salary between 1961 and 1966 and thus for the decade as a whole than secondary teachers. The dollar amount of difference between the mean salary of elementary and secondary teachers in 1971 is similar to that in 1961.

Men have a greater proportion than women in the highest salary bracket. Although among both men and women, 1 teacher in 5 is earning in the range of \$10,000-\$11,999, twice as large a proportion of men as women, 2 in 10 compared with 1 in 10, have salaries of \$12,000 or more. Higher salaries among men teachers reflect the greater proportion of men with master's degrees. Despite the similarity in the percent of increase since 1966 in mean salary of teachers with a bachelor's degree or

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Table 46. Annual contract salary

	Total		Sex				School level						
			Men		Women		Elementary		40-49		50 or more		
	1961*	1966	1961*	1966	1961*	1966	1961*	1966	1966	1971	1966*	1966	1971
Less than \$4,000 .....	17.2	3.0	...	1.7	...	3.8	...	22.0	4.5	...	11.1	1.7	...
\$4,000-4,999 .....	28.8	16.3	0.8	12.1	...	18.3	1.3	28.7	17.1	1.4	28.8	15.4	0.2
\$5,000-5,999 .....	24.7	32.1	2.9	26.6	2.0	34.5	3.4	22.7	33.3	3.1	27.6	30.7	2.6
\$6,000-6,999 .....	16.2	20.2	10.6	22.2	8.6	19.3	11.8	15.7	19.0	10.8	16.8	21.4	10.6
\$7,000-7,999 .....	9.6	12.5	19.6	15.8	15.8	11.1	21.5	8.3	12.2	20.7	11.2	13.0	18.4
\$8,000-8,999 .....	2.6	8.2	18.4	9.9	16.6	7.5	19.4	2.2	8.0	18.9	2.9	8.4	17.9
\$9,000-9,999 .....	4.5	4.5	13.6	6.4	14.1	3.6	13.3	4.1	4.1	13.1	1.6	4.9	13.9
\$10,000 or more .....	0.9	3.1	33.7	5.2	42.8	2.1	29.2	0.4	1.8	31.9	4.4	4.4	36.2
Number reporting .....	1,816	2,265	1,497	712	511	1,232	1,553	986	1,024	1,180	792	1,085	709
Mean .....	\$5,264	\$6,253	\$9,261	\$6,639	\$9,854	\$5,120	\$6,077	\$8,953	\$5,090	\$6,119	\$9,092	\$5,489	\$9,449
Median .....	\$5,143	\$5,900	\$8,761	\$6,300	\$9,364	\$4,993	\$5,700	\$8,500	\$4,974	\$5,746	\$8,600	\$5,332	\$9,000
	Preparation level												
	Bachelor's or less		Master's or higher		Less than 30		30-39		Age		50 or more		
	1961*	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than \$4,000 .....	21.5	2.6	...	3.2	...	3.3	...	2.8	...	3.5	...	3.4	...
\$4,000-4,999 .....	32.7	18.5	1.2	15.9	3.2	24.5	0.9	12.0	0.6	10.3	1.6	13.3	0.6
\$5,000-5,999 .....	24.6	39.1	3.9	25.6	13.4	49.4	4.6	24.2	2.7	24.2	1.2	21.9	1.2
\$6,000-6,999 .....	13.5	19.9	14.2	25.0	22.9	17.7	17.8	23.6	7.5	20.3	5.0	19.9	6.7
\$7,000-7,999 .....	5.9	10.1	24.0	21.6	22.8	4.3	32.3	17.4	13.6	17.0	10.3	16.4	10.7
\$8,000-8,999 .....	1.9	6.2	19.5	5.6	15.3	0.9	23.3	10.6	17.8	11.9	16.5	13.6	13.1
\$9,000-9,999 .....	0.3	2.5	13.8	3.1	11.3	...	12.9	6.9	13.1	6.4	14.9	6.4	14.7
\$10,000 or more .....	1.0	1.0	23.4	9.7	61.6	...	8.3	2.4	44.8	6.7	50.8	5.3	52.8
Number reporting .....	1,389	1,585	1,086	427	522	769	557	507	336	389	262	567	328
Mean .....	...	\$5,937	\$8,603	...	\$7,511	\$5,390	\$7,907	\$6,576	\$9,732	\$6,797	\$10,327	\$6,722	\$10,180
Median .....	...	\$5,600	\$8,217	...	\$7,361	\$5,300	\$7,772	\$6,400	\$9,500	\$6,600	\$10,000	\$6,600	\$10,000

Table 46. Annual contract salary (Continued)

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than \$4,000 .....	1.4	...	3.3	...	4.2	...	0.4	...	7.7	...	3.6	...	1.4	...
\$4,000-4,999 .....	7.4	0.2	15.6	0.5	23.7	2.0	4.8	0.3	38.7	1.7	13.5	1.0	11.2	0.6
\$5,000-5,999 .....	25.8	0.7	31.2	3.7	37.7	4.0	29.8	0.3	34.7	10.0	36.4	1.8	26.9	1.1
\$6,000-6,999 .....	20.2	6.4	20.3	10.3	20.1	15.8	26.1	3.8	11.8	20.9	20.1	10.3	21.8	9.3
\$7,000-7,999 .....	15.5	15.6	13.3	18.3	9.6	26.0	14.2	15.4	4.5	24.6	13.5	19.3	17.0	19.8
\$8,000-8,999 .....	13.4	20.5	8.8	17.2	3.7	18.3	11.8	15.7	1.8	20.6	7.8	17.3	10.7	20.9
\$9,000-9,999 .....	10.9	15.1	3.5	12.7	1.1	13.3	8.1	14.8	0.6	11.3	3.7	12.9	5.3	15.1
\$10,000 or more .....	5.5	41.6	4.1	37.2	...	20.5	4.9	49.9	...	10.9	1.7	37.4	5.6	33.2
Number reporting .....	530	424	1,001	669	734	404	544	345	490	301	662	487	569	364
Mean .....	\$6,970	\$9,843	\$6,304	\$9,444	\$5,666	\$8,347	\$6,860	\$10,337	\$5,183	\$7,783	\$6,178	\$9,295	\$6,683	\$9,418
Median .....	\$6,780	\$9,400	\$5,998	\$8,992	\$5,500	\$8,005	\$6,600	\$9,980	\$5,000	\$7,600	\$5,822	\$9,000	\$6,400	\$8,900

\*Includes extra pay for extra duties.

less and those with a master's or higher degree, the change has resulted in a great increase in the proportion of high salaries among teachers with master's degrees. In 1966, only 1 teacher in 10 with a master's degree had a salary as high as \$10,000, while five years later, 6 teachers in 10 with a master's degree had salaries of at least \$10,000 and 1 in 3 had a salary of at least \$12,000. The table below shows the distribution of salaries of 1971 master's degree teachers focusing on the upper ranges.

Salaries of 1971 master's degree teachers

Less than \$8,000 .....	9.8
\$8,000-8,999 .....	15.6
\$9,000-9,999 .....	13.1
\$10,000-10,999 .....	17.8
\$11,000-11,999 .....	10.9
\$12,000-12,999 .....	9.0
\$13,000-13,999 .....	7.1
\$14,000-14,999 .....	7.3
\$15,000 or more .....	9.5
Number reporting .....	411

Comparison with 1966 data shows that a consistent relationship has been maintained between the salaries of master's degree teachers and the salaries of teachers as a whole. In 1966, when most teachers had salaries in the range of \$5,000-\$6,999, the largest proportion of master's degree teachers (46 percent) had salaries of \$6,000-7,999; similarly in 1971 when most teachers were earning \$7,000-9,999, the largest proportion of master's degree teachers (47 percent) were earning \$8,000-10,999. Salary improvements have not reduced the proportion of master's degree teachers earning less than the average salary for teachers with a bachelor's degree or less. One teacher in 6 with a master's degree in 1971 had a salary of less than \$8,500, as in 1966 a similar proportion had had a salary of less than \$6,000.

Predictably, older teachers continue to receive higher salaries than younger teachers and age 30 continues to be the dividing point. As in 1966, the mean salaries of teachers in age groups 30 and above tend to be similar, while that of teachers under age 30 is less. Percentage increase in the mean salary of teachers age 40 and older since 1966 is slightly greater than for teachers under 40.

Salaries in large and medium systems continue to be higher than in small systems, but medium and small systems show a greater percentage increase in mean salary since 1966 than large systems. In dollar amount, the difference between the mean salary of teachers in large and medium systems has decreased in the past five years, while the difference between the mean salary of teachers in medium-size and small systems has increased. The trend in large systems in relation to others may be related to the replacement of older, more experienced teachers by new teachers in the past five years.

The Northeast continues to have the highest salaries and the Southeast the lowest. Only 1 teacher in 10 in the Southeast has a salary as high as \$10,000, compared with nearly half the teachers in the Northeast and approximately one-third in each of the other two regions. These differences are in part a reflection of the varying proportion of teachers with master's degrees in different parts of the country and therefore, also differences in the proportion of men and women teachers. Percent of increase since 1966 in the mean salary of teachers is similar in all regions of the country except the West where it is less. In dollar amount, the difference between mean salary in the West and Middle region has decreased while the difference between the West and Northeast, which was quite small in 1966, has increased considerably; the dollar difference between the Southeast and other regions in mean salary has also increased.

*Additional income.* Tables 47 and 48 show the percentages of teachers reporting additional income from various sources and the mean amount of income from each of these sources in 1961, 1966, and 1971.

The majority of teachers who report that they have additional income from some source has increased from 51 to 57 percent over the past decade. For most teachers, additional income is derived from extra earnings rather than from nonsalary sources. The percentage of teachers with nonsalary income has decreased from 27 to 19 percent during the past 10 years, while those with extra earnings have increased from 34 to 47 percent of all teachers. This change occurred primarily in the first half of the decade and appears to reflect the decrease in older women teachers who are those most likely to have nonsalary income. In 1961 a higher percentage of women than of men



had nonsalary income, but in 1966 and 1971 the relationship was reversed and percentages of men with nonsalary income were higher than percentages of women.

The percentage of teachers reporting summer earnings is larger than the percentage reporting extra earnings during the school year, but the percentages of teachers with both types of earnings have increased since 1961. Much larger percentages of men than of women report extra earnings both during the summer and during the school year. The increase in teachers with extra earnings, however, has occurred primarily among women, in regard to both summer earnings and extra earnings during the school year. The total percentage of women with extra earnings during the summer and/or school year has doubled, from 16 to 32 percent, between 1961 and 1971. This increase, which occurred chiefly in the first half of the decade, more than outweighs the decrease in women with nonsalary income, so that the percentage of

women with additional income from some source has increased from 37 to 44 percent during the 10 years, although amounting to scarcely more than half the 81 percent of men who have additional income.

The mean amount of additional income reported by teachers has also increased over the decade, by 69 percent from the \$880 averaged by 51 percent of 1961 teachers to \$1,483 averaged by 57 percent of 1971 teachers. In the past five years the mean amount of income from all sources has increased. Mean figures in nonsalary income, however, are deceptively high because of a small proportion of teachers with large amounts of nonsalary income. In 1971 the median in nonsalary income was \$500, and one-third of all teachers with nonsalary income had less than \$200 from this source.

Earnings of both men and women teachers have increased in the past five years, but men, a larger proportion of whom have extra earnings,

**Table 47. Sources of additional income**

	Total			Sex					
	1961	1966	1971	Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Summer earnings .....	27.3	32.1	37.6	59.7	58.1	62.1	11.9	20.4	24.9
Extra earnings during school year .....	20.4	28.2	26.7	47.4	57.3	52.6	7.6	15.1	13.3
Extra earnings (summer and/or school year) .....	33.8	44.2	46.8	72.5	76.0	75.8	15.5	29.8	31.8
Nonsalary income .....	26.6	16.9	18.5	23.4	20.7	22.2	28.1	15.2	16.8
Additional income (extra earnings and/or nonsalary income) .....	51.1	53.0	56.6	80.2	81.2	80.9	37.2	40.3	44.0
Number reporting .....	1,882	2,344	1,533	586	730	526	1,236	1,614	1,007

**Table 48. Mean amount of additional income from various sources**

	Total			Sex					
	1961	1966	1971	Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Summer earnings .....	...	\$ 801	\$ 953	...	\$ 987	\$1,128	...	\$557	\$ 719
Extra earnings during school year .....	...	636	937	...	832	1,169	...	281	445
Nonsalary income .....	\$590	959	1,352	\$ 667	...	1,203	\$558	...	1,457
All extra earnings .....	...	979	1,280	...	1,366	1,772	...	519	720
All additional income .....	880	1,124	1,483	1,155	1,554	1,899	597	730	1,076



**Table 49. Types of employment from which extra earnings were received**

	1961	1966	1971
Summer earnings			
School work .....	27.4	36.8	46.6
Outside work .....	80.5	57.7	53.7
Federal program .....	...	14.8	7.5
More than one source .....	...	7.6	7.6
Number reporting .....	514	752	577
Extra earnings during school year			
Extra pay for extra duties .....	...	61.3	61.3
Other school work .....	34.9	20.7	20.1
Outside work .....	77.9	35.9	31.8
More than one source .....	...	16.2	12.3
Number reporting .....	384	661	410

also earn a larger amount than women. Men working during the summer average over \$1,000 from this employment, while the smaller percentage earning additional income during the school year average as much. Women's earnings, on the other hand, are higher in the summer when they average slightly more than \$700, compared with over \$400 during the school year.

Tables 49 and 50 show the percentages of teachers who received earnings from various types of employment during the summer and the school year and the mean amounts earned from different types of employment in 1961, 1966, and 1971. Data indicate that while most teachers with summer earnings derive these from employment outside their own school system, extra earnings during the school year are usually payment for extra duties undertaken in conjunction with the teacher's regular teaching job. However, summer employment by the school system has increased steadily throughout the decade, while outside employment during the summer decreased greatly between 1961 and 1966 and less greatly in the last five years. In regard to the sources of extra earnings during the school year, 1961 figures are distorted by the exclusion of teachers earning extra pay for extra duties, but it seems evident that a decrease in outside employment during the school year occurred in the first half of the 1960's. There is no evidence of change during the second half of the decade in the types of employment from which

teachers obtained additional earnings during the school year. A change that has occurred in the second half of the decade is a decrease in the small percentage of teachers who derive summer earnings from employment under a federal program. More teachers derive extra earnings from more than one type of employment during the school year than during the summer, but the percentage of teachers earning extra income from more than one type of employment during the school year has decreased between 1966 and 1971.

Amounts of income earned from all types of employment show increases during the past 10 years wherever comparative data are available. Teachers earning money from employment in their own school system in the summer of 1970, about 1 teacher in 6 among all 1971 teachers, averaged slightly less than \$900 from this source, while 1 teacher in 5 earned an average of about \$700 extra from his school system during the 1970-71 school year. Extra pay for extra duties in 1971 averaged approximately \$600 for about 1 teacher in 6, an increase of about \$200 from the amount averaged by a similar proportion of 1966 teachers.

School work and outside work appear to be about equally profitable for teachers during the summer, but the few teachers, 9 percent of all 1971 teachers, who earned additional income from outside work during the school year averaged much higher earnings from this source than were obtained from school system employment. Three percent of 1971 teachers earned \$1,000 or more from outside employment during the 1970-71 school year.

Analysis of responses by age shows that teachers under age 50 are more likely than older teach-

**Table 50. Mean amount of extra earnings from various types of employment**

	1961	1966	1971
Summer earnings			
School work .....	\$522	\$608	\$ 886
Outside work .....	559	817	938
Extra earnings during school year			
Extra pay for extra duties .....	...	392	597
Other school work .....	425	...	...
Extra pay and/or other school work .....	...	...	697
Outside work .....	721	...	1,274

ers to have additional income. As might be expected, the oldest teachers are most likely to have income from nonsalary sources and the least likely to have extra earnings, while the youngest teachers are the most likely to have extra earnings and the least likely to have income from nonsalary sources.

The following table shows percentages of 1971 teachers in various subgroups earning additional in-

come from employment in and outside their own school system both during the summer and during the school year. Percentages of teachers receiving extra pay for extra duties are shown separately, but those receiving additional income from employment under a federal program during the summer have been omitted because of the very small number involved.

	School system employment			Outside employment		Number in sample
	Summer	School year Extra pay	School year Extra pay and/or other	Summer	School year	
All teachers .....	17.5	16.4	20.5	20.2	8.5	1,533
Men .....	24.7	31.7	39.7	40.1	18.6	526
Women .....	13.8	8.3	10.5	9.8	2.6	1,007
Elementary .....	17.1	7.1	9.3	12.0	5.0	807
Secondary .....	18.0	26.7	33.1	29.3	12.4	726
Under age 30 .....	18.1	22.8	26.2	29.9	11.0	562
Age 30-39 .....	17.4	18.8	22.3	21.2	10.4	345
Age 40-49 .....	21.1	11.9	19.3	15.2	6.7	270
Age 50 or more .....	14.5	7.4	10.9	7.7	3.8	339
Large system .....	20.8	11.6	17.4	19.4	10.4	432
Medium-size system .....	17.6	17.1	20.8	19.4	7.5	689
Small system .....	14.1	20.1	23.5	22.3	8.0	412
Northeast .....	18.5	17.9	21.9	22.2	7.7	351
Southeast .....	15.8	8.1	12.6	16.1	5.8	310
Middle .....	17.7	22.1	26.3	24.1	9.2	498
West .....	17.9	14.2	18.2	16.6	10.4	374

As would be expected, higher percentages of men than of women are found employed both in their own school system and outside both during the summer and during the school year. However, a higher percentage of men are employed outside than in their school system in the summer, while a higher percentage of women have summer employment in the system than outside it. Moreover, the percentage of men employed by their school systems in additional work during the school year is higher than the percentage employed by their school system during the summer, while the reverse is true of women, more of whom are employed by the school system in the summer than on additional school work during the year. The explanation

for this lies in the fact that school systems employ similar percentages of elementary and secondary teachers during the summer but a much greater percentage of secondary than elementary teachers during the year on extra duties for which extra pay is received. More than 1 secondary teacher in 4 receives extra pay for extra duties and about 1 in 3, income from some type of additional school work during the year, compared with less than 1 elementary teacher in 10.

Further effects of this difference appear in percentages in different age groups. Greater percentages of teachers in age groups under 40 than in older age groups receive extra pay for extra duties, with the result that a higher percentage of the

youngest teachers receive extra earnings from their school system during the school year than during the summer and the percentage with summer employment outside the system is greater than the percentage employed by the system in the summer. In contrast the oldest teachers show a higher percentage with summer employment within than outside the school system.

Fewer small-system teachers are employed by their systems during the summer than teachers in large systems, but a smaller percentage of teachers in large than in medium or small systems receive extra pay for extra duties during the school year. In the Southeast, also, a lower percentage of teachers than in other regions receive extra pay for extra duties and have earnings from additional employment with the system during the year. Higher percentages of teachers with summer employment outside than within the school system are found in small systems, where school system employment is less usual in the summer than in larger systems, and in the Northeast and Middle states, which have a greater proportion of young teachers than other regions.

*Total household income.* Amounts of salary, additional income, and the total amount of combined income of married teachers and their spouses made it possible to report on the total household income of teachers and to compute the percent of total household income represented by the teacher's salary. Results show a mean amount of total household income of \$15,021 for all teachers and a mean percent of total household income provided by the teacher's salary of 71 percent.

Although women teachers average less in teaching salary and in additional income, the mean income of their households, \$15,439, is higher than that of men teachers' households, \$14,243. The salary of a man teacher represents a mean of 76 percent of total household income, while a woman teacher's salary on the average represents 68 percent of total household income. Total household income tends to be highest in the Northeast

and West and lowest in the Southeast and higher in large or medium than in small school systems.

However, the economic needs and resources of married and unmarried teachers differ so greatly that a more accurate picture of teachers' economic status is gained by considering their household incomes separately. Analysis of data distinguishing married teachers from those who do not have a spouse with whom they are living at present shows an expectedly higher mean household income of \$17,093 among married teachers than the mean of \$10,385 for teachers without spouses. Married women show a considerably higher mean in total household income, \$18,510, than married men teachers who average \$15,006 in total household income. The largest proportion of married men (43 percent) report total household income in the range of \$10,000-14,999, but 1 married woman in 3 reports household income of \$15,000-\$19,999, and 1 married woman in 4, income of \$20,000-\$24,999, while an additional 15 percent of married women belong to households with incomes of \$25,000 or more.

For teachers without spouses, the teaching salary provides a mean of 95 percent of total income. In the households of married teachers, the teacher's salary represents a mean of 60 percent of total income. Not surprisingly, married men rely to a greater extent on the teacher's salary for support of the house than married women. The teaching salary of a married man provides a mean of 72 percent of the total household income, but married women contribute a fairly high mean of 52 percent of household income from their teaching. However, the majority of married women teachers provide less than half of total household income. One married woman in 6 contributes less than 40 percent of total household income and 1 in 3 contributes 40-49 percent. Few married men support their households entirely from their salaries as teachers, and for only 1 married man in 5 does his teaching salary provide 90 percent or more of the total household income.

## VII. COMMUNITY AND CIVIC LIFE

### Summary of Major Findings and Trends

- During the 1960's about half of all teachers lived in communities to which they had moved as adults and with which they had come to feel identified. Fewer teachers during the second half of the decade than at its beginning were living in their childhood home communities and more were newcomers to their present communities.
- 6 teachers in 10 live within the boundaries of the school system where they teach, but only 1 teacher in 3 lives within the attendance area of the school in which he is teaching.
- Membership in community and civic organizations is less widespread among teachers than it was 5 or 10 years ago. Most teachers, however, still are members of the PTA and of a church or synagogue.
- More than 8 teachers in 10 voted in the general election and about 3 in 4 voted in primary elections in 1970, but only 3 percent of all teachers have themselves been candidates for political office.
- Most teachers classify their political philosophy on the conservative side of the spectrum, but more identify with the Democrat than with the Republican Party in political affiliation.
- Younger teachers are less likely than older teachers to feel identified with their communities, to live within the boundaries of the school system or school attendance area, to be members of community organizations, to have participated in the most recent political elections, or to identify with one of the two major political parties.
- The percentage of men teachers who have served on active duty in the U.S. Armed Forces has decreased from 53 to 44 percent in the past five years.

### Relationship with the Community

*Identity with community.* Question 48 asked respondents to indicate their sense of identity with the community where they lived during the school year by choosing among possible responses which distinguished those living in the home town where they had grown up from those having come to their present communities as adults, and as well as distinguishing long-time residents from newcomers. See Appendix B, page 99, and Appendix C, page 163.

Responses of teachers to the same question in 1961, 1966, and 1971, shown in Table 51, reveal a decrease, primarily during the first half of the decade, in the percentage of teachers living in their childhood home communities and an increase in newcomers to the community. Throughout the decade, the largest proportion of teachers have been those who came to their present communities as adults but now feel that they belong. However, in the last five years a significant, though slight, increase has occurred in the small percentage who report that in spite of having lived in the community some time they do not feel that they belong.

The shift from home-town dwellers to newcomers has taken place chiefly among women and elementary teachers, while percentages of men and secondary teachers in these two categories give no evidence of significant change from 10 years ago. In 1961, higher percentages of women and elementary teachers than of men and secondary teachers were living in their home-town communities, but the decrease throughout the decade in home-town dwellers among women and elementary teachers has reduced these percentages to a level similar to those of men and secondary teachers. However, the increase in the percentage of teachers who do not feel identified with their communities is evident among both men and women.

Not surprisingly, the youngest teachers show the highest percentage of newcomers to the community. In 1971, 1 teacher in 4 under age 30 re-

Table 51. Identity with community

	Sex								
	Total			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Living in childhood home community . . . . .	33.2	29.6	28.6	28.1	27.0	29.0	35.5	30.7	28.4
Came as adult and now belong . . . . .	50.9	50.6	48.7	48.5	48.7	46.5	51.9	51.5	49.9
Living in community some time but do not belong . . . . .	4.6	4.4	7.8	6.0	6.7	9.1	4.1	3.4	7.2
Lived in community too short a time to belong . . . . .	11.3	15.4	14.9	17.4	17.5	15.4	8.5	14.4	14.5
Number reporting . . . . .	1,869	2,315	1,508	587	718	518	1,282	1,597	990
	School level								
	Elementary			Secondary					
	1961	1966	1971	1961	1966	1971			
Living in childhood home community . . . . .	36.1	31.5	29.0	29.3	27.5	28.2			
Came as adult and now belong . . . . .	50.8	52.8	48.9	51.0	48.2	48.5			
Living in community some time but do not belong . . . . .	3.2	3.7	7.3	6.6	5.2	8.4			
Lived in community too short a time to belong . . . . .	9.9	12.0	14.8	13.1	19.2	14.9			
Number reporting . . . . .	1,061	1,219	791	808	1,096	717			
	Age								
	Less than 30		30-39		40-49		50 or more		
	1966	1971	1966	1971	1966	1971	1966	1971	
Living in childhood home community . . . . .	29.5	31.8	26.0	28.3	29.9	23.3	32.0	28.2	
Came as adult and now belong . . . . .	35.2	30.1	53.9	52.5	58.9	66.2	62.2	62.7	
Living in community some time but do not belong . . . . .	4.5	11.2	6.6	7.9	4.5	4.9	2.6	3.6	
Lived in community too short a time to belong . . . . .	30.8	26.9	13.5	11.4	6.7	5.6	3.2	5.5	
Number reporting . . . . .	773	554	519	343	401	266	587	330	
	School system size								
	Large		Medium		Small				
	1966	1971	1966	1971	1966	1971			
Living in childhood home community . . . . .	34.1	26.4	27.3	29.3	29.4	29.7			
Came as adult and now belong . . . . .	51.7	52.8	52.0	48.4	48.0	45.0			
Living in community some time but do not belong . . . . .	3.6	8.7	4.1	7.5	5.4	7.4			
Lived in community too short a time to belong . . . . .	10.5	12.0	16.7	14.9	17.2	17.8			
Number reporting . . . . .	551	424	1,020	680	744	404			
	Geographical region								
	Northeast		Southeast		Middle		West		
	1966	1971	1966	1971	1966	1971	1966	1971	
Living in childhood home community . . . . .	39.9	32.1	34.3	33.7	27.5	27.3	18.2	22.8	
Came as adult and now belong . . . . .	40.0	38.8	51.6	51.6	49.0	49.0	61.7	55.3	
Living in community some time but do not belong . . . . .	4.2	10.2	3.7	4.9	5.2	8.0	4.3	7.9	
Lived in community too short a time to belong . . . . .	15.9	19.0	10.4	9.8	18.3	15.7	15.8	14.1	
Number reporting . . . . .	552	343	508	306	672	490	583	369	

ported that he had lived in the community too short a time to feel that he belonged. Teachers age 30-39 also have a higher percentage of newcomers than either of the older age groups. In addition, the youngest teachers are more likely to lack a sense of identity with their communities despite having lived there for a while. The percentage of teachers under age 30 who do not feel they belong in the community has more than doubled, from 5 to 11 percent, since 1966 and is significantly larger than in any of the older age groups.

In the past five years, a decrease has occurred in the percentage of teachers in large systems and in the Northeast who are living in their childhood home communities. This change brings large systems more into line with medium and small systems, whereas in 1966 a greater percentage of large-system teachers than of those in smaller systems were found living in the towns and cities where they had lived as children. The opposite trend, however, appears in the West where during the past five years there has been a small but

**Table 52. Location of teacher's residence**

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Within school system . . . . .	62.1	59.9	60.1	60.1	63.1	59.8	62.2	58.9	62.1	61.0
Outside system . . . . .	37.9	40.1	39.9	39.9	36.9	40.2	37.8	41.1	37.9	39.0
Number reporting . . . . .	2,330	1,522	726	526	1,604	996	1,220	799	1,110	723

	Less than 30		Age				50 or more	
			30-39		40-49			
	1966	1971	1966	1971	1966	1971	1966	1971
Within school system . . . . .	54.3	53.8	61.4	59.8	64.6	64.1	71.5	66.7
Outside school system . . . . .	45.7	46.2	38.6	40.2	35.4	35.9	28.5	33.3
Number reporting . . . . .	779	559	523	341	398	270	590	336

	Large		School system size				Small	
			Medium					
	1966	1971	1966	1971	1966	1971	1966	1971
Within school system . . . . .	63.4	64.0	61.4	60.0	62.3	55.5		
Outside system . . . . .	36.6	36.0	38.6	40.0	37.7	44.5		
Number reporting . . . . .	554	428	1,026	685	750	409		

	Northeast		Geographical region				West	
			Southeast		Middle			
	1966	1971	1966	1971	1966	1971	1966	1971
Within school system . . . . .	51.1	47.7	76.6	71.9	58.1	60.4	64.7	60.6
Outside system . . . . .	48.9	52.3	23.4	28.1	41.9	39.6	35.3	39.4
Number reporting . . . . .	554	346	512	310	677	495	587	371



significant increase in the percentage of teachers living in their home-town communities, although the percentage of Western teachers who are home-town dwellers is still less than the percentage found in either of the two eastern regions of the country. The increase since 1966 in teachers who do not feel identified with the community is manifest everywhere except in small systems and in the Southeast. The Southeast also shows a smaller percentage of teachers who are newcomers to their communities than other regions.

*Location of residence.* Questions 49 and 50 concerned the location of the teacher's residence within the school system and within the attendance area of the school where he is teaching. See Appendix B, page 99, and Appendix C, pages 163-64.

Responses show that while a majority of teachers, 60 percent, live within the boundaries of the school system where they teach, only a minority, 34 percent, live within the attendance area of the school in which they are teaching. Percentages of men and women and of elementary and secondary teachers whose homes are located within their school systems tend to be similar, but a much higher percentage of secondary than of elementary teachers, 41 compared with 28 percent, and a slightly higher percentage of men than of women, 39 compared with 32 percent, live within the attendance areas of their schools.

Older teachers are more likely than younger teachers to live within the boundaries of the school system and the attendance area of the school. The percentage of the youngest teachers living within the school system is smaller than the percentage in any of the older age groups, while the percentage of the oldest teachers who live within the attendance area of the school is higher than the percentage in any of the younger age groups. Fifty-four percent of teachers under age 30 live within the boundaries of their school systems and 28 percent within the attendance areas of their schools, compared with 67 percent of teachers age 50 or older living within the system and 45 percent living within the attendance area of the school.

A somewhat lower percentage of teachers in small school systems (56 percent) than in large systems (64 percent) live within the boundaries of the system, but the percentage of small-system teachers living within the attendance area of the school (50 percent) is considerably greater than the per-

centage of teachers in medium-size systems (36 percent), which in turn is considerably greater than the percentage of teachers in large systems (17 percent). The Southeast has the largest proportion of teachers living within the system, 7 in 10, and the Northeast the smallest, less than one-half, while the Middle region and West with about 6 teachers in 10 living within the system stand between these extremes. Regional differences in regard to residence within the attendance area of the school are of lesser magnitude, but again the Southeast shows a considerably higher percentage, 43 percent, than the Northeast with 24 percent.

Residence within the school system in comparison with 1966, shown in Table 52, has decreased slightly among women and among teachers in small systems. Other changes from 1966 percentages are too small to be statistically significant.

*Participation in community and civic organizations.* Question 51 asked respondents to indicate on a checklist whether or not they were members of various organizations, while Question 52 concerned the number of hours per month during the school year which teachers are accustomed to give to working for such organizations. Responses to the latter question were tabulated in terms of hours per week for the purpose of comparison with previous studies. See Appendix B, page 99, and Appendix C, pages 165-67.

Table 53 compares teacher membership in various types of organizations in 1961, 1966, and 1971, and Table 54 compares the amount of time during the school year given by teachers to such organizations in these three years. Both show a decrease in teacher participation in organizations since the beginning of the 1960's and especially since 1966. As in 1966, the only two types of organizations in which a majority of teachers hold membership are a church or similar religious group and the Parent-Teacher Association, but percentages of teachers who are members of such organizations have decreased during the last five years, in the former case from 86 to 78 percent and in the latter from 78 to 66 percent. Membership in political parties has decreased throughout the decade to a very considerable extent, dropping from 31 to 22 percent between 1961 and 1966 and then again to 13 percent in 1971. Fraternal organizations also show a large decrease from 33 to 19 percent in teacher membership during the first half of the decade and a smaller decrease to 15

Table 53. Membership in organizations

	Sex								
	Total			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Church, synagogue, or other									
religious group . . . . .	87.2	85.5	79.3	83.9	80.0	73.8	88.7	88.0	80.7
Youth-serving group . . . . .	21.2	19.7	15.9	30.7	23.7	19.8	16.9	17.8	13.8
Women's business, professional,									
civic-social group . . . . .	21.7	22.1	18.9	...	2.5	1.9	31.6	31.0	27.8
Men's service club . . . . .	6.2	5.2	5.1	19.6	15.9	14.8	...	0.4	...
Fraternal or auxiliary group . . . . .	32.6	19.3	15.0	40.3	24.0	22.6	29.0	17.2	11.0
Civil liberties group . . . . .	...	5.5	4.4	...	6.2	4.0	...	5.1	4.7
Veterans group . . . . .	...	4.5	4.5	...	11.2	11.6	...	1.5	0.8
Political party organization . . . . .	30.8	22.0	12.6	35.7	31.0	13.1	28.5	17.9	12.3
Parent-teacher association . . . . .	...	8.4	66.3	...	70.0	55.5	...	82.2	72.0
Hobby club . . . . .	...	17.5	16.2	...	16.8	17.5	...	17.8	15.5
Number reporting . . . . .	1,881	2,344	1,533	590	730	526	1,291	1,614	1,007

	School level			
	Elementary		Secondary	
	1966	1971	1966	1971
Church, synagogue, or other				
religious group . . . . .	88.4	80.9	82.4	75.5
Youth-serving group . . . . .	16.6	14.3	23.1	17.6
Women's business, professional,				
civic-social group . . . . .	27.0	24.2	16.8	13.1
Men's service club . . . . .	1.3	2.0	9.6	8.5
Fraternal or auxiliary group . . . . .	18.8	13.8	19.9	16.4
Civil liberties group . . . . .	4.9	3.7	6.1	5.2
Veterans group . . . . .	2.2	2.2	7.1	7.0
Political party organization . . . . .	16.5	11.8	28.0	13.5
Parent-teacher association . . . . .	85.9	78.3	70.1	53.0
Hobby club . . . . .	15.6	15.0	19.6	17.5
Number reporting . . . . .	1,230	807	1,114	726

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Church, synagogue, or other								
religious group . . . . .	82.6	74.0	85.9	74.8	86.8	83.7	88.9	85.3
Youth-serving group . . . . .	15.2	10.5	25.4	21.2	27.3	24.1	15.7	12.7
Women's business, professional,								
civic-social group . . . . .	14.6	10.5	17.4	15.4	30.3	24.1	30.2	31.3
Men's service club . . . . .	5.1	3.4	8.4	7.0	6.2	7.0	2.4	4.7
Fraternal or auxiliary group . . . . .	13.2	9.6	21.6	15.1	21.3	18.9	24.5	20.9
Civil liberties group . . . . .	4.0	2.3	8.8	7.2	7.9	5.9	2.7	3.2
Veterans group . . . . .	0.8	1.2	7.3	3.2	10.9	10.4	3.0	6.8
Political party organization . . . . .	23.6	12.3	26.5	11.9	22.1	11.9	16.0	14.2
Parent-teacher association . . . . .	74.5	58.9	31.3	67.8	81.9	75.6	79.3	70.2
Hobby club . . . . .	18.2	16.7	18.5	17.4	19.1	15.9	15.3	14.5
Number reporting . . . . .	781	562	524	345	403	270	593	339

Table 53. Membership in organizations (Continued)

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
Church, synagogue, or other						
religious group . . . . .	83.7	75.9	86.2	79.0	85.8	79.9
Youth-serving group . . . . .	20.8	16.2	19.6	16.0	19.0	15.3
Women's business, professional,						
civic-social group . . . . .	22.5	20.4	23.9	19.0	19.4	17.2
Men's service club . . . . .	2.9	3.9	5.5	4.8	6.6	6.8
Fraternal or auxiliary group . . . . .	20.4	16.7	17.9	13.5	20.5	15.8
Civil liberties group . . . . .	11.8	8.6	4.4	4.4	2.3	0.2
Veterans group . . . . .	4.1	5.1	3.4	3.8	6.4	5.1
Political party organization . . . . .	21.3	13.9	22.8	12.9	21.4	10.7
Parent-teacher association . . . . .	82.8	75.7	81.1	68.8	71.3	52.4
Hobby club . . . . .	19.3	16.7	17.9	16.5	15.5	15.0
Number reporting . . . . .	559	432	1,032	689	753	412

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
Church, synagogue, or other								
religious group . . . . .	83.1	74.1	92.1	91.3	86.5	79.1	81.0	70.6
Youth-serving group . . . . .	18.5	12.3	24.2	16.8	17.9	16.9	18.8	17.1
Women's business, professional,								
civic-social group . . . . .	20.5	17.1	28.8	24.8	20.4	18.1	19.9	16.8
Men's service club . . . . .	4.9	4.0	4.4	4.8	6.2	6.0	5.3	5.1
Fraternal or auxiliary group . . . . .	17.8	11.1	20.1	13.5	18.9	18.9	20.5	14.7
Civil liberties group . . . . .	7.4	4.6	7.4	7.1	5.3	2.8	2.2	4.3
Veterans group . . . . .	5.4	4.3	4.1	3.5	4.5	4.2	4.1	5.9
Political party organization . . . . .	29.1	13.1	15.9	12.6	19.8	10.4	23.1	15.0
Parent-teacher association . . . . .	71.4	59.8	88.6	77.7	74.9	58.8	80.0	73.0
Hobby club . . . . .	18.0	12.5	21.1	18.7	15.7	16.3	16.0	17.4
Number reporting . . . . .	556	351	517	310	682	498	589	374

percent in the ensuing five years. Small decreases have occurred in the percentage of teachers who are members of youth-serving groups and women's groups and in the percentage of men who are members of men's service clubs.

Accompanying the decrease in organization membership is a predictable decrease in the amount of time teachers as a whole give to organizations, from a mean of two hours per week in 1966 to an average of one hour per week in 1971. With fewer teachers members of organizations, it is only to be expected that the percentage of teachers

who do not give any time to organizations should be higher in 1971 than in 1966 or 1961. The proportion of teachers giving an hour a week to organization work has decreased since 1966, but at 3 in 20 is similar to that found in 1961. However, teachers giving more than an hour a week to organizations have decreased from 4 in 10 to 3 in 10 since 1961.

As in previous years, a higher percentage of women than of men in 1971 are church members and a higher percentage of men than of women are members of youth-serving groups and fraternal

organizations. Membership in all three types of organizations, however, has decreased among both sexes although in the case of youth-serving groups the decrease has been greater among men. Membership in political parties in 1961 and 1966 was more extensive among men than among women, but the large decreases in party membership for both sexes have tended to erode this difference. The percentage of men holding membership in political parties shows a greater decrease between 1966 and 1971 than in the first half of the decade while among women the greater decrease occurred in the first half of the decade. In both 1966 and 1971, higher percentages of women and elementary teachers than of men and secondary teachers have been PTA members, but the greater decrease during the five-year period among men and secondary teachers in PTA membership has widened the gap. In 1971, over three-fourths of elementary teachers, compared with slightly more than half of secondary teachers, were PTA members.

In general, decreases in organization membership during the past five years have occurred primarily among younger teachers. Church membership shows significant decrease only in age groups under 40, thus opening a distinct gap, for which evidence in 1966 is lacking, between lower percentages of teachers under 40 than among older teachers who are church members. Again, PTA membership, although having decreased in all age groups since 1966, shows greater decrease among those under 40, with the result that in 1971 teachers under 30 have a smaller percentage of PTA members than any other age group. Political party membership, however, exhibits a different pattern: In 1966, greater percentages of teachers in age groups under 50 than among the oldest teachers were party members, but substantial decreases in party membership in the three younger age groups have eliminated the difference.

Percentages of teachers in different size school systems who are members of churches or political parties are generally similar, but geographical analysis of responses reveals differences. As in 1966, the percentage of teachers who are church members is highest in the Southeast, which is the only region of the country that does not show significant decrease in church membership during the past five years. Political party membership in 1966 was highest in the Northeast and lowest in the Southeast, but regional differences have tended

**Table 54. Hours per week during school year devoted to organizations**

	1961	1966	1971
None .....	32.7	25.3	40.7
One hour .....	28.8	37.9	29.2
Two hours .....	18.9	18.4	15.2
Three or more hours .....	19.6	18.4	14.9
Number reporting .....	1,881	2,344	1,533
Mean .....	...	1.7	1
Median .....	...	1.2	1

to disappear in the past five years as, with the exception of the Southeast, all regions, but especially the Northeast, have experienced decrease in party membership among teachers.

On the other hand, differences and changes in PTA membership appear to relate to size of school system rather than to geographical region. Membership in the PTA, which in 1966 was more widespread among teachers in large or medium than in small school systems, has decreased everywhere but more greatly in small than in medium and more greatly in medium than in large systems. The result is that in 1971 a somewhat greater percentage of teachers in large than in medium-size systems and a considerably greater percentage of teachers in medium-size than in small systems are PTA members. Geographically, however, although decrease in PTA membership has occurred in all regions, the change still leaves higher percentages of teachers in the Southeast and West than in the Northeast and Middle region PTA members, as was the case in 1966.

Men continue to give more time to organizations than women, an average of two hours per week, compared with an average of one hour per week. Sixty-five percent of men, compared with 57 percent of women, give time to organizations, while 4 men in 10, compared with 1 woman in 4, give two or more hours per week. Western teachers give more time to organizations than others, an average of two hours per week, compared with one hour per week in other regions, and a higher percentage of teachers in the West than in other regions give three or more hours a week.

#### Teachers as Citizens

*Political activity.* Question 53 concerned participation in 1970 elections and Question 54

Table 55. Participation in 1964 and 1970 elections

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary . . . . .	...	7.9	...	9.4	...	7.1	...	8.8	...	6.8
Gave money to candidate in primary . . . . .	...	10.1	...	11.0	...	9.7	...	8.8	...	11.6
Voted in primary . . . . .	77.0	74.6	74.9	73.4	77.9	75.2	78.6	74.7	75.1	74.3
Gave services for party in general election . . . . .	8.7	6.5	10.7	7.7	7.7	5.9	7.2	7.2	10.3	5.7
Gave services for referenda in general election . . . . .	...	3.4	...	4.8	...	2.7	...	3.9	...	2.9
Gave money to party in general election . . . . .	11.6	7.7	12.1	8.1	11.5	7.5	11.3	6.3	12.0	9.2
Voted in general election . . . . .	89.2	82.3	89.2	85.4	89.2	80.7	89.2	81.9	89.2	82.7
Did not participate . . . . .	8.8	12.1	9.0	11.2	8.7	12.6	8.9	11.5	8.8	12.8
Number reporting . . . . .	2,344	1,509	730	5.9	1,614	990	1,230	792	1,114	717

	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary . . . . .	...	4.8	...	9.7	...	10.1	...	9.1
Gave money to candidate in primary . . . . .	...	3.6	...	12.6	...	13.5	...	16.0
Voted in primary . . . . .	61.3	58.0	79.4	80.3	83.1	83.9	90.9	89.4
Gave services for party in general election . . . . .	6.5	4.3	10.9	7.4	9.7	7.9	8.4	8.2
Gave services for referenda in general election . . . . .	...	1.8	...	5.0	...	3.7	...	4.5
Gave money to party in general election . . . . .	6.3	2.7	11.6	8.2	18.4	9.4	13.8	14.2
Voted in general election . . . . .	79.3	72.2	93.1	85.6	92.8	91.0	96.1	89.7
Did not participate . . . . .	18.3	23.9	5.2	8.8	5.7	4.1	2.2	2.4
Number reporting . . . . .	781	557	524	340	403	267	593	331

	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary . . . . .	...	11.2	...	7.4	...	5.2
Gave money to candidate in primary . . . . .	...	11.7	...	10.8	...	7.4
Voted in primary . . . . .	77.8	78.8	77.8	73.1	75.2	72.4
Gave services for party in general election . . . . .	9.1	8.2	9.3	6.5	7.4	4.7
Gave services for referenda in general election . . . . .	...	3.5	...	3.7	...	3.0
Gave money to party in general election . . . . .	11.8	7.9	11.5	8.2	11.7	6.7
Voted in general election . . . . .	91.4	82.1	88.6	82.5	88.4	82.3
Did not participate . . . . .	6.8	11.0	9.2	13.1	9.8	11.8
Number reporting . . . . .	559	429	1,032	674	753	406

	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary . . . . .	...	7.5	...	7.3	...	6.3	...	10.8
Gave money to candidate in primary . . . . .	...	7.5	...	4.3	...	10.4	...	17.1
Voted in primary . . . . .	68.0	65.3	77.0	74.9	77.3	74.7	85.1	82.7
Gave services for party in general election . . . . .	10.6	4.3	7.5	5.9	8.4	5.9	8.1	9.8
Gave services for referenda in general election . . . . .	...	1.2	...	2.6	...	4.1	...	5.4
Gave money to party in general election . . . . .	10.6	7.2	7.2	3.3	13.0	8.4	14.9	10.8
Voted in general election . . . . .	89.4	82.1	83.4	78.5	91.2	80.7	91.9	87.8
Did not participate . . . . .	8.5	15.0	12.6	14.5	8.1	12.0	6.8	7.6
Number reporting . . . . .	556	346	517	303	682	491	589	369



whether or not the teacher himself had ever been a candidate for public office during his teaching career. See Appendix B, pages 99-100, and Appendix C, pages 168-71.

Results of the first question show that despite the decrease in formal membership in political parties, 1971 teachers have an excellent voting record: 82 percent voted in the general election, and 75 percent in primary elections in 1970 while only 12 percent reported that they had not participated in 1970 elections at all. A similar question was asked in 1966 concerning participation in the 1964 elections, and comparison of results, shown in Table 55, indicates a slightly lower level of teacher participation in 1970 than in 1964 elections. The difference may be attributed to the fact that 1964 was a Presidential election year and 1970 only a Congressional election year. The 1961 survey asked respondents only whether or not they had voted in the 1960 elections, and the 93 percent indicating that they had done so thus reflects not only the high degree of interest in the Presidential election that year but also the combined total voting in a primary and/or the general election.

Teachers continue to show a high degree of interest in primary elections. No evidence of significant decrease appears between the percentages of teachers voting in 1964 and 1970 primaries. In addition, as many or more 1971 teachers donated services or money in support of candidates in 1970 primaries as made such donations to political parties in the 1970 general election.

Although a slightly higher percentage of men than of women voted in the 1970 general election, in most other respects participation by men and women in 1970 elections was similar, as was participation of elementary and secondary teachers. In both 1964 and 1970 elections, however, a lower level of participation was found among teachers under age 30 than among older teachers. Although evidence of a lesser degree of participation in 1970 than in 1964 elections may be found also among older teachers, it is the youngest teachers who show the greatest increase in non-participants, from 13 to 24 percent, between the two elections under consideration.

The Northeast and Middle regions, which have a larger proportion of young teachers than other regions, also show a greater decrease in the percentage of teachers voting in the general election.

Voting in primary elections, however, shows no evidence of change and remains highest in the West and lowest in the Northeast. The West also in 1971 shows a percentage of teachers giving monetary support to a candidate in the primary which is considerably higher than in other regions, as well as being higher than the percentage of Western teachers who donated money to a political party in the general election.

Although a large majority of teachers habitually vote in elections, very few have themselves been candidates for public office. Table 56, which compares candidacy for public office among teachers in 1961, 1966, and 1971, gives no evidence of significant change in the small percentage of teachers who have run for office. Analysis of responses similarly fails to indicate meaningful patterns of significant difference between subgroups apart from a predictable relationship to the teacher's age. A higher percentage of teachers age 50 or older than of teachers under age 30 have been candidates for public office.

In addition, the 1971 question distinguished candidacy for local, state, and national office, and also whether or not the candidate was elected. Results indicate that candidacy has usually been local and that teacher candidates were usually successful in winning elections.

*Political views.* Question 43 concerned the teacher's political philosophy and Question 47 his affiliation with a political party. See Appendix B, page 99, and Appendix C, pages 158 and 162.

Results show that in political philosophy, teachers incline to the conservative side but most are middle-of-the-road. Those who classify their political philosophy as either *tend* to be conservative or *tend* to be liberal comprise 7 teachers in 10, but those who say they either are conservative or tend to be outnumber those who are or tend to be liberals by 6 to 4. The proportion that label themselves conservative without qualification, 1 in 6, exceeds the 1 in 8 who are unqualified liberals,

**Table 56. Candidacy for public office**

	1961	1966	1971
Yes .....	2.1	2.8	3.1
No .....	97.9	97.2	96.9
Number reporting .....	1,866	2,326	1,533



while those who *tend* to be conservative, 44 percent, far exceed the 28 percent who *tend* to be liberal. In party affiliation, however, a greater percentage classify themselves as Democrats, 43 percent, than as Republicans, 34 percent, but more than 1 teacher in 5 reports that he is not affiliated with any party.

Men and women, and elementary and secondary teachers, show generally similar distribution in regard to both political philosophy and political affiliation. Analysis of responses by age also shows that a majority of teachers in all age groups are on the conservative side of the political spectrum, while Democrats exceed Republicans in every age group except the oldest. However, as would be expected, older teachers are more likely to be conservative than younger teachers; 7 teachers in 10 among those age 50 or older either are or tend to be conservative, compared with about 6 in 10 in each of the two middle age groups, and only slightly more than one-half the youngest teachers. Young teachers, on the other hand, are less likely than older teachers to be Republicans and more likely not to be affiliated with any political party. More than one-third of all teachers under age 30 report that they are not affiliated with any party, about twice as great a proportion as can be found in any of the older age groups.

Teachers who are or tend to be conservative constitute a majority both in different size school systems and in different geographical regions. However, the extent of conservative political philosophy among teachers is inversely related to size of school system. Although percentages of teachers who call themselves straightforwardly conservative are similar in large, medium, and small systems, a greater percentage in small than in medium and in medium than in large systems *tend* to be conservative, while large systems have a greater percentage of unqualified liberals than medium or small systems. Geographically, a larger proportion of teachers in the Southeast profess to be conservative, 1 in 4, compared with less than 1 in 5 in other regions and only 1 in 8 in the Northeast, while the Middle region has a smaller percentage who call themselves liberal, 8 percent, compared with about 14 percent in each of the other regions.

Traditional regional differences appear in the party affiliation of teachers. Democrats are most numerous among teachers in the Southeast, accounting for nearly 6 teachers in 10 in this

region, and sparsest in the Middle of the country where they number less than 1 teacher in 3. Conversely, Republicans show the highest percentage in the Middle, 41 percent, and the lowest percentage, 21 percent, in the Southeast. The Middle region, however, has a slightly higher percentage of teachers with no party affiliation than other regions. In regard to balance between the two major parties, Democrats outnumber Republicans in the Southeast by slightly less than 3 to 1 and exceed Republicans in the West to a considerable extent, while Republicans outnumber Democrats in the Middle of the country and Northeastern teachers are more evenly divided between the two parties.

The political affiliations of teachers in different size school systems are equally predictable if it is recalled that large-system teachers are located primarily in urban communities and small-system teachers chiefly in small towns and rural areas. Large school systems have a greater percentage of teachers who are Democrats than medium or small systems, but the percentage of Republicans is higher among teachers in small than in medium-size and in medium-size than in large systems. Teachers with no party affiliation represent about the same proportion in different size school systems. Thus, Democrats far outnumber Republicans among teachers in large systems and are slightly more numerous also among teachers in medium-size systems, while evidence indicates a more even balance between the two parties among teachers in small systems.

The two tables below show the interrelationship between the political philosophy and political party affiliation of teachers and indicate that while most liberals are Democrats and more conservatives are Republicans than Democrats, the Democratic Party includes a substantial proportion of teachers who are conservatives as well as teachers who are

	Conservative or tend to be	Liberal or tend to be
Democrat .....	33.0	58.2
Republican .....	47.2	14.0
Other .....	1.5	1.6
Not affiliated with any party .....	18.3	26.3
Number reporting ....	883	579

	Democrat	Republican	Other or no party
Conservative . . . . .	11.6	24.7	14.0
Tend to be conservative . . . . .	34.7	59.0	38.1
Tend to be liberal . . . . .	35.0	14.3	34.8
Liberal . . . . .	18.6	2.0	13.1
Number reporting . . . . .	628	498	336

liberals, but Republican teachers are rarely liberal in political philosophy. Teachers not affiliated with either of the major parties are evenly divided between the liberal and conservative sides of the political spectrum, but most of them hold middle-of-the-road views, describing their political philosophy as either *tend to be conservative* or *tend to be liberal*. However, a greater percentage of liberals than of conservatives have no party affiliation.

*Military service.* Question 46 asked respondents to indicate whether or not they had served on

active duty in the U.S. Armed Forces. See Appendix B, page 99, and Appendix C, page 162.

Table 57 compares military service by 1966 and 1971 teachers and shows that although in both years approximately 1 teacher in 6 had served on active duty, considered as a proportion of men teachers those who had served have decreased from slightly more to somewhat less than one-half. In both 1966 and 1971, only a small percentage of teachers under age 30 were found to have been on active service in the armed forces, while changes in the older age groups reflect the movement through or out of the profession of men who served in World War II and/or the Korean War. The 30-39 age group, which has the largest proportion of men teachers, shows substantial decrease since 1966 in the percentage of teachers who have served in the armed forces. Such decrease is not evident among teachers over age 40, and teachers age 40-49 now show a higher percentage who have served on active duty than any other age group. A small increase among teachers age 50 or older in the percentage having served reflects the increased percentage of men in this age group.

**Table 57. Service on active duty in U. S. Armed Forces**

	Total		Men		Women	
	1966	1971	1966	1971	1966	1971
Yes . . . . .	17.1	16.0	52.9	44.3	1.1	1.2
No . . . . .	82.9	84.0	47.1	55.7	98.9	98.8
Number reporting . . . . .	2,334	1,533	722	526	1,612	1,007

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Yes . . . . .	7.4	5.7	35.2	21.2	30.2	33.7	5.9	14.2
No . . . . .	92.6	94.3	64.8	78.8	69.8	66.3	94.1	85.8
Number reporting . . . . .	779	562	522	345	401	270	591	339

## VIII. SELECTED PROFILES

### The Elementary Teacher

The typical elementary teacher is a woman, age 37, probably married, with a bachelor's degree and 8 years of teaching experience, 5 of them in the school system where she is now teaching. Chances are 6 in 10 that she has undertaken college study in the past three years, and if so, she has earned 14 semester hours of credit, for an expenditure of \$495 from her own funds.

She is one of 25 teachers in her school, whose staff includes four additional nonteaching professionals, and is very likely supervised by a male principal. She has 27 pupils in her class and is required to be at school  $36\frac{1}{4}$  hours a week but has 6 chances in 10 of having a duty-free lunch period, most likely 40 minutes long. In addition, she attends 17 faculty meetings in the course of the school year, probably  $\frac{3}{4}$  of an hour in length each. She devotes about 8 hours a week to school-related duties for which she does not receive compensation and her mean total working week is 45.8 hours. The elementary teacher teaches 181 days during the year and has an additional four nonteaching days of contract, for which the annual salary is \$9,092.

Chances are 6 in 10 that the elementary teacher lives within the boundaries of the school system that employs her but less than 3 in 10 that she lives within the attendance area of her school. She is most likely a member of the parent-teacher association and more likely than not a member of local, state, and national education associations. Her main reason for becoming a teacher was her desire to work with young people and there is an 80 percent chance she would again choose teaching if she had the choice of career to make again. Chances are better than 8 in 10 that she was planning to continue full-time teaching in the same school system in the 1971-72 school year.

### The Secondary Teacher

The secondary teacher is more likely to be a man than a woman, is age 33, and probably

married. He has a bachelor's degree, and there is 1 chance in 3 he also has a higher degree. He has had 7 years of teaching experience, 5 of them in his present school system. Chances are  $6\frac{1}{2}$  in 10 that he has undertaken college study for credit within the past three years, and if so, he has earned 15 semester hours of credit while expending \$577 from his own funds on education costs.

There are 61 teachers and nine other nonteaching professionals on the staff of his school which is headed by a male principal. He teaches 134 pupils a day, an average of 26 per class. Chances are 6 in 10 that he is teaching English, mathematics, science, or social studies. He is required to be at school  $36\frac{3}{4}$  hours a week, during which he teaches 26 of the 34 periods in the school schedule, which are probably each about 55 minutes long, and has five unassigned preparation periods. He also probably has a duty-free lunch period, most likely one-half hour in length. He attends 14 faculty meetings a year, each of which is probably about an hour long. In all, he spends more than 8 hours a week on school duties for which he is not compensated, and his total mean working week is 48.1 hours. Like his colleague in elementary school, he teaches 181 days a year, but has an additional five nonteaching days of contract. His annual salary is \$9,449.

Like the elementary teacher, the secondary teacher probably lives within the boundaries of his school system and chances are 4 in 10 that he also lives within the attendance area of his school. He is probably a member of his local and state education associations, and there is about a 50-50 chance that he is a member of the National Education Association, the parent-teacher association, and a subject-matter or professional special-interest organization. His two main reasons for becoming a teacher were his desire to work with young people and his interest in a particular subject-matter field. There are 2 chances in 3 that he would choose teaching if he had his career choice to make again, and he is as likely as the elementary teacher to

have planned to continue teaching in the same system in 1971-72.

#### The Man Teacher

Chances are 3 in 4 that the man teacher is teaching in secondary school and 4 in 10 that he is a senior high teacher. He has a bachelor's degree and eight years of teaching experience, five years with his present school system. Chances are better than 4 in 10 that he has a higher degree and 7 in 10 that he has earned college credits within the past three years amounting to 17 semester hours.

Chances are better than 4 in 10 that his father was an unskilled, semi-skilled, or skilled worker and 1 in 3 a businessman or professional. His mother probably graduated from high school, but there is only 1 chance in 5 that she went to college. He is 33 years old, married, and probably has two children. Chances are 4-1/2 in 10 that the man teacher has a wife who is employed at least part time and 2 in 10 that he is married to a woman who is teaching full time. He and his wife probably own or are buying their home and chances are about even whether they own one or more than one car. He probably supplemented his teaching salary by working during the summer, and there is about a 50-50 chance that he also took on other work in addition to his regular teaching duties during the school year. His total income combined with his wife's amounts to \$15,006, of which his teaching salary represents 72 percent.

The man teacher most likely came as an adult to the community where he now lives but has probably lived there long enough to feel that he belongs. He is probably a church member, more likely conservative than liberal in his political thinking, and more likely a Democrat than a Republican. It is very likely that he voted in both the primary and the general election in 1970.

There is 1 chance in 3 that he would *certainly* become a teacher and less than 3 chances in 10 that he would *probably* become a teacher if he had the choice to make again.

#### The Woman Teacher

There are 2 chances in 3 that the woman teacher is teaching in elementary school. If she is a secondary teacher, she is more likely to be teaching English than any other subject. She has a bachelor's degree but only 1 chance in 5 of having a higher degree. Her teaching experience amounts to eight years, five of which have been in her present school system. Chances are 4 in 10 that she has had a break in teaching service, most likely to raise a family. There is a 6 in 10 chance that she has earned a typical 13 semester hours of college credit in the past three years.

Chances are 4-1/2 in 10 that her father was a businessman or professional and less than 3 in 10 that he was an unskilled, semi-skilled, or skilled worker. Her mother was probably a high-school graduate and chances are 3 in 10 her mother also attended college. She is 37 years old, probably married, and chances are about even whether or not she has two children. The woman teacher has a 57 percent chance of being married to a man with full-time employment, but her husband is probably not a teacher. They probably own or are buying their home and chances are about 50-50 whether they own one or more than one car. Their combined income amounts to \$18,510, toward which her teaching salary contributes 52 percent.

Like her male colleague, the woman teacher probably moved to her present community as an adult but has been there long enough to feel she belongs. Like him also, she is probably a church member, more inclined to be conservative than liberal in political philosophy, and more likely to be a Democrat than a Republican. She, too, very probably voted in both the primary and the general election in 1970.

If given the choice to make again, there is a 51 percent chance that she would *certainly* become a teacher and 30 percent chance that she would *probably* make this choice.

## APPENDIX A—ESTIMATES OF SAMPLING VARIATION

The percentages and means contained in this report, like all sample data, are subject to sampling variation. It is important that this variation be considered whenever inferences about the population are based upon: (a) a single statistic or (b) the difference between two statistics, i.e., two means or two percentages.

This section presents tables designed to assist the reader in estimating the amount of sampling variation associated with population inferences made from the sample percentages contained in this report and describes procedures for using the tables in establishing confidence intervals for population percentages. It also describes procedures for using the standard error reported with a mean when making inferences about the population mean or when comparing two means.

*Confidence Intervals for Percentages.* In sample surveys it is impossible to determine exactly how much a sample percentage differs from the corresponding population percentage. But by using the sample data to estimate the expected amount of variation associated with the sample percentage, it is possible to determine a range of values with a specific likelihood that the range or interval will include the population percentage. Such a range of values is termed the *confidence interval* and the upper and lower values of this interval are termed the *confidence limits*. The probability that the con-

fidence interval includes the population percentage is called the *degree of confidence* and is usually expressed as a percent.

Table A is designed to assist the reader in making population inferences based upon single sample percentages. The table contains the approximate number of percentage points that should be subtracted from and added to an observed sample percentage in order to obtain the approximate 90 percent confidence limits for the corresponding percentage in the population. Such limits determine an interval which will include the population percentage about 90 times in 100. Although in most cases the limits will be conservative, that is, the level of confidence will be greater than 90 percent, in some instances the level of confidence will be less than 90 percent. For a discussion of why this is true see the section of this technical note titled "Method Used in Computing Tabled Values."

To illustrate the use of Table A, we have an observed sample percentage showing that 23.8 percent of the 526 men respondents taught in junior high school, and we wish to make an inference about the corresponding population percentage. Since 23.8 is nearer to 20 percent than to any other percentage shown in the columnar headings of the table, we select the column headed "Observed percentage near 20 or 80." The observed percentage is based upon a sample of 526; there-

**TABLE A.—EVALUATING ONE PERCENTAGE—APPROXIMATE NUMBER OF PERCENTAGE POINTS TO BE ADDED TO AND SUBTRACTED FROM THE OBSERVED SAMPLE PERCENTAGE TO OBTAIN THE 90 PERCENT CONFIDENCE LIMITS FOR THE POPULATION PERCENTAGE**

Size of subgroup	Observed percentage near				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
250-449 .....	3.0	4.1	5.1	5.3	5.4
450-549 .....	2.5	3.4	4.0	4.4	4.3
550-649 .....	2.3	3.2	3.7	4.4	4.3
650-849 .....	2.0	2.8	3.1	3.6	3.6
850-1,349 .....	1.7	2.2	2.6	3.1	2.9
1,350-1,849 .....	1.4	1.8	2.2	2.6	2.4
1,850-2,349 .....	1.2	1.7	2.0	2.4	2.1



fore, we choose the row labeled 450-549. At the intersection of the selected column and row, we find a value of 3.4 percentage points. We subtract this value from and add it to the observed value of 23.8 to obtain the approximate .90 confidence limits, which are 20.4 percent and 27.2 percent. Thus we can state with approximately 90 percent confidence that the range of values from 20.4 percent to 27.2 percent includes the percentage of junior high-school teachers in the total population of men teachers. In other words, the probability that the interval will contain the population percentage is approximately .90.

*Comparing Two Percentages.* Sampling variation must also be taken into account when comparing any two percentages reported in this study. That is, if an observed percentage is larger than another, it does not necessarily mean that the corresponding population percentages differ by a like amount. In fact, the population percentages may be equal and the difference between the sample percentages may be due only to chance in the selection of this particular sample.

Table B is designed to give the reader some idea of how much difference can be expected between two sample percentages as a result of sampling variation for various sample or subgroup sizes. The values shown are the approximate minimum number of percentage points by which two observed percentages must differ in order for the reader to infer that the corresponding population percentages are different with a confidence of approximately .90. In other words, if the observed difference *exceeds* the value given at the intersection of the appropriate row and column in the proper section of the table, it may be stated with approximately 90 percent confidence that the population percentages are different. In most cases the level of confidence will be greater than 90 percent, but in some cases the level of confidence will be less than 90 percent.

Table B may also be used to obtain the approximate 90 percent confidence interval for the difference between two population percentages. The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate confidence limits and the probability that the interval between the limits contains the difference between the population percentages is .90. It should be noted that if the interval includes zero, it should *not* be inferred

that the population percentages are different and also that in some instances the degree of confidence will actually be less than 90 percent.

To illustrate the use of Table B, we can consider the two observed sample statistics that 33.7 percent of 306 teachers in the Southeast, in contrast to 27.3 percent of 490 teachers in the Middle States, are teaching in communities where they have lived since childhood. Is this sample difference of 6.4 percentage points large enough for us to be able to infer with approximately 90 percent confidence that the population percentages are different? Since both percentages are near 30 percent, we enter the section of the table headed "For percentages around 30 or 70." Each section of the table is symmetrical so we may use either subgroup size to determine the proper column and then use the other to determine the proper row. One subgroup size is 490 so we select the column headed 450-549 and the other subgroup size is 306 so we select the row labeled 250-449. At the intersection of the selected row and column we find the value 5.8 percentage points. Since the observed difference of 6.4 percentage points exceeds the value obtained from the table, we may state with approximately 90 percent confidence that the corresponding population percentages are different, and hence that relatively more Southeastern than Middle States teachers are working in their home towns.

The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate 90 percent confidence limits for the population difference, which are .6 percent and 12.2 percent. We can then state with approximately 90 percent confidence that the interval from .6 percent to 12.2 percent includes the difference between the population percentages.

*Method Used in Computing Tabled Values.* It is difficult to supply the uses of statistics obtained from two-stage samples with a precise estimate of the amount of sampling variation associated with a particular percentage because even though two or more observed percentages obtained from samples or subgroups of the same size are equal, in almost all cases their variances will not be equal. The generalized and approximate values presented in Tables A and B are the results of many computations. They are based on computations of the design effect which is the ratio of the standard error of a percentage reported in the study to the



**TABLE B.—COMPARING TWO PERCENTAGES—APPROXIMATE DIFFERENCE REQUIRED FOR SIGNIFICANCE AT .90 LEVEL OF CONFIDENCE FOR SELECTED SUBGROUP SIZES**

Subgroup size	Subgroup size						
	250-449	450-549	550-649	650-849	850-1,349	1,350-1,849	1,850-2,349
For percentages from 35 to 65							
250-449 .....	6.9	6.4	6.2	5.9	5.6	5.4	5.3
450-549 .....	6.4	5.7	5.6	5.2	4.9	4.7	4.5
550-649 .....	6.2	5.6	5.5	5.1	4.8	4.5	4.4
650-849 .....	5.9	5.2	5.1	4.7	4.3	4.0	3.9
850-1,349 .....	5.6	4.9	4.8	4.3	3.9	3.6	3.5
1,350-1,849 .....	5.4	4.7	4.5	4.0	3.6	3.3	3.1
1,850-2,349 .....	5.3	4.5	4.4	3.9	3.5	3.1	2.9
For percentages around 30 or 70							
250-449 .....	6.4	5.8	5.6	5.4	5.1	4.9	4.8
450-549 .....	5.8	5.2	5.0	4.7	4.4	4.2	4.1
550-649 .....	5.6	5.0	4.8	4.5	4.2	3.9	3.8
650-849 .....	5.4	4.7	4.5	4.2	3.8	3.6	3.4
850-1,349 .....	5.1	4.4	4.2	3.8	3.4	3.2	3.0
1,350-1,849 .....	4.9	4.2	3.9	3.6	3.2	2.9	2.7
1,850-2,349 .....	4.8	4.1	3.8	3.4	3.0	2.7	2.5
For percentages around 20 or 80							
250-449 .....	5.4	4.9	4.8	4.6	4.3	4.2	4.1
450-549 .....	4.9	4.4	4.3	4.1	3.8	3.6	3.5
550-649 .....	4.8	4.3	4.1	3.9	3.6	3.4	3.3
650-849 .....	4.6	4.1	3.9	3.7	3.3	3.1	3.0
850-1,349 .....	4.3	3.8	3.6	3.3	3.0	2.7	2.6
1,350-1,849 .....	4.2	3.6	3.4	3.1	2.7	2.5	2.3
1,850-2,349 .....	4.1	3.5	3.3	3.0	2.6	2.3	2.2
For percentages around 10 or 90							
250-449 .....	4.0	3.7	3.5	3.4	3.2	3.1	3.0
450-549 .....	3.7	3.3	3.2	3.0	2.8	2.7	2.6
550-649 .....	3.5	3.2	3.1	2.9	2.7	2.5	2.5
650-849 .....	3.4	3.0	2.9	2.7	2.5	2.3	2.2
850-1,349 .....	3.2	2.8	2.7	2.5	2.2	2.0	1.9
1,350-1,849 .....	3.1	2.7	2.5	2.3	2.0	1.8	1.7
1,850-2,349 .....	3.0	2.6	2.5	2.2	1.9	1.7	1.6

standard error of a percentage of equal magnitude obtained from a simple random sample of the same number of elements.

The design effects were calculated for many percentages in the various subgroups of the sample and then grouped in the cells shown in the tables and averaged. The design effects for Table B were calculated under the assumption that the two percentages were from independent subgroups. The average used to compute the generalized value for a particular cell in one of the tables was not a true

average but a "safe" or "conservative average" which exceeded most of the values calculated for the cell.

*Confidence Intervals for Means.* Confidence intervals for the means reported in this study can be obtained by using the standard errors (S.E.) reported with the means. The limits of the 90 percent confidence interval for a population mean may be obtained by multiplying the reported standard error by 1.645 and adding this value to and subtracting it from the reported sample mean.

The probability that the interval between the limits computed in this manner will contain the corresponding population mean is .90.

For example, suppose the mean salary for a particular subgroup is \$6,641 and the standard error of this mean is \$50.51. The value to add to and subtract from the sample mean is 1.645 times \$50.51, which is \$83, and the limits of the 90 percent confidence interval are \$6,558 and \$6,724. Therefore, we can state with approximately 90 percent confidence that the interval from \$6,558 to \$6,724 contains the corresponding population mean salary of this subgroup.

*Comparing Two Means.* In order to compare two means reported in this study, it must be determined whether the observed difference between the means could have occurred by chance in the selection of the sample, or if there is a high degree of probability that the observed difference indicates a difference between the corresponding population means. This can be accomplished by calculating the standard error of the difference between the observed means and finding a confidence interval for the difference between the population means. The required calculations are best illustrated in an example.

Suppose we wish to compare the mean salary of \$6,641 used in the previous example, which has a standard error of \$50.51 associated with it, with

a mean salary of \$6,380 which has a standard error of \$31.00 associated with it. Can we state, with approximately 90 percent confidence, that the difference of \$261 between these two means could not have occurred by chance and that, therefore, the corresponding population means are different? The standard error of the observed difference is obtained by finding the square root of the sum of the squared standard errors. That is, we square both standard errors, add them together, and find the square root of this sum as follows: \$50.51 squared equals \$2,550.25; \$31.00 squared equals \$961.00, the sum of the squared standard errors is \$3,511.25, and the square root of this sum is \$59.30, which is the standard error of difference.

To obtain the limits of the 90 percent confidence interval for the population difference, we multiply the standard error of the difference by 1.645 and add the result to and subtract it from the sample difference. The standard error of the difference \$59.30, times 1.645 is \$98. Therefore, the 90 percent confidence limits are \$261 minus \$98 and \$261 plus \$98, or \$163 and \$359. Since the interval between these limits does not include zero, we may state with approximately 90 percent confidence that the population means are different. If the interval had included zero, we could only state that there was insufficient evidence to infer that the population means were different.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES  
1201 Sixteenth Street, Northwest, Washington, D.C. 20036

Research Division

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## THE STATUS OF THE AMERICAN PUBLIC-SCHOOL TEACHER

A. Your Professional Preparation

1. What is the HIGHEST COLLEGE DEGREE you hold?  
Do not report honorary degrees. Check ONE.

- No degree  
 Two-year college diploma, degree, or certificate  
 Bachelor's degree  
 Master's degree  
 Education specialist or professional diploma based on 6 years of college study  
 Doctor's degree

2. In what YEAR did you receive your highest college degree? 19 \_\_\_\_\_

- Have less than bachelor's degree

3. For each degree held write in the letter corresponding to the type of institution from which you received the degree. (Answer in terms of the type of institution it was when you graduated.)

- a. Public college or university with professional schools (e.g., medicine)  
 b. Public college or university without professional schools (e.g., medicine)  
 c. Nonpublic college or university with professional schools (e.g., medicine)  
 d. Nonpublic college or university without professional schools (e.g., medicine)

\_\_\_\_\_ Bachelor's degree  
 \_\_\_\_\_ Master's degree  
 \_\_\_\_\_ Education specialist or professional diploma based on 6 years of college  
 \_\_\_\_\_ Doctor's degree

- Have less than bachelor's degree

B. Your Teaching Experience

4. In what calendar year did you BEGIN your first full-time teaching position? 19 \_\_\_\_\_

5. How many years of FULL-TIME TEACHING experience have you completed, including the current year?

\_\_\_\_\_ total years of experience  
 \_\_\_\_\_ total years in present school system

6. Since you began teaching, have you taught full-time in school systems other than the one in which you now teach? Check ALL that apply and write in number of years.

- Yes, in \_\_\_\_\_ other school systems in the state in which I now teach.  
 Yes, in \_\_\_\_\_ other school systems in another state.  
 No

7. If you have been employed in public education outside the state in which you are currently employed, have you lost retirement credit for this outside service?

- Yes, \_\_\_\_\_ years number  
 No  
 Don't know

8. Has there been a BREAK of as much as one year in your full-time teaching service? If so, how many such breaks? Disregard breaks of less than one full school year.

\_\_\_\_\_ breaks in teaching service

- No breaks in teaching service

9. If there has been a break of more than one full school year in your teaching service, what was your PRIMARY REASON for temporarily not teaching? If there has been more than one break, answer for the most recent one. Check ONE.

- Marriage or full-time homemaking  
 Maternity or child rearing  
 Spouse's work took us to another community  
 Further study  
 Employment in position outside education  
 Employment in another educational position  
 Military service  
 Ill health  
 Tired of teaching and wanted a rest  
 Dismissal or forced resignation  
 Other (write in) \_\_\_\_\_

C. Your Present Teaching Assignment

10. How many classroom teachers are there in your school? (Include yourself and all full-time persons half or more of whose work load is classroom teaching.) \_\_\_\_\_ teachers

11. How many other full-time professional staff members (counselors, nurses, librarians, administrators) are there in your school?

\_\_\_\_\_ other professionals

12. What grades are you teaching this year? (Circle ALL grades you teach.)

PK K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

13. How is your present teaching assignment classified? (Check ONE.)
- Elementary teacher  
 Middle school teacher  
 Junior-high or intermediate school teacher  
 Junior-senior high teacher  
 Senior high teacher  
 Combination elementary-secondary teacher  
 Junior-college teacher  
 Other: \_\_\_\_\_
14. What percent of your total teaching time each week is spent in teaching grades or subjects that are DIFFERENT FROM your MAJOR FIELD OF COLLEGE PREPARATION? \_\_\_\_\_ percent
15. If you teach in the elementary grades, not departmentalized, how many pupils are enrolled in your class? \_\_\_\_\_ pupils
16. If you teach in the secondary grades or in departmentalized elementary grades:
- a. In what field (English, mathematics, etc.) are you currently teaching the LARGEST PORTION of your time?  
 \_\_\_\_\_
- b. How many CLASS PERIODS do you teach PER WEEK? (Exclude study halls and homeroom periods.) \_\_\_\_\_ class periods
- c. How many CLASS PERIODS per week are there in your school? \_\_\_\_\_ class periods
- d. What is the average length of the class periods in your school? (Include passing time.) \_\_\_\_\_ minutes
- e. What is the average number of PUPILS you teach PER DAY? (Exclude study halls and homeroom periods.) \_\_\_\_\_ pupils
- f. How many unassigned preparation periods do you have in your own schedule EACH WEEK? \_\_\_\_\_ unassigned class periods
17. What is the EXACT LENGTH of your required school day? (e.g., IF you are required to be on duty by 8:15 A.M. and permitted to leave school at 3:30 P.M., your school day is 7 hours and 15 minutes.)  
 \_\_\_\_\_ hours and \_\_\_\_\_ minutes
18. On the average how many hours PER WEEK do you spend on compensated and noncompensated school-related activities such as lesson preparation, grading papers, making reports, extracurricular activities, meetings.
- Compensated: \_\_\_\_\_ hours and \_\_\_\_\_ minutes  
 Noncompensated: \_\_\_\_\_ hours and \_\_\_\_\_ minutes
19. How many days are scheduled for your regular SCHOOL YEAR in 1970-71? (Exclude summer school.)  
 \_\_\_\_\_ teaching days  
 \_\_\_\_\_ other days of contract (e.g., inservice, orientation)
20. Lunch period:
- a. What is the average length of your lunch period? \_\_\_\_\_ minutes
- b. Do you usually eat lunch with your pupils (e.g., supervise their lunch period)?  
 Yes, all the time  
 Yes, on a rotating basis  
 No
- c. If you answered Yes to "b" above, what is the reason?  
 My own preference  
 It is customary in my school  
 It is required in my school
21. Is there team teaching in your school this year? Check ONE.  
 Yes, and I am a member of a team.  
 Yes, but I am not a member of a team.  
 No
22. Do you have tenure in your present school district? Check ONE.  
 Yes, tenure  
 Yes, continuing contract only  
 No
23. Do you have to attend regularly scheduled faculty meetings in your school?  
 No  Yes, \_\_\_\_\_ per year  
 number  
 If Yes, of what average duration are they?  
 \_\_\_\_\_ minutes
24. What percentages of the pupils in your classes are from the following ethnic or racial groups:  
 \_\_\_\_\_ % Oriental-American  
 \_\_\_\_\_ % Afro-American  
 \_\_\_\_\_ % Mexican-American  
 \_\_\_\_\_ % Other Spanish-surnamed  
 \_\_\_\_\_ % American Indian  
 \_\_\_\_\_ % All other pupils  
 100% Total
25. What is the sex of your principal?  
 Male  Female
26. From which of the following ethnic or racial groups is your principal?  
 Oriental-American  
 Afro-American  
 Mexican-American  
 Other Spanish-surnamed  
 American Indian  
 Other
27. Of what economic class do you consider the majority of your pupils to be members?  
 Upper class  
 Upper middle class  
 Lower middle class  
 Lower class  
 Mixed economic classes

28. How would you describe the location of your school?
- City, less than 250,000 population
- Inner core of city, having a population of 25,000 or more
- Other part of city, having a population of 25,000 or more
- Suburban
- Small town
- Rural

29. If you teach in an inner city school, how were you assigned to your present school? Check ONE.

- Volunteered
- Assigned to the school when new in system
- Transferred by administration

30. Do you receive additional pay or other incentives for your inner city assignment?

- Yes, additional pay
- Yes, other incentives. Please explain:

\_\_\_\_\_

No

31. Do you currently have one or more uncertified persons serving as teacher aides to assist you? (Check ONE.)

- Yes, I have a teacher aide assigned to assist me alone.
- Yes, I have a teacher aide who also assists other teachers.
- Yes, both of the above.
- No, I do not have a teacher aide

If Yes, please check below ALL the kinds of assistance performed by the aide(s).

- Help with instruction of small groups
- Help with instruction of individuals
- Help with lunch duty
- Help with bus duty
- Help with playground duty
- Secretarial help (typing, filing, mimeographing, recording grades, etc.)
- Help with grading papers (objective answers only)
- Help with grading papers (essay questions, themes, etc.)
- Preparation of instructional resources (slides, transparencies, etc.)
- Use of instructional resources (film projector, tape recorder, etc.)
- Assistance with classroom environment (prepare room, monitor students, prepare bulletin boards, etc.)
- Other: \_\_\_\_\_

D. You and Your Family

32. What is your AGE? \_\_\_\_\_ years

33. What is your SEX?  Male  Female

34. What is your MARITAL STATUS?

- Single
- Married
- Widowed, divorced, or separated

35. If you are married, is your HUSBAND or WIFE gainfully employed? Check ONE.

- Yes; employed full time
- Yes; employed part time
- No, but draws retirement pay
- No, but is disabled and draws insurance or disability retirement benefits
- No, not gainfully employed at present

36. If you are married, and if your HUSBAND or WIFE is employed full time, is this employment in the teaching profession?

- Yes  No

If Yes, is the employment in the SAME SCHOOL SYSTEM in which you teach?

- Yes  No

37. What are the ages of your children? Write in the NUMBER of children in each age group.

- \_\_\_\_\_ under 6 years of age
- \_\_\_\_\_ 6 - 11 years
- \_\_\_\_\_ 12 - 17 years
- \_\_\_\_\_ 18 years or older
- \_\_\_\_\_ TOTAL NUMBER
- Have no children

38. Do you have persons other than your spouse or children who depend wholly on you for support?  No  Yes, \_\_\_\_\_ persons

If Yes, what is their relationship to you? Check ALL that apply.

- Parent(s)
- Other relative(s)
- Other

39. To what ethnic or racial group do you belong?

- Oriental-American
- Afro-American
- Mexican-American
- Other Spanish-surnamed
- American Indian
- Other

40. What is, or was, your father's type of OCCUPATION? If more than one, check re-dominate type. Check ONE.

- Farmer
- Unskilled worker
- Skilled or semiskilled worker
- Clerical or sales worker
- Managerial worker or self-employed
- Professional or semiprofessional worker

41. What was the educational attainment of your mother? Check ONE.

- Elementary school completed or less
- Some high school but did not graduate
- High-school graduate
- Some college but did not graduate
- College graduate (4 years)
- Graduate work after college graduation

42. What did you do during the summer of 1970? Check ALL that apply.

- Attended summer school
- Taught summer school
- Other employment by school system
- Employed in education outside schools (e.g., State Department of Education)
- Employed outside education
- Traveled
- Did not work, study, or travel

43. How would you classify yourself in regard to your political philosophy?

- Conservative
- Tend to be conservative
- Tend to be liberal
- Liberal

44. What are the three main reasons you decided to become a teacher? Check THREE.

- Value or significance of education in society
- Desire to work with young people
- Interest in a subject-matter field
- Influence of a teacher in elementary or secondary school
- Influence of a teacher or adviser in college
- Influence of my family
- Financial rewards
- Long summer vacation
- Job security
- Employment mobility
- Preparation program in college appealed to me
- Wanted a suitable job until marriage
- Wanted a job with draft deferment
- Wanted a change from other work
- Need for second income in family
- Need for income after termination of my marriage
- Never really considered anything else
- Opportunity for a life time of self-growth
- Other (Please specify.) \_\_\_\_\_

45. Do you and/or your spouse own or are you purchasing:

- a. Your own home?  Yes, only one  
 Yes, more than one  
 No
- b. A car?  No  Yes, \_\_\_\_\_ cars

46. Have you ever served on ACTIVE DUTY as a member of the Armed Forces of the United States?  Yes  No

47. How would you classify yourself in regard to your political affiliation? Check ONE.

- Democrat
- Republican
- Other
- I am not affiliated with any party

E. You and the Community

48. Please check to indicate your SENSE OF IDENTITY with the community (town, city, or other unit of population) where you live during the school year. Check ONE.

- I am living in my home community where I have lived since childhood.
- I came here as an adult and now feel that I belong.
- I have been here for some time, but do not feel that I belong.
- I have been here for too short a time to expect to feel that I belong.

49. Is your residence within the boundaries of the school system in which you teach?

- Yes  No

50. Is your residence within the attendance area of the school in which you teach?

- Yes  No

51. Several types of religious, civic, professional, and social organizations are listed below. Please indicate whether or not you are a member of each of these.

	Mem-ber	Non-member
Church or synagogue, or other formal religious group .....	<input type="checkbox"/>	<input type="checkbox"/>
Youth-serving group (e.g., Scouts)	<input type="checkbox"/>	<input type="checkbox"/>
Women's business, professional, civic-social group (e.g., AAUW)	<input type="checkbox"/>	<input type="checkbox"/>
Men's service club (e.g., Rotary)	<input type="checkbox"/>	<input type="checkbox"/>
Fraternal or auxiliary group (e.g., Elks, Masons) .....	<input type="checkbox"/>	<input type="checkbox"/>
Civil liberties group (e.g., ACLU, Urban League, NAACP) ....	<input type="checkbox"/>	<input type="checkbox"/>
Veterans group .....	<input type="checkbox"/>	<input type="checkbox"/>
Political party organization ....	<input type="checkbox"/>	<input type="checkbox"/>
Parent-teacher Association .....	<input type="checkbox"/>	<input type="checkbox"/>
Hobby Club (e.g., music, garden- ing) .....	<input type="checkbox"/>	<input type="checkbox"/>
National Education Association ..	<input type="checkbox"/>	<input type="checkbox"/>
State Education Association .....	<input type="checkbox"/>	<input type="checkbox"/>
Local Education Association .....	<input type="checkbox"/>	<input type="checkbox"/>
Subject-matter or professional special-interest association ..	<input type="checkbox"/>	<input type="checkbox"/>
American Federation of Teachers .	<input type="checkbox"/>	<input type="checkbox"/>

52. How many hours PER MONTH, on the average, do you give during the school year to work for organizations such as those listed in Question 51? (Do not include time spent in school-assigned activities or at services of religious worship.) \_\_\_\_\_ hours PER MONTH

53. To what extent did you participate in the 1970 elections? Check ALL items that apply.

- Gave my services as a worker in behalf of a candidate in the primary
- Voted in the primary election
- Gave money to a candidate in primary
- Voted in the general election
- Gave money to a political party in the general election
- Gave my services as a worker in behalf of a political party in the general election
- Gave my services as a worker in behalf of referenda in the 1970 elections
- Did not participate in the 1970 elections



54. While a teacher, have you ever been a CANDIDATE for election to a public office (local, state, or national)?

	Local	State	National
Yes, and elected ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes, but not elected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Your Professional Growth Activities

55. Below are listed several types of professional growth activities. Please indicate if you have participated in any of these during the past three years.

	This year 1970-71	Last year 1969-70	Year before last 1968-69
Sabbatical leave:			
a. full-time college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. travel .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. other .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other educational			
travel .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
System-sponsored work-			
shops during school			
year .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
System-sponsored work-			
shops during summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on curriculum			
committee .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee work or			
special assignment			
OTHER THAN curric-			
ulum .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University extension			
courses .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College courses IN			
EDUCATION during			
school year .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College courses in			
subject fields OTHER			
THAN EDUCATION			
during school year .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College courses IN			
EDUCATION during			
the summer .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College courses in			
subjects OTHER THAN			
EDUCATION during			
the summer .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional growth			
activities sponsored			
by professional			
association(s) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational TV .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange teaching,			
domestic .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange teaching,			
foreign .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peace Corps .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VISTA .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach Corps .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Corps .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

56. How many college credits have you earned in the last three years? Include only those you have earned since college graduation.

None

\_\_\_\_\_ semester hours; \_\_\_\_\_ quarter hours

57. If you have earned college credits in the last three years, approximately how much of your own money have you spent? Exclude scholarship funds.

\$ \_\_\_\_\_ for fees and tuition

\$ \_\_\_\_\_ for food and lodging while attending school

\$ \_\_\_\_\_ for travel to and from school

\$ \_\_\_\_\_ for books and other instructional materials

G. Your Economic Status

58. What is your current annual contract salary as a teacher for the school year 1970-71 (before deductions)? \$ \_\_\_\_\_

59. Below are listed sources of ADDITIONAL INCOME for the year BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971. For each that applies indicate the TOTAL amount of INCOME received.

A. Employment during summer of 1970

SCHOOL WORK (e.g., summer-school teaching, school repair jobs) in your own school system: \$ \_\_\_\_\_

OUTSIDE WORK (e.g., salesman, camp counselor, teaching outside own school system): \$ \_\_\_\_\_

FEDERAL PROGRAM (e.g., NDEA or NSF institute or fellowships, Project Head Start, Cooperative Research Grant): \$ \_\_\_\_\_

B. Employment during school year 1970-71

ADDITIONAL PAY (e.g., coaching, music, counseling, publications work in your own school system): \$ \_\_\_\_\_

SCHOOL WORK OTHER THAN ABOVE (e.g., evening school, driving school bus in your own school system): \$ \_\_\_\_\_

OUTSIDE WORK (e.g., salesman, cab driver, tutoring outside your own school system): \$ \_\_\_\_\_

C. Summer 1970 and school year 1970-71

Dividends, rents, interest, royalties, retirement annuity, other than current earnings: \$ \_\_\_\_\_

60. What is the total annual income of you and your spouse? \$ \_\_\_\_\_

II. Retrospect and Prospect

61. Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher? Check ONE.

- CERTAINLY WOULD become a teacher
- PROBABLY WOULD become a teacher
- CHANCES ABOUT EVEN for and against
- PROBABLY WOULD NOT become a teacher
- CERTAINLY WOULD NOT become a teacher

62. What were you doing DURING THE 1969-70 SCHOOL YEAR (last year) and what do you EXPECT to be doing DURING THE 1971-72 SCHOOL YEAR (next year)? Please check ONE item in EACH column.

	1969-70	1971-72
a. Teaching full time in this school system ...	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching full time in another school system	<input type="checkbox"/>	<input type="checkbox"/>
c. Attending a college or university full time .	<input type="checkbox"/>	<input type="checkbox"/>
d. In military service ....	<input type="checkbox"/>	<input type="checkbox"/>
e. Working in a nonteaching occupation .....	<input type="checkbox"/>	<input type="checkbox"/>
f. Homemaking and/or child-rearing .....	<input type="checkbox"/>	<input type="checkbox"/>
g. Unemployed and seeking work .....	<input type="checkbox"/>	<input type="checkbox"/>
h. Retired .....	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (Please specify.)	<input type="checkbox"/>	<input type="checkbox"/>

I. Your Professional Satisfactions and Problems

63. What in your present position as a teacher HELPS YOU MOST to render the best service of which you are capable? \_\_\_\_\_

64. What in your present position as a teacher HINDERS YOU MOST in rendering the best service of which you are capable? \_\_\_\_\_

Return to: NEA Research Division  
 1201 16th St., N.W.  
 Washington, D.C. 20036

Q 1971-1:5,000

## APPENDIX C - TABULATION OF RESPONSES

This Appendix gives complete tabulations of responses to all questions and parts of questions in accordance with the following criteria:

- For subgroups of fewer than 250 respondents, percentage distribution of responses is not shown.
- For subgroups of fewer than 100 respondents, means and medians are not shown.

In a very few cases, where questions or parts of questions were applicable only to a subgroup of teachers, the total number of respondents was too small to report any data. These questions have been completely omitted, and no tables for them will be found in the Appendix.

## 1. WHAT IS THE HIGHEST COLLEGE DEGREE YOU HOLD. DO NOT REPORT HONORARY DEGREES

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
NO DEGREE .....	1 .7	4 .8	7 .7	2 .4	3 .9	2 .7	4 1.2	8 1.0	3 .4
TWO-YEAR COLLEGE DIPLOMA, DEGREE OR CERTIFICATE ...	34 2.2	7 1.3	27 2.7	1 .2	7 2.0	3 1.1	22 6.5	29 3.6	5 .7
BACHELOR'S DEGREE .....	1,067 69.6	288 54.8	779 77.4	471 43.8	216 62.6	163 60.4	208 61.4	601 74.5	466 64.2
MASTER'S DEGREE .....	400 26.1	214 40.7	186 18.5	88 15.7	110 31.9	97 35.9	98 28.9	164 20.3	236 32.5
EDUCATION SPECIALIST OR PRO- FESSIONAL DIPLOMA BASED ON 6 YEARS OF COLLEGE STUDY .....	15 1.0	10 1.9	5 .5	... ...	6 1.7	3 1.1	6 1.8	5 .6	10 1.4
DOCTOR'S DEGREE .....	6 .4	3 .6	3 .3	... ...	3 .9	2 .7	1 .3	... ...	6 .8
TOTAL .....	1,533 100.0	526 100.1	1,007 100.1	562 100.1	345 100.0	270 99.9	339 100.1	807 100.0	726 100.0
1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM	
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9	
NO DEGREE .....	11 .7	3 .9	2 .6	6 1.2	... ...	4 .9	4 .6	3 .7	
TWO-YEAR COLLEGE DIPLOMA, DEGREE OR CERTIFICATE ...	34 2.2	10 2.8	4 1.3	17 3.4	3 .8	2 .5	14 2.0	18 4.4	
BACHELOR'S DEGREE .....	1,067 69.6	209 59.5	240 77.4	345 69.3	273 73.0	286 66.2	468 67.9	313 76.0	
MASTER'S DEGREE .....	400 26.1	121 34.5	61 19.7	124 24.9	94 25.1	134 31.0	190 27.6	76 18.4	
EDUCATION SPECIALIST OR PRO- FESSIONAL DIPLOMA BASED ON 6 YEARS OF COLLEGE STUDY .....	15 1.0	5 1.4	1 .3	6 1.2	3 .8	4 .9	9 1.3	2 .5	
DOCTOR'S DEGREE .....	6 .4	3 .9	2 .6	... ...	1 .3	2 .5	4 .6	... ...	
TOTAL .....	1,533 100.0	351 100.0	310 99.9	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0	

2. IN WHAT YEAR DID YOU RECEIVE YOUR HIGHEST COLLEGE DEGREE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
BEFORE 1946 .....	151 9.9	19 3.6	132 13.2	...	...	17 6.3	132 19.9	98 11.5	63 8.7
1946 - 1950 .....	84 5.5	23 4.4	61 6.1	...	...	56 20.7	26 7.9	38 4.8	46 6.4
1951 - 1955 .....	127 8.3	47 8.7	80 8.0	...	39 10.1	58 21.5	31 9.4	72 9.0	55 7.6
1956 - 1960 .....	180 11.8	53 10.1	127 12.7	...	91 26.4	41 15.2	45 13.6	109 13.6	71 9.8
1961 - 1965 .....	281 18.5	115 21.7	166 16.6	85 15.2	112 32.5	43 15.9	40 12.1	133 16.6	148 20.9
1966 - 1970 .....	631 41.4	243 46.2	344 38.9	462 82.4	89 25.8	46 17.0	31 9.4	314 39.3	317 41.8
1971 .....	24 1.6	15 2.9	9 1.0	11 2.0	8 2.3	4 1.5	...	9 1.1	15 2.1
LESS THAN BACHELOR'S DEGREE	45 3.0	11 2.1	34 3.4	3 .5	10 2.9	5 1.9	26 7.9	37 4.6	8 1.1
TOTAL .....	1,523 100.0	526 100.0	997 99.8	561 100.1	345 100.0	270 100.0	331 100.2	800 100.0	723 100.0
NO RESPONSE	10 .7	...	10 1.0	1 .2	...	...	8 2.4	7 .9	3 .4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDWEST 5	WEST 6			
BEFORE 1946 .....	151 9.9	35 10.0	36 11.7	49 9.9	31 8.4	35 8.1	16 11.1	40 9.8
1946 - 1950 .....	84 5.5	23 6.6	17 5.5	14 2.8	30 8.1	26 6.0	34 5.0	24 5.9
1951 - 1955 .....	127 8.3	26 7.4	32 10.4	36 7.3	33 8.9	39 9.0	60 8.8	28 6.8
1956 - 1960 .....	180 11.8	29 8.3	43 14.0	53 10.7	55 14.8	51 11.8	82 12.0	47 11.5
1961 - 1965 .....	281 18.5	64 18.3	62 20.1	82 16.6	73 19.7	77 17.9	128 18.7	76 18.6
1966 - 1970 .....	631 41.4	153 43.8	109 35.4	227 45.9	142 38.3	189 43.9	276 40.4	166 40.6
1971 .....	24 1.6	6 1.7	3 1.0	11 2.2	4 1.1	8 1.9	9 1.3	7 1.7
LESS THAN BACHELOR'S DEGREE	45 3.0	13 3.7	6 1.9	23 4.6	3 .8	6 1.4	18 2.6	21 5.1
TOTAL .....	1,523 100.0	349 99.8	308 100.0	495 100.0	371 100.1	431 100.0	683 99.9	409 100.0
NO RESPONSE	10 .7	2 .6	2 .6	3 .6	3 .8	1 .2	6 .9	3 .7

3. FOR EACH DEGREE HELD INDICATE THE TYPE OF INSTITUTION FROM WHICH YOU RECEIVED THE DEGREE  
A. BACHELOR'S DEGREE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	412 28.7	138 27.5	274 29.3	150 27.2	83 25.2	78 30.4	89 31.1	213 28.9	199 28.3
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS .....	685 47.6	241 48.0	444 47.4	270 49.0	165 50.2	115 44.7	132 46.2	361 49.0	324 46.2
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS .....	108 7.5	48 9.6	60 6.4	31 5.6	25 7.6	29 11.3	23 8.0	49 6.7	59 8.4
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS .....	233 16.2	75 14.9	158 16.9	100 18.1	56 17.0	35 13.6	42 14.7	113 15.4	120 17.1
TOTAL .....	1,438 100.0	502 100.0	936 100.0	551 99.9	329 100.0	257 100.0	286 100.0	736 100.0	702 100.0
NO RESPONSE	95 6.2	24 4.6	71 7.1	11 2.0	16 4.6	13 4.8	53 15.6	71 8.8	24 3.3

3. FOR EACH DEGREE HELD INDICATE THE TYPE OF INSTITUTION FROM WHICH YOU RECEIVED THE DEGREE (Continued)

A. BACHELOR'S DEGREE (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM	
		NORTH EAST 3	SOUTH-EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8	SMALL 9
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	412 28.7	81 24.5	78 27.4	146 31.7	107 29.6	134 32.6	182 28.0	96 23.4
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	645 47.6	142 45.0	140 42.1	220 47.7	176 48.8	184 44.8	305 47.0	196 51.9
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	108 7.5	44 13.3	19 6.7	22 4.8	23 6.4	34 8.3	51 7.9	23 6.1
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	233 16.2	57 17.2	48 16.8	73 15.8	55 15.2	59 14.4	111 17.1	63 16.7
TOTAL	1,438 100.0	331 100.0	285 100.0	461 100.0	361 100.0	411 100.0	649 100.0	378 100.0
NO RESPONSE	45 6.2	20 5.7	25 8.1	37 7.4	13 3.5	21 4.9	40 9.8	34 8.3

H. MASTER'S DEGREE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	168 41.0	...	...	...	...	...	...	...	...
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	144 35.1	...	...	...	...	...	...	...	...
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	69 16.8	...	...	...	...	...	...	...	...
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	29 7.1	...	...	...	...	...	...	...	...
TOTAL	410 100.0	221 ...	189 ...	87 ...	117 ...	101 ...	98 ...	166 ...	244 ...
NO RESPONSE	1,123 73.3	305 58.0	818 81.2	475 84.5	228 66.1	169 62.6	241 71.1	641 79.4	482 66.4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM	
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8	SMALL 9
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	168 41.0	...	...	...	...	...	...	...
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	144 35.1	...	...	...	...	...	...	...
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	69 16.8	...	...	...	...	...	...	...
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	29 7.1	...	...	...	...	...	...	...
TOTAL	410 100.0	126 ...	62 ...	126 ...	96 ...	136 ...	199 ...	75 ...
NO RESPONSE	1,123 73.3	225 64.1	248 80.0	372 74.7	278 74.3	296 68.5	490 71.1	337 81.8

4. IN WHAT CALENDAR YEAR DID YOU BEGIN YOUR FIRST FULL-TIME TEACHING POSITION

1	TOTAL SAMPLE 2	A G E I N Y E A R S						EMPLOYMENT STATUS	
		3 MEN	4 WOMEN	5 LESS THAN 30	6 30-39	7 40-49	8 50 OR MORE	9 ELEMENTARY	10 SECONDARY
BEFORE 1946 .....	288 18.9	36 6.2	252 25.2	...	...	34 12.7	249 33.7	198 24.7	90 12.4
1946 - 1950 .....	82 5.4	29 5.5	53 5.3	...	1 .3	60 22.4	21 5.9	39 4.9	43 5.9
1951 - 1955 .....	138 9.0	55 10.5	83 8.3	...	49 14.3	72 26.2	15 4.5	78 9.7	60 8.3
1956 - 1960 .....	199 13.0	91 17.5	108 10.8	...	135 39.4	40 14.2	22 6.5	96 12.0	103 14.2
1961 - 1965 .....	280 18.4	119 22.7	161 16.1	104 10.5	113 32.9	34 12.7	26 7.7	119 14.8	161 22.3
1966 - 1970 .....	538 35.3	195 37.1	343 34.3	457 81.5	45 13.1	28 10.4	5 1.5	272 33.9	266 36.8
TOTAL .....	1,525 100.0	525 100.0	1,000 100.0	561 100.0	343 100.0	268 100.0	337 100.0	802 100.0	723 99.9
NO RESPONSE	8 .5	1 .2	7 .7	1 .2	2 .6	2 .7	2 .6	5 .6	3 .4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		3 NORTH-EAST	4 SOUTH-EAST	5 MIDDLE	6 WEST	7 LARGE	8 MEDIUM	9 SMALL
BEFORE 1946 .....	288 18.9	52 14.9	62 20.2	108 21.8	66 17.6	47 10.9	142 20.8	99 24.1
1946 - 1950 .....	82 5.4	14 5.2	22 7.2	27 5.4	15 4.0	30 7.0	29 4.2	23 5.6
1951 - 1955 .....	138 9.0	31 8.9	35 11.4	36 7.3	36 9.6	38 8.8	73 10.7	27 6.6
1956 - 1960 .....	199 13.0	47 13.5	33 10.7	55 11.1	64 17.1	73 16.9	84 12.3	42 10.2
1961 - 1965 .....	280 18.4	69 19.8	60 19.5	82 16.5	69 18.4	83 19.3	128 18.7	69 16.8
1966 - 1970 .....	538 35.3	131 37.6	95 30.9	188 37.9	124 33.2	160 37.1	227 33.2	151 36.7
TOTAL .....	1,525 100.0	348 99.9	307 99.9	496 100.0	374 99.9	431 100.0	683 99.9	411 100.0
NO RESPONSE	8 .5	3 .9	3 1.0	2 .4	...	1 .2	6 .9	1 .2





5. HOW MANY YEARS OF FULL-TIME TEACHING EXPERIENCE HAVE YOU COMPLETED, INCLUDING THE CURRENT YEAR

A. TOTAL YEARS OF EXPERIENCE

1	TOTAL SAMPLE 2	SEX 3	RACE WOMEN 4	AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
				LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
ONE YEAR .....	139 9.1	51 9.8	88 8.8	116 20.7	14 4.1	9 3.0	...	51 7.2	78 10.8
TWO YEARS .....	117 7.7	35 6.7	82 8.2	102 18.2	5 1.5	7 2.6	3 .7	61 7.6	56 7.7
3 - 4 YEARS .....	237 15.6	82 15.7	155 15.5	189 33.7	31 9.7	14 5.2	1 .3	171 16.4	106 14.7
5 - 9 YEARS .....	366 24.0	136 26.3	230 23.0	194 27.5	126 36.6	53 19.6	31 9.3	171 21.4	195 27.0
10 - 14 YEARS .....	238 15.6	105 20.1	133 13.3	...	134 39.0	67 23.0	17 11.1	114 14.3	124 17.2
15 - 19 YEARS .....	147 9.7	51 9.8	96 9.6	...	33 9.6	72 26.7	40 12.0	83 10.4	64 8.9
20 - 24 YEARS .....	98 6.4	35 6.7	63 6.3	...	1 .3	33 14.4	58 17.5	55 6.9	43 5.9
25 - 34 YEARS .....	126 8.3	17 3.3	109 10.9	...	...	15 5.6	107 32.2	86 10.8	40 5.5
35 - 44 YEARS .....	46 3.0	9 1.7	37 3.7	...	...	...	46 13.9	32 4.0	14 1.9
45 OR MORE YEARS .....	9 .6	2 .4	7 .7	...	...	...	9 2.7	6 .8	3 .4
TOTAL .....	1,523 100.0	523 100.2	1,000 100.0	561 100.1	344 100.1	270 100.1	337 99.9	800 100.2	723 100.0
NO RESPONSE .....	10 .7	3 .6	7 .7	1 .2	1 .3	...	7 2.1	7 .9	3 .4
MEAN .....	11	10	12	3	9	14	24	12	10
MEDIAN .....	8	8	8	3	9	14	24	8	7
LOW .....	1	1	1	1	1	1	2	1	1
HIGH .....	62	53	62	9	20	29	62	62	46
STANDARD ERROR OF THE MEAN .....	.3	.4	.3	.1	.2	.4	.6	.4	.3

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	SCHOOL MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
ONE YEAR .....	139 9.1	22 6.3	27 8.8	53 10.7	37 9.9	29 6.7	65 9.5	45 11.0
TWO YEARS .....	117 7.7	23 6.6	14 6.2	43 8.7	32 8.6	28 6.5	52 7.6	37 9.0
3 - 4 YEARS .....	237 15.6	74 21.2	38 12.4	76 15.4	49 13.1	83 19.3	88 12.9	66 16.1
5 - 9 YEARS .....	366 24.0	85 24.4	81 26.5	114 23.0	86 23.1	106 24.6	165 24.2	95 2.2
10 - 14 YEARS .....	238 15.6	63 18.1	37 12.1	65 13.1	73 19.6	80 18.6	106 15.5	52 12.7
15 - 19 YEARS .....	147 9.7	30 8.6	36 11.8	44 8.9	37 9.9	44 10.2	75 11.0	28 6.8
20 - 24 YEARS .....	98 6.4	16 4.6	18 5.9	40 8.1	24 6.4	26 6.0	48 7.0	24 5.9
25 - 34 YEARS .....	126 8.3	24 6.9	36 11.8	40 8.1	26 7.0	22 5.1	59 8.6	45 11.0
35 - 44 YEARS .....	46 3.0	9 2.6	13 4.2	15 3.0	9 2.4	12 2.8	21 3.1	13 3.2
45 OR MORE YEARS .....	9 .6	3 .9	1 .3	5 1.0	...	1 .2	4 .6	4 1.0
TOTAL .....	1,523 100.0	349 100.2	306 100.0	495 100.0	373 100.0	431 100.0	683 100.0	409 99.9
NO RESPONSE .....	10 .7	2 .6	4 1.3	3 .6	1 .3	1 .2	6 .9	3 .7
MEAN .....	11	10	12	11	11	10	12	11
MEDIAN .....	8	7	8	7	8	8	8	7
LOW .....	1	1	1	1	1	1	1	1
HIGH .....	62	47	45	62	44	45	53	62
STANDARD ERROR OF THE MEAN .....	.3	.5	.6	.5	.5	.4	.4	.5

4. TOTAL YEARS OF PRESENT SCHOOL SYSTEM

1	AGE IN YEARS								EMPLOYMENT STATUS	
	2	3	4	5	6	7	8	9	10	
ONE YEAR .....	233	77	156	173	38	...	8	115	118	
	16.5	5.7	16.7	12.3	11.9	...	1.9	15.6	17.3	
TWO YEARS .....	165	66	117	115	22	...	7	84	81	
	11.7	4.3	12.7	21.5	6.9	...	2.3	11.4	11.9	
3 - 4 YEARS .....	276	162	172	160	65	...	20	141	133	
	19.4	20.7	18.6	23.9	20.4	...	6.5	19.2	19.5	
5 - 9 YEARS .....	331	127	224	87	117	...	65	170	161	
	23.4	25.8	22.1	16.3	17.1	...	21.1	23.1	23.6	
10 - 14 YEARS .....	189	81	108	...	63	...	67	89	100	
	13.3	16.5	11.7	...	12.8	...	20.1	12.1	14.7	
15 - 19 YEARS .....	79	24	71	...	12	...	47	56	43	
	7.0	5.7	7.7	...	3.8	...	15.3	7.6	6.3	
20 - 24 YEARS .....	48	15	33	...	...	...	33	29	19	
	3.4	3.7	3.6	...	...	...	10.7	3.9	2.8	
25 - 34 YEARS .....	54	17	44	...	...	...	45	37	17	
	3.8	2.7	4.8	...	...	...	14.6	5.0	2.5	
35 - 44 YEARS .....	19	5	14	...	...	...	19	10	9	
	1.3	1.0	1.5	...	...	...	6.2	1.4	1.3	
45 OR MORE YEARS .....	4	1	3	...	...	...	4	4	...	
	.3	.2	.3	...	...	...	1.3	.5	...	
TOTAL .....	1,416	492	724	535	318	239	308	735	681	
	100.1	99.7	100.1	100.0	99.9	...	100.0	99.8	99.9	
NO RESPONSE .....	117	34	83	27	27	31	31	72	45	
	7.6	6.5	8.2	4.8	7.8	11.5	9.1	8.9	6.2	
MEAN .....	8	7	8	3	6	10	16	8	7	
MEDIAN .....	5	5	5	2	6	10	14	5	5	
LOW .....	1	1	1	1	1	1	1	1	1	
HIGH .....	61	53	61	9	18	27	61	61	44	
STANDARD ERROR OF THE MEAN ..	.2	.3	.3	.1	.2	.4	.6	.3	.3	

1	GEOGRAPHICAL REGION					SIZE OF SCHOOL SYSTEM		
	2	3	4	5	6	7	8	9
ONE YEAR .....	233	47	46	86	54	48	104	81
	16.5	14.5	16.3	18.6	15.6	12.2	16.1	21.5
TWO YEARS .....	165	24	32	65	44	37	74	54
	11.7	7.4	11.3	14.0	12.7	9.4	15.5	14.3
3 - 4 YEARS .....	276	76	46	86	66	89	118	67
	19.4	23.4	16.3	18.6	19.1	22.6	18.3	17.8
5 - 9 YEARS .....	331	85	68	104	74	96	155	80
	23.4	26.2	24.1	22.5	21.4	24.4	24.0	21.2
10 - 14 YEARS .....	189	39	34	58	58	64	87	38
	13.3	12.0	12.1	12.5	16.8	16.2	13.5	10.1
15 - 19 YEARS .....	79	22	21	31	25	26	49	24
	7.0	6.8	7.4	6.7	7.2	6.6	7.6	6.4
20 - 24 YEARS .....	48	9	12	13	14	15	21	12
	3.4	2.8	4.3	2.8	4.0	3.8	3.3	3.2
25 - 34 YEARS .....	54	15	17	13	9	13	27	14
	3.8	4.6	6.0	2.8	2.6	3.3	4.2	3.7
35 - 44 YEARS .....	19	6	6	5	2	6	7	6
	1.3	1.8	2.1	1.1	.6	1.5	1.1	1.6
45 OR MORE YEARS .....	4	2	...	2	...	...	3	1
	.3	.6	...	.4	...	...	.5	.3
TOTAL .....	1,416	325	282	463	346	394	645	377
	100.1	100.1	99.9	100.0	100.0	100.0	100.1	100.1
NO RESPONSE .....	117	26	28	35	28	38	44	35
	7.6	7.4	9.0	7.0	7.5	8.8	6.4	8.5
MEAN .....	8	8	9	7	7	8	8	7
MEDIAN .....	5	5	5	4	5	5	5	4
LOW .....	1	1	1	1	1	1	1	1
HIGH .....	61	47	42	61	41	42	53	61
STANDARD ERROR OF THE MEAN ..	.2	.5	.5	.4	.4	.4	.3	.4

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6A. SINCE YOU BEGAN TEACHING, HAVE YOU TAUGHT FULL-TIME IN SCHOOL SYSTEMS OTHER THAN THE ONE IN WHICH YOU NOW TEACH

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, IN OTHER SCHOOL SYSTEMS IN THE STATE IN WHICH I NOW TEACH .....	461 31.6	145 28.7	316 33.1	99 17.8	125 37.8	89 35.6	144 46.8	247 32.6	214 30.5
YES, IN OTHER SCHOOL SYSTEMS IN ANOTHER STATE .....	188 12.9	57 11.3	131 13.7	53 9.5	55 16.6	30 15.2	39 12.7	101 13.3	87 12.4
YES FOR BOTH .....	102 7.0	29 5.7	73 7.6	12 2.2	30 9.1	16 4	41 13.3	52 6.9	50 7.1
NO .....	709 48.6	274 54.3	435 45.5	392 70.5	121 36.6	107 42.8	84 27.3	358 47.2	351 50.0
TOTAL .....	1,460 100.1	505 100.0	955 99.9	556 100.0	331 100.1	250 100.0	308 100.1	758 100.0	702 100.0
NO RESPONSE	73 4.8	21 4.0	52 5.2	6 1.1	14 4.1	20 7.4	31 9.1	49 6.1	24 3.3

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, IN OTHER SCHOOL SYSTEMS IN THE STATE IN WHICH I NOW TEACH .....	461 31.6	90 26.4	81 27.9	184 38.8	106 29.9	80 19.1	202 31.0	179 45.9
YES, IN OTHER SCHOOL SYSTEMS IN ANOTHER STATE .....	188 12.9	39 11.4	47 16.2	54 11.4	48 13.5	67 16.0	84 12.9	37 9.5
YES FOR BOTH .....	102 7.0	16 4.7	25 8.6	33 7.0	28 7.9	25 6.0	53 8.1	24 6.2
NO .....	709 48.6	196 57.5	137 47.2	203 42.8	173 48.7	247 58.9	312 47.9	150 38.5
TOTAL .....	1,460 100.1	341 100.0	290 99.9	474 100.0	355 100.0	419 100.0	651 99.9	390 100.1
NO RESPONSE	73 4.8	10 2.8	20 6.5	24 4.8	19 5.1	13 3.0	38 5.5	22 5.3

6B.--IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN THE STATE YOU NOW TEACH

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
1 SCHOOL SYSTEM .....	331 58.8	...	217 55.8	...	...	...	...	173 57.9	158 59.8
2 SCHOOL SYSTEMS .....	130 23.1	...	91 23.4	...	...	...	...	63 21.1	67 25.4
3 SCHOOL SYSTEMS .....	57 10.1	...	47 12.1	...	...	...	...	35 11.7	22 8.3
4 SCHOOL SYSTEMS .....	24 4.3	...	16 4.1	...	...	...	...	12 4.0	12 4.5
5 SCHOOL SYSTEMS .....	7 1.2	...	5 1.3	...	...	...	...	5 1.7	2 .8
6 OR MORE SCHOOL SYSTEMS ...	14 2.5	...	13 3.3	...	...	...	...	11 3.7	3 1.1
TOTAL .....	563 100.0	174 ...	389 100.0	111 ...	155 ...	105 ...	185 ...	299 ...	264 ...
NO RESPONSE	970 63.3	352 66.9	618 61.4	451 80.2	190 55.1	165 61.1	154 45.4	508 62.9	462 63.6
MEAN .....	2	2	2	1	2	2	2	2	2
MEDIAN .....	1	1	1	1	1	1	2	1	1
LOW .....	1	1	1	1	1	1	1	1	1
HIGH .....	15	10	15	3	11	10	15	15	11
STANDARD ERROR OF THE MEAN .	.1	.1	.1	.0	.1	.1	.1	.1	.1

6B.--IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN THE STATE YOU NOW TEACH (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM	
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8	SMALL 9
1 SCHOOL SYSTEM .....	331 58.8	...	...	...	...	...	151 59.2	...
2 SCHOOL SYSTEMS .....	130 23.1	...	...	...	...	...	62 24.3	...
3 SCHOOL SYSTEMS .....	57 10.1	...	...	...	...	...	24 9.4	...
4 SCHOOL SYSTEMS .....	24 4.3	...	...	...	...	...	12 4.7	...
5 SCHOOL SYSTEMS .....	7 1.2	...	...	...	...	...	2 .8	...
6 OR MORE SCHOOL SYSTEMS ...	14 2.5	...	...	...	...	...	4 1.6	...
TOTAL .....	563 100.0	106	106	217	134	105	255 100.0	203
NO RESPONSE	970 63.3	245 69.8	204 65.8	281 56.4	240 64.2	327 75.7	434 63.0	209 50.7
MEAN .....	2	1	2	2	2	1	2	2
MEDIAN .....	1	1	1	1	1	1	1	1
LOW .....	1	1	1	1	1	1	1	1
HIGH .....	15	4	10	15	10	5	10	15
STANDARD ERROR OF THE MEAN .	.1	.1	.1	.1	.1	.1	.1	.1

6C. IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN ANOTHER STATE

1	TOTAL SAMPLE 2	AGE IN YEARS						EMPLOYMENT STATUS	
		SEX MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
1 SCHOOL SYSTEM .....	187 64.5	...	...	...	...	...	...	...	...
2 SCHOOL SYSTEMS .....	67 23.1	...	...	...	...	...	...	...	...
3 SCHOOL SYSTEMS .....	23 7.9	...	...	...	...	...	...	...	...
4 SCHOOL SYSTEMS .....	8 2.8	...	...	...	...	...	...	...	...
5 SCHOOL SYSTEMS .....	2 .7	...	...	...	...	...	...	...	...
6 OR MORE SCHOOL SYSTEMS ...	3 1.0	...	...	...	...	...	...	...	...
TOTAL .....	290 100.0	86	204	65	85	54	80	153	137
NO RESPONSE	1,243 81.1	440 83.7	803 79.7	497 88.4	260 75.4	216 80.0	259 76.4	654 81.0	589 81.1
MEAN .....	2	...	2	...	...	...	...	2	2
MEDIAN .....	1	...	1	...	...	...	...	1	1
LOW .....	1	...	1	...	...	...	...	1	1
HIGH .....	11	...	8	...	...	...	...	8	11
STANDARD ERROR OF THE MEAN .	.1	...	.1	...	...	...	...	.1	.1

6C. IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN ANOTHER STATE (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
1 SCHOOL SYSTEM .....	187 64.5	...	...	...	...	...	...	...
2 SCHOOL SYSTEMS .....	67 23.1	...	...	...	...	...	...	...
3 SCHOOL SYSTEMS .....	23 7.9	...	...	...	...	...	...	...
4 SCHOOL SYSTEMS .....	8 2.8	...	...	...	...	...	...	...
5 SCHOOL SYSTEMS .....	2 .7	...	...	...	...	...	...	...
6 OR MORE SCHOOL SYSTEMS ...	3 1.0	...	...	...	...	...	...	...
TOTAL .....	290 100.0	55	72	87	76	92	137	61
NO RESPONSE	1,243 81.1	296 84.3	238 76.8	411 82.5	298 79.7	340 78.7	552 80.1	351 85.2
MEAN .....	2	...	...	...	...	...	2	...
MEDIAN .....	1	...	...	...	...	...	1	...
LOW .....	1	...	...	...	...	...	1	...
HIGH .....	11	...	...	...	...	...	11	...
STANDARD ERROR OF THE MEAN .	.1	...	...	...	...	...	.1	...

7A. IF YOU HAVE BEEN EMPLOYED IN PUBLIC EDUCATION OUTSIDE THE STATE IN WHICH YOU ARE CURRENTLY EMPLOYED, HAVE YOU LOST RETIREMENT CREDIT FOR THIS OUTSIDE SERVICE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES .....	174 60.6	...	...	...	...	...	...	...	...
NO .....	66 23.0	...	...	...	...	...	...	...	...
DON'T KNOW .....	47 16.4	...	...	...	...	...	...	...	...
TOTAL .....	287 100.0	86	201	64	85	54	78	151	136
NO RESPONSE	1,246 81.3	440 83.7	806 80.0	498 88.6	260 75.4	216 80.0	261 77.0	656 81.3	590 81.3

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
YES .....	174 60.6	...	...	...	...	...	...	...
NO .....	66 23.0	...	...	...	...	...	...	...
DON'T KNOW .....	47 16.4	...	...	...	...	...	...	...
TOTAL .....	287 100.0	55	72	85	75	92	135	60
NO RESPONSE	1,246 81.3	296 84.3	238 76.8	413 82.9	299 79.9	340 78.7	554 80.4	352 85.4

8. HAS THERE BEEN A BREAK OF AS MUCH AS ONE YEAR IN YOUR FULL-TIME TEACHING SERVICE, IF SO, HOW MANY SUCH BREAKS. DISREGARD BREAKS OF LESS THAN ONE FULL SCHOOL YEAR

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		3 MEN	4 WOMEN	5 LESS THAN 30	6 30-39	7 40-49	8 50 OR MORE	9 ELEMEN-TARY	10 SECON-DARY
NO BREAK .....	1,014 66.4	417 79.4	597 59.6	910 90.7	225 65.2	152 56.5	117 35.0	486 60.5	528 73.0
1 BREAK .....	366 24.0	89 17.0	277 27.7	50 8.9	86 24.9	78 29.0	147 44.0	225 28.0	141 19.5
2 BREAKS .....	110 7.2	16 3.0	94 9.4	2 .4	29 8.4	27 10.0	52 15.6	67 8.3	43 5.9
3 BREAKS .....	30 2.0	3 .6	27 2.7	... ...	5 1.4	9 3.3	15 4.5	19 2.4	11 1.5
4 OR MORE BREAKS .....	6 .4	... ...	6 .6	... ...	... ...	3 1.1	3 .9	6 .7	... ...
TOTAL .....	1,526 100.0	525 100.0	1,001 100.0	962 100.0	345 99.9	269 99.9	334 100.0	803 99.9	723 99.9
NO RESPONSE	7 .5	1 .2	6 .6	... ...	... ...	1 .4	5 1.5	4 .5	3 .4
MEAN .....	0	0	1	0	0	1	1	1	0
MEDIAN .....	0	0	0	0	0	0	1	0	0
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	5	3	5	2	3	5	4	5	3
STANDARD ERROR OF THE MEAN	.0	.0	.0	.0	.0	.1	.0	.0	.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		3 NORTH-EAST	4 SOUTH-EAST	5 MIDDLE	6 WEST	7 LARGE	8 MEDIUM	9 SMALL
NO BREAK .....	1,014 66.4	255 72.6	205 66.3	315 63.6	239 64.4	318 73.6	448 65.5	248 60.5
1 BREAK .....	366 24.0	79 22.5	76 24.6	123 24.8	88 23.7	85 19.7	170 24.9	111 27.1
2 BREAKS .....	110 7.2	12 3.4	24 7.8	43 8.7	31 8.4	16 3.7	54 7.9	40 9.8
3 BREAKS .....	30 2.0	3 .9	4 1.3	10 2.0	13 3.5	11 2.5	10 1.5	9 2.2
4 OR MORE BREAKS .....	6 .4	2 .6	... ...	4 .8	... ...	2 .5	2 .3	2 .5
TOTAL .....	1,526 100.0	351 100.0	309 100.0	495 99.9	371 100.0	432 100.0	684 100.1	410 100.1
NO RESPONSE	7 .5	... ...	1 .3	3 .6	3 .8	... ...	5 .7	2 .5
MEAN .....	0	0	0	1	1	0	0	1
MEDIAN .....	0	0	0	0	0	0	0	0
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	5	4	3	5	3	4	4	5
STANDARD ERROR OF THE MEAN	.0	.0	.0	.0	.0	.0	.0	.0



9. IF THERE HAS BEEN A BREAK OF MORE THAN ONE FULL YEAR IN YOUR TEACHING SERVICE, WHAT WAS YOUR PRIMARY REASON FOR TEMPORARILY NOT TEACHING. IF THERE HAS BEEN MORE THAN ONE BREAK, ANSWER FOR THE MOST RECENT ONE

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				E M P L O Y M E N T S T A T U S	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
MARRIAGE OR FULL-TIME HOMEMAKING .....	98 6.4	1 .2	97 9.7	1 .2	9 2.6	17 6.3	70 21.0	71 8.8	27 3.7
MATERNITY OR CHILD REARING .	190 12.5	1 .2	189 18.9	15 2.7	58 16.8	46 17.1	69 20.7	140 17.4	50 6.9
SPOUSE'S WORK TOOK US TO ANOTHER COMMUNITY .....	14 .9	... ...	14 1.4	3 .5	2 .6	6 2.2	3 .9	9 1.1	5 .7
FURTHER STUDY .....	57 3.7	30 5.7	27 2.7	13 2.3	16 4.6	12 4.5	14 4.2	25 3.1	32 4.4
EMPLOYMENT IN POSITION OUTSIDE EDUCATION .....	53 3.5	36 6.4	17 1.7	2 .4	13 3.8	16 5.9	22 6.6	17 2.1	36 5.0
EMPLOYMENT IN ANOTHER EDUCATIONAL POSITION ....	7 .5	1 .2	6 .6	2 .4	2 .6	2 .7	1 .3	5 .6	2 .3
MILITARY SERVICE .....	28 1.8	25 4.8	3 .3	3 .5	5 1.4	6 2.2	14 4.2	7 .9	21 2.9
ILL HEALTH .....	7 .5	1 .2	6 .6	... ...	1 .3	4 1.5	2 .6	6 .7	1 .1
TIRED OF TEACHING AND WANTED A REST .....	8 .5	3 .6	5 .5	... ...	1 .3	2 .7	4 1.2	5 .6	3 .4
DISMISSAL OR FORCED RESIGNATION .....	5 .3	1 .2	4 .4	2 .4	1 .3	1 .4	1 .3	3 .4	2 .3
OTHER .....	11 .7	3 .6	8 .8	2 .4	2 .6	1 .4	6 1.8	4 .5	7 1.0
NOT REPLIED .....	34 2.2	6 1.1	28 2.8	9 1.6	10 2.9	4 1.5	11 3.3	25 3.1	9 1.2
NOT APPLICABLE .....	1,014 66.4	417 79.4	597 59.6	510 90.7	225 65.2	152 56.5	117 35.0	486 60.5	528 73.0
TOTAL .....	1,526 99.9	525 100.1	1,001 100.0	562 100.1	345 100.0	269 99.9	334 100.1	803 99.8	723 99.9
NO RESPONSE	7 .5	1 .2	6 .6	... ...	... ...	1 .4	5 1.5	4 .5	3 .4

9. IF THERE HAS BEEN A BREAK OF MORE THAN ONE FULL YEAR IN YOUR TEACHING SERVICE, WHAT WAS YOUR PRIMARY REASON FOR TEMPORARILY NOT TEACHING. IF THERE HAS BEEN MORE THAN ONE BREAK, ANSWER FOR THE MOST RECENT ONE (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
MARRIAGE OR FULL-TIME HOMEMAKING .....	98 6.4	16 4.6	20 6.5	43 8.7	19 5.1	14 3.2	44 6.4	40 9.8
MATERNITY OR CHILD REARING .	190 12.5	43 12.3	40 12.9	57 11.5	50 13.5	42 9.7	92 13.5	56 13.7
SPOUSE'S WORK TOOK US TO ANOTHER COMMUNITY .....	14 .9	2 .6	3 1.0	5 1.0	4 1.1	... ...	9 1.3	5 1.2
FURTHER STUDY .....	57 3.7	7 2.0	11 3.6	25 5.1	14 3.8	16 3.7	26 3.8	15 3.7
EMPLOYMENT IN POSITION OUTSIDE EDUCATION .....	53 3.5	8 2.3	12 3.9	18 3.6	15 4.0	16 3.7	25 3.7	12 2.9
EMPLOYMENT IN ANOTHER EDUCATIONAL POSITION ....	7 .5	... ...	1 .3	2 .4	4 1.1	3 .7	2 .3	2 .5
MILITARY SERVICE .....	28 1.8	9 2.6	3 1.0	8 1.6	8 2.2	5 1.2	16 2.3	7 1.7
ILL HEALTH .....	7 .5	... ...	3 1.0	2 .4	2 .5	3 .7	2 .3	2 .5
TIRED OF TEACHING AND WANTED A REST .....	8 .5	2 .6	1 .3	5 1.0	... ...	3 .7	1 .1	4 1.0
DISMISSAL OR FORCED RESIGNATION .....	5 .3	1 .3	1 .3	... ...	3 .8	1 .2	2 .3	2 .5
OTHER .....	11 .7	2 .6	1 .3	3 .6	5 1.3	3 .7	4 .6	4 1.0
NOT REPLIED .....	34 2.2	6 1.7	8 2.6	12 2.4	8 2.2	8 1.9	13 1.9	13 3.2
NOT APPLICABLE .....	1,014 66.4	255 72.6	205 66.3	315 63.6	239 64.4	318 73.6	448 65.5	248 60.5
TOTAL .....	1,526 99.9	351 100.2	309 100.0	495 99.9	371 100.0	432 100.0	684 100.0	410 100.2
NO RESPONSE	7 .5	... ...	1 .3	3 .6	3 .8	... ...	5 .7	2 .5

10. HOW MANY CLASSROOM TEACHERS ARE THERE IN YOUR SCHOOL. (INCLUDE YOURSELF AND ALL FULL-TIME PERSONS HALF OR MORE OF WHOSE WORK LOAD IS CLASSROOM TEACHING.)

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
LESS THAN 5 .....	14 .9	4 .8	10 1.0	...	5 1.5	4 1.5	5 1.5	13 1.6	1 .1
5 - 9 .....	60 3.9	12 2.3	48 4.8	25 4.5	10 2.9	6 2.2	18 5.3	54 6.8	6 .8
10 - 14 .....	134 8.8	27 5.2	107 10.7	47 8.4	24 7.0	23 8.6	38 11.3	116 14.5	18 2.5
15 - 19 .....	167 11.0	38 7.3	129 12.9	59 10.6	28 8.1	31 11.6	48 14.2	133 16.6	34 4.7
20 - 24 .....	192 12.6	45 8.6	147 14.7	75 13.5	43 12.5	28 10.5	44 13.1	155 19.4	37 5.1
25 - 29 .....	133 8.7	38 7.3	95 9.5	48 8.6	33 9.6	24 9.0	26 7.7	99 12.4	34 4.7
30 - 34 .....	142 9.3	47 9.0	95 9.5	46 8.3	36 10.5	25 9.4	33 9.8	82 10.3	60 8.3
35 - 39 .....	94 6.2	39 7.5	55 5.5	39 7.0	19 5.5	15 5.6	21 6.2	39 4.9	55 7.6
40 - 44 .....	94 6.2	38 7.3	56 5.6	39 7.0	20 5.8	19 7.1	14 4.2	35 4.4	59 8.2
45 - 49 .....	61 4.0	30 5.7	31 3.1	22 3.9	22 6.4	7 2.6	9 2.7	17 2.1	44 6.1
50 - 54 .....	68 4.5	28 5.4	40 4.0	33 5.9	9 2.6	12 4.5	12 3.6	18 2.3	50 6.9
55 - 59 .....	38 2.5	15 2.9	23 2.3	16 2.9	10 2.9	5 1.9	7 2.1	8 1.0	30 4.1
60 - 64 .....	40 2.6	19 3.6	21 2.1	18 3.2	6 1.7	6 2.2	10 3.0	8 1.0	32 4.4
65 - 69 .....	30 2.0	14 2.7	16 1.6	9 1.6	9 2.6	6 2.2	6 1.8	4 .5	26 3.6
70 - 79 .....	61 4.0	29 5.6	32 3.2	24 4.3	16 4.7	11 4.1	9 2.7	7 .9	54 7.5
80 - 89 .....	41 2.7	22 4.2	19 1.9	10 1.8	11 3.2	12 4.5	8 2.4	5 .6	36 5.0
90 - 99 .....	37 2.4	17 3.3	20 2.0	7 1.3	9 2.6	10 3.7	11 3.3	2 .3	35 4.8
100 - 109 .....	43 2.8	22 4.2	21 2.1	18 3.2	11 3.2	12 4.5	2 .6	2 .3	41 5.7
110 - 119 .....	19 1.2	9 1.7	10 1.0	5 .9	5 1.5	4 1.5	4 1.2	1 .1	18 2.5
120 OR MORE .....	54 3.5	29 5.6	25 2.5	17 3.1	18 5.2	7 2.6	12 3.6	1 .1	53 7.3
TOTAL .....	1,522 99.8	522 100.2	1,000 100.0	557 100.0	344 100.0	267 99.8	337 100.3	799 100.1	723 99.9
NO RESPONSE	11 .7	4 .8	7 .7	5 .9	1 .3	3 1.1	2 .6	8 1.0	3 .4
MEAN .....	42	51	37	41	46	44	38	25	61
MEDIAN .....	31	40	27	31	33	32	26	22	50
LOW .....	2	2	2	5	2	2	2	2	2
HIGH .....	250	248	250	250	225	195	248	147	250
STANDARD ERROR OF THE MEAN	.9	1.6	1.0	1.4	2.0	2.1	1.9	.5	1.5

10. HOW MANY CLASSROOM TEACHERS ARE THERE IN YOUR SCHOOL. (INCLUDE YOURSELF AND ALL FULL-TIME PERSONS HALF OR MORE OF WHOSE WORK LOAD IS CLASSROOM TEACHING.) (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8		
LESS THAN 5 .....	14 .9	1 .3	2 .6	5 1.0	6 1.6	1 .2	3 .4	10 2.4	
5 - 9 .....	60 3.9	16 4.6	7 2.3	27 5.5	10 2.7	6 1.4	25 3.6	29 7.0	
10 - 14 .....	134 8.8	30 8.6	29 9.4	43 8.7	32 8.6	19 4.5	62 9.0	53 12.9	
15 - 19 .....	167 11.0	23 6.6	42 13.6	62 12.6	40 10.8	30 7.1	74 10.8	63 15.3	
20 - 24 .....	192 12.6	36 10.3	39 12.7	63 12.8	54 14.6	57 13.5	99 14.4	36 8.7	
25 - 29 .....	133 8.7	16 4.6	40 13.0	45 9.1	32 8.6	39 9.2	56 8.1	38 9.2	
30 - 34 .....	142 9.3	34 9.7	31 10.1	50 10.1	27 7.3	37 8.8	58 8.4	47 11.4	
35 - 39 .....	94 6.2	20 5.7	22 7.1	33 6.7	19 5.1	22 5.2	36 5.2	36 8.7	
40 - 44 .....	94 6.2	21 6.0	21 6.8	19 3.9	33 8.9	31 7.3	44 6.4	19 4.6	
45 - 49 .....	61 4.0	13 3.7	11 3.6	25 5.1	12 3.2	18 4.3	26 3.8	17 4.1	
50 - 54 .....	68 4.5	23 6.6	14 4.5	22 4.5	9 2.4	14 3.3	38 5.5	16 3.9	
55 - 59 .....	38 2.5	14 4.0	6 1.9	12 2.4	6 1.6	12 2.8	18 2.6	8 1.9	
60 - 64 .....	40 2.6	11 3.1	9 2.9	11 2.2	9 2.4	18 4.3	17 2.5	5 1.2	
65 - 69 .....	30 2.0	10 2.9	3 1.0	8 1.6	9 2.4	11 2.6	14 2.0	5 1.2	
70 - 79 .....	61 4.0	21 6.0	8 2.6	13 2.6	19 5.1	26 6.2	29 4.2	6 1.5	
80 - 89 .....	41 2.7	9 2.6	6 1.9	12 2.4	14 3.8	10 2.4	23 3.3	8 1.9	
90 - 99 .....	37 2.4	9 2.6	6 1.9	10 2.0	12 3.2	16 3.8	15 2.2	6 1.5	
100 - 109 .....	43 2.8	14 4.0	6 1.9	7 1.4	16 4.3	20 4.7	18 2.6	5 1.2	
110 - 119 .....	19 1.2	6 1.7	2 .6	8 1.6	3 .8	9 2.1	9 1.3	1 .2	
120 OR MORE .....	54 3.5	23 6.6	4 1.3	18 3.7	9 2.4	26 6.2	24 3.5	4 1.0	
TOTAL .....	1,522 99.8	350 100.2	308 99.7	493 99.9	371 99.8	422 99.9	688 99.8	412 99.8	
NO RESPONSE	11 .7	1 .3	2 .6	5 1.0	3 .8	10 2.3	1 .1	... ...	
MEAN .....	42	51	36	40	42	52	42	31	
MEDIAN .....	31	39	29	30	32	40	30	26	
LOW .....	2	3	2	2	2	2	4	2	
HIGH .....	250	250	175	248	175	250	225	150	
STANDARD ERROR OF THE MEAN	.9	2.2	1.4	1.6	1.6	2.0	1.3	1.2	

11. HOW MANY OTHER FULL-TIME PROFESSIONAL STAFF MEMBERS (COUNSELORS, NURSES, LIBRARIANS, ADMINISTRATORS) ARE THERE IN YOUR SCHOOL

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
ONE .....	116 8.7	24 5.0	92 10.6	42 8.5	30 9.8	...	24 8.2	104 15.5	12 1.8
TWO .....	151 11.3	27 6.1	122 14.1	51 10.3	33 10.8	...	45 15.4	126 18.8	25 3.7
THREE .....	142 10.6	41 8.6	101 11.7	51 10.3	27 8.8	...	35 11.9	104 15.5	38 5.7
FOUR .....	146 10.9	54 11.3	92 10.6	51 10.3	28 9.2	...	41 14.0	95 14.2	51 7.6
5 - 9 .....	508 37.9	197 41.4	311 36.0	198 39.8	125 40.8	...	98 33.4	202 30.1	306 45.7
10 - 14 .....	164 12.2	72 15.1	92 10.6	69 13.9	33 10.8	...	25 8.5	32 4.8	132 19.7
15 - 19 .....	52 3.9	26 5.5	26 3.0	12 2.4	16 5.2	...	13 4.4	6 .7	46 6.9
20 - 24 .....	34 2.5	15 3.2	19 2.2	16 3.2	6 2.0	...	8 2.7	2 .3	32 4.8
25 OR MORE .....	27 2.0	18 3.8	9 1.0	7 1.4	8 2.6	...	4 1.4	...	27 4.0
TOTAL .....	1,340 100.0	476 100.0	864 99.8	497 100.1	306 100.0	230 ...	293 99.9	671 100.1	669 99.9
NO RESPONSE	193 12.6	50 9.5	143 14.2	65 11.6	39 11.3	40 14.8	46 13.6	136 16.9	57 7.9
MEAN .....	7	8	6	7	7	7	6	4	9
MEDIAN .....	5	6	5	5	5	6	5	4	7
LOW .....	1	1	1	1	1	1	1	1	1
HIGH .....	47	40	47	40	47	40	40	20	47
STANDARD ERROR OF THE MEAN	.2	.3	.2	.2	.3	.4	.3	.1	.3

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEIOUM 8	SMALL 9
ONE .....	116 8.7	19 6.4	19 6.9	41 9.4	37 11.3	21 5.4	59 9.9	36 10.1
TWO .....	151 11.3	15 5.0	56 20.3	50 11.4	30 9.1	38 9.8	64 10.7	49 13.8
THREE .....	142 10.6	16 5.4	38 13.8	56 12.8	32 9.8	39 10.1	57 9.5	46 12.9
FOUR .....	146 10.9	34 11.4	26 9.4	47 10.8	39 11.9	43 11.1	60 10.1	43 12.1
5 - 9 .....	508 37.9	123 41.1	106 38.4	166 38.0	113 34.5	144 37.2	216 36.2	148 41.6
10 - 14 .....	164 12.2	47 15.7	21 7.6	45 10.3	51 15.5	55 14.2	82 13.7	27 7.6
15 - 19 .....	52 3.9	18 6.0	5 1.8	13 3.0	16 4.9	23 5.9	25 4.2	4 1.1
20 - 24 .....	34 2.5	14 4.7	5 1.8	9 2.1	6 1.8	11 2.8	21 3.5	2 .6
25 OR MORE .....	27 2.0	13 4.3	...	10 2.3	4 1.2	13 3.4	13 2.2	1 .3
TOTAL .....	1,340 100.0	299 100.0	276 100.0	437 100.1	328 100.0	387 99.9	597 100.0	356 100.1
NO RESPONSE	193 12.6	52 14.8	34 11.0	61 12.2	46 12.3	45 10.4	92 13.4	56 13.6
MEAN .....	7	8	5	6	7	8	7	5
MEDIAN .....	5	6	4	5	5	6	5	5
LOW .....	1	1	1	1	1	1	1	1
HIGH .....	47	40	20	40	47	47	40	40
STANDARD ERROR OF THE MEAN	.2	.4	.2	.3	.3	.3	.2	.2

## 12. WHAT GRADES ARE YOU TEACHING THIS YEAR

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
PRE-KINDERGARTEN .....	...	...	...	...	...	...	...	...	...
KINDERGARTEN .....	42 2.7	...	42 4.2	16 2.9	13 3.8	5 1.9	8 2.4	42 5.2	...
GRADE 1 .....	104 6.8	...	104 10.4	36 6.4	16 4.7	15 5.6	37 11.0	104 12.9	...
GRADE 2 .....	104 6.8	2 .4	102 10.2	35 6.2	21 6.1	17 6.3	30 8.9	104 12.9	...
GRADE 3 .....	86 5.6	1 .2	85 8.5	28 5.0	12 3.5	21 7.8	24 7.1	86 10.7	...
GRADE 4 .....	91 6.0	12 2.3	79 7.9	34 6.1	18 5.2	11 4.1	28 8.3	91 11.3	...
GRADE 5 .....	71 4.6	22 4.2	49 4.9	23 4.1	15 4.4	12 4.5	19 5.6	71 8.8	...
GRADE 6 .....	74 6.2	34 6.5	60 6.0	36 6.4	19 5.5	15 5.6	24 7.1	74 11.7	...
GRADE 7 .....	42 2.7	17 3.2	25 2.5	21 3.7	8 2.3	7 2.6	5 1.5	42 1.2	32 4.4
GRADE 8 .....	44 2.9	21 4.0	23 2.3	17 3.0	8 2.3	9 3.3	8 2.4	44 1.9	29 4.0
GRADE 9 .....	39 2.6	27 5.2	12 1.2	21 3.7	7 2.0	5 1.9	5 1.5	39 ...	39 5.4
GRADE 10 .....	15 1.0	10 1.9	5 .5	8 1.4	2 .6	3 1.1	1 .3	15 ...	15 2.1
GRADE 11 .....	11 .7	2 .4	9 .9	5 .9	3 .9	1 .4	2 .6	11 ...	11 1.5
GRADE 12 .....	26 1.7	17 3.2	9 .9	3 .5	4 1.2	9 3.3	10 3.0	26 ...	26 3.6
MORE THAN ONE GRADE - ELEMENTARY .....	173 11.3	47 9.0	126 12.5	56 10.0	37 10.8	37 13.8	38 11.3	173 21.5	...
MORE THAN ONE GRADE - JUNIOR HIGH .....	166 10.9	86 16.4	80 8.0	69 12.3	36 10.5	32 11.9	28 8.3	166 ...	166 23.0
MORE THAN ONE GRADE - SENIOR HIGH (3 YEAR OR 4 YEAR) .....	335 21.9	182 34.7	153 15.2	115 20.5	101 29.4	60 22.3	59 17.5	335 ...	335 46.3
MORE THAN ONE GRADE - JUNIOR-SENIOR HIGH .....	53 3.5	31 5.9	22 2.2	24 4.3	14 4.1	8 3.0	6 1.8	53 ...	53 7.5
SPECIAL EDUCATION .....	15 1.0	3 .6	12 1.2	7 1.2	4 1.2	1 .4	3 .9	15 1.9	...
ELEMENTARY - SECONDARY COMBINATION .....	17 1.1	10 1.9	7 .7	7 1.2	6 1.7	1 .4	2 .6	17 ...	17 2.4
TOTAL .....	1,528 100.0	524 100.0	1,004 100.2	561 99.8	344 100.2	269 100.2	337 100.1	805 100.0	723 100.0
NO RESPONSE	5 .3	2 .4	3 .3	1 .2	1 .3	1 .4	2 .6	2 .2	3 .4



## 12. WHAT GRADES ARE YOU TEACHING THIS YEAR (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
PRE-KINDERGARTEN .....	...	...	...	...	...	...	...	...
KINDERGARTEN .....	42 2.7	14 4.0	3 1.0	13 2.6	12 3.2	15 3.5	20 2.9	7 1.7
GRADE 1 .....	104 6.8	23 6.6	26 8.4	32 6.5	27 6.2	32 7.4	38 5.5	34 8.3
GRADE 2 .....	104 6.8	20 5.7	23 7.4	38 7.7	23 6.2	28 6.5	49 7.2	27 6.6
GRADE 3 .....	86 5.6	24 6.9	14 4.5	26 5.2	22 5.9	18 4.2	42 6.1	26 6.3
GRADE 4 .....	91 6.0	19 5.4	25 8.1	31 6.3	16 4.3	15 3.5	49 7.2	27 6.6
GRADE 5 .....	71 4.6	15 4.3	15 4.8	22 4.4	19 5.1	23 5.3	28 4.1	20 4.9
GRADE 6 .....	94 6.2	24 6.9	26 8.4	29 5.8	15 4.0	31 7.2	49 7.2	14 3.4
GRADE 7 .....	42 2.7	12 3.4	11 3.5	16 3.2	3 .8	11 2.6	25 3.6	6 1.5
GRADE 8 .....	44 2.9	11 3.2	7 2.3	12 2.4	14 3.8	12 2.8	21 3.1	11 2.7
GRADE 9 .....	39 2.6	11 3.2	8 2.6	11 2.2	9 2.4	14 3.2	21 3.1	4 1.0
GRADE 10 .....	15 1.0	6 1.7	3 1.0	4 .8	2 .5	7 1.6	4 .6	4 1.0
GRADE 11 .....	11 .7	2 .6	5 1.6	2 .4	2 .5	2 .5	9 1.3	...
GRADE 12 .....	26 1.7	4 1.1	7 2.3	12 2.4	3 .8	9 2.1	13 1.9	4 1.0
MORE THAN ONE GRADE - ELEMENTARY .....	173 11.3	34 9.7	32 10.3	60 12.1	47 12.6	67 15.5	56 8.2	50 12.1
MORE THAN ONE GRADE - JUNIOR HIGH .....	166 10.9	35 10.0	27 8.7	50 10.1	54 14.5	57 13.2	81 11.8	28 6.8
MORE THAN ONE GRADE - SENIOR HIGH (3 YEAR OR 4 YEAR) .....	335 21.9	75 21.5	55 17.7	108 21.8	97 26.0	79 18.3	152 22.2	104 25.2
MORE THAN ONE GRADE - JUNIOR-SENIOR HIGH .....	53 3.5	14 4.0	14 4.5	19 3.8	6 1.6	4 .9	15 2.2	34 8.3
SPECIAL EDUCATION .....	15 1.0	5 1.4	4 1.3	3 .6	3 .8	5 1.2	8 1.2	2 .5
ELEMENTARY - SECONDARY COMBINATION .....	17 1.1	1 .3	5 1.6	8 1.6	3 .8	2 .5	5 .7	10 2.4
TOTAL .....	1,528 100.0	349 99.9	310 100.0	496 99.9	373 100.0	431 100.0	685 100.1	412 100.3
NO RESPONSE	5 .3	2 .6	...	2 .4	1 .3	1 .2	4 .6	...

13. HOW IS YOUR PRESENT TEACHING ASSIGNMENT CLASSIFIED

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
ELEMENTARY TEACHER .....	749 48.9	109 20.7	640 63.6	255 45.4	147 42.6	128 47.4	210 61.9	749 92.8	...
MIDDLE SCHOOL TEACHER .....	58 3.8	21 4.0	37 3.7	28 5.0	11 3.2	8 3.0	8 2.4	58 7.2	...
JUNIOR-HIGH OR INTERMEDIATE SCHOOL TEACHER .....	239 15.6	125 23.8	114 11.3	106 18.9	46 13.3	49 18.1	36 10.6	...	239 32.9
JUNIOR-SENIOR HIGH TEACHER .	70 4.6	41 7.8	29 2.9	32 5.7	20 5.8	8 3.0	9 2.7	...	70 9.6
SENIOR-HIGH TEACHER .....	399 26.0	219 41.6	180 17.9	134 23.8	114 33.0	76 28.1	74 21.8	...	399 55.0
COMBINATION ELEMENTARY-SECONDARY TEACHER .....	18 1.2	11 2.1	7 .7	7 1.2	7 2.0	1 .4	2 .6	...	18 2.5
TOTAL .....	1,533 100.1	526 100.0	1,007 100.1	562 100.0	345 99.9	270 100.0	339 100.0	807 100.0	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ELEMENTARY TEACHER .....	749 48.9	166 47.9	159 51.3	249 50.0	173 46.3	232 53.7	321 46.6	196 47.6
MIDDLE SCHOOL TEACHER .....	58 3.8	17 4.8	13 4.2	20 4.0	8 2.1	10 2.3	28 4.1	20 4.9
JUNIOR-HIGH OR INTERMEDIATE SCHOOL TEACHER .....	239 15.6	56 16.0	44 14.2	68 13.7	71 19.0	81 18.8	123 17.9	35 8.5
JUNIOR-SENIOR HIGH TEACHER .	70 4.6	17 4.8	18 5.8	23 4.6	12 3.2	7 1.6	26 3.8	37 9.0
SENIOR-HIGH TEACHER .....	399 26.0	92 26.2	71 22.9	129 25.9	107 28.6	100 23.1	186 27.0	113 27.4
COMBINATION ELEMENTARY-SECONDARY TEACHER .....	18 1.2	1 .3	5 1.6	9 1.8	3 .8	2 .5	5 .7	11 2.7
TOTAL .....	1,533 100.1	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.1	412 100.1

14. WHAT PERCENT OF YOUR TOTAL TEACHING TIME EACH IS SPENT IN TEACHING GRADES OR SUBJECTS THAT ARE DIFFERENT FROM YOUR MAJOR FIELD OF COLLEGE PREPARATION

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	1,185 77.3	365 69.4	820 81.4	407 72.4	280 81.2	201 74.4	281 82.9	632 78.3	553 76.2
LESS THAN 10 PCT. ....	11 .7	1 .2	10 1.0	9 1.6	...	...	2 .6	10 1.2	1 .1
10 - 19 PCT. ....	29 1.9	12 2.3	17 1.7	13 2.3	8 2.3	5 1.9	3 .9	16 2.0	13 1.8
20 - 29 PCT. ....	35 2.3	21 4.0	14 1.4	16 2.8	2 .6	8 3.0	9 2.7	9 1.1	26 3.6
30 - 39 PCT. ....	17 1.1	11 2.1	6 .6	8 1.4	5 1.4	1 .4	3 .9	5 .6	12 1.7
40 - 49 PCT. ....	21 1.4	11 2.1	10 1.0	13 2.3	3 .9	5 1.9	...	7 .9	14 1.9
50 - 59 PCT. ....	39 2.5	23 4.4	16 1.6	18 3.2	8 2.3	6 2.2	7 2.1	19 2.4	20 2.8
60 - 69 PCT. ....	16 1.0	8 1.5	8 .8	7 1.2	5 1.4	3 1.1	1 .3	7 .9	9 1.2
70 - 79 PCT. ....	16 1.0	9 1.7	7 .7	9 1.6	2 .6	2 .7	3 .9	10 1.2	6 .8
80 - 89 PCT. ....	21 1.4	10 1.9	11 1.1	9 1.6	4 1.2	6 2.2	2 .6	15 1.9	6 .8
90 - 99 PCT. ....	20 1.3	6 1.1	14 1.4	9 1.6	3 .9	5 1.9	3 .9	16 2.0	4 .6
100 PCT. ....	123 8.0	49 9.3	74 7.3	44 7.8	25 7.2	28 10.4	25 7.4	61 7.6	62 8.5
TOTAL .....	1,533 99.9	526 100.0	1,007 100.0	562 99.8	345 100.0	270 100.1	339 100.2	807 100.1	726 100.0
MEAN .....	15	19	12	17	13	18	11	15	15
MEDIAN .....	0	0	0	0	0	0	0	0	0
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	100	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.8	1.5	1.0	1.4	1.6	2.1	1.6	1.1	1.2

14. WHAT PERCENT OF YOUR TOTAL TEACHING TIME EACH IS SPENT IN TEACHING GRADES OR SUBJECTS THAT ARE DIFFERENT FROM YOUR MAJOR FIELD OF COLLEGE PREPARATION (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
NONE .....	1,185 77.3	299 85.2	252 81.3	380 76.3	254 67.9	322 74.5	547 79.4	316 76.7
LESS THAN 10 PCT. ....	11 .7	...	4 1.3	6 1.2	1 .3	3 .7	4 .6	4 1.0
10 - 19 PCT. ....	29 1.9	5 1.4	2 .6	14 2.8	8 2.1	5 1.2	10 1.5	14 3.4
20 - 29 PCT. ....	35 2.3	3 .9	11 3.5	15 3.0	6 1.4	6 1.4	16 2.3	13 3.2
30 - 39 PCT. ....	17 1.1	3 .9	1 .3	6 1.2	7 1.9	4 .9	7 1.0	6 1.5
40 - 49 PCT. ....	21 1.4	1 .3	6 1.9	5 1.0	9 2.4	7 1.6	12 1.7	2 .5
50 - 59 PCT. ....	39 2.5	6 1.7	6 1.9	13 2.6	14 3.7	11 2.5	17 2.5	11 2.7
60 - 69 PCT. ....	16 1.0	4 1.1	1 .3	5 1.0	6 1.6	6 1.4	8 1.2	2 .5
70 - 79 PCT. ....	16 1.0	3 .9	1 .3	8 1.6	4 1.1	8 1.9	5 .7	3 .7
80 - 89 PCT. ....	21 1.4	4 1.1	2 .6	6 1.2	9 2.4	7 1.6	7 1.0	7 1.7
90 - 99 PCT. ....	20 1.3	2 .6	3 1.0	4 .8	11 2.9	6 1.4	9 1.3	5 1.2
100 PCT. ....	123 8.0	21 6.0	21 6.8	36 7.2	45 12.0	47 10.9	47 6.8	29 7.0
TOTAL .....	1,533 99.9	351 100.1	310 99.8	498 99.9	374 99.9	432 100.0	689 100.0	412 100.1
MEAN .....	15	10	11	14	23	18	13	14
MEDIAN .....	0	0	0	0	0	0	0	0
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.8	1.5	1.6	1.4	1.9	1.7	1.1	1.5

15. IF YOU TEACH IN THE ELEMENTARY GRADES, BUT DEPARTMENTALIZED, HOW MANY PUPILS ARE ENROLLED IN YOUR CLASS

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 15 .....	7 1.1	...	7 1.3	...	...	...	...	7 1.1	...
15 - 19 .....	41 6.7	...	39 7.2	...	...	...	...	41 6.7	...
20 - 24 .....	126 20.5	...	115 21.4	...	...	...	...	126 20.5	...
25 - 29 .....	222 36.2	...	199 37.0	...	...	...	...	222 36.2	...
30 - 34 .....	167 27.2	...	136 25.3	...	...	...	...	167 27.2	...
35 OR MORE .....	51 8.3	...	42 7.8	...	...	...	...	51 8.3	...
TOTAL .....	614 100.0	76 ...	538 100.1	210 ...	116 ...	106 ...	177 ...	614 100.0	...
NO RESPONSE	919 59.9	450 85.6	469 46.6	352 62.6	229 66.4	164 60.7	162 47.8	193 23.9	726 100.0
MEAN .....	27	...	27	27	27	27	27	27	0
MEDIAN .....	27	...	27	27	27	27	27	27	0
LOW .....	11	...	11	13	13	12	11	11	0
HIGH .....	48	...	48	41	40	46	48	48	0
STANDARD ERROR OF THE MEAN .	.2	...	.2	.4	.5	.5	.4	.2	.0

15. IF YOU TEACH IN THE ELEMENTARY GRADES, NOT DEPARTMENTALIZED, HOW MANY PUPILS ARE ENROLLED IN YOUR CLASS (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REG. ON				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
LESS THAN 15 .....	7 1.1	...	...	...	...	...	5 1.8	...
15 - 19 .....	41 6.7	...	...	...	...	...	15 5.5	...
20 - 24 .....	126 20.5	...	...	...	...	...	54 19.9	...
25 - 29 .....	222 36.2	...	...	...	...	...	102 37.6	...
30 - 34 .....	167 27.2	...	...	...	...	...	73 26.9	...
35 OR MORE .....	51 8.3	...	...	...	...	...	22 8.1	...
TOTAL .....	614 100.0	144 ...	120 ...	204 ...	146 ...	181 ...	271 99.8	162 ...
NO RESPONSE	919 59.0	207 59.0	190 61.3	294 59.0	228 61.0	251 58.1	418 60.7	250 60.7
MEAN .....	27	26	28	27	28	29	27	26
MEDIAN .....	27	26	28	27	28	29	27	26
LOW .....	11	13	13	11	14	15	12	11
HIGH .....	48	40	46	48	40	40	46	48
STANDARD ERROR OF THE MEAN .	.2	.4	.5	.4	.5	.4	.3	.4

## 16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES.

## A. IN WHAT FIELD ARE YOU CURRENTLY TEACHING THE LARGEST PORTION OF YOUR TIME

L	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				E M P L O Y M E N T S T A T U S	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
AGRICULTURE .....	4 .5	4 .9	...	...	...	...	...	...	4 .6
ART .....	31 3.6	14 3.2	17 4.0	11 3.4	...	...	...	...	26 3.7
BUSINESS EDUCATION .....	42 4.9	14 3.2	28 6.5	18 5.5	...	...	...	...	42 5.9
ENGLISH .....	190 22.1	58 13.4	132 30.8	68 20.9	...	...	...	...	144 20.4
FOREIGN LANGUAGE .....	35 4.1	9 2.1	26 6.1	15 4.6	...	...	...	...	34 4.8
HEALTH AND PHYSICAL EDUCATION .....	74 8.6	31 7.2	43 10.0	37 11.4	...	...	...	...	59 8.3
HOME ECONOMICS .....	39 4.5	...	39 9.1	11 3.4	...	...	...	...	36 5.1
INDUSTRIAL ARTS .....	32 3.7	32 7.4	...	10 3.1	...	...	...	...	29 4.1
MATHEMATICS .....	129 15.0	68 15.7	61 14.3	39 12.0	...	...	...	...	102 14.4
SCIENCE .....	89 10.3	68 15.7	21 4.9	31 9.5	...	...	...	...	75 10.6
SOCIAL STUDIES .....	130 15.1	88 20.4	42 9.8	65 20.0	...	...	...	...	99 14.0
MUSIC .....	34 4.0	22 5.1	12 2.8	15 4.6	...	...	...	...	27 3.8
SPECIAL EDUCATION .....	8 .9	3 .7	5 1.2	2 .6	...	...	...	...	8 1.1
DRIVER EDUCATION .....	5 .6	5 1.2	...	...	...	...	...	...	5 .7
VOCATION .....	16 1.9	14 3.2	2 .5	2 .6	...	...	...	...	15 2.1
OTHER .....	2 .2	2 .5	...	1 .3	...	...	...	...	2 .3
TOTAL .....	860 100.0	432 99.9	428 100.0	325 99.9	217 ...	152 ...	155 ...	153 ...	707 99.9
NO RESPONSE	673 43.9	94 17.9	579 57.5	237 42.2	128 37.1	118 43.7	184 54.3	654 81.0	19 2.6



16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES. (Continued)

A. IN WHAT FIELD ARE YOU CURRENTLY TEACHING THE LARGEST PORTION OF YOUR TIME (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
AGRICULTURE .....	4 .5	...	...	2 .7	...	...	1 .3	...
ART .....	31 3.6	...	...	9 3.3	...	...	18 4.6	...
BUSINESS EDUCATION .....	42 4.9	...	...	11 4.0	...	...	23 5.8	...
ENGLISH .....	190 22.1	...	...	65 23.6	...	...	87 22.0	...
FOREIGN LANGUAGE .....	35 4.1	...	...	9 3.3	...	...	14 3.5	...
HEALTH AND PHYSICAL EDUCATION .....	74 8.6	...	...	23 8.3	...	...	35 8.9	...
HOME ECONOMICS .....	39 4.5	...	...	13 4.7	...	...	19 4.8	...
INDUSTRIAL ARTS .....	32 3.7	...	...	13 4.7	...	...	14 3.5	...
MATHEMATICS .....	129 15.0	...	...	36 13.0	...	...	65 16.5	...
SCIENCE .....	89 10.3	...	...	26 9.4	...	...	45 11.4	...
SOCIAL STUDIES .....	130 15.1	...	...	40 14.5	...	...	48 12.2	...
MUSIC .....	34 4.0	...	...	15 5.4	...	...	17 4.3	...
SPECIAL EDUCATION .....	8 .9	...	...	2 .7	...	...	1 .3	...
DRIVER EDUCATION .....	5 .6	...	...	3 1.1	...	...	...	...
VOCATION .....	16 1.9	...	...	8 2.9	...	...	7 1.8	...
OTHER .....	2 .2	...	...	1 .4	...	...	1 .3	...
TOTAL .....	860 100.0	198 ...	172 ...	276 100.0	214 ...	225 ...	395 100.2	240 ...
NO RESPONSE	673 43.9	153 43.6	138 44.5	222 44.6	160 42.8	207 47.9	294 42.7	172 41.7

B. HOW MANY CLASS PERIODS DO YOU TEACH PER WEEK. (EXCLUDE STUDY HALLS AND HONORARIUM PERIODS)

1	TOTAL SAMPLE 2	SEX				AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10		
LESS THAN 20 .....	8 .9	3 .7	5 1.2	4 1.2	...	...	...	...	...	7 1.0	
20 - 24 .....	136 16.1	69 16.3	67 15.9	45 14.0	...	...	...	...	...	112 16.0	
25 - 29 .....	455 53.8	235 55.4	220 52.3	180 55.9	...	...	...	...	...	405 57.9	
30 OR MORE .....	246 29.1	117 27.6	129 30.6	93 28.9	...	...	...	...	...	175 25.0	
TOTAL .....	845 99.9	424 100.0	421 100.0	322 100.0	209 ...	152 ...	151 ...	146 ...	...	699 99.9	
NO RESPONSE	688 44.9	102 19.4	586 58.2	240 42.7	136 39.4	118 43.7	188 55.5	661 81.9	...	27 3.7	
MEAN .....	26	26	26	26	26	26	26	28	...	26	
MEDIAN .....	25	25	25	25	25	25	25	28	...	25	
LOW .....	15	16	15	15	16	18	20	19	...	15	
HIGH .....	48	45	48	48	45	45	42	48	...	45	
STANDARD ERROR OF THE MEAN	.1	.2	.2	.2	.3	.4	.3	.5	...	.1	

b. HOW MANY CLASS PERIODS DO YOU TEACH PER WEEK. (EXCLUDE STUDY HALLS AND HONORARIUM PERIODS) (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
LESS THAN 20 .....	8 .9	...	...	3 1.1	...	5 1.3	...	
20 - 24 .....	136 16.1	...	...	35 13.0	...	55 14.2	...	
25 - 29 .....	455 53.8	...	...	150 55.6	...	216 56.0	...	
30 OR MORE .....	246 29.1	...	...	82 30.4	...	110 28.5	...	
TOTAL .....	845 99.9	190	174	270 100.1	211	225 386 100.0	234	
NO RESPONSE	688 44.9	161 45.9	136 43.9	228 45.8	163 43.6	207 47.9	303 44.0	178 43.2
MEAN .....	26	26	26	27	26	25	27	
MEDIAN .....	25	25	25	25	25	25	25	
LOW .....	15	16	15	17	19	18	15	
HIGH .....	48	48	45	45	45	40	48	
STANDARD ERROR OF THE MEAN	.1	.3	.3	.3	.3	.3	.3	

c. HOW MANY CLASS PERIODS PER WEEK ARE THERE IN YOUR SCHOOL

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT ELEMENTARY 9	STATUS SECUN-DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
LESS THAN 30 .....	60 7.4	24 5.8	36 9.1	20 6.5	...	...	...	43 6.4	
30 - 34 .....	334 41.2	168 40.6	166 41.9	121 39.0	...	...	...	286 42.2	
35 - 39 .....	264 32.6	145 35.0	119 30.1	106 34.2	...	...	...	222 32.8	
40 - 44 .....	115 14.2	56 13.5	59 14.9	51 16.5	...	...	...	96 14.2	
45 OR MORE .....	37 4.6	21 5.1	16 4.0	12 3.9	...	...	...	30 4.4	
TOTAL .....	810 100.0	414 100.0	396 100.0	310 100.1	202	144	144	133 100.0	677
NO RESPONSE	723 47.2	112 21.3	611 60.7	252 44.8	143 41.4	126 46.7	195 57.5	674 83.5	49 6.7
MEAN .....	34	34	33	34	33	34	33	33	34
MEDIAN .....	35	35	31	35	35	35	30	35	35
LOW .....	20	20	20	20	20	20	20	20	20
HIGH .....	70	70	65	65	70	50	60	65	70
STANDARD ERROR OF THE MEAN	.2	.3	.3	.3	.4	.5	.4	.5	.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
LESS THAN 30 .....	60 7.4	...	...	13 5.0	...	24 6.5	...	
30 - 34 .....	334 41.2	...	...	85 32.9	...	160 43.5	...	
35 - 39 .....	264 32.6	...	...	96 37.2	...	118 32.1	...	
40 - 44 .....	115 14.2	...	...	44 17.1	...	47 12.8	...	
45 OR MORE .....	37 4.6	...	...	20 7.8	...	19 5.2	...	
TOTAL .....	810 100.0	180	165	258 100.0	207	212 368 100.1	230	
NO RESPONSE	723 47.2	171 48.7	145 46.8	240 48.2	167 44.7	220 50.9	321 46.6	182 44.2
MEAN .....	34	36	31	35	32	32	34	35
MEDIAN .....	35	35	30	35	30	30	34	35
LOW .....	20	24	20	20	20	20	20	20
HIGH .....	70	70	42	55	60	45	70	65
STANDARD ERROR OF THE MEAN	.2	.4	.3	.3	.3	.3	.3	.4

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

D. WHAT IS THE AVERAGE LENGTH OF THE CLASS PERIODS IN YOUR SCHOOL (INCLUDE PASSING TIME)

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
LESS THAN 45 MINUTES .....	99 11.7	42 9.9	57 13.5	39 12.0	...	...	...	...	64 9.1
45 - 49 MINUTES .....	173 20.4	90 21.3	83 19.6	61 18.8	...	...	...	...	126 18.0
50 - 54 MINUTES .....	189 22.3	98 23.2	91 21.5	73 22.5	...	...	...	...	155 22.1
55 - 59 MINUTES .....	206 24.3	110 26.0	96 22.7	80 24.6	...	...	...	...	194 27.7
60 - 64 MINUTES .....	159 18.8	77 18.2	82 19.4	64 19.7	...	...	...	...	144 20.6
65 OR MORE MINUTES .....	20 2.4	6 1.4	14 3.3	8 2.5	...	...	...	...	17 2.4
TOTAL .....	846 99.9	423 100.0	423 100.0	325 100.1	203	153	154	146	700 99.9
NO RESPONSE	687 44.8	103 19.6	584 58.0	237 42.2	142 41.2	117 43.3	185 54.6	661 81.9	26 3.6
MEAN .....	52	52	52	52	52	51	51	48	53
MEDIAN .....	51	52	50	52	54	50	50	45	55
LOW .....	20	20	25	20	28	30	27	25	20
HIGH .....	90	75	90	90	75	75	90	90	75
STANDARD ERROR OF THE MEAN .	.3	.3	.4	.4	.5	.6	.7	.7	.3

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 45 MINUTES .....	99 11.7	...	...	34 12.6	...	...	39 10.1	...
45 - 49 MINUTES .....	173 20.4	...	...	44 16.3	...	...	78 20.3	...
50 - 54 MINUTES .....	189 22.3	...	...	53 19.6	...	...	98 25.5	...
55 - 59 MINUTES .....	206 24.3	...	...	80 29.6	...	...	84 21.8	...
60 - 64 MINUTES .....	159 18.8	...	...	52 19.3	...	...	80 20.8	...
65 OR MORE MINUTES .....	20 2.4	...	...	7 2.6	...	...	6 1.6	...
TOTAL .....	846 99.9	192	173	270 100.0	211	224	385 100.1	237
NO RESPONSE	687 44.8	159 45.3	137 44.2	228 45.8	163 43.6	208 48.1	304 44.1	175 42.5
MEAN .....	52	47	54	52	53	52	52	52
MEDIAN .....	51	46	55	55	55	50	52	52
LOW .....	20	25	30	20	27	30	27	20
HIGH .....	90	60	90	90	75	90	75	90
STANDARD ERROR OF THE MEAN .	.3	.4	.6	.5	.5	.5	.4	.5

## 16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

## E. WHAT IS THE AVERAGE NUMBER OF PUPILS YOU TEACH PER DAY (EXCLUDE STUDY HALLS AND HOMEROOM PERIODS)

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				E M P L O Y M E N T S T A T U S		
		MEN 3	WOMEN 4	LESS THAN 5	30 6	30-39 7	40-49 8	50 OR MORE 9	ELEMEN- TARY 10	SECON- DARY 10
LESS THAN 25 .....	...	...	...	...	...	...	...	...	...	...
25 - 49 .....	2 .2	...	2 .5	...	...	...	...	...	...	...
50 - 74 .....	40 4.8	22 5.3	18 4.4	13 4.1	...	...	...	...	...	28 4.1
75 - 99 .....	91 11.0	39 9.3	52 12.8	29 9.1	...	...	...	...	...	77 11.3
100 - 124 .....	194 23.5	96 22.9	98 24.1	76 23.8	...	...	...	...	...	164 24.1
125 - 149 .....	202 24.5	109 26.0	93 22.9	80 25.1	...	...	...	...	...	183 26.9
150 - 174 .....	179 21.7	89 21.2	90 22.1	72 22.6	...	...	...	...	...	146 21.4
175 - 199 .....	55 6.7	29 6.9	26 6.4	22 6.9	...	...	...	...	...	37 5.4
200 - 224 .....	34 4.1	20 4.8	14 3.4	14 4.4	...	...	...	...	...	25 3.7
225 - 249 .....	10 1.2	4 1.0	6 1.5	3 .9	...	...	...	...	...	6 .9
250 - 274 .....	14 1.7	8 1.9	6 1.5	6 1.9	...	...	...	...	...	11 1.6
275 - 299 .....	4 .5	2 .5	2 .5	3 .9	...	...	...	...	...	3 .4
300 OR MORE .....	1 .1	1 .2	...	1 .3	...	...	...	...	...	1 .1
TOTAL .....	826 100.0	419 100.0	407 100.1	319 100.0	205 ...	144 ...	148 ...	145 ...	681 99.9	
NO RESPONSE	707 46.1	107 20.3	600 59.6	243 43.2	140 40.6	126 46.7	191 56.3	662 82.0	45 6.2	
MEAN .....	135	137	133	138	134	135	130	140	134	
MEDIAN .....	130	130	130	135	130	135	125	140	130	
LOW .....	30	50	30	50	37	60	30	30	50	
HIGH .....	315	315	280	315	275	264	270	280	315	
STANDARD ERROR OF THE MEAN	1.4	2.0	2.0	2.3	2.9	3.6	3.1	4.1	1.5	

## 16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

## E. WHAT IS THE AVERAGE NUMBER OF PUPILS YOU TEACH PER DAY (EXCLUDE STUDY HALLS AND HOMEROOM PERIODS) (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
LESS THAN 25 .....	...	...	...	...	...	...	...	...
25 - 49 .....	2 .2	...	...	2 .7	...	...	...	...
50 - 74 .....	40 4.8	...	...	16 6.0	...	...	14 3.7	...
75 - 99 .....	91 11.0	...	...	23 8.6	...	...	36 9.4	...
100 - 124 .....	194 23.5	...	...	68 25.4	...	...	90 23.6	...
125 - 149 .....	202 24.5	...	...	67 25.0	...	...	97 25.4	...
150 - 174 .....	179 21.7	...	...	53 19.8	...	...	88 23.0	...
175 - 199 .....	55 6.7	...	...	12 4.5	...	...	24 6.3	...
200 - 224 .....	34 4.1	...	...	13 4.9	...	...	17 4.5	...
225 - 249 .....	10 1.2	...	...	6 2.2	...	...	7 1.8	...
250 - 274 .....	14 1.7	...	...	5 1.9	...	...	6 1.6	...
275 - 299 .....	4 .5	...	...	3 1.1	...	...	2 .5	...
300 OR MORE .....	1 .1	...	...	...	...	...	1 .3	...
TOTAL .....	826 100.0	193 ..	167 ...	268 100.1	198 ...	217 ...	382 100.1	227 ...
NO RESPONSE	707 46.1	158 45.0	143 46.1	230 46.2	176 47.1	215 49.8	307 44.6	185 44.9
MEAN .....	135	127	135	136	141	141	137	125
MEDIAN .....	130	125	130	130	141	140	135	120
LOW .....	30	60	60	30	60	60	50	30
HIGH .....	315	277	315	280	270	280	315	275
STANDARD ERROR OF THE MEAN	1.4	2.6	3.2	2.8	2.8	2.6	2.1	2.9

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

F. HOW MANY UNASSIGNED PREPARATION PERIODS DO YOU HAVE IN YOUR OWN SCHEDULE EACH WEEK

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
NONE .....	204 22.9	91 20.5	113 25.2	71 21.1	...	...	...	...	141 19.4
LESS THAN 4 PERIODS .....	63 7.1	29 6.5	34 7.6	29 8.6	...	...	...	...	40 5.5
5 PERIODS .....	486 54.5	258 58.1	228 50.9	182 54.0	...	...	...	...	430 59.2
6 PERIODS .....	18 2.0	10 2.3	8 1.8	8 2.4	...	...	...	...	13 1.8
7 PERIODS .....	15 1.7	6 1.4	9 2.0	9 2.7	...	...	...	...	11 1.5
8 PERIODS .....	12 1.3	6 1.4	6 1.3	8 2.4	...	...	...	...	9 1.2
9 PERIODS .....	6 .7	2 .5	4 .9	1 .3	...	...	...	...	4 .6
10 PERIODS .....	77 8.6	37 8.3	40 8.9	24 7.1	...	...	...	...	70 9.6
11 PERIODS OR MORE .....	11 1.2	5 1.1	6 1.3	5 1.5	...	...	...	...	8 1.1
TOTAL .....	892 100.0	444 100.1	448 99.9	337 100.1	223	161	159	166	726 99.9
NO RESPONSE	641 41.8	82 15.6	559 55.5	225 40.0	122 35.4	109 40.4	180 53.1	641 79.4	...
MEAN .....	4	5	4	4	4	4	4	3	5
MEDIAN .....	5	5	5	5	5	5	5	4	5
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	30	30	15	15	30	15	12	15	30
STANDARD ERROR OF THE MEAN	.1	.1	.1	.2	.2	.2	.2	.3	.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE .....	204 22.9	...	...	54 18.9	...	...	82 20.2	...
LESS THAN 4 PERIODS .....	63 7.1	...	...	23 8.1	...	...	31 7.7	...
5 PERIODS .....	486 54.5	...	...	156 54.7	...	...	230 56.8	...
6 PERIODS .....	18 2.0	...	...	8 2.8	...	...	6 1.5	...
7 PERIODS .....	15 1.7	...	...	3 1.1	...	...	8 2.0	...
8 PERIODS .....	12 1.3	...	...	3 1.1	...	...	5 1.2	...
9 PERIODS .....	6 .7	...	...	3 1.1	...	...	3 .7	...
10 PERIODS .....	77 8.6	...	...	33 11.6	...	...	33 8.1	...
11 PERIODS OR MORE .....	11 1.2	...	...	2 .7	...	...	7 1.7	...
TOTAL .....	892 100.0	204	182	285 100.1	221	241	405 99.9	246
NO RESPONSE	641 41.8	147 41.9	128 41.3	213 42.8	153 40.9	191 44.2	284 41.2	166 40.3
MEAN .....	4	6	3	5	4	4	5	4
MEDIAN .....	5	5	5	5	5	5	5	5
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	30	30	10	15	15	10	30	15
STANDARD ERROR OF THE MEAN	.1	.2	.2	.2	.2	.2	.2	.2



17. WHAT IS THE EXACT LENGTH OF YOUR REQUIRED SCHOOL DAY

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 6 HOURS .....	26 1.7	7 1.3	19 1.9	10 1.8	4 1.2	8 3.0	4 1.2	21 2.6	5 .7
6 HRS.- 6 HRS.14 MIN. ....	12 .8	4 .8	8 .8	4 .7	4 1.2	2 .7	2 .6	8 1.0	4 .6
6 HRS.15 MIN.- 6 HRS.29 MIN.	48 3.1	18 3.4	30 3.0	17 3.0	10 2.9	11 4.1	10 3.0	29 3.6	19 2.6
6 HRS.30 MIN.- 6 HRS.44 MIN.	72 4.7	25 4.8	47 4.7	28 5.0	14 4.1	11 4.1	18 5.4	42 5.3	30 4.1
6 HRS.45 MIN.- 6 HRS.59 MIN.	93 6.1	35 6.7	58 5.8	47 8.4	18 5.2	8 3.0	19 5.7	46 5.8	47 6.5
7 HRS.- 7 HRS.14 MIN. ....	276 18.1	100 19.0	176 17.6	103 18.3	66 19.1	53 19.7	51 15.4	146 18.3	130 17.9
7 HRS.15 MIN.- 7 HRS.29 MIN.	302 19.8	98 18.7	204 20.4	95 16.9	67 19.4	56 20.8	79 23.8	159 19.9	143 19.7
7 HRS.30 MIN.- 7 HRS.44 MIN.	380 24.9	119 22.7	261 26.1	139 24.7	85 24.6	73 27.1	79 23.8	201 25.2	179 24.7
7 HRS.45 MIN.- 7 HRS.59 MIN.	141 9.3	55 10.5	86 8.6	50 8.9	35 10.1	23 8.6	33 9.9	62 7.8	79 10.9
8 HOURS OR MORE .....	174 11.4	64 12.2	110 11.0	69 12.3	42 12.2	24 8.9	37 11.1	85 10.6	89 12.3
TOTAL .....	1,524 99.9	525 100.1	999 99.9	562 100.0	345 100.0	269 100.0	332 99.9	799 100.1	725 100.0
NO RESPONSE	9 .6	1 .2	8 .8	...	...	1 .4	7 2.1	8 1.0	1 .1
MEAN .....	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.4
MEDIAN .....	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.4
LOW .....	3.0	5.0	3.0	4.5	3.0	5.0	5.3	3.0	5.0
HIGH .....	12.3	9.0	12.3	9.0	12.3	8.5	8.5	12.3	9.0
STANDARD ERROR OF THE MEAN	.8	1.4	1.0	1.4	2.0	2.0	1.6	1.3	1.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 6 HOURS .....	26 1.7	11 3.2	...	10 2.0	5 1.3	11 2.5	11 1.6	4 1.0
6 HRS.- 6 HRS.14 MIN. ....	12 .8	6 1.7	1 .3	3 .6	2 .5	3 .7	9 1.3	...
6 HRS.15 MIN.- 6 HRS.29 MIN.	48 3.1	33 9.5	4 1.3	5 1.0	6 1.6	30 6.9	13 1.9	5 1.2
6 HRS.30 MIN.- 6 HRS.44 MIN.	72 4.7	31 8.9	16 5.2	14 2.8	11 2.9	25 5.8	31 4.5	16 3.9
6 HRS.45 MIN.- 6 HRS.59 MIN.	93 6.1	28 8.0	14 4.6	28 5.7	23 6.1	43 10.0	28 4.1	22 5.4
7 HRS.- 7 HRS.14 MIN. ....	276 18.1	74 21.2	44 14.3	67 13.6	91 24.3	86 19.9	124 18.1	66 16.2
7 HRS.15 MIN.- 7 HRS.29 MIN.	302 19.8	66 18.9	79 25.7	96 19.4	61 16.3	86 19.9	143 20.9	73 17.9
7 HRS.30 MIN.- 7 HRS.44 MIN.	380 24.9	64 18.3	103 33.6	116 23.5	97 25.9	93 21.5	191 27.9	96 23.5
7 HRS.45 MIN.- 7 HRS.59 MIN.	141 9.3	25 7.2	22 7.2	53 10.7	41 11.0	26 6.0	68 9.9	47 11.5
8 HOURS OR MORE .....	174 11.4	11 3.2	24 7.8	102 20.6	37 9.9	29 6.7	66 9.6	79 19.4
TOTAL .....	1,524 99.9	349 100.1	307 100.0	494 99.9	374 99.8	432 99.9	684 99.8	408 100.0
NO RESPONSE	9 .6	2 .6	3 1.0	4 .8	...	...	5 .7	4 1.0
MEAN .....	7.3	7.1	7.4	7.4	7.3	7.2	7.3	7.4
MEDIAN .....	7.3	7.1	7.3	7.5	7.3	7.3	7.3	7.5
LOW .....	3.0	3.0	6.0	5.0	5.0	5.0	3.0	5.5
HIGH .....	12.3	12.3	9.0	8.7	8.5	9.0	12.3	8.5
STANDARD ERROR OF THE MEAN	.8	2.1	1.4	1.4	1.4	1.6	1.3	1.4

18. ON THE AVERAGE HOW MANY HOURS PER WEEK DO YOU SPEND ON COMPENSATED AND NONCOMPENSATED SCHOOL-RELATED ACTIVITIES SUCH AS LESSON PREPARATION, GRADING PAPERS, MAKING REPORTS, EXTRACURRICULAR ACTIVITIES, MEETINGS

A. COMPENSATED

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
3 HOURS OR LESS .....	167 26.3	56 22.3	111 29.0	70 26.0	...	...	...	101 34.0	66 19.6
4 - 6 HOURS .....	242 38.2	93 37.1	149 38.9	96 35.7	...	...	...	103 34.7	139 41.2
7 - 9 HOURS .....	85 13.4	30 12.0	55 14.4	41 15.2	...	...	...	46 15.5	39 11.6
10 - 12 HOURS .....	92 14.5	44 17.5	48 12.5	38 14.1	...	...	...	32 10.8	60 17.8
13 - 15 HOURS .....	30 4.7	17 6.8	13 3.4	16 5.9	...	...	...	9 3.0	21 6.2
16 - 18 HOURS .....	9 1.4	6 2.4	3 .8	3 1.1	...	...	...	4 1.3	5 1.5
19 - 21 HOURS .....	8 1.3	4 1.6	4 1.0	5 1.9	...	...	...	2 .7	6 1.8
22 HOURS OR MORE .....	1 .2	1 .4	...	...	...	...	...	...	1 .3
TOTAL .....	634 100.0	251 100.1	383 100.0	269 99.9	133	101	122	297 100.0	337 100.0
NO RESPONSE	899 58.6	275 52.3	624 62.0	293 52.1	212 61.4	169 62.6	217 64.0	510 63.2	389 53.6
MEAN .....	6.2	6.8	5.7	6.3	6.1	6.1	6.0	5.5	6.8
MEDIAN .....	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
LOW .....	.3	.5	.3	.5	.3	1.0	.7	.3	.5
HIGH .....	25.0	25.0	20.8	20.8	20.0	20.0	25.0	20.8	25.0
STANDARD ERROR OF THE MEAN .	9.7	17.2	11.2	15.3	21.0	25.0	20.6	12.8	14.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
3 HOURS OR LESS .....	167 26.3	...	...	...	...	...	75	...
4 - 6 HOURS .....	242 38.2	...	...	...	...	...	26.3	...
7 - 9 HOURS .....	85 13.4	...	...	...	...	...	98	...
10 - 12 HOURS .....	92 14.5	...	...	...	...	...	34.4	...
13 - 15 HOURS .....	30 4.7	...	...	...	...	...	49	...
16 - 18 HOURS .....	9 1.4	...	...	...	...	...	17.2	...
19 - 21 HOURS .....	8 1.3	...	...	...	...	...	40	...
22 HOURS OR MORE .....	1 .2	...	...	...	...	...	14.0	...
TOTAL .....	634 100.0	140	132	221	141	181	285	168
NO RESPONSE	899 58.6	211 60.1	178 57.4	277 55.6	233 62.3	251 58.1	404 58.6	244 59.2
MEAN .....	6.2	5.9	6.3	6.0	6.6	5.8	6.3	6.3
MEDIAN .....	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
LOW .....	.3	.5	.5	.3	.7	.8	.5	.3
HIGH .....	25.0	20.5	20.0	25.0	20.8	20.8	25.0	20.0
STANDARD ERROR OF THE MEAN .	9.7	21.6	19.9	16.4	20.7	17.2	15.0	18.3

18. ON THE AVERAGE HOW MANY HOURS PER WEEK DO YOU SPEND ON COMPENSATED AND NONCOMPENSATED SCHOOL-RELATED ACTIVITIES SUCH AS LESSON PREPARATION, GRADING PAPERS, MAKING REPORTS, EXTRACURRICULAR ACTIVITIES, MEETINGS

B. NONCOMPENSATED

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
3 HOURS OR LESS .....	208 16.4	78 17.4	131 15.8	82 17.0	53 18.9	...	45 16.0	109 16.7	99 16.0
4 - 6 HOURS .....	373 29.3	134 30.0	239 29.0	137 28.4	87 31.0	...	83 29.4	209 32.1	164 26.5
7 - 9 HOURS .....	177 13.9	65 14.5	112 13.6	66 13.7	50 17.8	...	36 12.8	94 14.4	83 13.4
10 - 12 HOURS .....	301 23.7	103 23.0	198 24.0	108 22.4	50 17.8	...	76 27.0	138 21.2	163 26.3
13 - 15 HOURS .....	125 9.8	38 8.5	87 10.6	47 9.8	25 8.9	...	26 9.2	54 8.3	71 11.5
16 - 18 HOURS .....	24 1.9	4 .9	20 2.4	12 2.5	4 1.4	...	5 1.8	14 2.2	10 1.6
19 - 21 HOURS .....	53 4.2	21 4.7	32 3.9	23 4.8	11 3.9	...	10 3.5	29 4.5	24 3.9
22 HOURS OR MORE .....	10 .8	4 .9	6 .7	7 1.5	1 .4	...	1 .4	4 .6	6 1.0
TOTAL .....	1,271 100.0	447 99.9	824 100.0	402 100.1	281 100.1	220 ...	282 100.1	651 100.0	620 100.2
NO RESPONSE	262 17.1	79 15.0	183 18.2	80 14.2	64 18.6	50 18.5	57 16.8	156 19.3	106 14.6
MEAN .....	8.2	8.0	8.3	8.3	7.7	8.5	8.1	7.9	8.4
MEDIAN .....	7.5	7.0	7.5	7.4	6.5	8.0	7.0	7.0	8.0
LOW .....	.2	.5	.2	.5	.2	1.0	.5	.2	.5
HIGH .....	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
STANDARD ERROR OF THE MEAN	8.3	14.1	10.3	14.3	17.0	18.7	16.8	11.5	12.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
3 HOURS OR LESS .....	208 16.4	52 16.8	...	66 15.7	49 16.1	65 17.7	93 16.1	50 15.3
4 - 6 HOURS .....	373 29.3	93 30.1	...	124 29.5	97 31.9	120 32.6	161 28.0	92 28.1
7 - 9 HOURS .....	177 13.9	44 14.2	...	62 14.8	37 12.2	50 13.6	84 14.6	43 13.1
10 - 12 HOURS .....	301 23.7	72 23.3	...	105 25.0	69 22.7	75 20.4	134 23.3	92 28.1
13 - 15 HOURS .....	125 9.8	27 8.7	...	38 9.0	34 11.2	29 7.9	60 10.4	36 11.0
16 - 18 HOURS .....	24 1.9	4 1.3	...	7 1.7	4 1.3	6 1.6	14 2.4	4 1.2
19 - 21 HOURS .....	53 4.2	11 3.6	...	18 4.3	12 3.9	20 5.4	23 4.0	10 3.1
22 HOURS OR MORE .....	10 .8	6 1.9	...	...	2 .7	3 .8	7 1.2	...
TOTAL .....	1,271 100.0	309 99.9	238 ...	420 100.0	304 100.0	368 100.0	576 100.0	327 99.9
NO RESPONSE	262 17.1	42 12.0	72 23.2	78 15.7	70 18.7	64 14.8	113 16.4	85 20.6
MEAN .....	8.2	8.1	8.6	8.1	8.1	7.9	8.3	8.2
MEDIAN .....	7.5	7.0	8.0	7.5	7.0	6.0	7.5	8.0
LOW .....	.2	.5	.2	.5	1.0	.2	.5	.5
HIGH .....	25.0	25.0	25.0	21.0	25.0	25.0	25.0	20.7
STANDARD ERROR OF THE MEAN	8.3	17.2	20.5	13.6	16.9	15.9	12.6	15.1

17 + 18. TOTAL HOURS PER WEEK DEVOTED TO ALL TEACHING DUTIES

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
34 HOURS OR LESS .....	10 .7	3 .6	7 .8	4 .8	3 1.0	...	2 .7	7 1.0	3 .5
35 - 39 HOURS .....	129 9.4	36 7.5	93 10.4	52 10.0	23 7.6	...	32 10.6	90 12.7	39 5.9
40 - 44 HOURS .....	403 29.4	132 27.4	271 30.4	134 25.8	105 34.7	...	93 30.9	238 33.5	165 25.0
45 - 49 HOURS .....	394 28.7	149 31.0	245 27.5	145 27.9	89 29.4	...	79 26.2	185 26.0	209 31.6
50 - 54 HOURS .....	263 19.2	84 17.5	179 20.1	102 19.6	52 17.2	...	66 21.9	126 17.7	137 20.7
55 - 59 HOURS .....	112 8.2	50 10.4	62 7.0	51 9.8	23 7.6	...	19 6.3	42 5.9	70 10.6
60 - 64 HOURS .....	42 3.1	18 3.7	24 2.7	23 4.4	3 1.0	...	7 2.3	16 2.3	26 3.9
65 - 69 HOURS .....	12 .9	5 1.0	7 .8	6 1.2	3 1.0	...	2 .7	5 .7	7 1.1
70 HOURS OR MORE .....	7 .5	4 .8	3 .3	3 .6	2 .7	...	1 .3	2 .3	5 .8
TOTAL .....	1,372 100.1	481 99.9	891 100.0	520 100.1	303 100.2	237 ...	301 99.9	711 100.1	661 100.1
NO RESPONSE	161 10.5	45 6.6	116 11.5	42 7.5	42 12.2	33 12.2	38 11.2	96 11.9	65 9.0
MEAN .....	46.9	47.6	46.5	47.5	46.5	46.9	46.4	45.8	48.1
MEDIAN .....	46.3	46.7	46.0	46.7	45.8	46.9	46.4	45.8	48.1
LOW .....	17.0	32.3	17.0	30.3	17.0	32.7	32.3	17.0	33.0
HIGH .....	78.0	78.0	76.7	72.0	78.0	72.5	74.5	76.7	78.0
STANDARD ERROR OF THE MEAN .	10.7	19.0	12.9	18.4	22.7	24.4	21.7	14.3	15.7

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	OF SCHOOL MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
34 HOURS OR LESS .....	10 .7	6 1.8	1 .4	2 .5	1 .3	3 .8	6 1.0	1 .3
35 - 39 HOURS .....	129 9.4	43 13.2	19 7.0	33 7.4	34 10.2	55 14.0	49 7.8	25 7.1
40 - 44 HOURS .....	403 29.4	104 31.9	88 32.5	110 24.8	101 30.4	129 32.9	190 30.4	84 23.7
45 - 49 HOURS .....	394 28.7	95 29.1	70 25.8	138 31.2	91 27.4	101 25.8	181 28.9	112 31.6
50 - 54 HOURS .....	263 19.2	49 15.0	53 19.6	97 21.9	64 19.3	56 14.3	114 18.2	93 26.3
55 - 59 HOURS .....	112 8.2	18 5.5	25 9.2	40 9.0	29 8.7	32 8.2	54 8.6	26 7.3
60 - 64 HOURS .....	42 3.1	6 1.8	13 4.8	16 3.6	7 2.1	12 3.1	23 3.7	7 2.0
65 - 69 HOURS .....	12 .9	3 .9	2 .7	3 .7	4 1.2	4 1.0	6 1.0	2 .6
70 HOURS OR MORE .....	7 .5	2 .6	...	4 .9	1 .3	...	3 .5	4 1.1
TOTAL .....	1,372 100.1	326 99.8	271 100.0	443 100.0	332 99.9	392 100.1	626 100.1	354 100.0
NO RESPONSE	161 10.5	25 7.1	39 12.6	55 11.0	42 11.2	40 9.3	63 9.1	58 14.1
MEAN .....	46.9	45.6	47.3	47.8	46.7	45.9	47.1	47.6
MEDIAN .....	46.3	44.8	46.3	47.3	46.0	45.0	46.3	47.5
LOW .....	17.0	17.0	33.0	30.5	33.8	30.3	17.0	33.8
HIGH .....	78.0	76.7	68.4	78.0	69.5	67.1	76.7	78.0
STANDARD ERROR OF THE MEAN .	10.7	22.5	23.9	18.9	21.0	20.1	16.2	19.9

19. HOW MANY DAYS ARE SCHEDULED FOR YOUR REGULAR SCHOOL YEAR IN 1970-71  
(EXCLUDE SUMMER SCHOOL)

A. TEACHING DAYS

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
LESS THAN 176 DAYS .....	122 8.8	42 8.5	80 8.9	35 7.0	32 10.1	...	36 11.5	68 9.4	54 8.2
176 - 177 DAYS .....	48 6.3	42 8.5	46 5.1	24 4.8	28 8.9	...	13 4.2	48 6.6	40 6.0
178 - 179 DAYS .....	76 5.5	31 5.3	45 5.0	25 5.0	17 5.4	...	20 6.4	39 5.4	37 5.6
180 - 181 DAYS .....	748 53.9	254 51.6	494 55.1	266 53.5	170 53.8	...	169 54.0	386 53.2	362 54.7
182 - 183 DAYS .....	114 8.2	41 8.3	73 8.1	49 9.9	17 5.4	...	31 9.9	60 8.3	54 8.2
184 DAYS OR MORE .....	240 17.3	82 16.7	158 17.6	98 19.7	52 16.5	...	44 14.1	125 17.2	115 17.4
TOTAL .....	1,388 100.0	492 99.9	896 99.8	497 99.9	316 100.1	248 ...	313 100.1	726 100.1	662 100.1
NO RESPONSE	145 9.5	34 6.5	111 11.0	65 11.6	29 8.4	22 8.1	26 7.7	81 10.0	64 8.8
MEAN .....	181	181	181	181	190	180	180	181	181
MEDIAN .....	180	180	180	180	180	180	180	180	180
LOW .....	165	165	165	165	165	170	170	165	165
HIGH .....	200	200	200	200	200	200	200	200	200
STANDARD ERROR OF THE MEAN	.1	.2	.1	.2	.2	.2	.2	.2	.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 176 DAYS .....	122 8.8	2 ...	47 15.8	24 5.5	49 14.7	21 5.4	64 10.3	37 9.8
176 - 177 DAYS .....	48 6.3	...	4 1.3	24 5.5	60 18.0	26 6.7	33 5.3	29 7.7
178 - 179 DAYS .....	76 5.5	5 1.5	8 2.7	26 6.0	37 11.1	26 6.7	28 4.5	22 5.8
180 - 181 DAYS .....	748 53.9	159 49.1	201 67.7	237 54.7	151 45.2	194 50.1	328 52.7	226 59.6
182 - 183 DAYS .....	114 8.2	66 20.4	11 3.7	29 6.7	8 2.4	22 5.7	76 12.2	16 4.2
184 DAYS OR MORE .....	240 17.3	92 28.4	26 8.8	93 21.5	29 8.7	98 25.3	93 15.0	49 12.9
TOTAL .....	1,388 100.0	324 100.0	297 100.0	433 99.9	334 100.1	387 99.9	622 100.0	379 100.0
NO RESPONSE	145 9.5	27 7.7	13 4.2	65 13.1	40 10.7	45 10.4	67 9.7	33 8.0
MEAN .....	181	182	180	181	179	182	180	180
MEDIAN .....	180	181	180	180	180	180	180	180
LOW .....	165	175	170	170	165	165	165	170
HIGH .....	200	200	200	200	200	200	200	200
STANDARD ERROR OF THE MEAN	.1	.2	.2	.2	.2	.3	.1	.2

B. OTHER DAYS OF CONTRACT, IF 19A IS ANSWERED

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	STATUS SECUNDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
NONE .....	455 32.8	153 31.1	302 33.7	149 30.0	96 30.4	...	116 37.1	10 2.8	195 29.5
1 - 2 DAYS .....	157 11.3	55 11.2	102 11.4	63 12.7	38 12.0	...	28 8.9	82 11.3	75 11.3
3 - 4 DAYS .....	179 12.9	81 16.5	98 10.9	58 11.7	48 15.2	...	34 10.9	86 11.8	93 14.0
5 - 6 DAYS .....	280 20.2	106 21.5	174 19.4	108 21.7	67 21.2	...	57 18.2	131 18.0	149 22.5
7 - 8 DAYS .....	45 3.2	2 1.8	36 4.0	32 6.4	4 1.3	...	8 2.6	25 3.4	20 3.0
9 - 10 DAYS .....	170 12.2	53 10.8	117 13.1	53 10.7	42 13.3	...	41 13.1	91 12.5	79 11.9
11 OR MORE DAYS .....	102 7.3	35 7.1	67 7.5	34 6.8	21 6.6	...	29 9.3	51 7.0	51 7.7
TOTAL .....	1,388 99.9	492 100.0	896 100.0	477 100.0	316 100.0	248 ...	313 100.1	726 99.8	662 99.9
NO RESPONSE	145 9.5	34 6.5	111 11.0	65 11.6	29 8.4	22 8.1	26 7.7	81 10.0	64 8.8
MEAN .....	4	4	4	4	4	4	5	4	5
MEDIAN .....	3	3	3	4	4	3	3	3	4
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	30	27	30	30	20	27	25	25	30
STANDARD ERROR OF THE MEAN	.1	.2	.2	.2	.3	.3	.3	.2	.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE .....	455 32.8	141 43.5	76 25.6	131 30.3	107 32.0	166 42.9	159 25.6	130 34.3
1 - 2 DAYS .....	157 11.3	61 18.8	7 2.4	48 11.1	41 12.3	26 6.7	85 13.7	46 12.1
3 - 4 DAYS .....	179 12.9	41 12.7	14 4.7	73 16.9	51 15.3	40 10.3	94 15.1	45 11.9
5 - 6 DAYS .....	280 20.2	58 17.9	63 21.2	89 20.6	70 21.0	52 13.4	155 24.9	73 19.3
7 - 8 DAYS .....	45 3.2	5 1.5	12 4.0	17 3.9	11 3.3	14 3.6	21 3.4	10 2.6
9 - 10 DAYS .....	170 12.2	11 3.4	61 20.5	52 12.0	46 13.8	48 12.4	72 11.6	50 13.2
11 OR MORE DAYS .....	102 7.3	7 2.2	64 21.5	23 5.3	8 2.4	41 10.6	36 5.8	25 6.6
TOTAL .....	1,388 99.9	324 100.0	297 99.9	433 100.1	334 100.1	387 99.9	622 100.1	379 100.0
NO RESPONSE	145 9.5	27 7.7	13 4.2	65 13.1	40 10.7	45 10.4	67 9.7	33 8.0
MEAN .....	4	2	7	4	4	4	4	4
MEDIAN .....	3	1	5	4	3	3	4	3
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	30	20	30	20	27	23	27	30
STANDARD ERROR OF THE MEAN	.1	.2	.4	.2	.2	.3	.2	.2



## 20. LUNCH PERIOD

## A. WHAT IS THE AVERAGE LENGTH OF YOUR LUNCH PERIOD

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				E M P L O Y M E N T S T A T U S	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
LESS THAN 20 MINUTES .....	19 1.3	7 1.3	12 1.2	10 1.8	...	3	6	14	5
20 - 24 MINUTES .....	134 8.9	37 7.1	97 9.8	57 10.4	25 7.3	18	32	72	62
25 - 29 MINUTES .....	178 11.8	61 11.7	117 11.8	63 11.5	43 12.6	28	43	60	118
30 - 34 MINUTES .....	470 31.1	180 34.4	290 29.4	160 29.1	123 36.0	84	98	205	265
35 - 39 MINUTES .....	72 4.8	36 6.9	36 3.6	32 5.8	17 5.0	15	8	15	57
40 - 44 MINUTES .....	158 10.5	59 11.3	99 10.0	60 10.9	33 9.6	24	40	80	78
45 - 49 MINUTES .....	205 13.6	62 11.9	143 14.5	62 11.3	45 13.2	43	51	147	58
50 - 54 MINUTES .....	107 7.1	37 7.1	70 7.1	47 8.5	20 5.8	19	19	70	37
55 - 59 MINUTES .....	34 2.3	14 2.7	20 2.0	15 2.7	3 .9	8	8	18	16
60 - 64 MINUTES .....	123 8.1	28 5.4	95 9.6	39 7.1	31 9.1	24	27	104	19
65 MINUTES OR MORE .....	11 .7	2 .4	9 .9	5 .9	2 .6	1	3	10	1
TOTAL .....	1,511 100.2	523 100.2	988 99.9	550 100.0	342 100.1	267 100.0	335 100.1	795 100.2	716 100.1
NO RESPONSE	22 1.4	3 .6	19 1.9	12 2.1	3 .9	3	4	12	10
MEAN .....	37	36	37	36	36	37	36	39	34
MEDIAN .....	30	30	30	30	30	35	30	40	30
LOW .....	10	15	10	10	20	15	15	15	10
HIGH .....	90	90	75	75	90	75	75	75	90
STANDARD ERROR OF THE MEAN	.3	.5	.4	.5	.6	.7	.7	.5	.4

A. WHAT IS THE AVERAGE LENGTH OF YOUR LUNCH PERIOD (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 20 MINUTES .....	19 1.3	...	12 3.9	6 1.2	1 .3	1 .7	9 1.3	7 1.7
20 - 24 MINUTES .....	134 8.9	22 6.4	61 19.9	40 8.1	11 3.0	29 6.8	68 10.0	37 9.2
25 - 29 MINUTES .....	178 11.8	55 15.9	52 16.9	48 9.6	23 6.3	47 11.0	80 11.8	51 12.6
30 - 34 MINUTES .....	470 31.1	95 27.5	127 41.4	146 29.7	102 27.8	131 30.7	219 32.2	120 29.7
35 - 39 MINUTES .....	72 4.8	8 2.3	11 3.6	22 4.5	31 8.4	17 4.0	28 4.1	27 6.7
40 - 44 MINUTES .....	158 10.5	45 13.0	14 4.6	55 11.2	44 12.0	49 11.5	66 9.7	43 10.6
45 - 49 MINUTES .....	205 13.6	46 13.3	14 4.6	64 13.0	81 22.1	69 16.2	88 12.9	48 11.9
50 - 54 MINUTES .....	107 7.1	35 10.1	8 2.4	33 6.7	31 8.4	38 8.9	46 6.8	23 5.7
55 - 59 MINUTES .....	34 2.3	3 .9	4 1.3	10 2.0	17 4.6	9 2.1	12 1.8	13 3.2
60 - 64 MINUTES .....	123 8.1	32 9.3	3 1.0	62 12.6	26 7.1	29 6.8	62 9.1	32 7.9
65 MINUTES OR MORE .....	11 .7	4 1.2	1 .3	6 1.2	...	0 ...	2 .3	3 .7
TOTAL .....	1,511 100.2	345 99.9	307 100.1	492 100.0	367 100.0	427 100.1	680 100.0	404 99.9
NO RESPONSE	22 1.4	6 1.7	3 1.0	6 1.2	7 1.9	5 1.2	9 1.3	8 1.9
MEAN .....	37	38	29	38	39	38	36	36
MEDIAN .....	30	35	30	35	40	35	30	30
LOW .....	10	20	15	10	15	15	10	15
HIGH .....	90	75	90	75	60	75	90	75
STANDARD ERROR OF THE MEAN .	.3	.6	.5	.6	.5	.6	.5	.6

B. DO YOU USUALLY EAT LUNCH WITH YOUR PUPILS. IF YES, WHAT IS THE REASON

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, ALL THE TIME, OWN PREFERENCE .....	57 3.7	28 5.3	29 2.9	20 3.6	12 3.5	7 2.6	15 4.5	34 4.3	23 3.2
YES, ALL THE TIME, CUSTOMARY	74 4.9	29 5.5	45 4.5	19 3.4	19 5.6	12 4.4	23 6.8	45 5.6	29 4.0
YES, ALL THE TIME, REQUIRED.	172 11.3	44 8.4	128 12.8	53 9.5	37 10.9	28 10.4	52 15.5	132 16.5	40 5.5
YES, ALL THE TIME, NO REASON GIVEN .....	16 1.1	2 .4	14 1.4	7 1.3	4 1.2	3 1.1	2 .0	13 1.6	3 .4
YES, ROTATING, OWN PREFERENCE .....	11 .7	5 1.0	6 .6	7 1.3	2 .6	1 .4	1 .3	6 .8	5 .7
YES, ROTATING, CUSTOMARY ...	14 .9	4 .8	10 1.0	6 1.1	4 1.2	...	4 1.2	11 1.4	3 .4
YES, ROTATING, REQUIRED .....	107 7.0	28 5.3	79 7.9	39 7.0	17 5.0	22 8.1	29 8.6	74 9.3	33 4.6
YES, ROTATING, NO REASON GIVEN .....	14 .9	3 .6	11 1.1	5 .9	3 .9	2 .7	4 1.2	8 1.0	6 .8
NO .....	1,056 69.4	381 72.7	675 67.7	402 77.0	243 71.3	195 72.2	206 61.3	477 59.6	579 80.3
TOTAL .....	1,521 99.9	524 100.0	997 99.9	558 100.1	341 100.2	270 99.9	336 100.0	800 100.1	721 99.9
NO RESPONSE	12 .8	2 .4	10 1.0	4 .7	4 1.2	...	3 .9	7 .9	5 .7

18. DO YOU USUALLY EAT LUNCH WITH YOUR PUPILS. IF YES, WHAT IS THE REASON (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
YES, ALL THE TIME, OWN PREFERENCE .....	57 3.7	8 2.3	16 5.2	19 3.0	14 3.8	18 4.2	20 2.9	19 4.6
YES, ALL THE TIME, CUSTOMARY	74 4.9	5 1.4	31 10.1	24 4.8	14 3.8	14 3.3	26 3.8	34 8.3
YES, ALL THE TIME, REQUIRED.	172 11.3	11 3.2	97 31.5	40 8.1	24 6.5	41 9.6	80 11.7	51 12.4
YES, ALL THE TIME, NO REASON GIVEN .....	16 1.1	... ...	9 2.9	4 .8	3 .8	3 .7	8 1.2	5 1.2
YES, ROTATING, OWN PREFERENCE .....	11 .7	1 .3	4 1.3	2 .4	4 1.1	5 1.2	4 .6	2 .5
YES, ROTATING, CUSTOMARY ...	14 .9	1 .3	3 1.0	6 1.2	4 1.1	4 .9	2 .3	8 2.0
YES, ROTATING, REQUIRED ...	107 7.0	24 6.9	21 6.8	31 6.3	31 8.4	17 4.0	40 5.9	50 12.2
YES, ROTATING, NO REASON GIVEN .....	14 .9	2 .6	5 1.6	2 .4	5 1.4	4 .9	9 1.3	1 .2
NO .....	1,056 69.4	297 85.1	122 39.6	368 74.2	269 73.1	322 75.2	494 72.3	240 58.5
TOTAL .....	1,521 99.9	349 100.1	308 100.0	496 100.0	368 100.0	428 100.0	683 100.0	410 99.9
NO RESPONSE	12 .8	2 .6	2 .6	2 .4	6 1.6	4 .9	6 .9	2 .5

21. IS THERE TEAM TEACHING IN YOUR SCHOOL THIS YEAR

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
YES, AND I AM A MEMBER OF OF A TEAM .....	186 12.4	54 10.4	132 13.5	81 14.6	44 13.1	27 10.1	34 10.5	128 16.4	58 8.1
YES, BUT I AM NOT A MEMBER A TEAM .....	363 24.2	144 27.7	219 22.3	118 21.3	101 30.0	74 27.6	66 20.3	133 17.1	230 32.0
NO .....	950 63.4	321 61.8	629 64.2	355 64.1	192 57.0	167 62.3	225 69.2	519 66.5	431 59.9
TOTAL .....	1,499 100.0	519 99.9	980 100.0	554 100.0	337 100.1	268 100.0	325 100.0	780 100.0	719 100.0
NO RESPONSE	34 2.2	7 1.3	27 2.7	8 1.4	8 2.3	2 .7	14 4.1	27 3.3	7 1.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
YES, AND I AM A MEMBER OF OF A TEAM .....	186 12.4	43 12.4	44 14.6	48 9.9	51 14.0	58 13.8	95 14.1	33 8.2
YES, BUT I AM NOT A MEMBER A TEAM .....	363 24.2	87 25.1	53 17.6	122 25.1	101 27.7	113 26.9	180 26.7	70 17.3
NO .....	950 63.4	217 62.5	204 67.8	317 65.1	212 58.2	249 59.3	400 59.3	301 74.5
TOTAL .....	1,499 100.0	347 100.0	301 100.0	487 100.1	364 99.9	420 100.0	675 100.1	404 100.0
NO RESPONSE	34 2.2	4 1.1	9 2.9	11 2.2	10 2.7	12 2.8	14 2.0	8 1.9

22. DO YOU HAVE TENURE IN YOUR PRESENT SCHOOL DISTRICT

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES, TENURE .....	852 57.6	308 59.5	544 56.5	233 43.1	196 59.0	185 69.5	227 69.2	437 56.8	415 58.5
YES, CONTINUING CONTRACT ONLY .....	134 9.1	36 6.9	98 10.2	35 6.5	20 6.0	31 11.7	48 14.6	82 10.6	52 7.3
NO .....	494 33.4	174 33.6	320 33.3	272 50.4	116 34.9	50 18.8	53 16.2	251 32.6	243 34.2
TOTAL .....	1,480 100.1	518 100.0	962 100.0	540 100.0	332 99.9	266 100.0	328 100.0	770 100.0	710 100.0
NO RESPONSE	53 3.5	8 1.5	45 4.5	22 3.9	13 3.8	4 1.5	11 3.2	37 4.6	16 2.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
YES, TENURE .....	852 57.6	247 71.0	133 45.1	280 58.5	192 53.6	264 63.8	394 59.0	194 48.7
YES, CONTINUING CONTRACT ONLY .....	134 9.1	2 .6	53 18.0	33 6.9	46 12.8	41 9.9	52 7.8	41 10.3
NO .....	494 33.4	99 28.4	109 36.9	166 34.7	120 33.5	109 26.3	222 33.2	163 41.0
TOTAL .....	1,480 100.1	348 100.0	295 100.0	479 100.1	358 99.9	414 100.0	668 100.0	398 100.0
NO RESPONSE	53 3.5	3 .9	15 4.8	19 3.8	16 4.3	18 4.2	21 3.0	14 3.4

23A. DO YOU HAVE TO ATTEND REGULARLY SCHEDULED FACULTY MEETINGS IN YOUR SCHOOL

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES .....	1,339 87.7	462 88.2	877 87.5	475 84.8	294 85.2	245 91.4	308 91.7	708 88.2	631 87.3
NO .....	187 12.3	62 11.8	125 12.5	85 15.2	51 14.8	23 8.6	28 8.3	95 11.8	92 12.7
TOTAL .....	1,526 100.0	524 100.0	1,002 100.0	560 100.0	345 100.0	268 100.0	336 100.0	803 100.0	723 100.0
NO RESPONSE	7 .5	2 .4	5 .5	2 .4	... ...	2 .7	3 .9	4 .5	3 .4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
YES .....	1,339 87.7	311 89.1	271 87.7	428 86.3	329 88.4	398 92.3	617 89.8	324 79.4
NO .....	187 12.3	38 10.9	38 12.3	68 13.7	43 11.6	33 7.7	70 10.2	84 20.6
TOTAL .....	1,526 100.0	349 100.0	309 100.0	496 100.0	372 100.0	431 100.0	687 100.0	408 100.0
NO RESPONSE	7 .5	2 .6	1 .3	2 .4	2 .5	1 .2	2 .3	4 1.0

23H. IF YES, HOW MANY FACULTY MEETINGS PER YEAR

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 5 .....	75 6.5	30 7.2	45 6.2	25 6.0	16 6.3	...	19 7.4	38 6.4	37 6.6
5 - 9 .....	291 25.3	105 25.1	186 25.5	117 28.1	65 25.7	...	62 24.2	137 23.2	154 27.5
10 - 14 .....	342 29.8	152 36.3	190 26.0	118 28.3	71 28.1	...	74 28.9	149 25.3	193 34.5
15 - 19 .....	102 8.9	32 7.6	70 9.6	40 9.6	19 7.5	...	25 9.8	49 8.3	53 9.5
20 - 24 .....	98 8.5	27 6.4	71 9.7	37 8.9	21 8.3	...	20 7.8	56 9.5	42 7.5
25 - 29 .....	34 3.0	13 3.1	21 2.9	11 2.6	12 4.7	...	5 2.0	23 3.9	11 2.0
30 - 34 .....	55 4.8	19 4.5	36 4.9	17 4.1	12 4.7	...	13 5.1	34 6.4	17 3.0
35 OR MORE .....	152 13.2	41 9.8	111 15.2	52 12.5	37 14.6	...	38 14.8	100 16.9	52 9.3
TOTAL .....	1,149 100.0	419 100.0	730 100.0	417 100.1	253 99.9	214 ...	256 100.0	590 99.9	559 99.9
NO RESPONSE	384 25.0	107 20.3	277 27.5	145 25.8	92 26.7	56 20.7	83 24.5	217 26.9	167 23.0
MEAN .....	16	14	17	15	16	16	16	17	14
MEDIAN .....	10	10	11	10	10	10	11	12	10
LOW .....	1	1	1	1	1	1	1	1	1
HIGH .....	52	50	52	50	52	50	50	52	52
STANDARD ERROR OF THE MEAN	.3	.5	.4	.5	.7	.7	.7	.5	.4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 5 .....	75 6.5	16 5.7	...	27 7.4	24 8.3	15 4.3	35 6.7	25 9.1
5 - 9 .....	291 25.3	67 23.9	...	129 35.2	56 19.4	54 15.5	138 26.3	99 35.9
10 - 14 .....	342 29.8	128 45.7	...	106 29.0	76 26.4	118 33.9	152 29.0	72 26.1
15 - 19 .....	102 8.9	20 7.1	...	31 8.5	35 12.2	34 9.8	45 8.6	23 8.3
20 - 24 .....	98 8.5	21 7.5	...	29 7.9	17 5.9	39 11.2	37 7.0	22 8.0
25 - 29 .....	34 3.0	5 1.8	...	7 1.9	13 4.5	14 4.0	14 2.7	6 2.2
30 - 34 .....	55 4.8	5 1.8	...	12 3.3	20 6.9	23 6.6	25 4.8	7 2.5
35 OR MORE .....	152 13.2	18 6.4	...	25 6.8	47 16.3	51 14.7	79 15.0	22 8.0
TOTAL .....	1,149 100.0	280 99.9	215 ...	366 100.0	288 99.9	348 100.0	525 100.1	276 100.1
NO RESPONSE	384 25.0	71 20.2	95 30.6	132 26.5	86 23.0	84 19.4	164 23.8	136 33.0
MEAN .....	16	13	22	13	17	17	16	13
MEDIAN .....	10	10	20	10	12	12	10	10
LOW .....	1	1	1	1	1	1	1	1
HIGH .....	52	52	52	50	50	52	52	46
STANDARD ERROR OF THE MEAN	.3	.5	.8	.5	.7	.6	.5	.6

23C. IF YES, OF WHAT AVERAGE DURATION ARE THEY IN MINUTES

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-OARY 10
LESS THAN 15 MINUTES .....	1 .1	1 .2	...	...	...	...	...	...	1 .2
15 - 29 MINUTES .....	94 7.3	30 6.7	64 7.5	39 8.4	19 6.8	...	15 5.0	56 8.2	38 6.2
30 - 44 MINUTES .....	378 29.2	115 25.7	263 31.0	151 32.6	75 27.0	...	83 27.6	210 30.7	168 27.5
45 - 59 MINUTES .....	238 18.4	73 16.3	165 19.4	99 21.4	50 18.0	...	48 15.9	143 20.9	95 15.5
60 OR MORE MINUTES .....	585 45.1	228 51.0	357 42.0	174 37.6	134 48.2	...	155 51.5	275 40.2	310 50.7
TOTAL .....	1,296 100.1	447 99.9	849 99.9	463 100.0	278 100.0	238 ...	301 100.0	684 100.0	612 100.1
NO RESPONSE	237 15.5	79 15.0	158 15.7	99 17.6	67 19.4	32 11.9	38 11.2	123 15.2	114 15.7
MEAN .....	51	53	50	48	52	52	52	49	53
MEDIAN .....	45	60	45	45	50	50	60	45	60
LOW .....	10	10	15	15	15	10	15	15	10
HIGH .....	90	90	90	90	90	90	90	90	90
STANDARD ERROR OF THE MEAN .	.6	1.0	.7	.9	1.2	1.4	1.1	.7	.8

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 15 MINUTES .....	1 .1	...	1 .4	...	...	1 .3	...	...
15 - 29 MINUTES .....	94 7.3	25 8.3	23 8.9	21 5.0	25 7.9	20 5.2	52 8.7	22 7.1
30 - 44 MINUTES .....	378 29.2	78 25.8	82 31.8	126 30.0	92 29.1	108 27.9	186 31.1	84 27.1
45 - 59 MINUTES .....	238 18.4	55 18.2	52 20.2	70 16.7	61 19.3	80 20.7	108 18.0	50 16.1
60 OR MORE MINUTES .....	585 45.1	144 47.7	100 38.8	203 48.3	138 43.7	178 46.0	253 42.2	154 49.7
TOTAL .....	1,296 100.1	302 100.0	258 100.1	420 100.0	316 100.0	387 100.1	599 100.0	310 100.0
NO RESPONSE	237 15.5	49 14.0	52 16.8	78 15.7	58 15.5	45 10.4	90 13.1	102 24.8
MEAN .....	51	51	47	52	51	51	50	52
MEDIAN .....	45	50	45	50	45	50	45	53
LOW .....	10	15	10	15	15	10	15	15
HIGH .....	90	90	90	90	90	90	90	90
STANDARD ERROR OF THE MEAN .	.6	1.1	1.2	1.0	1.2	.9	.9	1.2

24A. MEAN PERCENT OF THE RACIAL OF ETHICAL GROUPS OF THE PUPILS IN CLASSES

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-OARY 10
ORIENTAL AMERICAN .....	2	2	2	1	2	3	2	2	2
AFRO-AMERICAN .....	14	14	15	15	15	15	13	17	12
MEXICAN-AMERICAN .....	4	4	3	3	4	5	3	4	4
OTHER SPANISH-SURNAMED .....	1	1	1	1	1	1	1	2	1
AMERICAN INDIAN .....	1	1	1	1	0	1	1	1	1
ALL OTHER PUPILS .....	78	77	79	79	78	75	80	76	81

24A. MEAN PERCENT OF THE RACIAL OR ETHNICAL GROUPS OF THE PUPILS IN CLASSES (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ORIENTAL-AMERICAN .....	7	1	3	1	3	2	1	2
AFRO-AMERICAN .....	14	15	26	11	9	29	10	6
MEXICAN-AMERICAN .....	4	0	0	1	13	5	3	3
OTHER SPANISH-SURNAMED .....	1	2	1	1	1	3	1	0
AMERICAN INDIAN .....	1	0	0	1	2	0	1	1
ALL OTHER PUPILS .....	78	82	69	86	72	60	84	87

24B. WHAT RACIAL OR ETHNICAL GROUPS REPRESENT THE MAJORITY OF THE PUPILS IN YOUR CLASSES

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
MAJORITY - ORIENTAL-AMERICAN .....	21 1.5	9 1.8	12 1.3	4 .7	5 1.6	6 2.3	5 1.6	9 1.2	12 1.7
MAJORITY - AFRO-AMERICAN .....	177 12.3	59 11.7	118 12.6	72 13.3	41 12.9	31 12.1	29 9.3	117 15.6	60 8.7
MAJORITY - MEXICAN-AMERICAN .....	29 2.0	9 1.8	20 2.1	10 1.9	5 1.6	8 3.1	5 1.6	17 2.3	12 1.7
MAJORITY - OTHER SPANISH-SURNAMED ..	8 .6	1 .2	7 .7	3 .6	3 .9	1 .4	1 .3	7 .9	1 .1
MAJORITY - AMERICAN INDIAN .....	7 .5	3 .6	4 .4	4 .7	...	3 1.2	...	4 .5	3 .4
MAJORITY - ALL OTHER PUPILS .....	1,173 81.5	412 81.7	761 81.4	442 81.9	257 81.1	199 77.7	266 85.5	583 77.7	590 85.6
RACIALLY MIXED .....	24 1.7	11 2.2	13 1.4	5 .9	6 1.9	8 3.1	5 1.6	13 1.7	11 1.6
TOTAL .....	1,439 100.1	504 100.0	935 99.9	540 100.0	317 100.0	256 99.9	311 99.9	750 99.9	689 99.8
NO RESPONSE	94 6.1	22 4.2	72 7.1	22 3.9	28 8.1	14 5.2	28 8.3	57 7.1	37 5.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
MAJORITY - ORIENTAL-AMERICAN .....	21 1.5	1 .3	8 2.7	4 .9	8 2.3	8 1.9	5 .8	8 2.1
MAJORITY - AFRO-AMERICAN .....	177 12.3	47 14.3	63 21.5	44 9.4	23 6.5	117 28.3	42 6.5	18 4.8
MAJORITY - MEXICAN-AMERICAN .....	29 2.0	...	...	3 .6	26 7.4	15 3.6	9 1.4	5 1.3
MAJORITY - OTHER SPANISH-SURNAMED ..	8 .6	3 .9	3 1.0	2 .4	...	7 1.7	1 .2	...
MAJORITY - AMERICAN INDIAN .....	7 .5	...	...	1 .2	6 1.7	...	5 .8	2 .5
MAJORITY - ALL OTHER PUPILS .....	1,173 81.5	275 83.8	216 73.7	409 87.8	273 77.6	255 61.7	579 89.1	339 90.2
RACIALLY MIXED .....	24 1.7	2 .6	3 1.0	3 .6	16 4.5	11 2.7	9 1.4	4 1.1
TOTAL .....	1,439 100.1	328 99.9	293 99.9	466 99.9	352 100.0	413 99.9	650 100.2	376 100.0
NO RESPONSE	94 6.1	23 6.6	17 5.5	32 6.4	22 5.9	19 4.4	39 5.7	36 8.7



25. WHAT IS THE SEX OF YOUR PRINCIPAL

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
MALE .....	1,361 89.1	502 95.4	859 85.7	448 88.6	307 89.2	243 90.7	298 88.4	644 80.3	717 98.8
FEMALE .....	167 10.9	24 4.6	143 14.3	64 11.4	37 10.6	25 9.3	39 11.6	158 19.7	9 1.2
TOTAL .....	1,528 100.0	526 100.0	1,002 100.0	562 100.0	344 100.0	268 100.0	337 100.0	802 100.0	726 100.0
NO RESPONSE	5 .3	...	5 .5	...	1 .3	2 .7	2 .6	5 .6	...

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
MALE .....	1,361 89.1	301 85.8	278 89.7	436 88.1	346 93.0	340 79.1	640 93.0	381 92.9
FEMALE .....	167 10.9	50 14.2	32 10.3	59 11.9	26 7.0	90 20.9	48 7.0	29 7.1
TOTAL .....	1,528 100.0	351 100.0	310 100.0	495 100.0	372 100.0	430 100.0	688 100.0	410 100.0
NO RESPONSE	5 .3	...	...	3 .6	2 .5	2 .5	1 .1	2 .5

26. FROM WHICH OF THE FOLLOWING ETHNIC OR RACIAL GROUPS IS YOUR PRINCIPAL

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
ORIENTAL-AMERICAN .....	32 2.2	12 2.3	20 2.1	10 1.8	8 2.4	6 2.3	8 2.5	19 2.5	13 1.8
AFRO-AMERICAN .....	85 5.7	25 4.8	60 6.2	27 4.9	25 7.6	13 4.9	16 5.0	57 7.4	28 4.0
MEXICAN-AMERICAN .....	7 .5	3 .6	4 .4	...	2 .6	3 1.1	2 .6	4 .5	3 .4
OTHER SPANISH-SURNAMED .....	4 .3	2 .4	2 .2	2 .4	...	2 .8	...	3 .4	1 .1
AMERICAN INDIAN .....	7 .5	2 .4	5 .5	1 .2	3 .9	2 .8	1 .3	1 .1	6 .8
OTHER .....	1,344 90.9	472 91.5	872 90.6	511 92.7	290 88.4	240 90.2	293 91.6	688 89.1	656 92.8
TOTAL .....	1,479 100.1	516 100.0	963 100.0	551 100.0	328 99.9	266 100.1	320 100.0	772 100.0	707 99.9
NO RESPONSE	54 3.5	10 1.9	44 4.4	21 2.0	17 4.9	4 1.5	19 5.6	35 4.3	19 2.6

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
ORIENTAL-AMERICAN .....	32 2.2	1 .3	13 4.4	6 1.3	12 3.3	10 2.4	9 1.4	13 3.3
AFRO-AMERICAN .....	85 5.7	19 5.5	44 14.9	13 2.7	9 2.5	51 12.1	28 4.2	6 1.5
MEXICAN-AMERICAN .....	7 .5	...	...	...	7 1.9	2 .5	4 .6	1 .3
OTHER SPANISH-SURNAMED .....	4 .3	2 .6	...	1 .2	1 .3	3 .7	1 .2	...
AMERICAN INDIAN .....	7 .5	...	1 .3	3 .6	3 .8	2 .5	2 .3	3 .8
OTHER .....	1,344 90.9	324 93.6	238 80.4	452 95.2	330 91.2	355 83.9	622 93.4	367 94.1
TOTAL .....	1,479 100.1	346 100.0	296 100.0	475 100.0	362 100.0	423 100.1	666 100.1	390 100.0
NO RESPONSE	54 3.5	5 1.4	14 4.5	23 4.6	12 3.2	9 2.1	23 3.3	22 5.3

27. OF WHAT ECONOMIC CLASS DO YOU CONSIDER THE MAJORITY OF YOUR PUPILS TO BE MEMBERS

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
UPPER CLASS .....	14 .9	4 .8	10 1.0	3 .5	2 .6	2 .7	4 1.2	7 .9	7 1.0
UPPER MIDDLE CLASS .....	334 21.9	121 23.1	213 21.3	124 22.3	78 22.7	59 21.9	71 21.1	169 21.1	165 22.9
LOWER MIDDLE CLASS .....	560 36.8	211 40.3	349 34.9	230 41.4	125 36.4	92 34.1	109 32.3	287 35.8	273 37.8
LOWER CLASS .....	231 15.2	74 14.1	157 15.7	100 18.0	45 13.1	45 16.7	37 11.0	153 19.1	78 10.8
MIXED ECONOMIC CLASSES .....	384 25.2	113 21.6	271 27.1	99 17.8	93 27.1	72 26.7	116 34.4	185 23.1	199 27.6
TOTAL .....	1,523 100.0	523 99.9	1,000 100.0	556 100.0	343 99.9	270 100.1	337 100.0	801 100.0	722 100.1
NO RESPONSE	10 .7	3 .6	7 .7	6 1.1	2 .6	...	2 .6	6 .7	4 .6

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
UPPER CLASS .....	14 .9	7 2.0	2 .7	3 .6	2 .5	4 .9	10 1.5	...
UPPER MIDDLE CLASS .....	334 21.9	102 29.2	45 14.7	110 22.2	77 20.8	79 18.3	182 26.7	73 17.8
LOWER MIDDLE CLASS .....	560 36.8	115 33.0	109 35.5	208 41.9	128 34.5	143 33.2	238 34.9	179 43.7
LOWER CLASS .....	231 15.2	54 15.5	50 16.3	60 12.1	67 18.1	123 28.5	72 10.6	36 8.8
MIXED ECONOMIC CLASSES .....	384 25.2	71 20.3	101 32.9	115 23.2	97 26.1	82 19.0	180 26.4	122 29.8
TOTAL .....	1,523 100.0	349 100.0	307 100.1	496 100.0	371 100.0	431 99.9	682 100.1	410 100.1
NO RESPONSE	10 .7	2 .6	3 1.0	2 .4	3 .8	1 .2	7 1.0	2 .5

28. HOW WOULD YOU DESCRIBE THE LOCATION OF YOUR SCHOOL

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
CITY, LESS THAN 250,000 POPULATION .....	208 13.6	68 12.9	140 13.9	63 11.2	54 15.7	42 15.6	47 13.9	113 14.0	95 13.1
INNER CORE OF CITY, HAVING A POPULATION OF 250,000 OR MORE .....	163 10.6	58 11.0	105 10.4	63 11.2	33 9.6	30 11.1	34 10.0	93 11.5	70 9.6
OTHER PART OF CITY, HAVING A POPULATION OF 250,000 OR MORE .....	156 10.2	53 10.1	103 10.2	50 8.9	43 12.5	31 11.5	30 8.8	93 11.5	63 8.7
SUBURBAN .....	374 24.4	127 24.1	247 24.5	149 26.5	84 24.3	72 26.7	64 18.9	167 20.7	207 28.5
SMALL TOWN .....	429 28.0	139 26.4	290 28.8	146 26.0	87 25.2	68 25.2	123 36.3	240 29.7	189 26.0
RURAL .....	203 13.2	81 15.4	122 12.1	91 16.2	44 12.8	27 10.0	41 12.1	101 12.5	102 14.0
TOTAL .....	1,533 100.0	526 99.9	1,007 99.9	562 100.0	345 100.1	270 100.1	339 100.0	807 99.9	726 99.9

1	GEOGRAPHICAL REGION					7	8	9
	2	3	4	5	6			
CITY, LESS THAN 250,000 POPULATION .....	208 13.6	34 9.7	38 12.3	72 14.5	64 17.1	97 22.5	98 14.2	13 3.2
INNER CORE OF CITY, HAVING A POPULATION OF 250,000 OR MORE .....	163 10.6	46 13.1	22 7.1	52 10.4	43 11.5	124 28.7	38 5.5	1 .2
OTHER PART OF CITY, HAVING A POPULATION OF 250,000 OR MORE .....	156 10.2	29 8.3	28 9.0	43 8.6	56 15.0	107 24.8	47 6.8	2 .5
SUBURBAN .....	374 24.4	153 43.6	43 13.9	96 19.3	82 21.9	74 17.1	251 36.4	49 11.9
SMALL TOWN .....	429 28.0	54 15.4	121 39.0	168 33.7	86 23.0	22 5.1	193 28.0	214 51.9
RURAL .....	203 13.2	35 10.0	58 18.7	67 13.5	43 11.5	8 1.9	62 9.0	133 32.3
TOTAL .....	1,533 100.0	351 100.1	310 100.0	498 100.0	374 100.0	432 100.1	689 99.9	412 100.0

31A. DO YOU CURRENTLY HAVE ONE OR MORE UNCERTIFIED PERSONS SERVING AS TEACHER AIDES TO ASSIST YOU

1	2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		3	4	5	6	7	8	9	10
YES, I HAVE A TEACHER AIDE ASSIGNED TO ASSIST ME ALONE .....	69 4.6	12 2.3	57 5.8	29 5.2	16 4.7	8 3.1	16 4.8	58 7.4	11 1.5
YES, I HAVE A TEACHER AIDE WHO ALSO ASSISTS OTHER TEACHERS .....	357 23.8	82 15.9	275 28.0	136 24.5	79 23.3	54 20.6	86 26.1	260 33.2	97 13.6
YES, BOTH OF THE ABOVE .....	14 .9	4 .8	10 1.0	9 1.6	2 .6	2 .8	1 .3	10 1.3	4 .6
NO, I DO NOT HAVE A TEACHER AIDE .....	1,058 70.6	418 81.0	640 65.2	380 68.6	242 71.4	198 75.6	227 68.8	456 58.2	602 84.3
TOTAL .....	1,498 99.9	516 100.0	982 100.0	554 99.9	339 100.0	262 100.1	330 100.0	784 100.1	714 100.0
NO RESPONSE	35 2.3	10 1.9	25 2.5	8 1.4	6 1.7	8 3.0	9 2.7	23 2.9	12 1.7

1	2	GEOGRAPHICAL REGION				7	8	9
		3	4	5	6			
YES, I HAVE A TEACHER AIDE ASSIGNED TO ASSIST ME ALONE .....	69 4.6	12 3.5	7 2.3	18 3.7	32 8.7	23 5.5	31 4.6	15 3.8
YES, I HAVE A TEACHER AIDE WHO ALSO ASSISTS OTHER TEACHERS .....	357 23.8	90 26.2	73 24.2	119 24.4	75 20.5	96 22.7	174 25.7	87 21.8
YES, BOTH OF THE ABOVE .....	14 .9	3 .9	3 1.0	5 1.0	3 .8	4 .9	6 .9	4 1.0
NO, I DO NOT HAVE A TEACHER AIDE .....	1,058 70.6	238 69.4	219 72.5	345 70.8	256 69.9	299 70.9	465 68.8	294 73.5
TOTAL .....	1,498 99.9	343 100.0	302 100.0	487 99.9	366 99.9	422 100.0	676 100.0	400 100.1
NO RESPONSE	35 2.3	8 2.3	8 2.6	11 2.2	8 2.1	10 2.3	13 1.9	12 2.9

## 31B. IF YES, LIST ALL THE KINDS OF ASSISTANCE PERFORMED BY THE AIDE(S)

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT ELEMEN- TARY 9	STATUS SECON- DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
HELP WITH INSTRUCTION OF SMALL GROUPS .....	147 34.0	...	121 35.9	...	...	...	...	132 40.9	...
HELP WITH INSTRUCTION OF INDIVIDUALS .....	141 32.6	...	116 34.4	...	...	...	...	126 39.0	...
HELP WITH LUNCH DUTY .....	169 39.1	...	137 40.7	...	...	...	...	150 46.4	...
HELP WITH BUS DUTY .....	63 14.6	...	58 17.2	...	...	...	...	59 18.3	...
HELP WITH PLAYGROUND DUTY ..	145 33.6	...	131 38.9	...	...	...	...	139 43.0	...
SECRETARIAL HELP .....	297 68.8	...	228 67.7	...	...	...	...	204 63.2	...
HELP WITH GRADING PAPERS (OBJECTIVE ANSWERS ONLY)	171 39.6	...	132 39.2	...	...	...	...	134 41.5	...
HELP WITH GRADING PAPERS (ESSAY QUESTIONS, THEMES, ETC.) .....	26 6.0	...	18 5.3	...	...	...	...	18 5.6	...
PREPARATION OF INSTRUCTIONAL RESOURCES .....	118 27.3	...	89 26.4	...	...	...	...	89 27.6	...
USE OF INSTRUCTIONAL RE- SOURCES .....	87 20.1	...	69 20.5	...	...	...	...	69 21.4	...
ASSISTANCE WITH CLASSROOM ENVIRONMENT .....	138 31.9	...	114 33.8	...	...	...	...	116 35.9	...
OTHER .....	17 3.9	...	15 4.5	...	...	...	...	13 4.0	...
TOTAL .....	432 ...	95 ...	337 ...	171 ...	96 ...	62 ...	101 ...	323 ...	109 ...
NO RESPONSE	1,101 71.8	431 81.9	670 66.5	391 69.6	249 72.2	208 77.0	238 70.2	484 60.0	617 85.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
HELP WITH INSTRUCTION OF SMALL GROUPS .....	147 34.0	...	...	...	...	...	...	...
HELP WITH INSTRUCTION OF INDIVIDUALS .....	141 32.6	...	...	...	...	...	...	...
HELP WITH LUNCH DUTY .....	169 39.1	...	...	...	...	...	...	...
HELP WITH BUS DUTY .....	63 14.6	...	...	...	...	...	...	...
HELP WITH PLAYGROUND DUTY ..	145 33.6	...	...	...	...	...	...	...
SECRETARIAL HELP .....	297 68.8	...	...	...	...	...	...	...
HELP WITH GRADING PAPERS (OBJECTIVE ANSWERS ONLY)	171 39.6	...	...	...	...	...	...	...
HELP WITH GRADING PAPERS (ESSAY QUESTIONS, THEMES, ETC.) .....	26 6.0	...	...	...	...	...	...	...
PREPARATION OF INSTRUCTIONAL RESOURCES .....	118 27.3	...	...	...	...	...	...	...
USE OF INSTRUCTIONAL RE- SOURCES .....	87 20.1	...	...	...	...	...	...	...
ASSISTANCE WITH CLASSROOM ENVIRONMENT .....	138 31.9	...	...	...	...	...	...	...
OTHER .....	17 3.9	...	...	...	...	...	...	...
TOTAL .....	432 ...	105 ...	82 ...	139 ...	106 ...	122 ...	207 ...	103 ...
NO RESPONSE	1,101 71.8	246 70.1	228 73.5	359 72.1	268 71.7	310 71.8	482 70.0	309 75.0

32. WHAT IS YOUR AGE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
UNDER 30 .....	562 37.1	201 38.4	361 36.4	562 100.0	...	...	...	283 35.6	279 38.7
30 - 39 .....	345 22.8	154 29.4	191 19.3	...	345 100.0	...	...	158 19.9	187 25.9
40 - 49 .....	270 17.8	101 19.3	169 17.0	...	...	270 100.0	...	136 17.1	134 18.6
50 AND OVER .....	338 22.3	67 12.8	271 27.3	...	...	...	338 100.0	217 27.3	121 16.8
TOTAL .....	1,515 100.0	523 99.9	992 100.0	562 100.0	345 100.0	270 100.0	338 100.0	794 99.9	721 100.0
NO RESPONSE	18 1.2	3 .6	15 1.5	...	...	...	1 .3	13 1.6	5 .7
MEAN .....	38	36	39	25	34	44	57	39	36
MEDIAN .....	35	33	37	25	35	44	57	37	33
LOW .....	20	20	21	20	30	40	50	21	20
HIGH .....	71	71	70	29	39	49	71	71	70
STANDARD ERROR OF THE MEAN	.3	.5	.4	.1	.2	.2	.3	.5	.4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
UNDER 30 .....	562 37.1	148 43.0	101 33.1	200 40.5	113 30.4	156 36.7	251 36.8	155 38.0
30 - 39 .....	345 22.8	69 20.1	68 22.3	107 21.7	101 27.2	110 25.9	149 21.8	86 21.1
40 - 49 .....	270 17.8	63 18.3	53 17.4	72 14.6	87 22.0	89 20.9	121 17.7	60 14.7
50 AND OVER .....	338 22.3	64 18.6	83 27.2	115 23.3	76 20.4	70 16.5	161 23.6	107 26.2
TOTAL .....	1,515 100.0	344 100.0	305 100.0	494 100.1	372 100.0	425 100.0	682 99.9	408 100.0
NO RESPONSE	18 1.2	7 2.0	5 1.6	4 .8	2 .5	7 1.6	7 1.0	4 1.0
MEAN .....	38	37	39	38	39	37	38	38
MEDIAN .....	35	33	37	33	37	35	36	35
LOW .....	20	21	20	21	22	21	20	21
HIGH .....	71	70	68	71	70	68	71	70
STANDARD ERROR OF THE MEAN	.3	.7	.7	.6	.6	.6	.5	.7

33. WHAT IS YOUR SEX

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
MALE .....	526 34.3	526 100.0	...	201 35.8	154 44.6	101 37.4	67 19.8	130 16.1	396 54.5
FEMALE .....	1,007 65.7	...	1,007 100.0	361 64.2	191 55.4	169 62.6	272 80.2	677 83.9	330 45.5
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
MALE .....	526 34.3	116 13.0	74 23.9	187 37.6	149 39.8	145 33.6	233 33.8	148 35.9
FEMALE .....	1,007 65.7	235 67.0	236 76.1	311 62.4	225 60.2	287 66.4	56 66.2	264 64.1
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

34. WHAT IS YOUR MARITAL STATUS

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
SINGLE .....	298 19.5	80 15.2	218 21.6	177 31.5	49 14.2	24 8.9	43 12.7	160 19.9	138 19.0
MARRIED .....	1,102 71.9	428 81.5	674 66.9	375 66.7	267 77.4	219 81.1	230 67.8	558 69.2	544 74.9
WIDOWED, DIVORCED, OR SEPARATED .....	132 8.6	17 3.2	115 11.4	10 1.8	29 8.4	27 10.0	66 19.5	88 10.9	44 6.1
TOTAL .....	1,532 100.0	525 99.9	1,007 99.9	562 100.0	345 100.0	270 100.0	339 100.0	806 100.0	726 100.0
NO RESPONSE	1 .1	1 .2	...	...	...	...	...	1 .1	...

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
SINGLE .....	298 19.5	98 27.9	47 15.2	100 20.1	53 14.2	100 23.1	117 17.0	81 19.7
MARRIED .....	1,102 71.9	233 66.4	222 71.6	355 71.4	292 78.1	287 66.4	515 74.9	300 72.8
WIDOWED, DIVORCED, OR SEPARATED .....	132 8.6	20 5.7	41 13.2	42 8.5	29 7.8	45 10.4	56 8.1	31 7.5
TOTAL .....	1,532 100.0	351 100.0	310 100.0	497 100.0	374 100.1	432 99.9	688 100.0	412 100.0
NO RESPONSE	1 .1	...	...	1 .2	...	...	1 .1	...

35. IF YOU ARE MARRIED, IS YOUR HUSBAND OR WIFE GAINFULLY EMPLOYED

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
YES, EMPLOYED FULL TIME ....	743 48.5	173 33.0	570 56.6	265 47.2	171 49.6	155 57.4	145 42.8	422 52.4	321 44.2
YES, EMPLOYED PART TIME ....	91 5.9	63 12.0	28 2.8	32 5.7	25 7.2	16 5.9	18 5.3	35 4.3	56 7.7
NO, BUT DRAWS RETIREMENT PAY	35 2.3	2 .4	33 3.3	...	1 .3	3 1.1	28 8.3	24 3.0	11 1.5
NO, BUT IS DISABLED AND DRAWS INSURANCE OR DISABILITY RETIREMENT BENEFITS .....	8 .5	1 .2	7 .7	...	1 .3	...	7 2.1	6 .7	2 .3
NO, NOT GAINFULLY EMPLOYED AT PRESENT .....	224 14.6	189 36.0	35 3.5	78 13.9	68 19.7	45 16.7	32 9.4	70 8.7	154 21.2
NOT INDICATED .....	1 .1	...	1 .1	...	1 .3	...	...	1 .1	...
NOT APPLICABLE .....	430 28.1	97 18.5	333 33.1	187 33.3	78 22.6	51 18.9	109 32.2	248 30.8	182 25.1
TOTAL .....	1,532 100.0	525 100.1	1,007 100.1	562 100.1	345 100.0	270 100.0	339 100.1	806 100.0	726 100.0
NO RESPONSE	1 .1	1 .2	...	...	...	...	...	1 .1	...



35. IF YOU ARE MARRIED, IS YOUR HUSBAND OR WIFE GAINFULLY EMPLOYED (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
YES, EMPLOYED FULL TIME ....	743 48.5	152 43.3	173 55.8	221 44.5	197 52.7	191 44.2	357 51.9	195 47.3
YES, EMPLOYED PART TIME ....	91 5.9	24 6.8	12 3.9	39 7.8	16 4.3	23 5.3	42 6.1	26 6.3
NO, BUT DRAWS RETIREMENT PAY	35 2.3	11 3.1	7 2.3	7 1.4	10 2.7	11 2.5	11 1.6	13 3.2
NO, BUT IS DISABLED AND DRAWS INSURANCE OR DIS- ABILITY RETIREMENT BENEFITS .....	8 .5	... ...	3 1.0	2 .4	3 .8	1 .2	5 .7	2 .5
NO, NOT GAINFULLY EMPLOYED AT PRESENT .....	224 14.6	46 13.1	74 8.4	86 17.3	66 17.6	61 14.1	99 14.4	64 15.5
NOT INDICATED .....	1 .1	... ...	1 .3	... ...	... ...	... ...	1 .1	... ...
NOT APPLICABLE .....	430 28.1	118 33.6	88 28.4	142 28.6	82 21.9	145 33.6	173 25.1	112 27.2
TOTAL .....	1,532 100.0	351 99.9	310 100.1	497 100.0	374 100.0	432 99.9	688 99.9	412 100.0
NO RESPONSE	1 .1	... ...	... ...	1 .2	... ...	... ...	1 .1	... ...

36. IF YOU ARE MARRIED, AND IF YOUR HUSBAND OR WIFE IS EMPLOYED FULL TIME, IS THIS EMPLOYMENT IN THE TEACHING PROFESSION

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS				EMPLOYMENT STATUS	
				LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
YES, IN THE SAME SCHOOL SYSTEM .....	149 9.7	64 12.2	85 8.4	65 11.6	33 9.6	28 10.4	22 6.5	67 8.3	82 11.3
YES, NOT IN THE SAME SCHOOL SYSTEM .....	106 6.9	46 8.8	60 6.0	43 7.7	33 9.6	13 4.8	16 4.7	36 4.5	70 9.6
YES, BUT NOT ANSWERED ON THE SCHOOL SYSTEM .....	1 .1	1 .2	... ...	... ...	... ...	1 .4	... ...	1 .1	... ...
NO .....	486 31.7	62 11.8	424 42.1	157 27.9	105 30.4	113 41.9	106 31.3	317 39.3	169 23.3
NOT INDICATED .....	1 .1	... ...	1 .1	... ...	... ...	... ...	1 .3	1 .1	... ...
NOT APPLICABLE .....	789 51.5	352 67.0	437 43.4	297 52.8	174 50.4	115 42.6	194 57.2	384 47.6	405 55.8
TOTAL .....	1,532 100.0	525 100.0	1,007 100.0	562 100.0	345 100.0	270 100.1	339 100.0	806 99.9	726 100.0
NO RESPONSE	1 .1	1 .2	... ...	... ...	... ...	... ...	... ...	1 .1	... ...

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8		
YES, IN THE SAME SCHOOL SYSTEM .....	149 9.7	30 8.5	42 13.5	33 6.6	44 11.8	47 10.9	67 9.7	35 8.5	
YES, NOT IN THE SAME SCHOOL SYSTEM .....	106 6.9	24 6.8	19 6.1	30 6.0	33 8.8	15 3.5	62 9.0	29 7.0	
YES, BUT NOT ANSWERED ON THE SCHOOL SYSTEM .....	1 .1	1 .3	... ...	... ...	... ...	1 .2	... ...	... ...	
NO .....	486 31.7	97 27.6	111 35.8	158 31.8	120 32.1	128 29.6	227 33.0	131 31.8	
NOT INDICATED .....	1 .1	... ...	1 .3	... ...	... ...	... ...	1 .1	... ...	
NOT APPLICABLE .....	789 51.5	199 56.7	137 44.2	276 55.5	177 47.3	241 55.8	331 48.1	217 52.7	
TOTAL .....	1,532 100.0	351 99.9	310 99.9	497 99.9	374 100.0	432 100.0	688 99.9	412 100.0	
NO RESPONSE	1 .1	... ...	... ...	1 .2	... ...	... ...	1 .1	... ...	

## 37A. HOW MANY CHILDREN DO YOU HAVE

1	TOTAL SAMPLE 2	S MEN 3	E X WOMEN 4	A G E I N Y E A R S				EMPLOYMENT STATUS	
				LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE OR NOT INDICATED .....	663 43.2	181 34.4	482 47.9	425 75.6	96 27.8	46 17.0	86 25.4	361 44.7	302 41.6
ONE .....	227 14.8	95 18.1	132 13.1	84 14.9	52 15.1	30 11.1	57 16.8	119 14.7	108 14.9
TWO .....	301 19.6	113 21.5	188 18.7	43 7.7	104 30.1	66 24.4	87 25.7	158 19.6	143 19.7
THREE .....	192 12.5	79 15.0	113 11.2	9 1.6	58 16.8	59 21.9	64 18.9	88 10.9	104 14.3
FOUR .....	46 5.6	28 5.3	58 5.8	1 2	18 5.2	35 13.0	32 9.4	45 5.6	41 5.6
FIVE .....	39 2.5	17 3.2	22 2.2	... ...	10 2.9	20 7.4	9 2.7	19 2.4	20 2.8
SIX .....	14 .9	7 1.3	7 .7	... ...	4 1.2	7 2.6	3 .9	8 1.0	6 .8
SEVEN OR MORE .....	11 .7	6 1.1	5 .5	... ...	3 .9	7 2.6	1 .3	9 1.1	2 .3
TOTAL .....	1,533 99.8	526 99.9	1,007 100.1	562 100.0	345 100.0	270 100.0	339 100.1	807 100.0	726 100.0
MEAN .....	2	2	2	1	2	3	2	2	2
MEDIAN .....	2	2	2	1	2	3	2	2	2
LOW .....	1	1	1	1	1	1	1	1	1
HIGH .....	9	9	9	4	9	9	8	9	8
STANDARD ERROR OF THE MEAN	.0	.1	.1	.1	.1	.1	.1	.1	.1

37A. HOW MANY CHILDREN DO YOU HAVE (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8		
NONE OR NOT INDICATED .....	663 43.2	187 53.3	131 42.3	210 42.2	135 36.1	198 45.8	314 45.6	151 36.7	
ONE .....	227 14.8	43 12.3	54 17.4	69 13.9	61 16.3	77 17.8	92 13.4	58 14.1	
TWO .....	301 19.6	60 17.1	64 20.6	100 20.1	77 20.6	61 14.1	141 20.5	99 24.0	
THREE .....	192 12.5	36 10.3	35 11.3	64 12.9	57 15.2	58 13.4	79 11.5	55 13.3	
FOUR .....	86 5.6	10 2.8	15 4.8	34 6.8	27 7.2	22 5.1	39 5.7	25 6.1	
FIVE .....	39 2.5	12 3.4	6 1.9	14 2.8	7 1.9	6 1.4	14 2.0	19 4.6	
SIX .....	14 .9	2 .6	4 1.3	3 .6	5 1.3	5 1.2	6 .9	3 .7	
SEVEN OR MORE .....	11 .7	1 .3	1 .3	4 .8	5 1.3	5 1.2	4 .6	2 .5	
TOTAL .....	1,533 99.8	351 100.1	310 99.9	498 100.1	374 99.9	432 100.0	689 100.2	412 100.0	
MEAN .....	2	2	2	2	3	2	2	2	
MEDIAN .....	2	2	2	2	2	2	2	2	
LOW .....	1	1	1	1	1	1	1	1	
HIGH .....	9	8	7	9	9	9	9	8	
STANDARD ERROR OF THE MEAN ..	.0	.1	.1	.1	.1	.1	.1	.1	

37B. AGES OF YOUR CHILDREN

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
ALL UNDER 6 YEARS OF AGE ...	161 18.5	105 30.4	56 10.7	...	...	...	...	61 13.7	100 23.6
ALL BETWEEN 6 - 11 YEARS ...	88 10.1	36 10.4	52 9.9	...	...	...	3 1.2	49 11.0	39 9.2
ALL BETWEEN 12 - 17 YEARS ..	61 7.0	26 7.5	35 6.7	...	...	...	12 4.7	31 7.0	30 7.1
ALL 18 OR OVER .....	232 26.7	36 10.4	196 37.3	...	...	...	190 75.1	151 33.9	81 19.1
SOME UNDER 6 AND SOME 6-11 .	81 9.3	51 14.8	30 5.7	...	...	...	1 .4	32 7.2	49 11.6
SOME UNDER 6, SOME 6-11 AND SOME 12-17 .....	24 2.8	14 4.1	10 1.9	...	...	...	1 .4	12 2.7	12 2.8
SOME 6-11 AND SOME 12-17 ..	66 7.6	28 8.1	38 7.2	...	...	...	1 .4	24 5.4	42 9.9
SOME 12-17 AND SOME 18 OR OVER .....	96 11.0	22 6.4	74 14.1	...	...	...	40 15.8	57 12.8	39 9.2
OTHER COMBINATIONS .....	61 7.0	27 7.8	34 6.5	...	...	...	5 2.0	29 6.5	32 7.5
TOTAL .....	870 100.0	345 99.9	525 100.0	137 ...	249 ...	224 ...	253 100.0	446 100.2	424 100.0
NO RESPONSE	663 43.2	181 34.4	482 47.9	425 75.6	96 27.8	46 17.0	86 25.4	361 44.7	302 41.6

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
ALL UNDER 6 YEARS OF AGE ...	161 18.5	...	...	62 21.5	...	...	64 17.1	53 20.3
ALL BETWEEN 6 - 11 YEARS ...	88 10.1	...	...	20 6.9	...	...	35 9.3	24 9.2
ALL BETWEEN 12 - 17 YEARS ..	61 7.0	...	...	19 6.6	...	...	25 6.7	13 5.0
ALL 18 OR OVER .....	232 26.7	...	...	76 26.4	...	...	104 27.7	75 28.7
SOME UNDER 6 AND SOME 6-11 .	81 9.3	...	...	31 10.8	...	...	28 7.5	30 11.5
SOME UNDER 6, SOME 6-11 AND SOME 12-17 .....	24 2.8	...	...	8 2.8	...	...	7 1.9	9 3.4
SOME 6-11 AND SOME 12-17 ..	66 7.6	...	...	16 5.6	...	...	29 7.7	22 8.4
SOME 12-17 AND SOME 18 OR OVER .....	96 11.0	...	...	40 13.9	...	...	54 14.4	16 6.1
OTHER COMBINATIONS .....	61 7.0	...	...	16 5.6	...	...	29 7.7	19 7.3
TOTAL .....	870 100.0	164	179	288 100.1	239	234	375 100.0	261 99.9
NO RESPONSE	663 43.2	187 53.3	131 42.3	210 42.2	135 36.1	198 45.8	314 45.6	151 36.7

38A. DO YOU HAVE PERSONS OTHER THAN YOUR SPOUSE OR CHILDREN WHO DEPEND WHOLLY ON YOU FOR SUPPORT

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES .....	70 4.6	12 2.3	58 5.8	8 1.4	19 5.5	17 6.3	23 6.8	39 4.8	31 4.3
NO .....	1,463 95.4	514 97.7	949 94.2	554 98.6	326 94.5	253 93.7	316 93.2	768 95.2	695 95.7
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
YES .....	70 4.6	18 5.1	19 6.1	18 3.6	15 4.0	28 6.5	24 3.5	18 4.4
NO .....	1,463 95.4	333 94.9	291 93.9	480 96.4	359 96.0	404 93.5	665 96.5	394 95.6
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

39. TO WHAT ETHNIC OR RACIAL GROUP DO YOU BELONG

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
ORIENTAL-AMERICAN .....	43 2.9	15 2.9	28 2.9	16 2.9	8 2.4	6 2.2	13 4.0	25 3.2	18 2.6
AFRO-AMERICAN .....	119 8.1	25 4.8	94 9.8	32 5.9	41 12.4	24 9.0	18 5.6	73 9.5	46 6.5
MEXICAN-AMERICAN .....	5 .3	1 .2	4 .4	1 .2	1 .3	2 .7	... ...	3 .4	2 .3
OTHER SPANISH-SURNAMED .....	6 .4	1 .2	5 .5	3 .6	1 .3	... ...	2 .6	4 .5	2 .3
AMERICAN INDIAN .....	10 .7	4 .8	6 .6	3 .6	4 1.2	2 .7	1 .3	3 .4	7 1.0
OTHER .....	1,293 87.6	470 91.1	823 85.7	489 89.9	276 83.4	233 87.3	289 89.5	663 86.0	630 89.4
TOTAL .....	1,476 100.0	516 100.0	960 99.9	544 100.1	331 100.0	267 99.9	323 100.0	771 100.0	705 100.1
NO RESPONSE	57 3.7	10 1.9	47 4.7	18 3.2	14 4.1	3 1.1	16 4.7	36 4.5	21 2.9

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ORIENTAL-AMERICAN .....	43 2.9	1 .3	17 5.8	9 1.9	16 4.4	14 3.3	12 1.8	17 4.4
AFRO-AMERICAN .....	119 8.1	20 5.8	61 20.8	22 4.6	16 4.4	68 16.3	40 6.0	11 2.8
MEXICAN-AMERICAN .....	5 .3	... ...	1 .3	... ...	4 1.1	4 1.0	... ...	1 .3
OTHER SPANISH-SURNAMED .....	6 .4	3 .9	... ...	... ...	3 .8	3 .7	2 .3	1 .3
AMERICAN INDIAN .....	10 .7	... ...	1 .3	4 .8	5 1.4	1 .2	4 .6	5 1.3
OTHER .....	1,293 87.6	323 93.1	213 72.7	439 92.6	318 87.8	328 78.5	612 91.3	353 91.0
TOTAL .....	1,476 100.0	347 100.1	293 99.9	474 99.9	362 99.9	418 100.0	670 100.0	388 100.1
NO RESPONSE	57 3.7	4 1.1	17 5.5	24 4.8	12 3.2	14 3.2	19 2.8	24 5.8

40. WHAT IS, OR WAS, YOUR FATHER'S TYPE OF OCCUPATION

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
FARMER .....	294 19.3	85 16.3	209 20.9	57 10.2	60 17.4	50 18.7	125 37.1	183 23.0	111 15.3
UNSKILLED WORKER .....	128 8.4	50 9.6	78 7.8	40 7.2	53 15.4	17 6.3	16 4.7	64 8.0	64 8.8
SKILLED OR SEMISKILLED WORKER .....	391 25.7	179 34.3	212 21.2	162 29.1	86 24.9	80 29.9	61 18.1	186 23.4	205 28.3
CLERICAL OR SALES WORKER ...	84 5.5	32 6.1	52 5.2	41 7.4	17 4.9	10 3.7	16 4.7	39 4.9	45 6.2
MANAGERIAL WORKER OR SELF-EMPLOYED .....	336 22.1	87 16.7	249 24.9	137 24.6	66 19.1	57 21.3	71 21.1	179 22.5	157 21.7
PROFESSIONAL OR SEMI-PROFESSIONAL WORKER .....	287 18.9	89 17.0	198 19.8	120 21.5	63 18.3	54 20.1	48 14.2	145 18.5	142 19.6
TOTAL .....	1,520 99.9	522 100.0	998 99.8	557 100.0	345 100.0	268 100.0	337 99.9	796 100.0	724 99.9
NO RESPONSE	13 .8	4 .8	9 .9	5 .9	... ...	2 .7	2 .6	11 1.4	2 .3



1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHDDL LARGE 7	MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
FARMER .....	294 19.3	19 5.4	82 26.6	111 22.4	82 22.3	51 11.4	122 17.9	121 29.4
UNSKILLED WORKER .....	128 8.4	29 8.3	30 9.7	46 9.3	23 6.3	40 9.3	54 7.9	34 8.3
SKILLED OR SEMISKILLED WORKER .....	391 25.7	114 32.7	65 21.1	116 23.4	96 26.1	112 26.2	179 26.3	100 24.3
CLERICAL OR SALES WORKER ...	84 5.5	26 7.4	16 5.2	27 5.5	15 4.1	24 5.6	38 5.6	22 5.4
MANAGERIAL WORKER OR SELF-EMPLOYED .....	336 22.1	95 27.2	58 18.4	99 20.0	84 22.8	104 24.3	160 23.5	72 17.5
PROFESSIONAL OR SEMI-PROFESSIONAL WORKER .....	287 18.9	66 18.9	57 18.5	96 19.4	68 18.5	97 22.7	128 18.8	62 15.1
TOTAL .....	1,520 99.9	349 99.9	308 99.9	495 100.0	368 100.1	428 100.0	681 100.0	411 100.0
NO RESPONSE	13 .8	2 .6	2 .6	3 .6	6 1.6	4 .9	8 1.2	1 .2

40. WHAT IS, OR WAS, YOUR FATHER'S TYPE OF OCCUPATION

1	TOTAL SAMPLE 2	PREPARATION LEVEL BACHELOR MASTER OR OR LESS HIGHER 3	
		OR LESS 2	HIGHER 3
FARMER .....	222 20.1	72 17.3	
UNSKILLED WORKER .....	88 8.0	40 9.6	
SKILLED OR SEMISKILLED WORKER .....	289 26.2	102 24.5	
CLERICAL OR SALES WORKER ...	62 5.6	22 5.3	
MANAGERIAL WORKER OR SELF-EMPLOYED .....	244 22.1	92 22.1	
PROFESSIONAL OR SEMI-PROFESSIONAL WORKER .....	198 18.0	89 21.3	
TOTAL .....	1,103 100.0	417 100.1	
NO RESPONSE	9 .8	4 1.0	

41. WHAT WAS THE EDUCATIONAL ATTAINMENT OF YOUR MOTHER

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				50 OR MORE 8	EMPLOYMENT ELEMENTARY 9	STATUS SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7				
ELEMENTARY SCHOOL COMPLETED OR LESS .....	374 24.6	122 23.4	252 25.3	60 10.7	79 22.9	77 28.7	158 47.6	221 27.7	153 21.2	
SOME HIGH SCHOOL BUT DID NOT GRADUATE .....	283 18.6	109 20.9	174 17.4	79 14.1	78 22.6	61 22.8	59 17.8	146 18.3	137 19.0	
HIGH-SCHOOL GRADUATE .....	454 29.9	185 35.4	269 27.0	243 43.3	96 27.8	59 22.0	50 15.1	204 25.6	250 34.6	
SOME COLLEGE BUT DID NOT GRADUATE .....	231 15.2	63 12.1	168 16.8	101 18.0	48 13.9	41 15.3	41 12.3	130 16.3	101 14.0	
COLLEGE GRADUATE (4 YEARS) ..	116 7.6	30 5.7	86 8.6	43 7.7	28 8.1	23 8.6	21 6.3	61 7.6	55 7.6	
GRADUATE WORK AFTER COLLEGE GRADUATION .....	62 4.1	13 2.5	49 4.9	35 6.2	16 4.6	7 2.6	3 .9	36 4.5	26 3.6	
TOTAL .....	1,520 100.0	522 100.0	998 100.0	561 100.0	345 99.9	268 100.0	332 100.0	798 100.0	722 100.0	
NO RESPONSE	13 .8	4 .8	9 .9	1 .2	...	2 .7	7 2.1	9 1.1	4 .6	

41. WHAT WAS THE EDUCATIONAL ATTAINMENT OF YOUR MOTHER (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
ELEMENTARY SCHOOL COMPLETED OR LESS .....	374 24.6	81 23.3	71 23.1	142 28.7	80 21.6	87 20.1	165 24.4	122 29.7
SOME HIGH SCHOOL BUT DID NOT GRADUATE .....	283 18.6	70 20.1	75 24.4	67 13.6	71 19.1	83 19.2	123 18.2	77 18.7
HIGH-SCHOOL GRADUATE .....	454 29.9	128 36.8	76 24.8	140 28.3	110 29.6	132 30.6	215 31.8	107 26.0
SOME COLLEGE BUT DID NOT GRADUATE .....	231 15.2	38 10.9	49 16.0	85 17.2	59 15.9	77 17.8	96 14.2	58 14.1
COLLEGE GRADUATE (4 YEARS)..	116 7.6	25 7.2	28 9.1	45 9.1	18 4.9	34 7.9	53 7.8	29 7.1
GRADUATE WORK AFTER COLLEGE GRADUATION .....	62 4.1	6 1.7	8 2.6	15 3.0	33 8.9	19 4.4	25 3.7	18 4.4
TOTAL .....	1,520 100.0	348 100.0	307 100.0	494 99.9	371 100.0	432 100.0	677 100.1	411 100.0
NO RESPONSE	13 .8	3 .9	3 1.0	4 .8	3 .8	... ...	12 1.7	1 .2

1	PREPARATION LEVEL	
	BACHELOR OR LESS 2	MASTER OR HIGHER 3
ELEMENTARY SCHOOL COMPLETED OR LESS .....	256 23.2	118 28.4
SOME HIGH SCHOOL BUT DID NOT GRADUATE .....	203 18.4	80 19.2
HIGH-SCHOOL GRADUATE .....	337 30.5	117 28.1
SOME COLLEGE BUT DID NOT GRADUATE .....	171 15.5	60 14.4
COLLEGE GRADUATE (4 YEARS)..	89 8.1	27 6.5
GRADUATE WORK AFTER COLLEGE GRADUATION .....	48 4.3	14 3.4
TOTAL .....	1,104 100.0	416 100.0
NO RESPONSE	8 .7	5 1.2



## 42. WHAT DID YOU DO DURING THE SUMMER OF 1970

1	TOTAL SAMPLE 2	A G E I N Y E A R S						EMPLOYMENT STATUS	
		S MEN 3	E X WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
ATTENDED SUMMER SCHOOL .....	365 24.0	137 26.3	228 22.8	172 30.7	80 23.5	66 24.6	41 12.2	175 22.0	190 26.4
TAUGHT SUMMER SCHOOL .....	212 14.0	97 18.7	115 11.5	69 12.3	48 14.1	52 19.4	42 12.5	117 14.7	95 13.2
OTHER EMPLOYMENT BY SCHOOL SYSTEM .....	84 5.5	47 9.0	37 3.7	38 6.8	20 5.9	13 4.9	13 3.9	28 3.5	56 7.8
EMPLOYED IN EDUCATION OUTSIDE SCHOOLS (E.G., STATE DEPARTMENT OF EDUCATION) .....	33 2.2	15 2.9	18 1.8	18 3.2	7 2.1	5 1.9	2 .6	10 1.3	23 3.2
EMPLOYED OUTSIDE EDUCATION .	287 18.9	198 38.1	89 8.9	153 27.3	64 18.8	38 14.2	31 9.3	93 11.7	194 26.9
TRAVELED .....	525 34.6	142 27.3	383 38.4	176 31.4	100 29.3	79 29.5	165 49.3	305 38.3	220 30.5
DID NOT WORK, STUDY, OR TRAVEL .....	329 21.7	44 8.5	285 28.6	93 16.6	79 23.2	66 24.6	89 26.6	208 26.1	121 16.8
TOTAL .....	1,518 ...	520 ...	998 ...	560 ...	341 ...	268 ...	335 ...	797 ...	721 ...
NO RESPONSE	15 1.0	6 1.1	9 .9	2 .4	4 1.2	2 .7	4 1.2	10 1.2	5 .7
1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM			
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9	
ATTENDED SUMMER SCHOOL .....	365 24.0	69 19.7	63 20.7	116 23.5	117 31.7	109 25.3	151 22.2	105 25.7	
TAUGHT SUMMER SCHOOL .....	212 14.0	43 12.3	40 13.1	69 14.0	60 16.3	75 17.4	92 13.5	45 11.0	
OTHER EMPLOYMENT BY SCHOOL SYSTEM .....	84 5.5	25 7.1	14 4.6	29 5.9	16 4.3	21 4.9	40 5.9	23 5.6	
EMPLOYED IN EDUCATION OUTSIDE SCHOOLS (E.G., STATE DEPARTMENT OF EDUCATION) .....	33 2.2	4 1.1	11 3.6	10 2.0	8 2.2	11 2.6	19 2.8	3 .7	
EMPLOYED OUTSIDE EDUCATION .	287 18.9	73 20.9	45 14.8	111 22.5	58 15.7	72 16.7	123 18.1	92 22.5	
TRAVELED .....	525 34.6	134 38.3	89 29.2	170 34.4	132 35.8	163 37.9	225 33.1	137 33.5	
DID NOT WORK, STUDY, OR TRAVEL .....	329 21.7	66 18.9	88 28.9	105 21.3	70 19.0	85 19.8	147 21.6	97 23.7	
TOTAL .....	1,518 ...	350 ...	305 ...	494 ...	369 ...	430 ...	679 ...	409 ...	
NO RESPONSE	15 1.0	1 .3	5 1.6	4 .8	5 1.3	2 .5	10 1.5	3 .7	

43. HOW WOULD YOU CLASSIFY YOURSELF IN REGARD TO YOUR POLITICAL PHILOSOPHY

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
CONSERVATIVE .....	250 16.9	96 18.6	154 16.0	52 9.4	68 20.6	47 17.9	80 24.6	139 18.1	111 15.6
TEND TO BE CONSERVATIVE ....	646 43.6	207 40.2	439 45.5	244 44.3	138 41.8	112 42.6	147 45.2	345 44.8	301 42.4
TEND TO BE LIBERAL .....	411 27.8	148 28.7	263 27.3	175 31.8	89 27.0	75 28.5	71 21.8	199 25.8	212 29.9
LIBERAL .....	173 11.7	64 12.4	109 11.3	80 14.5	35 10.6	29 11.0	27 8.3	87 11.3	86 12.1
TOTAL .....	1,480 100.0	515 99.9	965 100.1	551 100.0	330 100.0	263 100.0	325 99.9	770 100.0	710 100.0
NO RESPONSE	53 3.5	11 2.1	42 4.2	11 2.0	15 4.3	7 2.6	14 4.1	37 4.6	16 2.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
CONSERVATIVE .....	250 16.9	41 12.1	72 23.9	86 18.0	51 14.1	69 16.4	112 16.9	69 17.4
TEND TO BE CONSERVATIVE ....	646 43.6	145 42.9	121 40.2	225 47.0	155 42.8	155 36.9	292 44.0	199 50.1
TEND TO BE LIBERAL .....	411 27.8	104 30.8	68 22.6	132 27.6	107 29.6	124 29.5	189 28.5	98 24.7
LIBERAL .....	173 11.7	48 14.2	40 13.3	36 7.5	49 13.5	72 17.1	70 10.6	31 7.8
TOTAL .....	1,480 100.0	338 100.0	301 100.0	479 100.1	362 100.0	420 99.9	663 100.0	397 100.0
NO RESPONSE	53 3.5	13 3.7	9 2.9	19 3.8	12 3.2	12 2.8	26 3.8	15 3.6

## 44. WHAT ARE THE THREE MAIN REASONS YOU DECIDED TO BECOME A TEACHER

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
VALUE OR SIGNIFICANCE OF EDUCATION IN SOCIETY .....	566 37.1	191 36.5	375 37.4	203 36.3	124 36.0	107 39.8	125 37.0	322 40.1	244 33.7
DESIRE TO WORK WITH YOUNG PEOPLE .....	1,095 71.8	355 67.7	740 73.9	441 78.8	247 71.8	178 66.2	219 64.8	595 74.1	500 69.2
INTEREST IN A SUBJECT- MATTER FIELD .....	527 34.5	244 46.6	283 28.2	218 38.9	132 38.4	94 34.9	78 23.1	115 14.3	412 57.0
INFLUENCE OF A TEACHER IN ELEMENTARY OR SECONDARY SCHOOL .....	273 17.9	86 16.4	187 18.7	104 18.6	57 16.6	52 19.3	60 17.8	172 21.4	101 14.0
INFLUENCE OF A TEACHER OR ADVISER IN COLLEGE .....	82 5.4	47 9.0	35 3.5	28 5.0	19 5.5	19 7.1	16 4.7	34 4.2	48 6.6
INFLUENCE OF MY FAMILY .....	313 20.5	55 10.5	258 25.7	88 15.7	70 20.3	54 20.1	97 28.7	216 26.9	97 13.4
FINANCIAL REWARDS .....	86 5.6	18 3.4	68 6.8	24 4.3	12 3.5	11 4.1	38 11.2	59 7.3	27 3.7
LONG SUMMER VACATION .....	219 14.4	98 18.7	121 12.1	89 15.9	63 18.3	34 12.6	30 8.9	109 13.6	110 15.2
JOB SECURITY .....	247 16.2	102 19.5	145 14.5	100 17.9	59 17.2	46 17.1	40 11.8	134 16.7	113 15.6
EMPLOYMENT MOBILITY .....	54 3.5	30 5.7	24 2.4	29 5.2	12 3.5	7 2.6	6 1.8	27 3.4	27 3.7
PREPARATION PROGRAM IN COLLEGE APPEALED TO ME ..	82 5.4	32 6.1	50 5.0	28 5.0	22 6.4	12 4.5	20 5.9	49 6.1	33 4.6
WANTED A SUITABLE JOB UNTIL MARRIAGE .....	33 2.2	1 .2	32 3.2	16 2.9	4 1.2	1 .4	12 3.6	21 2.6	12 1.7
WANTED A JOB WITH DRAFT DEFERMENT .....	23 1.5	23 4.4	... ...	21 3.8	2 .6	... ...	... ...	8 1.0	15 2.1
WANTED A CHANGE FROM OTHER WORK .....	61 4.0	36 6.9	25 2.5	13 2.3	17 4.9	14 5.2	15 4.4	23 2.9	38 5.3
NEED FOR SECOND INCOME IN FAMILY .....	84 5.5	4 .8	80 8.0	2 .4	18 5.2	32 11.9	32 9.5	57 7.1	27 3.7
NEED FOR INCOME AFTER TERMINATION OF MY MARRIAGE .....	17 1.1	... ...	17 1.7	2 .4	4 1.2	3 1.1	8 2.4	12 1.5	5 .7
NEVER REALLY CONSIDERED ANYTHING ELSE .....	266 17.4	55 10.5	211 21.1	93 16.6	49 14.2	39 14.5	83 24.6	172 21.4	94 13.0
OPPORTUNITY FOR A LIFE TIME OF SELF-GROWTH .....	326 21.4	106 20.2	220 22.0	123 22.0	78 22.7	58 21.6	63 18.6	180 22.4	146 20.2
OTHER .....	48 3.1	19 3.6	29 2.9	15 2.7	9 2.6	11 4.1	12 3.6	20 2.5	28 3.9
TOTAL .....	1,526 ...	524 ...	1,002 ...	560 ...	344 ...	269 ...	338 ...	803 ...	723 ...
NO RESPONSE	7 .5	2 .4	5 .5	2 .4	1 .3	1 .4	1 .3	4 .5	3 .4

## 44. WHAT ARE THE THREE MAIN REASONS YOU DECIDED TO BECOME A TEACHER (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
VALUE OR SIGNIFICANCE OF EDUCATION IN SOCIETY ....	566 37.1	125 35.8	124 40.3	180 36.2	137 36.8	175 40.7	258 37.7	133 32.4
DESIRE TO WORK WITH YOUNG PEOPLE .....	1,095 71.8	256 73.4	218 70.8	352 70.8	269 72.3	310 72.1	491 71.7	294 71.5
INTEREST IN A SUBJECT- MATTER FIELD .....	527 34.5	126 36.1	94 30.5	183 36.8	124 33.3	130 30.2	244 35.6	153 37.2
INFLUENCE OF A TEACHER IN ELEMENTARY OR SECONDARY SCHOOL .....	273 17.9	72 20.6	57 18.5	81 16.3	63 16.9	69 16.0	125 18.2	79 19.2
INFLUENCE OF A TEACHER OR ADVISED IN COLLEGE .....	82 5.4	17 4.9	15 4.9	28 5.6	22 5.9	24 5.6	34 5.0	24 5.8
INFLUENCE OF MY FAMILY .....	313 20.5	69 19.8	54 17.5	110 22.1	80 21.5	84 19.5	148 21.6	81 19.7
FINANCIAL REWARDS .....	86 5.6	19 5.4	20 6.5	31 6.2	16 4.3	26 6.0	32 4.7	28 6.8
LONG SUMMER VACATION .....	219 14.4	44 12.6	40 13.0	74 14.9	61 16.4	66 15.3	102 14.9	51 12.4
JOB SECURITY .....	247 16.2	58 16.6	42 13.6	88 17.7	59 15.9	85 19.8	100 14.6	62 15.1
EMPLOYMENT MOBILITY .....	54 3.5	9 2.6	7 2.3	24 4.8	14 3.8	14 3.3	26 3.8	14 3.4
PREPARATION PROGRAM IN COLLEGE APPEALED TO ME ..	82 5.4	16 4.6	18 5.8	30 6.0	18 4.8	16 3.7	33 4.8	33 8.0
WANTED A SUITABLE JOB UNTIL MARRIAGE .....	33 2.2	8 2.3	6 1.9	15 3.0	4 1.1	8 1.9	14 2.0	11 2.7
WANTED A JOB WITH DRAFT DEFERMENT .....	23 1.5	7 2.0	2 .6	8 1.6	6 1.6	6 1.4	11 1.6	6 1.5
WANTED A CHANGE FROM OTHER WORK .....	61 4.0	18 5.2	10 3.2	11 2.2	22 5.9	18 4.2	25 3.6	18 4.4
NEED FOR SECOND INCOME IN FAMILY .....	84 5.5	16 4.6	22 7.1	25 5.0	21 5.6	28 6.5	31 4.5	25 6.1
NEED FOR INCOME AFTER TERMINATION OF MY MARRIAGE .....	17 1.1	...	4 1.3	5 1.0	8 2.2	5 1.2	5 .7	7 1.7
NEVER REALLY CONSIDERED ANYTHING ELSE .....	266 17.4	71 20.3	59 19.2	73 14.7	63 16.9	71 16.5	122 17.8	73 17.8
OPPORTUNITY FOR A LIFE TIME OF SELF-GROWTH .....	326 21.4	64 18.3	72 23.4	108 21.7	82 22.0	89 20.7	154 22.5	83 20.2
OTHER .....	48 3.1	12 3.4	12 3.9	18 3.6	6 1.6	16 3.7	21 3.1	11 2.7
TOTAL .....	1,526 ...	349 ...	308 ...	497 ...	372 ...	430 ...	685 ...	411 ...
NO RESPONSE	7 .5	2 .6	2 .6	1 .2	2 .5	2 .5	4 .6	1 .2

45A. DO YOU AND/OR YOUR SPOUSE OWN OR ARE YOU PURCHASING YOUR OWN HOME

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, ONLY ONE .....	862 59.4	311 60.9	551 58.6	166 32.7	238 71.3	207 78.7	245 73.6	438 58.3	424 60.6
YES, MORE THAN ONE .....	109 7.5	32 6.3	77 8.2	10 2.0	20 6.0	28 10.6	47 14.1	65 8.7	44 6.3
NO .....	480 33.1	168 32.9	312 33.2	331 65.3	76 22.8	28 10.6	41 12.3	748 33.0	232 33.1
TOTAL .....	1,451 100.0	511 100.1	940 100.0	507 100.0	334 100.1	263 99.9	333 100.0	751 100.0	700 100.0
NO RESPONSE	82 5.3	15 2.9	67 6.7	55 9.8	11 3.2	7 2.6	6 1.8	56 6.9	26 3.6

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, ONLY ONE .....	862 59.4	167 52.0	201 68.1	272 57.5	222 61.3	234 57.9	395 60.3	233 59.4
YES, MORE THAN ONE .....	109 7.5	19 5.9	22 7.5	35 7.4	33 9.1	35 8.7	51 7.8	23 5.9
NO .....	480 33.1	135 42.1	72 24.4	166 35.1	107 29.6	135 33.4	209 31.9	136 34.7
TOTAL .....	1,451 100.0	321 100.0	295 100.0	473 100.0	362 100.0	404 100.0	655 100.0	392 100.0
NO RESPONSE	82 5.3	30 8.5	15 4.8	25 5.0	12 3.2	28 6.5	34 4.9	20 4.9

45B. HOW MANY CARS DO YOU AND/OR YOUR SPOUSE OWN

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
NONE .....	75 5.2	22 4.3	53 5.6	28 5.3	14 4.2	11 4.3	21 6.4	49 6.5	26 3.7
ONE .....	692 47.6	249 48.5	443 47.0	310 58.9	132 39.8	89 34.6	156 47.7	356 47.2	336 48.0
TWO .....	635 43.6	225 43.9	410 43.5	183 34.8	177 53.3	134 52.1	136 41.6	320 42.4	315 45.0
THREE OR MORE .....	53 3.6	17 3.3	36 3.8	5 1.0	9 2.7	23 8.9	14 4.3	30 4.0	23 3.3
TOTAL .....	1,455 100.0	513 100.0	942 99.9	526 100.0	332 100.0	257 99.9	327 100.0	755 100.1	700 100.0
NO RESPONSE	78 5.1	13 2.5	65 6.5	36 6.4	13 3.8	13 4.8	12 3.5	52 6.4	26 3.6

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE .....	75 5.2	18 5.6	11 3.7	32 6.7	14 3.9	24 6.0	26 3.9	25 6.4
ONE .....	692 47.6	182 56.5	135 45.3	239 50.0	136 38.1	184 45.8	308 46.5	200 51.3
TWO .....	635 43.6	116 36.0	139 46.6	192 40.2	188 52.7	170 42.3	309 46.6	156 40.0
THREE OR MORE .....	53 3.6	6 1.9	13 4.4	15 3.1	19 5.3	24 6.0	20 3.0	9 2.3
TOTAL .....	1,455 100.0	322 100.0	298 100.0	478 100.0	357 100.0	402 100.1	663 100.0	390 100.0
NO RESPONSE	78 5.1	29 8.3	12 3.9	20 4.0	17 4.5	30 6.9	26 3.8	22 5.3

46. HAVE YOU EVER SERVED ON ACTIVE DUTY AS A MEMBER OF THE ARMED FORCES OF THE UNITED STATES

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES .....	245 16.0	233 44.3	12 1.2	32 5.7	73 21.2	91 33.7	48 14.2	63 7.8	182 25.1
NO .....	1,288 84.0	293 55.7	995 98.8	530 94.3	272 78.8	179 66.3	291 85.8	744 92.2	544 74.9
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES .....	245 16.0	56 16.0	32 10.3	71 14.3	86 23.0	71 16.4	108 15.7	66 16.0
NO .....	1,288 84.0	295 84.0	278 89.7	427 85.7	286 77.0	361 83.6	581 84.3	346 84.0
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

47. HOW WOULD YOU CLASSIFY YOURSELF IN REGARD TO YOUR POLITICAL AFFILIATION

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
DEMOCRAT .....	648 43.0	219 42.1	429 43.5	204 36.6	149 44.1	142 53.2	144 43.6	351 44.7	297 41.2
REPUBLICAN .....	508 33.7	162 31.2	346 35.1	155 27.8	119 35.2	92 34.5	140 42.4	264 33.6	244 33.8
OTHER .....	22 1.5	14 2.7	8 .8	3 .5	9 2.7	8 3.0	1 .3	8 1.0	14 1.9
I AM NOT AFFILIATED WITH ANY PARTY .....	328 21.8	125 24.0	203 20.6	195 35.0	61 18.0	25 9.4	45 13.6	162 20.6	166 23.0
TOTAL .....	1,506 100.0	520 100.0	986 100.0	557 99.9	338 100.0	267 100.1	330 99.9	785 99.9	721 99.9
NO RESPONSE	27 1.8	6 1.1	21 2.1	5 .9	7 2.0	3 1.1	9 2.7	22 2.7	5 .7

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
DEMOCRAT .....	648 43.0	138 40.4	178 58.6	157 32.0	175 47.4	212 49.6	282 41.9	154 37.9
REPUBLICAN .....	508 33.7	120 35.1	65 21.4	202 41.1	121 32.8	112 26.2	232 34.5	164 40.4
OTHER .....	22 1.5	11 3.2	1 .3	3 .6	7 1.9	5 1.2	12 1.8	5 1.2
I AM NOT AFFILIATED WITH ANY PARTY .....	328 21.8	73 21.3	60 19.7	129 26.3	66 17.9	98 23.0	147 21.8	83 20.4
TOTAL .....	1,506 100.0	342 100.0	304 100.0	491 100.0	369 100.0	427 100.0	673 100.0	406 99.9
NO RESPONSE	27 1.8	9 2.6	6 1.9	7 1.4	5 1.3	5 1.2	16 2.3	6 1.5

48. PLEASE CHECK TO INDICATE YOUR SENSE OF IDENTITY WITH THE COMMUNITY (TOWN, CITY, OR OTHER UNIT OF POPULATION) WHERE YOU LIVE DURING THE SCHOOL YEAR

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
I AM LIVING IN MY HOME COMMUNITY WHERE I HAVE LIVED SINCE CHILDHOOD ...	431 28.6	150 29.0	281 28.4	176 31.8	97 28.3	62 23.3	93 28.2	229 29.0	202 28.2
I CAME HERE AS AN ADULT AND NOW FEEL THAT I BELONG ..	735 48.7	241 46.5	494 49.9	167 30.1	0 0.0	176 66.2	207 62.7	387 48.9	348 48.5
I HAVE BEEN HERE FOR SOME TIME, BUT DO NOT FEEL THAT I BELONG .....	118 7.8	7 9.1	71 7.2	62 11.2	27 7.9	13 4.9	12 3.6	58 7.3	60 8.4
I HAVE BEEN HERE FOR TOO SHORT A TIME TO EXPECT TO FEEL THAT I BELONG ...	274 14.9	80 15.4	144 14.5	149 26.9	39 11.4	15 5.6	18 5.5	117 14.8	107 14.9
TOTAL .....	1,508 100.0	518 100.0	990 100.0	554 100.0	343 100.0	266 100.0	330 100.0	791 100.0	717 100.0
NO RESPONSE	25 1.6	8 1.5	17 1.7	8 1.4	2 .6	4 1.5	9 2.7	16 2.0	9 1.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION					SIZE OF SCHOOL SYSTEM LARGE 7 MEDIUM 8 SMALL 9	
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
I AM LIVING IN MY HOME COMMUNITY WHERE I HAVE LIVED SINCE CHILDHOOD ...	431 28.6	110 32.1	103 33.7	134 27.3	84 22.8	112 26.4	199 29.3	120 29.7
I CAME HERE AS AN ADULT AND NOW FEEL THAT I BELONG ..	735 48.7	133 38.8	158 51.6	240 49.0	204 55.3	224 52.8	329 48.4	182 45.0
I HAVE BEEN HERE FOR SOME TIME, BUT DO NOT FEEL THAT I BELONG .....	118 7.8	35 10.2	15 4.9	39 8.0	29 7.9	37 8.7	51 7.5	30 7.4
I HAVE BEEN HERE FOR TOO SHORT A TIME TO EXPECT TO FEEL THAT I BELONG ...	224 14.9	65 19.0	30 9.8	77 15.7	52 14.1	51 12.0	101 14.9	72 17.8
TOTAL .....	1,508 100.0	343 100.1	306 100.0	490 100.0	369 100.1	424 99.9	680 100.1	404 99.9
NO RESPONSE	25 1.6	8 2.3	4 1.3	8 1.6	5 1.3	9 1.9	9 1.3	8 1.9

49. IS YOUR RESIDENCE WITHIN THE BOUNDARIES OF THE SCHOOL SYSTEM IN WHICH YOU TEACH

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES .....	912 59.9	316 60.1	596 59.8	301 53.8	204 59.8	173 64.1	224 66.7	471 58.9	441 61.0
NO .....	610 40.1	210 39.9	400 40.2	258 46.2	137 40.2	97 35.9	112 33.3	328 41.1	282 39.0
TOTAL .....	1,522 100.0	526 100.0	996 100.0	559 100.0	341 100.0	270 100.0	336 100.0	799 100.0	723 100.0
NO RESPONSE	11 .7	...	11 1.1	3 .5	4 1.2	...	3 .9	8 1.0	3 .4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION					SIZE OF SCHOOL SYSTEM LARGE 7 MEDIUM 8 SMALL 9	
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
YES .....	912 59.9	165 47.7	223 71.9	299 60.4	225 60.6	274 64.0	411 60.0	227 55.5
NO .....	610 40.1	181 52.3	87 28.1	196 39.6	146 39.4	154 36.0	274 40.0	182 44.5
TOTAL .....	1,522 100.0	346 100.0	310 100.0	495 100.0	371 100.0	428 100.0	685 100.0	409 100.0
NO RESPONSE	11 .7	5 1.4	...	3 .6	3 .8	4 .9	4 .6	3 .7



## 50. IS YOUR RESIDENCE WITH THE ATTENDANCE AREA OF THE SCHOOL IN WHICH YOU TEACH

1	TOTAL SAMPLE 2	S E X		A G E I N			Y E A R S		EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10	
YES .....	516 34.2	204 39.1	312 31.6	153 27.5	109 31.9	101 37.7	147 45.1	218 27.6	298 41.4	
NO .....	992 65.8	318 60.9	674 68.4	404 72.5	233 68.1	167 62.3	179 54.9	571 72.4	421 58.6	
TOTAL .....	1,508 100.0	522 100.0	986 100.0	557 100.0	342 100.0	268 100.0	326 100.0	789 100.0	719 100.0	
NO RESPONSE	25 1.6	4 .8	21 2.1	5 .9	3 .9	2 .7	13 3.8	18 2.2	7 1.0	

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES .....	516 34.2	82 23.9	130 42.8	184 37.4	120 32.5	72 16.8	245 36.1	199 49.5
NO .....	992 65.8	261 76.1	174 57.2	308 62.6	249 67.5	356 83.2	433 63.9	203 50.5
TOTAL .....	1,508 100.0	343 100.0	304 100.0	492 100.0	369 100.0	428 100.0	678 100.0	402 100.0
NO RESPONSE	25 1.6	8 2.3	6 1.9	6 1.2	5 1.3	4 .9	11 1.6	10 2.4

51. SEVERAL TYPES OF RELIGIOUS, CIVIC, PROFESSIONAL, AND SOCIAL ORGANIZATIONS ARE LISTED BELOW. PLEASE INDICATE IF YOU ARE A MEMBER OF EACH OF THESE

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
CHURCH OR SYNAGOGUE, OR OTHER FORMAL RELIGIOUS GROUP .....	1,201 79.9	388 75.0	813 82.5	415 75.8	258 76.3	226 84.6	299 86.5	653 82.6	548 77.0
YOUTH-SERVING GROUP .....	243 16.2	104 20.1	139 14.1	50 10.1	73 21.6	65 24.3	43 12.9	115 14.5	128 18.0
WOMEN'S BUSINESS, PROFESSIONAL, CIVIC- SOCIAL GROUP .....	290 19.3	10 1.9	280 28.4	59 10.7	53 15.7	65 24.3	106 31.7	195 24.7	95 13.3
MEN'S SERVICE CLUB .....	78 5.2	78 15.1	...	19 3.5	24 7.1	19 7.1	16 4.8	16 2.0	62 8.7
FRATERNAL OR AUXILIARY GROUP .....	230 15.3	119 23.0	111 11.3	54 9.8	52 15.4	51 19.1	71 21.3	111 14.0	119 16.7
CIVIL LIBERTIES GROUP .....	68 4.5	21 4.1	47 4.8	13 2.4	25 7.4	16 6.0	11 3.3	30 3.8	38 5.3
VETERANS GROUP .....	69 4.6	61 11.8	8 .8	7 1.3	11 3.3	28 10.5	23 6.9	18 2.3	51 7.2
POLITICAL PARTY ORGANIZATION .....	193 12.8	69 13.3	124 12.6	69 12.6	41 12.1	32 12.0	48 14.4	95 12.0	98 13.8
PARENT-TEACHER ASSOCIATION .	1,017 67.7	292 56.5	725 73.5	331 60.3	234 69.2	204 76.4	238 71.3	632 79.9	385 54.1
HOBBY CLUB .....	248 16.5	92 17.8	156 15.8	94 17.1	60 17.8	43 16.1	49 14.7	121 15.3	127 17.8
NATIONAL EDUCATION ASSOCIATION .....	879 58.5	295 57.1	584 59.2	280 51.0	193 57.1	167 62.5	229 68.6	488 61.7	391 54.9
STATE EDUCATION ASSOCIATION .....	1,156 76.9	394 76.2	762 77.3	379 69.0	267 79.0	203 76.0	298 89.2	617 78.0	539 75.7
LOCAL EDUCATION ASSOCIATION .....	1,220 81.2	407 78.7	813 82.5	415 75.6	271 80.2	219 82.0	304 91.0	650 82.2	570 80.1
SUBJECT-MATTER OR PROFESSIONAL SPECIAL- INTEREST ASSOCIATION .....	554 36.9	229 44.3	325 33.0	157 28.6	139 41.1	127 47.6	126 37.7	180 22.8	374 52.5
AMERICAN FEDERATION OF TEACHERS .....	119 7.9	62 12.0	57 5.8	53 9.7	27 8.0	23 8.6	16 4.8	51 6.4	68 9.6
TOTAL .....	1,503 ...	517 ...	986 ...	549 ...	338 ...	267 ...	334 ...	791 ...	712 ...
NO RESPONSE	30 2.0	9 1.7	21 2.1	13 2.3	7 2.0	3 1.1	5 1.5	16 2.0	14 1.9

51. SEVERAL TYPES OF RELIGIOUS, CIVIC, PROFESSIONAL, AND SOCIAL ORGANIZATIONS ARE LISTED BELOW. PLEASE INDICATE IF YOU ARE A MEMBER OF EACH OF THESE (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
CHURCH OR SYNAGOGUE, OR OTHER FORMAL RELIGIOUS GROUP .....	1,201 79.9	260 76.0	283 92.5	394 80.7	264 71.9	328 77.0	544 80.8	329 81.4
YOUTH-SERVING GROUP .....	243 16.2	43 12.6	52 17.0	84 17.2	64 17.4	70 16.4	110 16.3	63 15.6
WOMEN'S BUSINESS, PROFESSIONAL, CIVIC- SOCIAL GROUP .....	290 19.3	60 17.5	77 25.2	90 18.4	63 17.2	88 20.7	131 19.5	71 17.6
MEN'S SERVICE CLUB .....	78 5.2	14 4.1	15 4.9	30 6.1	19 5.2	17 4.0	33 4.9	28 6.9
FRATERNAL OR AUXILIARY GROUP .....	230 15.3	39 11.4	42 13.7	94 19.3	55 15.0	72 16.9	93 13.8	65 16.1
CIVIL LIBERTIES GROUP .....	68 4.5	16 4.7	22 7.2	14 2.9	16 4.4	37 8.7	30 4.5	1 .2
VETERANS GROUP .....	69 4.6	15 4.4	11 3.6	21 4.3	22 6.0	22 5.2	26 3.9	21 5.2
POLITICAL PARTY ORGANIZATION .....	193 12.8	46 13.5	39 12.7	52 10.7	56 15.3	60 14.1	89 13.2	44 10.9
PARENT-TEACHER ASSOCIATION .	1,017 67.7	210 61.4	241 78.8	293 60.0	273 74.4	327 76.8	474 70.4	216 53.5
HOBBY CLUB .....	248 16.5	44 12.9	58 19.0	81 16.6	65 17.7	72 16.9	114 16.9	62 15.3
NATIONAL EDUCATION ASSOCIATION .....	879 58.5	180 52.6	158 51.6	301 6.7	240 65.4	223 52.3	431 64.0	225 55.7
STATE EDUCATION ASSOCIATION .....	1,156 76.9	238 69.6	228 74.5	389 79.7	301 82.0	254 59.6	565 84.0	337 83.4
LOCAL EDUCATION ASSOCIATION .....	1,220 81.2	268 78.4	249 81.4	396 81.1	307 83.7	294 69.0	586 87.1	340 84.2
SUBJECT-MATTER OR PROFESSIONAL SPECIAL- INTEREST ASSOCIATION .....	554 36.9	127 37.1	100 32.7	194 39.8	133 36.2	174 40.8	253 37.6	127 31.4
AMERICAN FEDERATION OF TEACHERS .....	119 7.9	55 16.1	6 2.0	38 7.8	20 5.4	76 17.8	33 4.9	10 2.5
TOTAL .....	1,503 ...	342 ...	306 ...	488 ...	367 ...	426 ...	673 ...	404 ...
NO RESPONSE	30 2.0	9 2.6	4 1.3	10 2.0	7 1.9	6 1.4	16 2.3	8 1.9

52. HOW MANY HOURS PER WEEK, ON THE AVERAGE, DO YOU GIVE DURING THE SCHOOL YEAR TO WORK FOR ORGANIZATIONS SUCH AS THOSE LISTED IN QUESTIONED 51

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- UARY 10
NONE .....	624 40.7	186 35.4	438 43.5	260 46.3	128 37.1	95 35.2	131 38.6	341 42.3	283 39.0
ONE HOUR .....	448 29.2	137 26.0	311 30.9	143 25.4	101 29.3	92 34.1	108 31.9	241 29.9	207 28.5
TWO HOURS .....	233 15.2	97 18.4	136 13.5	87 15.5	58 16.8	40 14.8	47 13.9	118 14.6	115 15.8
THREE HOURS .....	98 6.4	44 8.4	54 5.4	37 6.6	23 6.7	18 6.7	20 5.9	49 6.1	49 6.7
FOUR HOURS .....	21 1.4	7 1.3	14 1.4	5 .9	8 2.3	2 .7	6 1.8	9 1.1	12 1.7
FIVE HOURS .....	47 3.1	23 4.4	24 2.4	13 2.3	14 4.1	9 3.3	11 3.2	23 2.9	24 3.3
SIX HOURS OR MORE .....	62 4.0	32 6.1	30 3.0	17 3.0	13 3.8	14 5.2	16 4.7	26 3.2	36 5.0
TOTAL .....	1,533 100.0	526 100.0	1,007 100.1	562 100.0	345 100.1	270 100.0	339 100.0	807 100.1	726 100.0
MEAN .....	1	2	1	1	1	1	1	1	1
MEDIAN .....	1	1	1	1	1	1	1	1	1
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	21	12	21	12	17	21	18	21	18
STANDARD ERROR OF THE MEAN .	.1	.1	.1	.1	.1	.1	.1	.1	.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE .....	624 40.7	160 45.6	130 41.9	193 38.8	141 37.7	181 41.9	279 40.5	164 39.8
ONE HOUR .....	448 29.2	101 28.8	97 31.3	154 30.9	96 25.7	114 26.4	211 30.6	123 29.9
TWO HOURS .....	233 15.2	48 13.7	49 15.8	74 14.9	62 16.6	71 16.4	107 15.5	55 13.3
THREE HOURS .....	98 6.4	17 4.8	17 5.5	35 7.0	29 7.8	29 6.7	35 5.1	34 8.3
FOUR HOURS .....	21 1.4	7 2.0	1 .3	9 1.8	4 1.1	7 1.6	6 .9	8 1.9
FIVE HOURS .....	47 3.1	9 2.6	5 1.6	13 2.6	20 5.3	12 2.8	22 3.2	13 3.2
SIX HOURS OR MORE .....	62 4.0	9 2.6	11 3.5	20 4.0	22 5.9	18 4.2	29 4.2	15 3.6
TOTAL .....	1,533 100.0	351 100.1	310 99.9	498 100.0	374 100.1	432 100.0	689 100.0	412 100.0
MEAN .....	1	1	1	1	2	1	1	1
MEDIAN .....	1	1	1	1	1	1	1	1
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	21	12	21	12	12	18	21	12
STANDARD ERROR OF THE MEAN .	.1	.1	.1	.1	.1	.1	.1	.1

## 53. TO WHAT EXTENT DID YOU PARTICIPATE IN THE 1970 ELECTIONS

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
GAVE MY SERVICES AS A WORKER IN BEHALF OF A CANDIDATE IN THE PRIMARY	119 7.9	49 9.4	70 7.1	27 4.8	33 9.7	27 10.1	30 9.1	70 8.8	49 6.8
VOTED IN THE PRIMARY ELECTION .....	1,125 74.6	381 73.4	744 75.2	323 58.0	273 80.3	224 83.9	296 89.4	592 74.7	533 74.3
GAVE MONEY TO A CANDIDATE IN PRIMARY .....	153 10.1	57 11.0	96 9.7	20 3.6	43 12.6	36 13.5	53 16.0	70 8.8	83 11.6
VOTED IN THE GENERAL ELECTION .....	1,242 82.3	443 85.4	799 80.7	402 72.2	291 85.6	243 91.0	297 89.7	649 81.9	593 82.7
GAVE MONEY TO A POLITICAL PARTY IN THE GENERAL ELECTION .....	116 7.7	42 8.1	74 7.5	15 2.7	28 8.2	25 9.4	47 14.2	50 6.3	66 9.2
GAVE MY SERVICES AS A WORKER IN BEHALF OF A POLITICAL PARTY IN THE GENERAL ELECTION .....	98 6.5	40 7.7	58 5.9	24 4.3	25 7.4	21 7.9	27 8.2	57 7.2	41 5.7
GAVE MY SERVICES AS A WORKER IN BEHALF OF REFERENDA IN THE 1970 ELECTIONS .....	52 3.4	25 4.8	27 2.7	10 1.8	17 5.0	10 3.7	15 4.5	31 3.9	21 2.9
DID NOT PARTICIPATE IN THE 1970 ELECTIONS .....	183 12.1	58 11.2	125 12.6	133 23.9	30 8.8	11 4.1	8 2.4	91 11.5	92 12.8
TOTAL .....	1,509 ...	519 ...	990 ...	557 ...	340 ...	267 ...	331 ...	752 ...	717 ...
NO RESPONSE	24 1.6	7 1.3	17 1.7	5 .9	5 1.4	3 1.1	8 2.4	15 1.9	9 1.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM	
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8	SMALL 9
GAVE MY SERVICES AS A WORKER IN BEHALF OF A CANDIDATE IN THE PRIMARY	119 7.9	26 7.5	22 7.3	31 6.3	40 10.8	48 11.2	50 7.4	21 5.2
VOTED IN THE PRIMARY ELECTION .....	1,125 74.6	226 65.3	227 74.9	367 74.7	305 82.7	338 78.8	493 73.1	294 72.4
GAVE MONEY TO A CANDIDATE IN PRIMARY .....	153 10.1	26 7.5	13 4.3	51 10.4	63 17.1	50 11.7	73 10.8	30 7.4
VOTED IN THE GENERAL ELECTION .....	1,242 82.3	284 82.1	238 78.5	396 80.7	324 87.8	352 82.1	556 82.5	334 82.3
GAVE MONEY TO A POLITICAL PARTY IN THE GENERAL ELECTION .....	116 7.7	25 7.2	10 3.3	41 8.4	40 10.8	34 7.9	55 8.2	27 6.7
GAVE MY SERVICES AS A WORKER IN BEHALF OF A POLITICAL PARTY IN THE GENERAL ELECTION .....	98 6.5	15 4.3	18 5.9	29 5.9	36 9.8	35 8.2	44 6.5	19 4.7
GAVE MY SERVICES AS A WORKER IN BEHALF OF REFERENDA IN THE 1970 ELECTIONS .....	52 3.4	4 1.2	8 2.6	20 4.1	20 5.4	15 3.5	25 3.7	12 3.0
DID NOT PARTICIPATE IN THE 1970 ELECTIONS .....	183 12.1	52 15.0	44 14.5	59 12.0	28 7.6	47 11.0	88 13.1	48 11.8
TOTAL .....	1,509 ...	346 ...	303 ...	491 ...	369 ...	429 ...	674 ...	406 ...
NO RESPONSE	24 1.6	5 1.4	7 2.3	7 1.4	5 1.3	3 .7	15 2.2	6 1.5

54. WHILE A TEACHER, HAVE YOU EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE

A. LOCAL ELECTION

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, AND ELECTED .....	38 2.5	14 2.7	24 2.4	4 .7	8 2.3	10 3.7	15 4.4	23 2.9	15 2.1
YES, BUT NOT ELECTED .....	8 .5	7 1.3	1 .1	...	2 .6	2 .7	4 1.2	3 .4	5 .7
NO .....	1,487 97.0	505 96.0	982 97.5	558 99.3	335 97.1	258 95.6	320 94.4	781 96.8	706 97.2
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.1	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM	
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8	SMALL 9
YES, AND ELECTED .....	38 2.5	6 1.7	13 4.2	9 1.8	10 2.7	8 1.9	18 2.6	12 2.9
YES, BUT NOT ELECTED .....	8 .5	...	1 .3	5 1.0	2 .5	3 .7	4 .6	1 .2
NO .....	1,487 97.0	345 98.3	296 95.5	484 97.2	362 96.8	421 97.5	667 96.8	399 96.8
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.1	689 100.0	412 99.9

## 54. WHILE A TEACHER, HAVE YOU EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE

## B. STATE ELECTION

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- OARY 10
YES, AND ELECTED .....	3 .2	2 .4	1 .1	...	...	...	2 .6	2 .2	1 .1
YES, BUT NOT ELECTED .....	1 .1	...	1 .1	...	...	...	1 .3	1 .1	...
NO .....	1,529 99.7	524 99.6	1,005 99.8	562 100.0	345 100.0	270 100.0	336 99.1	804 99.6	725 99.9
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 99.9	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, AND ELECTED .....	3 .2	...	2 .6	1 .2	...	...	2 .3	1 .2
YES, BUT NOT ELECTED .....	1 .1	...	1 .3	...	...	1 .2	...	...
NO .....	1,529 99.7	351 100.0	307 99.0	497 99.8	374 100.0	431 99.8	687 99.7	411 99.8
TOTAL .....	1,533 100.0	351 100.0	310 99.9	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

## C. NATIONAL ELECTION

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- OARY 10
YES, AND ELECTED .....	...	...	...	...	...	...	...	...	...
YES, BUT NOT ELECTED .....	...	...	...	...	...	...	...	...	...
NO .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, AND ELECTED .....	...	...	...	...	...	...	...	...
YES, BUT NOT ELECTED .....	...	...	...	...	...	...	...	...
NO .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

## 540. WHILE A TEACHER, HAVE YOU EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- OARY 10
YES .....	47 3.1	22 4.2	25 2.5	4 .7	10 2.9	12 4.4	20 5.9	26 3.2	21 2.9
NO .....	1,486 96.9	504 95.8	982 97.5	558 99.3	335 97.1	258 95.6	319 94.1	781 96.8	705 97.1
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0



1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES .....	47 3.1	6 1.7	14 4.5	15 3.0	12 3.2	11 2.5	23 3.3	13 3.2
NO .....	1,486 96.9	345 98.3	296 95.5	483 97.0	362 96.8	421 97.5	666 96.7	399 96.8
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

55A. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES, PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING 1968-69

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT ELEMENTARY 9	STATUS SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
SABATICAL LEAVE - FULL-TIME COLLEGE .....	25 2.4	15 4.1	10 1.5	17 5.4	...	...	2 .8	8 1.5	17 3.5
SABATICAL LEAVE - TRAVEL ...	32 3.1	10 2.7	22 3.4	9 2.9	...	...	14 5.5	19 3.6	13 2.6
SABATICAL LEAVE - OTHER ....	6 .6	2 .5	4 .6	2 .6	...	...	2 .8	2 .4	4 .8
OTHER EDUCATIONAL TRAVEL ...	203 19.8	68 18.5	135 20.6	55 17.5	...	...	62 24.5	102 19.2	101 20.6
SYSTEM-SPONSURED WORKSHOPS DURING SCHOOL YEAR .....	423 41.3	127 34.6	296 45.1	101 32.1	...	...	120 47.4	262 49.2	161 32.8
SYSTEM-SPONSURED WORKSHOPS DURING SUMMER .....	124 12.1	31 8.4	93 14.2	26 8.3	...	...	35 13.8	72 13.5	52 10.6
WORK ON CURRICULUM COMMITTEE	236 23.1	89 24.3	147 22.4	42 13.3	...	...	67 26.5	122 22.9	114 23.2
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	191 18.7	73 19.9	118 18.0	44 14.0	...	...	49 19.4	96 18.0	95 19.3
UNIVERSITY EXTENSION COURSES	255 24.9	84 22.9	171 26.1	78 24.8	...	...	70 27.7	143 26.9	112 22.8
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	306 29.9	127 34.6	179 27.3	129 41.0	...	...	48 19.0	165 31.0	141 28.7
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	207 20.2	98 26.7	109 16.6	92 29.2	...	...	30 11.9	77 14.5	130 26.5
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	225 22.0	85 23.2	140 21.3	99 31.4	...	...	30 11.9	118 22.2	107 21.8
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	156 15.2	64 17.4	92 14.0	79 25.1	...	...	22 8.7	53 10.0	103 21.0
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	181 17.7	76 20.7	105 16.0	39 12.4	...	...	55 21.7	70 13.2	111 22.6
EDUCATIONAL TV .....	69 6.7	17 4.6	52 7.9	21 6.7	...	...	23 9.1	47 8.8	22 4.5
EXCHANGE TEACHING, DOMESTIC	8 .8	1 .3	7 1.1	3 1.0	...	...	1 .4	8 1.5	...
EXCHANGE TEACHING, FOREIGN .	1 .1	...	1 .2	1 .3	...	...	...	1 .2	...
PEACE CORPS .....	1 .1	...	1 .2	1 .3	...	...	...	1 .2	...
VISTA .....	...	...	...	...	...	...	...	...	...
TEACH CORPS .....	1 .1	1 .3	...	...	...	...	...	...	1 .2
TEACHER CORPS .....	1 .1	...	1 .2	...	...	...	...	1 .2	...
TOTAL .....	1,023 ...	367 ...	656 ...	315 ...	243 ...	202 ...	253 ...	532 ...	491 ...
NO RESPONSE	510 33.3	159 30.2	351 34.9	247 44.0	102 29.6	68 25.2	86 25.4	275 34.1	235 32.4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
SABATICAL LEAVE - FULL-TIME COLLEGE .....	25 2.4	...	...	8 2.5	8 3.0	5 1.7	12 2.6	8 3.1
SABATICAL LEAVE - TRAVEL ...	32 3.1	...	...	9 2.8	9 3.4	5 1.7	19 4.1	8 3.1
SABATICAL LEAVE - OTHER ....	6 .6	...	...	3 .9	...	2 .7	3 .6	1 .4
OTHER EDUCATIONAL TRAVEL ...	203 19.8	...	...	71 22.3	47 17.5	61 20.9	94 20.0	48 18.3
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	423 41.3	...	...	126 39.5	119 44.4	127 43.5	191 40.7	105 40.1
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	124 12.1	...	...	26 8.2	43 16.0	42 14.4	67 14.3	15 5.7
WORK ON CURRICULUM COMMITTEE	236 23.1	...	...	78 24.5	62 23.1	51 17.5	124 26.4	61 23.3
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	191 18.7	...	...	65 20.4	40 14.9	48 16.4	92 19.6	51 19.5
UNIVERSITY EXTENSION COURSES	255 24.9	...	...	69 21.6	80 29.9	70 24.0	131 27.9	54 20.6
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	306 29.9	...	...	85 26.6	99 36.9	113 38.7	127 27.1	66 25.2
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	207 20.2	...	...	63 19.7	61 22.8	72 24.7	94 20.0	41 15.6
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	225 22.0	...	...	78 24.5	76 28.4	79 27.1	88 18.8	58 22.1
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	156 15.2	...	...	51 16.0	48 17.9	45 15.4	66 14.1	45 17.2
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	181 17.7	...	...	71 22.3	47 17.5	54 18.5	73 15.6	54 20.6
EDUCATIONAL TV .....	69 6.7	...	...	22 6.9	18 6.7	18 6.2	35 7.5	16 6.1
EXCHANGE TEACHING, DOMESTIC	8 .8	...	...	2 .6	1 .4	3 1.0	4 .9	1 .4
EXCHANGE TEACHING, FOREIGN .	1 .1	...	...	1 .3	...	...	1 .2	...
PEACE CORPS .....	1 .1	...	...	...	1 .4	...	...	1 .4
VISTA .....	...	...	...	...	...	...	...	...
TEACH CORPS .....	1 .1	...	...	1 .3	...	1 .3	...	...
TEACHER CORPS .....	1 .1	...	...	...	...	1 .3	...	...
TOTAL .....	1,023 ...	243 ...	193 ...	319 ...	268 ...	292 ...	469 ...	262 ...
NO RESPONSE	510 33.3	108 30.8	117 37.7	179 35.9	106 28.3	140 32.4	220 31.9	150 36.4

55B. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES, PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING 1969-70

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
SABATICAL LEAVE - FULL-TIME COLLEGE .....	16 1.5	9 2.3	7 1.0	12 3.2	3 1.2	...	...	8 1.4	8 1.5
SABATICAL LEAVE - TRAVEL ...	33 3.0	13 3.3	20 2.8	8 2.1	3 1.2	...	...	18 3.1	15 2.9
SABATICAL LEAVE - OTHER ....	3 .3	2 .5	1 .1	2 .5	...	...	...	1 .2	2 .4
OTHER EDUCATIONAL TRAVEL ...	252 22.9	82 20.9	170 24.0	87 23.1	56 21.9	...	...	138 23.8	114 21.9
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	543 49.3	171 43.3	373 52.7	156 41.5	137 53.5	...	...	322 55.5	221 42.4
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	142 12.9	44 11.2	98 13.8	33 8.8	34 13.3	...	...	77 13.3	65 12.5
WORK ON CURRICULUM COMMITTEE	295 26.8	114 29.0	181 25.6	82 21.8	78 30.5	...	...	143 24.7	152 29.2
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	264 24.0	97 24.7	167 23.6	71 18.9	65 25.4	...	...	135 23.3	129 24.8
UNIVERSITY EXTENSION COURSES	239 21.7	82 20.9	157 22.2	84 22.3	57 22.3	...	...	127 21.9	112 21.5
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	323 29.3	127 32.3	196 27.7	136 36.2	75 29.3	...	...	179 30.9	144 27.6
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	201 18.3	86 21.9	115 16.2	94 25.0	45 17.6	...	...	79 13.6	122 23.4
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	232 21.1	86 21.9	146 20.6	109 29.0	52 20.3	...	...	129 22.2	103 19.8
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	154 14.0	70 17.8	84 11.9	76 20.2	35 13.7	...	...	54 9.3	100 19.2
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	217 19.7	81 20.6	136 19.2	54 14.4	52 20.3	...	...	97 16.7	120 23.0
EDUCATIONAL TV .....	81 7.4	17 4.3	64 9.0	25 6.6	16 6.3	...	...	54 9.3	27 5.2
EXCHANGE TEACHING, DOMESTIC	9 .8	1 .3	8 1.1	2 .5	2 .8	...	...	8 1.4	1 .2
EXCHANGE TEACHING, FOREIGN .	1 .1	1 .3	...	1 .3	...	...	...	...	1 .2
PEACE CORPS .....	...	...	...	...	...	...	...	...	...
VISTA .....	...	...	...	...	...	...	...	...	...
TEACH CORPS .....	1 .1	1 .3	...	...	1 .4	...	...	...	1 .2
TEACHER CORPS .....	4 .4	1 .3	3 .4	1 .3	1 .4	...	...	4 .7	...
TOTAL .....	1,101 ...	393 ...	708 ...	376 ...	256 ...	215 ...	241 ...	580 ...	521 ...
NO RESPONSE	432 28.2	133 25.3	299 29.7	186 33.1	89 25.8	55 20.4	98 28.9	227 28.1	205 28.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SABATICAL LEAVE - FULL-TIME COLLEGE .....	16 1.5	1 .4	...	8 2.3	3 1.1	5 1.6	7 1.4	4 1.4
SABATICAL LEAVE - TRAVEL ...	33 3.0	9 3.4	...	9 2.6	7 2.5	7 2.3	19 3.7	7 2.5
SABATICAL LEAVE - OTHER ....	3 .3	...	...	2 .6	...	1 .3	1 .2	1 .4
OTHER EDUCATIONAL TRAVEL ...	252 22.9	70 26.5	...	85 24.1	63 22.5	78 25.1	118 23.0	56 20.3
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	543 49.3	119 45.1	...	167 47.4	145 51.8	155 49.8	264 51.4	124 44.9
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	142 12.9	23 8.7	...	35 9.9	52 18.6	44 14.1	65 12.6	33 12.0
WORK ON CURRICULUM COMMITTEE	295 26.8	73 27.7	...	102 29.0	69 24.6	53 17.0	156 30.4	86 31.2
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	264 24.0	65 24.6	...	87 24.7	56 20.0	68 21.9	128 24.9	68 24.6
UNIVERSITY EXTENSION COURSES	239 21.7	47 17.8	...	59 16.8	91 32.5	70 22.5	122 23.7	47 17.0
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	323 29.3	84 31.8	...	91 25.9	99 35.4	114 36.7	133 25.9	76 27.5
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	201 18.3	59 22.3	...	48 13.6	70 25.0	73 23.5	86 16.7	42 15.2
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	232 21.1	50 18.9	...	80 22.7	74 26.4	74 23.8	93 18.1	65 23.6
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	154 14.0	32 12.1	...	52 14.8	54 19.3	43 13.8	66 12.8	45 16.3
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	217 19.7	43 16.3	...	70 19.9	66 23.6	63 20.3	97 18.9	57 20.7
EDUCATIONAL TV .....	81 7.4	10 3.8	...	21 6.0	21 7.5	26 8.4	41 8.0	14 5.1
EXCHANGE TEACHING, DOMESTIC	9 .8	...	...	3 .9	2 .7	3 1.0	5 1.0	1 .4
EXCHANGE TEACHING, FOREIGN .	1 .1	...	...	1 .3	...	1 .3	...	...
PEACE CORPS .....	...	...	...	...	...	...	...	...
VISTA .....	...	...	...	...	...	...	...	...
TEACH CORPS .....	1 .1	...	...	1 .3	...	1 .3	...	...
TEACHER CORPS .....	4 .4	1 .4	...	2 .6	1 .4	2 .6	...	2 .7
TOTAL .....	1,101 ...	264 ...	205 ...	352 ...	280 ...	311 ...	514 ...	276 ...
NO RESPONSE	472 28.2	87 24.8	105 33.9	146 29.3	94 25.1	121 28.0	175 25.4	136 33.0

55C. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES, PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING 1970-71

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			50 OR MORE 8	EMPLOYMENT ELEMEN- TARY 9	STATUS SECON- DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7			
SABATICAL LEAVE - FULL-TIME COLLEGE .....	7 .6	4 1.0	3 .4	4 .9	1 .4	...	1 .4	3 .5	4 .7
SABATICAL LEAVE - TRAVEL ...	26 2.2	10 2.4	16 2.1	8 1.9	3 1.1	...	10 4.0	13 2.1	13 2.3
SABATICAL LEAVE - OTHER ....	6 .5	4 1.0	2 .3	4 .9	1 .4	...	1 .4	1 .2	5 .9
OTHER EDUCATIONAL TRAVEL ...	189 16.2	60 14.5	129 17.2	57 13.4	37 14.1	...	61 24.4	98 16.0	91 16.4
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	545 46.7	166 40.0	379 50.4	183 43.2	115 43.7	...	134 53.6	323 52.7	222 40.1
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	117 10.0	30 7.2	87 11.6	36 8.5	22 8.4	...	32 12.8	75 12.2	42 7.6
WORK ON CURRICULUM COMMITTEE	354 30.3	132 31.8	222 29.5	116 27.4	83 31.6	...	77 30.8	169 27.6	185 33.4
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	359 30.8	131 31.6	228 30.3	132 31.1	70 26.6	...	73 29.2	199 32.5	160 28.9
UNIVERSITY EXTENSION COURSES	250 21.4	88 21.2	162 21.5	114 26.9	53 20.2	...	37 14.8	135 22.0	115 20.8
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	325 27.8	120 28.9	205 27.3	157 37.0	67 25.5	...	35 14.0	187 30.5	138 24.9
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	187 16.0	86 20.7	101 13.4	102 24.1	39 14.8	...	16 6.4	70 11.4	117 21.1
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	172 14.7	67 16.1	105 14.0	82 19.3	36 13.7	...	16 6.4	100 16.3	72 13.0
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	128 11.0	61 14.7	67 8.9	54 12.7	37 14.1	...	10 4.0	43 7.0	85 15.3
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	255 21.9	86 20.7	169 22.5	82 19.3	66 25.1	...	58 23.2	123 20.1	132 23.8
EDUCATIONAL TV .....	119 10.2	27 6.5	92 12.2	44 10.4	20 7.6	...	33 13.2	80 13.1	39 7.0
EXCHANGE TEACHING, DOMESTIC	9 .8	1 .2	8 1.1	4 .9	3 1.1	...	1 .4	7 1.1	2 .4
EXCHANGE TEACHING, FOREIGN .	...	...	...	...	...	...	...	...	...
PEACE CORPS .....	...	...	...	...	...	...	...	...	...
VISTA .....	1 .1	1 .2	...	1 .2	...	...	...	...	1 .2
TEACH CORPS .....	...	...	...	...	...	...	...	...	...
TEACHER CORPS .....	2 .2	1 .2	1 .1	1 .2	...	...	...	2 .3	...
TOTAL .....	1,167 ...	415 ...	752 ...	424 ...	263 ...	217 ...	250 ...	613 ...	554 ...
NO RESPONSE	366 23.9	111 21.1	255 25.3	138 24.6	82 23.8	53 19.6	89 26.3	194 24.0	172 23.7

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SABATICAL LEAVE - FULL-TIME COLLEGE .....	7 .6	...	...	4 1.1	1 .3	2 .6	5 .9	...
SABATICAL LEAVE - TRAVEL ...	26 2.2	5 1.8	...	11 2.9	5 1.7	4 1.3	14 2.6	8 2.5
SABATICAL LEAVE - OTHER ....	6 .5	1 .4	...	2 .5	1 .3	2 .6	4 .7	...
OTHER EDUCATIONAL TRAVEL ...	189 16.2	63 22.6	...	61 16.1	41 14.1	56 17.9	84 15.6	49 15.6
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	545 46.7	107 38.4	...	178 47.0	142 49.0	156 50.0	260 48.1	129 41.0
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	117 10.0	24 8.6	...	35 9.2	26 9.0	39 12.5	49 9.1	29 9.2
WORK ON CURRICULUM COMMITTEE	354 30.3	90 32.3	...	123 32.5	82 28.3	73 23.4	168 31.1	113 35.9
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	359 30.8	88 31.5	...	131 34.6	77 26.6	87 27.9	160 29.6	112 35.6
UNIVERSITY EXTENSION COURSES	250 21.4	39 14.0	...	69 18.2	94 32.4	70 22.4	123 22.8	57 18.1
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	325 27.8	98 35.1	...	93 24.5	87 30.0	113 36.2	131 24.3	81 25.7
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	187 16.0	56 20.1	...	49 12.9	54 18.6	70 22.4	82 15.2	35 11.1
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	172 14.7	38 13.6	...	57 15.0	47 16.2	52 16.7	71 13.1	49 15.6
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	128 11.0	24 8.6	...	41 10.8	48 16.6	38 12.2	54 10.0	36 11.4
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	255 21.9	54 19.4	...	86 22.7	75 25.9	79 25.3	102 18.9	74 23.5
EDUCATIONAL TV .....	119 10.2	23 8.2	...	32 8.4	26 9.0	39 12.5	50 9.3	30 9.5
EXCHANGE TEACHING, DOMESTIC	9 .8	1 .4	...	2 .5	...	3 1.0	5 .9	1 .3
EXCHANGE TEACHING, FOREIGN .	...	...	...	...	...	...	...	...
PEACE CORPS .....	...	...	...	...	...	...	...	...
VISTA .....	1 .1	...	...	...	1 .3	1 .3	...	...
TEACH CORPS .....	...	...	...	...	...	...	...	...
TEACHER CORPS .....	2 .2	...	...	1 .3	1 .3	1 .3	...	1 .3
TOTAL .....	1,167 ...	279 ...	219 ...	379 ...	290 ...	312 ...	540 ...	315 ...
NO RESPONSE	366 23.9	72 27.5	91 29.4	119 23.9	84 22.5	120 27.8	149 21.6	97 23.5



550. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES, PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING THE PAST THREE YEARS

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
SABATICAL LEAVE - FULL-TIME COLLEGE .....	34 2.4	19 3.9	15 1.7	21 4.2	7 2.2	4 1.6	2 .6	12 1.6	22 3.3
SABATICAL LEAVE - TRAVEL ...	53 3.8	16 3.3	37 4.1	14 2.8	5 1.6	11 4.3	22 7.1	32 4.4	21 3.2
SABATICAL LEAVE - OTHER ....	10 .7	4 .8	6 .7	4 .8	1 .3	2 .8	3 1.0	3 .4	7 1.1
OTHER EDUCATIONAL TRAVEL ...	368 26.4	116 23.9	252 27.8	126 25.5	73 23.0	60 23.5	104 33.4	190 26.0	178 26.9
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	816 58.6	262 54.0	554 61.0	259 52.3	191 60.3	169 66.3	192 61.7	477 65.3	339 51.2
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	285 20.5	71 14.6	214 23.6	79 16.0	62 19.6	62 24.3	76 24.4	170 23.3	115 17.4
WORK ON CURRICULUM COMMITTEE	569 40.8	204 42.1	365 40.2	170 34.3	139 43.8	126 49.4	131 42.1	287 39.3	282 42.6
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	492 35.3	179 36.9	313 34.5	164 33.1	108 34.1	105 41.2	107 34.4	265 36.3	227 34.3
UNIVERSITY EXTENSION COURSES	454 32.6	148 30.5	306 33.7	165 33.3	115 36.3	80 31.4	91 29.3	246 33.7	208 31.4
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	559 40.1	209 43.1	350 38.5	244 49.3	124 39.1	102 40.0	82 26.4	302 41.3	257 38.8
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	364 26.1	150 30.9	214 23.6	174 35.2	80 25.2	58 22.7	46 14.8	145 19.8	219 33.1
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	423 30.4	151 31.1	272 30.0	192 38.8	96 30.3	79 31.0	52 16.7	233 31.9	190 28.7
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	299 21.5	127 26.2	172 18.9	147 29.7	69 21.8	46 18.0	33 10.6	105 14.4	194 29.3
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	341 24.5	123 25.4	218 24.0	99 20.0	85 26.8	74 29.0	80 25.7	158 21.6	183 27.6
EDUCATIONAL TV .....	158 11.3	34 7.0	124 13.7	54 10.9	5 .9	31 12.2	44 14.1	108 14.8	50 7.6
EXCHANGE TEACHING, DOMESTIC	19 1.4	3 .6	16 1.8	7 1.4	5 1.6	1 .4	6 1.9	16 2.2	3 .5
EXCHANGE TEACHING, FOREIGN .	2 .1	1 .2	1 .1	2 .4	...	...	...	1 .1	1 .2
PEACE CORPS .....	1 .1	...	1 .1	1 .2	...	...	...	1 .1	...
VISTA .....	1 .1	1 .2	...	1 .2	...	...	...	...	1 .2
TEACH CORPS .....	1 .1	1 .2	...	...	1 .3	...	...	...	1 .2
TEACHER CORPS .....	4 .3	1 .2	...	1 .2	1 .3	1 .4	1 .3	4 .5	...
TOTAL .....	1,393 ...	485 ...	908 ...	495 ...	317 ...	255 ...	311 ...	731 ...	662 ...
NO RESPONSE	140 9.1	41 7.8	99 9.8	67 11.9	28 8.1	15 5.6	28 8.3	76 9.4	64 8.8

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL SYSTEM	
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	LARGE 7		MEDIUM 8	SMALL 9
SABATICAL LEAVE - FULL-TIME COLLEGE .....	34 2.4	1 .3	10 3.7	14 3.1	9 2.6	8 2.1	17 2.7	9 2.4
SABATICAL LEAVE - TRAVEL ....	53 3.8	12 3.7	13 4.8	16 3.6	12 3.5	8 2.1	31 4.9	14 3.7
SABATICAL LEAVE - OTHER ....	10 .7	3 .9	3 1.1	3 .7	.. .3	3 .9	6 .9	1 .3
OTHER EDUCATIONAL TRAVEL ...	368 26.4	100 30.7	53 19.6	123 27.4	92 26.5	109 28.3	169 26.7	90 24.1
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR .....	816 58.6	177 54.3	175 64.6	252 56.1	212 61.1	243 63.1	380 59.9	193 51.6
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER .....	285 20.5	56 17.2	66 24.4	76 16.9	87 25.1	103 26.8	127 20.0	55 14.7
WORK ON CURRICULUM COMMITTEE	569 40.8	137 42.0	94 34.7	197 43.9	141 40.6	125 32.5	279 44.0	165 44.1
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM .....	492 35.3	119 36.5	90 33.2	173 38.5	110 31.7	127 33.0	228 36.0	137 36.6
UNIVERSITY EXTENSION COURSES	454 32.6	74 22.7	99 36.5	131 29.2	150 43.2	129 33.5	222 35.0	103 27.5
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR .....	559 40.1	148 45.4	92 33.9	162 36.1	157 45.2	184 47.8	244 38.5	131 35.0
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR .....	364 26.1	98 30.1	55 20.3	105 23.4	106 30.5	123 31.9	166 26.2	75 20.1
COLLEGE COURSES IN EDUCATION DURING THE SUMMER .....	423 30.4	90 27.6	68 25.1	140 31.2	125 36.0	128 33.2	175 27.6	120 32.1
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER .....	299 21.5	60 18.4	41 15.1	95 21.2	103 29.7	86 22.3	129 20.3	84 22.5
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S) .....	341 27.5	67 20.6	57 21.0	115 25.6	102 29.4	102 26.5	142 22.4	97 25.9
EDUCATIONAL TV .....	18 11.3	26 8.0	48 17.7	44 9.8	40 11.5	51 13.2	71 11.2	36 9.6
EXCHANGE TEACHING, DOMESTIC	19 1.4	1 .3	9 3.3	6 1.3	3 .9	7 1.8	9 1.4	3 .8
EXCHANGE TEACHING, FOREIGN	2 .1	... ...	... ...	2 .4	... ...	1 .3	1 .2	... ...
PEACE CORPS .....	1 .1	... ...	... ...	... ...	1 .3	... ...	... ...	1 .3
VISTA .....	1 .1	... ...	... ...	... ...	1 .3	1 .2	... ...	... ...
TEACH CORPS .....	1 .1	... ...	... ...	1 .2	... ...	1 .3	... ...	... ...
TEACHER CORPS .....	4 .3	1 .3	... ...	2 .4	1 .3	2 .5	... ...	2 .5
TOTAL ... ..	1,393 ...	326 ...	271 ...	449 ...	347 ...	385 ...	634 ...	374 ...
NO RESPONSE	140 9.1	25 7.1	39 12.6	49 9.8	27 7.2	47 10.9	55 8.0	38 9.2

## 55E. DID YOU TAKE SABBATICAL LEAVE DURING THE PAST THREE YEARS

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
YES .....	88 5.7	35 6.7	53 5.3	34 6.0	12 3.5	16 5.9	25 7.4	45 5.6	43 5.9
NO .....	1,445 94.3	491 93.3	954 94.7	528 94.0	333 96.5	254 94.1	314 92.6	762 94.4	683 94.1
TOTAL .....	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
YES .....	88 5.7	14 4.0	24 7.7	28 5.6	22 5.9	17 3.9	47 6.8	24 5.8
NO .....	1,445 94.3	337 96.0	286 92.3	470 94.4	352 94.1	415 96.1	642 93.2	388 94.2
TOTAL .....	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

## 56. HOW MANY COLLEGE CREDITS HAVE YOU EARNED IN THE LAST THREE YEARS. INCLUDE ONLY THOSE YOU HAVE EARNED SINCE COLLEGE GRADUATION

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	59 39.0	166 31.7	428 42.7	197 35.2	116 33.7	100 37.3	176 52.2	335 41.7	259 35.9
LESS THAN 3 SEMESTER HOURS .	42 2.8	10 1.9	32 3.2	12 2.1	10 2.7	8 3.0	12 3.6	15 1.9	27 3.7
3 - 5 SEMESTER HOURS .....	169 11.1	50 9.6	119 11.9	47 8.4	42 12.2	36 13.4	43 12.8	96 12.2	71 9.8
6 - 8 SEMESTER HOURS .....	169 11.1	56 10.7	113 11.3	54 9.7	50 14.5	25 9.3	40 11.9	90 11.2	79 10.9
9 - 11 SEMESTER HOURS .....	111 7.3	40 7.6	71 7.1	46 8.2	26 7.6	24 9.0	13 3.9	56 7.0	55 7.6
12 - 14 SEMESTER HOURS .....	105 6.9	47 9.0	58 5.8	44 7.9	25 7.3	21 7.8	13 3.9	45 5.6	60 8.3
15 - 17 SEMESTER HOURS .....	72 4.7	27 5.2	45 4.5	33 5.9	17 4.9	12 4.5	9 2.7	37 4.6	35 4.8
18 - 20 SEMESTER HOURS .....	47 3.1	23 4.4	24 2.4	17 3.0	10 2.9	9 3.4	9 2.7	24 3.0	23 3.2
21 - 23 SEMESTER HOURS .....	23 1.5	9 1.7	14 1.4	14 2.5	4 1.2	2 .7	3 .9	12 1.5	11 1.5
24 - 26 SEMESTER HOURS .....	28 1.8	13 2.5	15 1.5	9 1.6	7 2.0	7 2.6	5 5	12 1.5	16 2.2
27 - 29 SEMESTER HOURS .....	26 1.7	10 1.9	16 1.6	11 2.0	9 2.6	3 1.1	2 .6	15 1.9	11 1.5
30 OR MORE SEMESTER HOURS ..	139 9.1	72 13.8	67 6.7	75 13.4	28 8.1	21 7.8	12 3.6	64 8.0	75 10.4
TOTAL .....	1,525 100.1	523 100.0	1,002 100.1	559 99.9	344 99.9	268 99.9	337 100.3	803 100.1	722 99.8
NO RESPONSE	8 .5	3 .6	5 .5	3 .5	1 .3	2 .7	2 .6	4 .5	4 .6
MEAN .....	9	12	7	11	9	9	5	8	9
MEDIAN .....	4	6	3	6	6	4	0	4	6
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	95	95	60	66	95	80	60	95	80
STANDARD ERROR OF THE MEAN .	.3	.6	.3	.6	.7	.7	.5	.4	.5

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
NONE .....	594 39.0	146 42.0	119 38.5	224 45.1	105 28.3	136 31.7	280 40.8	178 43.4
LESS THAN 3 SEMESTER HOURS .	42 2.8	6 1.7	10 3.2	14 2.8	12 3.2	6 1.4	23 3.4	13 3.2
3 - 5 SEMESTER HOURS .....	169 11.1	21 6.0	46 14.9	66 13.3	36 9.7	52 12.1	74 10.8	43 10.5
6 - 8 SEMESTER HOURS .....	169 11.1	28 8.0	38 12.3	54 10.9	49 13.2	43 10.0	74 10.8	52 12.7
9 - 11 SEMESTER HOURS .....	111 7.3	30 8.6	23 7.4	33 6.6	25 6.7	30 7.0	65 9.5	16 3.9
12 - 14 SEMESTER HOURS .....	105 6.9	30 8.6	23 7.4	27 5.4	25 6.7	33 7.7	45 6.6	27 6.6
15 - 17 SEMESTER HOURS .....	72 4.7	22 6.3	13 4.2	19 3.8	18 4.9	21 4.9	29 4.2	22 5.4
18 - 20 SEMESTER HOURS .....	47 3.1	15 4.3	10 3.2	8 1.6	14 3.8	16 3.7	18 2.6	13 3.2
21 - 23 SEMESTER HOURS .....	23 1.5	7 2.0	3 1.0	5 1.0	8 2.2	11 2.6	7 1.0	5 1.2
24 - 26 SEMESTER HOURS .....	28 1.8	5 1.4	5 1.6	6 1.2	12 3.2	14 3.3	5 .7	9 2.2
27 - 29 SEMESTER HOURS .....	26 1.7	7 2.0	4 1.3	6 1.2	9 2.4	14 3.3	7 1.0	5 1.2
30 OR MORE SEMESTER HOURS ..	139 9.1	31 8.9	15 4.9	35 7.0	58 15.6	53 12.4	59 8.6	27 6.6
TOTAL .....	1,525 100.1	348 99.8	309 99.9	497 99.9	371 99.9	429 100.1	886 100.0	410 100.1
NO RESPONSE	8 .5	3 .9	1 .3	1 .2	3 .8	3 .7	3 .4	2 .5
MEAN .....	9	9	7	7	13	11	8	8
MEDIAN .....	4	6	3	3	7	6	3	3
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	95	60	48	80	95	95	66	64
STANDARD ERROR OF THE MEAN .	.3	.6	.5	.5	.8	.7	.4	.6

56. HOW MANY COLLEGE CREDITS HAVE YOU EARNED IN THE LAST THREE YEARS. INCLUDE ONLY THOSE YOU HAVE EARNED SINCE COLLEGE GRADUATION. (EXCLUDING THOSE WHO INDICATED NONE)

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECUN- DARY 10
LESS THAN 3 SEMESTER HOURS .	42 4.5	10 2.8	32 5.6	12 3.3	...	...	...	15 3.2	27 5.8
3 - 5 SEMESTER HOURS .....	169 18.2	50 14.0	119 20.7	47 13.0	...	...	...	98 20.9	71 15.3
6 - 8 SEMESTER HOURS .....	169 18.2	56 15.7	113 19.7	54 14.9	...	...	...	90 19.2	79 17.1
9 - 11 SEMESTER HOURS .....	111 11.9	40 11.2	71 12.4	46 12.7	...	...	...	56 12.0	55 11.9
12 - 14 SEMESTER HOURS .....	105 11.3	47 13.2	58 10.1	44 12.2	...	...	...	45 9.6	60 13.0
15 - 17 SEMESTER HOURS .....	72 7.7	27 7.6	45 7.8	33 9.1	...	...	...	37 7.9	35 7.6
18 - 20 SEMESTER HOURS .....	47 5.0	23 6.4	24 4.2	17 4.7	...	...	...	24 5.1	23 5.0
21 - 23 SEMESTER HOURS .....	23 2.5	9 2.5	14 2.4	14 3.9	...	...	...	12 2.6	11 2.4
24 - 25 SEMESTER HOURS .....	28 3.0	13 3.6	15 2.6	9 2.5	...	...	...	12 2.6	16 3.5
27 - 29 SEMESTER HOURS .....	26 2.8	10 2.8	16 2.8	11 3.0	...	...	...	15 3.2	11 2.4
30 OR MORE SEMESTER HOURS ..	139 14.9	72 20.2	67 11.7	75 20.7	...	...	...	64 13.7	75 16.2
TOTAL .....	931 100.0	357 100.0	574 100.0	362 100.0	228 ...	168 ...	161 ...	468 100.0	463 100.0
NO RESPONSE	602 39.3	169 32.1	433 43.0	200 35.6	117 33.9	102 37.8	178 52.5	339 47.0	263 36.7
MEAN .....	14	17	13	16	14	14	11	14	15
MEDIAN .....	10	12	9	12	10	10	6	9	11
LOW .....	1	2	1	1	1	1	1	1	1
HIGH .....	95	95	60	66	95	80	60	95	80
STANDARD ERROR OF THE MEAN .	.4	.8	.5	.7	.8	1.0	.8	.6	.6

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
LESS THAN 3 SEMESTER HOURS .	42 4.5	...	...	14 5.1	12 4.5	6 2.0	23 5.7	...
3 - 5 SEMESTER HOURS .....	169 18.2	...	...	66 24.2	36 13.5	52 17.7	74 18.2	...
6 - 8 SEMESTER HOURS .....	169 18.2	...	...	54 19.8	49 18.4	43 14.7	74 18.2	...
9 - 11 SEMESTER HOURS .....	111 11.9	...	...	33 12.1	25 9.4	30 10.2	65 16.0	...
12 - 14 SEMESTER HOURS .....	105 11.3	...	...	27 9.9	25 9.4	33 11.3	45 11.1	...
15 - 17 SEMESTER HOURS .....	72 7.7	...	...	19 7.0	18 6.8	21 7.2	29 7.1	...
18 - 20 SEMESTER HOURS .....	47 5.0	...	...	8 2.9	14 5.3	16 5.5	18 4.4	...
21 - 23 SEMESTER HOURS .....	23 2.5	...	...	5 1.8	8 3.0	11 3.8	7 1.7	...
24 - 26 SEMESTER HOURS .....	28 3.0	...	...	6 2.2	12 4.5	14 4.8	5 1.2	...
27 - 29 SEMESTER HOURS .....	26 2.8	...	...	6 2.2	9 3.4	14 4.8	7 1.7	...
30 OR MORE SEMESTER HOURS ..	139 14.9	...	...	35 12.8	58 21.8	53 18.1	59 14.5	...
TOTAL .....	931 100.0	202 ...	190 ...	273 100.0	266 100.0	293 100.1	406 99.8	232 ...
NO RESPONSE	602 39.3	149 42.5	120 38.7	225 45.2	108 28.9	139 32.2	283 41.1	180 43.7
MEAN .....	14	16	11	13	17	17	13	14
MEDIAN .....	10	12	9	9	12	12	9	9
LOW .....	1	2	1	1	1	1	1	1
HIGH .....	95	60	48	80	95	95	66	64
STANDARD ERROR OF THE MEAN .	.4	.8	.6	.7	.9	.8	.6	.8

## 57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT

## A. FOR FEES AND TUITION

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				E M P L O Y M E N T S T A T U S	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	164 17.6	61 17.1	103 17.9	42 11.6	...	...	...	89 19.0	75 16.2
LESS THAN \$100 .....	184 19.8	60 16.8	124 21.6	57 15.7	...	...	...	94 20.1	90 19.4
100 - \$ 199 .....	158 17.0	60 16.8	98 17.1	56 15.5	...	...	...	83 17.7	75 16.2
200 - 299 .....	115 12.4	37 10.4	78 13.6	46 12.7	...	...	...	58 12.4	57 12.3
300 - 399 .....	80 8.6	26 7.3	54 9.4	40 11.0	...	...	...	37 7.9	43 9.3
400 - 499 .....	47 5.0	18 5.0	29 5.1	23 6.4	...	...	...	23 4.9	24 5.2
500 - 599 .....	45 4.8	26 7.3	19 3.3	26 7.2	...	...	...	21 4.5	24 5.2
600 - 699 .....	23 2.5	7 2.0	16 2.8	7 1.9	...	...	...	12 2.6	11 2.4
700 - 799 .....	21 2.3	13 3.6	8 1.4	13 3.6	...	...	...	7 1.5	14 3.0
800 - 899 .....	15 1.6	8 2.2	7 1.2	7 1.9	...	...	...	3 .6	12 2.6
900 - 999 .....	11 1.2	5 1.4	6 1.0	8 2.2	...	...	...	3 .6	8 1.7
1,000 - 1,499 .....	32 3.4	14 3.9	18 3.1	17 4.7	...	...	...	21 4.5	11 2.4
1,500 - 1,999 .....	17 1.8	9 2.5	8 1.4	8 2.2	...	...	...	5 1.1	12 2.6
\$2,000 OR MORE .....	19 2.0	13 3.6	6 1.0	12 3.3	...	...	...	12 2.6	7 1.5
TOTAL .....	931 100.0	357 99.9	574 99.9	362 99.9	228 ...	168 ...	161 ...	468 100.0	463 100.0
MEAN .....	310	387	262	401	274	299	160	304	317
MEDIAN .....	152	180	150	238	150	149	90	150	175
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	4,200	4,200	3,000	4,200	3,000	4,000	1,500	4,200	4,000
STANDARD ERROR OF THE MEAN ..	15.3	30.7	15.4	28.0	27.2	38.3	18.0	22.4	20.7



1	GEOGRAPHICAL REGION					SIZE OF SCHOOL SYSTEM		9
	2	3	4	5	6	7	8	
NONE .....	164 17.6	...	...	41 15.0	37 13.9	45 15.4	82 20.2	...
LESS THAN \$100 .....	184 19.8	...	...	57 20.9	54 20.3	44 15.0	85 20.9	...
100 - \$ 199 .....	158 17.0	...	...	55 20.1	47 17.7	43 14.7	67 16.5	...
200 - 299 .....	115 12.4	...	...	29 10.6	35 13.2	36 12.3	45 11.1	...
300 - 349 .....	80 8.6	...	...	21 7.7	27 10.2	29 9.9	35 8.6	...
400 - 499 .....	47 5.0	...	...	16 5.9	13 4.9	17 5.8	17 4.2	...
500 - 599 .....	45 4.8	...	...	14 5.1	14 5.3	19 6.5	22 5.4	...
600 - 699 .....	23 2.5	...	...	3 1.1	8 3.0	9 3.1	12 3.0	...
700 - 799 .....	21 2.3	...	...	10 3.7	7 2.6	6 2.0	9 2.2	...
800 - 899 .....	15 1.6	...	...	4 1.5	6 2.3	9 3.1	3 .7	...
900 - 999 .....	11 1.2	...	...	2 .7	3 1.1	2 .7	8 2.0	...
1,000 - 1,499 .....	32 3.4	...	...	9 3.3	5 1.9	14 4.8	11 2.7	...
1,500 - 1,999 .....	17 1.8	...	...	5 1.8	5 1.9	7 2.4	6 1.5	...
\$2,000 OR MORE .....	19 2.0	...	...	7 2.6	5 1.9	13 4.4	4 1.0	...
TOTAL .....	931 100.0	202 ...	190 ...	273 100.0	266 100.2	293 100.1	406 100.0	232 ...
MEAN .....	310	439	161	314	315	419	264	253
MEDIAN .....	152	253	77	150	180	214	150	125
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	4,200	4,000	2,000	3,000	4,200	4,200	2,500	3,000
STANDARD ERROR OF THE MEAN .	15.3	40.0	18.6	27.7	29.0	35.7	17.8	25.7

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

b. FOR FOOD AND LODGING WHILE ATTENDING SCHOOL

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	713 76.6	257 72.0	456 79.4	275 76.0	...	...	...	365 78.0	348 75.2
LESS THAN \$100 .....	70 7.5	22 6.2	48 8.4	23 6.4	...	...	...	41 8.8	29 6.3
\$100 - \$199 .....	37 4.0	15 4.2	22 3.8	11 3.0	...	...	...	19 4.1	18 3.9
200 - 299 .....	26 2.8	15 4.2	11 1.9	10 2.8	...	...	...	12 2.6	14 3.0
300 - 399 .....	17 1.8	10 2.8	7 1.2	4 1.1	...	...	...	7 1.5	10 2.2
400 - 499 .....	17 1.8	9 2.5	8 1.4	11 3.0	...	...	...	5 1.1	12 2.6
500 - 599 .....	14 1.5	11 3.1	3 .5	8 2.2	...	...	...	4 .9	10 2.2
600 - 699 .....	12 1.3	6 1.7	6 1.0	7 1.9	...	...	...	2 .4	10 2.2
700 - 799 .....	3 .3	...	3 .5	2 .6	...	...	...	3 .6	...
800 - 899 .....	...	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	22 2.4	12 3.4	10 1.7	11 3.0	...	...	...	10 2.1	12 2.6
TOTAL .....	931 100.0	357 100.1	574 99.8	362 100.0	228 ...	168 ...	161 ...	468 100.1	463 100.2
MEAN .....	92	123	73	128	77	84	43	78	107
MEDIAN .....	0	0	0	0	0	0	0	0	0
L J W .....	0	0	0	0	0	0	0	0	0
HIGH .....	5,000	5,000	5,000	5,000	2,800	2,300	1,500	5,000	5,000
STANDARD ERROR OF THE MEAN .	12.1	21.8	14.2	26.1	17.6	24.2	11.9	16.3	17.9

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
NONE .....	713 76.6	...	...	205 75.1	185 69.5	237 80.9	219 71.6	...
LESS THAN \$100 .....	70 7.5	...	...	22 8.1	27 10.2	20 6.8	30 7.4	...
\$100 - \$199 .....	37 4.0	...	...	9 3.3	14 5.3	8 2.7	13 3.2	...
200 - 299 .....	26 2.8	...	...	5 1.8	8 3.0	8 2.7	11 2.7	...
300 - 399 .....	17 1.8	...	...	8 2.9	6 2.3	3 1.0	9 2.2	...
400 - 499 .....	17 1.8	...	...	10 3.7	2 .8	5 1.7	4 1.0	...
500 - 599 .....	14 1.5	...	...	2 .7	5 1.9	2 .7	6 1.5	...
600 - 699 .....	12 1.3	...	...	2 .7	6 2.3	1 .3	7 1.7	...
700 - 799 .....	3 .3	...	...	2 .7	...	1 .3	1 .2	...
800 - 899 .....	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	22 2.4	...	...	8 2.9	13 4.9	8 2.7	6 1.5	...
TOTAL .....	931 100.0	202 ...	190 ...	273 99.9	266 100.2	293 99.8	406 100.0	232 ...
MEAN .....	92	40	46	104	153	82	79	128
MEDIAN .....	0	0	0	0	0	0	0	0
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	5,000	700	1,500	3,600	5,000	2,000	5,000	5,000
STANDARD ERROR OF THE MEAN .	12.1	8.9	10.7	22.6	33.5	19.9	17.8	27.5

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

## C. FOR TRAVEL TO AND FROM SCHOOL

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	406 43.6	135 37.8	271 47.2	155 42.8	...	...	...	218 46.6	188 40.6
LESS THAN \$50 .....	170 18.3	48 13.4	122 21.3	59 16.3	...	...	...	94 20.1	76 16.4
\$ 50 - 99 .....	119 12.8	53 14.8	66 11.5	50 13.8	...	...	...	58 12.4	61 13.2
100 - 149 .....	82 8.8	34 9.5	48 8.4	39 8.3	...	...	...	33 7.1	49 10.6
150 - 199 .....	32 3.4	17 4.8	15 2.6	16 4.4	...	...	...	12 2.6	20 4.3
200 - 249 .....	47 5.0	24 6.7	23 4.0	24 6.6	...	...	...	25 5.3	22 4.8
250 - 299 .....	15 1.6	9 2.5	6 1.0	4 1.1	...	...	...	7 1.5	8 1.7
300 - 349 .....	17 1.8	13 3.6	4 .7	6 1.7	...	...	...	4 .9	13 2.8
350 - 399 .....	3 .3	1 .3	2 .3	1 .3	...	...	...	2 .4	1 .2
400 - 449 .....	8 .9	5 1.4	3 .5	2 .6	...	...	...	3 .6	5 1.1
450 - 499 .....	3 .3	2 .6	1 .2	1 .3	...	...	...	2 .4	1 .2
\$500 OR MORE .....	29 3.1	16 4.5	13 2.3	14 3.9	...	...	...	10 2.1	19 4.1
TOTAL .....	931 99.9	357 99.9	574 100.0	362 100.1	228 ...	168 ...	161 ...	468 100.0	463 100.0
MEAN .....	79	106	62	82	89	78	58	63	94
MEDIAN .....	20	40	10	20	23	19	10	10	20
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	2,200	2,200	1,800	2,200	1,800	1,750	1,200	1,800	2,200
STANDARD ERROR OF THE MEAN .	5.9	11.1	6.5	9.6	12.9	14.0	11.9	6.7	9.6

1	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9	
	TOTAL SAMPLE 2	NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7		MEDIUM 8
NONF .....	406 43.6	...	...	124 45.4	101 38.0	124 42.3	185 45.6	...
LESS THAN \$50 .....	170 18.3	...	...	53 19.4	48 18.0	54 18.4	73 18.0	...
\$ 50 - \$ 99 .....	119 12.8	...	...	35 12.8	34 12.8	38 13.0	53 13.1	...
100 - 149 .....	82 8.8	...	...	23 8.4	23 8.6	35 11.9	29 7.1	...
150 - 199 .....	32 3.4	...	...	10 3.7	9 3.4	9 3.1	13 3.2	...
200 - 249 .....	47 5.0	...	...	7 2.6	19 7.1	14 4.8	21 5.2	...
250 - 299 .....	15 1.6	...	...	7 2.6	6 2.3	2 .7	8 2.0	...
300 - 349 .....	17 1.8	...	...	3 1.1	6 2.3	5 1.7	7 1.7	...
350 - 399 .....	3 .3	...	...	1 .4	1 .4	1 .3	2 .5	...
400 - 449 .....	8 .9	...	...	4 1.5	1 .4	2 .7	2 .5	...
450 - 499 .....	3 .3	...	...	...	2 .8	1 .3	1 .2	...
\$500 OR MORE .....	29 3.1	...	...	6 2.2	16 6.0	8 2.7	12 3.0	...
TOTAL .....	931 99.9	202 ...	190 ...	273 100.1	266 100.1	293 99.9	406 100.1	232 ...
MEAN .....	79	71	60	65	111	82	70	90
MEDIAN .....	20	14	15	15	25	20	15	20
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	2,200	2,200	1,190	1,000	1,800	2,200	1,000	1,750
STANDARD ERROR OF THE MEAN .	5.9	12.7	9.4	8.0	14.6	12.6	6.8	12.8

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

## D. FOR BOOKS AND OTHER INSTRUCTIONAL MATERIALS

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	261 28.0	95 26.6	166 28.9	86 23.8	...	...	...	132 28.2	129 27.9
LESS THAN \$50 .....	320 34.4	109 30.5	211 36.8	107 29.6	...	...	...	178 38.0	142 30.7
\$ 50 - \$ 99 .....	175 18.8	66 18.5	109 19.1	85 23.5	...	...	...	80 17.1	95 20.5
100 - 149 .....	80 8.6	40 11.2	40 7.0	36 9.9	...	...	...	30 6.4	50 10.8
150 - 199 .....	23 2.5	8 2.2	15 2.6	16 4.4	...	...	...	11 2.4	12 2.6
200 - 249 .....	29 3.1	16 4.5	13 2.3	13 3.6	...	...	...	17 3.6	12 2.6
250 - 299 .....	9 1.0	3 .8	6 1.0	2 .6	...	...	...	4 .9	5 1.1
300 - 349 .....	12 1.3	6 1.7	6 1.0	5 1.4	...	...	...	7 1.5	5 1.1
350 - 399 .....	2 .2	...	2 .3	...	...	...	...	1 .2	1 .2
400 - 449 .....	8 .9	5 1.4	3 .5	6 1.7	...	...	...	4 .9	4 .9
450 - 499 .....	...	...	...	...	...	...	...	...	...
\$500 OR MORE .....	12 1.3	9 2.5	3 .5	6 1.7	...	...	...	4 .9	8 1.7
TOTAL .....	931 100.1	357 99.9	574 99.9	362 100.2	228 ...	168 ...	161 ...	468 100.1	463 100.1
MEAN .....	55	68	47	65	59	51	31	51	59
MEDIAN .....	25	30	20	40	25	22	10	23	27
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	600	600	600	510	600	600	350	500	600
STANDARD ERROR OF THE MEAN .	2.9	5.6	3.1	4.9	6.5	6.5	4.3	3.8	4.4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
NONE .....	261 21.0	...	...	82 30.0	68 25.6	77 26.3	118 29.1	...
LESS THAN \$50 .....	320 34.4	...	...	103 37.7	84 31.6	81 27.6	161 39.7	...
\$ 50 - \$ 99 .....	175 18.8	...	...	45 16.5	47 17.7	62 21.2	65 16.0	...
100 - 149 .....	80 8.6	...	...	17 6.2	27 10.2	30 10.2	32 7.9	...
150 - 199 .....	23 2.5	...	...	7 2.6	9 3.4	10 3.4	7 1.7	...
200 - 249 .....	29 3.1	...	...	6 2.2	13 4.9	15 5.1	10 2.5	...
50 - 299 .....	9 1.0	...	...	4 1.5	2 .8	4 1.4	1 .2	...
300 - 349 .....	12 1.3	...	...	4 1.5	5 1.9	6 2.0	4 1.0	...
350 - 399 .....	2 .2	...	...	1 .4	1 .4	1 .3	1 .2	...
400 - 449 .....	8 .9	...	...	1 .4	4 1.5	3 1.0	2 .5	...
450 - 499 .....	...	...	...	...	...	...	...	...
\$500 OR MORE .....	12 1.3	...	...	3 1.1	6 2.3	4 1.4	5 1.2	...
TOTAL .....	931 100.1	202 ...	190 ...	273 100.1	266 100.3	293 99.9	406 100.0	232 ...
MEAN .....	55	63	33	49	70	66	48	53
MEDIAN .....	25	38	20	20	26	30	24	23
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	600	600	300	510	600	510	600	500
STANDARD ERROR OF THE MEAN .	2.9	6.6	3.1	5.0	6.6	5.5	4.1	5.7



57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

E. TOTAL AMOUNT

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
NONE .....	104 11.7	33 9.2	71 12.4	23 6.4	...	...	...	57 12.1	47 10.2
LESS THAN \$100 .....	148 15.9	43 12.0	105 18.3	50 13.8	...	...	...	80 17.1	68 14.7
\$ 100 - \$ 199 .....	139 14.9	45 12.6	94 16.4	44 12.2	...	...	...	81 17.3	58 12.5
200 - 299 .....	95 10.2	35 9.8	60 10.5	35 9.7	...	...	...	44 9.4	51 11.0
300 - 399 .....	82 8.8	27 7.6	55 9.6	35 9.7	...	...	...	40 8.5	42 9.1
400 - 499 .....	52 5.6	19 5.3	33 5.7	25 6.9	...	...	...	25 5.3	27 5.8
500 - 599 .....	51 5.5	23 6.4	28 4.9	21 5.8	...	...	...	25 5.3	26 5.6
600 - 699 .....	36 3.9	12 3.4	24 4.2	12 3.3	...	...	...	21 4.5	15 3.2
700 - 799 .....	27 2.9	17 4.8	10 1.7	13 3.6	...	...	...	9 1.9	18 3.9
800 - 899 .....	32 3.4	14 3.9	18 3.1	19 5.2	...	...	...	16 3.4	16 3.5
900 - 999 .....	11 1.2	6 1.7	5 .9	8 2.2	...	...	...	5 1.1	6 1.3
1,000 - 1,499 .....	81 8.7	43 12.0	38 6.6	42 11.6	...	...	...	35 7.5	46 9.9
1,500 - 1,599 .....	27 2.9	14 3.9	13 2.3	10 2.8	...	...	...	8 1.7	19 4.1
2,000 - 2,999 .....	27 2.9	13 3.6	14 2.4	15 4.1	...	...	...	14 3.0	13 2.8
3,000 - 3,999 .....	9 1.0	7 2.0	2 .3	4 1.1	...	...	...	2 .4	7 1.5
4,000 - 4,999 .....	6 .6	4 1.1	2 .3	3 .8	...	...	...	4 .9	2 .4
\$5,000 OR MORE .....	4 .4	2 .6	2 .3	3 .8	...	...	...	2 .4	2 .4
TOTAL .....	931 100.0	357 99.9	574 99.9	362 100.0	228 ...	168 ...	161 ...	468 99.9	463 99.9
MEAN .....	536	684	444	676	499	512	291	495	577
MEDIAN .....	275	377	225	373	265	234	138	225	302
LOW .....	0	0	0	0	0	0	0	0	0
HIGH .....	8,000	8,000	7,650	8,000	6,100	4,400	3,000	7,650	8,000
STANDARD ERROR OF THE MEAN .	26.3	49.6	28.8	50.4	47.9	58.9	32.5	36.8	37.5

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
NONE .....	104 11.2	...	...	25 9.2	28 10.5	24 8.2	51 12.6	...
LESS THAN \$100 .....	148 15.9	...	...	41 15.0	35 13.2	38 13.0	79 19.5	...
\$ 100 - \$ 199 .....	139 14.9	...	...	50 18.3	39 14.7	44 15.0	57 14.0	...
200 - 299 .....	95 10.2	...	...	26 9.5	29 10.9	28 9.6	45 11.1	...
300 - 399 .....	82 8.8	...	...	26 9.5	16 6.0	24 8.2	33 8.1	...
400 - 499 .....	52 5.6	...	...	12 4.4	22 8.3	21 7.2	17 4.2	...
500 - 599 .....	51 5.5	...	...	16 5.9	16 6.0	18 6.1	21 5.2	...
600 - 699 .....	36 3.9	...	...	10 3.7	11 4.1	14 4.8	17 4.2	...
700 - 799 .....	27 2.9	...	...	8 2.9	8 3.0	10 3.4	12 3.0	...
800 - 899 .....	32 3.4	...	...	14 5.1	4 1.5	13 4.4	11 2.7	...
900 - 999 .....	11 1.2	...	...	5 1.8	3 1.1	3 1.0	4 1.0	...
1,000 - 1,499 .....	81 8.7	...	...	18 6.6	29 10.9	23 7.8	35 8.6	...
1,500 - 1,599 .....	27 2.9	...	...	9 3.3	7 2.6	6 2.0	14 3.4	...
2,000 - 2,999 .....	27 2.9	...	...	6 2.2	10 3.8	16 5.5	6 1.5	...
3,000 - 3,999 .....	9 1.0	...	...	3 1.1	4 1.5	7 2.4	1 .2	...
4,000 - 4,999 .....	6 .6	...	...	3 1.1	2 .5	3 1.0	1 .2	...
\$5,000 OR MORE .....	4 .4	...	...	1 .4	3 1.1	1 .3	2 .5	...
TOTAL .....	931 100.0	202 ...	190 ...	273 100.0	266 100.0	293 99.9	406 100.0	232 ...
MEAN .....	536	613	301	532	649	650	461	524
MEDIAN .....	275	388	133	280	301	340	225	285
LOW .....	0	0	0	0	0	0	0	0
HIGH .....	8,000	4,000	2,200	5,600	8,000	6,100	8,000	7,650
STANDARD ERROR OF THE MEAN .	26.3	50.3	30.5	46.5	63.7	52.0	35.4	55.7

## 58. WHAT IS YOUR CURRENT ANNUAL CONTRACT SALARY AS A TEACHER FOR THE SCHOOL YEAR 1970-71 (BEFORE DEDUCTIONS)

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN \$4,000 .....	...	...	...	...	...	...	...	...	...
\$ 4,000 - \$ 4,499 .....	5 .3	...	5 .5	2 .4	...	2 .8	1 .3	4 .5	1 .1
\$ 4,500 - 4,999 .....	8 .5	...	8 .8	3 .5	2 .6	2 .8	1 .3	7 .9	1 .1
5,000 - 5,499 .....	15 1.0	4 .8	11 1.1	8 1.4	3 .9	1 .4	2 .6	9 1.1	6 .8
5,500 - 5,999 .....	29 1.9	6 1.2	23 2.3	18 3.2	6 1.8	2 .8	3 .9	16 2.0	13 1.8
6,000 - 6,499 .....	56 3.7	14 2.7	42 4.3	31 5.6	10 3.0	6 2.3	9 2.7	29 3.7	27 3.8
6,500 - 6,999 .....	104 6.9	30 5.9	74 7.5	68 12.2	15 4.5	7 2.7	13 4.0	56 7.1	48 6.8
7,000 - 7,499 .....	166 11.1	40 7.8	126 12.8	109 19.6	23 6.8	14 5.3	19 5.8	94 11.9	72 10.2
7,500 - 7,999 .....	127 8.5	41 8.0	86 8.7	71 12.7	23 6.8	13 5.0	16 4.9	69 8.8	58 8.2
8,000 - 8,499 .....	153 10.2	41 8.0	112 11.4	78 14.0	29 8.6	19 7.3	27 8.2	84 10.7	69 9.7
8,500 - 8,999 .....	123 8.2	44 8.6	79 8.0	52 9.3	31 9.2	24 9.2	16 4.9	65 8.2	58 8.2
9,000 - 9,499 .....	124 8.3	43 8.4	81 8.2	47 8.4	23 6.8	22 8.4	32 9.8	65 8.2	59 8.3
9,500 - 9,999 .....	79 5.3	29 5.7	50 5.1	25 4.5	21 6.3	17 6.5	16 4.9	39 4.9	40 5.6
10,000 - 10,499 .....	113 7.5	43 8.4	70 7.1	21 3.8	42 12.5	17 6.5	32 9.8	59 7.5	54 7.6
10,500 - 10,999 .....	65 4.3	21 4.1	44 4.5	12 2.2	13 3.9	14 5.3	26 7.9	34 4.3	31 4.4
11,000 - 11,499 .....	65 4.3	31 6.1	34 3.4	6 1.1	16 4.8	19 7.3	23 7.0	31 3.9	34 4.8
11,500 - 11,999 .....	51 3.4	12 2.3	39 4.0	2 .4	15 4.5	18 6.9	16 4.9	36 4.6	15 2.1
12,000 - 12,999 .....	73 4.9	40 7.8	33 3.3	2 .4	26 7.7	21 8.0	23 7.0	25 3.2	48 6.8
13,000 - 13,999 .....	59 3.9	25 4.9	34 3.4	2 .4	17 5.1	15 5.7	24 7.3	34 4.3	25 3.5
14,999 - 14,999 .....	38 2.5	22 4.3	16 1.6	...	11 3.3	12 4.6	15 4.6	15 1.9	23 3.2
\$15,000 OR MORE .....	44 2.9	25 4.9	19 1.9	...	10 3.0	17 6.5	14 4.3	17 2.2	27 3.8
TOTAL .....	1,497 99.6	511 99.9	986 99.9	557 100.1	336 100.1	262 100.3	328 100.1	788 99.9	709 99.8
NO RESPONSE .....	36 2.3	15 2.9	21 2.1	5 .9	9 2.6	8 3.0	11 3.2	17 2.4	17 2.3
MEAN .....	9,261	9,854	8,953	7,907	9,732	10,327	10,180	9,092	9,449
MEDIAN .....	8,761	9,364	8,500	7,772	9,500	10,000	10,000	8,600	9,000
LOW .....	4,160	5,340	4,160	4,160	4,750	4,200	4,200	4,160	4,399
HIGH .....	18,100	18,100	17,500	13,700	17,000	18,100	16,800	17,500	18,100
STANDARD ERROR OF THE MEAN ..	62.7	114.1	72.6	57.6	131.7	166.4	137.6	83.2	94.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN \$4,000 .....	...	...	...	...	...	...	...	...
\$ 4,000 - \$ 4,499 .....	5 .3	...	7 .7	2 .4	1 .3	...	1 .1	4 1.0
\$ 4,500 - 4,999 .....	8 .5	1 .3	3 1.0	3 .6	1 .3	1 .2	3 .4	4 1.0
5,000 - 5,499 .....	15 1.0	1 .3	11 3.7	3 .6	...	1 .2	8 1.2	6 1.5
5,500 - 5,999 .....	29 1.9	...	19 6.3	6 1.2	4 1.1	2 .5	17 2.5	10 2.5
6,000 - 6,499 .....	56 3.7	2 .6	32 10.6	14 2.9	8 2.2	6 1.4	28 4.2	22 5.4
6,500 - 6,999 .....	104 6.9	11 3.2	31 10.3	36 7.4	26 7.1	21 5.0	41 6.1	42 10.4
7,000 - 7,499 .....	166 11.1	33 9.6	41 13.6	57 11.7	35 9.6	38 9.0	68 10.2	60 14.9
7,500 - 7,999 .....	127 8.5	20 5.8	33 11.0	37 7.6	37 10.2	28 6.6	54 8.1	45 11.1
8,000 - 8,499 .....	153 10.2	30 8.7	38 12.6	48 9.9	37 10.2	46 10.8	63 9.4	44 10.9
8,500 - 8,999 .....	123 8.2	24 7.0	24 8.0	36 7.4	39 10.7	41 9.7	52 7.8	30 7.4
9,000 - 9,499 .....	124 8.3	31 9.0	20 6.6	38 7.8	35 9.6	33 7.8	59 8.8	32 7.9
9,500 - 9,999 .....	79 5.3	20 5.8	14 4.7	25 5.1	20 5.5	31 7.3	26 3.9	22 5.4
10,000 - 10,499 .....	113 7.5	29 8.4	12 4.0	51 10.5	21 5.8	38 9.0	42 6.3	33 8.2
10,500 - 10,999 .....	65 4.3	23 6.7	10 3.3	23 4.7	9 2.5	18 4.2	30 4.5	17 4.2
11,000 - 11,499 .....	65 4.3	22 6.4	6 2.0	22 4.5	15 4.1	21 5.0	34 5.1	10 2.5
11,500 - 11,999 .....	51 3.4	12 3.5	3 1.0	22 4.5	14 3.8	19 4.5	25 3.7	7 1.7
12,000 - 12,999 .....	73 4.9	26 7.5	1 .3	24 4.9	22 6.0	21 5.0	43 6.4	9 2.2
13,000 - 13,999 .....	59 3.9	21 6.1	1 .3	18 3.7	19 5.2	20 4.7	33 4.9	6 1.5
14,999 - 14,999 .....	38 2.5	12 3.5	...	10 2.1	16 4.4	21 5.0	16 2.4	1 .2
\$15,000 OR MORE .....	44 2.9	27 7.8	...	12 2.5	5 1.4	18 4.2	26 3.9	...
TOTAL .....	1,497 99.6	345 100.2	301 100.0	487 100.0	364 100.0	424 100.1	669 99.7	404 99.9
NO RESPONSE .....	36 2.3	6 1.7	9 2.9	11 2.2	10 2.7	8 1.9	20 2.9	8 1.9
MEAN .....	9,261	10,337	7,783	9,295	9,418	9,843	9,444	8,347
MEDIAN .....	8,761	9,980	7,700	9,000	8,900	9,400	8,992	8,005
LOW .....	4,160	4,500	4,160	4,200	4,200	4,500	4,254	4,160
HIGH .....	18,100	18,100	13,000	16,400	16,930	17,000	18,100	14,600
STANDARD ERROR OF THE MEAN ..	22.7	144.6	91.2	104.0	121.0	118.4	99.6	40.9

## 58. WHAT IS YOUR CURRENT ANNUAL CONTRACT SALARY AS A TEACHER FOR THE SCHOOL YEAR 1970-71 (BEFORE DEDUCTIONS) (Continued)

1	PREPARATION LEVEL	
	2 BACHELOR OR LESS	3 MASTER OR HIGHER
LESS THAN \$4,000 .....	...	...
\$ 4,000 - \$ 4,499 .....	5 .5	...
\$ 4,500 - 4,999 .....	8 .7	...
5,000 - 5,499 .....	13 1.2	2 .5
5,500 - 5,999 .....	29 2.7	...
6,000 - 6,499 .....	56 5.2	...
6,500 - 6,999 .....	98 9.0	6 1.5
7,000 - 7,499 .....	153 14.1	13 3.2
7,500 - 7,999 .....	108 9.9	19 4.6
8,000 - 8,499 .....	123 11.3	30 7.3
8,500 - 8,999 .....	89 8.2	34 8.3
9,000 - 9,499 .....	94 8.7	30 7.3
9,500 - 9,999 .....	55 5.1	24 5.8
10,000 - 10,499 .....	72 6.6	41 10.0
10,500 - 10,999 .....	33 3.0	32 7.8
11,000 - 11,499 .....	39 3.6	26 6.3
11,500 - 11,999 .....	32 2.9	19 4.6
12,000 - 12,999 .....	36 3.3	37 9.0
13,000 - 13,999 .....	30 2.8	29 7.1
14,999 - 14,999 .....	8 .7	30 7.3
\$15,000 OR MORE .....	5 .5	39 9.5
TOTAL .....	1,086 100.0	411 100.1
NO RESPONSE .....	26 2.3	10 2.4
MEAN .....	8,603	10,999
MEDIAN .....	8,217	10,500
LOW .....	4,160	5,100
HIGH .....	16,500	18,100
STANDARD ERROR OF THE MEAN .	60.4	128.4

5.4. DO YOU HAVE EXTRA EARNINGS OR UNEARNED INCOME

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS				50 OR MORE 8	EMPLOYMENT STATUS	
				15-29 5	30-39 6	40-49 7	60-69 9		FLEMEN- TARY 9	SECON- DARY 10
EXTRA EARNINGS BUT NOT UNEARNED INCOME										
SUMMER ONLY .....	259 16.9	98 18.6	161 16.0	122 21.7	54 15.7	44 15.3	38 11.2	151 18.7	108 14.9	
SCHOOL YEAR ONLY .....	115 7.5	54 10.7	61 6.1	55 9.8	27 7.8	17 6.3	16 4.7	35 4.3	80 11.0	
SUMMER AND SCHOOL YEAR ..	210 13.7	157 29.8	53 5.3	112 19.9	49 14.2	31 11.5	17 5.0	50 6.2	160 22.0	
EXTRA EARNINGS AND UNEARNED INCOME										
SUMMER ONLY .....	49 3.2	24 4.6	25 2.5	13 2.3	13 3.8	10 3.7	13 3.8	22 2.7	27 3.7	
SCHOOL YEAR ONLY .....	27 1.7	18 3.4	8 .8	3 .5	10 2.9	7 2.6	6 1.8	9 1.1	17 2.3	
SUMMER AND SCHOOL YEAR ..	59 3.8	48 9.1	11 1.1	19 3.4	17 4.9	12 4.4	10 2.9	12 1.5	47 6.5	
UNEARNED INCOME ONLY .....	150 9.8	77 5.1	173 17.2	26 4.6	30 8.7	29 10.7	64 18.9	88 10.9	62 8.5	
NO EXTRA INCOME .....	665 43.4	100 19.0	565 56.1	217 37.7	145 42.0	120 44.4	175 51.6	440 54.5	225 31.0	
TOTAL .....	1,533 100.0	526 99.9	1,007 100.1	567 99.9	345 100.0	270 99.9	339 99.9	807 99.9	726 99.9	

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
EXTRA EARNINGS BUT NOT UNEARNED INCOME								
SUMMER ONLY .....	259 16.9	61 17.4	61 19.7	72 14.5	65 17.4	82 19.0	119 17.3	58 14.1
SCHOOL YEAR ONLY .....	115 7.5	27 7.7	17 5.5	40 8.0	31 8.3	27 6.3	52 7.5	36 8.7
SUMMER AND SCHOOL YEAR ..	210 13.7	51 14.5	27 8.7	83 16.7	49 13.1	61 14.1	88 12.8	61 14.8
EXTRA EARNINGS AND UNEARNED INCOME								
SUMMER ONLY .....	49 3.2	14 4.0	10 3.2	16 3.2	9 2.4	15 3.5	22 3.2	12 2.9
SCHOOL YEAR ONLY .....	26 1.7	5 1.4	6 1.9	7 1.4	8 2.1	11 2.5	12 1.7	3 .7
SUMMER AND SCHOOL YEAR ..	59 3.8	14 4.0	5 1.6	29 5.8	11 2.9	13 3.0	25 3.6	21 5.1
UNEARNED INCOME ONLY .....	150 9.8	31 8.8	37 11.9	46 9.2	36 9.6	41 9.5	75 10.9	34 8.3
NO EXTRA INCOME .....	665 43.4	148 42.2	147 47.4	205 41.2	165 44.1	182 42.1	296 43.0	187 45.4
TOTAL .....	1,533 100.0	351 100.0	310 99.9	498 100.0	374 99.9	432 100.0	689 100.0	412 100.0

59A. INDICATE THE SOURCES OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
SCHOOL WORK ONLY .....	227 39.3	100 20.6	127 50.8	83 31.2	...	...	...	...	106 31.0
OUTSIDE WORK ONLY .....	271 47.0	101 55.4	70 36.0	150 56.4	...	...	...	...	170 55.6
FEDERAL PROGRAM ONLY .....	35 6.1	14 4.3	21 8.4	13 4.9	...	...	...	...	20 5.8
SCHOOL AND OUTSIDE WORK ONLY	36 6.2	27 8.3	9 3.6	16 6.0	...	...	...	...	21 6.1
SCHOOL AND FEDERAL ONLY ....	5 .9	2 .6	3 1.2	2 .8	...	...	...	...	3 .9
OUTSIDE AND FEDERAL ONLY ...	2 .3	2 .6	...	1 .4	...	...	...	...	1 .3
ALL THREE .....	1 .2	1 .3	...	1 .4	...	...	...	...	1 .3
TOTAL .....	577 100.0	327 100.1	250 100.0	266 100.1	133 ...	97 ...	78 ...	235 ...	342 100.0
NO RESPONSE	956 62.4	199 37.8	757 75.2	296 52.7	212 61.4	173 64.1	261 77.0	572 70.9	384 52.9

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SCHOOL WORK ONLY .....	227 39.3	...	...	...	...	...	102 40.2	...
OUTSIDE WORK ONLY .....	271 47.0	...	...	...	...	...	115 45.3	...
FEDERAL PROGRAM ONLY .....	35 6.1	...	...	...	...	...	16 6.3	...
SCHOOL AND OUTSIDE WORK ONLY	36 6.2	...	...	...	...	...	16 6.3	...
SCHOOL AND FEDERAL ONLY ....	5 .9	...	...	...	...	...	2 .8	...
OUTSIDE AND FEDERAL ONLY ...	2 .3	...	...	...	...	...	2 .8	...
ALL THREE .....	1 .2	...	...	...	...	...	1 .4	...
TOTAL .....	577 100.0	140 ...	103 ...	200 ...	134 ...	171 ...	254 100.1	152 ...
NO RESPONSE	956 62.4	211 60.1	207 66.8	298 59.8	240 64.2	261 60.4	435 63.1	260 63.1



TABLE 11 - INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH  
 SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT  
 DURING SUMMER OF 1970 - SCHOOL WORK

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			50 OR MORE 8	EMPLOYMENT STATUS	
		3 MEN	4 WOMEN	5 THAT 30	6 30-39	7 40-49		9 ELEMEN- TARY	10 SECON- DARY
LESS THAN \$100 .....	...	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	...	...	...	...	...	...	...	...	...
TOTAL .....	220	110	110	87	48	45	40	115	105
NO RESPONSE	1,313	416	897	475	297	225	299	692	621
MEAN .....	85.6	79.1	89.1	84.5	86.1	83.3	88.2	85.7	85.5
MEDIAN .....	886	975	796	...	...	...	...	795	984
LOW .....	712	800	600	...	...	...	...	600	800
HIGH .....	45	100	45	...	...	...	...	45	100
STANDARD ERROR OF THE MEAN	8,000	8,000	6,900	...	...	...	...	6,400	8,000
	59.4	81.3	86.1	...	...	...	...	67.5	99.5

57A.111 INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970 - SCHOOL WORK (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN \$100 .....	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	...	...	...	...	...	...	...	...
TOTAL .....	220	55	42	70	53	77	99	44
NO RESPONSE	1,313	296	268	428	321	355	590	368
	85.6	84.3	86.5	85.9	85.8	82.2	85.6	89.3
MEAN .....	886	...	...	...	...	...	...	...
MEDIAN .....	712	...	...	...	...	...	...	...
LOW .....	45	...	...	...	...	...	...	...
HIGH .....	8,000	...	...	...	...	...	...	...
STANDARD ERROR OF THE MEAN	59.4	...	...	...	...	...	...	...

TABLE 1. ESTIMATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH  
 SUMMER 1972 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT  
 OUTSIDE SUMMER OF 1972 - OUTSIDE WORK

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			50 OR MORE 8	EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7		ELEMEN- TARY 9	SECON- DARY 10
LESS THAN \$100 .....	...	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...	...
BEYOND OR MORE .....	...	...	...	...	...	...	...	...	...
TOTAL .....	232	161	71	137	53	28	13	72	160
NO RESPONSE .....	1,301	365	936	425	292	242	326	735	566
	84.9	69.4	92.9	75.6	84.6	89.6	96.2	91.1	78.0
MEAN .....	938	1,097	...	818	...	...	...	...	1,032
MEDIAN .....	775	950	...	600	...	...	...	...	800
LOW .....	50	100	...	50	...	...	...	...	50
HIGH .....	8,724	8,724	...	8,724	...	...	...	...	8,724
STANDARD ERROR OF THE MEAN .....	58.4	78.8	...	75.0	...	...	...	...	75.2



57A.12) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970 - OUTSIDE WORK (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM 7	8	SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
LESS THAN \$100 .....	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...
.....	...	...	...	...	...	...	...	...
.....	...	...	...	...	...	...	...	...
\$100 MORE .....	...	...	...	...	...	...	...	...
TOTAL .....	232	57	41	92	42	63	103	66
NO RESPONSE	1,301	294	269	406	332	369	586	346
	84.9	83.8	86.8	81.5	88.8	85.4	85.1	84.0
MEAN .....	938	...	...	...	...	...	880	...
MEDIAN .....	775	...	...	...	...	...	700	...
LOW .....	50	...	...	...	...	...	50	...
HIGH .....	8,724	...	...	...	...	...	4,000	...
STANDARD DEVIATION OF THE MEAN	58.4	...	...	...	...	...	70.8	...

## TABLE 1. TOTAL AMOUNT OF SUMMER EARNINGS

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS				EMPLOYMENT STATUS	
				LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN \$100 .....	6 1.3	1 .4	...	...	...	...	...	...	2 .8
\$100 - \$199 .....	16 3.5	5 1.9	...	...	...	...	...	...	7 2.6
200 - 299 .....	21 4.6	11 4.2	...	...	...	...	...	...	12 4.5
300 - 399 .....	29 6.3	8 3.1	...	...	...	...	...	...	14 5.3
400 - 499 .....	36 7.9	17 7.3	...	...	...	...	...	...	23 8.6
500 - 599 .....	35 7.7	11 4.2	...	...	...	...	...	...	16 6.0
600 - 699 .....	53 11.6	25 9.6	...	...	...	...	...	...	23 8.6
700 - 799 .....	36 7.9	18 6.9	...	...	...	...	...	...	17 6.4
800 - 899 .....	39 8.5	23 8.8	...	...	...	...	...	...	25 9.4
900 - 999 .....	25 5.5	15 5.7	...	...	...	...	...	...	16 6.0
1,000 - 1,499 .....	70 19.7	65 24.9	...	...	...	...	...	...	55 20.7
1,500 - 1,999 .....	36 7.9	29 11.1	...	...	...	...	...	...	30 11.3
2,000 - 2,499 .....	13 2.8	13 5.0	...	...	...	...	...	...	10 3.8
2,500 - 2,999 .....	9 2.0	7 2.7	...	...	...	...	...	...	7 2.6
\$3,000 OR MORE .....	13 2.8	11 4.2	...	...	...	...	...	...	9 3.4
TOTAL .....	457 100.0	261 100.0	196 ...	223 ...	102 ...	74 ...	57 ...	191 ...	266 100.0
NO RESPONSE .....	1,070 70.	265 50.4	811 80.5	339 60.3	243 70.4	196 72.6	282 83.2	616 76.3	460 63.4
MEAN .....	95.	1,128	719	844	1,185	...	...	803	1,060
MEDIAN .....	750	930	600	700	920	...	...	650	800
LOW .....	45	86	45	50	100	...	...	45	50
HIGH .....	9,500	9,500	6,900	8,720	9,500	...	...	6,400	9,500
STANDARD ERROR OF THE MEAN .....	3.0	62.2	52.1	56.5	117.6	...	...	50.8	63.5

## 59A.(4) TOTAL AMOUNT OF SUMMER EARNINGS (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL LARGE 7	OF SCHOOL MEDIUM 8	SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5					
LESS THAN \$100 .....	6 1.3	...	...	...	...	...	...	...	
\$100 - \$199 .....	16 3.5	...	...	...	...	...	...	...	
200 - 299 .....	21 4.6	...	...	...	...	...	...	...	
300 - 399 .....	29 6.3	...	...	...	...	...	...	...	
400 - 499 .....	36 7.9	...	...	...	...	...	...	...	
500 - 599 .....	35 7.7	...	...	...	...	...	...	...	
600 - 699 .....	53 11.6	...	...	...	...	...	...	...	
700 - 799 .....	36 7.9	...	...	...	...	...	...	...	
800 - 899 .....	39 8.5	...	...	...	...	...	...	...	
900 - 999 .....	25 5.5	...	...	...	...	...	...	...	
1,000 - 1,499 .....	90 19.7	...	...	...	...	...	...	...	
1,500 - 1,999 .....	36 7.9	...	...	...	...	...	...	...	
2,000 - 2,499 .....	13 2.8	...	...	...	...	...	...	...	
2,500 - 2,999 .....	9 2.0	...	...	...	...	...	...	...	
\$3,000 OR MORE .....	13 2.8	...	...	...	...	...	...	...	
TOTAL .....	457 100.0	109	87	157	104	139	205	113	
NO RESPONSE	1,076 70.2	242 68.9	223 71.9	341 68.5	270 72.2	293 67.8	484 70.2	299 72.6	
MEAN .....	953	835	...	1,107	876	1,006	910	963	
MEDIAN .....	750	720	...	900	700	800	720	720	
LOW .....	45	50	...	75	50	50	45	75	
HIGH .....	9,500	2,600	...	6,900	8,724	6,900	9,500	8,724	
STANDARD ERROR OF THE MEAN .	43.0	49.4	...	71.8	96.4	75.4	59.7	99.8	

57B. INDICATE THE SOURCES OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SCHOOL YEAR 1970-71

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
ADDITIONAL PAY ONLY .....	209 51.0	134 48.4	...	...	...	...	...	...	158 52.0
SCHOOL WORK ONLY .....	56 13.7	35 12.6	...	...	...	...	...	...	41 13.5
OUTSIDE WORK ONLY .....	95 23.2	68 24.5	...	...	...	...	...	...	64 21.1
ADDITIONAL PAY AND SCHOOL WORK ONLY .....	15 3.7	10 3.6	...	...	...	...	...	...	15 4.9
ADDITIONAL PAY AND OUTSIDE WORK ONLY .....	24 5.9	20 7.2	...	...	...	...	...	...	19 6.3
SCHOOL AND OUTSIDE WORK ONLY .....	8 2.0	7 2.5	...	...	...	...	...	...	5 1.6
ALL THREE .....	3 .7	3 1.1	...	...	...	...	...	...	2 .7
TOTAL .....	410 100.2	277 99.9	133	189	103	67	49	106	304 100.1
NO RESPONSE	1,123 73.3	249 47.3	874 86.8	373 66.4	242 70.1	203 75.2	290 85.5	701 86.9	422 58.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL LARGE 7	MEIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
ADDITIONAL PAY ONLY .....	209 51.0	...	...	...	...	...	...	
SCHOOL WORK ONLY .....	56 13.7	...	...	...	...	...	...	
OUTSIDE WORK ONLY .....	95 23.2	...	...	...	...	...	...	
ADDITIONAL PAY AND SCHOOL WORK ONLY .....	15 3.7	...	...	...	...	...	...	
ADDITIONAL PAY AND OUTSIDE WORK ONLY .....	24 5.9	...	...	...	...	...	...	
SCHOOL AND OUTSIDE WORK ONLY .....	8 2.0	...	...	...	...	...	...	
ALL THREE .....	3 .7	...	...	...	...	...	...	
TOTAL .....	410 100.2	97	55	159	99	112	177 121	
NO RESPONSE	1,123 73.3	254 72.4	255 82.3	339 68.1	275 73.5	320 74.1	512 74.3 291 70.6	



5.11) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH  
 SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 -  
 EMPLOYMENT DURING SCHOOL YEAR 1970-71 - ADDITIONAL PAY

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		3 MEN	4 WOMEN	5 LESS THAN 30	6 30-39	7 40-49	8 50 OR MORE	9 ELEMEN- TARY	10 SECON- DARY
LESS THAN \$100 .....	...	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	...	...	...	...	...	...	...	...	...
TOTAL .....	231 ...	154 ...	77 ...	119 ...	60 ...	30 ...	21 ...	51 ...	180 ...
NO RESPONSE	1,302 84.9	372 70.7	930 92.4	443 78.8	285 82.6	240 88.9	318 93.8	756 93.7	546 75.2
MEAN .....	597	750	...	491	...	...	...	...	674
MEDIAN .....	400	550	...	350	...	...	...	...	492
LOW .....	15	30	...	15	...	...	...	...	30
HIGH .....	3,160	3,160	...	1,850	...	...	...	...	3,160
STANDARD ERROR OF THE MEAN	37.0	49.6	...	38.4	...	...	...	...	44.9

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEIUM 8	
LESS THAN \$100 .....	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	...	...	...	...	...	...	...	...
TOTAL .....	231	60	23	100	48	47	106	78
NO RESPONSE	1,302	291	287	398	326	385	583	334
	84.9	82.9	92.6	79.9	87.2	89.1	84.6	81.1
MEAN .....	597	...	...	585	...	...	585	...
MEOIAN .....	400	...	...	350	...	...	400	...
LOW .....	15	...	...	15	...	...	15	...
HIGH .....	3,160	...	...	3,160	...	...	3,000	...
STANOARO ERROR OF THE MEAN .	37.0	...	...	63.4	...	...	52.1	...

598.03) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SCHOOL YEAR 1970-71 - OUTSIDE WORK

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				E M P L O Y M E N T S T A T U S	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECUN-DARY 10
LESS THAN \$100 .....	...	...	...	...	...	...	...	...	...
\$100 - 199 .....	...	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	...	...	...	...	...	...	...	...	...
TOTAL .....	115	88	27	55	32	16	11	35	80
NO RESPONSE	1,418 92.5	438 83.3	980 97.3	507 90.2	313 90.7	254 94.1	328 96.0	772 95.7	646 89.0
MEAN .....	1,274	...	...	...	...	...	...	...	...
MEDIAN .....	500	...	...	...	...	...	...	...	...
LOW .....	41	...	...	...	...	...	...	...	...
HIGH .....	14,200	...	...	...	...	...	...	...	...
STANDARD ERROR OF THE MEAN .	179.6	...	...	...	...	...	...	...	...

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM 7	MEDIUM 8	SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6			
LESS THAN \$100 .....	...	...	...	...	...	...	...	...
\$100 - \$199 .....	...	...	...	...	...	...	...	...
200 - 299 .....	...	...	...	...	...	...	...	...
300 - 399 .....	...	...	...	...	...	...	...	...
400 - 499 .....	...	...	...	...	...	...	...	...
500 - 599 .....	...	...	...	...	...	...	...	...
600 - 699 .....	...	...	...	...	...	...	...	...
700 - 799 .....	...	...	...	...	...	...	...	...
800 - 899 .....	...	...	...	...	...	...	...	...
900 - 999 .....	...	...	...	...	...	...	...	...
\$1,000 OR MORE .....	...	...	...	...	...	...	...	...
TOTAL .....	115 ...	23 ...	18 ...	38 ...	36 ...	40 ...	46 ...	29 ...
NO RESPONSE	1,418 92.5	328 93.4	292 94.2	460 92.4	338 90.4	392 90.7	643 93.3	383 93.0
MEAN .....	1,274	...	...	...	...	...	...	...
MEDIAN .....	500	...	...	...	...	...	...	...
LOW .....	41	...	...	...	...	...	...	...
HIGH .....	14,200	...	...	...	...	...	...	...
STANDARD ERROR OF THE MEAN	179.6	...	...	...	...	...	...	...

99b.(6) TOTAL AMOUNT OF EXTRA EARNINGS IN SCHOOL YEAR FROM ADDITIONAL PAY  
 OR/AND OTHER SCHOOL WORK

1	TOTAL SAMPLE 2	S E X		A G E I N				EMPLOYMENT ELEMEN- TARY 9	STATUS SECON- DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
LESS THAN \$100 .....	21 7.4	...	...	...	...	...	...	...	...
\$100 - \$199 .....	41 14.5	...	...	...	...	...	...	...	...
200 - 299 .....	36 12.8	...	...	...	...	...	...	...	...
300 - 399 .....	24 8.5	...	...	...	...	...	...	...	...
400 - 499 .....	24 8.5	...	...	...	...	...	...	...	...
500 - 599 .....	19 6.7	...	...	...	...	...	...	...	...
600 - 699 .....	13 4.6	...	...	...	...	...	...	...	...
700 - 799 .....	8 2.8	...	...	...	...	...	...	...	...
800 - 899 .....	14 5.0	...	...	...	...	...	...	...	...
900 - 999 .....	11 3.9	...	...	...	...	...	...	...	...
1,000 - 1,499 .....	34 12.1	...	...	...	...	...	...	...	...
1,500 - 1,999 .....	24 8.5	...	...	...	...	...	...	...	...
2,000 - 2,499 .....	7 2.5	...	...	...	...	...	...	...	...
2,500 - 2,999 .....	2 .7	...	...	...	...	...	...	...	...
\$3,000 OR MORE .....	4 1.4	...	...	...	...	...	...	...	...
TOTAL .....	282 99.9	189	93	135	71	45	30	65	217
NO RESPONSE	1,251 81.6	337 64.1	914 90.8	427 76.0	274 79.4	225 83.3	309 91.2	742 91.9	509 70.1
MEAN .....	697	873	...	535	...	...	...	...	736
MEDIAN .....	450	630	...	400	...	...	...	...	500
LOW .....	5	5	...	15	...	...	...	...	5
HIGH .....	12,000	12,000	...	2,150	...	...	...	...	3,160
STANDARD ERROR OF THE MEAN	54.1	75.9	...	39.0	...	...	...	...	44.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				WEST 6	SIZE OF SCHOOL LARGE 7	OF SCHOOL MEDIUM 8	SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5					
LESS THAN \$100 .....	21 7.4	...	...	...	...	...	...	...	
\$100 - \$199 .....	41 14.5	...	...	...	...	...	...	...	
200 - 299 .....	36 12.8	...	...	...	...	...	...	...	
300 - 399 .....	24 8.5	...	...	...	...	...	...	...	
400 - 499 .....	24 8.5	...	...	...	...	...	...	...	
500 - 599 .....	19 6.7	...	...	...	...	...	...	...	
600 - 699 .....	13 4.6	...	...	...	...	...	...	...	
700 - 799 .....	8 2.8	...	...	...	...	...	...	...	
800 - 899 .....	14 5.0	...	...	...	...	...	...	...	
900 - 999 .....	11 3.9	...	...	...	...	...	...	...	
1,000 - 1,499 .....	34 12.1	...	...	...	...	...	...	...	
1,500 - 1,999 .....	24 8.5	...	...	...	...	...	...	...	
2,000 - 2,499 .....	7 2.5	...	...	...	...	...	...	...	
2,500 - 2,999 .....	2 .7	...	...	...	...	...	...	...	
\$3,000 OR MORE .....	4 1.4	...	...	...	...	...	...	...	
TOTAL .....	282 99.9	71	33	117	61	65	127	90	
NO RESPONSE	1,251 81.6	280 79.8	277 89.4	381 76.5	313 83.7	367 85.0	562 81.6	322 78.2	
MEAN .....	697	...	...	625	...	...	670	...	
MEDIAN .....	450	...	...	400	...	...	460	...	
LOW .....	5	...	...	5	...	...	15	...	
HIGH .....	12,000	...	...	3,160	...	...	3,000	...	
STANDARD ERROR OF THE MEAN .	54.1	...	...	62.0	...	...	54.8	...	

## 598.(5) TOTAL AMOUNT OF EXTRA EARNINGS IN SCHOOL YEAR REGARDLESS OF SOURCE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			50 OR MORE 8	EMPLOYMENT ELEMEN- TARY 9	STATUS SECON- DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7			
LESS THAN \$100 .....	25 6.8	...	...	...	...	...	...	...	16 5.9
\$100 - \$199 .....	44 12.0	...	...	...	...	...	...	...	29 10.6
200 - 299 .....	44 12.0	...	...	...	...	...	...	...	27 7.9
300 - 399 .....	33 9.0	...	...	...	...	...	...	...	27 9.9
400 - 499 .....	25 6.8	...	...	...	...	...	...	...	20 7.3
500 - 599 .....	26 7.1	...	...	...	...	...	...	...	20 7.3
600 - 699 .....	13 3.6	...	...	...	...	...	...	...	7 2.6
700 - 799 .....	10 2.7	...	...	...	...	...	...	...	6 2.2
800 - 899 .....	18 4.9	...	...	...	...	...	...	...	15 5.5
900 - 999 .....	14 3.8	...	...	...	...	...	...	...	9 3.3
1,000 - 1,499 .....	42 11.5	...	...	...	...	...	...	...	39 14.3
1,500 - 1,999 .....	29 7.9	...	...	...	...	...	...	...	26 9.5
2,000 - 2,499 .....	19 5.2	...	...	...	...	...	...	...	17 6.2
2,500 - 2,999 .....	7 1.9	...	...	...	...	...	...	...	4 1.5
\$3,000 OR MORE .....	17 4.6	...	...	...	...	...	...	...	11 4.0
TOTAL .....	366 99.8	249	117	173	94	58	40	93	273 100.0
NO RESPONSE	1,167 76.1	277 52.7	890 88.4	389 69.2	251 72.8	212 78.5	299 88.2	714 88.5	453 62.4
MEAN .....	937	1,169	445	638	...	...	...	...	934
MEDIAN .....	500	800	250	425	...	...	...	...	550
LOW .....	5	5	15	15	...	...	...	...	5
HIGH .....	14,200	14,200	6,300	3,000	...	...	...	...	14,200
STANDARD ERROR OF THE MEAN .	74.0	101.3	64.7	45.4	...	...	...	...	73.3

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN \$100 .....	25 6.8	...	...	...	...	...	...	...
\$100 - \$199 .....	44 17.0	...	...	...	...	...	...	...
200 - 299 .....	44 12.0	...	...	...	...	...	...	...
300 - 399 .....	33 9.0	...	...	...	...	...	...	...
400 - 499 .....	25 6.8	...	...	...	...	...	...	...
500 - 599 .....	26 7.1	...	...	...	...	...	...	...
600 - 699 .....	13 3.6	...	...	...	...	...	...	...
700 - 799 .....	10 2.7	...	...	...	...	...	...	...
800 - 899 .....	18 4.9	...	...	...	...	...	...	...
900 - 999 .....	14 3.8	...	...	...	...	...	...	...
1,000 - 1,499 .....	42 11.5	...	...	...	...	...	...	...
1,500 - 1,999 .....	29 7.9	...	...	...	...	...	...	...
2,000 - 2,499 .....	19 5.2	...	...	...	...	...	...	...
2,500 - 2,999 .....	7 1.9	...	...	...	...	...	...	...
\$3,000 OR MORE .....	17 4.6	...	...	...	...	...	...	...
TOTAL .....	366 99.8	87	49	140	90	97	159	110
NO RESPONSE	1,167 76.1	264 75.2	261 84.2	358 71.9	284 75.9	335 77.5	530 76.9	302 73.3
MEAN .....	937	...	...	794	...	...	839	909
MEDIAN .....	500	...	...	450	...	...	500	500
LOW .....	5	...	...	5	...	...	15	5
HIGH .....	14,200	...	...	6,000	...	...	6,300	14,200
STANDARD ERROR OF THE MEAN .	74.0	...	...	78.0	...	...	73.8	147.9



59C. INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - SUMMER 1970 AND SCHOOL YEAR 1970-71 - DIVIDENDS, RENTS, INTEREST, ROYALTIES, RETIREMENT ANNUITY, OTHER THAN CURRENT EARNINGS

1	TOTAL SAMPLE 2	S E X		A G E I N Y E A R S				EMPLOYMENT ELEMEN- TARY 9	STATUS SECON- DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
LESS THAN \$100 .....	57 22.1	...	...	...	...	...	...	...	...
\$ 100 - \$ 149 .....	33 12.8	...	...	...	...	...	...	...	...
200 - 299 .....	12 4.7	...	...	...	...	...	...	...	...
300 - 399 .....	11 4.3	...	...	...	...	...	...	...	...
400 - 499 .....	14 5.4	...	...	...	...	...	...	...	...
500 - 599 .....	21 8.1	...	...	...	...	...	...	...	...
600 - 699 .....	5 1.9	...	...	...	...	...	...	...	...
700 - 799 .....	6 1.9	...	...	...	...	...	...	...	...
800 - 899 .....	2 .8	...	...	...	...	...	...	...	...
900 - 999 .....	2 .8	...	...	...	...	...	...	...	...
1,000 - 1,499 .....	30 11.6	...	...	...	...	...	...	...	...
1,500 - 1,999 .....	12 4.7	...	...	...	...	...	...	...	...
2,000 - 2,499 .....	18 7.0	...	...	...	...	...	...	...	...
2,500 - 2,999 .....	4 1.6	...	...	...	...	...	...	...	...
\$3,000 OR MORE .....	32 12.4	...	...	...	...	...	...	...	...
TOTAL .....	258 100.1	107	151	59	66	49	83	116	142
NO RESPONSE	1,275 83.2	419 79.7	856 85.0	503 89.5	279 80.9	221 81.9	256 75.5	691 85.6	584 80.4
MEAN .....	1,352	1,203	1,457	...	...	...	...	1,569	1,174
MEDIAN .....	500	400	500	...	...	...	...	500	500
LOW .....	7	7	15	...	...	...	...	7	15
HIGH .....	50,000	12,000	50,000	...	...	...	...	50,000	12,000
STANDARD ERROR OF THE MEAN	219.7	202.2	347.4	...	...	...	...	445.9	164.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE LARGE 7	OF SCHOOL MEDIUM 8	SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6			
LESS THAN \$100 .....	57 22.1	...	...	...	...	...	...	
\$ 100 - \$ 199 .....	33 12.8	...	...	...	...	...	...	
200 - 299 .....	12 4.7	...	...	...	...	...	...	
300 - 399 .....	11 4.3	...	...	...	...	...	...	
400 - 499 .....	14 5.4	...	...	...	...	...	...	
500 - 599 .....	21 8.1	...	...	...	...	...	...	
600 - 699 .....	5 1.9	...	...	...	...	...	...	
700 - 799 .....	5 1.9	...	...	...	...	...	...	
800 - 899 .....	2 .8	...	...	...	...	...	...	
900 - 999 .....	2 .8	...	...	...	...	...	...	
1,000 - 1,499 .....	10 11.6	...	...	...	...	...	...	
1,500 - 1,999 .....	12 4.7	...	...	...	...	...	...	
2,000 - 2,499 .....	18 7.0	...	...	...	...	...	...	
2,500 - 2,999 .....	4 1.6	...	...	...	...	...	...	
\$3,000 OR MORE .....	32 12.4	...	...	...	...	...	...	
TOTAL .....	258 100.1	58	52	92	56	79	115	
NO RESPONSE .....	1,275 83.2	293 83.5	258 83.2	406 81.5	318 85.0	353 81.7	574 83.3	
MEAN .....	1,352	...	...	...	...	...	...	
MEDIAN .....	500	...	...	...	...	1,147	...	
LOW .....	7	...	...	...	...	480	...	
HIGH .....	>10,000	...	...	...	...	19	...	
STANDARD ERROR OF THE MEAN .....	219.7	...	...	...	...	12,000	...	
		...	...	...	...	171.3	...	

## 590. TOTAL EXTRA EARNINGS

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
LESS THAN \$100 .....	17 2.8	2 .6	15 5.6	7 2.4	...	...	...	...	8 2.1
\$100 - \$199 .....	40 6.6	10 2.9	30 11.2	20 6.9	...	...	...	...	22 5.9
200 - 299 .....	34 5.6	14 4.1	20 7.5	19 6.6	...	...	...	...	20 5.3
300 - 399 .....	29 4.8	7 2.1	22 8.2	16 5.5	...	...	...	...	15 4.0
400 - 499 .....	36 5.9	16 4.7	20 7.5	23 7.9	...	...	...	...	24 6.4
500 - 599 .....	39 6.4	18 5.3	21 7.8	22 7.6	...	...	...	...	20 5.3
600 - 699 .....	47 7.7	17 3.7	35 13.1	24 8.3	...	...	...	...	13 3.5
700 - 799 .....	37 6.1	15 4.4	22 8.2	14 4.8	...	...	...	...	18 4.8
800 - 899 .....	36 5.9	19 5.6	17 6.3	15 5.2	...	...	...	...	22 5.9
900 - 999 .....	28 4.6	16 4.7	12 4.5	16 5.5	...	...	...	...	18 4.8
1,000 - 1,499 .....	101 16.6	68 20.0	33 12.3	55 19.0	...	...	...	...	63 16.8
1,500 - 1,999 .....	54 8.9	44 12.9	10 3.7	27 9.7	...	...	...	...	41 11.0
2,000 - 2,499 .....	35 5.8	30 8.8	5 1.9	13 4.5	...	...	...	...	31 8.3
2,500 - 2,999 .....	16 2.6	15 4.4	1 .4	7 2.4	...	...	...	...	14 3.7
\$3,000 OR MORE .....	59 9.7	54 15.9	5 1.9	12 4.1	...	...	...	...	45 12.0
TOTAL .....	608 100.0	340 99.9	268 100.1	290 100.0	136 ...	101 ...	80 ...	234 ...	374 99.8
NO RESPONSE .....	925 60.3	186 35.4	739 73.4	272 48.4	209 60.6	169 62.6	259 76.4	573 71.0	352 48.5
MEAN .....	1,280	1,722	720	1,030	1,708	1,474	...	1,032	1,436
MEDIAN .....	830	1,200	600	775	1,000	900	...	650	1,000
LOW .....	20	30	20	20	30	30	...	20	30
HIGH .....	14,400	14,400	7,200	10,892	14,000	14,400	...	14,000	14,400
STANDARD ERROR OF THE MEAN .....	61.8	96.8	50.2	63.0	167.4	192.6	...	97.6	78.9

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
LESS THAN \$100 .....	17 2.8	...	...	...	...	...	9 3.3	...
\$100 - \$199 .....	40 6.6	...	...	...	...	...	16 5.9	...
200 - 299 .....	34 5.6	...	...	...	...	...	11 4.1	...
300 - 399 .....	29 4.8	...	...	...	...	...	17 6.3	...
400 - 499 .....	36 5.9	...	...	...	...	...	13 4.8	...
500 - 599 .....	39 6.4	...	...	...	...	...	19 7.0	...
600 - 699 .....	47 7.7	...	...	...	...	...	27 10.0	...
700 - 799 .....	37 6.1	...	...	...	...	...	18 6.7	...
800 - 899 .....	36 5.9	...	...	...	...	...	18 6.7	...
900 - 999 .....	28 4.6	...	...	...	...	...	12 4.4	...
1,000 - 1,499 .....	101 16.6	...	...	...	...	...	39 14.4	...
1,500 - 1,999 .....	54 8.9	...	...	...	...	...	22 8.1	...
2,000 - 2,499 .....	35 5.8	...	...	...	...	...	15 5.6	...
2,500 - 2,999 .....	16 2.6	...	...	...	...	...	9 3.3	...
\$3,000 OR MORE .....	59 9.7	...	...	...	...	...	25 9.3	...
TOTAL .....	603 100.0	148	108	209	143	178	270	160
NO RESPONSE	925 60.3	203 57.8	202 65.2	289 58.0	231 61.8	254 58.8	419 60.8	252 61.2
MEAN .....	1,280	1,070	1,217	1,364	1,428	1,402	1,185	1,305
MEDIAN .....	830	787	800	950	750	900	800	870
LOW .....	20	46	41	35	20	20	30	35
HIGH .....	14,400	4,000	9,650	7,200	14,400	14,000	9,650	14,400
STANDARD ERROR OF THE MEAN	61.8	76.0	135.5	91.5	185.4	132.5	72.3	136.4

## 5 E. TOTAL EXTRA INCOME

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT ELEMEN- TARY 9	STATUS SECON- DARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
LESS THAN \$100 .....	42 5.5	10 2.7	32 8.3	19 6.0	...	...	...	24 7.5	18 4.1
\$ 100 - \$ 199 .....	52 6.8	13 3.5	39 10.2	25 7.9	...	...	...	22 6.9	30 6.8
200 - 299 .....	40 5.3	13 3.5	27 7.0	20 6.3	...	...	...	18 5.7	22 5.0
300 - 399 .....	34 4.5	6 1.6	28 7.3	16 5.0	...	...	...	19 6.0	15 3.4
400 - 499 .....	40 5.3	15 4.0	25 6.5	26 8.2	...	...	...	17 5.3	23 5.2
500 - 599 .....	48 6.3	20 5.3	28 7.3	22 6.9	...	...	...	24 7.5	24 5.4
600 - 699 .....	47 6.2	9 2.4	38 9.9	25 7.9	...	...	...	30 9.4	17 3.8
700 - 799 .....	38 5.0	15 4.0	23 6.0	14 4.4	...	...	...	20 6.3	18 4.1
800 - 899 .....	36 4.7	19 5.1	17 4.4	16 5.0	...	...	...	15 4.7	21 4.8
900 - 999 .....	29 3.8	17 4.5	12 3.1	16 5.0	...	...	...	10 3.1	19 4.3
1,000 - 1,499 .....	127 16.7	73 19.4	54 14.1	57 18.0	...	...	...	53 16.7	74 16.7
1,500 - 1,999 .....	57 7.5	43 11.4	14 3.6	25 7.9	...	...	...	18 5.7	39 8.8
2,000 - 2,499 .....	49 6.4	34 9.0	15 3.9	15 4.7	...	...	...	10 3.1	39 8.8
2,500 - 2,999 .....	19 2.5	13 3.5	6 1.6	7 2.2	...	...	...	7 2.2	12 2.7
\$3,000 OR MORE .....	102 13.4	76 20.2	26 6.8	14 4.4	...	...	...	31 9.7	71 16.1
TOTAL .....	760 99.9	376 100.1	384 100.0	317 99.8	171 ...	129 ...	141 ...	318 99.8	442 100.0
NO RESPONSE	773 50.4	150 28.5	623 61.9	245 43.6	174 50.4	141 52.2	198 58.4	489 60.6	284 39.1
MEAN .....	1,483	1,899	1,076	1,000	1,934	1,657	1,853	1,332	1,592
MEDIAN .....	900	1,300	600	700	1,000	957	1,000	700	1,000
LOW .....	7	7	19	19	14	20	7	7	19
HIGH .....	50,000	14,400	50,000	11,513	50,000	14,400	12,000	50,000	14,400
STANDARD ERROR OF THE MEAN .	89.7	104.3	142.3	62.6	317.2	177.8	183.8	177.7	86.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM 7	OF SCHOOL 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
LESS THAN \$100 .....	42	...	...	14	...	...	21	...
\$ 100 - \$ 199 .....	52	...	...	5.4	...	...	6.1	...
200 - 299 .....	6.8	...	...	22	...	...	23	...
300 - 399 .....	40	...	...	8.5	...	...	6.7	...
400 - 499 .....	5.3	...	...	11	...	...	15	...
500 - 599 .....	34	...	...	4.2	...	...	4.4	...
600 - 699 .....	4.5	...	...	11	...	...	18	...
700 - 799 .....	40	...	...	4.2	...	...	5.2	...
800 - 899 .....	5.3	...	...	12	...	...	18	...
900 - 999 .....	48	...	...	4.6	...	...	5.2	...
1,000 - 1,499 .....	6.3	...	...	18	...	...	21	...
1,500 - 1,999 .....	47	...	...	6.9	...	...	6.1	...
2,000 - 2,499 .....	6.2	...	...	13	...	...	26	...
2,500 - 2,999 .....	38	...	...	5.0	...	...	7.6	...
\$3,000 OR MORE .....	5.0	...	...	10	...	...	17	...
TOTAL .....	36	...	...	3.9	...	...	5.0	...
NO RESPONSE	4.7	...	...	11	...	...	18	...
MEAN .....	29	...	...	4.2	...	...	5.2	...
MEDIAN .....	3.8	...	...	11	...	...	13	...
LOW .....	127	...	...	4.2	...	...	3.8	...
HIGH .....	16.7	...	...	46	...	...	52	...
STANDARD ERROR OF THE MEAN	57	...	...	17.8	...	...	15.2	...
	7.5	...	...	23	...	...	24	...
	49	...	...	8.9	...	...	7.0	...
	6.4	...	...	19	...	...	25	...
	19	...	...	7.3	...	...	7.3	...
	2.5	...	...	4	...	...	5	...
	102	...	...	1.5	...	...	1.5	...
	13.4	...	...	34	...	...	47	...
	760	...	...	13.1	...	...	13.7	...
	180	143	259	178	223	343	194	...
	99.9	100.1	99.7	100.1	99.9	100.0	99.9	...
	773	167	239	196	209	346	218	...
	50.4	48.7	48.0	52.4	48.4	50.2	52.9	...
	1,483	1,211	1,449	1,728	1,848	1,318	1,356	...
	900	800	848	900	1,000	848	889	...
	7	14	7	20	7	19	20	...
	50,000	10,900	9,650	50,000	50,000	12,000	14,400	...
	89.7	106.0	149.6	205.5	176.2	80.6	130.7	...



## 60. WHAT IS THE TOTAL ANNUAL INCOME OF YOU AND YOUR SPOUSE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS			EMPLOYMENT STATUS		
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- OARY 10
LESS THAN \$6,000 .....	17 1.2	3 .6	14 1.6	8 1.5	3 1.0	...	3 1.0	13 1.8	4 .6
\$ 6,000 - \$ 6,999 .....	40 2.9	9 1.9	31 3.4	28 5.3	2 .6	...	8 2.7	25 3.5	15 2.2
7,000 - 7,999 .....	80 5.8	19 3.9	61 6.8	61 11.5	8 2.6	...	8 2.7	47 6.6	33 4.9
8,000 - 8,999 .....	114 8.2	42 8.7	72 8.0	75 14.2	21 6.8	...	12 4.1	64 8.9	50 7.5
9,000 - 9,999 .....	87 6.3	28 5.8	59 6.5	37 7.0	20 6.5	...	22 7.5	50 7.0	37 5.5
10,000 - 10,999 .....	97 7.0	44 9.1	53 5.9	46 8.7	18 5.8	...	27 9.2	46 6.4	51 7.6
11,000 - 11,999 .....	78 5.6	28 5.8	50 5.5	25 4.7	15 4.9	...	23 7.8	32 4.5	46 6.9
12,000 - 12,999 .....	85 6.1	41 8.5	44 4.9	35 6.6	22 7.1	...	12 4.1	35 4.9	50 7.5
13,000 - 13,999 .....	81 5.8	42 8.7	39 4.3	23 4.3	21 6.8	...	16 5.5	35 4.9	46 6.9
14,000 - 14,999 .....	90 6.5	45 9.3	45 5.0	37 7.0	21 6.8	...	13 4.4	35 4.9	55 8.2
15,000 - 19,999 .....	322 23.2	115 23.8	207 22.9	108 20.4	75 24.3	...	67 22.9	164 22.9	158 23.6
20,000 - 24,999 .....	177 12.8	41 8.5	136 15.1	38 7.2	51 16.5	...	50 17.1	99 13.8	78 11.7
25,000 - 29,999 .....	47 3.4	8 1.7	39 4.3	2 .4	14 4.5	...	14 4.8	30 4.2	17 2.5
\$30,000 OR MORE .....	71 5.1	19 3.9	52 5.8	7 1.3	18 5.8	...	18 6.1	42 5.9	29 4.3
TOTAL .....	1,386 99.9	484 100.2	902 100.0	530 100.1	309 100.0	240 ...	293 99.9	717 100.2	669 99.9
NO RESPONSE	147 9.6	42 8.0	105 10.4	32 5.7	36 10.4	30 11.1	46 13.6	90 11.2	57 7.9
MEAN .....	15,021	14,243	15,439	12,405	16,336	17,769	15,873	15,259	14,767
MEDIAN .....	14,000	13,425	14,400	11,000	15,000	16,000	15,000	14,000	14,000
LOW .....	4,160	5,505	4,160	4,160	5,435	4,954	5,349	4,160	5,600
HIGH .....	80,000	48,642	80,000	48,642	80,000	50,000	35,000	80,000	50,000
STANDARD ERROR OF THE MEAN .	183.5	250.8	246.8	225.3	445.6	455.1	378.1	279.9	233.5

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN \$6,000 .....	17 1.2	2 .6	12 4.3	2 .4	1 .3	3 .8	7 1.1	7 1.9
\$ 6,000 - \$ 6,999 .....	40 2.9	2 .6	21 7.6	8 1.8	7 2.7	8 2.0	19 3.0	13 3.6
7,000 - 7,999 .....	80 5.8	16 5.0	14 5.1	39 8.6	11 3.3	15 3.8	32 5.1	33 9.0
8,000 - 8,999 .....	114 8.2	25 7.8	22 7.9	44 9.7	23 6.8	32 8.2	42 6.7	40 11.0
9,000 - 9,999 .....	87 6.3	16 5.0	21 7.6	24 5.3	26 7.7	27 6.9	32 5.1	28 7.7
10,000 - 10,999 .....	97 7.0	25 7.8	22 7.9	34 7.5	16 4.8	28 7.2	43 6.8	26 7.1
11,000 - 11,999 .....	78 5.6	13 4.1	17 6.1	27 6.0	21 6.3	28 7.2	32 5.1	18 4.9
12,000 - 12,999 .....	85 6.1	25 7.8	15 5.4	27 6.0	18 5.4	20 5.1	43 6.8	22 6.0
13,000 - 13,999 .....	81 5.8	19 5.9	13 4.7	26 5.7	23 6.8	21 5.4	37 5.9	23 6.3
14,000 - 14,999 .....	90 6.5	25 7.8	15 5.4	27 6.0	23 6.8	25 6.4	50 7.9	15 4.1
15,000 - 19,999 .....	322 23.2	72 22.5	60 21.7	107 23.6	83 24.7	98 25.1	132 21.0	92 25.2
20,000 - 24,999 .....	177 12.8	47 14.7	28 10.1	56 12.4	46 13.7	46 11.8	97 15.4	34 9.3
25,000 - 29,999 .....	47 3.4	12 3.8	6 2.2	11 2.4	18 5.4	16 4.1	29 4.6	2 .5
\$30,000 OR MORE .....	71 5.1	21 6.6	11 4.0	21 4.6	18 5.4	24 6.1	35 5.6	12 3.3
TOTAL .....	1,386 99.9	320 100.0	277 100.0	453 100.0	336 100.1	391 100.1	630 100.1	365 99.9
NO RESPONSE	147 9.6	31 8.8	33 10.6	45 9.0	38 10.2	41 9.5	59 8.6	47 11.4
MEAN .....	15,021	15,836	13,603	14,805	15,708	15,629	15,513	13,523
MEDIAN .....	14,000	14,536	12,500	13,737	14,800	14,330	14,200	12,452
LOW .....	4,160	4,800	4,160	5,426	5,700	4,800	4,954	4,160
HIGH .....	80,000	46,000	32,000	80,000	48,642	80,000	50,000	48,642
STANDARD ERROR OF THE MEAN	183.5	381.9	360.2	343.3	362.5	392.7	263.3	307.4



## 60. WHAT IS THE TOTAL ANNUAL INCOME OF YOU AND YOUR SPOUSE (Continued)

1	MARRIED			SINGLE, WIDOWED, DIVORCED OR SEPARATED		
	2 TOTAL	3 MEN	4 WOMEN	5 TOTAL	6 MEN	7 WOMEN
LESS THAN \$6,000 .....	3 .3	1 .3	2 .4	14 3.3	...	12 3.6
\$ 6,000 - \$ 6,999 .....	7 .7	1 .3	6 1.1	33 7.7	...	25 7.5
7,000 - 7,999 .....	19 2.0	11 2.8	8 1.4	61 14.2	...	53 15.9
8,000 - 8,999 .....	24 2.5	17 4.4	7 1.2	97 20.5	...	65 19.5
9,000 - 9,999 .....	33 3.5	20 5.2	13 2.3	54 12.6	...	46 13.8
10,000 - 10,999 .....	49 5.1	31 8.0	18 3.2	48 11.2	...	35 10.5
11,000 - 11,999 .....	42 4.4	26 6.7	16 2.8	36 8.4	...	34 10.2
12,000 - 12,999 .....	64 6.7	33 8.5	31 5.4	21 4.9	...	13 3.9
13,000 - 13,999 .....	63 6.6	37 9.6	26 4.6	18 4.2	...	13 3.9
14,000 - 14,999 .....	71 7.4	39 10.1	32 5.6	19 4.4	...	13 3.9
15,000 - 19,999 .....	299 31.3	107 27.7	192 33.7	23 5.3	...	15 4.5
20,000 - 24,999 .....	175 18.3	40 10.4	135 23.7	2 .5	...	1 .3
25,000 - 29,999 .....	47 4.9	8 2.1	39 6.9	...	...	...
\$30,000 OR MORE .....	59 6.2	15 3.9	44 7.7	11 2.6	...	8 2.4
TOTAL .....	955 99.9	386 100.0	569 100.0	430 100.2	97 ...	333 99.9
NO RESPONSE .....	147 13.3	42 9.8	105 15.6	...	...	...
MEAN .....	17,093	15,006	18,510	10,385	...	10,193
MEDIAN .....	16,000	14,000	18,000	9,223	...	9,196
LOW .....	5,500	5,505	5,500	4,160	...	4,160
HIGH .....	80,000	48,642	80,000	30,000	...	30,000
STANDARD ERROR OF THE MEAN .	218.0	273.7	301.3	205.7	...	226.0

60A. TEACHER'S SALARY AS PERCENT OF TOTAL INCOME

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8		
LESS THAN 40 PERCENT .....	107 7.9	6 1.3	101 11.5	25 4.8	34 11.3	...	21 7.4	70 10.0	37 5.7
40 - 49 PERCENT .....	225 16.7	38 8.1	187 21.2	88 16.8	52 17.3	...	39 13.8	127 18.2	98 15.0
50 - 59 PERCENT .....	221 16.4	80 17.1	141 16.0	99 18.9	40 13.3	...	40 14.2	105 15.0	116 17.8
60 - 69 PERCENT .....	108 8.0	49 10.4	59 6.7	34 6.5	24 8.0	...	24 8.5	53 7.6	55 8.4
70 - 79 PERCENT .....	88 6.5	58 12.4	30 3.4	37 7.0	18 6.0	...	21 7.4	40 5.7	48 7.4
80 - 89 PERCENT .....	160 11.9	93 19.8	67 7.6	64 12.2	38 12.7	...	27 9.6	61 8.7	99 15.2
90 - 99 PERCENT .....	207 15.3	86 18.3	121 13.7	93 17.7	48 16.0	...	41 14.5	93 13.3	114 17.5
100 PERCENT .....	234 17.3	59 12.6	175 19.9	85 16.2	46 15.3	...	69 24.5	149 21.3	85 13.0
TOTAL .....	1,350 100.0	469 100.0	881 100.0	525 100.1	300 99.9	232	282 99.9	698 99.8	652 100.0
NO RESPONSE	183 11.9	57 10.8	126 12.5	37 6.6	45 13.0	38 14.1	57 16.8	109 13.5	74 10.2
MEAN .....	71	76	68	72	69	66	74	70	72
MEDIAN .....	71	80	61	73	69	62	78	67	73
LOW .....	13	26	13	19	13	19	29	13	19
HIGH .....	100	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.6	.9	.8	1.0	1.4	1.5	1.4	.9	.9

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
LESS THAN 40 PERCENT .....	107 7.9	21 6.7	29 10.8	31 7.0	26 8.0	28 7.3	45 7.4	34 9.5
40 - 49 PERCENT .....	225 16.7	50 15.9	51 19.0	62 14.0	62 19.0	56 14.6	112 18.4	57 16.0
50 - 59 PERCENT .....	221 16.4	44 14.0	49 18.3	72 16.3	56 17.2	58 15.1	109 17.9	54 15.1
60 - 69 PERCENT .....	108 8.0	24 7.6	19 7.1	42 9.5	23 7.1	33 8.6	50 8.2	25 7.0
70 - 79 PERCENT .....	88 6.5	15 4.8	15 5.6	30 6.8	28 8.6	28 7.3	44 7.2	16 4.5
80 - 89 PERCENT .....	160 11.9	38 12.1	24 9.0	58 13.1	40 12.3	43 11.2	71 11.6	46 12.9
90 - 99 PERCENT .....	207 15.3	62 19.7	28 10.4	77 17.4	40 12.3	61 15.9	82 13.4	64 17.9
100 PERCENT .....	234 17.3	60 19.1	53 19.8	70 15.8	51 15.6	76 19.8	97 15.9	61 17.1
TOTAL .....	1,350 100.0	314 99.9	268 100.0	442 99.9	326 100.1	383 99.8	610 100.0	357 100.0
NO RESPONSE	183 11.9	37 10.5	42 13.5	56 11.2	48 12.8	49 11.3	79 11.5	55 13.3
MEAN .....	71	73	68	72	69	72	69	71
MEDIAN .....	71	82	62	73	67	74	66	74
LOW .....	13	19	22	13	21	13	18	22
HIGH .....	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.6	1.3	1.5	1.1	1.3	1.2	.9	1.3

## 60A. TEACHER'S SALARY AS PERCENT OF TOTAL INCOME (Continued)

1	MARRIED			SINGLE, WIDOWED, DIVORCED OR SEPARATED		
	2 TOTAL	3 MEN	4 WOMEN	5 TOTAL	6 MEN	7 WOMEN
LESS THAN 40 PERCENT .....	107 11.5	6 1.6	101 18.2	...	...	...
40 - 49 PERCENT .....	224 24.1	38 10.1	186 33.5	1 .2	...	1 .3
50 - 59 PERCENT .....	218 23.4	78 20.8	140 25.2	3 .7	...	1 .3
60 - 69 PERCENT .....	101 10.8	45 12.0	56 10.1	7 1.7	...	3 .9
70 - 79 PERCENT .....	78 8.4	55 14.7	23 4.1	10 2.4	...	7 2.2
80 - 89 PERCENT .....	102 11.0	73 19.5	29 5.2	58 13.8	...	38 11.7
90 - 99 PERCENT .....	68 7.3	56 14.9	12 2.2	139 33.2	...	109 33.5
100 PERCENT .....	33 3.5	24 6.4	9 1.6	201 48.0	...	166 51.1
TOTAL .....	931 100.0	375 100.0	556 100.1	419 100.0	94 ...	325 100.0
NO RESPONSE	171 15.5	53 12.4	118 17.5	11 2.6	3 3.1	8 2.4
MEAN .....	60	72	52	95	...	96
MEDIAN .....	55	73	49	99	...	100
LOW .....	13	26	13	46	...	46
HIGH .....	100	100	100	100	...	100
STANDARD ERROR OF THE MEAN .	.6	.9	.7	.4	...	.4

## 61. SUPPOSE YOU COULD GO BACK TO YOUR COLLEGE DAYS AND START OVER AGAIN, IN VIEW OF YOUR PRESENT KNOWLEDGE, WOULD YOU BECOME A TEACHER

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		3 MEN	4 WOMEN	5 LESS THAN 30	6 30-39	7 40-49	8 50 OR MORE	9 ELEMEN- TARY	10 SECON- UARY
CERTAINLY WOULD BECOME A TEACHER .....	674 44.9	170 33.0	504 51.1	230 41.4	136 40.1	124 47.1	174 53.0	396 50.1	278 39.1
PROBABLY WOULD BECOME A TEACHER .....	443 29.5	143 27.8	300 30.4	190 34.2	92 27.1	74 28.1	86 26.2	238 30.1	205 28.8
CHANCES ABOUT EVEN FOR AND AGAINST .....	195 13.0	87 16.9	108 10.9	71 12.8	59 17.4	30 11.4	33 10.1	82 10.4	113 15.9
PROBABLY WOULD NOT BECOME A TEACHER .....	134 8.9	83 16.1	51 5.2	48 8.6	41 12.1	25 9.5	18 5.5	53 6.7	81 11.4
CERTAINLY WOULD NOT BECOME A TEACHER .....	56 3.7	32 6.2	24 2.4	17 3.1	11 3.2	10 3.8	17 5.2	22 2.8	34 4.8
TOTAL .....	1,502 100.0	515 100.0	987 100.0	556 100.1	339 99.9	263 99.9	328 100.0	791 100.1	711 100.0
NO RESPONSE	31 2.0	11 2.1	20 2.0	6 1.1	6 1.7	7 2.6	11 3.2	16 2.0	15 2.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM 7	OF SCHOOL MEDIUM 8	SYSTEM SMALL 9
		NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6			
CERTAINLY WOULD BECOME A TEACHER .....	674 44.9	144 41.4	138 46.2	208 42.6	184 50.1	192 45.2	295 44.0	187 45.9
PROBABLY WOULD BECOME A TEACHER .....	443 29.5	102 29.3	77 25.8	168 34.4	96 26.2	111 26.1	205 30.6	127 31.2
CHANCES ABOUT EVEN FOR AND AGAINST .....	195 13.0	48 13.8	43 14.4	62 12.7	42 11.4	56 13.2	86 12.8	53 13.0
PROBABLY WOULD NOT BECOME A TEACHER .....	134 8.9	35 10.1	27 9.0	36 7.4	36 9.8	43 10.1	64 9.6	27 6.6
CERTAINLY WOULD NOT BECOME A TEACHER .....	56 3.7	19 5.5	14 4.7	14 2.9	9 2.5	23 5.4	20 3.0	13 3.2
TOTAL .....	1,502 100.0	348 100.1	299 100.1	488 100.0	367 100.0	425 100.0	670 100.0	407 99.9
NO RESPONSE	31 2.0	3 .9	11 3.5	10 2.0	7 1.9	7 1.6	19 2.8	5 1.2

62. WHAT WERE YOU DOING DURING THE 1969-70 SCHOOL YEAR (LAST YEAR) AND WHAT DO YOU EXPECT TO BE DOING DURING THE 1971-72 SCHOOL YEAR (NEXT YEAR)

A. 1969 - 70

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECUN-DARY 10
TEACHING FULL TIME IN THIS SCHOOL SYSTEM .....	1,241 83.9	433 85.6	808 83.0	390 70.9	293 86.4	239 92.6	308 96.3	657 84.6	584 83.1
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	63 4.3	20 4.0	43 4.4	37 6.7	15 4.4	5 1.9	5 1.6	34 4.4	29 4.1
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME ....	104 7.0	33 6.5	71 7.3	87 15.8	12 3.5	4 1.6	1 .3	50 6.4	54 7.7
IN MILITARY SERVICE .....	5 .3	5 1.0	...	5 .9	...	...	...	1 .1	4 .6
WORKING IN A NONTEACHING OCCUPATION .....	20 1.4	11 2.2	9 .9	7 1.3	8 2.4	2 .8	3 .9	6 .8	14 2.0
HOMEMAKING AND/OR CHILD-REARING .....	29 2.0	...	29 3.0	17 3.1	6 1.8	5 1.9	1 .3	20 2.6	9 1.3
UNEMPLOYED AND SEEKING WORK	4 .3	1 .2	3 .3	2 .4	...	1 .4	...	3 .4	1 .1
RETIRED .....	2 .1	...	2 .2	...	...	...	2 .6	2 .3	...
OTHER .....	12 .8	3 .6	9 .9	5 .9	5 1.5	2 .8	...	4 .5	8 1.1
TOTAL .....	1,480 100.1	506 100.1	974 100.0	550 100.0	339 100.0	258 100.0	320 100.0	777 100.1	703 100.0
NO RESPONSE	53 3.5	20 3.8	33 3.3	12 2.1	6 1.7	12 4.4	19 5.6	30 3.7	23 3.2

## 62. WHAT WERE YOU DOING DURING THE 1969-70 SCHOOL YEAR (LAST YEAR) AND WHAT DO YOU EXPECT TO BE DOING DURING THE 1971-72 SCHOOL YEAR (NEXT YEAR) (Continued)

## A. 1969 - 70 (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
TEACHING FULL TIME IN THIS SCHOOL SYSTEM .....	1,241 83.9	292 85.6	248 83.2	391 82.1	310 84.9	365 87.7	561 83.7	315 79.9
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	63 4.3	13 3.8	12 4.0	23 4.8	15 4.1	15 3.6	24 3.6	24 6.1
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME ....	104 7.0	15 4.4	19 6.4	48 10.1	22 6.0	23 5.5	48 7.2	33 8.4
IN MILITARY SERVICE .....	5 .3	1 .3	2 .7	1 .2	1 .3	1 .2	2 .3	2 .5
WORKING IN A NONTEACHING OCCUPATION .....	20 1.4	6 1.8	4 1.3	2 .4	8 2.2	5 1.2	11 1.6	4 1.0
HOMEMAKING AND/OR CHILD-REARING .....	29 2.0	9 2.6	10 3.4	5 1.1	5 1.4	4 1.0	15 2.2	10 2.5
UNEMPLOYED AND SEEKING WORK	4 .3	1 .3	2 .7	... ...	1 .3	1 .2	2 .3	1 .3
RETIRED .....	2 .1	1 .3	1 .3	... ...	... ...	... ...	2 .3	... ...
OTHER .....	12 .8	3 .9	... ...	6 1.3	3 .8	2 .5	5 .7	5 1.3
TOTAL .....	1,480 100.1	341 100.0	298 100.0	476 100.0	365 100.0	416 99.9	670 99.9	394 100.0
NO RESPONSE	53 3.5	10 2.8	12 3.9	22 4.4	9 2.4	16 3.7	19 2.8	18 4.4

## B. 1971 - 72

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
TEACHING FULL TIME IN THIS SCHOOL SYSTEM .....	1,223 84.6	428 86.8	795 83.4	404 75.4	295 89.4	245 95.0	267 86.7	636 83.8	587 85.4
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	70 4.8	28 5.7	42 4.4	49 9.1	14 4.2	4 1.6	3 1.0	36 4.7	34 4.9
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME ....	20 1.4	6 1.2	14 1.5	13 2.4	2 .6	3 1.2	2 .6	12 1.6	8 1.2
IN MILITARY SERVICE .....	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
WORKING IN A NONTEACHING OCCUPATION .....	31 2.1	17 3.4	14 1.5	19 3.5	10 3.0	1 .4	... ...	8 1.1	23 3.3
HOMEMAKING AND/OR CHILD-REARING .....	46 3.2	1 .2	45 4.7	40 7.5	6 1.8	... ...	... ...	34 4.5	12 1.7
UNEMPLOYED AND SEEKING WORK	5 .3	1 .2	4 .4	1 .2	... ...	2 .8	2 .6	4 .5	1 .1
RETIRED .....	32 2.2	6 1.2	26 2.7	1 .2	... ...	... ...	31 10.1	21 2.8	11 1.6
OTHER .....	19 1.3	6 1.2	13 1.4	9 1.7	3 .9	3 1.2	3 1.0	8 1.1	11 1.6
TOTAL .....	1,446 99.9	493 99.9	953 100.0	536 100.0	330 99.9	258 100.2	308 100.0	759 100.1	687 99.8
NO RESPONSE	87 5.7	33 6.3	54 5.4	26 4.6	15 4.3	12 4.4	31 9.1	48 5.9	39 5.4

B. 1971 - 72 (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
TEACHING FULL TIME IN THIS SCHOOL SYSTEM .....	1,223 84.6	283 84.7	244 84.7	396 84.8	300 84.0	349 84.9	544 84.5	330 84.4
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	70 4.8	10 3.0	10 3.5	27 5.8	23 6.4	18 4.4	31 4.8	21 5.4
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME ....	20 1.4	5 1.5	5 1.7	5 1.1	5 1.4	8 1.9	7 1.1	5 1.3
IN MILITARY SERVICE .....	...	...	...	...	...	...	...	...
WORKING IN A NONTEACHING OCCUPATION .....	31 2.1	9 2.7	11 3.8	6 1.3	5 1.4	9 2.2	12 1.9	10 2.6
HOMEMAKING AND/OR CHILD- REARING .....	46 3.2	12 3.6	11 3.8	11 2.4	12 3.4	15 3.6	25 3.9	6 1.5
UNEMPLOYED AND SEEKING WORK	5 .3	...	1 .3	2 .4	2 .6	1 .2	2 .3	2 .5
RETIRED .....	32 2.2	8 2.4	3 1.0	15 3.2	6 1.7	6 1.5	13 2.0	13 3.3
OTHER .....	19 1.3	7 2.1	3 1.0	5 1.1	4 1.1	5 1.2	10 1.6	4 1.0
TOTAL .....	1,446 99.9	334 100.0	288 99.8	467 100.1	357 100.0	411 99.9	644 100.1	391 100.0
NO RESPONSE	87 5.7	17 4.8	22 7.1	31 6.2	17 4.5	21 4.9	45 6.5	21 5.1

63. WHAT IN YOUR PRESENT POSITION AS A TEACHER HELPS YOU MOST TO RENDER THE BEST SERVICE OF WHICH YOU ARE CAPABLE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
EXCELLENCE OF ADMINISTRATION - SCHOOL, CENTRAL OFFICE, SCHOOL BOARD .....	259 16.9	68 12.9	191 19.0	90 16.0	54 15.7	43 15.9	71 20.9	148 18.3	111 15.3
OPPORTUNITY FOR RENDERING SERVICE .....	147 9.6	58 11.0	89 8.8	38 6.8	34 9.9	34 12.6	40 11.8	75 9.3	72 9.9
POSITIVE ATTITUDES OF PUPILS AND PARENTS .....	153 10.0	43 8.2	110 10.9	58 10.3	29 8.4	23 8.5	40 11.8	81 10.0	72 9.9
GOOD RELATIONSHIPS AND ATTITUDES OF COLLEAGUES .	195 12.7	54 10.3	141 14.0	89 15.8	35 10.1	31 11.5	39 11.5	114 14.1	81 11.2
ADEQUATE MATERIALS, STAFF, FUNDS .....	306 20.0	79 15.0	227 22.5	126 22.4	70 20.3	42 15.6	66 19.5	171 21.2	135 18.6
PUPIL PROGRESS AND ABILITY .	14 .9	6 1.1	8 .8	2 .4	3 .9	4 1.5	5 1.5	6 .7	8 1.1
IMPROVEMENTS IN REMUNERAT- ION .....	6 .4	4 .8	2 .2	2 .4	2 .6	1 .4	1 .3	1 .1	5 .7
PROFESSIONAL GROWTH ACTIVITIES .....	66 4.3	26 4.9	40 4.0	25 4.4	12 3.5	11 4.1	18 5.3	32 4.0	34 4.7
OTHER .....	109 7.1	29 5.5	80 7.9	38 6.8	27 7.8	23 8.5	20 5.9	63 7.8	46 6.3
NONE .....	504 32.9	209 39.7	295 29.3	181 32.2	133 38.6	89 33.0	92 27.1	248 30.7	256 35.3
TOTAL .....	1,533 ...	526 ...	1,007 ...	562 ...	345 ...	270 ...	339 ...	807 ...	726 ...

63. WHAT IN YOUR PRESENT POSITION AS A TEACHER HELPS YOU MOST TO RENDER THE BEST SERVICE OF WHICH YOU ARE CAPABLE (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
EXCELLENCE OF ADMINISTRATION - SCHOOL, CENTRAL OFFICE, SCHOOL BOARD .....	259 16.9	58 16.5	54 17.4	92 18.5	55 14.7	68 15.7	117 17.0	74 18.0
OPPORTUNITY FOR RENDERING SERVICE .....	147 9.6	33 9.4	31 10.0	40 8.0	43 11.5	44 10.2	69 10.0	34 8.3
POSITIVE ATTITUDES OF PUPILS AND PARENTS .....	153 10.0	37 10.5	28 9.0	53 10.6	35 9.4	50 11.6	60 8.7	43 10.4
GOOD RELATIONSHIPS AND ATTITUDES OF COLLEAGUES .	195 12.7	40 11.4	35 11.3	75 15.1	45 12.0	66 15.3	83 12.0	46 11.2
ADEQUATE MATERIALS, STAFF, FUNDS .....	306 20.0	73 20.8	63 20.3	88 17.7	82 21.9	73 16.9	147 21.3	86 20.9
PUPIL PROGRESS AND ABILITY .	14 .9	2 .6	2 .6	3 .6	7 1.9	3 .7	8 1.2	3 .7
IMPROVEMENTS IN REMUNERAT- ION .....	6 .4	1 .3	... ...	4 .8	1 .3	2 .5	2 .3	2 .5
PROFESSIONAL GROWTH ACTIVITIES .....	66 4.3	8 2.3	19 6.1	25 5.0	14 3.7	24 5.6	25 3.6	17 4.1
OTHER .....	109 7.1	33 9.4	13 4.2	31 6.2	32 8.6	31 7.2	53 7.7	25 6.1
NONE .....	504 32.9	120 34.2	98 31.6	165 33.1	121 32.4	140 32.4	225 32.7	139 33.7
TOTAL .....	1,533 ...	351 ...	310 ...	498 ...	374 ...	432 ...	689 ...	412 ...

64. WHAT IN YOUR PRESENT POSITION AS A TEACHER HINDERS YOU MOST IN RENDERING THE BEST SERVICE OF WHICH YOU ARE CAPABLE

1	TOTAL SAMPLE 2	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
LACK OF TIME TO TEACH .....	337 22.0	92 17.5	245 24.3	94 17.4	77 22.3	76 22.1	84 24.8	202 25.0	135 18.6
INSUFFICIENT MATERIALS, STAFF, FUNDS .....	462 30.1	133 25.3	329 32.7	187 33.3	100 29.0	73 27.0	95 28.0	260 32.2	202 27.8
NEGATIVE ATTITUDES OF PUPILS AND PARENTS, DISCIPLINE .	212 13.8	96 18.3	116 11.5	77 13.7	43 12.5	43 15.9	47 13.9	81 10.0	131 18.0
POOR ADMINISTRATION - SCHOOL CENTRAL OFFICE, OR SCHOOL BOARD .....	200 13.0	86 16.3	114 11.3	87 15.5	49 14.2	34 12.6	29 8.6	95 11.8	105 14.5
UNSATISFACTORY REMUNERATION	23 1.5	18 3.4	5 .5	10 1.8	6 1.7	2 .7	5 1.5	6 .7	17 2.3
POOR PREPARATION OF STUDENTS	15 1.0	3 .6	12 1.2	6 1.1	3 .9	...	6 1.8	10 1.2	5 .7
NEGATIVE RELATIONSHIP OR ATTITUDES OF COLLEAGUES .	44 2.9	16 3.0	28 2.8	16 2.8	10 2.9	7 2.6	11 3.2	18 2.2	26 3.6
INSUFFICIENT PREPARATION FOR THE FIELD IN WHICH TEACHING .....	23 1.5	7 1.3	16 1.6	9 1.6	3 .9	7 2.6	4 1.2	8 1.0	15 2.1
SCHOOL REORGANIZATION .....	13 .8	5 1.0	8 .8	4 .7	4 1.2	...	4 1.2	8 1.0	5 .7
OTHER .....	71 4.6	25 4.8	46 4.6	20 3.6	15 4.3	10 3.7	26 7.7	41 5.1	30 4.1
NONE .....	287 18.7	99 18.8	188 18.7	102 18.1	69 20.0	45 16.7	67 19.8	153 19.0	134 18.5
TOTAL .....	1,533 ...	526 ...	1,007 ...	562 ...	345 ...	270 ...	339 ...	807 ...	726 ...



64. WHAT IN YOUR PRESENT POSITION AS A TEACHER HINDERS YOU MOST IN RENDERING THE BEST SERVICE OF WHICH YOU ARE CAPABLE (Continued)

1	TOTAL SAMPLLE 2	GEOGRAPHICAL REGION				SIZE OF SCHOOL		SYSTEM SMALL 9
		NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	
LACK OF TIME TO TEACH .....	337 22.0	67 19.1	70 22.6	110 22.1	90 24.1	92 21.3	154 22.4	91 22.1
INSUFFICIENT MATERIALS, STAFF, FUNDS .....	467 30.1	102 29.1	100 32.3	130 26.1	130 34.8	124 28.7	222 32.2	116 28.2
NEGATIVE ATTITUDES OF PUPILS AND PARENTS, DISCIPLINE .	212 13.8	52 14.8	53 17.1	61 12.2	46 12.3	75 17.4	98 14.2	39 9.5
POOR ADMINISTRATION - SCHOOL CENTRAL OFFICE, OR SCHOOL BOARD .....	200 13.0	58 16.5	24 7.7	74 14.9	44 11.8	57 13.2	91 13.7	52 12.6
UNSATISFACTORY REMUNERATION	23 1.5	5 1.4	4 1.3	9 1.8	5 1.3	6 1.4	8 1.2	9 2.2
POOR PREPARATION OF STUDENTS	15 1.0	6 1.7	2 .6	6 1.2	1 .3	3 .7	5 .7	7 1.7
NEGATIVE RELATIONSHIP OR ATTITUDES OF COLLEAGUES .	44 2.9	8 2.3	7 2.3	21 4.2	8 2.1	19 4.4	14 2.0	11 2.7
INSUFFICIENT PREPARATION FOR THE FIELD IN WHICH TEACHING .....	23 1.5	6 1.7	6 1.9	3 .6	8 2.1	5 1.2	12 1.7	6 1.5
SCHOOL REORGANIZATION .....	13 .8	5 1.4	4 1.3	3 .6	1 .3	4 .9	7 1.0	2 .5
OTHER .....	71 4.6	18 5.1	11 3.5	25 5.0	17 4.5	19 4.4	32 4.6	20 4.9
NONE .....	287 18.7	63 17.9	56 18.1	106 21.3	62 16.6	71 16.4	126 18.3	90 21.8
TOTAL .....	1,533 ...	351 ...	310 ...	498 ...	374 ...	432 ...	689 ...	412 ...