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AUTHOR Bulcock, Jeffrey W.; And Others
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ABSTRACT

This statistical survey of women teachers in Newfoundland and Labrador was financed by the Faculty of Education at Memorial University and was carried out under the auspices of the Department of Education. A 17 page questionnaire was mailed to a provincial sample of women teachers who were teaching during the 1971-72 school year. It was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes, and economic consideration. This report is the first in Canada to present descriptive information of women teachers both comprehensive in scope and generalizable to a provincial population. It is intended that the data on which this normative report is based will be used for a series of analytical studies on such questions as (1) determinants of professional and community involvements of women teachers, (2) factors affecting women teachers' support of militant professionalism, (3) determinants of the probability of women teachers making permanent careers in teaching, (4) analysis of the work satisfaction of women teachers, and (5) women teachers' attitudes toward their professional training. The body of the report presents the data collected in 31 statistical tables. Appendixes are attached which include the questionnaire, a guide for assistance in completing the questionnaire, and followup letters. (BD)

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WOMEN TEACHERS IN NEWFOUNDLAND: A STATISTICAL DESCRIPTION

A Report on a Collaborative Survey

by

The Faculty of Education,
Memorial University of Newfoundland;

The Department of Education,
Government of Newfoundland and Labrador;

and

The Newfoundland Teachers' Association

Jeffrey W. Bulcock
Wayne Mercer
Bernadette B. Quinlan
Mary Sullivan

A Faculty of Education, Memorial University.

Research Report

January, 1973

2/3

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TABLE OF CONTENTS

	<u>Page</u>
I. Introduction	1
II. Sampling Design	4
III. Data Gathering Procedures	7
IV. Provincial Estimates - the Findings	10
A. Demographic and Background Characteristics	
B. Professional Preparation	
1. Occupational Inheritance	
2. Motives for Entering Teaching	
3. Professional Preparation	
4. Patterns of University Experience	
5. Selected Undergraduate Experiences	
6. Academic Self Ratings	
C. Methods of Obtaining Employment	
D. Professional Background	
1. Qualifications and Experience	
2. Career Patterns	
3. Role Perceptions	
4. Community Experiences and Involvements	
E. Career Orientations, Teaching Satisfaction and Expectations	
1. Material Orientation	
2. Primary Work Orientation	
3. Subjective Achievement Satisfaction	
4. Career Satisfaction	
5. Personal Professional Satisfaction	
6. Work Satisfaction	
7. Teaching Expectations	
8. Subject Matter Preparation Expectations	
9. Attitudes toward the Teaching Profession	
F. The Financial Status of Teachers	
G. Teacher Training	
1. Attitudes toward Teacher Training Programs	
2. Evaluation of Teacher Training Resources	
3. Attitude toward Participation of Student in Faculty of Education Decision Making	
4. Ratings of Teacher Training Faculty	
5. Ratings of Academic Standards	
6. Evaluation of Size of Teacher Training Institution	
7. Rating of Authority Structure of Teacher Training Faculty	
8. Evaluation of Selected Educational Outcomes	
H. Socializing Experiences	

Table of Contents continued		<u>Page</u>
V.	References	102
VI.	Appendix A: Women Teachers Study Questionnaire	104
	Appendix B: Guide to Family Finances	137
	Appendix C: Follow-up Letters	148

List of Figures

1.	The Sampling Cycle	9
----	--------------------	---

List of Tables

1.	Demographic and Background Characteristics of Women Teachers by Community Type and Marital Status: 1972	13
2.	The Occupational Inheritance of Women Teachers by Community Type and Marital Status: 1972	20
3.	The Motives of Women Teachers Entering Teaching Stratified by Community Type and Marital Status: 1972	23
4.	The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972	24
5.	The Patterns of University Experience of Women Teachers by Community Type and Marital Status: 1972	34
6.	Some Selected Undergraduate Experiences of Women Teachers by Community Type and Marital Status: 1972	39
7.	The Academic Self Ratings of Women Teachers by Community Type and Marital Status: 1972	42
8.	The Methods of Obtaining Employment in Teaching by Women Teachers by Community Type and Marital Status: 1972	43
9.	The Qualifications and Experience of Women Teachers by Community Type and Marital Status: 1972	45
10.	The Career Patterns of Women Teachers by Community Type and Marital Status: 1972	48

2

List of Tables continued	<u>Page</u>
11. Some Role Perceptions of Women Teachers by Community Type and Marital Status: 1972	58
12. Some Selected Community Experiences and Involvements of Women Teachers by Community Type and Marital Status: 1972	64
13. The Material Orientations of Women Teachers by Community Type and Marital Status: 1972	67
14. The Primary Work Orientations of Women Teachers by Community Type and Marital Status: 1972	68
15. The Subjective Achievement Satisfactions of Women Teachers, by Community Type and Marital Status: 1972	69
16. The Career Satisfactions of Women Teachers by Community Type and Marital Status: 1972	70
17. The Personal Professional Satisfactions of Women Teachers by Community Type and Marital Status: 1972	72
18. The Work Satisfactions of Women Teachers by Community Type and Marital Status: 1972	74
19. The Teaching Expectations of Women Teachers by Community Type and Marital Status: 1972	75
20. Subject Matter Preparation Expectations of Women Teachers by Community Type and Marital Status: 1972	77
21. Selected Attitudes Toward the Teaching Profession of Women Teachers by Community Type and Marital Status: 1972	78
22. The Financial Status of Women Teachers by Community Type and Marital Status: 1972	81
23. Women Teachers' Attitudes Toward Teacher Training Programs by Community Type and Marital Status: 1972	86
24. An Evaluation of Teacher Training Resources by Women Teachers Stratified by Community Type and Marital Status: 1972	90

List of Tables continued

Page

25. Women Teachers' Attitudes Toward the Participation of Students in Faculty of Education Decision Making, Stratified by Community Type and Marital Status: 1972 91
26. Women Teachers' Ratings of the Role of Teacher Training Faculty Members, Stratified by Community Type and Marital Status: 1972 92
27. Women Teachers' Ratings of the Academic Standards of Teacher Training Institutions Stratified by Community Type and Marital Status: 1972 94
28. Evaluation of Size of Teacher Training Institution by Women Teachers, Stratified by Community Type and Marital Status: 1972 95
29. Women Teachers' Ratings of the Authority Structure of Teacher Training Faculty, Stratified by Community Type and Marital Status: 1972 96
30. The Evaluation of Selected Educational Outcomes of Student Teacher Experiences, Stratified by Community Type and Marital Status: 1972 97
31. The Early Socializing Experiences of Women Teachers by Community Type and Marital Status: 1972 99

I. INTRODUCTION¹

In April 1972 the Faculty of Education, Memorial University, financed a survey of women teachers in the Province of Newfoundland and Labrador. The project was carried out under the auspices of the Department of Educational Foundations at Memorial University. An omnibus questionnaire was designed to meet the need for a variety of information which could be used for research purposes, and the sampling design used provides province-wide normative data. This report deals with the first of a series of projects to be completed; namely, the basic normative tabulations for the entire group of women teachers in the Province.

¹ This report is published by the Faculty of Education, Memorial University under the auspices of the Department of Educational Foundations. The funds were provided by the Faculty of Education. The co-operation of the Department of Education, Government of Newfoundland and Labrador, and the Newfoundland Teachers' Association is gratefully acknowledged. Co-ordination of the entire project was handled by Jeffrey W. Bulcock, Assistant Professor, Department of Educational Foundations. Wayne Mercer and Mary Sullivan, Research Assistants in the Department, were instrumental in gathering the data. Bernadette Quinlan, Research Assistant in the later phases of the research, coded the questionnaires, assisted in the programming and data analysis, and was largely responsible for the statistical tabulations in this report. The assistance and encouragement of the following persons is acknowledged with appreciation: Dr. G.A. Hickman, Dean, Faculty of Education; Professor W.G. Rowe, Associate Dean, Faculty of Education; Dr. G. Murphy, Chairman, Faculty of Education Research Committee; Mr. C. Roebottom, Deputy Minister of Education; Mr. Frank Furey, Registrar of Teachers; Mr. Maurice Burke, Payroll Division, Department of Education; Mr. Gilbert Pike, President, Newfoundland Teachers' Association; Dr. W.J. Gushue, Chairman, Department of Educational Foundations; Dr. G.A. Cooper, Co-Chairman, Committee on Teacher Education, Faculty of Education; Miss Helen Mean, student, Faculty of Education; Mr. Arnold Betz, Memorial University Computing Officer; Mr. Steve Andrews, Manager, MUN Division, Newfoundland and Labrador Computer Services Ltd.; Mr. G. Hoffe, Senior Terminal Operator, N.L.C.S. Ltd.; and Mrs. Margo Green, Librarian, Information Canada, St. John's. The authors extend their special thanks to Mrs. Vera Edgecombe, Office of Department of Educational Foundations for her help on numerous occasions during the course of the project.

Descriptive studies of teachers are neither new nor uncommon. Studies involving the self-administered questionnaire approach are so frequently used in school settings that they practically constitute an occupational hazard for the members of the teacher force. Even so, studies of women teachers seem to be rare. The two recent commissions on the status of women - the President's Commission in the United States and the Royal Commission on the Status of Women in Canada² - have stimulated the formulation of theory related to the role of women. Studies prepared for these commissions included several dealing with women's occupations or women in specific occupations³ but none specifically dealt with women teachers which seems anomalous in view of the fact that in Canada the teaching profession is numerically dominated by women, especially in the early grades, and provides direct employment for a larger number of women than any other profession or semi-profession.

The present report is the first in Canada to present descriptive information of women teachers both comprehensive in scope and generalizable to a Provincial population. It is intended that the data on which this normative report is based will be used for a series of analytical studies on such questions as:

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- ² The respective reports are: Margaret Mead and Frances B. Kaplan, eds., American Women. New York: Scribner, 1965; Reports of the Royal Commission. The Status of Women in Canada. Ottawa: Information Canada, 1970.
- ³ For example: M-A. Bertrand, Women in Criminal Law; S. Judek. Women in the Public Service: Their Utilization and Employment. Ottawa: Department of Labour, 1968.

- 3
- (i) Determinants of Professional and Community Involvements of Women Teachers.
 - (ii) Factors Affecting Women Teacher's Support of Militant Professionalism: A Micro-Model.
 - (iii) Determinants of the Probability of Women Teachers Making Permanent Careers in Teaching.
 - (iv) An Analysis of the Work Satisfaction of Women Teachers: An Enquiry into the Validity of Some Persistent Myths Regarding the Occupational Roles of Women Teachers.
 - (v) Women Teachers' Attitudes Toward Their Professional Training.

The final report on Women Teachers in Newfoundland and Labrador will incorporate both the descriptive and analytical components of the series of proposed research studies.

The data were collected by means of a seventeen page questionnaire mailed to a Provincial sample of women teachers who were currently teaching in the 1971-72 school year. The survey instrument (see Appendix A) was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes, and economic considerations. A Questionnaire supplement or "Guide to Family Finances" (see Appendix B) was enclosed with the mailed questionnaire to assist teachers in completing the family finances section. This was considered necessary in order to obtain accurate income measures.

II. SAMPLING DESIGN

In May, 1972 the senior author and two research assistants began the task of identifying all the women teachers who since 1932 had been granted a certificate or license to teach in the Province of Newfoundland. The purpose of such an undertaking was to obtain a behavioural measure of their current status; that is, as members of the currently-employed teacher force, or as members of the non-active list of ex-teachers. Since one of the key questions we were asking concerned identifying the determinants, and their relative contributions, of the probability of women teachers making permanent careers in teaching, this undertaking seemed essential. It became evident after a month's search of the records in the offices of the denominational boards, that for some denominations, records before World War II were incomplete. Our sights were lowered accordingly, in order to obtain a sample of all the women teachers granted licenses to teach since 1945. For a number of reasons, but mainly because of the length of time involved in searching the records and tracing the respondents, even this revised undertaking proved impossible given the research resources at our disposal.⁴

⁴ Before giving up the task in excess of 13,000 women teachers were identified in the files but some denominational records were still more complete than others, which would have resulted in response bias; some respondents were included in the listings twice because of their name change upon marriage; and the best source of tracing these respondents - the records of the Newfoundland Medical Care Commission - was classified as confidential and not available to us.

The best recourse under these circumstances was to limit the survey to those women teachers currently employed in the 1971-72 school year. Because of this decision, instead of a behavioural measure of our major dependent variable, we had to settle for a subjective psychological measure - in this case question 19 "Do you plan to make teaching a permanent career?" and/or question 11,c "From the following list of occupations please mark your expected long run career occupation (including housewife)". The decision will render the models to be developed less accurate, which means that the beta weights will not be able to be taken too seriously, but it should not effect too seriously the discernment of the theoretical relationships hypothesized, or the second-order task of inductive model building with its subsequent ex-post-facto explanatory component.

In August, 1972 the survey questionnaire was mailed to a ten per cent random probability sample of the 1972 women teachers. At the time of the survey there were 7,820 teachers on the active list of teachers in the Province. This "alpha" listing was obtained from the Department of Education, Government of Newfoundland and Labrador, and includes all teachers on the government payroll in the 1971-72 school year. Of this number 4,708 or 60 per cent were women teachers.

Strictly speaking the universe of teachers included the 13,000-plus teachers who had received a license to teach in the Province since 1945. Of this number only the 4,708 currently teaching constituted the sample population, or that portion of the universe to which the research group

6

had access for research purposes. This population was used in its entirety since it was sufficiently homogeneous as to obviate the necessity of stratification. Such a procedure is the most sensible one, especially when the population is large enough to be considered infinite for statistical purposes (that is, over 1,000) and when the sample to be selected is at least ten per cent (Fox, 1969:332).

Because the questionnaire instrument was unusually long and because there did not seem to be any overriding advantage to gathering a larger sample, the instrument was mailed out to ten per cent or 470 women teachers.

A random selection procedure⁵ was used to identify the respondents. In this connection a random numbers subroutine programme⁶ was designed containing 4,708 four digit numbers. The page and column number of the random numbers programme computer printout were randomly selected and thereafter every tenth number was selected. These numbers were then matched against the numbers 0001 to 4,708 allotted to the women teachers on the "alpha" listing, providing a random probability sample of 470 respondents.

⁵ The random-selection procedure used was one in which every teacher in the population of women teachers had an equal chance of being selected; that is, the procedure was bias free. Since the process involves "sampling with replacement" every element selected has the same probability, one chance in 4,708 of being selected.

⁶ Mr. Arnold Betz, Memorial University Computing Officer, did the programming for this routine.

III. DATA GATHERING PROCEDURES

The 470 respondents invited to participate in the study were mailed a package containing the questionnaire and covering letter, the questionnaire supplement entitled "Guide to Family Income", and a stamped-addressed return envelope. Sixteen of the invited sample members could not be located. After the customary three follow-ups 276 respondents constituted the accepting sample. Not all those responses in the accepting sample could be used, however, because some questionnaires were sufficiently incomplete or otherwise "spoiled" as to justify elimination from the data-producing sample of 265 or 56.4% of the invited sample.

Given the attrition in terms of the data-producing sample, the critical question becomes, How representative is the data-producing sample? The best way of answering this question is by identifying the major characteristics related to the phenomena being studied and estimating whether these characteristics were under or over-represented in the data-producing sample due to response bias. If this is possible, subject weights can be computed which, through application in the subsequent data processing, adjust the work file cases for differential response rates. Even though similar research on women teachers has not been conducted there have been studies of not dissimilar questions on employed women in general (Allingham, 1967a, 1967b; Allingham and Spencer 1968; Archibald, 1970; and Spencer and Featherstone, 1970) which provide some theoretical and research support for the selection of critical population characteristics for the Women Teachers Study.

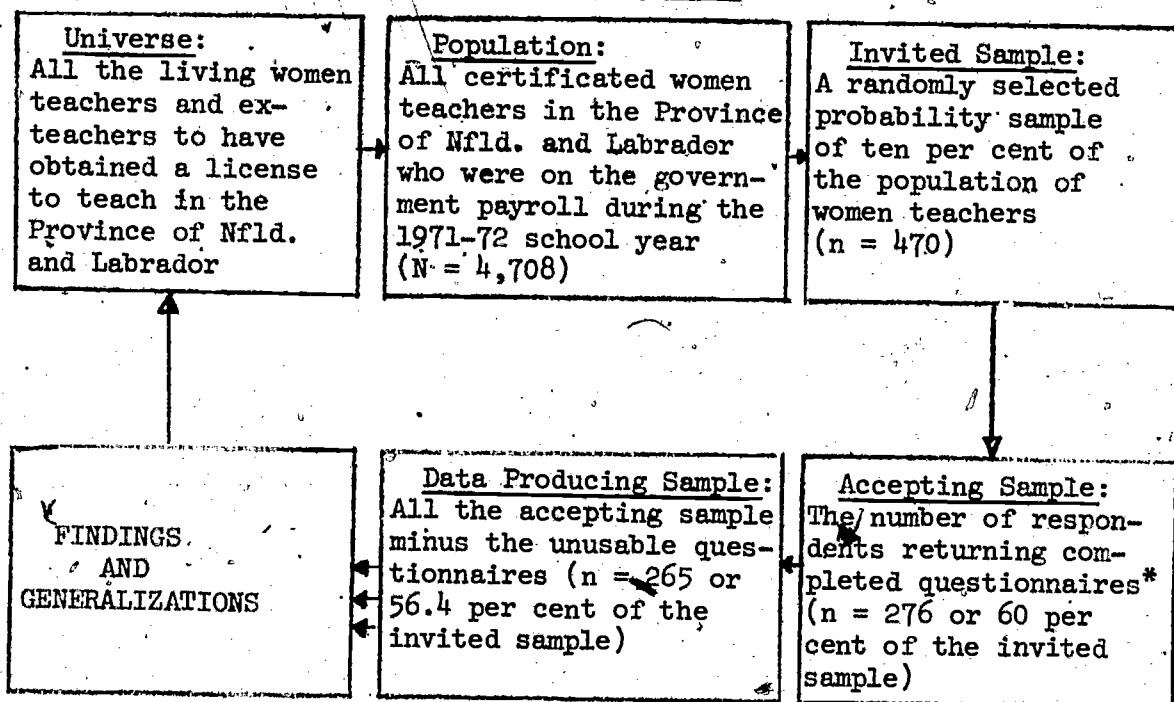
Unfortunately, this is not all that is necessary. The distribution of the critical characteristics for the respondents who have declined to participate in the study is required for weighting purposes. One technique which can be used for this purpose is to invite the respondent to give a reason for rejecting the invitation to participate. Another technique is to forward non-respondents with a short - post-card size - questionnaire soliciting the key information. Neither technique was possible in the present study since research resources were insufficient for the purpose. The data, therefore, remain unweighted and the extent of the response bias is unknown. In view of the return of 56 per cent, it is quite possible for some consistent factor crucial to the study findings to have determined which respondents accepted and which rejected our invitations.⁷ For this reason caution is advised in interpreting the findings.

At the present time sampling experts and survey researcher workers in general have not agreed upon any rules concerning the relative seriousness of the attrition rates which occur from the accepting to the

⁷ Given the fact that the questionnaire was of an omnibus type and, hence, unusually lengthy; given that the mailed questionnaire approach, rather than an interview approach had to be used for reasons of economy; and given that women teachers are among the busiest persons in the labour force since a majority are married with family responsibilities, a return of 56 per cent is to be considered satisfactory. Recent mailed questionnaire surveys of graduate students and university faculty in the U.S. have produced returns considerably lower than this. (e.g. Riffer 1972, reports a 25 per cent questionnaire return; A.C.E. 1971, reports a 40 per cent questionnaire return for a national sample of graduate students; and Bayer 1970, reports a 60 per cent national sample return of university faculty).

data-producing sample stage. Nevertheless, evidence does exist that demonstrates that nonrespondents in general hold different opinions than respondents. For example, those initially responding to mailed questionnaire instruments generally hold different opinions than those who do not respond until later follow-ups. What this means is that if the response rate is low - say, below 70 per cent - that if the response to a particular item is evenly split say 55 per cent "for" to 45 per cent "against", we can have little confidence in the datum because if a majority of the nonrespondents held to either point of view they could alter the result. It is for this reason that the data must be read with some caution. Even so, we have no reason to believe that the findings are so fragile as to render them unacceptable.

FIGURE 1. The Sampling Cycle



* Excluding the 16 respondents who could not be located.

IV. PROVINCIAL ESTIMATES - THE FINDINGS

The findings in the form of provincial estimates of women teachers on most of the questionnaire items are shown in Tables 1 through 31, which cover the following general areas:

- A. Demographic and Background Characteristics (Table 1)
- B. Professional Preparation (Tables 2 through 7)
- C. Methods of Obtaining Employment (Table 8)
- D. Professional Background (Tables 9 through 12)
- E. Career Orientations, Teaching Satisfactions, and Expectations (Tables 13 through 21)
- F. The Financial Status of Teachers (Table 22)
- G. Teacher Training (Tables 23 through 30)
- H. Childhood Socializing Experiences (Table 31)

The tables are presented without the usual verbal accompaniment which means that the reader must be prepared to bring to any kind of interpretive confrontation with the figures an understanding of the Newfoundland school system or a high order of understanding of public school education in Canada. For this reason the report is not likely to be of value or interest to lay readers.

The raw data have been stratified by marital status and the size of the community in which the respondent was teaching in 1972. Both dimensions seem, a priori, to be major factors accounting for variance in teacher attitudes in the Province. No defense of the decision to stratify on these dimensions as opposed, say, to other important dimensions (e.g., the age of teachers) is given here, except to say that

the factors chosen seem relevant in the Newfoundland setting and are commonly selected for this purpose in the empirical literature.

In each table the first set of columns lists the percentage distribution for all women teachers. The other sets of columns show similar tabulations for women teachers in different types of community: "small" communities of less than 3,000 people, and "large communities of 3,000 or more people. Each set of columns presents tabulations for single women teachers, married women teachers and the total, both married and single.

For each item a small number of respondents either skipped the question or gave an unreadable response. These "no answer" responses were not reported so that the computations of the percentage distribution are based only on those responding to the item. The items are percentaged down such that, if there are no "no answer" responses, the sum of all the percentages in each column for each questionnaire item will be 100 per cent⁸. The difference from 100 in each case represents the proportion of "no answer" responses.

⁸ The base n's or number of respondents in each of these sub-classes are as follows:

For all Women Teachers:

Total Single Teachers	=	112
Total Married Teachers	=	153
Total Sample Size	=	<u>265</u>

For Teachers in Small Communities:

Single Teachers	=	51
Married Teachers	=	74
Total Small Commun.	=	<u>125</u>

For Teachers in Large Communities:

Single Teachers	=	61
Married Teachers	=	79
Total Large Commun.	=	<u>140</u>

Since the items in the following tables are ordered differently than the items on the original questionnaire (Appendix A), the questionnaire item number is shown in parentheses after each tabulated variable. Most tabulations are shown in the same response category breakout as was provided on the original questionnaire form; in a few cases, however, the original categories were collapsed into a smaller number. To save space the questionnaire wording has been contracted for many items on the tables. The complete wording of the item, and all the response options, can be determined by referring to the original questionnaire (Appendix A).

TABLE 1
Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status, 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Age (74)									
21 and under	30.4	7.8	17.4	47.1	5.4	22.4	10.0	10.1	12.9
22 to 24	24.1	11.1	16.6	17.6	12.2	14.4	33.3	10.1	18.6
25 to 29	7.1	30.1	20.4	5.9	28.4	19.2	0.0	31.1	21.4
30 to 34	8.0	15.7	12.5	5.9	16.2	12.0	13.3	15.2	12.9
35 to 39	5.4	8.5	7.2	2.0	10.8	7.2	10.0	6.3	7.1
40 to 49	9.8	16.3	13.6	7.8	18.9	14.4	13.3	13.9	12.9
50 to 59	13.4	10.5	11.7	11.8	8.1	9.6	16.7	12.7	13.6
60 and over	1.8	0.0	0.8	2.0	0.0	0.8	3.3	0.0	0.7
Province of Birth (71)									
Newfoundland	87.5	85.6	86.4	80.4	91.9	87.2	100.0	79.7	85.7
Prince Edward Island	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nova Scotia	3.6	3.3	3.4	2.0	0.0	0.8	0.0	6.3	5.7
New Brunswick	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.5	1.4
Quebec	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Ontario	0.0	2.6	1.5	0.0	2.7	1.6	0.0	2.5	1.4
Manitoba	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Saskatchewan	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Alberta	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
British Columbia	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Northwest Territories	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Country of Birth (72)									
United Kingdom	0.9	3.9	2.6	2.0	2.7	2.4	0.0	5.1	2.9
Republic of Ireland	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
United States of America	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married / Total	Single	Married / Total	Single	Married / Total
<u>Citizenship (73)</u>						
Canadian	85.7	92.2	89.4	78.4	91.9	86.4
United Kingdom	0.0	1.3	0.8	0.0	2.7	1.6
U.S.A.	0.9	0.7	0.8	2.0	0.0	0.8
Other	0.0	0.0	0.0	0.0	0.0	0.0
<u>Father's Educational Attainment (88)</u>						
No Formal Schooling	3.6	3.3	3.4	5.9	2.7	4.0
4th Grade or Less	12.5	20.9	17.4	17.6	27.0	23.2
8th Grade or Less	26.8	33.3	30.6	23.5	32.4	28.8
Some High School	17.9	19.0	18.5	19.6	16.2	17.6
Completed High School	7.1	11.8	9.8	3.9	10.8	8.0
Some College	12.5	3.9	7.5	5.9	2.7	4.0
Graduated from College	0.0	2.0	1.1	0.0	1.4	0.8
Attended Grad. School	1.8	1.3	1.5	0.0	2.7	1.6
Attained Advanced Degree	0.9	0.7	0.8	0.0	0.0	0.0
<u>Mother's Educational Attainment (88)</u>						
No Formal Schooling	0.9	2.0	1.5	2.0	4.1	3.2
4th Grade or Less	7.1	11.8	9.8	7.8	16.2	12.8
8th Grade or Less	29.5	28.8	29.1	29.4	33.8	32.0
Some High School	20.5	26.8	24.2	27.5	28.4	28.0
Completed High School	8.9	17.6	14.0	2.0	9.5	6.4
Some College	12.5	7.2	9.4	5.9	2.7	4.0
Graduated from College	1.8	0.7	1.1	2.0	0.0	0.8
Attended Grad. School	1.8	0.7	1.1	0.0	1.4	0.8
Attained Advanced Degree	0.9	0.0	0.4	0.0	0.0	0.0

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married / Total	Single	Married / Total	Single	Married / Total
<u>Husband's Educational Attainment (88)</u>						
No Spouse	83.9	0.0	35.5	0.0	31.2	0.0
No Formal Schooling	0.0	0.0	0.8	0.0	0.0	0.0
4th Grade or Less	0.0	1.3	6.4	2.7	1.6	0.0
8th Grade or Less	0.0	11.1	14.7	16.2	9.6	3.6
Some High School	1.8	24.2	11.7	29.7	19.2	10.7
Completed High School	0.0	20.3	9.4	21.6	12.8	10.7
Some College	0.9	15.7	6.4	8.1	5.6	12.9
Graduated from College	0.0	11.1	4.2	8.1	4.8	7.9
Attended Grad. School	0.9	6.5	2.3	6.8	4.8	3.6
Attained Advanced Degree	0.9	3.3	0.4	1.4	0.8	3.6
<u>Religion (87)</u>						
Anglican	19.6	22.9	21.5	29.7	26.4	17.1
Roman Catholic	56.3	40.5	47.2	39.2	43.2	50.7
Pentecostal	1.8	2.6	2.3	1.4	0.8	3.6
Salvation Army	0.9	5.9	3.8	5.4	3.2	4.3
United Church	14.3	22.2	18.9	20.3	17.6	20.0
Seventh Day Adventist	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	4.6	2.6	4.1	2.4	2.9
None	0.0	0.0	0.0	0.0	0.0	0.0
No Answer	0.9	0.0	0.4	0.0	0.8	0.0
<u>Percentage Describing Themselves as Conservative in Religious Beliefs (85)</u>						
Conservative	37.5	52.3	46.0	52.7	42.4	49.3
Not Conservative	46.4	37.3	41.1	32.4	38.4	43.6

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities		
	Single	Married	Single	Married	Single	Married	Total
<u>Religiosity (86)</u>							
Deeply Religious	10.7	7.2	3.9	5.4	16.7	8.9	12.1
Moderately Religious	72.3	80.4	78.4	89.2	63.3	72.2	70.0
Largely Indifferent to Religion	8.0	6.5	2.0	1.4	16.7	11.4	12.1
Basically Opposed to Religion	0.9	3.3	0.0	2.7	0.0	3.8	2.9
<u>Marital Status (1)</u>							
Married							
Single	34.3	57.8	19.2	28.2	11.3	29.7	56.4
Religious Order	7.9	34.3					35.0
							8.6
<u>Number of Children (2)</u>							
One	1.8	17.6	3.9	17.6	0.0	17.7	10.0
Two	1.8	21.6	0.0	21.6	3.3	21.5	13.6
Three	0.9	8.5	0.0	10.8	1.6	6.3	4.3
Four or more	0.9	18.4	2.0	21.8	0.0	15.2	8.6
<u>Father's Occupation (45)</u>							
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Male-Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Laboratory Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dietician	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical	0.9	0.7	0.0	1.4	1.6	0.0	0.7
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Administrator	1.8	0.0	0.0	0.0	3.3	0.0	1.4
Military: Officer Rank	0.0	0.7	0.0	1.4	0.0	0.0	0.0
Military: NCO, other ranks	0.0	0.7	0.0	0.0	0.0	1.3	0.7
Police	1.8	0.7	2.0	0.0	1.6	1.3	1.4

TABLE 1 (Cont'd.)
 Demographic and Background Characteristics of
 Women Teachers by Community Type and Marital Status: 1972
 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Father's Occupation (Continued) (45)									
Librarian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Social Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clergy	0.9	2.6	1.9	0.0	2.7	1.6	1.6	2.5	2.1
Other Public Service	0.9	3.9	2.6	0.0	1.4	0.8	1.6	6.3	4.3
Architect, Planner	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalist, Writer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, Elementary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, Secondary	0.9	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
School Administrator	0.0	0.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0
College Teacher, Prof.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Engineer	1.8	0.0	0.8	2.0	0.0	0.0	1.6	0.0	0.7
Scientist, Researcher	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Scientific Technician	1.8	0.0	0.8	0.0	0.0	0.0	3.3	0.0	1.4
Business Executive, Large Company	0.9	1.3	1.1	0.0	0.0	0.0	1.6	2.5	2.1
Business Executive, Small Company	1.8	3.3	2.6	0.0	2.7	1.6	3.3	3.8	3.6
Accountant	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Secretary, Clerk	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Salesman, Buyer	1.8	2.6	2.3	0.0	4.1	2.4	3.3	1.3	2.1
Other Business	4.5	3.3	3.8	2.0	2.7	2.4	6.6	3.8	5.0
Farmer, Farm Owner	1.8	6.5	4.5	0.0	6.8	4.0	3.3	6.3	5.0
Farm Worker	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Fisherman, Inshore: Boat Owner	6.3	12.4	9.8	9.8	17.6	14.4	3.3	7.6	5.7
Crew Member	0.0	2.0	1.1	0.0	2.7	1.6	0.0	1.3	0.7
Fisherman, Offshore: Boat Owner	0.0	1.3	0.8	0.0	2.7	1.6	0.0	0.0	0.0
Crew Member	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7

TABLE 1 (Cont'd.)

Demographic and Background Characteristics of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
<u>Father's Occupation</u> (Continued) (45)						
Ship's Captain or Officer:						
Vessel 100 tons or over	0.9	3.3	2.3		1.6	2.9
Vessel less than 100 tons	0.0	0.7	0.4		0.0	0.7
Ship Crew Member	0.0	1.3	0.8		0.0	0.7
Skilled Craftsman	6.3	10.5	8.7		9.6	7.9
Foreman, Inspector	4.5	3.9	4.2		3.2	5.0
Fish Plant Worker	0.9	2.0	1.5		2.4	0.7
Semi-skilled Worker	11.6	13.1	12.5		9.6	15.0
Labourer	4.5	9.8	7.5		11.2	4.3
Housewife						
None	2.7	1.3	1.9		3.2	0.7
<u>Size, Community of Origin (76)</u>						
Under 500 People	24.1	33.3	29.4		35.2	24.3
500 - 2,999	39.3	33.3	35.8		46.4	26.4
3,000 - 9,999	8.9	17.6	14.0		4.0	22.9
10,000 - 150,000	21.4	9.8	14.7		4.8	23.6
Over 150,000	0.0	3.3	1.9		0.8	2.9
<u>Type of High School Attended (77A)</u>						
Roman Catholic	52.7	35.3	42.6		42.4	42.9
Salvation Army	0.9	2.6	1.9		1.6	2.1
United Church	8.0	19.6	14.7		14.4	15.0
Pentecostal	0.9	2.0	1.5		0.8	2.1
Anglican	14.3	17.6	16.2		19.2	13.6

TABLE 2

The Occupational Inheritance of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
Mother's Occupation (45)						
Physician	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	1.8	0.7	0.0	0.0	3.3	1.3
Therapist	0.0	0.0	0.0	0.0	0.0	0.0
Dietician, Home Economist	0.0	0.0	0.0	0.0	0.0	0.0
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical or Health	0.0	0.0	0.0	0.0	0.0	0.0
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0
Public Administrator	0.0	0.0	0.0	0.0	0.0	0.0
Military Service	0.0	0.0	0.0	0.0	0.0	0.0
Police	0.0	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0	0.0
Social Worker	0.0	0.7	0.0	1.4	0.0	0.0
Clergy	0.0	0.7	0.0	0.0	0.0	1.3
Other Public Service	0.9	1.3	2.0	1.4	0.0	1.3
Architect, Designer	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.0	0.0	0.0	0.0	0.0	0.0
Writer, Journalist	2.7	5.9	2.0	4.1	0.0	0.0
Teacher, elementary	0.9	1.3	0.0	2.7	1.6	0.0
Teacher, secondary	0.9	0.0	0.0	0.0	1.6	0.0
School administrator	0.0	0.0	0.0	0.0	0.0	0.0
College Teacher, Professor	0.0	0.0	0.0	0.0	0.0	0.0
Engineer	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, researcher	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, technician	0.0	0.0	0.0	0.0	0.0	0.0
Official, large company	0.0	0.7	0.0	0.0	0.0	1.3
Official, small company	0.0	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 4

The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Years of Post-Secondary Training beyond First Year at MUN or Grade 12 outside Nfld. 43)</u>									
None	11.6	22.9	18.1	21.6	32.4	28.0	3.3	13.9	9.3
Some, but less than one year	6.3	15.7	11.7	7.8	21.6	16.0	4.9	10.1	7.9
One year	16.1	15.7	15.8	19.6	14.9	16.8	13.1	16.5	15.0
Two years	14.3	11.1	12.5	15.7	8.1	11.2	13.1	13.9	13.6
Three years	16.1	13.7	14.7	15.7	6.8	10.4	16.4	20.3	18.6
Four years	17.0	13.1	14.7	9.8	6.8	8.0	23.0	19.0	20.7
Five years	4.5	2.6	3.4	3.9	2.7	3.2	4.9	22.5	3.6
Six years	3.6	0.7	1.9	0.0	0.0	0.0	6.6	1.3	3.6
Seven years	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
More than seven	4.5	0.0	1.5	0.0	0.0	0.0	6.6	0.0	2.9
<u>Degree Held (4)</u>									
None	29.5	43.0	37.7	43.1	50.0	47.2	18.0	38.0	29.3
B.A., Humanities	1.8	3.0	2.6	2.0	2.7	2.4	1.6	3.8	2.9
B.A., Social Sciences	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
B.Sc., Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc., Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B. Comm.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B. Nursing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.S.W.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.A. Hons., Humanities	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
B.A. Hons., Social Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc. Hons., Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Sc. Hons., Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
B.Comm. Hons.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Conjoint B.Ed., B.A.	10.7	3.3	6.4	3.9	1.4	2.4	16.4	5.1	10.0
Conjoint B.Ed., B.Sc.	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
<u>Degree Held (4) (Cont'd)</u>						
B.A. (Ed.), Primary	6.3	2.6	5.9	0.0	6.6	5.1
B.A. (Ed.), Elementary	11.6	7.2	5.9	2.7	16.4	11.4
B.A. (Ed.), High School	1.8	1.3	0.0	1.4	3.2	1.3
M.A., Humanities	0.9	0.0	0.0*	0.0	1.6	0.0
M.A., Social Sciences	0.0	0.0	0.0	0.0	0.0	0.0
M.Sc., Physical Sciences	0.0	0.0	0.0	0.0	0.0	0.0
M.Sc., Biology	0.0	0.0	0.0	0.0	0.0	0.0
M.Ed., Ed. Admin.	0.0	0.0	0.0	0.0	0.0	0.0
M.Ed., Curric.	0.0	0.0	0.0	0.0	0.0	0.0
M.Ed., Counselling	0.0	0.0	0.0	0.0	0.0	0.0
Ph.D.	0.0	0.0	0.0	0.0	0.0	0.0
Other	5.4	3.9	5.9	2.7	4.9	5.1
<u>Present Certification Standing (6)</u>						
D License	0.9	0.7	0.0	0.0	1.6	1.3
A, B, or C License	0.9	3.9	2.0	8.1	0.0	0.0
Grade 1	12.5	30.1	21.6	43.2	4.9	17.7
Grade 2	23.2	22.9	25.5	18.9	21.3	26.6
Grade 3	11.6	8.5	13.7	5.4	9.8	11.4
Grade 4	17.9	14.4	15.7	8.1	19.7	20.3
Grade 5	9.8	6.5	3.9	2.7	14.8	10.1
Grade 6	10.7	0.7	5.9	0.0	14.8	1.3
Grade 7	2.7	0.7	0.0	0.0	4.9	1.3
Other	0.9	2.0	2.0	2.7	0.0	1.3

The Professional Preparation and Professional Activities of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Other Social Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Language	10.7	7.8	9.1	11.8	4.1	7.2	9.8	11.4	10.7
English Literature	14.3	5.2	9.1	7.8	4.1	5.6	19.7	6.3	12.1
French	4.5	5.2	4.9	5.9	2.7	4.0	3.3	7.6	5.7
Other Language	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Mathematics	7.1	13.1	10.6	9.8	17.6	14.4	4.9	8.9	7.1
Physics	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Biology	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Earth Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	0.0	1.3	0.8	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Art	1.8	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Music	4.5	0.7	2.3	3.9	0.0	1.6	4.9	1.3	2.9
Drama	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speech, voice	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Library	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Wood work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Metal Work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Crafts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other industrial-vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Typing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Shorthand	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Bookkeeping	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Commercial	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Exceptional Children	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Counseling	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Administration	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Audiovisual specialist	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Curriculum consultant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pre-school education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kindergarten	8.0	11.8	10.2	9.8	12.2	11.2	6.6	11.4	9.3

(Cont'd)

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Grades Taught (30) (Cont'd)</u>									
Ten	2.7	0.0	1.1	2.0	0.0	0.8	3.3	0.0	1.4
Eleven	4.5	0.7	2.3	3.9	0.0	1.6	4.9	1.3	2.9
No regular teaching	5.4	5.2	5.3	7.8	5.4	6.4	3.3	5.1	4.3
<u>Hours per Week in Classroom Teaching (31)</u>									
None	1.8	2.0	1.9	2.0	0.0	0.8	1.6	3.8	2.9
Under 2 hours	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2-4 hours	5.4	2.6	3.8	3.9	1.4	2.4	6.6	3.8	5.0
5-9 hours	17.9	19.0	18.5	19.6	17.6	18.4	16.4	20.3	18.6
10-14 hours	1.8	2.0	1.9	0.0	2.7	1.6	3.3	1.3	2.1
15-19 hours	1.8	4.6	3.4	2.0	1.4	1.6	1.6	7.6	5.0
20-24 hours	31.3	21.6	25.7	19.6	16.2	17.6	41.0	26.6	32.9
25-30 hours	35.7	43.1	40.0	49.1	52.7	50.4	26.2	34.2	30.7
<u>Average Class Size of Classes Taught (32)</u>									
Under 10	2.7	2.0	2.3	4.1	4.1	4.8	0.0	0.0	0.0
10-19	8.9	9.2	9.1	12.2	12.2	9.6	11.5	6.3	8.6
20-24	5.4	3.9	4.5	5.4	5.4	4.8	6.6	2.5	4.3
25-29	24.1	22.2	23.0	27.0	27.0	27.2	21.3	17.7	19.3
30-34	35.7	32.0	33.6	29.7	29.7	33.6	32.8	34.2	33.6
35-39	11.6	22.9	18.1	16.2	16.2	13.6	13.1	29.1	22.1
40-44	5.4	3.3	4.2	2.7	2.7	2.4	8.2	3.8	5.7
45 and over	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
No regular teaching	2.7	1.3	1.9	0.0	0.0	0.8	3.3	2.5	2.9

TABLE 4 (Cont'd.)

The Professional Preparation and Professional Activities of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Distance of School from St. John's (80)</u>									
In St. John's	4.1	16.3	19.6	7.8	2.7	4.8	46.7	29.1	32.9
Less than 50 miles	13.4	9.2	10.9	13.7	14.9	14.4	10.0	3.8	7.9
50-99 miles	9.8	13.7	12.1	11.8	20.3	16.8	6.7	7.6	7.9
100-149	2.7	3.9	3.4	3.9	4.1	4.0	0.0	3.8	2.9
150-199	3.6	2.6	3.0	7.8	2.7	4.8	0.0	2.5	1.4
200-299	9.8	12.4	11.3	11.8	10.8	11.2	6.7	13.9	11.4
300-499	14.3	16.3	15.5	11.8	16.2	14.4	20.0	16.5	16.4
500-749	13.4	15.0	14.3	13.7	17.6	16.0	10.0	12.7	12.9
750-1000	0.0	1.3	0.8	0.0	2.7	1.6	0.0	0.0	0.0
Over 1000 miles	0.9	3.9	2.6	4.0	4.1	3.2	0.0	3.8	2.1

TABLE 5

The Patterns of University Experience of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
Undergraduate Major Field (14, 2)						
Agriculture/Forestry	0.0	0.0	0.0	0.0	0.0	0.0
Architecture	0.0	0.0	0.0	0.0	0.0	0.0
Biological Sciences	0.9	0.0	0.0	0.0	1.6	0.0
Commerce	0.0	0.0	0.0	0.0	0.0	0.0
Physical Education	0.9	1.3	0.0	0.0	1.6	2.5
Primary Education	4.5	3.3	3.9	4.1	4.9	2.5
Elementary Education	7.1	7.8	3.9	6.8	9.8	8.9
High School Education	1.8	1.3	2.0	0.0	1.6	2.5
Counseling	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	1.3	0.0	1.4	0.0	1.3
Educational Administration	0.0	0.0	0.0	0.0	0.0	0.0
Other Educational Fields	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.0	0.0	0.0	0.0	0.0	0.0
Electrical Engineering	0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering	0.0	0.0	0.0	0.0	0.0	0.0
Other Engineering Fields	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.7	0.0	1.4	0.0	0.0
Drama, Speech	0.0	0.0	0.0	0.0	0.0	0.0
Music	1.8	0.7	0.0	0.0	3.3	1.3
Geography	0.9	0.7	2.0	1.4	0.0	0.0
Medicine	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	0.0	0.0	0.0	0.0	0.0	0.0
Other Health Fields	0.0	0.0	0.0	0.0	0.0	0.0
English Language & Literature	15.2	7.2	9.8	4.1	19.7	10.1
French	0.9	3.9	2.0	1.4	0.0	6.3
German	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0
Total						

TABLE 5 (Cont'd)

The Patterns of University Experience of
Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q. 14, 4 Cont'd)									
High School Education	10.7	7.2	8.7	7.8	5.4	6.4	13.1	8.9	10.7
Counselling	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economics	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Educational Administration	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Educational fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Electrical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mechanical Engineering	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Engineering Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Drama, Speech	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Music	1.8	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0
Geography	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	1.4
Medicine	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Health Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
English Language & Literature	1.8	0.7	1.1	0.0	1.4	0.8	3.3	0.0	1.4
French	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Spanish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Languages	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Classics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Folklore	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
History	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Philosophy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religion, Theology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Humanities Fields	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Journalism	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 5 (Cont'd)

The Patterns of University Experience of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
(Q. 14, 4 Cont'd)						
Law	0.0	0.0	0.0	0.0	0.0	0.0
Library Science	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics and Statistics	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry	0.0	0.0	0.0	0.0	0.0	0.0
Earth Science	0.0	0.0	0.0	0.0	0.0	0.0
Physics	0.0	0.0	0.0	0.0	0.0	0.0
Sociology, Anthropology	0.0	0.7	0.0	0.0	0.0	1.3
Economics	0.0	0.0	0.0	0.0	0.0	0.0
Political Science	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	0.9	0.0	0.0	0.0	1.6	0.0
Social Work	0.0	0.0	0.0	0.0	0.0	0.0
All Other Fields	0.0	0.7	0.0	1.4	0.0	0.0
None	0.9	3.9	2.0	6.8	0.0	1.3
Changes in Degree Program, (12)						
Changed Degree Program	8.0	7.2	2.0	9.5	13.1	5.1
Seriously Considered Change	5.4	5.2	7.8	4.1	3.3	6.3
Considered Change, but not seriously	9.8	9.2	5.9	6.8	13.1	11.4
Never Considered Change	65.2	58.2	74.5	52.7	57.4	63.3
Reasons for changing Degree Program at University (13)						
Percentage specifying "definitely yes" or "somewhat"	0.9	2.0	0.0	2.7	1.6	1.3
Grades too low					1.6	1.4

TABLE 6

Some Selected Undergraduate Experiences of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
<u>Percentage Responding "Yes" to the Following Undergraduate Experiences (67)</u>						
Elected to student office	1.8	2.6	0.0	0.0	0.0	4.3
Played on a varsity athletic team	7.1	5.2	7.8	2.7	4.8	7.1
Played intramural sports	17.0	14.4	13.7	9.5	11.2	19.3
Changed long term career plans	4.5	4.6	2.0	5.4	4.0	5.0
Flunked a course	28.6	20.9	21.6	21.6	21.6	26.4
Changed major field	14.3	6.5	13.7	6.8	9.6	10.0
Fell in love	12.5	22.9	5.9	20.3	14.4	22.1
Had leading role in play	13.4	16.3	13.7	16.2	15.2	15.0
Sang in a choir	27.7	29.4	19.6	23.0	21.6	35.0
Wrote article for student paper	5.4	5.2	2.0	4.1	3.2	7.1
Received treatment in student health centre	9.8	13.7	9.8	12.2	11.2	12.9
Participated in honours* program	2.7	1.3	2.0	1.4	1.6	2.1
Placed on academic probation	1.8	0.7	2.0	0.0	0.8	1.4
Talked with instruc- tor about personal matters	21.4	22.9	23.5	23.0	23.2	21.4

TABLE 6 (cont'd)

Some Selected Undergraduate Experiences of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Voted in student election	45.5	43.8	44.5	33.3	33.8	33.6	50.0	53.2	54.3
Discussed with instructor a topic of intellectual interest	38.5	36.6	37.4	31.4	27.0	28.8	40.0	45.6	45.0
Joined student political club	8.9	7.8	8.3	5.9	8.1	7.2	10.0	7.6	9.3
Took part in a debate	20.5	22.2	21.5	21.6	21.6	21.6	20.0	22.8	21.4
Worked in student election campaign	8.0	6.5	7.2	7.8	1.4	4.0	6.7	11.4	10.0
Discussed intellectual interests with friends	68.8	64.1	66.0	62.7	56.8	59.2	70.0	70.9	72.1
Attended lecture by visiting speaker	67.0	68.0	67.5	56.9	60.8	59.2	66.7	74.7	75.0
Visited home of professor	27.7	21.6	24.2	21.6	9.5	14.4	33.3	32.9	32.9
Chatted with Dean of Education	25.0	26.8	26.0	21.6	17.6	19.2	26.7	35.4	32.1
Served on a joint student-faculty committee	0.0	2.6	1.5	0.0	1.4	0.8	0.0	3.8	2.1
Played a musical instrument	17.9	19.6	18.9	11.8	14.9	13.6	23.3	24.1	23.6
Enjoyed the friendship of a professor	25.9	14.4	19.2	25.5	8.1	15.2	23.3	20.3	22.9
Loaned money to friends	32.1	26.1	28.7	33.3	28.4	30.4	36.7	24.1	27.1
Awarded scholarship for academic merit	7.1	5.9	6.4	5.9	4.1	4.8	6.7	7.6	7.9

TABLE 6 (cont'd)

Some Selected Undergraduate Experiences of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Single	Married	Total	Single	Married	Total
1	12.5	18.3	7.8	8.1	8.0	16.7	27.8	22.9
2	16.1	14.4	9.8	10.8	10.4	16.7	17.7	19.3
3	8.9	5.2	7.8	4.1	5.6	6.7	6.3	7.9

Took active part in
a student club
Joined a student
teachers club
Had faculty members
act as sponsor when
job hunting

TABLE 7

The Academic Self Ratings of Women Teachers by
Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities		
	Single	Married	Single	Married	Single	Married	Total
Percentage Rating themselves "Among the Best" or "Above Average" among Teacher Training Students (49)	20.6	27.5	24.5	17.6	14.9	16.0	32.2
Percentage Rating themselves "Among the Best" or "Above Average" among all University Students (49)	10.7	15.1	13.2	7.8	4.1	5.6	20.0
Self-estimate of Per- centage Grade in Last Year of Undergraduate Studies (51)	9.8	8.5	9.1	5.9	2.7	4.0	13.6
80-100 per cent	32.1	32.7	32.5	31.4	18.9	24.0	40.0
70-79	29.5	27.5	28.3	27.5	32.4	30.4	26.4
65-69	10.7	9.8	10.2	9.8	14.9	12.8	7.9
55-64	0.9	2.0	1.5	0.0	2.7	1.6	1.4
50-54	0.9	0.0	0.4	0.0	0.0	0.0	0.7
Other							
Percentage of Students in Respondent's Graduating Class that Entered University (77b)	29.5	44.4	38.1	35.3	43.2	40.0	36.4
Less than 10 per cent	26.8	24.2	25.3	19.6	25.7	23.2	27.1
10-25 per cent	19.6	11.8	15.1	19.6	9.5	13.6	16.4
26-50	8.0	6.5	7.2	5.9	6.8	6.4	7.9
51-75	3.6	2.6	3.0	0.0	1.4	0.8	5.0
76-90	2.7	2.6	2.6	3.9	2.7	3.2	2.1
More than 90 per cent							

TABLE 8 (Cont'd.)

Methods of Obtaining Employment in Teaching by Women Teachers, by Community Type And Marital Status: 1972

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Percentage Indicating the Successful Method of Obtaining their Most Recent Teaching Job (22A, 2) (Cont'd)</u>									
Campus Placement Service	1.8	0.0	0.8	2.0	0.0	0.8	1.6	0.0	0.7
Local Paper - advertisement	2.7	3.3	3.0	3.9	1.4	2.4	1.6	5.1	3.6
Outside Paper - advertisement	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Approaching Local Employers	12.5	22.9	18.5	17.6	20.3	19.2	8.2	25.3	17.9
Approaching Outside Employers	3.6	5.2	4.5	3.9	5.4	4.8	3.3	5.1	4.3
Letters of Application	29.5	34.0	32.1	21.6	29.7	26.4	36.1	38.0	37.1
Promotion with Same Employer	0.9	3.9	2.6	0.0	4.1	2.4	1.6	3.8	2.9
Continued in Previous Employment	6.3	3.9	4.9	3.9	5.4	4.8	8.2	2.5	5.0
Nfld. Teachers' Association	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sponsorship of Univ. Prof.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	4.5	2.0	3.0	3.9	1.4	2.4	4.9	2.5	3.6
<u>Percentage Indicating the Order of First Importance of the Following Methods of Looking for a Teaching Position (22B)</u>									
Family, Friends, Relatives	3.6	4.6	4.2	2.0	4.1	3.2	4.9	5.1	5.0
Colleagues in the Field	8.9	16.3	13.2	7.8	10.8	9.6	9.8	21.5	16.4
Sponsorship of Univ. Prof.	0.9	1.3	1.1	2.0	2.7	2.4	0.0	0.0	0.0
Canada Manpower	0.9	3.3	2.3	0.0	1.4	0.8	1.6	5.1	3.6
Private Employment Agency	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Campus Placement Service	6.3	4.6	5.3	7.8	5.4	6.4	4.9	3.8	4.3
Local Newspapers	2.7	7.8	5.7	0.0	8.1	4.8	4.9	7.6	6.4
Outside Newspapers	1.8	0.0	0.8	2.0	0.0	0.8	1.6	0.0	0.7
Letters of Application	54.5	54.9	54.7	62.7	59.5	60.8	47.5	50.6	49.3
Other	8.0	2.0	4.5	3.9	1.4	2.4	11.5	2.5	6.4

TABLE 9
The Qualifications and Experience of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Current Certification Standing</u> (6,2)									
D License	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
A, B or C License	0.9	3.9	2.6	2.0	8.1	5.6	0.0	0.0	0.0
Grade 1	12.5	30.1	22.6	21.6	43.2	34.4	14.9	17.0	12.1
Grade 2	23.2	22.9	23.0	25.5	18.9	21.6	21.3	26.6	24.3
Grade 3	11.6	8.5	9.8	13.7	5.4	8.8	9.8	11.4	10.7
Grade 4	17.9	14.4	15.8	15.7	8.1	11.2	19.7	20.3	20.0
Grade 5	9.8	6.5	7.9	3.9	2.7	3.2	14.8	10.1	12.1
Grade 6	10.7	0.7	4.9	5.9	0.0	2.4	14.8	1.3	7.1
Grade 7	2.7	0.7	1.5	0.0	0.0	0.0	4.9	1.3	2.9
Other	0.9	2.0	1.5	2.0	2.7	2.4	0.0	1.3	0.7
<u>Number of Years Teaching Experience</u> (9)									
Less than one	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
One	11.6	3.9	7.2	9.8	4.1	6.4	13.1	3.8	7.9
Two	17.9	3.9	9.8	15.7	5.4	9.6	19.7	2.5	10.0
Three	8.9	7.2	7.9	13.7	8.1	10.4	4.9	6.3	5.7
Four	6.3	9.2	7.9	11.8	8.1	9.6	1.6	10.1	6.4
Five to Seven	8.9	22.2	16.6	9.8	18.9	15.2	8.2	25.3	17.9
Eight to Ten	4.5	19.0	12.8	2.0	21.6	13.6	6.6	16.5	12.1
Eleven to Fifteen	6.3	17.0	12.5	3.9	17.6	12.0	8.2	16.5	12.9
Sixteen to Twenty	7.1	9.2	8.3	7.8	6.8	7.2	6.6	11.4	9.3
More than Twenty	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.9
None	25.0	7.8	15.1	21.6	8.1	13.6	27.9	7.6	16.4

TABLE 9 (Cont'd.)

The Qualifications and Experience of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
<u>Years of Full-time Teaching Experience, Current School District (36) (Cont'd)</u>						
Ten to Fourteen	11.6	15.0	7.8	17.6	14.8	12.7
Fifteen to Nineteen	4.5	5.9	3.9	5.4	4.9	6.3
Twenty to Twenty-four	1.8	2.6	2.0	2.7	1.6	2.5
Twenty-five to Thirty-four	2.7	0.7	2.0	0.0	3.3	1.3
Over Thirty-four	0.0	0.0	0.0	0.0	0.0	0.0
<u>Years of Full-time Teaching Experience in Present School (37)</u>						
One	24.1	7.2	31.4	10.8	18.0	3.8
Two	30.4	13.7	23.5	9.5	36.1	17.7
Three to Four	17.9	22.2	19.6	20.3	16.4	24.1
Five to Nine	14.3	35.3	9.8	39.2	18.0	31.6
Ten to Fourteen	5.4	6.5	5.9	5.4	4.9	7.6
Fifteen to Nineteen	1.8	2.0	3.9	2.7	0.0	1.3
Twenty to Twenty-four	1.8	1.3	0.0	1.4	3.3	1.3
<u>Type of School in which Currently Teaching (38)</u>						
Not assigned to one school	1.8	3.3	3.9	2.7	0.0	3.8
Elementary (I-IV)	52.7	56.2	56.9	60.8	49.2	51.9
Junior High (VII-IX)	4.5	3.3	2.0	2.7	6.6	3.8
Senior High (X-XI)	3.6	1.3	0.0	1.4	6.6	1.3
Elementary, Junior High	16.1	20.9	13.7	18.9	18.0	22.8
Elem., Junior, Senior High	2.7	2.0	3.9	2.7	1.6	1.3
Junior-Senior High	8.9	2.6	9.8	1.4	8.2	3.8
Other	7.1	4.6	7.8	4.1	6.6	5.1
Total	13.6	13.6	13.6	13.6	13.6	13.6



TABLE 10
The Career Patterns of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
First Job after Completing Teacher Training (11A)									
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lab. Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economist	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Medical and Health Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Service	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Librarian	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Social Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religious Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Public Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architect, Designer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Interior Designs	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writer, Journalist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fashion Model	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Artistic, writing Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, pre-school	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, primary	42.0	42.5	42.3	43.1	47.3	45.6	41.0	38.0	39.3
Teacher, elementary	25.9	31.4	29.1	27.5	27.0	27.2	24.6	35.4	30.7
Teacher, secondary	17.0	13.7	15.1	11.8	16.2	14.4	21.3	11.4	15.7
Educational Administration	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
College Teacher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher, Counsellor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 10 (Cont'd.)
The Career Patterns of Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>First Job After Completing Teacher Training (11A)</u> (cont'd)									
Teacher, Special Education	1.6	0.7	1.1	2.0	1.4	1.6	1.6	0.0	0.7
Other Education	0.9	0.7	0.8	0.0	0.0	0.0	1.6	1.3	1.4
Engineer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientific Technician, Programmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, Researcher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Executive, Owner	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private Secretary	0.0	1.3	0.8	0.0	0.0	0.0	0.0	2.3	1.4
Clerk, Stenographer	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Saleswoman, Buyer	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other Business Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Semi-Skilled Worker	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Waitress	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.0	0.7	0.4	0.0	1.4	0.0	0.0	0.0	0.0
None	3.6	0.0	1.2	3.9	0.0	1.6	3.5	0.0	1.4
<u>Expected Long-Run Career Occupation (11C)</u>									
Physician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Lab. Technician	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Home Economist	0.0	1.3	0.8	0.0	1.4	0.0	0.0	1.3	0.7
Pharmacist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
*Other Medical, Health Field	0.9	0.7	0.8	2.0	0.0	0.8	0.0	1.3	0.7

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Expected Long-Run Career Occupation (LIC) (cont'd)									
Lawyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Public Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Social Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Religious Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Public Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Architect	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Artist, Musician	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Interior Designer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writer, Journalist	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Fashion Model	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Design, writing	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Teacher, pre-school	34.8	27.5	30.6	37.3	28.4	32.0	32.8	26.6	29.3
Teacher, primary	20.5	30.1	26.0	19.6	27.0	24.0	21.3	32.9	27.9
Teacher, elementary	13.4	5.9	9.6	9.8	4.1	6.4	16.4	7.6	11.4
Teacher, secondary	3.6	1.3	2.3	0.0	0.0	0.0	6.6	2.5	4.3
Educational Administration	1.8	1.3	1.5	2.0	0.0	0.8	1.6	2.2	2.1
College Teacher, professor	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4
Teacher, counsellor	0.0	2.6	1.5	0.0	4.1	2.4	0.0	1.3	0.7
Teacher, Special Education	0.9	2.6	1.9	0.0	2.7	1.6	1.6	2.5	2.1
Other Education	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Engineer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientific Technician, Programmer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, researcher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Business Executive, Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Accountant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Private Secretary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Expected Long-Run Career Occupation (LIC) (cont'd)</u>									
Clerk, Stenographer	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
Saleswomen, Buyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Business	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Semi-Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Waitress	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	0.0	8.5	4.9	0.0	9.5	5.6	0.0	7.6	4.3
None	0.0	3.3	1.9	0.0	1.4	0.8	0.0	5.1	2.9
<u>Career Most Preferred (IID)</u>									
Physician	3.6	1.3	2.3	2.0	1.4	1.6	4.9	1.3	2.9
Dentist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nurse	1.8	3.9	3.0	3.9	4.1	4.0	0.0	0.0	0.0
Lab. Technician	0.9	2.6	1.9	0.0	1.4	0.8	1.6	3.8	2.1
Home Economist	0.9	0.7	0.8	2.0	0.0	0.8	0.0	0.0	2.9
Pharmacist	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Other Medical Field	0.9	0.7	0.8	0.0	0.0	0.8	0.0	1.3	0.7
Lawyer	0.0	0.7	0.4	2.0	0.0	0.8	0.0	1.3	0.7
Public Official	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.7
Military Service	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Librarian	0.9	3.3	2.3	0.0	0.0	0.0	0.0	0.0	0.0
Social Worker	0.0	2.6	1.5	0.0	1.4	1.6	0.0	5.1	2.9
Religious Worker	0.9	0.0	0.4	0.0	2.7	1.6	0.0	2.5	4.4
Other Public Service	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.7
							0.0	0.0	0.1



TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Career Most Preferred</u> <u>(11D) (cont'd)</u>									
Architect	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Artist, Musician	1.8	1.3	1.5	2.0	0.0	0.8	1.6	2.5	2.1
Interior Designer	1.8	1.3	1.5	3.9	1.4	2.4	0.0	1.3	0.7
Writer, Journalist	3.6	2.0	2.6	0.0	0.0	0.0	6.6	3.8	5.0
Fashion Model	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Arts, Writing Fields	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Teacher, pre-school	0.9	1.3	1.1	2.0	1.4	1.6	0.0	1.3	0.7
Teacher, primary	23.2	20.9	21.9	23.5	21.6	22.4	23.0	20.3	21.4
Teacher, elementary	14.3	18.3	16.6	17.6	17.6	17.6	11.5	19.0	15.7
Teacher, secondary	7.1	3.3	4.9	5.7	1.4	3.2	8.2	5.1	6.4
Educational Administration	0.0	3.9	2.3	0.0	5.4	3.2	0.0	2.5	1.4
College Teacher, professor	0.9	2.0	1.5	0.0	0.0	0.0	1.8	3.8	2.9
Teacher, Guidance Counsellor	3.6	2.6	3.0	0.0	4.1	2.4	6.6	1.3	3.6
Teacher, Special Education	4.5	3.3	3.8	3.9	4.1	4.0	4.9	2.5	3.6
Other Education	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Engineer	0.9	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
Scientific Technician, Program	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientist, Researcher	0.9	0.7	0.8	2.0	1.4	1.6	1.6	0.0	0.7
Business Executive, Owner	0.0	0.7	0.4	0.0	1.4	0.6	0.0	0.0	0.0
Accountant	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Private Secretary	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Clerk, Stenographer	0.0	0.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0
Saleswoman, Buyer	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.7
Other Business Field	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fish Plant Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
		Total		Total		Total
<u>Career Most Preferred (11d) (Cont'd)</u>						
Semi-Skilled Worker	0.0	0.0	0.0	0.0	0.0	0.0
Waitress	0.0	0.0	0.0	0.0	0.0	0.0
Housewife	1.8	3.3	2.0	5.4	1.6	1.3
None	1.8	0.7	0.0	0.0	3.3	1.5
		1.1		0.0		2.1
<u>Number of Breaks of at Least One Year in Full-Time Teaching Service (16)</u>						
One	24.1	36.6	23.5	37.8	24.6	35.4
Two	13.4	17.0	13.7	17.6	13.1	16.5
Three	3.6	5.2	2.0	4.1	4.9	6.3
Over Three	4.5	6.5	5.9	8.1	3.3	5.1
None	50.9	32.0	49.0	29.7	52.5	34.2
		40.0		37.6		42.1
<u>Percentage Indicating That the Item was a FACTOR Accounting for the First Break in Teaching Service (17, 1)</u>						
Requested to Resign	0.0	0.7	0.0	0.0	0.0	1.3
Dissatisfied with School	0.0	1.3	0.0	0.0	0.0	2.5
Dissatisfied with Work Performed	0.9	0.7	2.0	0.0	0.0	1.3
		0.8		0.8		0.7



TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Percentage Indicating that The Item Was a FACTOR Accounting for the Most Recent Break in Teaching Service (17, 1) (Cont'd.)</u>									
Requested to Resign	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Dissatisfied with School	0.0	1.3	0.8	0.0	1.4	0.8	0.0	1.3	0.7
Dissatisfied with Work Performed	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Dissatisfied with Salary	0.9	1.3	1.1	0.0	1.4	0.8	1.6	1.3	1.4
Dissatisfied with General Situation	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Dissatisfied with Community	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Further Study	12.5	3.9	7.5	13.7	2.7	7.2	11.5	5.1	7.9
Ill Health	7.1	1.3	3.8	7.8	1.4	4.0	6.6	1.3	3.6
Dissatisfied, Fellow Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Disciplinary Problems	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-teaching employment	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Marriage, Full-time Homemaking	0.9	3.3	2.3	2.0	2.7	2.4	0.0	3.8	2.1
Maternity or Child Rearing	0.9	13.1	7.9	0.0	16.2	9.6	1.6	10.1	6.4
Husband Transferred	0.0	3.9	2.3	0.0	4.1	2.4	0.0	3.8	2.1
Other Family Reasons	0.9	2.6	1.9	2.0	2.7	2.4	0.0	2.5	1.4
No Desire to Work	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
Desire to Travel	0.0	2.6	1.5	0.0	1.4	0.8	0.0	3.8	2.1
Other	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4
No Breaks	51.8	32.0	40.4	51.0	25.7	36.0	52.5	38.0	44.3



TABLE 10 (Cont'd.)
The Career Patterns of Women Teachers by Community
Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities				
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Summary of THE MAJOR FACTOR in taking the FIRST BREAK in Teaching Service (17,2)									
Requested to Resign	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dissatisfied with School	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
Dissatisfied with Work Performed	0.9	0.0	0.4	2.0	0.0	0.8	0.0	0.0	0.0
Dissatisfied with Salary	0.0	2.0	1.1	0.0	1.4	0.8	0.0	2.5	1.4
Dissatisfied with General Situation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dissatisfied with Community	0.9	0.0	0.4	0.0	0.0	0.0	1.6	0.0	0.7
Further Study	26.8	17.6	21.5	21.6	18.9	20.0	31.1	16.5	22.9
Ill Health	6.3	2.6	4.2	9.8	5.4	7.2	3.3	0.0	1.4
Dissatisfied, Fellow Teachers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Disciplinary Problems	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-Teaching Employment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Marriage, Full-Time									
Homemaking	2.7	16.3	10.6	2.0	21.6	13.6	3.3	11.4	7.9
Maternity or Child Rearing	1.8	22.9	14.0	2.0	23.0	14.4	1.6	22.8	13.6
Husband Transferred	0.0	2.6	1.5	0.0	1.4	0.8	0.0	3.8	2.1
Other Family Reasons	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
No Desire to Work	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Desire to Travel	1.8	0.0	0.8	0.0	0.0	0.0	3.3	0.0	1.4
Other	2.7	0.7	1.5	2.0	0.0	0.8	3.3	1.3	2.1
No Breaks	51.8	32.0	40.4	51.0	25.7	36.0	52.5	38.0	44.3

TABLE 10 (Cont'd.)

The Career Patterns of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Total Number of Years Away from Teaching (18)</u>									
One Year or Less	22.3	18.3	20.0	21.6	20.3	20.8	23.0	16.5	19.3
Two	9.8	7.2	8.3	11.8	6.0	8.8	8.2	7.6	7.9
Three	2.7	9.8	6.8	0.0	8.1	4.8	4.9	11.4	8.6
Four	4.5	3.3	3.8	3.9	5.4	4.8	4.9	1.3	2.9
Five to Nine	2.7	13.1	8.7	3.9	10.8	8.0	1.6	15.2	9.3
Ten to Fourteen	2.7	6.5	4.9	3.9	8.1	6.4	1.6	5.1	3.6
Fifteen to Nineteen	0.9	5.9	3.8	0.0	6.8	4.0	1.6	5.1	3.6
Twenty to Twenty-Four	0.9	3.3	2.3	0.0	4.1	2.4	1.6	2.5	2.1
None	50.0	29.4	38.1	52.9	23.0	35.2	47.5	35.4	40.7
<u>Plans for Making Teaching A Permanent Career (19)</u>									
Plan to Make Teaching a Permanent Career	68.8	57.5	62.3	64.7	51.4	56.8	72.1	63.3	67.1
Do not plan to make Teaching a Permanent Career	7.1	10.5	9.1	9.8	9.5	9.6	4.9	11.4	8.6
Undecided whether to make Teaching a Permanent Career	22.3	30.7	27.2	23.5	37.8	32.0	21.3	24.1	22.9

TABLE 11

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Self Ratings on Items Descriptive of Teacher Characteristics and Qualities (15)</u>									
Interested in intellectual pursuits:									
Very much so	51.8	47.1	49.1	52.9	55.4	54.4	50.8	39.2	44.3
Somewhat	39.3	47.7	44.2	35.3	39.2	37.6	42.6	55.7	50.0
Not at all	0.9	0.7	0.8	2.0	1.4	1.6	0.0	0.0	0.0
Community leader:									
Very much so	4.5	12.4	9.1	3.9	16.2	11.2	4.9	8.9	7.1
Somewhat	56.3	49.0	52.1	62.7	56.8	59.2	50.8	41.8	45.7
Not at all	31.3	34.0	32.8	23.5	23.0	23.2	37.7	44.3	41.4
Religious:									
Very much so	27.7	19.0	22.6	23.5	23.0	23.2	31.1	15.2	22.1
Somewhat	57.1	64.7	61.5	60.8	68.9	65.6	54.1	60.8	57.9
Not at all	7.1	10.5	9.1	7.8	5.4	6.4	6.6	15.2	11.4
Interested in cultural pursuits:									
Very much so	29.5	29.4	29.4	19.6	25.7	23.2	37.7	32.9	35.0
Somewhat	52.7	54.9	54.0	56.9	55.4	56.0	49.2	54.4	52.1
Not at all	5.4	7.2	6.4	5.9	8.1	7.2	4.9	6.3	5.7
Interested in politics:									
Very much so	13.4	17.0	15.5	19.6	14.9	16.8	8.2	19.0	14.3
Somewhat	49.1	58.8	54.7	31.4	56.8	46.4	63.9	60.8	62.1
Not at all	29.5	18.3	23.0	37.3	21.6	28.0	23.0	15.2	18.6

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Self Ratings on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)</u>									
Financially comfortable:									
Very much so	17.9	14.4	15.8	13.7	6.8	9.6	21.3	21.5	21.4
Somewhat	64.3	71.9	68.7	60.8	77.0	70.4	67.2	67.1	67.1
Not at all	5.4	7.2	6.4	7.8	9.5	8.8	3.3	5.1	4.3
Fond of Children:									
Very much so	85.7	83.7	84.5	88.2	87.8	88.0	83.6	79.7	81.4
Somewhat	10.7	12.4	11.7	7.8	9.5	8.8	13.1	15.2	14.3
Not at all	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Strict:									
Very much so	8.0	9.8	9.1	9.8	10.8	10.4	6.6	8.9	7.9
Somewhat	77.7	79.7	78.9	74.5	83.8	80.0	80.3	75.9	77.9
Not at all	8.0	6.5	9.2	7.8	2.7	4.8	8.2	10.1	9.3
Well read:									
Very much so	19.6	21.6	20.8	15.7	17.6	16.8	23.0	25.3	24.3
Somewhat	66.1	66.7	66.4	68.6	68.9	68.8	63.9	64.6	64.3
Not at all	4.5	4.6	4.5	5.9	5.4	5.6	3.3	3.8	3.6
Widely travelled:									
Very much so	17.0	15.0	15.8	7.8	10.8	9.6	24.6	19.0	21.4
Somewhat	48.2	5.6	50.2	41.2	47.3	44.8	54.1	55.7	55.0
Not at all	28.6	28.1	28.3	43.1	36.5	39.2	16.4	20.3	18.6
Bilingual:									
Very much so	0.9	3.9	2.6	0.0	0.0	0.0	1.6	7.6	5.0
Somewhat	21.4	14.4	17.4	17.6	10.8	13.6	24.6	17.7	20.7
Not at all	68.8	73.2	71.3	70.6	77.0	74.7	67.2	69.6	68.6

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Self Ratings on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)</u>									
Ability to impart knowledge to others:									
Very much so	34.8	39.2	37.4	31.4	36.5	34.4	37.7	41.8	40.0
Somewhat	53.6	53.6	53.6	54.9	59.5	57.6	52.5	48.1	50.0
Not at all	1.8	0.7	1.1	2.0	0.0	0.8	1.6	1.3	1.4
Dedicated teaching:									
Very much so	66.1	65.4	65.7	66.7	67.6	67.2	65.6	63.3	64.3
Somewhat	28.6	28.1	28.3	27.5	25.7	26.4	29.5	30.4	30.0
Not at all	0.9	3.3	2.3	0.0	4.1	2.4	1.6	2.5	2.1
Interested in Affairs of NTA:									
Very much so	19.6	19.6	19.6	23.5	21.6	22.4	16.4	17.7	17.1
Somewhat	63.4	62.1	62.6	56.9	63.5	60.8	68.9	60.8	64.3
Not at all	10.7	14.4	12.8	11.8	12.2	12.0	9.8	16.5	13.6
Sociable:									
Very much so	44.6	47.1	46.0	54.9	45.9	49.6	36.1	48.1	42.9
Somewhat	47.3	45.8	46.4	39.2	45.9	43.2	54.1	45.6	49.3
Not at all	1.8	1.3	1.5	0.0	1.4	0.8	3.3	1.3	2.1

TABLE 11. (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Ratings of Fellow-Teachers on Items Descriptive of Teacher Characteristics and Qualities (15)</u> (Cont'd)									
Interested in intellectual pursuits:									
Very much so	34.8	26.8	30.2	45.1	35.1	39.2	26.2	19.0	22.1
Somewhat	54.5	61.4	58.5	41.2	51.4	47.2	65.6	70.9	68.6
Not at all	0.0	3.3	1.9	0.0	1.4	0.8	0.0	5.1	2.9
Community leader:									
Very much so	9.8	8.5	9.1	7.8	10.8	9.6	11.5	6.3	8.6
Somewhat	63.4	68.0	66.0	66.7	64.9	65.6	60.7	70.9	66.4
Not at all	16.1	15.7	15.8	11.8	12.2	12.0	19.7	19.0	19.3
Religious:									
Very much so	13.4	11.8	12.5	9.8	8.1	8.8	16.4	15.2	15.7
Somewhat	69.6	76.5	73.6	68.6	81.1	76.0	70.5	72.2	71.4
Not at all	5.4	2.0	3.4	7.8	0.0	3.2	3.3	3.8	3.6
Interested in cultural pursuits:									
Very much so	13.4	9.2	10.9	13.7	12.2	12.8	13.1	6.3	9.3
Somewhat	65.2	66.7	66.0	58.8	58.1	58.4	70.5	74.7	72.9
Not at all	6.3	12.4	9.8	5.9	12.2	9.6	6.6	12.7	10.0
Interested in politics:									
Very much so	8.9	13.1	11.3	5.9	13.5	10.4	11.5	12.7	12.1
Somewhat	69.6	69.3	69.4	70.6	66.2	68.0	68.9	72.2	70.7
Not at all	11.6	8.5	9.8	9.8	6.8	8.0	13.1	10.1	11.4

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Single	Married	Total	Single	Married	Total
<u>Ratings of Fellow-Teachers on Items Descriptive of Teacher Characteristics and Qualities</u> (15) (Cont'd)								
Financially comfortable:								
Very much so	8.0	9.8	5.9	4.1	4.8	9.8	15.2	12.9
Somewhat	74.1	75.8	76.5	77.0	76.8	72.1	74.7	73.6
Not at all	14.5	3.3	3.9	2.7	3.2	4.9	3.8	4.3
Fond of children:								
Very much so	54.5	49.0	58.8	50.0	53.6	50.8	48.1	49.3
Somewhat	34.8	42.5	29.4	37.8	34.4	39.3	46.8	43.6
Not at all	0.9	0.7	0.0	1.4	0.8	1.6	0.0	0.7
Strict:								
Very much so	7.1	7.8	5.9	10.8	8.8	8.2	5.1	6.4
Somewhat	78.6	79.1	74.5	74.3	74.4	82.0	83.5	82.9
Not at all	2.7	2.0	3.9	0.0	1.6	1.6	3.8	2.9
Well read:								
Very much so	16.1	16.3	19.6	14.9	16.8	13.1	17.7	15.7
Somewhat	64.3	62.7	58.8	64.9	62.4	68.9	60.8	64.3
Not at all	7.1	11.1	7.8	6.8	7.2	6.6	15.2	11.4
Widely travelled:								
Very much so	8.0	6.5	0.0	6.8	4.0	14.8	6.3	10.0
Somewhat	58.0	61.4	54.9	54.1	54.4	60.7	68.4	65.0
Not at all	19.6	20.9	23.5	23.0	23.2	16.4	19.0	17.9

TABLE 11 (Cont'd.)

Some Role Perceptions of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Ratings of Fellow Teachers on Items Descriptive of Teacher Characteristics and Qualities (15) (Cont'd)</u>									
<u>Bilingual:</u>									
Very much so	1.8	0.7	1.1	0.0	0.0	0.0	3.3	1.3	2.1
Somewhat	22.3	25.5	24.2	17.6	24.3	21.6	26.2	16.6	26.4
Not at all	59.8	60.8	60.4	60.8	58.1	59.2	59.0	68.3	61.4
<u>Ability to impart knowledge to others:</u>									
Very much so	40.2	35.9	37.7	39.2	35.1	36.8	41.0	36.7	38.6
Somewhat	44.6	51.0	48.3	41.2	50.0	46.4	47.5	51.9	50.0
Not at all	0.9	2.0	1.5	0.0	1.4	0.8	1.6	2.5	2.1
<u>Dedicated to teaching:</u>									
Very much so	44.6	47.1	46.0	45.1	51.4	48.8	44.3	43.0	43.6
Somewhat	46.4	42.5	44.2	41.2	33.8	36.8	50.8	50.6	50.7
Not at all	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7
<u>Interested in the affairs of the NTA:</u>									
Very much so	11.6	16.3	14.3	13.7	16.2	15.2	9.8	16.5	13.6
Somewhat	64.3	62.1	63.0	62.7	64.9	64.0	65.6	59.5	62.1
Not at all	12.5	11.8	12.1	7.8	5.4	6.4	16.4	17.7	17.1
<u>Sociable:</u>									
Very much so	47.3	42.5	44.5	51.0	36.5	42.4	44.3	48.1	46.4
Somewhat	41.1	47.1	44.5	35.3	47.3	42.4	45.9	46.8	46.4
Not at all	0.0	0.7	0.4	0.0	0.0	0.0	0.0	1.3	0.7

TABLE 12

Some Selected Community Experiences and Involvements of Women
Teachers by Community Type and Marital Status
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating that the Following Experiences Have Applied to Them Since Completing Teacher Training (68)									
Elected to public office	1.8	3.3	2.6	0.0	4.1	2.4	3.3	2.5	2.9
Moved to another school system	40.2	45.8	43.4	29.4	40.5	36.0	53.3	50.6	50.0
Changed grade level taught	46.4	69.3	59.6	41.2	64.9	55.2	53.3	73.4	63.6
Transferred jobs (one occupation to another)	3.6	7.2	5.7	2.0	9.5	6.4	3.3	5.1	5.0
Transferred jobs (one job to another in teaching)	24.1	28.8	26.8	19.6	23.0	21.6	23.3	34.2	31.4
Quit teaching (tempo- rarily)	10.7	38.6	26.8	9.8	36.5	25.6	10.0	40.5	27.9
Obtained a degree	26.8	11.1	17.7	13.7	4.1	8.0	36.7	17.7	26.4
Travelled outside the Province	31.3	26.8	28.7	21.6	20.3	20.8	26.7	32.9	35.7
Left the Province (temporarily)	20.5	20.3	20.4	7.8	10.8	9.6	30.0	29.1	30.0
Taught in another Province	2.7	8.5	6.0	2.0	5.4	4.0	3.3	11.4	7.9
Taught in another country	3.6	3.3	3.4	2.0	1.4	1.6	3.3	5.1	5.0

TABLE 12 (cont'd)

Some Selected Community Experiences and Involvements of Women Teachers by Community Type and Marital Status (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Served on NTA Committee	15.2	10.5	12.5	11.8	6.8	8.8	13.3	13.9	15.7
Worked with youth groups	40.2	39.9	40.0	35.3	37.8	36.8	50.0	41.8	42.9
Served on church committee	23.2	35.3	30.2	19.6	37.8	30.4	26.7	32.9	30.0
Joined a women's organization	8.9	25.5	18.5	5.9	21.6	15.2	16.7	29.1	21.4
Worked on behalf of a charitable organization	31.3	42.5	37.7	25.5	45.9	37.6	40.0	39.2	37.9
Worked in a provincial or federal political campaign	7.1	3.3	4.9	7.8	1.4	4.0	6.7	5.1	5.7
Joined a political party	0.9	4.6	3.0	0.0	2.7	1.6	3.3	6.3	4.3
Never worked	1.8	2.0	1.9	2.0	0.0	0.8	0.0	3.8	2.9
Experienced unemployment	2.7	6.5	4.9	2.0	5.4	4.0	0.0	7.6	5.7
Joined a golf or country club	2.7	3.3	3.0	0.0	0.0	0.0	6.7	6.3	5.7
Taught Sunday School	32.1	37.9	35.5	23.5	44.6	36.0	43.3	31.6	35.0
Attended in-service teachers workshop	54.5	61.4	58.5	43.1	56.8	51.2	70.0	65.8	65.0
Registered for a MUN Summer School	56.3	60.8	58.9	58.8	56.8	57.6	73.3	64.6	60.0
Registered for a MUN evening credit course	53.6	59.5	57.0	47.1	51.4	49.6	70.0	67.1	63.6

TABLE 12 (cont'd)

Some Selected Community Experiences and Involvements of Women Teachers by Community Type and Marital Status (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
(Q.68 cont'd)									
Voted in a Federal election	36.6	64.7	52.8	33.3	62.2	50.4	50.0	67.1	55.0
Voted in a Provincial election	70.5	81.7	77.0	64.7	78.4	72.8	86.7	84.8	80.7
Returned to community of origin to teach (i.e., home town)	25.0	33.3	29.8	23.5	36.5	31.2	23.3	30.4	28.6
Percentage Indicating that they attend the following at least once a month or more (84)									
A religious service	81.3	77.1	78.9	78.4	87.8	84.0	80.0	67.1	74.3
A concert	11.6	6.6	8.6	9.8	1.4	4.8	10.0	11.4	12.1
A movie	38.4	30.7	34.0	35.3	21.6	27.2	33.4	39.2	40.0
A play	6.3	6.5	6.4	5.9	2.7	4.0	6.7	10.2	8.6
An art exhibition	2.7	2.6	2.6	2.0	0.0	0.8	0.0	5.0	4.3
An athletic event	15.1	16.9	16.2	15.7	13.5	14.4	3.3	20.3	17.9
A night club	42.0	32.7	36.6	42.1	29.7	35.2	33.4	35.5	37.9

Table 13. The Material Orientations of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage agreeing strongly or with reservations to the following items: (25: 2, 5, 8, 11, 14, 16)									
It is extremely important to me to have a higher in- come	64.3	60.1	61.8	74.5	60.8	66.4	55.8	59.5	57.8
I spend a lot of time thinking about how to improve my chances for getting ahead	62.5	56.2	58.8	70.6	64.8	67.2	55.8	48.1	51.4
Getting money and material things out of life is very important to me	33.1	35.3	34.4	35.3	33.8	34.4	31.2	36.7	34.3
It is important to me to own things, such as a home, car, or clothing, which are at least as good as those of my friends	53.6	52.9	53.2	51.0	45.9	48.0	55.8	59.5	57.9
I am very anxious to get much further ahead	64.3	60.8	62.3	76.5	70.3	72.8	54.1	51.9	52.9
To me, teaching is just a way of making money	3.6	3.9	3.8	2.0	4.1	3.2	4.9	3.8	4.3

TABLE 15

The Subjective Achievement Satisfactions of Women Teachers, by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or with Reservation to the Following Items (26: 3,6,9,12,15,18,19,20, 21)									
I feel that I have had very good financial breaks	52.7	64.7	59.6	47.0	60.8	55.2	57.4	68.4	63.5
I would be satisfied if a daughter of mine, when she reaches my age, were in the same kind of work I am now in	71.5	86.9	80.4	66.6	86.5	78.4	75.4	87.3	82.2
I feel that my present financial situation is very good	60.7	65.3	63.4	58.8	58.1	58.4	62.3	72.2	67.9
I would be satisfied if my children received the same amount of education as I have	54.5	48.4	50.9	43.1	44.5	44.0	64.0	51.9	57.1
I am pretty well satisfied with the chances for getting ahead in my present work	63.4	62.1	62.6	76.5	68.1	72.8	54.1	65.9	65.0
I would be satisfied if my children, when they reach my age, have the same income, and live in the same way as I	34.9	38.6	36.9	27.5	28.4	28.0	41.0	48.1	45.0
On the whole my financial future looks very good	67.0	75.2	71.7	62.7	67.6	65.6	70.5	82.3	77.1
There are many times when I have to deny myself and my family things we would like because of our income	29.4	51.0	41.9	31.3	62.2	49.6	27.9	40.5	35.0
In my present financial situation I have to worry about bills or debts	37.5	40.6	39.3	41.2	41.9	41.6	34.4	39.3	37.2

TABLE 16

The Career Satisfaction of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Items "Very Good" or "Good" (25:1, 2,5,7,8,10,14,15,17,25,26)									
The effect of a teacher's job on her family life	58.1	71.9	66.1	60.7	70.3	66.4	55.7	73.5	65.7
The top salary available to teachers	55.4	62.1	59.2	60.8	59.5	60.0	50.8	64.6	58.6
The amount of progress which may be made in a professional career	66.1	65.3	65.6	74.5	73.0	73.6	5.90	58.3	58.5
The capabilities of most of the people who are in teaching	73.2	75.1	74.4	74.5	75.7	75.2	72.1	74.7	73.6
The possibilities for a teacher advancing to a position of greater responsibility in teaching	54.4	45.7	49.4	62.7	54.0	57.6	47.5	37.9	42.2
The level of professional standards maintained by most teachers	60.7	66.0	63.8	68.6	67.6	68.0	54.1	64.6	60.0
The level of education of most teachers in the Province	63.4	64.1	63.8	70.6	67.6	68.8	57.4	60.7	59.3
The method employed in schools for making decisions on curriculum matters	27.7	21.6	24.1	33.4	24.4	28.0	23.0	19.0	20.8
The attitude of the students towards the staff in the schools	60.8	50.3	54.7	60.8	54.0	56.8	60.7	-46.9	52.8
The academic performance of students	49.1	45.8	47.2	52.9	46.0	48.8	45.9	45.6	45.7
The extent to which the professional growth of teachers is subsidized by the school system	21.4	17.0	18.8	23.6	23.0	23.2	19.6	11.4	15.0

TABLE 16 (cont'd)

The Career Satisfaction of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Comparing yourself with other women of your age and qualifications, how successful do you consider yourself in your career? (29)	22.3	24.2	23.4	13.7	23.0	19.2	29.5	25.3	27.1
Very successful	75.0	73.2	74.0	84.3	71.6	76.8	67.2	74.7	71.4
Fairly successful	0.0	2.0	1.1	0.0	4.1	2.4	0.0	0.0	0.0
Fairly unsuccessful	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Very unsuccessful									
If you were to start college all over again would you still choose the route that led to a career in teaching? (65)	43.8	45.8	44.9	33.3	50.0	43.2	70.0	41.8	46.4
Definitely yes	34.8	35.9	35.5	35.3	31.1	32.8	26.7	40.5	37.9
Probably yes	10.7	9.8	10.2	11.8	9.5	10.4	3.3	10.1	10.0
Probably no	2.7	1.3	1.9	2.0	1.4	1.6	0.0	1.3	2.1
Definitely no									
If no, would you choose another field? (66)	8.9	9.8	9.4	9.8	12.2	11.2	13.3	7.6	7.9
Very close to your own	2.7	5.2	4.2	3.9	6.8	5.6	3.3	3.8	2.9
Not close, but related	10.7	6.5	8.3	11.8	6.8	8.8	3.3	6.3	7.9
Quite different									

TABLE 18
The Work Satisfaction of Women
Teachers by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Items "Very Good" or "Good" (25: 4,16,18,19,21,22, 24)	54.4	56.8	55.9	64.7	60.8	62.4	45.9	53.2	50.0
The state of teaching as a profession	42.2	33.4	37.4	51.0	33.8	40.8	36.0	32.9	34.3
(16) The method employed in schools for making decisions on discipline matters	73.2	60.8	66.0	78.4	59.4	67.2	68.8	62.0	65.0
The manner in which the teachers and the ad- ministrative staff work together in the schools	58.9	44.4	50.5	62.7	40.5	49.6	55.7	48.1	51.4
The cooperation and help received from ad- ministrators	77.7	77.8	77.8	76.5	74.3	75.2	78.7	81.0	80.0
The level of education of administrators	25.9	28.1	27.2	33.4	28.4	30.4	19.6	27.9	24.3
The adequacy of the supplies available to teachers for their use in schools	46.5	40.5	43.1	60.8	36.5	46.4	34.4	46.3	40.0
The extent to which teachers are informed by administrators about school matters affecting them									

TABLE 19 (cont'd)
The Teaching Expectations of Women Teachers
by Community Size and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Obtain a higher paying position outside the field of education Leave teaching temporarily in order to devote my time to homemaking Leave teaching permanently to devote my time to homemaking.	15.1	11.2	12.9	17.6	14.9	16.0	13.1	7.6	10.0
	25.9	41.8	35.1	29.4	44.6	38.4	23.0	39.2	32.2
	7.2	17.6	13.2	7.8	23.0	16.8	6.6	12.7	10.0

Table 20. Subject Matter Preparation Expectations of Women Teachers by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Disciplines as "Extremely Important" or "Fairly Important" for Teachers in High Schools (53)									
English	82.2	86.3	84.5	68.6	82.5	76.8	96.7	89.8	91.4
Mathematics	75.9	81.7	79.3	68.6	77.1	73.6	83.3	86.1	84.2
Physical Science (e.g. physics, chemistry)	67.9	73.2	70.9	58.8	72.9	67.2	76.6	73.4	74.3
Life Science (e.g. biology)	71.4	76.5	74.3	62.7	73.0	68.8	83.3	79.7	79.3
Social Science (e.g. psychology)	75.0	81.0	78.5	60.8	77.0	70.4	96.6	84.8	85.7
The Humanities (e.g. history, philosophy)	72.4	77.8	75.4	66.6	71.6	69.6	80.0	83.5	80.8
Art and Music	56.3	57.5	57.0	49.0	56.7	53.6	60.0	58.2	60.0
A Foreign Language	66.1	75.1	71.3	62.7	75.6	71.4	70.0	74.6	72.2
Percentage Rating the Following Disciplines as "Extremely Important" or "Fairly Important" for Teachers in Elementary Schools (53)									
English	84.0	90.2	87.6	76.5	85.1	81.6	90.0	94.9	92.8
Mathematics	81.2	88.3	85.3	76.4	85.2	81.6	90.0	91.1	88.5
Physical Science	40.2	44.5	42.6	37.2	41.9	40.0	33.3	46.8	45.0
Life Science	53.6	54.2	53.9	49.1	44.6	46.4	56.7	63.3	60.7
Social Science	70.5	73.2	72.1	62.8	66.2	64.8	83.3	79.8	78.5
The Humanities	48.3	55.6	52.5	43.2	47.3	45.6	50.0	63.3	58.6
Art and Music	78.6	80.4	79.6	72.5	78.4	76.0	90.0	82.3	82.9
A Foreign Language	54.5	64.7	60.4	53.0	66.2	60.8	56.6	63.3	60.0



TABLE 21

Selected Attitudes Toward the Teaching Profession of Women Teachers,
By Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Agreeing Strongly or With Reservations (64:1, 2, 3, 4, 5, 7, 8, 9)	85.7	87.6	86.8	74.6	89.2	83.2	96.6	86.1	90.0
I am in frequent contact with people in my own profession	46.4	51.7	49.4	29.4	47.3	41.0	53.4	55.7	57.9
Many of the highest- paid persons in my profession get where they are by being "operators" rather than by their competence	81.3	86.3	84.1	72.6	85.1	80.0	90.0	87.3	87.9
Teaching effective- ness should be the primary criterion for the promotion of teachers	17.0	20.3	18.8	15.7	25.7	21.6	16.6	15.2	16.4
Teacher promotions should be based in part on the parental eval- uation of teachers									

TABLE 21 (cont'd)

Selected Attitudes Toward the Teaching Profession of Women Teachers,
By Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Probably, yes	43.8	37.3	40.0	51.0	37.8	43.2	26.7	36.7	37.1
Probably, no	13.4	23.5	19.2	11.8	23.0	18.4	16.7	24.1	20.0
Definitely, no	14.3	13.7	14.0	5.9	14.9	11.2	33.3	12.7	16.4
<u>In the 1970-71</u> <u>Teachers' Strike</u> <u>Organized by the</u> <u>NTA Did You (70)</u>									
Generally favour the strike	45.5	41.8	43.4	45.1	40.5	42.4	40.0	43.0	44.3
Not favour the strike	26.8	35.9	22.1	15.7	29.7	24.0	40.0	41.8	39.3
No answer	14.3	17.6	16.2	11.8	21.6	17.6	16.7	13.9	15.0

TABLE 22
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Gross Annual Income (before taxes and deductions) 1972 (24)									
Below \$2,000	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
\$2,000 - \$3,999	3.6	5.9	4.9	5.9	6.8	6.4	1.6	5.1	3.6
\$4,000 - \$4,999	12.5	10.5	11.3	21.6	14.9	17.6	4.9	6.3	5.7
\$5,000 - \$5,999	10.7	18.3	15.1	11.8	25.7	20.0	9.8	11.4	10.7
\$6,000 - \$6,999	15.2	19.6	17.7	13.7	13.5	13.6	16.4	25.3	21.4
\$7,000 - \$7,999	9.8	5.9	7.5	9.8	4.1	6.4	9.8	7.6	8.6
\$8,000 - \$9,999	17.0	11.1	13.6	13.7	5.4	8.8	19.7	16.5	17.9
\$10,000 - \$11,999	9.8	3.3	6.0	2.0	0.0	0.8	16.4	6.3	10.7
\$12,000 - \$13,999	4.5	0.7	2.3	2.0	0.0	0.8	6.6	1.3	3.6
\$14,000. and over	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Before-tax Income of Husband (married teachers only) 1972 (39A)									
Less than \$500	2.0	2.0	2.0	1.4	1.4	1.4	2.5	2.5	2.5
\$500 - \$999	0.0	0.0	0.0	1.4	1.4	1.4	0.0	0.0	0.0
\$1,000 - \$1,999	2.0	2.0	2.0	2.7	2.7	2.7	1.3	1.3	1.3
\$2,000 - \$2,999	3.3	3.3	3.3	6.8	6.8	6.8	0.0	0.0	0.0
\$3,000 - \$3,999	5.2	5.2	5.2	5.4	5.4	5.4	5.1	5.1	5.1
\$4,000 - \$4,999	10.5	10.5	10.5	14.9	14.9	14.9	6.3	6.3	6.3
\$5,000 - \$5,999	8.5	8.5	8.5	9.5	9.5	9.5	7.6	7.6	7.6
\$6,000 - \$6,999	7.8	7.8	7.8	9.5	9.5	9.5	6.3	6.3	6.3
\$7,000 - \$7,999	8.5	8.5	8.5	9.5	9.5	9.5	6.3	6.3	6.3
\$8,000 - \$9,999	16.3	16.3	16.3	12.2	12.2	12.2	7.6	7.6	7.6
\$10,000 - \$11,999	6.5	6.5	6.5	2.7	2.7	2.7	20.3	20.3	20.3
\$12,000 - \$13,999	3.9	3.9	3.9	0.0	0.0	0.0	10.1	10.1	10.1
\$14,000 - \$16,999	0.7	0.7	0.7	0.0	0.0	0.0	7.6	7.6	7.6
\$17,000 - \$19,999	0.0	0.0	0.0	0.0	0.0	0.0	1.3	1.3	1.3
\$20,000 - \$24,999	1.3	1.3	1.3	0.0	0.0	0.0	0.0	0.0	0.0
\$25,000 and over	0.7	0.7	0.7	1.4	1.4	1.4	1.3	1.3	1.3

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
Total Family Incomes 1972 (married teachers only) (398)						
Less than \$500	1.3	2.6	1.4	2.7	1.4	2.5
\$500 - \$1,999	0.7	1.4	0.7	1.4	1.3	2.5
\$2,000 - \$2,999	1.3	1.3	1.3	1.3	1.3	1.3
\$3,000 - \$3,999	2.0	4.1	4.1	4.1	4.1	4.1
\$4,000 - \$4,999	5.2	8.1	8.1	8.1	8.1	8.1
\$5,000 - \$5,999	3.9	5.4	5.4	5.4	5.4	5.4
\$6,000 - \$6,999	5.2	8.1	8.1	8.1	8.1	8.1
\$7,000 - \$7,999	11.8	12.2	12.2	12.2	12.2	12.2
\$8,000 - \$9,999	13.1	18.9	18.9	18.9	18.9	18.9
\$10,000 - \$11,999	9.2	6.8	6.8	6.8	6.8	6.8
\$12,000 - \$13,999	12.4	8.1	8.1	8.1	8.1	8.1
\$14,000 - \$16,999	5.9	1.4	1.4	1.4	1.4	1.4
\$17,000 - \$19,999	3.3	1.4	1.4	1.4	1.4	1.4
\$20,000 - \$24,999	1.3	0.0	0.0	0.0	0.0	0.0
\$25,000 - \$29,999	0.7	0.0	0.0	0.0	0.0	0.0
\$30,000 and over	20.3	23.0	23.0	23.0	23.0	23.0
Short-term family debts 1972 (married teachers only) (40)						
No short-term debts	5.2	4.1	4.1	4.1	4.1	4.1
\$100 - \$299	7.2	8.1	8.1	8.1	8.1	8.1
\$300 - \$499	5.2	4.1	4.1	4.1	4.1	4.1
\$500 - \$699	3.3	4.1	4.1	4.1	4.1	4.1
\$700 - \$999	3.3	4.1	4.1	4.1	4.1	4.1
\$1,000 - \$1,249	5.2	1.4	1.4	1.4	1.4	1.4
\$1,250 - \$1,499	0.7	0.0	0.0	0.0	0.0	0.0
\$1,500 - \$1,749	0.7	1.4	1.4	1.4	1.4	1.4
\$1,750 - \$1,999	5.2	8.1	8.1	8.1	8.1	8.1
\$2,000 - \$2,499	4.6	2.7	2.7	2.7	2.7	2.7
\$2,500 - \$2,999	4.6	5.4	5.4	5.4	5.4	5.4
\$3,000 - \$3,499	9.8	12.2	12.2	12.2	12.2	12.2
\$3,500 - \$3,999						

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
\$4,000 - \$4,499	1.3	0.0	0.0	0.0	2.5	0.0
\$4,500 - \$4,999	0.0	0.0	0.0	0.0	0.0	0.0
\$5,000 - \$5,999	0.7	0.0	1.4	0.0	0.0	0.0
\$6,000 - \$6,999	0.0	0.0	0.0	0.0	0.0	0.0
\$7,000 - \$7,999	0.7	0.0	0.0	0.0	1.3	1.3
\$8,000 - \$8,999	1.3	0.0	1.4	0.0	1.3	0.0
\$9,000 - \$9,999	0.0	0.0	0.0	0.0	0.0	0.0
\$10,000 - \$11,999	1.3	0.0	1.4	0.0	1.3	1.3
\$12,000 - \$13,999	0.7	0.0	0.0	0.0	1.3	1.3
\$14,000 and over	0.0	0.0	0.0	0.0	0.0	0.0
Long-Term Family Debts (41)						
No long-term debts	47.7	56.8	56.8	39.2	39.2	1.3
Less than \$500	0.7	0.0	0.0	1.3	1.3	2.5
\$500 - \$999	1.3	2.7	2.7	0.0	2.5	2.5
\$1,000 - \$1,999	3.9	6.8	6.8	2.5	2.5	2.5
\$2,000 - \$2,999	4.6	2.7	2.7	2.7	2.5	3.8
\$3,000 - \$4,999	2.6	2.7	2.7	1.4	0.0	0.0
\$5,000 - \$6,999	2.6	1.4	1.4	1.4	6.3	5.1
\$7,000 - \$9,999	2.0	1.4	1.4	0.0	1.3	1.3
\$10,000 - \$12,999	2.6	1.4	1.4	1.4	1.3	0.0
\$13,000 - \$15,999	0.7	0.0	0.0	0.0	0.0	0.0
\$16,000 - \$19,999	3.3	0.0	0.0	0.0	0.0	0.0
\$20,000 - \$24,999	3.3	0.0	0.0	0.0	0.0	0.0
\$25,000 - \$29,999	0.7	0.0	0.0	0.0	0.0	0.0
\$30,000 - \$34,999	0.7	0.0	0.0	0.0	0.0	0.0
\$35,000 - \$39,999	0.0	0.0	0.0	0.0	0.0	0.0
\$40,000 - \$49,999	0.0	0.0	0.0	0.0	0.0	0.0
\$50,000 and over	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 22 (cont'd)
 The Financial Status of Women Teachers
 by Community Type and Marital Status: 1972
 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
<u>Liquid Assets Position of Family (42)</u>						
No Liquid Assets	9.2	1.3	9.5	1.4	8.9	1.3
Less than \$100	1.3	3.9	1.4	6.8	1.3	1.3
\$100 - \$299	3.9	2.6	6.8	1.4	3.8	3.8
\$300 - \$499	2.6	5.9	1.4	8.1	3.8	3.8
\$500 - \$699	5.9	3.3	4.1	4.1	2.5	2.5
\$700 - \$999	3.3	8.5	4.7	4.7	12.7	12.7
\$1,000 - \$1,249	8.5	2.6	4.1	4.1	1.3	1.3
\$1,250 - \$1,499	2.6	1.3	1.4	1.4	1.3	1.3
\$1,500 - \$1,749	1.3	2.6	1.4	1.4	3.8	3.8
\$1,750 - \$1,999	2.6	1.3	1.4	1.4	0.0	0.0
\$2,000 - \$2,499	1.3	3.9	2.7	2.7	5.1	5.1
\$2,500 - \$2,999	3.9	5.9	2.7	8.1	3.8	3.8
\$3,000 - \$3,499	5.9	2.6	2.7	2.7	2.5	2.5
\$3,500 - \$3,999	2.6	2.0	1.4	1.4	2.5	2.5
\$4,000 - \$4,499	2.0	1.3	1.4	1.4	1.3	1.3
\$4,500 - \$4,999	1.3	3.3	1.4	1.4	5.1	5.1
\$5,000 - \$5,999	3.3	8.5	1.4	8.1	8.9	8.9
\$6,000 - \$9,999	8.5	2.6	4.1	4.1	1.3	1.3
\$10,000 - \$14,999	2.6	0.7	0.0	0.0	0.0	0.0
\$15,000 - \$19,999	0.7	0.0	0.0	0.0	0.0	0.0
\$20,000 - \$24,999	0.0	0.0	0.0	0.0	0.0	0.0
\$25,000 - \$29,999	0.0	0.0	0.0	0.0	0.0	0.0
\$30,000 - \$39,999	0.0	0.0	0.0	0.0	0.0	0.0
\$40,000 - \$49,999	0.0	0.0	0.0	0.0	0.0	0.0
Over \$50,000	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 22 (cont'd)
The Financial Status of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married Total	Single	Married Total	Single	Married Total
Non-Liquid Assets Position (43)						
No non-liquid assets	17.0					17.7
Less than \$500	2.6		16.2	1.4		3.8
\$500 - \$999	2.0		4.1	2.7		2.5
\$1,000 - \$1,999	2.6		2.7	1.4		2.5
\$2,000 - \$2,999	2.0		1.4	1.4		3.8
\$3,000 - \$4,999	0.7		1.4	5.4		3.8
\$5,000 - \$6,999	4.6		1.4	1.4		5.1
\$7,000 - \$9,999	2.6		12.2	1.4		6.3
\$10,000 - \$12,999	8.5		5.4	6.8		7.6
\$13,000 - \$15,999	5.9		2.7	2.7		5.1
\$16,000 - \$19,999	7.2		1.4	1.4		5.1
\$20,000 - \$24,999	3.9		0.0	0.0		0.0
\$25,000 - \$29,999	3.3		4.1	4.1		0.0
\$30,000 - \$34,999	2.0		1.4	1.4		3.8
\$35,000 - \$39,999	0.0		0.0	0.0		2.5
\$40,000 - \$49,999	2.0		0.0	0.0		0.0
\$50,000 and over	2.0		0.0	0.0		0.0

Table 23. Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage agreeing strongly or with reservation (47: 1-9)									
Most students in teacher training programs were mature enough to be given responsibilities for their own education	61.6	68.6	65.6	56.9	63.5	60.8	65.5	73.5	70.0
The teacher training curriculum suffered from the specialization of faculty members	32.2	32.6	32.5	29.4	36.5	33.6	34.4	29.1	31.4
As a student in teacher training you were basically satisfied with the education you received	50.0	59.5	55.5	45.1	66.2	57.6	54.1	53.2	53.6
Most teacher training faculty were genuinely interested in the academic problems of undergraduates	56.3	59.4	58.1	49.0	64.5	58.4	62.3	54.4	57.8
The teacher training faculty rewarded conformity	52.7	61.5	57.8	51.0	67.6	60.8	54.1	55.7	55.0
The teacher training program stifled student creativity	33.9	45.1	40.4	23.5	46.0	36.8	42.6	44.3	43.6
Most rules governing student behavior were sensible	66.0	78.4	73.2	53.0	77.0	67.2	77.0	79.8	78.6
The campus rules were administered in a reasonable way	71.4	81.1	76.0	53.0	81.0	69.6	86.9	81.0	83.6
The teacher training faculty was as concerned about students' personal values as it was with their intellectual development	42.9	45.1	44.2	41.2	40.5	40.8	44.2	49.3	47.1

Table 23. (cont'd.) Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teaching			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage agreeing strongly or with reservation that undergraduate education would have been improved if: (47: 10-17)									
All courses had been electives	41.1	45.8	43.8	35.3	54.0	46.4	45.9	38.0	42.4
Grades had been abolished	30.3	35.3	33.2	23.6	43.2	35.2	36.1	27.9	31.5
Course work had been more relevant to contemporary education and educational problems	76.7	68.0	71.7	64.7	63.5	64.0	86.9	72.2	78.6
More attention had been paid to the emotional problems of students	50.9	45.8	47.9	35.3	48.7	43.2	63.9	43.0	52.2
Students had been required to spend a year in an occupation other than teaching	24.2	21.6	22.6	15.7	18.9	17.6	31.2	24.1	27.1
Students had the experience of a year's work in the community or abroad	43.7	47.7	46.0	33.3	41.9	38.4	52.4	53.1	52.9
The college or university had been governed by the faculty and students	33.9	30.7	32.1	29.4	24.4	26.4	37.7	36.7	37.2
There had been less emphasis on teacher training courses and more on broad liberal education	36.6	28.7	32.0	37.3	32.5	35.4	36.1	25.3	30.0
Percentage indicating that the following statements were "Almost always true" or "Usually true" (54)									
My grades understated the true quality of my work	34.9	43.1	39.7	31.4	50.0	42.4	36.7	36.7	37.1
Professors gave my work the attention it-deserved	72.3	74.5	73.6	60.8	77.7	69.6	83.3	73.4	77.1

Table 23. (cont'd.) Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Professors gave my work too much attention	2.7	1.4	1.9	5.9	1.4	3.2	0.0	1.3	0.7
I worked hard at my studies	76.8	79.7	78.5	66.6	81.0	75.2	93.4	78.5	81.4
I found myself bored in class	24.1	25.5	24.9	19.6	28.4	24.8	30.0	22.8	25.0
I really did not care what grades I obtained	8.0	4.6	6.0	3.9	5.4	4.8	13.3	3.8	7.1
It was possible to get good grades without really understanding the material	13.4	18.3	16.3	13.8	14.9	14.4	10.0	21.5	17.9
Some forms of cheating were necessary to obtain the grades I wanted	2.7	0.7	1.5	3.9	1.4	2.4	3.3	0.0	0.7
I would have been happier if I had never gone to university	2.7	1.4	1.9	4.0	1.4	2.4	3.3	1.3	1.4
Obtaining the qualifications for getting a job was more important to me than the content of my courses	11.6	19.6	16.2	5.9	20.3	14.4	13.3	19.0	17.8
Professors tended to reward conformity	49.2	48.4	48.7	45.1	50.0	48.0	53.4	46.9	49.3
The best way to make it in teacher training was to tell the professors what they wanted to hear	46.4	53.6	50.5	39.3	48.7	44.8	50.0	58.2	55.7
Do you think you would have been more satisfied with the teacher training program at another university? (55)									
Definitely yes	0.9	1.3	1.1	0.0	1.4	0.8	0.0	1.3	1.4
Probably yes	26.8	21.6	23.8	23.5	25.7	24.8	23.3	17.7	22.9
Probably no	50.9	55.6	53.6	43.1	51.4	48.0	63.3	59.5	58.6
Definitely no	9.8	11.1	10.6	9.8	9.5	9.6	10.0	12.7	11.4

Table 23. (cont'd.) Women Teachers' Attitudes Toward Teacher Training Programs, by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
In general, how did you feel about your undergraduate education at your university?									
It was a good place for me	33.0	35.3	34.3	27.5	31.1	29.6	40.0	39.2	38.6
It was fairly good for me	52.7	48.4	50.2	49.0	50.0	49.6	53.3	46.8	50.7
It was not the place for me	0.9	2.0	1.5	0.0	2.7	1.6	0.0	1.3	1.4

End of Table #23

TABLE 24

An Evaluation of Teacher Training Resources by Women Teachers Stratified by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Rating the Following Resources as "Excellent" or "Good" (48)									
The research resources (e.g., labs., computers, space etc.)	41.1	56.3	49.8	35.3	52.7	45.6	45.9	59.5	53.5
Teaching aids (films, filmstrips, videotape, demonstration models)	45.5	47.8	46.8	45.1	44.6	44.8	45.9	50.6	48.5
The intellectual environment	49.1	53.6	51.7	47.1	50.0	48.8	50.8	56.9	54.3
Your own education	52.7	39.9	45.3	51.0	33.8	40.8	54.1	45.6	49.2
Personal relations among faculty	45.6	43.2	44.1	41.2	41.9	41.6	49.2	44.3	46.5
Faculty/Student relations	42.9	36.6	39.3	39.4	33.8	36.0	45.9	39.2	42.1
Student study facilities on campus	41.1	43.2	42.6	29.4	41.9	36.8	50.8	45.5	47.9
The library resources	58.0	55.5	56.6	56.9	54.1	55.2	59.1	56.9	57.8
The academic reputation of your education faculty	66.1	54.9	59.7	64.7	52.7	57.6	67.3	57.0	61.4
Teaching load of professors	36.7	41.9	39.6	31.4	41.9	37.6	41.0	41.8	41.4
Ratio of teaching faculty to students	33.1	30.1	31.3	29.4	29.7	29.6	36.1	30.4	32.8
The administration	48.2	55.0	52.1	47.1	54.0	51.2	49.1	55.7	52.9

TABLE 26

Women Teachers' Ratings of the Role of the Teacher Training Faculty Member Stratified by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities		Total
	Single	Married	Single	Married	Single	Married	
<u>Percentage of Respondents Ranking the Following Activities of Professors in Teacher Training Programs as First in Importance (63)</u>							
Provide a broad liberal education	21.4	24.8	13.7	21.6	23.3	27.8	27.9
To prepare students for their chosen profession	58.9	57.5	54.9	55.4	70.0	59.5	60.7
To train graduate students	1.8	1.3	2.0	1.4	3.3	1.3	1.4
To engage in educational research	2.7	0.0	2.0	0.0	3.3	0.0	1.4
<u>Percentage of Respondents Ranking the Following Activities of Professors in Teacher Training Programs as Second in Importance (63)</u>							
Provide a broad liberal education	50.9	43.8	47.1	45.9	56.7	41.8	47.1
To prepare students for their chosen profession	17.0	15.7	9.8	9.5	20.0	21.5	22.1

TABLE 27

Women Teachers' Ratings of the Academic Standards of Their
Teacher Training Institutions, Stratified by Community Type and
Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage of Respondents Indicating that Academic Standards in these Areas Should be "Much Higher" or "Somewhat Higher" (57)									
Undergraduate Admissions	29.4	26.1	27.6	21.5	21.7	21.6	26.7	30.4	32.9
Bachelor's Degrees	17.0	20.2	18.8	13.8	21.7	18.4	10.0	19.0	19.3
Graduate School Admissions	11.6	18.3	15.5	15.7	17.6	16.8	6.6	19.0	14.3
Grading System	16.1	19.6	18.1	19.6	12.2	15.2	16.7	26.6	20.7
Allocation of marks on term paper assignment	29.5	28.8	29.1	38.4	24.4	28.0	20.0	32.9	30.0
Admission to Honours degree programmes	9.8	17.0	14.9	13.8	20.3	17.6	0.0	13.9	10.7
Scholarships and awards	13.4	17.0	15.4	17.7	16.2	16.8	10.0	17.7	14.3

TABLE 28

Evaluation of Size of Teacher Training Institution by Women Teachers, Stratified by Community Type and Marital Status: 1972 (Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
<u>Did your teacher training department change in size while you were an undergraduate? If so, did it become: (58)</u>									
Much larger	20.5	30.1	26.0	17.6	20.3	19.2	20.0	39.2	32.1
Somewhat larger	25.0	19.0	21.5	17.6	16.2	16.8	40.0	21.5	25.7
About the same	32.1	28.8	30.2	25.5	33.8	30.4	30.0	24.1	30.0
Smaller	0.0	0.7	0.4	0.0	1.4	0.8	0.0	0.0	0.0
<u>Did you regard your teacher training department as: (59)</u>									
Too big	15.2	23.5	20.0	7.8	17.6	13.6	10.0	29.1	25.7
About right	67.0	53.6	59.2	58.8	55.4	56.8	83.3	51.9	61.4
Too small	2.7	5.2	4.2	0.0	6.8	4.0	6.7	3.8	4.3

TABLE 31

The Early Socializing Experiences of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities			Teaching in Large Communities			
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating "very true" or "somewhat true" to Describe their Socializing Encounters with Fathers (82)									
If I had some kind of problem I could count on him to help me out.	83.9	88.9	86.8	72.6	91.9	84.0	93.3	86.1	89.3
He kept after me to do well in school.	81.3	85.0	83.4	70.6	86.5	80.0	86.7	84.5	86.4
If I did not do what was expected of me, he was very strict about it.	75.0	76.5	75.8	62.7	79.7	72.8	86.7	73.4	78.6
He comforted and helped me when I had troubles.	84.8	87.6	86.4	70.6	89.1	81.6	100.0	86.1	90.7
He kept after me to do better than other children.	27.7	45.8	38.1	27.4	48.6	40.0	16.6	43.0	36.4
He expected me to keep my things in good order.	78.6	84.3	81.9	66.6	86.4	78.4	90.0	82.3	85.0
He taught me things I wanted to learn.	80.4	85.6	83.4	66.7	82.4	76.0	90.0	88.6	90.0
He kept pushing me to do my best in everything.	44.6	59.5	53.2	41.2	64.8	55.2	43.3	54.5	51.4
He made me feel I could talk with him about everything.	67.8	71.9	70.2	56.8	77.1	68.8	76.7	67.1	71.4
When he wanted me to do something he explained why.	73.2	81.0	77.8	60.8	83.8	74.4	83.3	78.5	80.7

TABLE 31 (Cont'd.)

The Early Socializing Experiences of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers		Teaching in Small Communities		Teaching in Large Communities	
	Single	Married	Single	Married	Single	Married
Percentage Indicating "Very true" or "Somewhat true" to Describe their Socializing Encounters with Mothers (82)						
If I had some kind of problem I could count on her to help me out.	84.0	90.2	78.4	90.6	83.3	89.9
She kept after me to do well in school.	78.6	86.2	70.5	85.2	76.6	87.3
If I did not do what was expected of me, she was very strict about it.	75.0	77.8	70.6	77.0	76.6	78.5
She comforted and helped me when I had troubles.	80.3	92.2	70.5	91.9	86.7	92.4
She kept after me to do better than their children.	33.0	50.3	33.4	50.0	20.0	49.6
She expected me to keep my things in good order.	82.2	88.9	76.5	85.1	76.7	92.4
She taught me things I wanted to learn.	78.6	87.5	70.6	85.1	80.0	89.9
She kept pushing me to do my best in everything.	52.6	62.8	52.9	67.5	46.6	58.2
She made me feel I could talk with them about everything.	70.5	75.8	64.7	75.6	76.7	75.9
When she wanted me to do something she explained why.	75.9	85.0	70.6	83.8	80.0	86.1
				Total		Total
				85.6		89.3
				79.2		86.4
				74.4		78.6
				83.2		90.7
				43.2		42.9
				81.6		90.0
				79.2		87.9
				61.6		56.4
				71.2		75.7
				78.4		83.5

TABLE 31 (Cont'd.)

The Early Socializing Experiences of Women Teachers
by Community Type and Marital Status: 1972
(Percentage Distribution)

Item Description and Questionnaire Number	All Women Teachers			Teaching in Small Communities			Teaching in Large Communities		
	Single	Married	Total	Single	Married	Total	Single	Married	Total
Percentage Indicating "Very true" or "Somewhat true" to Describe their Parents (83)	83.0	81.7	82.3	74.5	82.4	79.2	90.0	81.0	85.0
Interested in intellectual pursuits	78.6	75.8	76.9	68.6	77.1	73.6	85.6	74.7	80.0
Interested in cultural pursuits	86.6	90.9	89.1	74.5	90.5	84.0	93.3	91.2	93.5
Religious	79.4	89.5	85.3	62.7	89.2	78.4	90.0	89.9	91.4
Interested in politics	74.1	72.6	73.2	62.7	67.6	65.6	76.7	77.3	80.0
Financially comfortable	75.9	79.7	78.1	68.6	81.1	76.0	86.7	78.5	80.0
Strict									

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APPENDIX A

Women Teachers' Questionnaire



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Dear Fellow Teacher:

The Faculty of Education at Memorial University with the assistance and co-operation of the Newfoundland Department of Education and the Newfoundland Teachers' Association is conducting several surveys of university graduates, students, and certificated teachers throughout the Province. The present study is a Province-wide survey of women teachers and ex-teachers. The information gathered will be used to reveal the views of women teachers on aspects of teaching, the teaching profession, and teacher training, so that the qualities of public education and the relevance of our teacher training programs may be assessed and, hopefully, improved.

You have been selected to receive this questionnaire because you are a certificated teacher and one of the one in twenty randomly selected to represent the women teachers in the Province. Your participation in this study is therefore of great value because it will permit a valid assessment of the contribution of women teachers to public education, and assist in the identification of factors affecting career choice. We are interested in your responses even if you are not now teaching in the school system.

We should greatly appreciate your help in this study by completing the questionnaire and returning it in the enclosed envelope. All the information will be coded and used in group comparisons for research purposes only. Under no circumstances will individual responses be reported. Only University research personnel sworn to secrecy will have direct access to the questionnaires. On the creation of the magnetic work tapes all the questionnaires will be destroyed. Until the anonymous questionnaire is destroyed it will be kept under lock and key.

We realize that not all questions will be equally applicable to your situation. Please try to answer each question if there is any basis at all for answering. If you do not wish to answer a question, omit it and go on to the next.

We hope that you will find the questionnaire interesting to answer, and that you will complete it and return it to us immediately.

With thanks for your co-operation.

Sincerely,

G.A. Hickman *Gilbert Pike*

G.A. Hickman,
Dean, Faculty of Education,
Memorial University of Newfoundland.

Gilbert Pike,
President,
Newfoundland Teachers' Association.

C. Roebottom

C. Roebottom,
Assistant Deputy Minister,
Department of Education,
Government of Newfoundland and Labrador.

CONFIDENTIAL:
 All information will be treated as confidential and used for statistical purposes only.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

MARKING INSTRUCTIONS

This questionnaire will be read by an automatic scanning device. Certain marking requirements are essential to this process. Your careful observance of these few simple rules will be most appreciated.

Use a black lead pencil.

Make, heavy black marks that completely fill the box. Erase completely any answers you wish to change.

Avoid making any stray marks in this booklet.

1. What is your marital status?

- Married (once only)
- Married (remarried)
- Separated
- Single (never married)
- Single (divorced)
- Single (widowed)
- Religious Order

2. For women ever married - (a) How many babies have you had, not counting still births?

- None 5 10
- 1 6 11
- 2 7 12
- 3 8 13
- 4 9 14+

(b) If you have had one or more children, please indicate the number in each of the following age groups.

- | | 1 | 2 | 3 (or more) |
|-------------------|--------------------------|-------------------------------------|--------------------------|
| Less than 3 years | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 - 5 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 - 8 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 - 11 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 - 14 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 - 17 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 - 20 years | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 years and over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How many years of post-secondary training have you had – beyond first year at Memorial University of Newfoundland or beyond grade 12 in other provinces of Canada – either full-time or full-time equivalence?

- | | | | |
|---------------------------------------|--------------------------|-----------------|--------------------------|
| None | <input type="checkbox"/> | Four years | <input type="checkbox"/> |
| Some, but less than one complete year | <input type="checkbox"/> | Five years | <input type="checkbox"/> |
| One year | <input type="checkbox"/> | Six years | <input type="checkbox"/> |
| Two years | <input type="checkbox"/> | Seven years | <input type="checkbox"/> |
| Three years | <input type="checkbox"/> | More than seven | <input type="checkbox"/> |

4. On the following list of degrees please mark: (1) the degree(s) that you now hold (if any); (2) the degree that you are now working for. (Mark each column)

	Now Working	
	Hold	For
	1	2
None	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Arts:		
(i) Major field – Humanities	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field – Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Science:		
(i) Major field – Physical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field – Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Commerce	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
General degree of Bachelor of Social Work	<input type="checkbox"/>	<input type="checkbox"/>
Honours degree of Bachelor of Arts:		
(i) Major field – Humanities	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field – Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Honours degree of Bachelor of Science:		
(i) Major field – Physical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field – Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Honours degree of Bachelor of Commerce	<input type="checkbox"/>	<input type="checkbox"/>
Conjoint degrees of Bachelor of Education and Bachelor of Arts	<input type="checkbox"/>	<input type="checkbox"/>
Conjoint degrees of Bachelor of Education and Bachelor of Science	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor of Arts (Education) – primary programme	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor of Arts (Education) – elementary programme	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor of Arts (Education) – high school programme	<input type="checkbox"/>	<input type="checkbox"/>
Master of Arts:		
(i) Major field – Humanities	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field – Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Master of Science:		
(i) Major field – Physical Sciences	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Major field – Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>
Master of Education:		
(i) Educational Administration	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Counselling	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Philosophy	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

5. Since the time you entered the teaching profession, and the last year in which you taught, has your certification standing changed as a consequence of your additional professional preparation? (Mark one)

- No change, certification standing the same today as on entrance to the profession

- Yes, certification standing has been upgraded since entrance to the profession
- No change, but currently working on upgrading certification standing

6. Please indicate: (1) your certification standing on entering the teaching profession; (2) your certification standing at the present time. (Mark one in each column)

	Standing on entrance to teaching	Current certification standing
Uncertificated (for D license)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uncertificated (A, B, or C license)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>

7. Where did you obtain your earliest certification for teaching? (Mark one)

- | | | | |
|---------------------------|--------------------------|--------------------------------|--------------------------|
| Newfoundland | <input type="checkbox"/> | U.S.A. | <input type="checkbox"/> |
| Nova Scotia | <input type="checkbox"/> | Continental Europe | <input type="checkbox"/> |
| Other Canadian Prov. | <input type="checkbox"/> | Australia or New Zealand | <input type="checkbox"/> |
| United Kingdom | <input type="checkbox"/> | Asia | <input type="checkbox"/> |
| Rep. of Ireland | <input type="checkbox"/> | Other | <input type="checkbox"/> |

8. Which category most nearly describes the position you held in your school system in the 1971/72 school year? If you did not teach in the 1971/72 school year which category most nearly describes the position in the school system that you last held?

	Position 1971/72	Position last held
Grade classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>
Subject classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>
Special education teacher	<input type="checkbox"/>	<input type="checkbox"/>
Part-time, temporary, or substitute teacher	<input type="checkbox"/>	<input type="checkbox"/>
Vice-principal or assistant principal	<input type="checkbox"/>	<input type="checkbox"/>
Department head, consultant or counsellor assigned to one school (teaching half-time or more)	<input type="checkbox"/>	<input type="checkbox"/>
Librarian (teaching less than half-time or not teaching)	<input type="checkbox"/>	<input type="checkbox"/>
Supervisor working in or from school board office	<input type="checkbox"/>	<input type="checkbox"/>
Superintendent or assistant superintendent	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

9. How many years of teaching experience have you had? (Mark one)

- | | | | |
|---------------------|--------------------------|-------------------------|--------------------------|
| Less than one | <input type="checkbox"/> | Eight to ten | <input type="checkbox"/> |
| One | <input type="checkbox"/> | Eleven to fifteen | <input type="checkbox"/> |
| Two | <input type="checkbox"/> | Sixteen to twenty | <input type="checkbox"/> |
| Three | <input type="checkbox"/> | More than twenty | <input type="checkbox"/> |
| Four | <input type="checkbox"/> | None | <input type="checkbox"/> |
| Five to seven | <input type="checkbox"/> | | |

10. How many years of working experience have you other than teaching? (Mark one)

- None Three to five
 One Six to ten
 Two More than ten

11. From the following list of occupations, please mark:

- A. Your first job after completing your teacher training;
- B. If you have had more than one job, your present job (including housewife);
- C. Your expected long run career occupation;
- D. The career you would most prefer if you were free to choose any from the list;
- E. If you have had work experience, other than teaching, the type of work you were in.

(Where your precise job does not appear mark the most similar category).

Mark one in each column

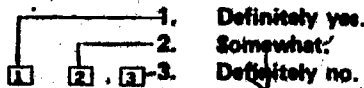
Physician or Surgeon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dentist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapist, Lab Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home economist or dietitian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacist, Optometrist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other medical and health professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lawyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administrator, Official, Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service (career)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Worker, Welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Worker, missionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Public and Social Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architect, Designer, City Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artist, Actress, Musician, Singer, Dancer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interior Designer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writer, Journalist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fashion Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Design, Arts and Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, pre-school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, primary (K-III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, elementary (IV-VI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, secondary (VII-XI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Teacher, Professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Technician, Programmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientist, Researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Executive, Official, Owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clerk, Stenographer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saleswoman or Buyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Business, Industry - non-manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skilled Worker, Craftsman	A	B	C	D	E
Fish Plant Worker	A	B	C	D	E
Supervisor	A	B	C	D	E
Semi-skilled Worker	A	B	C	D	E
Waitress, Chambermaid, Servant	A	B	C	D	E
Housewife	A	B	C	D	E
None	A	B	C	D	E

12. During your undergraduate years did you ever consider transferring from the degree program in which you were registered to another program either in the same Faculty or a different Faculty?

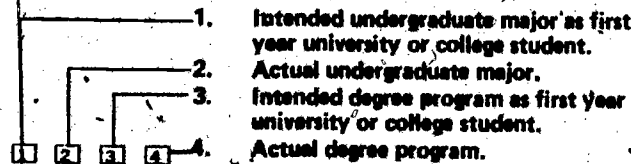
- Yes, I changed my degree program
- I seriously considered changing
- I considered changing my degree program, but not seriously
- I never considered it

13. If you changed your degree program while an undergraduate student please indicate whether any of these major reasons contributed to your decision to switch. (Mark each item)



Grades too low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades high enough to permit transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfaction with intended program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed requirements to transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Found another program more interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More job opportunities in the new program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led to occupation with greater prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My career interests changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My academic interests changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

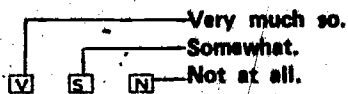
14. On the following list of different university fields and programs please indicate (i) the most appropriate major field category and (ii) the most appropriate degree category. Where your precise field does not appear mark the one which is most appropriate.



	Major		Degree	
Agriculture and/or Forestry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architecture and/or Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biological Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business, Commerce and Management ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education:				
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guidance and Counselling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Home Economics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Educational Administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other Education fields	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Engineering:				
Chemical	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Electrical	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Mechanical	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other Engineering fields	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Fine Arts:				
Art	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Dramatics and Speech	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Geography	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Health fields:				
Medicine	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Nursing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other Health fields	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Humanities:				
English Language & Literature	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Foreign Language & Literature:				
French	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
German	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Spanish	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other Languages	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Classics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Folklore	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
History	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Philosophy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Religion and Theology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Other Humanities fields	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Journalism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Law	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Library Science	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Mathematics and Statistics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Physical Sciences:				
Chemistry	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Earth Sciences (including Geology)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Physics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Social Sciences:				
Sociology and Anthropology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Economics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Political Science	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Psychology	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Social Work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
All other fields	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
None	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

15. Here are some characteristics or qualities of teachers. (i) How would you rate yourself on these items; (ii) how would you rate the women teachers of your acquaintance? (Mark all that apply)



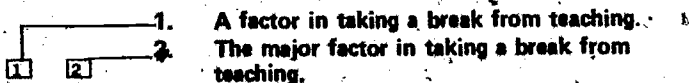
	Self,			Women Teachers		
Interested in intellectual pursuits	<input type="checkbox"/> V	<input type="checkbox"/> S	<input type="checkbox"/> N	<input type="checkbox"/> V	<input type="checkbox"/> S	<input type="checkbox"/> N
Community leader	<input type="checkbox"/> V	<input type="checkbox"/> S	<input type="checkbox"/> N	<input type="checkbox"/> V	<input type="checkbox"/> S	<input type="checkbox"/> N

Religious	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interested in cultural pursuits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interested in politics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Financially comfortable	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fond of children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strict	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Well read	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Widely travelled (outside Province)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bilingual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to impart knowledge to others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dedicated to teaching	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interested in the affairs of the NTA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sociable	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

16. How many breaks of at least 1 school year have there been in your full-time teaching service?

- 1 Over 3
 2 None
 3

17. Why did you take (i) your first break in your teaching service, and (ii) if you had more than one break, your most recent break in your teaching service? (Mark all that apply)



	First Break	Most Recent Break
Requested by superintendent or principal (directly or indirectly) to resign	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Dissatisfied with school (including principal and/or superintendent)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Dissatisfied with work performed including grade level taught, or courses expected to teach	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Dissatisfied with salary	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Dissatisfied with general situation, but not with work performed	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Dissatisfied with the community where job located	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Further study	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Ill health	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Dissatisfaction with fellow teachers	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Disciplinary problems	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Non-teaching employment	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Marriage or full-time homemaking	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Maternity or child rearing responsibilities	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Husband transferred or moved	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Other family reasons	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
No desire to work	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Desire to travel	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Other	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
No breaks	<input type="checkbox"/>	

18. What is your **TOTAL NUMBER** of years away from teaching (since you started teaching). (Mark one)

- | | | | |
|----------------|--------------------------|---------|--------------------------|
| 1 year or less | <input type="checkbox"/> | 10 - 14 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 15 - 19 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 20 - 24 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | None | <input type="checkbox"/> |
| 5 - 9 | <input type="checkbox"/> | | |

19. Do you plan to make teaching a permanent career?

- Yes No Undecided

20. Under how many different school boards have you worked full-time?

- | | | | |
|---|--------------------------|--------|--------------------------|
| 1 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | Over 5 | <input type="checkbox"/> |

21. In how many different schools have you worked full-time?

- | | | | |
|---|--------------------------|---------|--------------------------|
| 1 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | 7 - 10 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | Over 10 | <input type="checkbox"/> |

22. A. How did you obtain (a) your first teaching job after teacher training? (b) If you have taught in more than one school system, your most recent teaching job? (Mark all that apply)

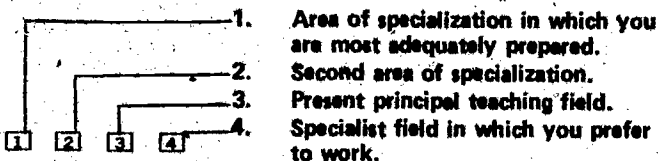
1. A method used.
2. The successful method.

	First job		Most recent job	
	1	2	1	2
Initial contact through family, friends or relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial contact through colleagues or contacts in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Manpower Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private employment agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus placement service or on-campus recruiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in local papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in papers outside your locality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaching employers in your area (e.g., school board, principal, clergy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaching employers outside your area (e.g., school board, principal, clergy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write letters of application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion with same employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continued in previous employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newfoundland Teachers' Association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial contact through sponsorship of university professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Given the following methods of looking for a teaching position please mark them in order of importance to you personally. (Mark one in each column)

	Order of Importance		
	1st	2nd	3rd
Through family, friends or relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through colleagues or contacts in the field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through sponsorship or a university professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada Manpower Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private employment agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus placement service or on-campus recruiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in local papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper or other advertisement in papers outside your locality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write letters of application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. From the following list mark ONE subject in each column; mark the most appropriate FINE categories if applicable; where your precise specialist field does not appear mark the most similar category.



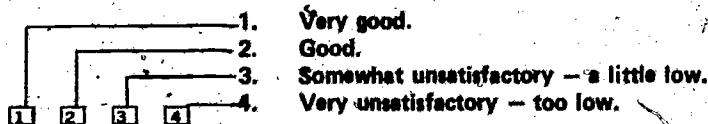
	Mark Reading Specialist Special teaching field Preferred special- ization	1	2	3	4
Reading		1	2	3	4
Social Studies:					
History		1	2	3	4
Geography		1	2	3	4
A Social Science (e.g., Psychology, Sociology, Economics, etc.)		1	2	3	4
Other Social Studies		1	2	3	4
English:					
Language		1	2	3	4
Literature		1	2	3	4
French		1	2	3	4
Language (other than French)		1	2	3	4
Mathematics		1	2	3	4
Science:					
Physics		1	2	3	4
Chemistry		1	2	3	4
Biology		1	2	3	4
Earth Sciences		1	2	3	4
Other Science		1	2	3	4
Physical Education		1	2	3	4
Home Economics		1	2	3	4
Fine Arts:					
Art		1	2	3	4
Music		1	2	3	4
Drama		1	2	3	4
Speech, Voice		1	2	3	4
Libraries		1	2	3	4

Industrial Arts:				
Wood work	1	2	3	4
Metal work	1	2	3	4
Crafts	1	2	3	4
Other industrial-vocational	1	2	3	4
Business Education:				
Typing	1	2	3	4
Shorthand	1	2	3	4
Book-keeping, accounting	1	2	3	4
Other commercial	1	2	3	4
Exceptional Children and/or special education ..	1	2	3	4
Counselling and Guidance	1	2	3	4
Administration	1	2	3	4
Audiovisual aid specialist	1	2	3	4
Curriculum consultant	1	2	3	4
Pre-school education	1	2	3	4
Kindergarten education	1	2	3	4
Religious education	1	2	3	4
Other	1	2	3	4

24. What was your gross annual income (before taxes and deductions): (i) in your first teaching position; (ii) if you are no longer teaching, in your most recent teaching position; (iii) if you are currently employed as a teacher, in your present position in the school system.

First Position	Most recent position (those no. longer teaching only)	Present position (those currently teaching)
Below \$2,000	<input type="checkbox"/>	<input type="checkbox"/>
\$2,000 - \$3,999	<input type="checkbox"/>	<input type="checkbox"/>
\$4,000 - \$4,999	<input type="checkbox"/>	<input type="checkbox"/>
\$5,000 - \$5,999	<input type="checkbox"/>	<input type="checkbox"/>
\$6,000 - \$6,999	<input type="checkbox"/>	<input type="checkbox"/>
\$7,000 - \$7,999	<input type="checkbox"/>	<input type="checkbox"/>
\$8,000 - \$9,999	<input type="checkbox"/>	<input type="checkbox"/>
\$10,000 - \$11,999	<input type="checkbox"/>	<input type="checkbox"/>
\$12,000 - \$13,999	<input type="checkbox"/>	<input type="checkbox"/>
\$14,000 and over	<input type="checkbox"/>	<input type="checkbox"/>

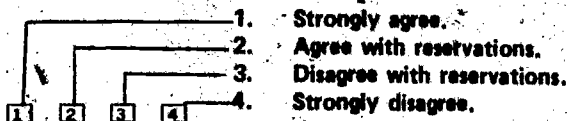
25. Please indicate your opinion regarding each of the following matters.



The effect of a teacher's job on her family life ..	1	2	3	4
The top salary available to teachers	1	2	3	4
The chances for receiving salary increases without a promotion	1	2	3	4
The state of teaching as a "profession"	1	2	3	4
The amount of progress which may be made in a professional career	1	2	3	4
The amount of recognition which teachers are given by society for their efforts and contribution	1	2	3	4
The capabilities of most of the people who are in teaching	1	2	3	4

- The possibilities for a teacher advancing to a position of greater responsibility in teaching 1 2 3 4
- The amount of recognition which teachers are given by members of other professions. 1 2 3 4
- The level of professional standards maintained by most teachers 1 2 3 4
- The opportunity which teachers have for associating with other professional people 1 2 3 4
- The amount of recognition which non-educators give to teachers as compared to what they give to other professionals 1 2 3 4
- The amount of time for leisure activities which teaching affords 1 2 3 4
- The level of education of most teachers in the Province 1 2 3 4
- The method employed in schools for making decisions on curriculum matters. 1 2 3 4
- The method employed in schools for making decisions on pupil discipline matters 1 2 3 4
- The attitude of the students toward the staff in schools 1 2 3 4
- The manner in which the teachers and the administrative staff work together in the schools 1 2 3 4
- The co-operation and help received from administrators 1 2 3 4
- The evaluation process which administrators use to judge teacher effectiveness 1 2 3 4
- The level of education of administrators 1 2 3 4
- The adequacy of the supplies available to teachers for their use in schools 1 2 3 4
- The amount of time which is available to teachers for their personal professional growth 1 2 3 4
- The extent to which teachers are informed by administrators about school matters affecting them 1 2 3 4
- The academic performance of students 1 2 3 4
- The extent to which the professional growth of teachers is subsidized by the school system. . 1 2 3 4

26. Please indicate your agreement or disagreement with each of the following statements.



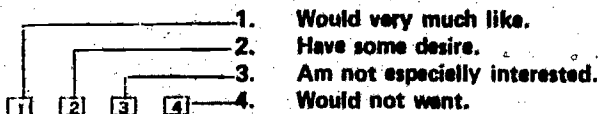
- Teaching is more satisfying to me than the time I spend around the house 1 2 3 4
- It is extremely important to me to have a higher income 1 2 3 4
- I feel that I have had very good financial breaks. . 1 2 3 4
- If I inherited so much money that I did not have to work, I would still take up a career in teaching 1 2 3 4
- I spend a lot of time thinking about how to improve my chances for getting ahead 1 2 3 4

- I would be satisfied if a daughter of mine when she reaches my age, were in the same kind of work I am now in 1 2 3 4
- Some of my main interests and pleasures in life are connected with my career as a teacher. 1 2 3 4
- Getting money and material things out of life is very important to me 1 2 3 4
- I feel that my present financial situation is very good 1 2 3 4
- Teaching is one of the most satisfying aspects of my life 1 2 3 4
- It is important to me to own things, such as a home, car, or clothing, which are at least as good as those of my friends 1 2 3 4
- I would be satisfied if my children received the same amount of education as I have 1 2 3 4
- I enjoy my spare-time activities much more than my work as a teacher 1 2 3 4
- I am very anxious to get much further ahead 1 2 3 4
- I am pretty well satisfied with the chances for getting ahead in my present work 1 2 3 4
- To me, teaching is just a way of making money. 1 2 3 4
- I have sometimes regretted going into teaching. 1 2 3 4
- I would be satisfied if my children when they reach my age, have the same income and live in the same way as I 1 2 3 4
- On the whole, my financial future looks very good 1 2 3 4
- There are many times when I have to deny myself and my family things we would like because of our income 1 2 3 4
- In my present financial situation, I have to worry about bills or debts 1 2 3 4

27. Did you teach, or were you employed by a school system, in the 1971-72 school year?

Yes, full-time Yes, part-time
 No

28. Please answer the question "How desirous are you" for each of the items relating to promotions found below. In answering the question, mark in the one code number which best represents your answer.



- Become an assistant principal or vice-principal. 1 2 3 4
- Become the principal of an elementary school. 1 2 3 4
- Become the principal of a junior high school 1 2 3 4
- Become the principal of a senior high school 1 2 3 4
- Become a department head 1 2 3 4
- Become a staff specialist, or consultant, attached to a central office 1 2 3 4
- Become a school superintendent 1 2 3 4
- Remain a school teacher for the remainder of my educational career 1 2 3 4

- Remain a teacher in this school district for the remainder of my educational career but move to a school in a "better neighbourhood" 1 2 3 4
- Remain a teacher at my present grade level(s) for the remainder of my educational career. 1 2 3 4
- Obtain a higher paying position outside the field of education 1 2 3 4
- Leave teaching temporarily in order to devote my time to homemaking 1 2 3 4
- Leave teaching permanently to devote my time to homemaking 1 2 3 4

29. Comparing yourself with other women of your age and qualifications, how successful do you consider yourself in your career?

- Very successful
- Fairly successful
- Fairly unsuccessful
- Very unsuccessful

30. In which grade did you do most teaching this year?

- | | |
|--|--|
| Pre-school <input checked="" type="checkbox"/> | Six <input type="checkbox"/> |
| Kindergarten <input type="checkbox"/> | Seven <input type="checkbox"/> |
| One <input type="checkbox"/> | Eight <input type="checkbox"/> |
| Two <input type="checkbox"/> | Nine <input type="checkbox"/> |
| Three <input type="checkbox"/> | Ten <input type="checkbox"/> |
| Four <input type="checkbox"/> | Eleven <input type="checkbox"/> |
| Five <input type="checkbox"/> | No regular teaching <input type="checkbox"/> |

31. How many hours per week do you spend in classroom teaching? (Exclude time spent counselling, supervising, etc.)

- | | |
|--|---|
| None <input type="checkbox"/> | 10 to 14 hrs <input type="checkbox"/> |
| Under 2 hrs <input type="checkbox"/> | 15 to 19 hrs <input type="checkbox"/> |
| 2 to 4 hrs <input type="checkbox"/> | 20 to 24 hrs <input type="checkbox"/> |
| 5 to 9 hrs <input type="checkbox"/> | 25 to 30 hrs <input type="checkbox"/> |

32. What is the average class size of the classes that you teach?

- | | |
|---|--|
| Under 10 <input type="checkbox"/> | 35 to 39 <input type="checkbox"/> |
| 10 to 19 <input type="checkbox"/> | 40 to 44 <input type="checkbox"/> |
| 20 to 24 <input type="checkbox"/> | 45 and over <input type="checkbox"/> |
| 25 to 29 <input type="checkbox"/> | No regular classroom teaching <input type="checkbox"/> |
| 30 to 34 <input type="checkbox"/> | |

33. What is the total number of different pupils that you teach in a week?

- | | |
|--|--|
| Under 30 pupils <input type="checkbox"/> | 100 to 149 pupils <input type="checkbox"/> |
| 30 to 39 pupils <input type="checkbox"/> | 150 to 199 pupils <input type="checkbox"/> |
| 40 to 49 pupils <input type="checkbox"/> | 200 or more <input type="checkbox"/> |
| 50 to 99 pupils <input type="checkbox"/> | |

34. What is the approximate number of pupils in your school?

- | | |
|--|--|
| Under 100 <input type="checkbox"/> | 500 - 699 <input type="checkbox"/> |
| 100 - 299 <input type="checkbox"/> | 700 - 899 <input type="checkbox"/> |
| 300 - 499 <input type="checkbox"/> | Over 900 <input type="checkbox"/> |

35. What is the number of full-time teachers (including those without classrooms) in your school?

- | | | | |
|-----------|--------------------------|---------|--------------------------|
| 5 or less | <input type="checkbox"/> | 26 - 30 | <input type="checkbox"/> |
| 6 - 15 | <input type="checkbox"/> | Over 30 | <input type="checkbox"/> |
| 16 - 25 | <input type="checkbox"/> | | |

36. Counting the present year, what is the number of years of full-time work experience you have had in the school district where you are now employed?

- | | | | |
|---------|--------------------------|---------|--------------------------|
| 1 | <input type="checkbox"/> | 15 - 19 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 20 - 24 | <input type="checkbox"/> |
| 3 - 4 | <input type="checkbox"/> | 25 - 34 | <input type="checkbox"/> |
| 5 - 9 | <input type="checkbox"/> | Over 34 | <input type="checkbox"/> |
| 10 - 14 | <input type="checkbox"/> | | |

37. Counting the present year, what is the number of years of full-time work experience you have had in the school where you now hold a position?

- | | | | |
|-------|--------------------------|---------|--------------------------|
| 1 | <input type="checkbox"/> | 10 - 14 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | 15 - 19 | <input type="checkbox"/> |
| 3 - 4 | <input type="checkbox"/> | 20 - 24 | <input type="checkbox"/> |
| 5 - 9 | <input type="checkbox"/> | | |

38. In what type of school do you work?

- Not assigned to one school (i.e., work in central office or in several schools)
- Elementary (school has some or all of Grades I-VI, but no grade above VI)
- Junior High School (has some or all of Grades VII or IX but no grades below VII or above IX)
- Senior High School (school has some or all of Grades X to XI but no grades below X)
- Elementary and Junior High
- Elementary, Jr. and Sr. High
- Junior High and Senior High
- Other

CONFIDENTIAL:

All information will be treated as confidential and used for statistical purposes only.

FAMILY FINANCES SECTION

This survey is the first ever carried out in Canada to determine the financial position of married women teachers and ex-teachers. In this section of the questionnaire we are interested in finding out the income, debt, and securities position of the families of those respondents who are married. Such information, we realize, is sufficiently personal that many persons have reservations about divulging such a confidence.

Recognizing this fact we have taken stringent precautions to protect the anonymity of all respondents. The research staff, who will be the only ones handling the questionnaires, have taken an oath of secrecy. The precautions have been approved by the sponsoring authorities -- Memorial University, the Newfoundland Teachers' Association and the Department of Education. A further precaution requires that after the data have been coded the anonymous questionnaires will be destroyed. We remind you, finally, that if you do not wish to answer a question, you can omit it and go on to the next.

Thank you for your consideration. Our research would be impossible without the co-operation of the many anonymous respondents such as yourself.

39.

- A. To assist you in providing the correct income information we have enclosed with the questionnaire a small booklet entitled Guide to Family Finances. On page 3 you will find the instructions on how to calculate your total before-tax income from all sources for the preceding 12 month period.

Before-tax income of Husband from all sources for the last 12 months (that is, in the 12 months preceding receipt of this questionnaire).

NOTE: Married teachers and married ex-teachers only will answer this question, and questions 39.B, 40, 41, 42, and 43. If you are single (never married) skip to question 44.

Less than \$500.....	<input type="checkbox"/>	\$7,000 - \$7,999.....	<input type="checkbox"/>
\$500 - \$999.....	<input type="checkbox"/>	\$8,000 - \$9,999.....	<input type="checkbox"/>
\$1,000 - \$1,999.....	<input type="checkbox"/>	\$10,000 - \$11,999.....	<input type="checkbox"/>
\$2,000 - \$2,999.....	<input type="checkbox"/>	\$12,000 - \$13,999.....	<input type="checkbox"/>
\$3,000 - \$3,999.....	<input type="checkbox"/>	\$14,000 - \$16,999.....	<input type="checkbox"/>
\$4,000 - \$4,999.....	<input type="checkbox"/>	\$17,000 - \$19,999.....	<input type="checkbox"/>
\$5,000 - \$5,999.....	<input type="checkbox"/>	\$20,000 - \$24,999.....	<input type="checkbox"/>
\$6,000 - \$6,999.....	<input type="checkbox"/>	\$25,000 and over.....	<input type="checkbox"/>

- B. If you are working, please add your before-tax income from all sources for the last 12 months to the income of your husband as indicated in question 39.A. above. The combined incomes will constitute your total family income for the twelve months preceding this survey.

To assist you in the calculation of total family income refer to page 3 of the Guide to Family Finances.

Less than \$500 <input type="checkbox"/>	\$8,000 - \$9,999 <input type="checkbox"/>
\$500 - \$1,999 <input type="checkbox"/>	\$10,000 - \$11,999 <input type="checkbox"/>
\$2,000 - \$2,999 <input type="checkbox"/>	\$12,000 - \$13,999 <input type="checkbox"/>
\$3,000 - \$3,999 <input type="checkbox"/>	\$14,000 - \$16,999 <input type="checkbox"/>
\$4,000 - \$4,999 <input type="checkbox"/>	\$17,000 - \$19,999 <input type="checkbox"/>
\$5,000 - \$5,999 <input type="checkbox"/>	\$20,000 - \$24,999 <input type="checkbox"/>
\$6,000 - \$6,999 <input type="checkbox"/>	\$25,000 - \$29,999 <input type="checkbox"/>
\$7,000 - \$7,999 <input type="checkbox"/>	\$30,000 and over <input type="checkbox"/>

40. Short term family debts. Please indicate the short term debt position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To assist in the calculation of the short term debt position of your family refer to page 5 of the Guide to Family Finances. To calculate the short term debt add the amounts owing at the present time on: (1) charge accounts (with retail stores, service stations, fuel companies, etc.); (2) continuous installment or revolving credit (e.g., on cars, furniture, appliances, etc.) (3) to stores, finance companies; (4) loans from credit unions and co-operatives; (5) loans from chartered banks secured by stocks and bonds as collateral; (6) loans from chartered banks secured by other collateral such as surrender value of life insurance and automobiles; (7) home improvement loans from chartered banks; (8) other loans from chartered banks; (9) other loans from insurance companies, stock brokers, dealers, etc.; (10) debts to doctors, dentists, and hospitals; (11) debts to other persons; and (12) any other debts.

(NOTE: Do not include mortgage debts or debts connected with business operations. Provide information on personal obligations only.)

Your short term family debt will be: (1) + (2) + (3) + (4) + (5) + (6) + (7) + (8) + (9) + (10) + (11) + (12).

No short-term debts <input type="checkbox"/>	\$3,000 - \$3,499 <input type="checkbox"/>
Less than \$100 <input type="checkbox"/>	\$3,500 - \$3,999 <input type="checkbox"/>
\$100 - \$299 <input type="checkbox"/>	\$4,000 - \$4,499 <input type="checkbox"/>
\$300 - \$499 <input type="checkbox"/>	\$4,500 - \$4,999 <input type="checkbox"/>
\$500 - \$699 <input type="checkbox"/>	\$5,000 - \$5,999 <input type="checkbox"/>
\$700 - \$999 <input type="checkbox"/>	\$6,000 - \$6,999 <input type="checkbox"/>
\$1,000 - \$1,249 <input type="checkbox"/>	\$7,000 - \$7,999 <input type="checkbox"/>
\$1,250 - \$1,499 <input type="checkbox"/>	\$8,000 - \$8,999 <input type="checkbox"/>
\$1,500 - \$1,749 <input type="checkbox"/>	\$9,000 - \$9,999 <input type="checkbox"/>
\$1,750 - \$1,999 <input type="checkbox"/>	\$10,000 - \$11,999 <input type="checkbox"/>
\$2,000 - \$2,499 <input type="checkbox"/>	\$12,000 - \$13,999 <input type="checkbox"/>
\$2,500 - \$2,999 <input type="checkbox"/>	\$14,000 and over <input type="checkbox"/>

41. Long term family debts. Please indicate the long term debt position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate your long term family debt position refer to page 6 of the Guide to Family Finances. The calculation consists of adding (1) the amount of the mortgage principal still owing at the present time on your present dwelling (if owned by your family); (2) the amount of the mortgage principal still owing on other property in your possession or in the possession of your husband (e.g., country cottage, farm or estate, lots of land, etc.); (3) principal owing on

other debts of a long term nature not included as short term debts in the previous question (e.g., outstanding student loans).

(NOTE: Do not include debts connected with business operations. Provide information on family obligations only.)

No long term debts	<input type="checkbox"/>	\$13,000 - \$15,999	<input type="checkbox"/>
Less than \$500	<input type="checkbox"/>	\$16,000 - \$19,999	<input type="checkbox"/>
\$500 - \$999	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$1,000 - \$1,999	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$2,000 - \$2,999	<input type="checkbox"/>	\$30,000 - \$34,999	<input type="checkbox"/>
\$3,000 - \$4,999	<input type="checkbox"/>	\$35,000 - \$39,999	<input type="checkbox"/>
\$5,000 - \$6,999	<input type="checkbox"/>	\$40,000 - \$49,999	<input type="checkbox"/>
\$7,000 - \$9,999	<input type="checkbox"/>	\$50,000 and over	<input type="checkbox"/>
\$10,000 - \$12,999	<input type="checkbox"/>		

42. Liquid assets position of family. Please indicate the liquid asset position of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate the liquid asset position of your family refer to page 7 of the Guide to Family Finances. The calculation consists of adding: (1) the money in your current account and/or personal chequing account; (2) the money in your savings account; (3) deposits with credit unions and co-operatives; (4) other deposits in the post office, trust or loan companies, cash balances with stock brokers, investment dealers, etc.; (5) amount in Canada savings bonds; (6) all other bonds - municipal, provincial, industrial, foreign, etc.; (7) the principal owing to you on mortgages or agreements of sale on other property; (8) loans to other persons (excluding members of your family); and (9) current trade-in value of publicly traded stocks, shares, stock rights, and warrants.

Your family's liquid asset position will be: (1) + (2) + (3) + (4) + (5) + (6) + (7) + (8) + (9).

No liquid assets	<input type="checkbox"/>	\$3,500 - \$3,999	<input type="checkbox"/>
Less than \$100	<input type="checkbox"/>	\$4,000 - \$4,499	<input type="checkbox"/>
\$100 - \$299	<input type="checkbox"/>	\$4,500 - \$4,999	<input type="checkbox"/>
\$300 - \$499	<input type="checkbox"/>	\$5,000 - \$5,999	<input type="checkbox"/>
\$500 - \$699	<input type="checkbox"/>	\$6,000 - \$9,999	<input type="checkbox"/>
\$700 - \$999	<input type="checkbox"/>	\$10,000 - \$14,999	<input type="checkbox"/>
\$1,000 - \$1,249	<input type="checkbox"/>	\$15,000 - \$19,999	<input type="checkbox"/>
\$1,250 - \$1,499	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$1,500 - \$1,749	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$1,750 - \$1,999	<input type="checkbox"/>	\$30,000 - \$39,999	<input type="checkbox"/>
\$2,000 - \$2,499	<input type="checkbox"/>	\$40,000 - \$49,999	<input type="checkbox"/>
\$2,500 - \$2,999	<input type="checkbox"/>	Over \$50,000	<input type="checkbox"/>
\$3,000 - \$3,499	<input type="checkbox"/>		

43. Non-liquid assets of family. Please indicate the non-liquid assets of your family as of the current week (i.e., the week in which you answered this questionnaire).

To calculate your family non-liquid assets position add: (1) the estimated value of your dwelling, if owned, less mortgage debt on this dwelling; (2) the estimated value of any other privately owned property held for investment purposes or for rent to other people or businesses, less mortgage debt on this property. For assistance in calculating the non-liquid assets of family refer to page 9 of the Guide to Family Finances.

Your family's non-liquid assets position will be: (1) + (2).

No non-liquid assets	<input type="checkbox"/>	\$13,000 - \$15,999	<input type="checkbox"/>
Less than \$500	<input type="checkbox"/>	\$16,000 - \$19,999	<input type="checkbox"/>
\$500 - \$999	<input type="checkbox"/>	\$20,000 - \$24,999	<input type="checkbox"/>
\$1,000 - \$1,999	<input type="checkbox"/>	\$25,000 - \$29,999	<input type="checkbox"/>
\$2,000 - \$2,999	<input type="checkbox"/>	\$30,000 - \$34,999	<input type="checkbox"/>
\$3,000 - \$4,999	<input type="checkbox"/>	\$35,000 - \$39,999	<input type="checkbox"/>
\$5,000 - \$6,999	<input type="checkbox"/>	\$40,000 - \$49,999	<input type="checkbox"/>
\$7,000 - \$9,999	<input type="checkbox"/>	\$50,000 and over	<input type="checkbox"/>
\$10,000 - \$12,999	<input type="checkbox"/>		

EMPLOYMENT STATUS SECTION

44. We are interested in your employment status; and if you are married, in the employment status of your husband.

a. Did you or your husband in 1971 look for work. For example, at any time in 1971 did you contact a Canada Manpower Centre, check with employers, place or answer newspaper advertisements, etc.?

	Respondent	Respondent's husband
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

b. In the last six months have you or your husband had a job on which you were on temporary lay-off?

	Respondent	Respondent's husband
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

c. In the last month did you at any time have a job or business from which you were absent because of illness, vacation, strike, training courses and such like?

	Respondent	Respondent's husband
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

d. How many hours do you and/or your husband usually work for gain each week?

	Respondent	Respondent's husband
None	<input type="checkbox"/>	<input type="checkbox"/>
1 - 19	<input type="checkbox"/>	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>	<input type="checkbox"/>
30 - 34	<input type="checkbox"/>	<input type="checkbox"/>
35 - 39	<input type="checkbox"/>	<input type="checkbox"/>
40 - 44	<input type="checkbox"/>	<input type="checkbox"/>
45 - 49	<input type="checkbox"/>	<input type="checkbox"/>
50 or more	<input type="checkbox"/>	<input type="checkbox"/>

e. How many hours of help without pay (in the operation of a family business, farm, or fishing enterprise, etc.) do you and/or your husband work each week?

	Respondent	Respondent's husband
None	<input type="checkbox"/>	<input type="checkbox"/>
1 - 19	<input type="checkbox"/>	<input type="checkbox"/>
20 - 29	<input type="checkbox"/>	<input type="checkbox"/>
30 - 34	<input type="checkbox"/>	<input type="checkbox"/>
35 - 39	<input type="checkbox"/>	<input type="checkbox"/>
40 - 44	<input type="checkbox"/>	<input type="checkbox"/>
45 - 49	<input type="checkbox"/>	<input type="checkbox"/>
50 or more	<input type="checkbox"/>	<input type="checkbox"/>

f. (i) How many weeks did you and/or your husband work in 1971? Include weeks worked part-time, leave with pay, and weeks of self-employment.

	Respondent	Respondent's husband
Did not work during 1971 ..	<input type="checkbox"/>	<input type="checkbox"/>
1 - 13	<input type="checkbox"/>	<input type="checkbox"/>
14 - 26	<input type="checkbox"/>	<input type="checkbox"/>
27 - 39	<input type="checkbox"/>	<input type="checkbox"/>
40 - 48	<input type="checkbox"/>	<input type="checkbox"/>
49 - 52	<input type="checkbox"/>	<input type="checkbox"/>

(ii) Was this work mainly full-time or part-time?

	Respondent	Respondent's husband
Full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time	<input type="checkbox"/>	<input type="checkbox"/>

g. (i) At the present time what is your employment status?

Housewife	<input type="checkbox"/>
Unemployed (looking for work)	<input type="checkbox"/>
Unemployed (but not looking for work at the moment)	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Employed (part-time)	<input type="checkbox"/>
Employed (full-time)	<input type="checkbox"/>

(ii) At the present time what is the employment status of your husband?

Unemployed (looking for work)	<input type="checkbox"/>
Unemployed (but not looking for work at the moment)	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Employed (part-time)	<input type="checkbox"/>
Employed (full-time)	<input type="checkbox"/>

45. From the following list of occupations please mark

- A. Your husband's primary occupation.
- B. Your father's primary occupation during most of his working years.
- C. Your mother's primary occupation or career occupation.

(If the precise occupation does not appear, mark the most similar category.)

(Mark one in each column)
 Husband Father Mother

	A	B	C
Physician or Surgeon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dentist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapist, Lab Technician, Hygienist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dietician or Home Economist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacist, Optometrist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Medical and Health Professions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lawyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administrator, Official, Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service - officer ranks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military service - N.C.O. and other ranks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law Enforcement Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clergy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other/Public and Social Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architect, Designer, Planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artist, Actor, Musician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writer, Journalist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, primary & elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher, secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Teacher, Professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientist, Researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Executive, Official, owner - large company with 50 or more workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Executive, Official, small company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secretary, Clerk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salesman, Buyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Business, Industry-non-manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farmer, farm owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisherman, Inshore:			
Boat owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisherman, Offshore:			
Boat owner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship's Captain or Officer:			
Vessel 100 tons or over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vessel less than 100 tons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ship crew member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skilled craftsman or skilled worker-miner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreman, Inspector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish plant worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semi-skilled worker, Operator, Driver, Logger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laborer (unskilled)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housewife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER EDUCATION SECTION

In this section of the questionnaire we are interested in your attitudes and opinions regarding teacher training.

46. Please indicate the type of post-secondary education institution where you obtained most of your teacher training.

- Memorial University of Newfoundland
- Other Canadian university
- Other university (outside Canada)
- Teacher Training College
- Normal School
- Other post-secondary institution
- None

47. Please indicate your agreement or disagreement with each of the following statements as they applied to your undergraduate training.

- 1. Strongly agree.
- 2. Agree with reservation.
- 3. Disagree with reservation.
- 4. Strongly disagree.

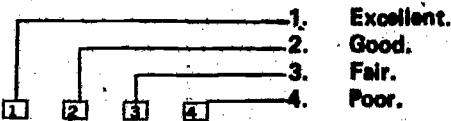
- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Most students in teacher training programs were mature enough to be given responsibilities for their own education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The teacher training curriculum suffered from the specialization of faculty members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As a student in teacher training you were basically satisfied with the education you received | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Most teacher training faculty were genuinely interested in the academic problems of undergraduates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The teacher training faculty rewarded conformity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The teacher training program stifled student creativity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Most rules governing student behavior were sensible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The campus rules were administered in a reasonable way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The teacher training faculty was as concerned about students' personal values as it was with their intellectual development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Undergraduate education would have been improved in my college or university if: | | | | |
| All courses had been electives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grades had been abolished | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Course work had been more relevant to contemporary education and educational problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More attention had been paid to the emotional problems of students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Students had been required to spend a year in an occupation other than teaching 1 2 3 4
- Students had the experience of a year's work in the community or abroad 1 2 3 4
- The college or university had been governed by the faculty and students 1 2 3 4
- There had been less emphasis on teacher training courses and more on broad liberal education 1 2 3 4

I took teacher training in order to:

- Satisfy job requirements 1 2 3 4
- Continue my intellectual growth 1 2 3 4
- Obtain an occupation with high prestige 1 2 3 4
- Increase my earning power 1 2 3 4
- Prepare for an academic career 1 2 3 4
- Find myself 1 2 3 4
- Learn to get along with people 1 2 3 4
- See whether I really liked a particular field of study 1 2 3 4
- Obtain a well-grounded general education 1 2 3 4
- Contribute to my ability to change society 1 2 3 4
- Obtain an occupational training 1 2 3 4
- Get away from home 1 2 3 4
- Better serve mankind 1 2 3 4
- Engage in political activities 1 2 3 4
- Prepare for marriage 1 2 3 4
- Be with my school friends 1 2 3 4
- Get a fresh start in life 1 2 3 4

48. How would you rate each of the following at your teacher training institution?



- The research resources (e.g. labs, computers, space, etc.) 1 2 3 4
- Teaching aids (films, filmstrips, videotape, demonstration models, etc.) 1 2 3 4
- The intellectual environment 1 2 3 4
- Your own education 1 2 3 4
- Personal relations among faculty 1 2 3 4
- Faculty/student relations 1 2 3 4
- Student study facilities on campus 1 2 3 4
- The library resources 1 2 3 4
- The academic reputation of your education faculty 1 2 3 4
- Teaching load of professors 1 2 3 4
- Ratio of teaching faculty to students 1 2 3 4
- The administration 1 2 3 4

49. How did you rate yourself academically among (a) the other teacher training students, (b) the other students in your university? (Mark one box only)

Teacher training University

Among the best

- Above average
- About average
- Below average

50. What was your registration status as an undergraduate student? (Mark one box only)

- I took all my undergraduate work as a full-time student
- I took half or more of my courses as a full-time student
- I took half or more of my courses as a part-time student
(for example, through summer schools or off-campus credit courses).....

51. Estimate as accurately as you can your average percentage grade in your last year as an undergraduate student.

- 80 - 100 per cent 55 - 64 per cent
- 70 - 79 per cent 50 - 54 per cent
- 65 - 69 per cent Other

52. How satisfied are you with the following aspects of your college or university education?

- 1. Very satisfied.
- 2. Satisfied.
- 3. Dissatisfied.
- 4. Very dissatisfied.

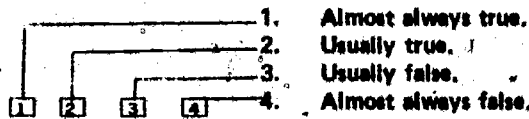
Ability to write and organize ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Ability to express ideas, or present a case, verbally	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Preparation for an occupation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
General background of liberal education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Ability to work on one's own	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Ability to do original work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Preparation in subject speciality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Preparation for more advanced academic work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Ability to make independent judgement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

53. How important do you think it is that (i) high school teachers, (ii) primary and elementary school teachers have a firm grounding in the following? (Mark one in each row)

- 1. Extremely important.
- 2. Fairly important.
- 3. Fairly unimportant.
- 4. Extremely unimportant.

	High school				Elementary			
English	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Physical Science (e.g. Physics, Chemistry)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Life Science (e.g. Biology)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Social Science (e.g. Psychology, Sociology)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The Humanities (e.g. History, Philosophy)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Art and Music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
A foreign language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

54. For each of these statements, indicate whether it was true or false for your teacher training program:



- My grades understated the true quality of my work 1 2 3 4
- Professors gave my work the attention it deserved 1 2 3 4
- Professors gave my work too much attention. . . . 1 2 3 4
- I worked hard at my studies 1 2 3 4
- I found myself bored in class 1 2 3 4
- I really did not care what grades I obtained. . . . 1 2 3 4
- It was possible to get good grades without really understanding the material 1 2 3 4
- Some forms of cheating were necessary to obtain the grades I wanted 1 2 3 4
- I would have been happier if I had never gone to university 1 2 3 4
- Obtaining the qualifications for getting a job was more important to me than the content of my courses. 1 2 3 4
- Professors tended to reward conformity. 1 2 3 4
- The best way to make it in teacher training was to tell the professors what they wanted to hear 1 2 3 4

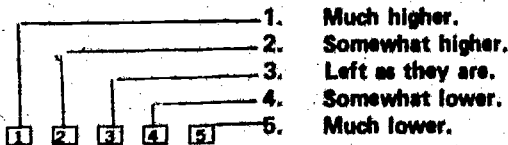
55. Do you think you would have been more satisfied with the teacher training program at another university?

- Definitely yes Probably no
- Probably yes Definitely no

56. In general how did you feel about your undergraduate education at your university?

- It was a good place for me
- It was fairly good for me
- It was not the place for me

57. Should academic standards in these areas at your university be:



- Undergraduate admissions 1 2 3 4 5
- Bachelor's degrees 1 2 3 4 5
- Graduate school admissions. 1 2 3 4 5
- Grading system 1 2 3 4 5
- Allocation of marks on term paper assignments 1 2 3 4 5
- Admission to Honours degree programmes 1 2 3 4 5
- Scholarship and awards 1 2 3 4 5

68. Did your teacher training department change in size while you were an undergraduate? If so, did it become:

- Much larger
- Somewhat larger
- About the same
- Smaller

59. Did you regard your teacher training department as:

- Too big
- About right
- Too small

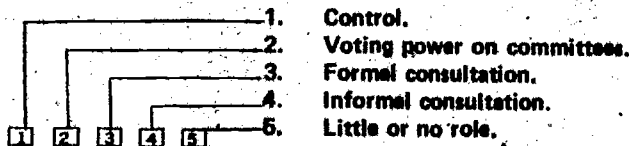
60. Did you feel that the administration of your teacher training department was:

- Very autocratic
- Somewhat autocratic
- Somewhat democratic
- Very democratic

61. How much opportunity did you feel you had as an undergraduate to influence the policies of (a) your teacher training department; (b) your college or university? (Mark one in each column)

	Dept.	University
A great deal	<input type="checkbox"/>	<input type="checkbox"/>
Quite a bit	<input type="checkbox"/>	<input type="checkbox"/>
Some	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

62. What role should teacher training students play in decision making in the following areas:

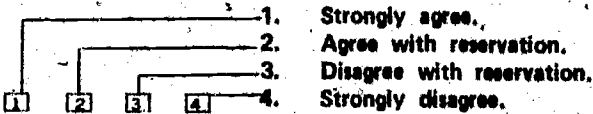


Appointment of faculty in Faculty of Education	1	2	3	4	5
Promotion of faculty in Faculty of Education	1	2	3	4	5
Provision and content of teacher training courses	1	2	3	4	5
Student discipline	1	2	3	4	5
Evaluation of student teaching during practice teaching sessions	1	2	3	4	5
Course work grading in teacher training courses	1	2	3	4	5
Teacher training requirements	1	2	3	4	5
Granting honours and awards	1	2	3	4	5
Allocation of funds for research in education	1	2	3	4	5
Awarding teacher certification	1	2	3	4	5
Examination policies	1	2	3	4	5

63. Given the following four possible activities of professors in teacher training programs please mark them in order of importance to you personally. (Mark one in each column)

	First	Second	Third	Fourth
Provide students in teacher training with a broad liberal education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To prepare students in teacher training for their chosen profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Train graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in educational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

64. Please indicate your agreement or disagreement with each of the following statements.



I am in frequent contact with people in my own profession	1	2	3	4
Many of the highest-paid persons in my profession get where they are by being "operators" rather than by their competence	1	2	3	4
Teaching effectiveness should be the primary criterion for the promotion of teachers	1	2	3	4
Teacher promotions should be based in part on the parental evaluation of teachers	1	2	3	4
A teacher in a school system should get the same pay as a university professor of equal qualifications and seniority	1	2	3	4
Teacher training departments should be actively engaged in solving the problems of the classroom teacher	1	2	3	4
Collective bargaining by teachers has no place in the school system	1	2	3	4
School pupils who use marijuana should be suspended or dismissed from school	1	2	3	4
Respect for the teaching profession has declined over the past ten years	1	2	3	4
Teacher training is an essential prerequisite for any teaching position in the school system	1	2	3	4
Teacher training turned out to be very useful to me in my work as a teacher	1	2	3	4
Teaching could be performed just as well, if not better, by someone without teacher training	1	2	3	4
It is doubtful whether I could have handled the responsibility of my first teaching position without teacher training	1	2	3	4

65. If you were to start college all over again would you still choose the route that led to a career in teaching?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

66. If no, would you choose another field

- Very close to your own
- Not close, but related
- Quite different

67. Which of the following experiences applied to you during your undergraduate or teacher-training years? (Mark all that apply)

- | | Yes |
|---|--------------------------|
| Elected to student office | <input type="checkbox"/> |
| Played on a varsity or college athletic team | <input type="checkbox"/> |
| Played intramural sports | <input type="checkbox"/> |
| Changed your long term career plans | <input type="checkbox"/> |
| Flunked a course | <input type="checkbox"/> |
| Changed major field | <input type="checkbox"/> |
| Fell in love | <input type="checkbox"/> |
| Had major part or lead role in a play or concert | <input type="checkbox"/> |
| Had a part in a play or concert | <input type="checkbox"/> |
| Sang in a choir | <input type="checkbox"/> |
| Wrote article for university paper or magazine | <input type="checkbox"/> |
| Received treatment in Student Health Centre | <input type="checkbox"/> |
| Participated in an honours programme | <input type="checkbox"/> |
| Placed on academic probation (or equivalent) | <input type="checkbox"/> |
| Talked with an instructor about personal matters | <input type="checkbox"/> |
| Voted in student election | <input type="checkbox"/> |
| Discussed with an instructor a topic of intellectual interest | <input type="checkbox"/> |
| Joined student political club or group | <input type="checkbox"/> |
| Took part in a debate | <input type="checkbox"/> |
| Worked in student election campaign | <input type="checkbox"/> |
| Discussed intellectual questions with friends | <input type="checkbox"/> |
| Attended lecture by visiting speaker | <input type="checkbox"/> |
| Visited the home of a professor | <input type="checkbox"/> |
| Chatted with Dean of Education | <input type="checkbox"/> |
| Served on a joint student-faculty committee | <input type="checkbox"/> |
| Played a musical instrument | <input type="checkbox"/> |
| Enjoyed the friendship of a professor | <input type="checkbox"/> |
| Loaned money to friends | <input type="checkbox"/> |
| Awarded a scholarship for academic merit | <input type="checkbox"/> |
| Took active part in a student club | <input type="checkbox"/> |
| Joined a student teachers club (or equivalent) | <input type="checkbox"/> |
| Had faculty member act as sponsor when looking for a job | <input type="checkbox"/> |

68. Which of the following experiences apply to you since you completed teacher training? (Mark all that apply)

- | | Yes |
|--|--------------------------|
| Elected to public office | <input type="checkbox"/> |
| Moved to another school system | <input type="checkbox"/> |
| Changed grade level taught | <input type="checkbox"/> |
| Transferred jobs (from one occupation to another) | <input type="checkbox"/> |
| Transferred jobs (one job to another; in teaching) | <input type="checkbox"/> |

- Quit teaching (temporarily)
- Obtained a degree
- Travelled extensively outside the Province
- Left the Province (temporarily)
- Taught in another Province
- Taught in another country
- Served on NTA committee
- Worked with youth groups or organizations
- Served on church committee
- Joined a women's organization (e.g., I.O.D.E.,
Women's Institute, Professional women's club, a
sorority, etc.)
- Worked on behalf of a charitable organization
- Worked in a provincial or federal political campaign
- Joined a political party
- Never worked
- Experienced unemployment
- Joined a golf and/or country club
- Taught Sunday School (or equivalent)
- Attended in-service teacher workshop
- Registered for a MUN Summer School
- Registered for a MUN evening credit course
- Voted in a Federal election
- Voted in a Provincial election
- Returned to community of origin to teach (i.e. to
home town)

69. Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for the members of the Newfoundland Teachers' Association?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

70. In the 1970-71 teachers' strike organized by the N.T.A. did you:

- Generally favour the strike action
- Not favour the strike action
- No answer

71. If you were born in Canada, mark the province.

- | | |
|---|--|
| Newfoundland <input type="checkbox"/> | Manitoba <input type="checkbox"/> |
| Prince Edward Island <input type="checkbox"/> | Saskatchewan <input type="checkbox"/> |
| Nova Scotia <input type="checkbox"/> | Alberta <input type="checkbox"/> |
| New Brunswick <input type="checkbox"/> | British Columbia <input type="checkbox"/> |
| Quebec <input type="checkbox"/> | Yukon <input type="checkbox"/> |
| Ontario <input type="checkbox"/> | Northwest Territories <input type="checkbox"/> |

72. If you were born outside Canada mark the country according to present boundaries.

- United Kingdom
- Republic of Ireland
- United States of America
- Other

73. Of what country are you a citizen?

- Canada
- United Kingdom
- U.S.A.
- Other

74. Year of Birth.

Decade (Fill one box only)		Actual year (Fill one box only)	
189..... <input type="checkbox"/>	193..... <input type="checkbox"/>	0..... <input type="checkbox"/>	5..... <input type="checkbox"/>
190..... <input type="checkbox"/>	194..... <input type="checkbox"/>	1..... <input type="checkbox"/>	6..... <input type="checkbox"/>
191..... <input type="checkbox"/>	195..... <input type="checkbox"/>	2..... <input type="checkbox"/>	7..... <input type="checkbox"/>
192..... <input type="checkbox"/>		3..... <input type="checkbox"/>	8..... <input type="checkbox"/>
		4..... <input type="checkbox"/>	9..... <input type="checkbox"/>

75. (a) Is there a third adult (in addition to any of your children) in your household who is regarded as a member of the family?

Yes No

(b) If yes, please indicate his/her relationship to you. (Mark as many as are applicable).

- Father
- Mother
- Father-in-law
- Mother-in-law
- Grandfather
- Grandmother
- Brother
- Sister
- Brother-in-law
- Sister-in-law
- Other (e.g., Uncle, Aunt, Cousin, etc.)
- Not applicable

76. Please indicate the community size of (a) the place where you lived the greatest length of time while you were growing up, and (b) the place where you live now.

	Community of origin	Present Community
Under 500 people	<input type="checkbox"/>	<input type="checkbox"/>
500 - 2,999	<input type="checkbox"/>	<input type="checkbox"/>
3,000 -- 9,999	<input type="checkbox"/>	<input type="checkbox"/>
10,000 - 150,000	<input type="checkbox"/>	<input type="checkbox"/>
Over 150,000	<input type="checkbox"/>	<input type="checkbox"/>

77.a From what kind of high school did you graduate?

- Roman Catholic
- Salvation Army
- United Church
- Pentecostal
- Anglican
- Amalgamated
- Private school, religiously affiliated
- Private school, non-religiously affiliated
- A public high school outside province

77.b Of the students in your high school graduating class, about what percentage went to university?

- Less than 10% 51 - 75%
 10 - 25% 76 - 90%
 26 - 50% More than 90%

78. How many high school class mates - those in the same high school class or home room - took their teacher training at the same time as you did?

- None Four - five
 One other Six - ten
 Two Eleven or more
 Three

79. At the time you decided to enter the teaching profession how many relatives or close friends did you have in teaching?

	None	One	Two	Three or more
Members of your immediate family (e.g., mother, father, brother, sister or grandparents).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other family members (e.g., uncles, aunts, cousins, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends of the family (excluding personal friends).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close personal friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

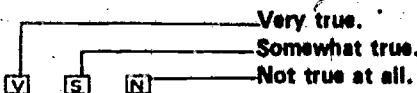
80. How far from St. John's were the schools where you did most of your teaching?

- In St. John's 100 - 299
 Less than 50 miles 300 - 499
 50 - 99 miles 500 - 749
 100 - 149 750 - 999
 150 - 199 Over 1,000 miles

81. How old were you when you started teaching for the first time?

- Under 20 26 - 29
 20 30 - 34
 21 35 - 39
 22 40 or older
 23 - 25

82. The following are descriptions of how some parents raise their children. Mark the response which best describes your mother and father as they were most of your life up to the time you left high school.



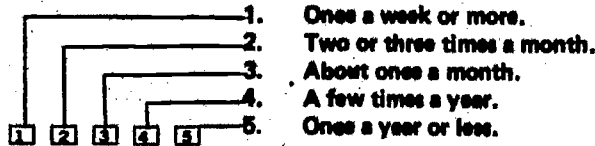
	Father	Mother
If I had some kind of problem I could count on them to help me out . . .	<input type="checkbox"/> V <input type="checkbox"/> S <input type="checkbox"/> N	<input type="checkbox"/> V <input type="checkbox"/> S <input type="checkbox"/> N
They kept after me to do well in school. . .	<input type="checkbox"/> V <input type="checkbox"/> S <input type="checkbox"/> N	<input type="checkbox"/> V <input type="checkbox"/> S <input type="checkbox"/> N

- If I did not do what was expected of me, they were very strict about it. V S N | V S N
- They comforted and helped me when I had troubles V S N | V S N
- They kept after me to do better than other children V S N | V S N
- They expected me to keep my things in good order. V S N | V S N
- They taught me things I wanted to learn V S N | V S N
- They kept pushing me to do my best in everything. V S N | V S N
- They made me feel I could talk with them about everything. V S N | V S N
- When they wanted me to do something, they explained why. V S N | V S N

83. In general I would characterize my parents as: (Mark one response for each item)

- Interested in intellectual pursuits V S N
- Interested in cultural pursuits V S N
- Religious V S N
- Interested in politics V S N
- Financially comfortable V S N
- Strict V S N

84. How often do you attend the following:



- A religious service 1 2 3 4 5
- A concert 1 2 3 4 5
- A movie 1 2 3 4 5
- A play 1 2 3 4 5
- An art exhibition 1 2 3 4 5
- An athletic event 1 2 3 4 5
- A night club 1 2 3 4 5

85. Would you describe yourself as conservative in your religious beliefs?

Yes No

86. Do you consider yourself:

- Deeply religious
- Moderately religious
- Largely indifferent to religion
- Basically opposed to religion

87. In what religion were you raised?

- Anglican Seventh Day Adventist
- Roman Catholic Other
- Pentecostal None
- Salvation-Army No answer
- United Church

28. What is the highest level of formal education reached by your husband? Your father? Your mother?

	Husband	Father	Mother
No spouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No formal schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4th grade or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8th grade or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduated from college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attained advanced degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any comments on any of the issues or questions covered in this questionnaire please send them under separate cover to:

*The "Women Teachers" Study,
Box 19, Arts and Education Building,
Memorial University of Newfoundland,
St. John's, Newfoundland, Canada.*

. APPENDIX B

Guide to Family Finances

(Supplement to the Women Teachers' Questionnaire)

444



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

GUIDE TO FAMILY FINANCES

(Accompanying "Women Teachers Study" Questionnaire)

**THIS GUIDE IS FOR THE RESPONDENT'S USE ONLY. IT IS NOT
TO BE RETURNED WITH THE COMPLETED QUESTIONNAIRE.**

CONFIDENTIAL: FOR RESPONDENT'S USE ONLY. DO NOT RETURN WITH THE COMPLETED QUESTIONNAIRE.

FAMILY INCOME GUIDE

This guide has been provided to assist married respondents in the calculation of their family's financial position. There are five major components to this. The first consists of the total family income measured annually from all sources, and especially from the combined earnings of the family head and his spouse. The second and third components of the family's income position consists of the short term family debts and the long term family debts respectively. The remaining components are the liquid assets position of the family and the non-liquid family assets.

Respondents completing the required information in this guide will have in their possession a detailed and accurate breakdown of their family income situation. Only a summary of this position is required for research purposes.

I. TOTAL FAMILY INCOME

Complete the information in the following table in order to calculate your total family income from all sources for the twelve month period preceding receipt of this questionnaire.

PLEASE NOTE: THIS GUIDE TO FAMILY FINANCES IS TO ASSIST THE RESPONDENT IN CALCULATING FAMILY FINANCES ACCURATELY. IT IS NOT TO BE RETURNED WITH THE COMPLETED QUESTIONNAIRE.

146

TABLE I

Item	AMOUNTS IN DOLLARS ONLY	
	COLUMN A* Head of Household	COLUMN B Spouse
(i) Total wages and salaries, commissions, bonuses, tips etc. before any deductions for the preceding twelve month period .	\$ _____ /00 None 0	\$ _____ /00 None 0
(ii) Total net income from self-employment or from operating own non-farm or non-fishing business or professional practice; that is total business income less expenses of operation for preceding twelve month period. If lost money, give amount and write "Loss"	\$ _____ /00 None 0	\$ _____ /00 None 0
(iii) Total net income from operating a farm or a fishing enterprise on your own account or in partnership for the preceding twelve month period. State total income from farming or fishing less expenses of operation. If lost money, give amount and write "Loss"	\$ _____ /00 None 0	\$ _____ /00 None 0
(iv) Total income from family and youth allowances for preceding twelve month period	\$ _____ /00 None 0	\$ _____ /00 None 0
(v) Total income from Government old age pensions and Canada pensions for preceding twelve month period	\$ _____ /00 None 0	\$ _____ /00 None 0
(vi) Total income from other government sources - e.g., unemployment insurance, veteran's pensions and allowances, welfare - for preceding twelve month period	\$ _____ /00 None 0	\$ _____ /00 None 0
(vii) Total income from retirement pensions from previous employment	\$ _____ /00 None 0	\$ _____ /00 None 0
(viii) Gross income from roomers and boarders for preceding twelve month period. Do not include payments received from members of your family	\$ _____ /00 None 0	\$ _____ /00 None 0
(ix) Total income from bond and deposit interest and dividends for preceding twelve month period	\$ _____ /00 None 0	\$ _____ /00 None 0
(x) Other investment income for preceding twelve month period - e.g., net rents	\$ _____ /00 None 0	\$ _____ /00 None 0
(xi) Other income for preceding twelve month period - e.g., income from abroad	\$ _____ /00 None 0	\$ _____ /00 None 0

***NOTE: Married respondents who are widowed, separated or divorced will fill in column A as head of household.**

- 1. Total, Column A, equals before-tax income of husband from all sources for preceding 12 months \$ _____ /00
- 2. Total, Column B, equals before-tax income of spouse from all sources for preceding 12 months \$ _____ /00
None 0
- 3. Joint total, Column A plus Column B equals total family income from all sources for the preceding 12 months .. \$ _____ /00

INSTRUCTIONS:

Use the Column A total in "1" above for answering question 39A on page 16 of the questionnaire; that is, the Before-tax Income of Husband.

Use the Joint total (Column A plus Column B) in "3" above for answering question 39B on page 16 of the questionnaire; that is, the Total Family Income.

II. SHORT TERM FAMILY DEBTS

Complete the information required below in order to calculate your family's short term debt position as of the current week (that is, the week in which you answered this questionnaire).

TABLE II

Item	AMOUNTS IN DOLLARS ONLY	
	COLUMN A Head of Household	COLUMN B Spouse
(i) Amounts owing on charge accounts — for example, with retail stores, service stations, fuel companies	\$ _____ /00 None 0	\$ _____ /00 None 0
(ii) Amounts owing on continuous instalment, revolving credit etc. and other instalment debts — for example, on cars, furniture, appliances etc., and to stores, sales finance companies and others	\$ _____ /00 None 0	\$ _____ /00 None 0
(iii) Amounts owing to small loan companies	\$ _____ /00 None 0	\$ _____ /00 None 0
(iv) Amounts owing to credit unions and cooperatives	\$ _____ /00 None 0	\$ _____ /00 None 0
(v) Loans from chartered banks secured by stocks and bonds as collateral	\$ _____ /00 None 0	\$ _____ /00 None 0
(vi) Loans from chartered banks secured by other collateral such as surrender value of life insurance and automobiles	\$ _____ /00 None 0	\$ _____ /00 None 0
(vii) Home improvement loans from chartered banks	\$ _____ /00 None 0	\$ _____ /00 None 0
(viii) Other loans from chartered banks	\$ _____ /00 None 0	\$ _____ /00 None 0
(ix) All other loans — e.g., loans from insurance companies, stock brokers, dealers etc.	\$ _____ /00 None 0	\$ _____ /00 None 0
(x) Debts to doctors, dentists, hospitals	\$ _____ /00 None 0	\$ _____ /00 None 0
(xi) Debts to other persons	\$ _____ /00 None 0	\$ _____ /00 None 0
(xii) Any other short term debts or outstanding accounts	\$ _____ /00 None 0	\$ _____ /00 None 0

Total Column A \$ _____ /00

Total Column B \$ _____ /00

Joint short term family debt position equals column A total plus column B total

\$ _____ /00

INSTRUCTIONS:

Use the joint total of Column A plus Column B above for answering question 40 on page 17 of the questionnaire; that is, the short term family debts.

III. LONG TERM FAMILY DEBTS

The long term family debt position, may be ascertained by completing the following information:

- (i) If you own your present dwelling, what is the principal still owing on the second mortgage? (see note below) \$ _____ /00
None 0
- (ii) If you own your present dwelling, what is the principal still owing on the first mortgage? (see note below) \$ _____ /00
None 0

NOTE: If the principal still owing is not known obtain the following information and consult an interest table:

- (a) Date of issue of mortgage _____ 19__
- (b) Length of term _____ years;
- (c) Original value when issued \$ _____ /00;
- (d) Interest rate _____ %;
- (e) Frequency of payment _____
- (f) Amount of repayment excluding taxes \$ _____ /00

- (iii) If you own other property (excluding business property) such as a country cottage, lots of land, farm or estate, what is the total amount of mortgage money still owing? \$ _____ /00
None 0
 - (iv) Principal owing on other long term debts such as outstanding student loans, or government loans. Do not include outstanding loans included in table II; that is, short-term debts. \$ _____ /00
None 0
- Total Long Term Family Debts
equal (i) + (ii) + (iii) + (iv) = \$ _____ /00
None 0

INSTRUCTIONS:

Use the total long term family debts calculated in the above table for answering question 41 on page 17 of the questionnaire.

IV. LIQUID ASSETS POSITION OF FAMILY

Your family's liquid asset position may be calculated by providing the information in the following table. These items refer to your personal assets only, not to assets which belong to any business you may own or operate.

TABLE IV

Item	AMOUNTS IN DOLLARS ONLY	
	COLUMN A: Head of Household	COLUMN B Spouses
(i) Money in current account and/or personal chequing account ..	\$ _____ /00 None 0	\$ _____ /00 None 0
(ii) Money in savings account	\$ _____ /00 None 0	\$ _____ /00 None 0
(iii) Deposits with credit unions and/or cooperatives	\$ _____ /00 None 0	\$ _____ /00 None 0
(iv) Other deposits — e.g., post office, trust and loan companies, cash balances with stock brokers, investment dealers etc.	\$ _____ /00 None 0	\$ _____ /00 None 0
(v) Canada savings bonds	\$ _____ /00 None 0	\$ _____ /00 None 0
(vi) All other bonds, including municipal, provincial, industrial, foreign, etc.	\$ _____ /00 None 0	\$ _____ /00 None 0
(viii) Outstanding loans to other persons (Do not include loans to other members of your family) .	\$ _____ /00 None 0	\$ _____ /00 None 0
(ix) Current trade-in value of publicly traded stocks, shares, stock rights, and warrants (see note below)	\$ _____ /00 None 0	\$ _____ /00 None 0

*Joint assets or accounts may be recorded under column A for the purpose of estimating your family's liquid asset position.

Note regarding Table IV (ix) above.

If at the present time you or your husband own publicly traded stocks, or shares in mutual funds, etc. please enter the information regarding each issue of stocks in the table below. See the examples at the bottom of the table.

INSTRUCTIONS:

1. Calculate the total trade-in value of all publicly traded stocks, shares, and warrants in your possession and complete the information in Table IV(ix).
2. To obtain your family's liquid asset position add the totals of column A and column B in Table IV.

Total, Column A \$ _____ /00
 Total, Column B \$ _____ /00
 Joint total, Column A
 plus Column B \$ _____ /00

3. Use the joint total (Column A plus Column B) in "2" above for answering question 42 on page 18 of the questionnaire; that is, the Liquid Assets Position of Family.

V. NON-LIQUID ASSETS OF FAMILY

The non-liquid asset position of your family may be ascertained by completing the following information:

(i) If you own your present dwelling, subtract the current mortgage debt on this dwelling (that is, the amount still owing) from its present-day market value (that is, what the property would sell for today). \$ _____ /00
 None 0

(ii) If you own other property (excluding business property) such as a country cottage, lots of land, estate etc., subtract the total mortgage debt on the property from its present-day total market value (that is, subtract the total amount still owing from the amount that the property would sell for today). \$ _____ /00
 None 0

Total Non-Liquid Assets of
 Family equal (i) + (ii) = \$ _____ /00
 None 0

INSTRUCTIONS:

Use the total non-liquid assets of the family calculated above for answering question 43 on page 18 of the questionnaire.

SUMMARY

I. TOTAL FAMILY INCOME

Before-tax income of head of household (use for answering question 39A on page 16 of questionnaire) \$ _____ /00

Joint total before-tax income of head of household and spouse (use for answering question 39B on page 16 of questionnaire) \$ _____ /00

II. SHORT TERM FAMILY DEBTS(Use for answering question 40 on page
of questionnaire)

\$ _____ /00

III. LONG TERM FAMILY DEBTS(Use for answering question 41 on page
17 of questionnaire)

\$ _____ /00

**IV. LIQUID ASSETS POSITION OF
FAMILY**(Use for answering question 42 on page
18 of questionnaire)

\$ _____ /00

V. NON-LIQUID ASSETS OF FAMILY(Use for answering question 43 on page
18 of questionnaire)

\$ _____ /00

If you have any comments on any of the items covered in this Guide to Family Finances, or if you wish to obtain additional free copies of this guide for instructional or other purposes, please write under separate cover to:

The "Women Teachers" Study
Box 19, Arts and Education Building
Memorial University of Newfoundland
St. John's, Newfoundland, Canada

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APPENDIX C

Follow-up Letters

First follow-up

A mailed post card addressed to each non-participating respondent:

NO NEWS IS BAD NEWS *
for Survey Research Workers

Remember the Women Teachers' Study questionnaire concerning university graduation and labour market opportunities that was sent to you several days ago by the Memorial University of Newfoundland.

If you have already returned it to us, please accept our thanks. Your help is much appreciated as it helps us to evaluate how university graduates far after leaving university.

If it is not yet done, we would like to hear from you. WILL YOU PLEASE SEND BACK THE COMPLETED QUESTIONNAIRE SOON?

Your contribution to the study is important and does matter.

THANK YOU.



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Faculty of Education
Office of the Dean

Phone: 753-1200 Area Code: 709

September 28, 1972.

Dear Fellow Teacher:

Four weeks ago we sent you a questionnaire requesting your participation in a research project designed to gather information on a variety of matters pertaining to women teachers.

We need your help in finding some answers.

Why do some married women teachers make permanent careers in teaching while others do not? Why do women university students change majors and/or degree programs? How do women teachers find teaching positions? Which teaching areas are under- or over-subscribed by women teachers? In retrospect, what do women teachers think about teacher training? What were the most satisfying aspects of university or college experiences? What contributions do women teachers make to their communities of residence?

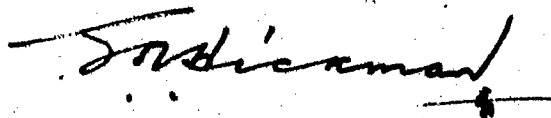
This is an omnibus questionnaire designed to solicit answers to a wide range of problems. Furthermore, the study has been designed in such a way that the responses from only a small fraction of women teachers will be used as representative of all women teachers in the Province. So if we do not obtain your response our research will not be successful.

We think that the findings will be considered very seriously by policy makers which is why the study is supported by Government, University and the Newfoundland Teachers' Association. We also know the limits of questionnaires and have no illusion that even a broad survey will answer all our questions. Nevertheless, we know of no other way of finding the information representative of all women teachers.

We know how busy women teachers are. We know that this questionnaire takes about fifty minutes to complete and we know that other surveys have made similar demands on your time. But this survey is unique in its scope. It is the first of its kind in Canada to explore a variety of issues in depth and we believe the importance of the study will justify the time you give it.

Thank you for your kind attention to this request.

Yours sincerely,



G.A. Hickman,
Dean, Faculty of Education.