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A Study of the Expressed Intentions of Virginia Teachers in Military Service Concerning Returning to Teaching

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A STUDY OF THE EXPRESSED INTENTIONS OF VIRGINIA
TEACHERS IN MILITARY SERVICE CONCERNING
RETURNING TO TEACHING
by
HUGHES KENNEDY REVELEY

SUBMITTED IN PARTIAL FULFILLMENT
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CHAPTER I

STATEMENT OF THE PROBLEM

Reasons for Undertaking the Study

Shortly after the beginning of World War II, many educators became concerned about the effect of global war upon the intentions of teachers who were serving in the armed forces. They wished to learn if, after the trying experiences of war, teachers would return to their former professions.

Our country was engaged in total war and all signs pointed to a long and costly struggle. The drain on our available manpower was enormous; every able-bodied man would sooner or later wear the uniform of his country. Educators were rightly alarmed over the effect of this anticipated shortage in their teaching staffs during the period of reconversion following the tragic conflict.

During the critical months of 1942, school after school lost its athletic coach, and agriculture teacher to the armed forces. Following these men were other teachers, both men and women, who felt the call of duty, and enlisted in some branch of service.

The question in the minds of educators was what the effect of war on these people would be with reference to their future as teachers. This study was undertaken in an

effort to get at the facts of the situation, and to present them in such a manner as to make a contribution to education in Virginia.

If one may form a judgment on the basis of the number of studies reported, or the space in current educational and sociological discussions devoted to it, little attention has been given to this problem in current professional literature.

Statement of the Problem

This study deals primarily with those teachers who left positions in Virginia public schools to enter the armed forces. Occasionally teachers were sampled on the college and university level; not for the purpose of comparison, but rather to add significance to the study. The problem is, by means of the questionnaire, to discover the expressed intentions of teachers who served in the armed forces in regard to returning to the teaching profession.

The writer seeks in this study to throw light on the following questions:

1. Was the size and type of school a factor in influencing teachers?
2. Did former working conditions influence the teacher's decision?
3. Was leave of absence a factor?
4. Did the character of the service experience enter into the decision of former teachers who decided not to return to teaching?

5. What age group of teachers were more influenced by their war experience?
6. Was the matter of attained rank of any importance in teacher decisions?
7. Did the difference between service pay, and the salary of teachers make other types of work with better pay more attractive?
8. Was the G I Bill of Rights to be used to further professional training in the field of Education; or was it to be used for training in other professions?

Methodology of Study

An initial list of former Virginia public school teachers in the armed forces was secured by writing sixty division superintendents. One hundred and seventy-five names and addresses of teachers in service were obtained in this manner. Some of these addresses were inaccurate, and consequently were worthless from the standpoint of being used in this study.

The more reliable source of names and addresses of former Virginia teachers in the armed forces proved to be college alumni secretaries. Personal letters, with self addressed stamped envelopes enclosed, were sent to the alumni secretaries of the following Virginia institutions:
Bridgewater College, Emory and Henry College, Hampden Sydney College, Madison College, Randolph Macon College of Ashland, Roanoke College, State Teachers College at Farmville,

University of Richmond, University of Virginia, Washington and Lee University, and William and Mary College. The college alumni secretaries returned an average of twenty-five names each. These addresses were more accurate and up-to-date than the ones received from the division superintendents.

Teachers receiving the questionnaire in the armed forces sent in an additional fifty-five names and addresses of former Virginia teachers. In several instances, names and addresses of former teachers were obtained from local daily newspapers. This source, however, was useful only if the teachers were stationed in the United States.

The writer started with an initial list of five hundred and twenty-two names and addresses of former Virginia teachers. This list was gone over carefully in order to check for names giving the same service address in the United States. In such cases all but one name was discarded. In the opinion of the writer, it appeared that by doing this there would be less chance of any two former Virginia teachers comparing answers to their questionnaires. For example, if at one camp in the United States, the writer had four names, and all of these former teachers were in the infantry, only one name was used. Whenever a selection of this kind was made the individual with the longest service record was always chosen.

The original list of five hundred and twenty-two names was reduced to four hundred names by the process of selection

described in the preceding paragraph. In making this selection of former teachers located in various sections of the United States, it was interesting to note that only nine teachers listed in this study were stationed in Virginia at the time the questionnaire was sent out to them. The remainder of the group of former Virginia teachers, stationed in the United States, was scattered among twenty-four states.

Before the final questionnaire was prepared, the writer tried out a sample form, similar to the one finally used, on a group of teachers in Prince Edward and Cumberland counties. One question involving the age of the individual was considered objectionable and another question concerning the use of leisure time was deleted. The criticisms of these teachers were helpful in preparing a final form to be sent to teachers in the armed forces. The revised form of the questionnaire consisted of seventeen questions. Four questions could be answered by checking yes or no in the appropriate space. The second, third, and fourth questions dealt with data concerning the former teacher's service record. The fifth through the ninth questions asked for information relative to the teacher's former educational experience. The twelfth and thirteenth questions, pertained to information concerning the former teacher's last public school position in civilian life. Questions ten, eleven, fourteen, fifteen, sixteen, and seventeen were concerned directly and indirectly with the effect of war experiences

upon the teacher-soldier. A copy of the questionnaire is included in the appendix.

During the month of October, 1944, four hundred questionnaires were mailed to former teachers who were on duty in the United States, or who were stationed in the Asiatic, Pacific, African, and European theaters of war. Almost half of the questionnaires went to former Virginia teachers who were stationed outside of the United States. And in a number of cases, before the former teacher, stationed in the United States, received his questionnaire he had been transferred to an overseas area. A period of eight months elapsed from the time the first questionnaire was mailed, until the one hundred and eightieth form was received in May, 1945.

It was gratifying to the writer to see the willing cooperation of the former teachers who participated in this study. Many of them, under trying conditions, attendant upon foreign duty, were prompt in completing and returning their questionnaires. No doubt in many cases, it was weeks or even months before some of the questionnaires were received by the addressees.

Limitations of the Methodology of Study

There are many inherent weaknesses in the questionnaire, but in attempting a study of this nature, it appeared to be the

only way in which so many different people, in widely scattered areas, could be contacted in any reasonable length of time.

Pauline Young¹ has this to say of the questionnaire:

The questionnaire is believed by some scientists to have fallen of late into disrepute, particularly if one aims to study data by the questionnaire method alone, or to study qualitative and complex situations.

It is often very difficult to distinguish between what is actually thought and "wishful thinking." There is no doubt in the writer's mind that the very fact that the respondents were in the armed forces colored their thinking to some extent; to what extent cannot be determined. It is entirely probable that if the same questionnaire was sent to the same group in somewhat different occupations, the resulting differences in reaction would be apparent. An attempt was made to keep the questionnaire as objective as possible. Whenever questions involving attitudes and opinions are asked, the answers must be interpreted accordingly. Good, Barr, and Scates² say of the attitude questionnaire:

There is a legitimate field for the attitude questionnaire in getting a cross section of thought....

¹Pauline V. Young and Others, Scientific Social Surveys and Research, New York: Prentice-Hall Inc., 1939.

²Carter V. Good, A.S. Barr, and Douglas E. Scates, The Methodology of Educational Research, New York: D. Appleton-Century Company, 1939.

The opinions and attitudes represented are facts in so far as the responses are typical responses of the individuals, but they are facts of opinion.

Young³ in a discussion of the type of question to be asked, makes this warning statement:

Reliability may be increased by avoiding asking questions for details, which experience has shown cannot be given reliably.

Whenever it is necessary to use the questionnaire for a research project, it should be concise and specific. The questionnaire must not be depended upon for gathering any extensive data. Conrad Elmer⁴ says of the questionnaire:

If information is desired which is of a specific nature, it is possible to get reasonably reliable data by sending out questionnaires....In short, the questionnaire must be used with great caution.

Adequacy of sample. A question might arise in the mind of the reader as to the adequacy of the number of former teachers who were sent questionnaires. Does the five hundred names represent a true sample of the teachers of Virginia, who served in the armed forces during World War II? The criterion of adequacy requires that a sample be composed of enough units to insure reliable results. Margaret Hagood in a discussion of sampling says:

To obtain a valid sample, we must plan our selection of units so that they will be representative of the universe from which they are drawn; and we

³Ibid., p.7.

⁴Manuel Conrad Elmer, Social Research, New York: Prentice-Hall Inc., 1939.

must select an adequate number of units to make our results reliable.⁵

The writer selected the list of former Virginia teachers by means of a combination of random selection as well as selection at regular intervals. In the writer's opinion, through such methods the samples selected were fairly representative of Virginia teachers serving in the armed forces at the time this study was made. The size of a sample does not necessarily increase its reliability. Small samples properly selected may be more reliable than large samples poorly selected.

In spite of the foregoing rather severe criticism of the questionnaire, the writer feels that the questionnaire used in this study comes within the general limitations of the questionnaire method of research. The writer does not make the claim that the questionnaire used here is unusual in any way; but the reader is cautioned to bear in mind the fact that these former teachers were experiencing an entirely new phase of life at the time they received the questionnaire. In all probability, the very fact that the questionnaire was sent to this group of former teachers during a time of war, gave them some little contact with their former occupation and motivated many of them to give serious thought to the problems of public education in their home areas.

⁵Margaret Hagood, Statistics for Sociologists, New York: Reynal and Hitchcock Inc., 1939.

Then, too, it is apparent that considerable interest had to be manifested by former teachers in order for them to return questionnaires after they had had them for many months.

The writer is of the opinion that the questionnaire used in this study had two important conditions contributing to its success. In the first place, the factors being investigated were of vital interest to former teachers; and in the second place the questionnaire arrived at a psychological time to receive the careful consideration of the respondents.

Other influential factors. The ensuing discussions center wholly around the influence of military service upon former teachers. There are other factors, besides military service, that could have influenced former teachers to leave the profession. Industry needed college trained personnel during the war and young teachers no doubt left the profession to enter jobs to be found in industry.

CHAPTER II

WHO ARE THESE TEACHER-SOLDIERS

The purpose of this chapter is to set forth data relative to the former teachers' positions in civilian life as well as to their status in the armed forces. The former teachers are classified according to age, subjects taught, and the type of school which they left to enter the armed forces. The former teachers in the armed forces are classified according to length of service, rank, type of service performed, and the location of former teachers with respect to a particular war theater.

Age

Of the one hundred and eighty former teachers returning the writer's questionnaire, one hundred and twenty-seven were under thirty-eight years of age; forty-one over thirty-eight; and twelve failed to state their age. During the period of war from 1941-44 most men were liable for military service from age 21 through 38. And this would account for the fact that there was such a large number in this study under thirty-eight. If a person followed the normal course through school and college he would be almost twenty-two years of age upon graduation; and as is the case in this study, all former teachers discussed had had some teaching experience. Even if these former teachers had taught but a single year prior to

entering military service, they would have been under normal conditions twenty-three or above.

Of the forty-one over thirty-eight, some of them had become thirty-eight while in service and some of them had reached that age before entering the armed forces. In all probability the majority of these former teachers in this category volunteered for service because they may have had some special qualifications that the armed forces needed.

Subjects Taught or Type of Position

Former teachers are classified under eight headings according to their major subject field in Table I below

TABLE I

TYPE OF POSITIONS HELD BY FORMER TEACHERS

Type of Position	Number	Per Cent
Administration	36	20.0
Teacher of English	18	10.0
Teacher of History	15	8.3
Teacher of Languages	9	5.1
Teacher of Mathematics	22	12.3
Teacher of Physical Education	38	21.0
Teacher of Science	20	11.0
Teacher of Vocational Agriculture	22	12.3
Total	180	100.0

The largest single group of former teachers listed in the above table was composed of teachers of physical education. There are several probable reasons for so many falling into this category. In the first place, teachers of physical education, especially in the smaller schools, were men and

women who had recently graduated from institutions of higher learning, and, in the case of men they were liable for draft service. Likewise, these former men teachers had for the most part been athletes in their respective colleges, and were in fair physical condition, making them more likely to be drafted sooner or later. The, too, early in the course of the war, the armed forces were especially interested in obtaining men qualified to set up a physical fitness program. Also various branches of the armed forces offered commissions to college trained personnel, who possessed definite qualifications. It is assumed that these factors are responsible for a goodly number of physical education teachers leaving the public schools for the armed forces.

The next largest grouping in Table I came under the heading of administration. Twenty-nine of the people mentioned in this group came from schools in which the enrollment was three hundred pupils or less. In some cases these administrators were beyond the first draft age, but they were interested in the possibilities of commissions offered them by the armed forces because of some special qualifications that they possessed by reason of their training. No doubt there were numerous other factors causing these former school people to leave their jobs in the public schools, such as patriotism, a chance for a higher status of living, and still others perhaps because they thought experience in the armed forces would broaden their

outlook upon life.

For the most part, the members of the next largest group listed in Table I, teachers of agriculture, came from rural areas and from schools with enrollments of three hundred pupils and less. As a general thing, larger schools, found in towns and cities, do not offer agriculture in their curriculum. One factor that perhaps sent so many former agriculture teachers into the armed forces, was the fact that if they had taken their agriculture training in Virginia, they probably had had military training, and in some cases held reserve commissions in the army.

Almost an equal number of teachers of mathematics and science¹ as of teachers of agriculture entered the armed forces from the public schools of Virginia. These former teachers were rather evenly distributed throughout the various size schools studied. In some cases these former teachers were older, and possessed special training in mathematics and science, which were fields of training from which certain branches of the armed forces were particularly anxious to secure personnel. In practically every instance in the case of mathematics and science teachers, the armed forces offered them commissions to enter the service.

¹Cf. ante p. 12.

The remaining fields of English, History, and Languages were made up of men and women scattered throughout the various size schools discussed later in this study. A large proportion of the English and Language teachers, upon entering the armed forces, were employed in phases of work similar to teaching.

Schools from which Teacher-Veterans Came

In Table II former teachers are classified according to the size² of the last school in which they were employed. Almost twenty per cent of these former teachers came from schools with enrollments between 250-299. This size school is generally found in smaller towns or in rural areas. If the school was in a rural area, it would probably lose its agriculture teacher first to the armed forces, then its athletic coach, because as general thing in such sized schools these men were younger and more liable to be drafted. Likewise the same thing would apply to administrators in schools from 250-299. Two-thirds of the former teachers in Table II came from schools with enrollments under 400.

²p. 16.

TABLE II

SIZE OF SCHOOLS IN WHICH TEACHERS LAST TAUGHT*

Enrollment	Number	Per Cent
0-49	2	1.3
50-99	7	4.5
100-149	9	5.8
150-199	13	8.3
200-249	12	7.7
250-299	30	19.2
300-349	15	9.6
350-399	16	10.3
400-449	8	5.1
450-499	5	3.2
500-549	3	1.9
550-599	9	5.8
600-649	6	3.8
650-699	2	1.3
700-749	3	1.9
750-799	6	3.8
800-849	2	1.3
850-899	3	1.9
900-949	1	.7
950-999	1	.7
1000 and over	3	1.9
Total	156	100.0

*This table does not include enrollment of colleges or the number of college teachers who are discussed elsewhere in another connection in this study.

Seven types of schools were listed in the writer's questionnaire³, with an additional blank for the use of those teachers whose particular type of school was not listed. No former teacher found it necessary to use the blank space provided in the questionnaire to identify any other type of school. Ten former teachers came from the elementary schools; eighteen from the junior high schools; twenty from private schools; one hundred eight from high schools; and twenty-four from colleges and universities. The greater portion of the former teachers in the elementary schools were women young enough to volunteer in various branches of the armed forces. There was a small number of women in the junior high schools returning the questionnaire. In the remaining schools listed all of the former teachers were men.

Length of Service

Service age of the individual former teacher cooperating in this study, varied from as little as four months to a maximum of fifty-four months. These figures do not represent quite a true picture of length of service; for the data presented here was gathered sometime prior to the end of World War II. Final figures on these former teachers at the close of World War II would have added eight to ten months to the length

³See appendix.

of service of each former teacher, provided they remained in service till the close of the war.

TABLE III
LENGTH OF SERVICE

Months	Number	Per Cent
0-4	6	3.3
5-8	9	4.9
9-12	13	7.1
13-16	18	9.9
17-20	23	12.6
21-24	35	19.2
25-28	26	15.4
29-32	20	11.0
33-36	12	6.6
37-40	8	4.4
41-44	6	3.3
45-48	3	1.7
49 and over	1	.6
Total	180	100.0

The major purpose of using this table is to point out the fact that seventy-five per cent of these former teachers spent eighteen months or more in the armed forces. Any bearing that service in the armed forces had upon any particular former teacher, toward influencing him one way or the other, is of importance. It would be apparent that eighteen months is long enough time in a totally different occupation from teaching, for any former teacher to make up his mind and decide upon a future course of action. The twenty-five per cent of the former teachers in the above table who had spent less than

eighteen months in service were all younger people. They had had very little teaching experience prior to their entry into the armed forces. Former teachers, who had spent three or more years in service, were in every case older men; and most of them had received commissions upon volunteering for service early in the course of World War II. Some of these older former teachers probably had received commissions because of their knowledge of administration and physical education.

Rank

Service preference, among former teachers participating in this study, was almost evenly divided between the two larger branches of the armed forces; forty-seven per cent army, and forty-four per cent navy. The remaining nine per cent were associated with allied services of the armed forces, such as the American Red Cross and foreign public health services. The rank held by former teachers in the army was as follows: lieutenant-colonels, one per cent; majors, one per cent; captains, five per cent; lieutenants, both first and second, twenty-one per cent; sergeants, eleven per cent; corporals, four per cent; and privates three and one-half per cent. A similar breakdown by rank for the navy was: lieutenant-commanders, two per cent; lieutenant (senior grade), six per cent; lieutenants (junior grade), fifteen per cent; ensigns, eight per cent; chief specialists, nine per cent; and pharmacist mates, three per cent.

No former teacher, serving in the navy in a commissioned status held the rank of commander which would have been comparable to that of lieutenant-colonel in the army. There were twice as many lieutenant-commanders reporting in this study from the navy as there were from the corresponding rank of major in the army. Likewise, more former teachers were lieutenants (senior grade) in the navy, than captains reporting from the army. More former teachers reported as ensigns and lieutenants (junior grade) in the navy than their counterparts of lieutenants in the army.

Sixty per cent of the former teachers, returning the writer's questionnaire, were commissioned officers in the army, as compared with seventy per cent of those in the navy holding commissions. Several factors may have been responsible for the larger percentage of former teachers commissioned in the navy. In the early phases of the war the navy offered commissions to any college graduate who volunteered and was able to pass the necessary physical examinations. The army was somewhat more rigid in its requirements for officer candidates during the early stages of World War II.

Thirt-two per cent of the former teachers studied were non-commissioned officers in the army, while only twenty-nine per cent of those in the navy were non-commissioned officers. These groups of non-cpmmissioned officers were those former teachers who had either been drafted into service, or volunteered

sometime after the beginning of World War II. No former teacher in the navy included in this study reported any rank below the non-commissioned status. This was not the case in the army as three per cent of the former teachers returning the questionnaire listed themselves as privates. The small number of former teachers who were corporals and privates in the army had had limited service, six months or less, and had completed none of the specialized courses offered by the army, other than preliminary training.

One former college administrator volunteered for service in the army, and was commissioned a lieutenant-colonel. All other former teachers, serving in the army with the rank of a commissioned officer, had followed the normal routine of promotion to obtain their rank. Former teachers responding to this questionnaire served almost three years in the army before obtaining the rank of major; captains spent, on the average, two years before reaching that grade. Lieutenants had served on active duty for an average period of thirteen months. First and second lieutenants are combined as a single group in this study as the respondents did not differentiate between the two grades of officers.

Former teachers, who held commissions of lieutenant (senior grade) in the navy, were older men who had been commissioned directly from civilian life. Lieutenants (junior grade) had either been commissioned directly from civilian life or

had followed normal navy procedure of gaining at least one year of active service as ensigns before being advanced in rank. One Negro teachers reported having reached the rank of lieutenant (junior grade).

Those former teachers who held commissions as ensigns were likewise commissioned directly from civilian life and had had little teaching experience, some of them as little as a single year. The nine per cent of those teachers who served in the navy as chief petty officers (chief specialist) were former athletic coaches who had volunteered for the Tunney Physical Fitness program and had received these ratings upon entering the navy.

Four and one-half per cent of those teachers returning the questionnaire were associated in some capacity with the American Red Cross. This group included young men and women between the ages of twenty and thirty. This entire group was stationed in areas outside of the Continental United States.

Type of Service

The type of service performed by former teachers in the armed forces was classified under ten headings in Table IV⁴.

⁴p. 23.

TABLE IV

TYPE OF SERVICE PERFORMED BY FORMER
 TYPE OF SERVICE PERFORMED BY FORMER
 TEACHERS IN THE ARMED FORCES

Administration	37	20.6
Communications	11	6.2
Combat Forces	68	37.8
Educational Services	17	9.4
Embarkation	4	2.2
Intelligence	2	1.2
Medical Services	17	9.4
Morale and Welfare	3	1.7
Special Services	17	9.4
Strategic Services	4	2.2
Total	180	100.0

It is interesting to compare the number in Table IV grouped under administration with the same grouping in Table I⁵.

In every case, with two exceptions, the grouping was the same. This is the only instance in the writer's study, in which the armed forces made full use of the teachers' former training and experience.

The combat force grouping included such sub-units of the armed forces as infantry, air corps, armed guard, anti-aircraft, artillery, and coastal defense. The men who made up these units were all young men in their early twenties, men for the most part who volunteered. The question arises in the writer's mind, Why was it necessary to use such a high percentage of these well-trained men in the combat forces? It would be

⁵p. 12.

quite interesting to know the causality rate of this combat force.

It seems odd to the writer that the armed forces placed so few of these former teachers, included in this study, in morale and welfare services. This certainly would seem to be a service where former teachers could have been placed readily. Teachers, by the very nature of their daily problems in human relationships, should have been placed in so important a category in large numbers.

Approximately one out of ten former teachers, included in this study, were connected in some manner with the educational service of the armed forces. These teachers assigned to the educational service taught specialized courses for all branches of the armed forces.

Location of Former Teachers in War Theaters

This section of the ariter's study merely points out the wide separation of former teachers from their original place of occupation in the State of Virginia. The following data was based upon the location of teachers at the time the questionnaire was sent out. Likewise the mailing point of the questionnaire was also taken into consideration. Sixty-six questionnaires were returned from the Continental United States. Twenty-five states were temporary homes of the above teachers. Former teachers, who received their questionnaires while

stationed in the United States, generally answered them in a short while, although in some instances the questionnaire followed a former teacher quite some time before reaching him.

Seventy-four teachers were stationed in the Pacific and Asiatic theater of war, while only forty former teachers included in this study were stationed in the European theater of war. Probably more former teachers were stationed in the Pacific theaters of war because so many of them volunteered for the armed forces soon after December 1941 and during that period our government was attempting to step up the tempo of the war in the Pacific.

CHAPTER III

EXPRESSED INTENTIONS OF TEACHER-VETERANS

Fifty-three per cent of all former teachers answering the questionnaire indicated a desire to return to the profession of teaching sometime after the close of World War II. Some of these former teachers stated that they were not sure when they would return to the profession, since they anticipated furthering their education before returning to teaching. Twenty-seven per cent of former teachers, returning the questionnaire, wanted to return to their former occupation of teaching just as soon as possible after their release from the armed forces. Almost half of these teachers, who expressed the desire to return immediately to their jobs after the war, were college and university teachers.

Type of Position Anticipated

Ten former teachers, who were employed in elementary schools at the time of their entry into the armed forces, indicated a desire upon returning to teaching, to work with children on a higher age level than those they had formerly taught. These elementary teachers in some cases wanted junior high school work and other preferred high school assignments. One hundred and forty-six former teachers were connected with junior or senior

high schools, and in some cases with private secondary schools. Fifty per cent of the former junior high school teachers, at the close of the war, wished to do teaching of a type different from that required in their former jobs. Likewise, fifty per cent of those former teachers in the private secondary schools desired teaching of a different nature from that which they had experienced in their former jobs. One hundred eight former public high school teachers responded to the writer's questionnaire; and of this number only seventy-nine wished to return to the same type of public school teaching they had formerly done. Twenty-four college and university teachers answered the questionnaire, and each of them planned to return to his former job. Also eight former teachers from the elementary and secondary levels of the public school system desired to further their education and then enter college teaching.

It would appear from the above statements that teachers are more satisfied with the teaching profession as they move to higher levels of instruction. Such factors as salary, standing in the community, teacher tenure, less contact with the public, and so on, may have a bearing on teacher satisfaction in these higher levels of instruction. However, the investigator, from data received, is not able to draw definite conclusions to this effect.

Teachers Who Plan not to Return to Teaching

Thirty-two per cent of all former teachers answering the questionnaire had definitely made up their minds not to return to teaching. Two thirds of this group listed inadequate salary as their prime reason for not returning to their former jobs in Virginia public schools. This means that fifty-seven former teachers, out of the one hundred and eighty who answered the writer's questionnaire, plan to seek other fields of employment at the close of the war. There were no former college and university teachers among the fifty-seven teachers not returning, as all college and university teachers expressed a desire to return to their former jobs. Forty per cent of the fifty-seven non-returning teachers planned to further their education under the "G I Bill."

Fifteen per cent of the one hundred and eighty former teachers were undecided as to their plans at the close of World War II. The majority of this undecided group stated that they wanted to do graduate work before making a final decision relative to their former occupation of teaching.

Reasons for Leaving Teaching

Twenty-eight reasons were listed by former teachers in Table V¹ as major factors in making their decisions to

TABLE V

REASONS GIVEN FOR NOT RETURNING TO TEACHING*

Reasons	Number	Per Cent
Inadequate Salary	37	38.0
Lack of Improvement in School Plant	7	8.0
Lack of Full-Time Employment	7	8.0
Lack of Opportunity for Advancement	6	6.0
Technical Education Received in the Armed Forces Pointed to Occupations other than Teaching	4	4.0
Lack of Public Recognition for the Profession	3	3.0
Lack of Incentive for Professional Growth	3	3.0
Unsatisfactory Retirement Provision	3	3.0
Interest in Present Work	3	3.0
Teacher Tenure	3	3.0
Marriage	2	2.0
Community Interference with Personal Living	2	2.0
Better Future in Business	2	2.0
Poor Working Conditions	1	1.0
Pettiness of PTA	1	1.0
Schools Overcrowded	1	1.0
Teacher-Load too Heavy	1	1.0
Poor Administration	1	1.0
Lack of Expression for the Teacher	1	1.0
Contacts through Travel	1	1.0
More Attractive Work	1	1.0
Extra Cost of Refresher Courses	1	1.0
Indifferent Attitude of High School Students to Education	1	1.0
Results of Work not Visible	1	1.0
Too Exacting Work	1	1.0
Needless Professional Training	1	1.0
No Personal Freedom	1	1.0
Too Confining	1	1.0
Total	97*	100.0

*This figure represents the total number of reasons given by fifty-seven former teachers, who stated they would not return to teaching at the close of World War II.

enter some other field upon being released from military duty.

The first five reasons listed in Table V² comprise sixty-four per cent of the frequency of objections to teaching on the part of the fifty-seven former teachers who indicated that they would not return to the teaching profession. The first thirteen reasons listed in the table mentioned above account for eighty-five per cent of the total number of objections mentioned by those former teachers who are not returning to their former jobs. These reasons are discussed in the ensuing paragraphs.

Salary. The factor most frequently mentioned by former teachers as a reason for not returning to teaching was inadequate salary. Sixty-five per cent of those teachers not returning to their former jobs in the public schools placed salary first on their list of objections. The average salary of former teachers planning to return to the teaching profession was \$1814 compared with an average of \$1431 for that group of fifty-seven who had decided not to re-enter the teaching profession. The returning teacher expected an increase of thirty-four per cent over his prewar salary, which raised the annual expected salary of returning teachers to \$2425 per year. If those former teachers who had decided not to return to the

profession of teaching had done so, they would have expected an increase in their annual salary over prewar pay of fifty-six per cent. This would have raised the expected salary of these former teachers to \$2238, a figure about eight per cent below the expected salary of those former teachers who planned to return to their original occupation.

The expected salary as projected by former teachers returning to their profession from the armed forces is approximately on the same average level³ in 1944 as that of Federal employees and factory workers. Federal workers received an average monthly salary of \$216 as compared with \$206 average monthly salary for the factory worker. In the same period teachers received an average monthly salary of \$180. Teachers were paid this salary for only a nine or ten month period and further income was contingent upon the individual teacher finding some type of employment during the summer vacation. The \$180 monthly salary used here for teachers is somewhat below the average \$200 monthly salary of those former teachers who planned to return to teaching. One reason for this higher salary bracket was, perhaps, the fact that practically all former teachers with a prewar average salary of \$200 per month were men. Up to the time of this study the salary of men teachers was somewhat higher than the general average for all

³NEA Research Division, "The Continuing Crisis in the School," The Journal of the National Education Association, 34:35. Feb. 1945.

teachers combined. The average \$159 monthly salary of the fifty-seven teachers electing not to return to the profession was lower than the average monthly salary for all teachers during the year 1944.

Lack of improvement in the school plant. Seven former teachers listed poor facilities in the school plant as a major cause for their desire in seeking some other vocation. Some former teachers mentioned the lack of needed classroom equipment such as maps, globes, and laboratory equipment, modern gymnasium and playground facilities. One former teacher expressed himself as follows:

The American people are spending billions of dollars to equip us in the armed forces to fight a two-front war, and no one seems to bother about the total cost of such a gigantic undertaking. However, when I was a civilian, my community rose up in arms about a proposed increase in the school budget to give our school some much needed improvements.

Another teacher wrote:

After having spent three years in uniform and being able to have available all of the latest and most modern equipment for any job that we may have had to do, I cannot bring myself to the point of desiring to go back to a public school and start fighting all over again for the necessary equipment that I may need. I have had enough fighting.

A teacher who had formerly taught physical education and coached athletics in his public school work, and who at the time of this study was doing similar work in the army said:

I cannot but help be amazed at the amount of physical equipment the army furnished for each man involved in this physical fitness program. When I

compare the quantity with that which I was able to secure for the students of my last school, it was indeed meager.

Another former physical education instructor doing somewhat similar work in the armed forces stated:

I am afraid that the present conflict is going to be so very expensive that schools in the future will be the first to suffer financially; and instead of greater improvements after the war, there will be little or no betterment of the school plant.

This same sentiment was voiced by other former teachers. They feared that because of the enormous expense of the war the schools would not be able to obtain the financial aid necessary to operate a well rounded program of secondary education.

Lack of full-time employment. The third reason listed by former teachers for not wishing to return to their former occupation was that teaching was not a full-time job. Members of the armed forces are paid on a twelve-month basis and are given at stated times, paid leaves up to ten days in some cases. Undoubtedly the twelve-month job feature played a prominent part in a teacher's decision to leave the profession of teaching. One former teacher said in this connection:

I got along fairly well on the salary I was making during the nine-month school term but I was not able to save enough money to tide myself over the forced holiday of the three summer months.

A navy lieutenant with seven years teaching experience to his credit wrote:

I am very glad to be in the navy if for no other reason than that I do not have to look for a second job every summer to keep my finances in order.

Lack of opportunity for advancement. Six per cent of the former teachers seeking other employment at the close of the war listed lack of opportunity for advancement as one of the reasons causing them to make the change. Former teachers in answering the questionnaire of the writer frequently compared opportunity for advancement in the armed forces with opportunities remembered from their civilian status. One former teacher who had had rather rapid advancement in the army said:

I know that it is not quite fair to compare my rate of advancement in the army to that of my former occupation; but I cannot help feel that there is some relationship between the two. I taught for nine years and I had received no increase in salary for the last three years of my teaching. In other words I had reached the salary limit in my occupation at the end of six years.

This teacher is critical of teaching as a profession because of the fact that he had reached the apparent ceiling of his earning power after only six years of experience.

Technical education received in the armed forces pointed to occupations other than teaching. Four per cent of the former teachers answering the writer's questionnaire, who were not returning to the profession of teaching, said that technical education received in the armed forces was responsible for their changing from teaching to some new field. These former teachers hoped to make direct use, so far as it would be possible, of the technical war training in earning a living.

In the many hundreds of different jobs in which men were placed during the war, it is only natural that some individuals would find situations more suited to their tastes than the civilian jobs they left to enter the armed forces.

Botsford in writing upon somewhat the same subject quotes an infantry officer as follows:

Today I am in charge of a battalion of 2,000 men. I have learned how to shoulder responsibility, how to handle men and get the best from them, how to organize groups effectively....I'm earning a lot more money than I did in peacetime and I expect to keep it up.⁴

This person is more or less typical of some of the former teachers who have found other things they can do well and who prior to their entrance into the armed forces had not realized that they possessed these particular qualities in sufficient degree to warrant their change of occupation.

Lack of public recognition for the profession. Three per cent of the former teachers listed lack of public recognition as one of their reasons for leaving the profession of teaching. One former teacher complained in his questionnaire that as far as the public was concerned it was all very well for a young man or an older man to teach in the public school, but there was no room for the man in between these two age groups. An officer who had formerly taught for six years explained his reaction toward the lack of public recognition for the teaching

⁴Harry Botsford, "What Will 11,000,000 Vets Want?" The Rotarian, 67:27. May 1945.

profession in the following manner:

Since becoming an officer in the navy, I have compared the respect I receive now with that I received as a teacher several years ago; and there is no comparison. I like this respect and I want a job after the war that commands the same type of respect.

Lack of incentive for professional growth. Three former teachers having made up their minds to enter some other occupation at the close of the war listed lack of incentive for professional growth in the teaching profession as one of the deciding factors causing them to make the change. A former teacher wrote from the navy:

It now has been several years since I was connected with the public schools and it seems to me that the profession of teaching is lacking in motivation. The teaching profession lacked the power to stir the individual toward a greater performance in discharging the duties of a particular job.

A young woman who had taught three years before entering the service expressed her views in the following manner:

Perhaps I am a defeatist when I talk about my teaching experience; but it appeared to me that I performed so many tasks in the schoolroom without a motive. I never was able to obtain the necessary enthusiasm for my work that I believe that every successful teacher must have.

Unsatisfactory retirement provision. Three per cent of the former teachers returning the questionnaire, who had elected to try other occupations after the war gave unsatisfactory retirement provisions as one of their reasons for not returning to the teaching profession. A former teacher in

clarifying his position compared the present Virginia retirement plan for teachers with that of the army. Under the existing laws of Virginia, a teacher would receive one eightieth of his average salary multiplied by the number of years that the individual teacher has taught in the state.⁵ For example, a teacher has earned an average salary of \$2,000 for thirty years. The monthly retirement of such a person would be \$62.50. On the other hand if an army second lieutenant served for a similar period of thirty years, he would be retired with a monthly pension of \$150.00⁶

Interest in present work. Several former teachers stated in their questionnaire that they were so interested in their present work that they wished to remain in such work, in so far as it would be possible after the war. One former teacher doing personnel work said;

I have dealt with children and parents in several school systems over a period of five years; and this is the first time that I have really understood the nature of such work. I want to continue doing the same kind of thing when I return to civilian life.

These former teachers have had new and varied experiences and out of these experiences a desire has grown upon the individual to break with the past and try new fields.

⁵ Acts of the General Assembly, Commonwealth of Virginia, "Teacher Retirement," Division of Printing, Richmond, Va. P. 386 sec.vi. 1946.

⁶ Director of Selective Service, "Law Readjusting the Pay and Allowance of Military Personnel." U.S. Selective Service in Wartime. Vol. 2:447-459. 1941-42.

Teacher Tenure. Three per cent of the former teachers returning their questionnaires gave uncertainty of tenure as one of their reasons for not returning to their jobs in the public school system. One former teacher expressed herself saying that she was emotionally upset during the late Spring, prior to the closing of school, until she had received her contract to teach for another year. Another teacher expressed herself in regard to tenure in this manner: " The happiest time of the year to me is in June when I receive my contract, and I am on my way home to spend a free summer with my family."

Marriage. Marriage, as a reason for not returning to teaching, was applicable only to former women teachers. Since the close of World War II, little or no restriction has been placed upon the employment of married women teachers. For example, in the period from 1943-47 in the white schools of Cumberland and Prince Edward Counties sixty per cent of the women teachers employed were married. Many of these teachers married servicemen and continued to teach while their husbands were in service. Many of the young single teachers left to enter the service or some type of war work and married women who were former teachers were drafted to fill their places.

It is not expected that this condition will maintain its status quo. As more young teachers become available, the ratio of married women teachers to single women teachers will return to normal for the married women teachers will more than likely drop out.

Community interference with personal living. Two per cent of those teachers in this study who did not plan to return to teaching in the public schools listed restricted personal living as a reason for leaving the profession. A former woman teacher wrote:

When I recall some of my experiences as a teacher, I remember that I had to be careful of my associations in public, my speech and actions. Likewise, I felt that there was a constant desire on the part of the public to control the personal life of the individual teacher.

Better future in business. Two per cent of the former teachers in the armed forces, returning the questionnaire, gave better future in business as a reason for leaving the profession. It is no doubt true that some former teachers were influenced by the business opportunities created for the returned veteran. For example, a returning serviceman is able to borrow up to \$2,000 from his local bank to finance a business venture. The loan is guaranteed to the local bank by the Veterans' Administration.⁷

The remaining reasons given in Table v⁸ represent only fifteen per cent of all reasons given by former teachers for wishing to make a change from teaching to some other vocation. In every case these reasons were listed by former teachers in third or fourth place with respect to the total

⁷Selective Service System, "Veterans, Rights, Privileges, Benefits." U.S. Government Printing Office. 3:33. Oct. 15, 1945.

number of reasons given by any individual teacher in his questionnaire.

Summary

Fifty-three per cent of all former teachers answering the writer's questionnaire plan to return to teaching sometime after they are released from service. Approximately half of the above teachers planned to teach immediately after leaving the armed forces.

Former elementary teachers returning the questionnaire preferred teaching on the junior or senior high school level in place of the jobs they formerly held.

Thirty-two per cent of the teachers returning the questionnaire had definitely made up their minds to enter an occupation other than teaching at the close of the war. Forty per cent of these teachers indicated that they would take advantage of the "G I Bill" to further their education along other lines.

The fifty-seven former teachers not returning to the teaching profession gave a total of twenty-eight different reasons for not returning to the profession of teaching.

Inadequate salary was mentioned more frequently than any other reason by former teachers. Thirty-seven teachers out of the fifty-seven who are not returning to teaching mentioned inadequate salary.

The former teacher returning to his original job in the public school system expected a salary increase of thirty-four per cent, over his prewar salary. The expected salary of returning teachers amounted on the average to \$2425.

The reasons for not returning to teaching mentioned more often by former teachers, aside from inadequate salary, were lack of improvement in the school plant; lack of full-time employment; lack of opportunity for advancement; and technical education in the armed forces pointed to occupations other than teaching.

Of the many reasons which the respondents have given for not returning to teaching the question of salary seems to

carry more weight than any of the others. However, important this reason may be, one cannot say that any one objection is wholly responsible for the individual's decision. It would seem that each person was influenced in his decision by a number of factors rather than by a single one.

CHAPTER IV

IMPACT OF MILITARY SERVICE ON FORMER TEACHERS

The purpose of this chapter is to answer the questions raised in the Statement of the Problem. Each question will be discussed in detail.

Was the size and type of school a factor in influencing teachers? This question could refer to both those teachers not returning to their former jobs, as well as those teachers planning to return to the profession. The writer is concerned entirely in this discussion, with those former teachers who stated that they did not expect to return to teaching.

Table VI shows the size of school from which the fifty-seven former teachers, planning not to return, left.

TABLE VI

SIZE OF SCHOOL FIFTY-SEVEN TEACHERS LEFT

Size of School	Number	Per Cent
0-49	2	3.5
50-99	6	10.5
100-149	6	8.8
150-199	11	19.3
200-249	9	15.8
250-299	16	28.0
300-349	3	5.3
350-399	1	1.8
400 and over	4	7.0
Total	57	100.0

Forty-nine of the former teachers not returning to teaching, in the above table, came from schools with enrollments of

less than four hundred pupils. If the figures in Table VI¹ are compared with those in Table II² it is evident that over seventy-six per cent of former teachers, included in this study, who came from schools under two hundred and fifty enrollment, indicated that they were leaving the profession. In other words thirty-three former teachers, out of the fifty-seven not returning, came from the smaller sized school mentioned above.

It would appear from the above, that the size of school from which a teacher left to enter the armed forces played a part in the teacher's decision not to return to teaching after the war. The greater portion of the reasons for teachers not returning listed in Table V³ came from those teachers in schools under four hundred enrollment. The low salaries, inadequate buildings, and poor equipment were, for the most part, found in the smaller schools. As the size of the school increased above the four hundred mark, less and less dissatisfaction was registered by former teachers taking part in this study. For the most part teachers in these larger schools fared better in a financial way, were more secure in their jobs, and usually were older.

¹p. 42.

²p. 16.

³p. 29.

Table VII shows the type of school fifty-seven former teachers, planning not to return to their former jobs, left.

TABLE VII

TYPE OF SCHOOL FIFTY-SEVEN TEACHERS LEFT

Type of School	Number	Per Cent
Elementary	4	7.1
Junior H S	7	12.3
Public H S	41	71.8
Private Secondary	5	8.8
College and University	0	0.0
Total	57	100.0

In order to get a complete understanding of Table VII the reader should refer to a previous section on type of school.⁴ None of the former teachers, originally from the elementary school, even if they returned to teaching, wished to go back to teaching in the elementary school. They preferred teaching on the junior or senior high school level. Likewise more than fifty per cent of the former teachers returning the questionnaire from the junior high and private secondary schools, indicated that they wished to move up to an older type student if they were to teach at the close of World War II.

The loss of former teachers from the public high school was not as large in proportion as the losses from the elementary and junior high schools. Few former high school teachers, if they anticipated teaching again, wished to go to higher levels of teaching.

⁴p. 17.

In the light of the previous discussion, it is apparent, that size and type of school had an effect in influencing former teachers in the armed forces to leave the profession of teaching. These teachers had had time to reflect upon their former jobs at length, and no doubt compared one job with the other. The responsibilities that former teachers had in the armed forces probably compared unfavorably with those in the smaller schools with which they had formerly been associated in civilian life.

Did former working conditions influence teachers' decisions one way or the other? The answer or answers to this question are intangible from the standpoint of actual supporting statistics. However, the writer is of the opinion that former teachers considered working conditions in their past schools when they made a decision not to return to teaching at the end of World War II. These conditions exist, not because the State of Virginia has failed to do its part in so far as is possible, but rather as a result of a combination of factors. Little or no building was done during the war years, and by the time materials were available again, building costs had soared to such a point that many localities simply could not borrow enough money to satisfy their backlog of building needs. So, if a community needed school improvements prior to the beginning of World War II, and had to wait four, five, or six years, as the case may have been, its needs doubtless would

be multiplied several times.

It is true that only one former teacher mentioned specifically poor working conditions in Table V⁵ as a reason for not returning to the profession; but it would have been almost impossible for a person in the armed forces to forget his former working conditions, when one had come to the place where he was to make a choice that would affect his entire career. Buildings, or rather lack of them, were not the only cause of poor working conditions, either before or since World War II. Numerous communities have had their school population increased and further increases in school enrollments are expected for some years ahead. Part of this increase in enrollment is probably due to the State of Virginia raising the compulsory attendance requirement during recent years to sixteen years of age and many schools are adding another year to the high school curriculum.

Was leave of absence a factor in causing former teachers to leave the profession? As far as the writer was able to determine, leave of absence was a contributing factor in teacher decisions not to return to teaching. The reader must bear in mind that the data herein presented was obtained prior to the time the United States Congress passed laws governing the rights of servicemen relative to their former jobs.

In the examination of the table on the following page it is seen that no former elementary teacher was granted a

leave of absence, while every former college and university teacher left their positions with leaves of absence.

TABLE VIII

LEAVE OF ABSENCE OF FORMER TEACHERS

Type of School	Number	Leave	No Leave
Elementary	10	0	10
Junior H S	18	2	16
Public H S	108	31	77
Private Secondary	20	9	11
College and University	24	24	0
Total	180	66	114

Leaves of absence as such, may not have been a direct factor in causing a former teacher to change occupations at the close of the war. On the other hand the 114 former teachers who were not granted leaves, as far as an individual knew at the time, severed their connection with the schools in which they last taught. This separation was as complete as if a former teacher had resigned his position to seek employment in another school system. Two things probably entered the minds of former teachers as they left their respective jobs in the public school for the armed forces; first, their job was not good enough to warrant their asking for a leave of absence, as jobs of this nature were plentiful; secondly, school administrators did not view the loss of school personnel to the armed forces seriously enough to see that leaves of absence were granted.

No doubt former teachers compared their status of leaving with men and women from other occupations, and found that many of them were more or less sure of their old jobs at the end of World War II. Whenever a comparison was made by a former teacher with someone from another occupation, the conclusions drawn were, probably in numerous cases, rather severe of the teaching profession.

Of the fifty-seven former teachers who were not to return to teaching, fifty-one did not have leaves of absence. Six former teachers were granted leaves, and had made up their minds, for one reason or another, not to return to the teaching profession. On the other hand, twenty-four former college and university teachers were granted leaves, and all of them planned to return to teaching at the close of the war.

Did service experience enter into the decision of former teachers who decided not to return to teaching?

In this discussion, the writer breaks down service experience into two parts; the first division has reference to the specialized service training of former teachers in the armed forces, and the second part deals with the broadening experience of service.

Specialized service training received by former teachers in the armed forces was a direct factor in influencing these teachers to seek some type of employment other than teaching after the close of World War II. Technical education received

in the armed forces is listed as one of the reasons for former teachers not returning to the occupation of teaching. This reason coupled with interest in present work produced the background wherein former teachers were influenced away from their former occupation of teaching. The writer has no way of knowing the exact type of technical education that caused former teachers to be influenced away from their former profession. But in light of some of the comments of former teachers returning the writer's questionnaire, it is assumed that training in the use of certain types of machines, radio, communications, and personnel work were the types of work that former teachers became more interested in than teaching. Such jobs probably could be found in civilian life and more than likely offered greater opportunity to a former teacher who expected to enter some of these lines of work when he was released from the armed forces.

Broadening experience of service likewise was a direct factor in influencing former teachers to try some other method of earning their livelihood at the close of World War II. There are three reasons listed by former teachers that have direct bearing on the influence of service in the armed forces. The three reasons, the writer believes, have direct bearing on this type of experience, are: better future in business; contacts through travel; and more attractive work. It was not at all unusual for a member of the armed forces

in his early period of training to start from a Virginia location and then be transferred, in the course of preliminary training, to several other armed force military camps throughout the United States before finally being sent overseas to the European or Pacific theaters of war. A member of the armed forces did a great deal of traveling during his stay in the armed forces. So experience gained by these former teachers in traveling was bound to influence them to some extent. Likewise these former teachers in their travels had opportunities to see what appeared to them more attractive work as well as better futures in business. One former teacher who had spent almost three years in the army said that he had traveled almost fifty thousand miles in the course of his career in the service.

What age group of former teachers was more influenced by their war experience? Of the fifty-seven former teachers, who indicated that they did not wish to return to teaching, fifty-two of them were under thirty-eight years of age. Complete data on the exact age was not obtained but in numerous cases ages were placed on the returned questionnaire. The available ages tend to show that many of these non-returning teachers were in their late twenties or early thirties. Approximately one out of every two and a fraction of former teachers under thirty-eight decided not to return to teaching as compared with about one out of eight of those over thirty-

eight who answered the writer's questionnaire. On the basis of such data, it is apparent that younger teachers were more influenced by their war experience to change their profession than older teachers.

It has been said that it takes several years for a new teacher to get the feel of the profession; for such a person has suddenly had the teaching process turned around. He or she has spent fifteen or sixteen years of his life being taught by others; and the sudden change may be a difficult adjustment for beginning teachers. Perhaps some of these former young teachers had not been able to completely adjust themselves, and they became aware of this condition while serving in the armed forces. On the other hand, some of these former teachers may have gone through college without ever thinking about what they were to do upon graduation; and when jobs were offered them they accepted without thought as to their fitness for the teaching profession. Military service, and the experience that went with it, probably enlightened such teachers as to the true nature of their potentialities.

Was the matter of attained rank of any importance in teacher decisions? It cannot be said that attained rank was of direct importance in causing former teachers to decide to change their profession at the close of World War II. About the same number of former teachers in the army and navy returned the writer's questionnaire. Twenty of the fifty-seven teachers

who planned not to return to teaching listed in this study, were in the army, as compared with thirty-seven who were in the navy. Thirteen of the twenty former teachers in the army were commissioned officers as compared with thirty-five of the thirty-seven in the navy who held commissions. It can only be a matter of conjecture why so many former teachers in the navy decided to leave the teaching profession as compared to a similar group in the army. Both groups on the average had about the same background before entering service. Apparently navy experience of former teachers had a more pronounced effect than that of the army toward influencing the teachers into some other fields of earning a living at the close of World War II. Possible explanations of the navy influence, may have been that former teachers liked the navy so well that they decided to make the navy a career; or perhaps former teachers in the navy had had more opportunities than similarly placed personnel in the army to see the inside of other occupations that they preferred in place of teaching.

Did the differential between service pay and the salary of teachers make other types of work more attractive which offered greater financial gains? The difference between service pay and the salary of teachers certainly had an effect which influenced these teachers to turn to other jobs at the expiration of their service experience.

Inadequate salary is listed as a reason for not returning

to teaching by thirty-seven of the fifty-seven teachers who planned not to return to teaching. When a person is in a relatively low paying profession, as were former teachers prior to their entry into the armed forces, change to a new vocation and a better paying position is hard for the average teacher. However, when such a change is more or less forced upon an individual, the new position takes on added significance. Thus salary became a factor of importance to numerous former teachers.

Was the G I Bill of Rights to be used to further professional training in the field of Education, or was it to be used for training in other professions? Twenty-three of the fifty-seven former teachers not returning to their jobs stated that they planned to further their education at the close of World War II under the G I Bill of Rights. Of the one hundred and twenty-three former teachers who planned to return to teaching, seventy-five indicated that they would take advantage of the provisions of the G I Bill of Rights upon their release from the armed forces.

Twenty-three former teachers, not returning to teaching, apparently were going to take some type of training in fields other than the teaching profession; while the seventy-five teachers returning to the profession were going to use the G I Bill of Rights to further their training in the fields of Education. Most of the teachers included in this study were

college graduates, who planned not to return to teaching, and yet, they indicated a desire to take advantage of the G I Bill of Rights for further education. Evidently they had some other profession in mind such as law, medicine, or dentistry, for it was entirely possible for some of the younger teachers, under the G I Bill of Rights, to be allowed approximately four years of further education at the expense of the Federal Government.

It is entirely probable that some of those teachers planning to return to teaching, when they have completed their further education under the provisions of the G I Bill of Rights, may change their minds, and decide to go into some other type of work in order to earn a living. If one stays out of a profession, such as teaching, for several years, the intervening gap widens to a place where one would find it rather difficult to place himself in the profession again. Then too, methods and personalities in a particular school have more than likely changed, making it more difficult for the former teacher to re-adjust himself.

CHAPTER V

SUMMARY

Purpose of the Study

The purpose of this study was to discover the expressed intentions of a group of Virginia teachers who served in the armed forces of World War II toward returning to the teaching profession at the close of hostilities. The data gathered by means of the questionnaire was analyzed showing certain direct and indirect effects of war service upon these former teachers as well as the teaching profession. Only those factors involving the influence of military service upon former teachers was discussed. Allied factors, such as the needs of industry for college trained personnel and similar specialized jobs were not taken into consideration. The problem involved in this study is answered through the discussion of eight leading questions.

The majority of teachers who decided to leave the profession came from smaller schools (under four hundred), and no former teacher from the elementary school wished to return to this level of teaching under any conditions.

Poor working conditions were a combination of factors involving such things as inadequate buildings, poor equipment, overloaded classrooms, heavy teaching loads, and insufficient salaries. These were the factors that helped

influence teachers away from their former occupation.

A leave of absence seemed to be an influential factor in causing former teachers to decide to return to the profession of teaching. Fifty-one of the fifty-seven teachers not returning to teaching did not have leaves of absence. On the other hand twenty-four college and university teachers were included in this study and all of them had leaves of absence, and all of them planned to return to the profession. Only six former teachers holding leaves of absence decided not to return to teaching.

Specialized service training was a direct factor in causing former teachers to seek other types of employment. The broadening experience gained by each individual through travel and other phases of experience in the armed forces, caused former teachers to leave the teaching profession.

The greater majority of former teachers not returning to the profession were under thirty-eight years of age and quite a few of these teachers were in their twenties. For the most part these younger teachers had not had but a few years of teaching experience, five years or less.

Attained rank, in itself, was not a direct factor in causing teachers to leave the profession. Forty-eight former teachers who held commissions decided to leave the teaching profession. Almost twice as many former teachers left the profession from the navy as compared with the army.

The difference in salary of teachers, and other types

of jobs had a direct effect upon influencing former teachers in the armed forces to seek some other kind of employment at the end of World War II. Salary was the number one reason in a list of reasons given by former teachers for not returning to their old jobs.

Twenty-three of the former teachers, not returning to their jobs as teachers, planned to use the G I Bill of Rights to take training in some other fields of special training. Over half of the teachers returning to the profession indicated that they would further their training in the field of Education.

Implications of the Study

The results of this study have definite implications for the several phases of public education in the state of Virginia, outlined as follows:

- a. Salaries must be brought up to a figure in keeping with the other professions, and maintained on the same level throughout the state. Teachers should be paid on a twelve month basis.
- b. Teaching as a profession must be raised to a point where the public will look upon the profession as a high calling, thereby inducing the better qualified youth to choose teaching as a career.
- c. There must be a better system of indoctrinating young teachers so that they can adequately grow in the profession.
- d. A sound retirement system must be instituted

to provide reasonable security for old age.

- e. Suitable buildings and adequate equipment, especially for the small schools, so that teachers may have equal practice and experience with the teachers of the larger schools, should be provided. Likewise, pupils must be subjected to as thorough training and opportunities as if teacher and pupil had been units of a large school.
- f. Sufficient opportunities should be provided for the advancement of worthy teachers in the public school system.
- g. Administrators can do much toward improving the lot of new teachers. Furthermore, administrators can help in providing suitable living quarters and in general make the new teacher welcome in the community.

Conclusion

If teaching is to compete with the other professions in attracting and holding capable young men and women in time of war or peace, certain conditions as outlined in this study should be met in the near future. The teachers can do a better job in interpreting their profession to the public and thereby make the first movement toward improving the relations of the public and the school system. It can only be through the cooperation of the teaching profession with the public, striving toward a common goal, that education will rise to a commanding force in a troubled world.

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QUESTIONNAIRE USED BY WRITER

1. Name _____
2. Rank or rate _____
3. Length of service _____
4. Type of present service _____
5. Do you intend to return to your former occupation as a teacher after the war?
Yes _____ No _____
6. Were you granted a leave of absence from your last position?
Yes _____ No _____
7. Please underline the subject or subjects taught: Mathematics, Science, English, History, Languages, Physical Education, Administrative Duty, or _____.
8. If you were an athletic coach please underline the sports coached: Football, Basketball, Baseball, Track, Soccer, Hockey, Tennis, Swimming, or _____.
9. Please underline the type of school in which you last taught: Elementary School, Public Junior High School, Public High School, Private Secondary School, Junior College, Senior College, University, or _____.
10. If you expect to return to teaching to what type of school do you expect to return? _____.
11. If you do not intend to return to teaching will you list several factors which, in your opinion, have caused you to decide to change.
 1. _____.
 2. _____.
 3. _____.
 4. _____.

12. What was the approximate enrollment of you last school? _____.
13. What was your approximate salary? _____.
14. What salary would you expect to receive now? _____.
15. If you taught in the State of Virginia, would you expect to return to your former position?
Yes _____ No _____
16. Do you expect to take advantage of the G I Bill of Rights to further your education?
Yes _____ No _____
17. If you do not expect to return to teaching what type of position do you expect to seek? _____.

This study is being made at the request of the Education Department of William and Mary College. Information given herein will be held as confidential. Your cooperation in this matter will be deeply appreciated.

VITA

Hughes Kennedy Reveley was born July 30, 1909, at Bland, Virginia. He received his Bachelor of Science degree from Hampden-Sydney College in 1930. For the next three years he taught Biology and Chemistry in the Tome Institute, Port Deposit, Md. From 1933-37 he was teacher and coach at Danville Military Institute, Danville, Va. He moved to Smithfield in 1939 where he taught science and coached athletics to 1943. From 1944 to 1948 he acted as assistant principal and teacher of science at Farmville High School, Farmville, Va. At present he is supervising principal of the Natural Bridge High School, Natural Bridge Station, Va.