Alienation as a Factor in the Growing Militancy of Teachers' Organizations

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ALIENATION AS A FACTOR IN THE GROWING MILITANCY
OF
TEACHERS' ORGANIZATIONS

By
John K. Boyle

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements of the Degree of
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CHAPTER I

INTRODUCTION

A. Alienation

It would be difficult to over-emphasize the importance which the concept of alienation has assumed in modern social thinking. Melvin Seeman, for instance, can write, "...In one form or another, the concept of alienation dominates both the contemporary literature and the history of sociological thought."\(^1\) Indeed, in the same article, Seeman quotes from Eric Kahler's The Tower and the Abyss: "The history of man could very well be written as a history of the alienation of man."\(^2\) While the latter quotation is a more sweeping statement than his own, there is not indication that Seeman disagrees. Seeman's own statement, however, is more pertinent here, and it is not difficult to agree with him.

A survey of sociological literature reveals that alienation has been considered in at least the following contexts: criminality,\(^3\) mental


\(^2\) Ibid.

illness, mass media, politics, prejudice, role conflict, and class status. Nor do these exhaust the possibilities. One writer surveyed the literature and compiled the following list which he says theorists have suggested as possible correlates of alienation: apathy, authoritarianism, conformity, cynicism, hoboism, political apathy, political hyperactivity, personalization in politics, prejudice, privatization, psychosis, regression, and suicide.

One would be hard-pressed to name a social or psychological problem in which the concept of alienation could be eliminated as a factor. The concept has become so important that Richard Hofstadter can point out that some intellectuals feel that "alienation in the intellectual is not simply accepted, as a necessary consequence of the pursuit of truth or of some artistic vision, but that a negative stance or posture toward society is


prescribed as the only stance productive of artistic creativity or social insight or moral probity." In short, a sense of alienation is to be sought as a positive goal. Whether one agrees with such an assertion or not (Hofstadter does not), it is the clearest illustration of the pervasiveness of the concept.

Some writers have preferred to think in terms of causes rather than correlates, when discussing alienation. That is, they have written about how alienation happened to arise in modern society. One writer places the blame on "the growth of psychoanalysis, psychiatry, psychology, social work, and other professions..." His reasoning is that all of these have removed from man a responsibility for his own actions by attempting to explain them in ways external to himself.

Erich Fromm in Escape from Freedom describes the individual's alienation as arising from a variety of social, economic, and psychological factors. W. M. Gerson provides a concise statement of the multi-causality of alienation. He sees four basic causes which he labels as (1) the techno-industrial revolution, (2) the bureaucratic reorganization, (3) style of consumption and leisure life, and (4) disenchantment and the Freudian


Each of these causes contributes in its own way to the individual's feeling of lack of identity, of just being a cog in some unseen, unknown cosmic machinery.

Whether one chooses to consider the concept of alienation from the point of view of causes, correlates, or responses, Seeman's statement cited above is accurate. Clearly, the concept of alienation is a dominant one in sociological thought. In fact, so much has been said about alienation and from so many points of view that anyone just setting out to study the concept will encounter moments when he will want to say what Queen Juliana of the Netherlands is reported to have said upon first watching a demonstration of an electronic computer, "I can't understand it. I can't even understand the people who can understand it."  

What is needed as a first step is a clarification of what alienation means.

**B. Alienation Defined**

In its broadest sense the concept of alienation deals with an individual's subjective feeling that he doesn't belong or doesn't fit in; he feels out of step or out of tune with the situation in which he finds himself. The *American College Dictionary*, published by Random House, defines alienation as "a withdrawal or estrangement, as of feeling or the affections." This may or may not cover the meaning of the word as it is

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found in popular usage, but it would certainly be of little value to anyone encountering the word for the first time in the context of the social sciences. In such a context the word stands for at least one concept, and more likely for many different concepts.

Such a definition lacks precision, and in the scientific approach of the social sciences, precision in language becomes paramount. If we do not clearly understand what we mean by a term, how will we be able to recognize it as a social phenomenon when we encounter it? It is possible to say that a particular person or group is alienated and arrive at a general consensus that the statement is true. Such consensus, however, is only testimony that something is not right with this particular person or group.

The definition does contain two words which are often considered as aspects of the alienation concept in the professional literature on alienation: withdrawal and estrangement. But even these would be too general for empirical observation unless they were carefully defined.

One definition contained in the literature on alienation runs as follows:

To claim that a person is alienated is to claim that his relationship to something else has certain features which result in avoidable discontent or loss of satisfaction. (Italics in original.)

This definition was intended by its author to be general because he proposes, as a philosopher, that the behavioral sciences eliminate the word alienation

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from their scientific vocabulary. He argues that the word, which carries 
a wide variety of specifics, should be reserved for discussions about the 
moral implications of this concept. For him the word connotes a situation, 
irrespective of specifics, which could and ought to be avoided; hence, the 
use of the value-laden word "avoided" in his definition.

Kenneth Keniston argues that "Discourse about definition is... 
fruitless: one either 'knows' alienation or one does not." It would be 
convenient, and it is very tempting to accept this approach, but there are 
reasons for rejecting it. In fairness, it must be said that what Keniston 
says is true. However, lack of discourse about definition can only result 
in a total breakdown in communications. One has only to consider the 
preface to Keniston's own work to verify this point; he uses "alienation" 
to describe a variety of social and psychological discontents. Without the 
benefit of his Appendix, in which he defines and clarifies alienation, the 
work is most difficult to comprehend. In addition, such an approach negates 
a considerable body of literature in which the intended meaning is carefully 
defined and used to describe phenomena relevant to sociological and psycho-
logical theory. Finally, such an approach would be pointless as a practical 
matter, as Keniston himself recognizes:

...one would be tempted to abandon the concept altogether 
were it not for the certainty that the same problems of 
definition would then crop up again with some cognate term 
like estrangement, disaffection, or detachment.

1Kenneth Keniston, The Uncommitted: Alienated Youth in American Society 
2Ibid.
The following is a good definition of alienation in the sense that it is representative of what might be described a general or inclusive definitions. Alienation is defined as "an individual feeling or state of disassociation from self, from others, or from the world at large."\(^1\)

Such a definition can be called "general" or "inclusive" because it does not attempt to isolate any of the variety of relationships that have been identified and labeled "alienation." It does, however, attempt to cover the three most general referents, or as Keniston calls them, "foci,"\(^2\) from which an individual can be alienated.\(^3\)

Undoubtedly, this type of definition will continue to exist, especially in popular usage; however, it is much more common to find the serious alienation studies containing definitions delimiting the scope of the concept as much as possible.

Alienation is the degree to which man feels powerless to achieve the role he has determined to be rightfully his in specific situations.

It will be noted that this definition limits itself to alienation as powerlessness in some unspecified situation. While "estrangement" and

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\(^2\) Keniston, The Uncommitted, p. 433.

\(^3\) These are some of the papers in which the definition or use of the alienation concept follows the "general" or "inclusive" pattern: H. Stroup, "Historical Explanation of Alienation," Social Casework, 42 (March, 1961), 107-11; J.L. Simmons, "Liberalism, Alienation, and Personal Disturbance," Sociology and Social Research, 49 (July, 1965), 456-64; Jan Hajda, "Alienation and Integration of Student Intellectuals," American Sociological Review, 26 (October, 1961), 753-77.

"withdrawal" might be an implicit part of powerlessness, or might flow from it, if a man feels powerless to achieve, he can be identified as alienated.

The following definition is even more delimiting: Alienation is "...Subjectively experienced powerlessness to control one's work."¹

Here the definition limits both the meaning of alienation and the social structure--work situation--in which it takes place. When the situation is limited in this way, any conclusions will have to be correspondingly limited. If these people feel a sense of powerlessness in their work situation, they may be described as alienated from their work. This opens the door to the possibility that persons who may rightly be described as alienated in the work situation may be well integrated in any or every other life situation. And this, indeed, is borne out by other studies.²

The two preceding definitions acknowledge the help supplied by Melvin Seeman's attempt to classify the various aspects of alienation by the ways in which the term has been used to study different social phenomena. He managed to identify five basic ways in which the concept had been used:

1. **Powerlessness** - the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements he seeks.

2. **Meaninglessness** - when the individual is unclear as to


what he ought to believe—when the individual's minimal standards for clarity in decision-making are not met.

3. **Normlessness** - a high expectancy that socially unapproved behaviors are required to achieve given goals.

4. **Isolation** - The alienated in the isolation sense are those who, like the intellectual, assign low reward value to goals or beliefs that are typically highly valued in the given society.

5. **Self-Estrangement** - the degree of dependence of the given behavior upon anticipated future rewards, that is, upon rewards that lie outside the activity itself.

This classification gives the reader a good summary of the concepts which have been most widely studied as "alienation." Since its publication in 1959, it has been widely used in other studies, although usually in some slightly adapted form. Blauner, for instance, adapted it for use in his study of differences in rates of job-satisfaction expressed by manual workers in four different industries. In other studies, only certain of the aspects given by Seeman were used either singly or in groups as independent measures of alienation. Simmons found that there was a high degree of correlation among these and other measures of alienation, supporting Seeman's analytic work with statistical data. The literature since 1959 reveals only two instances of disagreement with Seeman's work. The first

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1 Seeman, "On the Meaning of Alienation," p. 784.
3 Clark, "Measuring Alienation,"; Pearlin, "Alienation from Work"; and Dean, "Alienation."
because Seeman's categories were not sufficient to explain alienation; these authors felt that alienation could best be understood as a process in which his concepts would be part of a chronological development of alienated personalities. The second took issue with Seeman for referring to these categories as types of alienation, feeling that the best interests of the behavioral sciences could be served by treating each category as a separate concept to be studied and described, and eliminating the word "alienation" from the scientific vocabulary altogether.

All of this merely points out the great difficulty in attempting to decide what alienation will mean when applied to this particular study. The natural inclination is to follow the lead of others by using one of Seeman's categories. Powerlessness was intended as the original measure of alienation. However, Seeman's definition of powerlessness seems a little too vague to apply to a specific work situation. Next choice might logically be Clark's definition cited above. However, since the concern is with teachers as they relate to their work, a detailed description of powerlessness as it relates to the work situation seems more suitable. Blauner's definition seems to lend itself most readily to the topic of this paper:

A person is powerless when he is an object controlled and manipulated by other persons or by an impersonal system (such as technology), and when he cannot assert himself as a subject to change or modify this domination.


3 Blauner, Alienation and Freedom, p. 16.
Central to Blauner's conception of powerlessness as a feeling experienced by workers is the prestige value of his job, a theme which this paper follows. Taking Seeman and Blauner together, it is possible to work up a definition of powerlessness as it might be expected to apply to the unique features of teaching.

C. The Teacher

Putting aside the pedagogical problems related to the impact of the teacher upon his students, in his traditional role the teacher was not expected or was not thought qualified to exercise any control or influence outside of the teacher-student relationship. In other school-related matters he was considered incompetent to make the necessary decisions, and he was expected to accept policy decisions of the school board and the administration without question. Indeed, his contract with the school board was usually regarded as a specialized kind of loyalty oath, though certainly no one ever called it that. It may be termed "specialized," because loyalty meant automatic assent to school board and administrative policies. More precisely, disloyalty was functionally defined as any kind of dissent from such a decision. Because the board, the administration, the community, and even the teacher himself regarded a teaching position as a sacred trust, disloyalty, as interpreted by the board or the administration or the community, had to be a violation of that trust. The penalty for "disloyalty" was often severe. Before the protection provided by tenure laws, it often meant summary dismissal. Following the advent of tenure laws, dismissal was more often indirect. Before or after these laws,
dismissal was certain if that was the course of action decided upon by the school board and/or the administration. It is not part of the purpose of this paper to discuss the relative merits of tenure laws. However, to avail himself of the protection thus afforded—"in the face of board/administrative determination"—requires time, patience, money, legal counsel, willingness to be held up to public scorn, and braving the possibility of ending a career in which he has generally found satisfaction. The structure of the school situation, then, places a preponderance of power in the hands of the school boards and the administration, leaving the individual without any power.

While there do not appear to be any studies supporting these contentions, there likewise do not appear to be any which reject them. Howard S. Becker studied the authority system of the Chicago Public School System in the early fifties and concluded that "...the relations of institutional functionaries to one another are relations of mutual influence and control."\(^1\)

This might be a good description of the present situation in Chicago and other school districts in which teachers' organizations have asserted a collective power that cannot be ignored. This, however, is a phenomenon of the sixties and certainly does not apply to the early fifties.

The following is a list of the sanctions which Becker says teachers can apply in the case of conflict between a teacher and his principal:

They may just ignore him...Another weapon is hardly a

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weapon at all—making use of the power to request transfer to another school in the system...the teachers may collectively agree on a line of passive resistance...In some cases of extreme conflict, the teachers may use their connections in the community to create sentiment against the principal... 1

It seems clear that such sanctions, to paraphrase Mr. Becker, are hardly sanctions at all. The notion of collective agreement among the teachers to follow a certain course of action is the key to the balance of power in school districts. Passive resistance can be regarded as one aspect of the action teachers might take. The point here, however, is that Mr. Becker's study reveals the position of power from which individual teachers were forced to deal with members of the administration only a decade ago.

The structure of the situation is not the sole determinant of school board-teacher or administration-teacher relationships in conflict situations. The individual personalities involved, the importance of the teacher's services to the school, the prestige of a particular teacher with his fellow teachers, the faculty's attitude to the school board and administration and vice-versa, the local political climate—these are some of the more obvious factors which might be operative and have an effect on a conflict situation. Nevertheless, the structure is the single most important factor because of the preponderance of power it gives to the board and the administration in their relations with individual teachers, and because that power is the only factor that will be operative as an intimidating force in every situation that arises. This is so because the

existence of a one-sided power structure forces a certain amount of caution and timidity upon the weaker side.

The teacher's situation, then, is unique, because the traditional structure of his work situation gives him an unusually high degree of autonomy while he is "on the job." His sense of alienation derives from the lack of control that the traditional structure ascribes to him in policy areas.

With this background, then, the definition of alienation as it will be understood in this paper is:

Powerlessness which derives from a feeling of lack of control over certain aspects of the work situation which are perceived as crucial to one's occupational status.

Following Blauner, the notion of prestige plays a central role in our conception of alienation. As applied to the teacher, this will mean that teachers will feel that they are not consulted, often not even considered, in policy decisions which affect their lives as teachers.

D. The Hypothesis

To some extent this study will be exploratory in nature, seeking to answer two questions: (1) Do teachers feel a sense of alienation, and (2) What, if any, are the positive correlates of alienation among teachers?

Based upon a survey of the related literature and the personal experience of being in the teaching field, it is expected that this study will reveal a sense of alienation among teachers, and that this sense of alienation will be related to certain variables. For the purposes of
establishing this as true or not true, our expectation is hypothesized in
the formal statement that

To the extent that it can be measured, most teachers
in any representative sampling will exhibit to some
degree a sense of alienation with regard to their
role in the educational process, vis a vis the school
board, the administration, and the community. Further,
the greater the degree of alienation exhibited, the
more aggressive the individual teacher will feel and the
more likely he will be to view any teacher's organiza-
tion as an instrument for improving the position of
teachers in his district.

It is anticipated that teachers who are members of teachers' unions
will exhibit a greater degree of alienation than teachers in other teachers'
organizations, or teachers in no teachers' organizations. The more alien-
ated teachers will be married men between thirty-one and thirty-five years
old. They will have approximately ten years of full-time teaching exper-
ience. They will have more than two children whom they support. Their
earnings will be somewhere around the $10,000 figure for teaching only.
They will have been raised in metropolitan areas. Among the most aliena-
ted teachers will be Catholics from the lower middle class who have
attended both public and parochial schools during the course of their
elementary and secondary education, and private, denominational, liberal
arts colleges on the undergraduate level. Their educational level will be
between the M.A. and the M.A. plus 30 hours. They will have held more
teaching positions than the less alienated teachers. They will perceive
themselves as politically liberal and as being of the same socioeconomic
level as their fathers.

It is, of course, certain that not all of these correlates will
prove to be accurate. At this point they are simply guesses. It is equally certain, however, that there will be correlations between the dependent variables covered in the hypothesis and the independent variable of alienation, though the correlations may not be in the direction originally anticipated.

While it is true that the expectations stated in this hypothesis are guesses based largely upon personal experience, it would be wrong to assume that they are idle or unsupported guesses. The study itself has grown from a combination of personal interest in alienation as a phenomenon in modern society and an active role in union activities in school district affairs.

Karl Marx saw man’s alienation from labor as the prime cause in the inevitable collapse of the capitalistic society.¹ He may or may not be wrong about the outcome of this alienation from work, but it is certain that man’s relationship to his work changed with the industrial revolution and the rise of the capitalistic society. This same volume in which one can read Marx’ view on alienated labor, also finds the individual being alienated in everything from religion to prostitution. Without exception, all of the writers whose work has been used in this paper have found alienation to be present in modern society in general, or in the specific group which they studied. The sociologist and psychoanalyst, Hendrik M. Ruitenbeek, seems to be stating a truism when he says, "Feeling alone

in an alien world is now the emotional property of everyman.\(^1\) In discussing anomie, Robert K. Merton says:

It is indeed, my central hypothesis that aberrant behavior may be regarded sociologically as a symptom of dissociation between culturally prescribed aspirations and socially structured avenues for realizing these aspirations.

A bit later in the same discussion he speaks of American society:

Contemporary American culture appears to approximate the polar type in which great emphasis upon certain success-goals occurs without equivalent emphasis upon institutional means.\(^2\)

Whether or not one agrees that this applies to teachers as teachers, that is, whether or not their increasing militancy can be described as aberrant behavior resulting from their inability to realize success-goals through acceptable institutional means, one could hardly be surprised to find alienation among teachers. In view of all of the people who have noted a sense of alienation in one form or another in many different groups, no one could be genuinely criticized for expecting to find some degree of alienation among members of any group living in modern society.

There are two reasons for anticipating that teachers who are members of teachers' unions will exhibit a greater degree of alienation


\(^3\)Ibid., p. 136
than other teachers. First, membership in a teachers' union is almost certainly naturally selective. For teachers membership in a teachers' union often causes a feeling of loss of prestige. One has only to consult any issue, current or old, of the publications of the National Education Association or the American Federation of Teachers to discover how important it is to teachers to feel that they are professional people. The emotional content attached to the word "professional" often appears ludicrous. While it has not been objectively documented that the kind of semantic silliness one finds in these publications has any effect on teachers, my own experience indicates that it does. The NEA insists upon treating "union" as the direct opposite of "professional," while the AFT supports this contention indirectly by insisting that the genuinely "professional" teacher has now become a union member.¹ Again, personal experience indicates that individual teachers were certainly under the spell of this kind of thinking. One young female stated that she felt guilty because she recognized that her inability to join a teachers' union was based upon her own snobbish attitude toward unions in general. A male teacher indicated that his reason for being opposed to the AFT gaining exclusive bargaining rights in our district was that he "hated to see the iron claw of unionism descend upon the district." The executive committee of our local union council, which is the decision-making body of the group, specifically outlawed the use of the word "power" and the phrase "teacher

¹For an excellent discussion of the attitudes and effectiveness of the NEA and AFT see Myron Lieberman, The Future of Public Education (Chicago: University of Chicago Press, 1960), ch. IX.
power" as expressions which fostered a non-professional image.

The point is that there has been an emotional block to joining a teachers' union. Discounting those who are predisposed to unions, most teachers in teachers' unions have had some kind of experience which has overcome the emotional obstacle to union membership, and that experience itself will often be found to have been an alienating type of incident.

Secondly, teachers' unions have found themselves facing an entrenched conspiracy between the NEA and administrators who are NEA members. Membership in the NEA has not been a voluntary matter for individual teachers. The unions have built their strength by identifying in public and in strident voice "the enemy." In other words, the teachers' unions foster alienated feelings among their members. Whether or not this can be justified is beside the point. It is going on.

While it is difficult to draw any definite conclusions, it appears that in some instances the feelings of alienation must precede union membership and in other instances—particularly in cases where the teacher comes from a union background—the strong feelings of alienation follow his joining a teachers' union. On the point of whether alienation precedes or follows union membership, it may be significant that in response to item 45b on the questionnaire, which asks for factors, in addition to personal belief or commitment, which are conducive of teachers joining a teachers' organization, fifty percent of the teachers in the Leyden District mentioned some form of peer group pressure as one of the factors. In addition, the highly-alienated teachers as revealed in this study are predominantly from the Leyden District. Since the Leyden District is
heavily union, this might be an indication that the union membership increases alienation. A high percentage of the low-alienated group are from the Downers Grove District in which no union exists, and not one teacher mentioned peer group pressures as a reason for joining a teachers' organization.

There is nothing in the literature on alienation to support this contention, but it is more than mere whimsy that would lead one to expect to find teachers in a teachers' union exhibiting a greater degree of alienation than other teachers. The two reasons for this are that (1) membership in a teachers' union is naturally selective in favor of the more alienated, and that (2) the teachers' unions consciously attempt to increase the members' feelings of alienation by identifying school board and administrators as the "they" who attempt to keep teachers in their place.

Some of the anticipations are founded almost entirely upon hunches which grew out of personal experience. However, it seems reasonable to assume that since teaching has in recent history been a field dominated by females, that might be a source of alienation for the increasing number of males entering the field. It is a rare piece of literature that uses the word "teacher" in a general sense and follows it with the pronoun "he" rather than "she." In addition, the women in the profession are less likely to feel the economic squeeze that comes to the male teacher. Certainly, this will be the case for the average single person, male or female--though the cost of living has risen for them as well as for families. But for the married female, teaching usually provides the family with a second income, without which the family would still survive. For the man with a growing family, however, his income is the crucial issue. Hence, one might reasonably expect
to find married men with families feeling more alienated toward their underpaid jobs than others who do not have the same economic pressures.

The anticipation that the most alienated teachers are apt to be from the lower-middle class is based upon a sample of fifteen teachers in the author's school district, all of whom indicated the lower-middle class as their father's socioeconomic status. This will probably prove to be incorrect because the selection of these teachers was based upon personal friendship for the purpose of testing the amount of time needed to complete the questionnaire. The sampling was in no way random nor representative of teachers in general or even in the district in which they are employed. However, this may not be as significant a blunder as it first appears, since the textbooks on education seem to be in agreement. Willard Waller in his widely accepted book says:

Few facts are available as to the composition of the teaching population...We know that teachers are predominantly native-born, that the large majority of them come from the rural districts, and that they come from families of the lower middle class.

Havighurst and Neugarten are a little less certain:

No longer is it safe, then, to generalize that teachers are predominantly white-collar middle class in origin. Rather, they represent in substantial number all but the extremes at the upper and lower ends of the socioeconomic range.

While the data they have collected on this point are not as neatly divided

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by social status as they might be for our purposes, it would appear that over fifty percent of the teachers in the studies used by Havighurst and Neugarten are somewhere from the middle class down to the lower or working class.¹

It is well to recall that these statements apply to all teachers, while the hypotheses in this paper are referring only to the group of teachers likely to be most alienated. Hence, when Waller says that the majority of teachers come from rural areas, it does not necessarily affect this study. For one thing this study has been carried out in the suburbs of Chicago. It is thus to be expected that most of the teachers in the group, alienated and non-alienated, will have grown up in the area.

With regard to the expectation that the more alienated teachers will be from a Catholic religious background, it is assumed that most Catholics in the Chicago area will have grown up in a lower middle class or a working class background that will encourage them to see a teaching career as a gain in prestige and status. Since their family background is likely to include labor organizations as part of day-to-day life, they are more likely to see teaching as lacking many of the benefits their fathers had as a result of the union's activity. They are on the one hand accustomed to accepting union activities and on the other more likely to compare the benefits gained by labor unions with their own position as an underpaid, overworked teacher. In their study of the printers of the International Typographical Union, Lipset, Trow, and Coleman found that the religious variable was the most significantly correlated to activeness in the union, and that Catholics were

¹Havighurst, Society and Education, pp. 358-62.
most active in these activities. Their explanation of why this was so forms the basis of the anticipation that Catholic teachers will be among the most alienated.

Whether or not these hypotheses are supported by other studies, personal experience, or just plain conjecture is not the important fact. Surely, if they could all be supported by a great body of data, it would be comforting. On the other hand, they would then be unnecessary. For the most part, they are set up simply to see whether they will stand or fall when faced with an objective body of criteria. While it is always satisfying to make predictions which subsequently prove to be correct, that is not so important here. The growing attitudes of militancy among teachers have been demonstrated beyond the need for proof that such attitudes exist. What the sociologist needs to know--indeed, what the country needs to know--is what is causing this phenomenon. This thesis suggests a reason and seeks to test that reason. This study may not establish alienation as an important factor in teacher militancy, but it may help to suggest what the real factors are.

The hypothesis of alienation as it relates to this problem was tested by a questionnaire. It is the burden of Chapter II to explain the questionnaire and the teacher population on which it was used.

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CHAPTER II

METHODOLOGY

A. The Questionnaire

The original decision to use the questionnaire method for testing the hypothesis was based on an assumption that it would be the easiest method of collecting information. It is now apparent that this assumption was grounded in lack of experience which was subsequently provided by the time, cost, and results of the questionnaire itself.

The original conception of this study called for a sample of at least one-hundred non-union teachers and at least one-hundred union teachers. At that time it was felt that the major hypothesis would be that alienation was a factor in the growth of teacher unions. The plan was that in order to achieve a minimum of one-hundred responses in each sample, it would be necessary to send out a minimum of two-hundred-fifty questionnaires to a random sampling of each group. The point is, that in order to achieve the size of sample desired, a mailed questionnaire was the only way that this could be accomplished in any reasonable time. A number of things intervened that caused the original plan to be altered.

First, the conception of the hypothesis changed as developments among teachers' groups demonstrated that the teachers' unions had no monopoly on militancy. Growing attitudes of militancy among all teachers' groups was
most dramatically demonstrated when the NEA national convention in the summer of 1967 adopted a resolution changing its traditional stance on work stoppages. Later, the president of the NEA joined teachers in Florida on the picket line. If then, alienation was to be seen as a factor in the growth of teachers' unions, how was one to account for the growing militancy in a teachers' group that had traditionally frowned upon militant action as unprofessional behavior? Alienation had to be seen as a factor in the growth of militant attitudes among teachers irrespective of organizational affiliation. The original hypothesis was subsequently changed in this direction, although it was retained as a sub-hypothesis as was seen in Chapter I. This explanation of the change in the hypothesis is pertinent only by hindsight. At this point it would have been possible to reduce the scope of the anticipated sample, and even to switch to an interview type of questionnaire making use of a much smaller and more carefully selected sample. It is probably true that by that time the commitment to the developing questionnaire was too deep to have made a change even if the possibility had made itself evident.

As the questionnaire grew longer and consequently heavier, the possibility of a large mailing became impossible as a matter of simple economics. The idea of a large sample, however, was not abandoned. It was felt that two similar school districts could be found in which the questionnaire could be distributed by hand to the teachers' mailboxes and then mailed back by them. A follow-up could then be accomplished by mail both ways, and the results would not be greatly different than if everything had
been mailed both ways. Even using this shortcut, the cost of the mailing was high, and an expense that might have changed the whole course of this study had it been foreseen at the outset. Again, the commitment in time and effort that had gone into the questionnaire precluded a change at such a late hour.

So it was that envelopes were addressed to each of the teachers in the two school districts selected. The selection of the school districts to be used as samples was dictated by availability. The two were selected because their superintendents were willing to allow the questionnaire to be distributed. The two districts selected were the Leyden Township District in the west suburban area of Cook County and the Downers Grove District in the eastern section of DuPage County. The schools were judged to be similar in size of student and teacher populations, the number of schools in the district—two, and the existence of a teachers' organization in each district. While both are usually considered to be in the western suburban area of Chicago, the communities they serve are not so similar as that "west suburban" designation might lead one to believe. If we think of suburban types of communities as being somewhere on a continuum between urban on the one end and rural on the other, then the Leyden Township District would be closer to the urban end and the Downers Grove District would more nearly approach the rural end. It is felt, however, that this circumstance is mitigated by the fact that the community in which a teacher works no longer has the impact on his life that it is alleged to have had in earlier times. Indeed, in most school districts in an urban area, teachers do not live in the
district in which they teach.

It is obvious that a more random sampling would have been preferable. However, the sampling choice was dictated by convenience and cost. The advisability of obtaining some sampling of teachers from the Chicago Public School System seemed to be negated by the race factor. One might properly conclude that for black teachers the source of alienated feelings is very apt to differ from the source of the same feelings in white teachers.

The lack of randomness in the sampling procedure also precludes the use of statistical tests of significance, since such tests cannot be validly applied to samples of the type used in this study. It has, of course been assumed that teachers in the sample will be representative of teachers in the suburban areas of Chicago.

The questionnaires were distributed to 230 teachers in the Leyden Township District and to 134 teachers in the Downers Grove District. The Leyden District returns amounted to 143, while from the Downers Grove District only 53 returns were received. In the Leyden District this amounts to a return of 62%, and in the Downers Grove District a return of 29%. The total number of returns amounted to 196, or 47% of those originally distributed. The same questionnaire was sent by mail to 87 teachers in the Leyden District and to 131 teachers in the Downers District. No returns were received from the follow-up, which is difficult to understand. The only explanation is that these questionnaires were not sent out until the first week in June, perhaps the busiest time of year for teachers, a time when

they are more likely to be annoyed by a second attempt to gain their response
than they are to take the time necessary to fill out such a long questionnaire.

The question also arises as to why there were so few returns from
the Downers Grove District compared to the returns from the Leyden District.

To begin with, the Leyden District is a district in which more than
75% of the teachers belong to the union. The man who was president of that
union council during the 1967-68 school year is a long-time personal friend,
and he wrote a letter which was attached to each envelope. In fact, he
personally distributed the questionnaires. The Downers Grove District was
completely unfamiliar.

Another factor, DuPage County is just beginning to feel the impact
of the rising teacher militancy with which Cook County has been familiar
for a number of years. One has only to talk to the superintendents in the
various districts in DuPage County to understand that they are unabashedly
afraid of anything that so much as hints at teacher militancy. In view of
the number of refusals received from these superintendents before the
superintendent in Downers Grove agreed to permit distribution, it was a
surprise that he did agree. The questionnaires, however, were left in their
addressee envelopes in that superintendent's office. The abrupt cessation
of returns from the Downers Grove District naturally caused some concern.
Several attempts were made to call the superintendent after that, but he
was unavailable each time. A possibility, for which there is no verifica-
tion, is that the superintendent changed his mind. Lending credence to this
possibility is the fact that all of the returns received from that district
came from one school. Concern at the lack of response was not too great because it was felt that if some teachers had not received the original questionnaire, they would get the mailed questionnaire in the follow-up. The fact that no returns were being received in the follow-up did not become apparent until school was dismissed, by which time it was too late to do anything about it.

However, since the conception of the study had changed, it was no longer so crucial to have two distinct samplings. Where the independent variable of most importance had originally been membership or non-membership in a teachers' union, the only independent variable needed now was alienation.

Finally, the notion that the availability of computer services would be a great time-saver proved to be naive. First of all, an error in the coding of the first section of the questionnaire meant that all of the questionnaires had to be re-coded by hand. When that was finished, all of the responses had to be placed on coding sheets by hand before IBM cards could be punched out for them. Again, the length of the questionnaire became a handicap. This situation was aggravated by the fact that in view of the change in concept of the study, much of the information on the questionnaire became useless so far as the hypothesis was concerned. It now seemed that methodological honesty required an editing of the questionnaire before beginning an analysis of the data. Editing is meant to indicate that certain items on the questionnaire would be selected as indicators of alienated feelings among the respondents. Section III, items 33 to 53, was originally intended to supply the information regarding feelings of alienation. In the editing process only certain items within
this section were retained as measures upon which an alienation scale could
be constructed. This included items 33 to 38, 46, 47, 48, 49 and 52 A, B, and C.

The next section of this chapter outlines these items and describes

the way they were taken to indicate the presence or absence of alienation
among teachers. These criteria were established prior to any consideration
of the cumulative results of the data. That is to say, nothing was altered
because of knowledge of what the questionnaire responses might reveal. The
responses would either meet the criteria thus established or they would not.

B. Measures of Alienation

With regard to the items in Section III of the questionnaire, items
33 to 38 seek to discover, "How much you (the teacher-respondent) feel that
the school board (the superintendent, principal, teachers, parents, news
media) is aware and concerned about problems faced by teachers." If, for
instance, there appears to be a discrepancy between how much the teacher
feels that the school board, the superintendent, and the principal are
aware and concerned and how much he feels that the teachers are aware and
concerned, it will be interpreted as indicating some degree of alienation
of the teacher from the administration. If a discrepancy should occur
between the responses for teachers and those relating to parents and news
media, it will be interpreted as indicating a degree of alienation of
teachers from the community. A point system was decided upon as most
convenient for handling these items. Based upon three responses to each
item, a three-point system seemed most suitable. In accordance with how
the teacher felt about the extent of awareness and concern on the part of the school board, he would circle number one, two or three. The number circled would also be the point value for that particular problem. Then by adding up the circled answers for all of the problems listed in each numbered item, a score could be given to each of the reference groups, i.e., school board, superintendent, principal, etc. The highest possible number of points for each numbered item would be twenty-four, since each item contains eight problems or eight possible responses. A high score, then would indicate that the respondent feels that this referent is very much lacking in awareness and concern about teacher problems. Conversely, a low score would indicate that the respondent feels that the referent is appropriately aware and concerned about the problems of teachers. On this basis the following point scale was decided upon as a measure for these items:

19 to 24 ...........very poor in awareness and concern
17 to 21 ...........poor in awareness and concern
12 to 16 ...........satisfactory in awareness and concern
 8 to 11 ...........good in awareness and concern

In terms of using this as a measure of alienation, a discrepancy was said to exist only when the attitude of the teachers in the district (item 36) was rated in the "good" category and the reference group was rated in the "poor" or "very poor" category. It was hoped that this would reduce the problem of identifying as alienation those responses which are merely uncertain, as might be the case when a respondent circled all "2's." In order to make use of these items as a measure of alienation in the respondent, simple scales have been devised based upon the number of discrepancies which
occur between the rating of teachers in the district (item 36) and each of the reference groups (items 33, 34, 35, 37, 38). Because it is anticipated that there might be a significant difference between the way teachers feel about the administration and the way they feel about the community, the reference groups will be divided into two categories: (1) the administration, represented by the school board, the superintendent, and the principal; (2) the community, represented by the parents and the news media. It is here being anticipated that teachers might, for instance, feel that while the administration is very much aware and concerned about teacher problems, the parents of the children they teach are more concerned about having a place to send their children during the day, and the news media are concerned only with matters that will attract a larger audience. This is not being predicated; it is stated as one possible reason why it can be expected that some difference may prove to be evident.

The scales are based upon the fact that within the administration category there could be zero, one, two, or three discrepancies; and zero, one, or two discrepancies within the community category. If, for instance, there is a discrepancy between the way the teacher-respondent rates the attitude of the teachers in the district and they way he rates the school board, that would be one point on the alienation from administration scale. If there is another discrepancy between the way the teacher-respondent rates the teachers in the district and the way he rates the superintendent, that would be an additional point on the administration scale, for a total of two points. If there is a third discrepancy as the result of the difference in rating the teachers in the district and the principal, that would be
another point on the scale, for a total of three points, which would be the maximum score possible on this scale. The entire process was then repeated, this time comparing the rating of teachers in the district (item 36) to the parents (item 37) and the news media (item 38). In this case the maximum score is two.

**Administration**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No Alienation</td>
</tr>
<tr>
<td>1-2</td>
<td>Moderate Degree of Alienation</td>
</tr>
<tr>
<td>3</td>
<td>High Degree of Alienation</td>
</tr>
</tbody>
</table>

**Community**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No Alienation</td>
</tr>
<tr>
<td>1</td>
<td>Moderate Degree of Alienation</td>
</tr>
<tr>
<td>2</td>
<td>High Degree of Alienation</td>
</tr>
</tbody>
</table>

Item 39 would be another indication of a sense of alienation. First of all, the respondent must indicate that he has considered leaving the teaching field; then his response to 39b can be taken as a measure of the degree of alienation. Hence, responses will be handled again by assigning a point value to the response given. Those teachers who have never thought of leaving teaching will be scored a "0." The point value of responses to 39b, "How seriously have you considered leaving?" will follow the response numbers. This measure will have real value only when seen in conjunction with other items used to measure alienation, since it is not clear what the respondent desired us to understand by his particular response. As an illustration of the difficulty here, let us consider response #2 to item 39b. This response indicates that the teacher has given serious consideration to leaving the field, but has decided against it. On the surface, this response indicates some degree of job satisfaction as opposed to responses
#3 and #4 which indicate dissatisfaction. The original intention in including response #2 was precisely that it would indicate satisfaction. There is, however, the very real alternative possibility that his particular response might be concealing a degree of alienation which exceeds the other responses. A teacher might find himself in an economic trap. His earnings as a teacher exceed by a considerable number of dollars what he might hope for as a starting salary in some other field. When one adds to this the earnings most teachers have through moonlighting and summer employment, it is easy to see how a teacher might have given serious consideration to leaving the teaching field because he is very dissatisfied with his job, but felt constrained to abandon the idea because of the difference in his earning power inside and outside of the teaching field. An individual feeling thus trapped, might have heightened feelings of alienation precisely because money has become the major factor in determining his life opportunities. While item 39b will be used as a measure of alienation, this is a factor which will have to be considered when the data is being analyzed and interpreted.

The rating scale will follow the response numbers. The fact that a person has thought at all about leaving the teaching field will be assumed to indicate some degree of alienation. The scale of degree of alienation will then proceed from low to high, low being "1" and high being "4."

Item 46, which asks the respondent to indicate his feeling about the amount of compensation he receives for teaching, coupled with item 47, which asks him to compare his income to the income of other workers in other areas, will further indicate whether or not a person has feelings of
alienation. If he feels that he is underpaid and that his income is too little when compared to other occupations, we can then assign an alienation score to these items. Since item 47 asks him to compare himself to ten other categories, we can say that if he feels his income to be too little in seven out of ten cases, he is showing a high degree of job dissatisfaction.

Our scale, based solely upon response #3, "Too Little," will be as follows:

- 7-10 ............ 4 points on alienation scale
- 5-6 ............ 3 points on alienation scale
- 3-4 ............ 2 points on alienation scale
- 1-2 ............ 1 point on alienation scale

In item 48 an attempt is made to determine the presence or absence of alienation by asking the respondent to indicate what he thinks the attitude of the reference groups would be toward each of a series of statements, and then to state how he himself feels about it. All of the statements are items which are often mentioned by teachers groups as areas in which teachers should, or should not, have some voice. That is to say, whether or not an individual teacher agrees with the statement is not relevant; all of the statements are pertinent to the teacher-administration-school board relationship as it exists today. If there is a discrepancy between the teacher's attitude and the attitudes which he believes characterize the reference groups, this betrays a sense of alienation.

It is important to note that we are, throughout Section III of the questionnaire, trying to discover the teacher's perception of the situation. One might be tempted to ask why the reference groups were not asked to fill out a similar questionnaire in order to determine whether any discrepancy exists between what the teacher thinks would be the attitude of the reference
group and what that attitude actually is. Quite apart from considerations of time and cost in such an undertaking, the results, whatever they might be, would simply not be relevant to a discussion of the sense of alienation as it exists or does not exist among teachers. In any sense of the word, feelings of alienation result from the individual's perception of the situation, irrespective of the degree to which that perception conforms to the objective situation. If there is a degree of difference between the two, the problem this difference illuminates is one of communication. If the discrepancy is consistently and perversely great, then the problem becomes one of neurotic attitudes. In either case, an attempt to arrive at an objective situation would have little to contribute to this study as it is presently conceived.

In item 48, then, the measure will be discrepancies between the teacher's attitude toward the propositions put forth and what the teacher perceives as the attitude of the reference groups toward the same propositions. Again, in order to accomplish this the five reference groups will be divided into two categories: (1) administration--represented by the school board, the superintendent, and the principal; (2) the community--represented by the typical parent and the editor of the local newspaper. The measure will be based upon the number of discrepancies which occur within each of these two groups. For example, a discrepancy between the teacher's attitude and one of the reference groups in the administration would receive a score of "1"; if it occurs between the teacher and two these reference groups, the score would be "2". In the category of community the same would
apply. Therefore, the maximum score for administration would be "3," and for community it would be "2." The maximum score for each proposition would be five, and the total maximum score for all of item 48 would be 45. Divided into administration and community, the total possible scores would be 27 for the former and 18 for the latter. In the analysis of the data, it is anticipated, as in items 33 to 38, that there might be a significant difference between the feelings of teachers toward the administration and their feelings toward the community. That is, teachers might well feel a degree of alienation from the administration that they do not feel from the community, or vice versa. A discrepancy will be said to exist when there is more than one number between the teacher's attitude and the attitude he ascribes to a particular reference group. For example, if the teacher indicates his own attitude with a #4 response and the attitude of the reference group with either a #2 or a #1, a discrepancy will be said to exist. If the teacher indicates his own attitude with a #4 response and the attitude of the reference group with a #3, no discrepancy will be said to exist.

The scores thus obtained will be rated according to the following scales for all of item 48.

**Administration**

0- 9 ............ No Alienation  
10-18 ............ Moderate Degree of Alienation  
19-27 ............ High Degree of Alienation

**Community**

0- 6 ............ No Alienation  
7-12 ............ Moderate Degree of Alienation  
13-18 ............ High Degree of Alienation
In item 49, teachers are asked to rank high school teaching on the basis of factors thought to be associated with jobs in which there is a high degree of job satisfaction. Again, these can be scored according to the numbered response: a high score indicates a low ranking and vice versa. Teachers who rank their profession as "Not So High" or "Very Low" will be considered as exhibiting a degree of alienation. Only those responses, therefore, will be considered. On the alienation scale one point will be assigned for each #3, or "Not So High," response and two points for each #4, or "Very Low," response.

In item 52, only A, B, and C will be utilized as indicators of alienation. They reveal something about how teachers feel about their jobs, and how successful businessmen might feel about the teaching profession. The successful businessman seemed a good choice since he rather epitomizes the American cultural concept of the type of person best suited to make important decisions.

The problem with this item is in the ordering of the responses. It would have been more convenient to have the responses proceed from "yes" to "undecided" to "no," so that the response numbers could again be used as the scale. In this case the procedure will have to be that a #1 response receives one point, a #2 response receives three points, and a #3 response receives two points.

Now that all of the items which will be used as measures of alienation have been set out, and the exact method of their use prescribed, the next step is to explain the method in which they will be combined to produce alienation scores.
C. Alienation Scores

The assignment of certain values to given responses on the six questionnaire items 33-38, 46, 47, 48, 49, and 52, is purely arbitrary. However, the fact that in assigning these values greater weight was given to some items was intentional. Greater weight was assigned to items 46 and 47 because they relate to the economic aspect of the teacher's life.

It must be evident that it has been assumed that the rising tide of militancy among teachers has as one of its primary motivations the desire for increased salaries and economic fringe benefits. This is one of those "common knowledge" assumptions that needs to be tested. It is not presumed here that the items on this questionnaire test the assumption with any degree of adequacy. However, these items do recognize that salary may be a major motivating force, and that salaries which are deemed inadequate would be extremely important. There are very few things that affect so many aspects of a person's life as a lack of sufficient funds.

Another important factor in contributing to feelings of job alienation is a lack of prestige accorded to the job. Blauner feels that lack of prestige is the single most important factor in job dissatisfaction.\(^1\) This is the reason for giving additional weight to items 49 and 52; they are intended to measure the teacher's perception of the prestige value of high school teaching.

A numerical value, then, was assigned to each of the items selected

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\(^1\)Blauner, Alienation and Freedom, p. 16.
as useful in the measurement of feelings of alienation. Here is the point at which some of the weaknesses of the questionnaire intrude themselves:

(1) There are too many items; to deal with all of them would take much too long. (2) Not all of the items are stated in the same direction. For instance, in item 46 a high response number 3 indicates job dissatisfaction. In item 51 a high response number 5 indicates a good self-image of high school teaching, and in item 52, the high response number 3 indicates a prestige rating that is between good and bad which are indicated by responses #1 and #2 respectively.

The shortcomings in the arrangement of the questionnaire items were only partly responsible for the decision to use an entirely independent alienation score. The most important factor, as explained earlier, was to avoid a post-factum hypothesis based on the results. As Merton explains, once the data are known, it is not difficult to develop a hypothesis to fit the facts. ¹ In an M.A. thesis paper of this type, in which the most pressing need is to finish, the temptation to order the data to fit the hypothesis is strong. Hence, the need to establish a device—such as an alienation score—which prevents such a stratagem. The criteria are established first, and the data measured against them.

The maximum point values for those items selected are as follows:

¹Merton, Social Theory and Social Structure, pp. 93-95.
<table>
<thead>
<tr>
<th>Item</th>
<th>Alienation Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>33-38</td>
<td>4</td>
</tr>
<tr>
<td>46</td>
<td>1</td>
</tr>
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<td>4</td>
</tr>
<tr>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

Each respondent will be given a total score based upon his score for each of these items. Then a frequency distribution will be made and class intervals established. The median of the scores will be computed. Since it is certain that some teachers will score high and others low, a fairly normal distribution of scores is anticipated with a heavy concentration of scores immediately to the right and left of the median.

Respondents with scores above the midpoint of the interval in which the median falls will be regarded as exhibiting a high degree of alienation; respondents with scores falling at or below the midpoint of the interval containing the median will be regarded as exhibiting a moderate degree of alienation, except that respondents whose scores fall below the midpoint of the class interval in which the first quartile is located will be regarded as the low-alienated group.

The decision to use the median score rather than the mean or the mode is based on the previously indicated assumption that the distribution of alienation, or, more specifically the distribution of alienation scores, will be statistically near normal. It is necessary to begin with the most "typical" object in order to make any judgments about
which objects shall be labeled "atypical." When seeking the most typical score in a collection, the median is the average that should be used.\textsuperscript{1} Convenience is the reason for using the midpoint of the interval in which the median score occurs. In computing median scores—or mean scores—it is most often the case that the average will be a whole number and a fraction of the next whole number. With these alienation scores there will be no fractional scores, and, while this fact does not make it impossible to work around a fractional average, the use of whole numbers under such circumstances is easier without sacrificing any of the accuracy. It is not likely that the median score will be the midpoint of an interval, and the common practice is to use the midpoint of the interval rather than the nearest whole number. Again, very little accuracy will be lost in the kind of distribution resulting from a measurement in which the maximum range is zero to thirty, since the class intervals will be necessarily small.

Before getting into the computation and analysis of alienation scores, the sample population ought to be described.

CHAPTER III

THE SAMPLE POPULATION

Exactly who are the teachers who responded to this lengthy questionnaire? How can they be described?

Well, they can be described in terms of certain routine variables such as age, sex, marital status, family background, education, religion, etc. These routine variables are covered rather thoroughly in the questionnaire. When the responses to the items are properly divided and totaled, the population has been described.

A. The School District

First, some general statements about the school districts. The Leyden Township District has just over 3000 students and the Downers Grove District just under 3000. There is some confusion about this in the minds of the teachers: 1% indicate that the size of their district is between 501 and 1500; 56% say it is between 1500 and 2999; and 42% say it is over 3000. Several factors are operating here which confuse the issue. First, the teachers do not have an accurate count of student population; second, the figure in both districts is very close to 3000; and third, there is some evidence that some of the teachers are responding by indicating the size of the student population in their school alone.

Sixty per cent of the respondents indicate that the average class
size is between 26 and 30. Taking a wider range, 94% of the teachers indicate that the average class size is somewhere between 21 and 35, with 23% saying it is 21 to 25 and 11% saying that it is between 31 and 35. Usually, exact information is available, but is not publicized. Administratively it is often felt to be unwise to simply "give out" such information, since it might create morale problems. If, for instance, the average class size is announced as 28, teachers who have five classes in which there are more than thirty students are apt to feel unhappy. Average class size does not take into account that in most school districts classes for slow learners and classes for the gifted are intentionally kept under the size of what is considered a normal class. The average class size also counts personnel who do not have classes, librarians and guidance counselors would be in this category.

It is probably true that the average number of classes per day in any high school district in Illinois is five. In our sample 67% indicate five as the average, while 73% say that is the number they teach. One per cent indicate that the average is less than five (1% is two respondents), while 21% indicate that they teach less than five. Thirty-two per cent indicate that the average is six or more, while only 3% say that they teach six or more classes per day. The figure of 21% who indicate that they teach less than five classes per day is probably inflated by the fact that the questionnaire does not distinguish between full-time teachers on the one hand and persons who function as guidance counselors, part-time administrators, or teachers of special classes on the other. It is not so
easy to account for the 32% who feel that the average number of classes is six or more. One cannot say that they are generalizing from their own experience, since only 3% actually teach six or more classes. Nor can it be explained in terms of different types of scheduling, i.e., one school district may employ a schedule calling for fifty-five minute periods while another might have forty-two or forty-five minute periods with an additional period during the day. In this study, Downers Grove constitutes 27% of the sample and Leyden 73%. It might appear, because 67% of the sample indicate five and 23% indicate six as the average number of classes, that Leyden has one type of schedule and Downers Grove another type. Again, however, only 3% say they actually teach six or more classes; this is a total of five people. This would mean that virtually all of the Downers Grove respondents are atypical in that they teach fewer than the average number of classes. At this point the only possible conclusion is that the 32% who indicate the average number of classes as six or more just do not have any idea and are guessing.

From Table 3.1 it appears that the teachers have one free period during each school day which can be used for preparation. Seventy-three per cent say they have five hours per week for preparation during school hours, 17% say they have less than five hours per week, and 8% say they have six or more. There is a rough correlation between these figures and those describing the number of hours per week spent on non-teaching assignments during school hours. Eighty-six per cent say they spend five or less hours per week on such assignments, 8% say six to ten hours, and 4% say over ten. These two sets of figures indicate that most of the
people working on non-teaching assignments are doing so during that one hour per day supplied for preparation time have intended to indicate that they spend zero hours per week on non-teaching assignments, that leaves thirteen per cent who spend between one and five hours per week on such assignments. This is very close to the 17% who have less than five hours per week for preparation during school hours. It is safe to assume that some of the 17% are indicating that a "free" period is "free." Hence, they have no time for preparation during school hours.

TABLE 3.1

SCALE OF HOURS PER WEEK SPENT BY TEACHERS IN SAMPLE ON NON-TEACHING ASSIGNMENTS AND PREPARATION TIME DURING SCHOOL HOURS

<table>
<thead>
<tr>
<th>Non-Teaching Assignments</th>
<th>Preparation Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>Distribution</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>0-5</td>
<td>169</td>
</tr>
<tr>
<td>6-10</td>
<td>15</td>
</tr>
<tr>
<td>Over 10</td>
<td>8</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
<tr>
<td>Response</td>
<td>5</td>
</tr>
</tbody>
</table>

With regard to extra-curricular activities without additional compensation, the lack of refinement in the questionnaire is again apparent. Eighty-six per cent of the respondents indicate that they spend five or less hours per week on extra-curricular assignments without additional compensation, and 12% indicate that they spend more than five hours per week on such assignments. The problem is that we have no way of knowing
how many teachers included in the 86% intended to indicate that their answer was zero. It is important because the notion of "extra pay for extra work" is gaining wide acceptance in school districts. A school district in which a large percentage of teachers were spending any number of hours per week on extra-curricular assignments without additional compensation would ... likely to have a higher number of teachers showing signs of alienated feelings.

One would also expect to find that in teaching situations where the attitude of the district toward the autonomy of the teacher in the classroom is seen as rigid, there would be signs of alienation. Table 3.2 shows the distribution of responses to the item on the questionnaire, which states, "With regard to autonomy of the teacher in the classroom, I would describe my district as...."

<table>
<thead>
<tr>
<th>Degree of Rigidity</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Very Rigid</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat Rigid</td>
<td>30</td>
</tr>
<tr>
<td>A Little Rigid</td>
<td>65</td>
</tr>
<tr>
<td>Not At All Rigid</td>
<td>88</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
</tr>
</tbody>
</table>

Two interpretations of Table 3.2 suggest themselves immediately. The first is that fully 45%, better than 4 out of 10 teachers, are willing to describe their district as giving the teacher complete autonomy in the
classroom. If the 33% are added who describe their district as only "a little rigid," the conclusion is that 78% of these respondents are pretty well satisfied with their district's attitude regarding the autonomy of the teacher. Since one would expect to find a certain degree of rigidity in a bureaucratic structure, justification for adding the 33% hardly seems necessary.

The second obvious interpretation is that 16%, almost 2 out of every 10 teachers, feel their district is more than a little rigid about teacher autonomy in the classroom. If these thirty-two teachers are very vocal, or if something should occur to make them vocal, there are more than enough to "stir things up." If we add to this the fact that another 33% already have some feeling about rigidity, it would not take much "stirring" to produce a mixture demanding action. The crux of the matter must be the moral judgement individual teachers will make about the extent of a teacher's right to autonomy in the classroom. It is safe to say that many teachers regard their rights as emanating from the rights of the community, the school board, or the administration. On the other hand, many teachers regard autonomy in the classroom as "the" right; nothing will move them to anger more rapidly than to have someone interfere with their classroom or with the classroom of a colleague.

Both the Leyden District and the Downers Grove District have teachers' organizations which represent teachers in negotiations or discussions with the administration and the school board. Leyden District is represented by the American Federation of Teachers which has an exclusive bargaining contract with the school board. Downers Grove teachers are
apparently represented by an affiliate of the Illinois Education Association, an unaffiliated local group, and an informal local group. There is no exclusive bargaining contract between the board and any group, although all of the teachers indicate that such a contract exists: some indicating it is with IEA, some indicating it is with the local unaffiliated group, and a few that it is with the informal group. At the very least, there is some confusion about it, and the confusion probably stems from the fact that too many teachers do not understand the meaning of an exclusive bargaining contract. Even in the Leyden District where a collective bargaining election took place in the Spring of 1966, and where the union has been on the verge of a strike each of the last two Junes, and where over 90% of the teachers voted to make the AFT sole bargaining agent for the teachers, a number of respondents indicated that no such contract exists; others from the same district indicated that such a contract exists, but that it is between the school board and the local affiliate of the Illinois Education Association.

B. Characteristics of the Population

If this sample population is even nearly representative of high school teachers, then high school teaching is predominantly a male occupation. While 4% gave no response to this item, 59% are male and 37% are female. Table 3.3 shows the age distribution of the sample. It may be significant that the smallest number falls between the ages of 31 to 40. This will be taken up later, but it appears that there is a high dropout rate among teachers who have passed their thirty-first birthday.
Table 3.3 describes the marital status of the teachers in the population and shows the number of dependent children among married teachers.

### Table 3.3

**AGE DISTRIBUTION OF TEACHERS IN SAMPLE**

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>26-30</td>
<td>41</td>
<td>21</td>
</tr>
<tr>
<td>31-35</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>36-40</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>41-50</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Over 50</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 3.4 describes the marital status of the teachers in the population and shows the number of dependent children among married teachers.

### Table 3.4

**MARITAL STATUS AND NUMBER OF DEPENDENT CHILDREN AMONG MARRIED TEACHERS**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>% of Total</th>
<th>No. of Children</th>
<th>Number*</th>
<th>% of Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>44</td>
<td>25</td>
<td>None</td>
<td>57</td>
<td>38</td>
</tr>
<tr>
<td>Married</td>
<td>141</td>
<td>72</td>
<td>One</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Widow-Widower</td>
<td>6</td>
<td>3</td>
<td>Two</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>Separated - Divorced</td>
<td>4</td>
<td>2</td>
<td>Three</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1</td>
<td>Four</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over Four</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

*Total is only 152. Responses of single men were assumed to be "None."

Table 3.4 assumes that persons who have indicated their marital status as "Single" should not be counted when considering the number of dependent children since their presence would naturally be a distorting factor. In any case the table shows that 25% of those with children have three or more
dependent children. This would be 21% of the total (196) population.

Two teachers did not respond to the question on race, but all of the 194 who did are caucasian. While this figure tells something about the all-white suburban ghetto, for the purposes of this study, it eliminates race as a factor in the possible alienation of teachers.

Table 3.5 gives the religious affiliation of the population. Again, it is worth noting here what seems a surprisingly large number of teachers who are not affiliated with any religion.

**TABLE 3.5**

<table>
<thead>
<tr>
<th>Religion</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>98</td>
<td>50</td>
</tr>
<tr>
<td>Catholic</td>
<td>53</td>
<td>27</td>
</tr>
<tr>
<td>Jewish</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>No Affiliation</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

In Table 3.6 it can be seen that in political preference 46% of the teachers have indicated no preference for either of the major political parties: 38% listing themselves as independent, and 8% as having no preference.

It may be that Table 3.6 offers too fine a distinction to make tendencies readily apparent. It does provide the information for making the distinctions less fine. It is possible to consider the information
given on political preference in terms of Democrats and Republicans and/or conservatives, moderates, and liberals. Table 3.7 presents the information in such a way.

**TABLE 3.6**

POLITICAL PREFERENCES OF TEACHERS IN SAMPLE

<table>
<thead>
<tr>
<th>Political Preference</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservative Democrat</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Moderate Democrat</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Liberal Democrat</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Conservative Republican</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Moderate Republican</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Liberal Republican</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Conservative Independent</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Moderate Independent</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>Liberal Independent</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>No Preference</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**TABLE 3.7**

POLITICAL PREFERENCES OF TEACHERS IN SAMPLE RECONSIDERED

<table>
<thead>
<tr>
<th>Political Preference</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democrats</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>Republicans</td>
<td>55</td>
<td>28</td>
</tr>
<tr>
<td>Conservatives</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Moderates</td>
<td>89</td>
<td>45</td>
</tr>
<tr>
<td>Liberals</td>
<td>53</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 3.7 reveals that these teachers are about evenly divided between Democrats and Republicans. The fact that almost half, 45%, of these
teachers describe themselves as moderates is probably the most significant fact brought out by this table. Two brief quotations can serve to illustrate this point:

The first is from Barry Goldwater:

The problems which face us today are many and complex, and they have been made more numerous and more complex by repeated tampering with the natural laws which have governed the lives of men for thousands of years. But these problems can be solved, and will be solved, when at last we determine to abandon frenzied social experimentation and return to the tested governmental principles which made our nation the greatest the world has ever known.

Talking about the many and complex problems faced by society, Hubert Humphrey offers the following:

LIBERALISM offers no easy answers or simple solutions. It does challenge liberals to seek new and more effective methods to strengthen freedom and spur man's progress. 2

Both conservatism and liberalism are seen here as movement away from the status quo—change. That would seem to leave the moderates in command of the middle ground, for the most part satisfied with the status quo, and 45% of the teachers in this sample have identified themselves as moderates. Whether or not this is good or bad will depend upon the way one sees the role of today's teacher in relation to the general society, and upon what part one expects to see the schools play in shaping that society.


Table 3.8 shows the years of full-time teaching in the respondents' present school district and the total years of full-time teaching experience.

**TABLE 3.8**

**TEACHING EXPERIENCE OF TEACHERS IN SAMPLE IN PRESENT DISTRICT AND IN ALL DISTRICTS**

<table>
<thead>
<tr>
<th>Full-Time Teaching Experience</th>
<th>In Present District*</th>
<th>Total Experience**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years</strong></td>
<td><strong>Number</strong></td>
<td><strong>% of Total</strong></td>
</tr>
<tr>
<td>0-5</td>
<td>88</td>
<td>45</td>
</tr>
<tr>
<td>6-10</td>
<td>43</td>
<td>22</td>
</tr>
<tr>
<td>11-15</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>16-20</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>21-25</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Over 25</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

* 3% did not respond to this item.
** 1% did not respond to this item.

Perhaps the most significant fact revealed in this table is that almost one-third of the teachers in the sample have been teaching for five years or less, and that 45% have spent five or fewer years in their present district. The table also indicates that there are many more teachers who leave their first district than there are who remain in their first district. For instance, 45% who have been in their present district five years or fewer, but only 32% who indicate 0-5 as the total years of experience. This tendency holds until the fifteen years category has been passed, at which point the tendency reverses itself. This, of course, suggests a great deal of lateral job mobility, which is born out by the fact that in response to the question "In how many different school districts have you
been employed during your years of full-time teaching experience?" 35% said they had been employed in three or more districts; 31% said two, and 32% said one.

The income levels of teachers is usually thought of as being the most significant point in their general dissatisfaction. It is, therefore, important to understand what those income levels are before any conclusions can be drawn about their relationship to job dissatisfaction and consequent-ly to alienation. Table 3.9 gives the income distributions of the teachers in the sample for teaching only and for teaching plus income from other jobs.

**TABLE 3.9**

**DISTRIBUTION OF INCOME OF TEACHERS IN SAMPLE BY TEACHING**
**INCOME ONLY AND TOTAL INCOME EXCLUDING**
**INCOME FROM RENTALS OR INTEREST**

<table>
<thead>
<tr>
<th>Teaching Income Level</th>
<th>Teaching Income</th>
<th>Total Income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Total</td>
</tr>
<tr>
<td>$5,000-6,500</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>6,501-8,000</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>8,001-9,500</td>
<td>37</td>
<td>19</td>
</tr>
<tr>
<td>9,501-11,000</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>11,001-12,500</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Over $12,500</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

In order to obtain a reasonably accurate picture of the impact of "moon-lighting" upon income levels it was necessary to phrase the question about total income in such a way as to eliminate income which might be the result of inherited monies or family gifts which have been invested to produce additional income.
The figures in Table 3.9 do reveal the impact of moonlighting upon teachers' incomes. Eighty-five per cent of the teachers are earning less than $12,500 for teaching only as compared to 54% for whom $5,000 to $12,500 constitutes the total income. Forty-two per cent indicate that their total income exceeds $12,500. In this category twenty-eight teachers, or 14% of the total population, are earning between $12,501 and $14,000; twenty-six teachers, 13%, are earning between $14,001 and $15,500; twenty teachers, 10%, are earning between $15,501 and $17,000; five teachers, 3%, are earning between $17,001 and $18,500; and four teachers, 2%, are earning something in excess of $18,500 per year.

On the question concerning the number of additional wage-earning positions, including summer employment, 53% responded that they held one or more extra jobs: 27% indicated it was one, with the other 26% indicating that it was two or more; 5% said that it was three additional jobs and 5% said it was more than three.

The figures on moonlighting coupled with the figures on income can be used to support the argument of teachers that money is not the most important factor in the rise of teacher militancy. While it is certainly difficult to separate the two--money and time--it is clear that the majority of teachers are having their energies diverted; it is not difficult to understand that they might feel that such diversion is detrimental to their professional competence. In support of this contention it is interesting to note that in response to the question, "Considering the real worth of a good teacher's contributions to society, what would be an adequate and deserved yearly income for a high school teacher?" 73% responded
that it ought to be $15,000 or more: 44% indicating $15,000 as adequate and 29% favoring $18,000 or more. There is a connection between the facts that 85% are earning less than $12,500 for teaching, that 53% are moonlighting, and that 73% feel that an adequate and deserved salary for a good high school teacher would be in the neighborhood of fifteen to twenty thousand dollars per year. Lack of sufficient income means extra jobs, less leisure time, and decreasing professional competence.

The background of an individual is an important determinant of his present behavior. We have already examined such background factors as age, sex, religion, political preference, etc. However, if, as Wordsworth says, "The child is father of the man," then we need to know something about the individual's family, community, and educational background. Table 3.10 gives some information about the perceived socioeconomic level of the respondents' fathers and then about their own.

**TABLE 3.10**

SOCIOECONOMIC STATUS OF FATHER AS PERCEIVED BY THE TEACHERS IN SAMPLE AND RATING OF OWN SOCIOECONOMIC STATUS AS COMPARED TO THAT OF THE FATHER

<table>
<thead>
<tr>
<th>Father's Socioeconomic Status</th>
<th>% of No. Total</th>
<th>Rating of Own Socioeconomic Status As Compared to Father</th>
<th>% of No. Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Level</td>
<td></td>
<td>Position Compared to Father</td>
<td></td>
</tr>
<tr>
<td>Upper Class</td>
<td>8</td>
<td>Mine is much higher</td>
<td>63</td>
</tr>
<tr>
<td>Upper Middle Class</td>
<td>42</td>
<td>Mine is a little higher</td>
<td>60</td>
</tr>
<tr>
<td>Middle Middle Class</td>
<td>84</td>
<td>Mine is about the same</td>
<td>41</td>
</tr>
<tr>
<td>Lower Middle Class</td>
<td>30</td>
<td>Mine is a little lower</td>
<td>22</td>
</tr>
<tr>
<td>Working Class</td>
<td>29</td>
<td>Mine is much lower</td>
<td>6</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>No Response</td>
<td>4</td>
</tr>
</tbody>
</table>


The perceived status of origin is important here because it gives an indication of status orientation. It is the class orientation that is most significant in a study of this kind, since it is that orientation which will be most likely to affect attitudes and behavior.¹

Seventy-nine per cent of these teachers identify themselves as having come from the middle class. Even if one allows ten per cent error at each end of the middle class for those who may not have identified their father's class accurately, the vast majority of these suburban teachers are clearly middle class in origin and presumably in value orientation. It is just a little surprising, then, to find that 64% of the respondents apparently regard teaching as having been a vehicle of upward mobility. The table, of course, does not show how many of the respondents who indicated their own socioeconomic status as higher than that of their father are married women whose present status would be perceived as that of the husband. But even if one assumes that the ratio of women in the total population remains constant in this category—that is, 37% of the 123 respondents who feel that they have been upwardly mobile—and that all of these are married women, there still remain 39% of the total population who view their teaching career as having made them upwardly mobile in socioeconomic status.

Going one step further, assuming that all of the women in the sample are married, identify themselves with their husband's status and feel that that status is higher than the status of their fathers, there are still 26% who feel that a career in teaching has contributed to upward mobility.

It is also interesting to speculate about the figures for those who have identified themselves as being lower middle class and working class in origin. Taken together this group constitutes 30% of the total. This is almost exactly the figure in each of the two categories identifying themselves as either a little higher or much higher in socioeconomic status than their fathers. If all of the people who identify themselves as lower middle class or working class in origin, also feel that their present status is higher than their status of origin, then there are significant numbers (38%) of teachers who feel they have been a little or very much upwardly mobile from the middle middle and upper middle class. Consider that 35% of the respondents consider themselves to have been either about the same as or downwardly mobile from their status of origin. If this 35% is subtracted from the 64% of those respondents who regard themselves as having sprung from the middle middle or upper middle class, that leaves 29% in these categories who can only regard themselves as having been upwardly mobile; this is very close to the 33% arrived at by subtracting the working class and lower middle class origin people from those who feel their present status is higher than that of their fathers. While the figures in Table 3.10 are inconclusive, and their manipulation is speculative and arbitrary, they do seem to be indicative of a high degree of job satisfaction.

Table 3.11 gives a breakdown of the categories into which the father's occupation falls. The data in this table seem to support the data in Table 3.10, which indicated that the vast majority of the teachers in the sample identified their origins as having been middle class. Also, Table 3.10 showed that 30% of the teachers identified their father's status
as lower middle class or working class. This seems to be supported by Table 3.11, which shows 34% of the teachers placing their father's occupation in the skilled and unskilled laborer class.

**TABLE 3.11**

**OCCUPATIONAL CATEGORIES OF FATHERS OF TEACHERS IN SAMPLE**

<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unskilled laborer</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Skilled laborer</td>
<td>49</td>
<td>25</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Government service</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Clerical worker</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Management position</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Sales position</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Professional</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Self-employed businessman</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Farmer w/own farm</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Farmer working for others</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

It might be said that skilled laborers would be seen by many respondents as higher in status than lower middle class. On the other hand, the same could be said in reverse about many of the other categories; i.e., some sales positions might be seen as working class, etc. In general, however, the two tables seem to lend validity to each other.

Table 3.12 shows in a general way the type of communities in which the teachers in the sample were reared. Seventy-three per cent of these teachers were reared outside of a large city. This also seems to support Table 3.10 which showed that most of these teachers were middle class in
origin and orientation, and Table 3.11 which indicated that the great majority of these teachers were sired by men who worked in middle class occupations.

Table 3.12
TYPE OF COMMUNITY IN WHICH TEACHERS IN SAMPLE WERE REARED

<table>
<thead>
<tr>
<th>Type of Community</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large City (500,000 or more)</td>
<td>53</td>
<td>27</td>
</tr>
<tr>
<td>Suburb of Large City</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Medium City (100,000 - 499,999)</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Suburb of Medium City</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Small City (25,000 - 99,999)</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Suburb of Small City</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Small Town (2,500 - 24,999)</td>
<td>47</td>
<td>24</td>
</tr>
<tr>
<td>Rural Town (2,499 or less)</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Open Farm</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 3.13 attempts to indicate membership and extent of activity of teachers in various types of organizations not connected with their jobs.

Table 3.13
ORGANIZATIONAL MEMBERSHIP AND EXTENT OF ACTIVITY OF TEACHERS IN SAMPLE

<table>
<thead>
<tr>
<th>Membership and Extent of Activity</th>
<th>Type of Organization</th>
<th>Government Sponsored</th>
<th>Voluntary Community</th>
<th>Church Related</th>
<th>Fraternal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Belong to Organization</td>
<td>23</td>
<td>13</td>
<td>56</td>
<td>29</td>
<td>79</td>
</tr>
<tr>
<td>Any Degree of Activity</td>
<td>10</td>
<td>6</td>
<td>38</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>Any Committee Service</td>
<td>13</td>
<td>9</td>
<td>38</td>
<td>19</td>
<td>49</td>
</tr>
<tr>
<td>Ever Held Office</td>
<td>7</td>
<td>6</td>
<td>19</td>
<td>13</td>
<td>31</td>
</tr>
</tbody>
</table>
At this point there is little to be gained from a close analysis of the table. Only in membership in voluntary community organizations and church-related groups are the teachers substantially represented, but in no case is there even a simple majority of teachers active to any degree in a non-school-related organizational activity.

Tables 3.14, 3.15 and 3.16 summarize the extent of teacher participation in the teachers' organizations which exist in their school district.

Fifty-two per cent of AFT members consider themselves active in their organization and 50% indicate that they attend the regular meeting more often than "rarely." Even with this slight exception it is apparent that the extent of teacher participation in organizational activity is as limited inside the profession as it is in the community. While this does not appear to speak highly of the teachers' concern, it should be remembered that 53% of these teachers are moonlighting and 26% of them are doing it at the rate of two or more extra jobs. In addition there is the strong tradition that teachers either are not able or, if they are able, should not compromise themselves by becoming involved in community activities that might lead to controversy. In this respect, Table 3.13 shows that the greatest extent of teacher participation in community groups is in those groups which are church-related, groups which until very recently were usually quite free of activities which might lead to controversy.

Finally, the educational background of the teachers in the sample can be dealt with very briefly. Seventy-one per cent graduated from public elementary schools; 86% from public high schools, and 86% from state universities. Seventeen per cent hold a bachelor's degree, 21% have fifteen
TABLE 3.14
EXTENT TO WHICH TEACHERS SAY THEY ARE ACTIVE IN TEACHERS' ORGANIZATIONS WHICH EXIST IN THEIR DISTRICT

<table>
<thead>
<tr>
<th>Organization</th>
<th>Extent to Which Teachers are Active</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>AFT</td>
<td>34</td>
</tr>
<tr>
<td>IEA-NEA</td>
<td>6</td>
</tr>
<tr>
<td>Unaffiliated</td>
<td>2</td>
</tr>
<tr>
<td>Informal Group</td>
<td>-</td>
</tr>
</tbody>
</table>

TABLE 3.15
TEACHERS' SERVICE ON COMMITTEES AND SERVICE AS OFFICERS OF TEACHERS' ORGANIZATIONS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Service on Committee</th>
<th>Service as Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of Total</td>
</tr>
<tr>
<td>AFT</td>
<td>48</td>
<td>26</td>
</tr>
<tr>
<td>IEA-NEA</td>
<td>33</td>
<td>18</td>
</tr>
<tr>
<td>Unaffiliated</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

TABLE 3.16
FREQUENCY OF TEACHERS' ATTENDANCE AT REGULAR MEETINGS OF TEACHERS' ORGANIZATIONS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Frequency of Attendance at Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Every Meeting</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>AFT</td>
<td>17</td>
</tr>
<tr>
<td>IEA-NEA</td>
<td>9</td>
</tr>
<tr>
<td>Unaffiliated</td>
<td>3</td>
</tr>
<tr>
<td>Informal Group</td>
<td>2</td>
</tr>
</tbody>
</table>
hours of work beyond the bachelor's degree, 36% hold a master's degree, 24% hold that degree plus thirty additional hours of credit, and one teacher in the sample holds a Ph.D. degree.

C. Summary

The picture which emerges describes the teachers in this sample as largely male, approximately thirty-seven years old, married with two children, Protestant, politically moderate, having between six and ten years of teaching experience, earning slightly more than $9,500 per year for teaching only and approximately $12,000 in total income. These teachers have predominantly middle class origins and are strongly inclined to feel that they have been upwardly mobile in regard to the socioeconomic status of origin. Most of them grew up in small cities or towns. They are graduates of public school systems at the elementary, secondary, and college levels, and holders of the M.A. degree with some additional work beyond that level. Generally, they do not belong to many organizations and they are not active in the organizations to which they do belong.
ANALYSIS OF THE RESULTS

A. Results of Alienation Scores

At the close of Chapter II it was explained that each of the one-hundred-ninety-six respondents would be given an alienation score based upon their choice of response to those items previously designated as measurements of alienation. Each of six questionnaire items, 33-38, 46, 47, 48, 49, and 52, was assigned an arbitrary score value, with greater weight assigned to items 46 and 47 because of their relation to the economic aspect of the teacher's life. Items 49 and 52 were assigned greater weight because they involve the prestige factor, which was deemed central to the concept of alienated feelings. As listed in Chapter II, the maximum point value was settled at four points for items 33 to 38 taken together, one point for item 46, five points for item 47, four points for item 48, ten points for item 49 and six points for item 52. It was anticipated that a frequency distribution of the total scores would reveal a bimodal distribution above and below the mean score for the entire population. Table 4.1 presents the frequency distribution of the alienation scores.

It will be noted that the maximum range possible—as presented in Chapter II—was from 0 to 30. The first thing revealed in Table 4.1, then, is that none of the respondents is totally without traces of alienated feelings, and none is totally alienated. This is a matter to be discussed in
detail when the interpretation of the data is attempted.

### Table 4.1

**Frequency Distribution of Alienation Scores of 196 Teachers**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequencies</th>
<th>Scores</th>
<th>Frequencies</th>
<th>Scores</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>2</td>
<td>15</td>
<td>7</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>14</td>
<td>11</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>13</td>
<td>15</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>11</td>
<td>27</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>10</td>
<td>17</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>9</td>
<td>15</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

Perhaps the most significant aspect of this distribution is its symmetry. The mean score of the distribution is 9.84, while the median score is 10.24. In other words, less than one-half point (.40) separates the mean and the median. In a perfectly symmetrical distribution these two averages would occur at exactly the same point. The fact that the median score is higher than the mean score indicates that the distribution is skewed to the left, or toward the lower end of the distribution. Of course, the closer a sampling comes to symmetry, the closer it is to normal distribution. Hence, it is safe to conclude that the values assigned to the items selected for measuring alienation are valid, since statistically any characteristic measured will be distributed among the population in such a way as to form a bell-shaped curve if its frequency occurrence were tabulated.

Figure 1 presents the same distribution in the form of a frequency
FIGURE 1. FREQUENCY POLYGON OF DISTRIBUTION OF ALIENATION SCORES OF 196 TEACHERS
FIGURE 2. FREQUENCY DISTRIBUTION AND HISTOGRAM OF ALIENATION SCORES OF 196 TEACHERS
polygon. The heavy concentration of scores is immediately to the right and left of the mean score, 9.84. There are additional heavy concentrations of scores at five and thirteen, which certainly seem to suggest the validity of the assumption made in Chapter II that in measuring abstract phenomena a bimodal distribution is likely to occur above and below the mean. In the instance of measuring alienation this seemed a reasonable assumption both because it is an abstract characteristic and because the respondents were in effect rating themselves. In any representative grouping the measurement of strong feelings is apt to be a measure of the tendency to conform. One suspects that, were it possible to measure such feeling in some absolutely objective fashion, rather than having the individuals rate themselves, the results would be less evenly distributed. With respect to alienation among teachers, it seems most likely that an objective measurement would reveal a much higher degree of alienated feelings than are indicated in this study.

Figure 1 gives a very vivid picture of the actual distribution of all the alienation scores in the sampling and provides at least the suggestion of a normal curve of distribution. Figure 2, however, shows the same distribution in the form of a histogram based upon class intervals. The reason for using a histogram is that this device clearly reveals tendencies which are sometimes difficult to discern in a polygon. The choice of three as the interval was dictated by the necessity of making them wide enough to be distinct from the picture presented in the polygon in Figure 1 and narrow enough to keep them from obscuring the tendencies with which this study is concerned.
### TABLE 4.2

**AGE DISTRIBUTION OF TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Low-A</th>
<th>Mod-A</th>
<th>High-A</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>7</td>
<td>17</td>
<td>7</td>
<td>22</td>
<td>55</td>
<td>13</td>
<td>32</td>
<td>6</td>
<td>33</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>26-30</td>
<td>13</td>
<td>11</td>
<td>17</td>
<td>32</td>
<td>55</td>
<td>11</td>
<td>27</td>
<td>6</td>
<td>33</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>31-35</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>33</td>
<td>55</td>
<td>7</td>
<td>27</td>
<td>6</td>
<td>33</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>36-40</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>50</td>
<td>55</td>
<td>16</td>
<td>40</td>
<td>9</td>
<td>26</td>
<td>17</td>
<td>41</td>
</tr>
<tr>
<td>41-50</td>
<td>11</td>
<td>16</td>
<td>5</td>
<td>27</td>
<td>55</td>
<td>14</td>
<td>41</td>
<td>9</td>
<td>26</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Over 50</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>41</td>
<td>55</td>
<td>14</td>
<td>41</td>
<td>1</td>
<td>13</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>13</td>
<td>55</td>
<td>6</td>
<td>74</td>
<td>1</td>
<td>13</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

*Note: N refers to the sample size for each age group.*
Table 4.2 shows in percentages the age distribution of the respondents based upon the alienation scores which divided them into low-alienated, moderately-alienated, and highly-alienated groupings.

The most apparent tendency revealed by Table 4.2 is that there is a shortage of teachers in the age groups 31-35 and 36-40. This might suggest that between the ages of 31 and 40 teachers tend to drop out of teaching. If one assumes that a new teacher enters the profession between the ages of 21 and 30, this would mean that after approximately ten to fifteen years of teaching experience, the teacher for some reason turns elsewhere for employment. One possibility is that married women who have been providing a second income for their families now find it necessary or desirable to stay home with growing children. On the other hand, persons who are now 31 to 40 years old have been teaching during ten or fifteen years when the spiraling cost of living has produced great economic pressures as the result of which the real purchasing power of teachers salaries has actually lost ground.¹ A survey conducted by the NEA supports this aspect of the data in Table 4.2. It shows that there is a steady decline in the numbers of teachers between the ages of 31 and 40, reaching a low of 10%.²

The table does not show any clear relationship between alienation and age, except that it appears that alienated feelings tend to decrease after age 41.

Table 4.3 shows quite clearly that men in the teaching field are more

² Hartford, Education in United States, p. 454.
likely to be alienated than are women. The reasons for this were stated in Chapter I when the hypothesis was being considered.

**TABLE 4.3**

**SEX DISTRIBUTION OF TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th></th>
<th>Male N=115</th>
<th>Female N=73</th>
<th>No Response N=3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low-A</td>
<td>33</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Mod-A</td>
<td>45</td>
<td>39</td>
<td>23</td>
</tr>
<tr>
<td>High-A</td>
<td>37</td>
<td>32</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 4.4 shows the marital status of the sample population. It indicates that married teachers show a marked tendency to exhibit a degree of moderate alienation not shared by the non-married teachers.

**TABLE 4.4**

**NUMBER/MARITAL STATUS OF TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th></th>
<th>Single N=44</th>
<th>Married N=141</th>
<th>Widow or Widower N=6</th>
<th>Separated or Divorced N=4</th>
<th>No Response N=1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low-A</td>
<td>19</td>
<td>43</td>
<td>43</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>Mod-A</td>
<td>12</td>
<td>27</td>
<td>54</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>High-A</td>
<td>13</td>
<td>30</td>
<td>44</td>
<td>31</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.5 gives a distribution of the number of dependent children among the married teachers. This data indicates that there is no difference
between the low-alienated and the highly-alienated group with respect to
having or not having children. If anything, it appears that alienation is
inversely related to the number of children. That is, the incidence of
children decreases the feelings of alienation.

TABLE 4.5
NUMBER OF DEPENDENT CHILDREN OF MARRIED TEACHERS
IN SAMPLE BY ALIENATION SCORES

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>None N=41</th>
<th>One N=21</th>
<th>Two N=33</th>
<th>Three N=25</th>
<th>Four N=9</th>
<th>Over Four N=7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td>7 17</td>
<td>5 24</td>
<td>14 44</td>
<td>6 24</td>
<td>4 45</td>
<td>3 43</td>
</tr>
<tr>
<td>Mod-A</td>
<td>25 61</td>
<td>7 33</td>
<td>9 25</td>
<td>9 36</td>
<td>4 45</td>
<td>2 28</td>
</tr>
<tr>
<td>High-A</td>
<td>9 22</td>
<td>9 43</td>
<td>10 31</td>
<td>10 40</td>
<td>1 10</td>
<td>2 28</td>
</tr>
</tbody>
</table>

Such a finding is the opposite of what one might expect to find,
assuming that alienation is related to economic need. One possible expla-
nation for it is that the economic need created by a growing family forces
teachers to turn their attention to other avenues of income, thus giving
them less time to develop feelings of alienation. Another possibility is
that a growing family provides sufficient satisfactions to nullify growing
feelings of job dissatisfaction. If the former is true, then one would
expect to find that the number of extra jobs held by a teacher is inversely
related to the degree of alienation he exhibits. Table 4.6 supplies this
information.

While Table 4.6 does not give a clear indication of the inverse
relationship that Table 4.5 suggests, it does show that the highly alienated group is less likely to have more than two additional positions than the non-alienated group. Table 4.6, however, is not as refined as Table 4.5 inasmuch as it does not rule out the single persons who hold additional positions.

### Table 4.6

**DISTRIBUTION OF NUMBER OF ADDITIONAL WAGE-EARNING POSITIONS HELD BY TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th>Number of Additional Wage-Earning Positions</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>More than Three</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=86</td>
<td>N=53</td>
<td>N=32</td>
<td>N=9</td>
<td>N=9</td>
<td>N=7</td>
<td>N=7</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low-A</td>
<td>31</td>
<td>36</td>
<td>8</td>
<td>25</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Mod-A</td>
<td>26</td>
<td>30</td>
<td>13</td>
<td>41</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>High-A</td>
<td>29</td>
<td>34</td>
<td>11</td>
<td>21</td>
<td>0</td>
<td>---</td>
</tr>
</tbody>
</table>

Table 4.7 shows the years of teaching experience by alienation groupings.

### Table 4.7

**YEARS OF TEACHING EXPERIENCE OF TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>0 to 5</th>
<th>6 to 10</th>
<th>11 to 15</th>
<th>16 to 20</th>
<th>21 to 25</th>
<th>Over 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=62</td>
<td>N=41</td>
<td>N=26</td>
<td>N=34</td>
<td>N=10</td>
<td>N=22</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low-A</td>
<td>13</td>
<td>21</td>
<td>18</td>
<td>44</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>Mod-A</td>
<td>29</td>
<td>47</td>
<td>13</td>
<td>32</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>High-A</td>
<td>20</td>
<td>32</td>
<td>10</td>
<td>24</td>
<td>10</td>
<td>38</td>
</tr>
</tbody>
</table>
One would expect to find that age and years of teaching experience are related to alienation in the same way. Table 4.7 cannot be interpreted in exactly the same way as Table 4.2. It is not certain, for instance, that teachers with one to five years of teaching experience are also in the 21 to 25 age bracket. Once this qualification is made, however, it can be noted that the same drop in the numbers of teachers that occurred between ages 31 and 40 also occurs among teachers with 11 to 15 years of teaching experience.

Table 4.8 gives an indication of job mobility in the different groupings.

Again, the expected relation between job mobility and alienation does not hold. One would expect that the highly alienated would show greater tendencies toward mobility. Two possible explanations occur which might explain why the low-alienated might show more mobility than those who are more alienated, and the difference is greater when over three moves are involved. First is the possibility that the alienated, and especially the highly alienated, will have left teaching or reconciled themselves to a kind of permanent alienation before they make more than one or two job changes within teaching. This is supported by Tables 4.2 and 4.7 which indicate an even distribution of degrees of alienated feelings after a certain age and number of years of experience. The second possible explanation is the possibility, supported in Table 4.9 that the low alienated teachers are more likely to have come from outside of the large metropolitan area in which they were located when they answered the questionnaire.

Table 4.9 shows that low-alienated group were much more likely to
### Table 4.8

**Different Districts Taught In by Alienation Scores**

<table>
<thead>
<tr>
<th></th>
<th>Different Districts Taught In</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One N=63</td>
<td>Two N=60</td>
<td>Three N=37</td>
<td>Four N=21</td>
<td>Five N=5</td>
<td>Over N=4</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td>20 32</td>
<td>19 32</td>
<td>11 30</td>
<td>9 43</td>
<td>4 80</td>
<td>1 25</td>
</tr>
<tr>
<td>Mod-A</td>
<td>28 44</td>
<td>20 33</td>
<td>15 40</td>
<td>6 28</td>
<td>1 20</td>
<td>2 50</td>
</tr>
<tr>
<td>High-A</td>
<td>15 24</td>
<td>21 35</td>
<td>11 30</td>
<td>6 28</td>
<td>0 --</td>
<td>1 25</td>
</tr>
<tr>
<td>Type of Community</td>
<td>Large City</td>
<td>Suburb of Lge. City</td>
<td>Medium City</td>
<td>Small City</td>
<td>Suburb of Small City</td>
<td>Small Town</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Over 500,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=53</td>
<td>N=53</td>
<td></td>
<td>N=6</td>
<td>N=20</td>
<td>N=1</td>
<td>N=47</td>
</tr>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>23</td>
<td>10</td>
<td>29</td>
<td>8</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Mod-A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>37</td>
<td>16</td>
<td>47</td>
<td>7</td>
<td>35</td>
<td>--</td>
</tr>
<tr>
<td>High-A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>40</td>
<td>8</td>
<td>24</td>
<td>5</td>
<td>25</td>
<td>--</td>
</tr>
</tbody>
</table>

TABLE 4.9

TYPE OF COMMUNITY IN WHICH TEACHERS IN SAMPLE WERE REARED BY ALIENATION SCORES
have been reared in small towns or rural areas as compared to moderately or highly alienated group. For the non-alienated group, a great deal of mobility from one teaching position to another is probably associated with geographic mobility across country and state lines. With each move, individuals in this group probably experienced increase in pay, a greater degree of in-group association in larger systems, and a decrease in community control of their personal lives. Hence, each move was more likely to increase job satisfaction. Conversely, among the alienated groups, most were raised in large cities or the suburbs of such cities; hence, changes of jobs within the teaching field would be less likely to affect job satisfaction. It is impossible to state which of the two explanations would be more satisfactory. Probably they are interrelated.

Table 4.10 indicates the distribution of salary ranges.

**TABLE 4.10**

**SALARY DISTRIBUTIONS OF TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Non-A N=64</th>
<th>Mod-A N=74</th>
<th>High-A N=58</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000 to 5,750</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5,751 to 6,500</td>
<td>8</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>6,501 to 7,250</td>
<td>5</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>7,251 to 8,000</td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>8,001 to 8,750</td>
<td>8</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>8,751 to 9,500</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>9,501 to 10,250</td>
<td>13</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>10,251 to 11,000</td>
<td>14</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>11,001 to 11,750</td>
<td>14</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>11,751 to 12,500</td>
<td>14</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>More than $12,500</td>
<td>14</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

*Teaching only, excluding summer school and night school.*
Table 4.10 seems to reveal that alienation is not related to teaching income in any significant way. On the surface it appears that money is not a serious factor in job dissatisfaction, since the percentages of teachers in all three groups is distributed throughout the salary range in approximately the same way. However, if we consider Table 4.10 in connection with Table 4.11, we find an interesting development.

**Table 4.11**

**DISTRIBUTION OF RESPONSE TO QUESTION OF FEELINGS ABOUT PRESENT SALARY**

<table>
<thead>
<tr>
<th>Feelings About Present Salary</th>
<th>Overpaid N=1</th>
<th>Satisfactory N=97</th>
<th>Underpaid N=89</th>
<th>No Response N=9</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td>0 --</td>
<td>48 50</td>
<td>14 16</td>
<td>2 22</td>
</tr>
<tr>
<td>Mod-A</td>
<td>1 --</td>
<td>35 36</td>
<td>36 40</td>
<td>2 22</td>
</tr>
<tr>
<td>High-A</td>
<td>0 --</td>
<td>14 14</td>
<td>39 44</td>
<td>5 56</td>
</tr>
</tbody>
</table>

Table 4.11 shows the responses to item 46 on the questionnaire, which contained the question, "How would you describe your feeling about the amount of compensation you receive (for teaching only)?" The three possible responses are indicated in the table. It is not, then, the amount of pay which is important, but the way teachers feel about the amount of money. Dissatisfaction with salary increases sharply as the alienation scores increase. This suggests that it is not money that causes feelings of alienation, but that once alienation becomes a factor, the pay comes to be regarded as unsatisfactory, regardless of the amount of money involved.
Table 4.12 turns our attention to the educational level of the teachers in the sample.

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>B.A.</th>
<th>B.A. +15</th>
<th>M.A.</th>
<th>M.A. +30</th>
<th>Ph.D. &amp; Over</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td>8 24</td>
<td>10 24</td>
<td>27 38</td>
<td>17 36</td>
<td>0 --</td>
<td>2 66</td>
</tr>
<tr>
<td>Mod-A</td>
<td>19 58</td>
<td>13 32</td>
<td>23 32</td>
<td>18 38</td>
<td>1 --</td>
<td>0 --</td>
</tr>
<tr>
<td>High-A</td>
<td>6 18</td>
<td>18 44</td>
<td>21 30</td>
<td>12 26</td>
<td>0 --</td>
<td>1 33</td>
</tr>
</tbody>
</table>

The pattern again seems to indicate that the individual's attitude toward teaching becomes set at sometime during his teaching career. Table 4.12 indicates that this set occurs sometime after the M.A. degree is obtained. The highly alienated group shows a marked decrease by the time the M.A. level is reached. The table makes it appear that it takes some time in the business of teaching before the strongest feelings of alienation begin to occur. The moderately-alienated apparently become increasingly alienated as they spend their evenings in graduate school classes.

The pattern, then, is repeated; the highly alienated have arrived at some kind of accommodation or have left the teaching field by the time they have acquired very many hours of credit above the M.A. degree.

Table 4.13 shows the undergraduate background of the teachers in the sample.
### TABLE 4.13

**TYPE OF UNDERGRADUATE COLLEGE EDUCATION OF TEACHERS IN SAMPLE BY ALIENATION SCORES**

<table>
<thead>
<tr>
<th></th>
<th>Private Denominational Liberal Arts College or University</th>
<th>Private Non-Denominational Liberal Arts College or University</th>
<th>State University</th>
<th>Teachers College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=50</td>
<td>N=30</td>
<td>N=110</td>
<td>N=36</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Low-A</td>
<td>17</td>
<td>9</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>30</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td>Mod-A</td>
<td>19</td>
<td>10</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>33</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>High-A</td>
<td>14</td>
<td>11</td>
<td>37</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td></td>
<td>33</td>
<td>30</td>
</tr>
</tbody>
</table>

Since some of the respondents indicated having attended more than one type of college, the sum of the N’s is in this case greater than 196. It is quite clear from this table that alienation and type of undergraduate college are not related in any way that is readily apparent. There is an indication of a slight tendency for the private non-denominational liberal arts college or university to produce greater feelings of alienation. However, the fact that all other types of college background are dominated by the moderately alienated group is the best indication that alienation is not related to college training.

The same pattern is apparent in the secondary and elementary levels. By far the majority in each grouping are graduates of public secondary and elementary schools. On the secondary level, 84% of the non-alienated, 89% of the moderately alienated, and 90% of the highly alienated graduated from a public school. On the elementary level 73% of the non-alienated, 65% of the moderately alienated, and 74% of the highly alienated are public.
school graduates.

Table 4.14 shows the socioeconomic level of the fathers of the respondents as it is perceived by the respondents themselves. It is assumed here that there would be very little difference between measuring class background in this fashion and attempting to measure it by some objective standard. Such an assumption seems valid when the group under consideration has a high educational level.

**Table 4.14**

**Self-designated socioeconomic level of father of teachers in sample by alienation scores**

<table>
<thead>
<tr>
<th>Socioeconomic Level</th>
<th>% Low-A N=64</th>
<th>% Mod-A N=74</th>
<th>% High-A N=58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Class</td>
<td>8</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Upper-middle Class</td>
<td>22</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>Middle Middle Class</td>
<td>45</td>
<td>34</td>
<td>52</td>
</tr>
<tr>
<td>Lower Middle Class</td>
<td>14</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Working Class</td>
<td>11</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

While the most noticeable feature of Table 4.14 is the overwhelming identification with the upper segments of the middle class, there is evident a marked tendency for the highly-alienated to identify their family background as middle-middle class. This is in contrast to the identification of 22% of the low-alienated and 27% of the moderately alienated to identify with the upper middle class.

If one considers the upper middle and the upper class together, then 30% of the low-alienated and 28% of the moderately alienated identify their paternal family as belonging in this category, as compared to only
TABLE 4.15
RATING OF OWN SOCIOECONOMIC LEVEL COMPARED TO FATHER
OF TEACHERS IN SAMPLE BY ALIENATION SCORES

<table>
<thead>
<tr>
<th>Socioeconomic Level Compared to Father</th>
<th>Much Higher</th>
<th>A Little Higher</th>
<th>About the Same</th>
<th>A Little Lower</th>
<th>Much Lower</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=63</td>
<td>N=60</td>
<td>N=41</td>
<td>N=22</td>
<td>N=6</td>
<td>N=4</td>
</tr>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td>22 % 35</td>
<td>17 % 28</td>
<td>13 % 32</td>
<td>7 % 32</td>
<td>2 % 33</td>
<td>3 % 75</td>
</tr>
<tr>
<td>Mod-A</td>
<td>22 % 35</td>
<td>29 % 48</td>
<td>12 % 29</td>
<td>9 % 41</td>
<td>2 % 33</td>
<td>0 % --</td>
</tr>
<tr>
<td>High-A</td>
<td>19 % 30</td>
<td>14 % 24</td>
<td>16 % 39</td>
<td>6 % 27</td>
<td>2 % 33</td>
<td>1 % 25</td>
</tr>
</tbody>
</table>

TABLE 4.16
RELIGIOUS AFFILIATION OF TEACHERS
IN SAMPLE BY ALIENATION SCORES

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Protestant N=98</th>
<th>Catholic N=53</th>
<th>Jewish N=6</th>
<th>Other N=5</th>
<th>No Affiliation N=32</th>
<th>No Response N=2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Low-A</td>
<td>34 % 35</td>
<td>19 % 36</td>
<td>2 % 33</td>
<td>1 % 20</td>
<td>8 % 25</td>
<td>0 % --</td>
</tr>
<tr>
<td>Mod-A</td>
<td>41 % 42</td>
<td>19 % 36</td>
<td>1 % 17</td>
<td>3 % 60</td>
<td>8 % 25</td>
<td>2 % --</td>
</tr>
<tr>
<td>High-A</td>
<td>23 % 23</td>
<td>15 % 28</td>
<td>3 % 50</td>
<td>1 % 20</td>
<td>16 % 50</td>
<td>0 % --</td>
</tr>
</tbody>
</table>
18% of the highly alienated who make the same identification.

Table 4.15 shows how the respondents feel about their own socio-economic position compared to their father's. In this sense, it is an indicator of social mobility rather than identification with one or another level. The most notable feature of Table 4.15 is the tendency of the respondents to identify themselves as having been upwardly mobile. There is, however, a strong tendency for the highly alienated group to locate themselves in the same position as their father.

Table 4.16 shows the religious affiliation of the respondents. The data here clearly reveals a trend among teachers to be religiously unaffiliated, and this trend appears related to alienation. The highly alienated group shows the strongest tendency in this regard. While the hypothesis did not anticipate such a finding, reflection makes it seem quite logical. Since organized religion in its various forms is increasingly associated with "the Establishment," one might reasonably have anticipated that persons with strong feelings of alienation would tend to reject identification with whatever religious persuasion they had professed.

Table 4.17 gives the political affiliations of the respondents. It indicates the same trend as was shown in Table 4.16, but in much less clear fashion. There is a tendency for all teachers to be unaffiliated with any political party. Generally, to be politically independent signifies an unwillingness to be associated with either of the major political parties. There is a tendency for the highly alienated to be more inclined to identify themselves as unaffiliated. The same slight tendency persists if the "No Preference" responses are interpreted to mean that these respondents did
not wish to identify themselves as liberal, moderate, or conservative in addition to forsaking identification with the traditional parties.

**TABLE 4.17**

POLITICAL AFFILIATION OF TEACHERS IN SAMPLE BY ALIENATION SCORES

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Moderate Democrat N=22</th>
<th>Liberal Democrat N=20</th>
<th>Conservative Democrat N=9</th>
<th>Moderate Republican N=32</th>
<th>Liberal Republican N=9</th>
<th>Conservative Republican N=14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Low Alienated</td>
<td>5</td>
<td>23</td>
<td>5</td>
<td>25</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Moderately Alienated</td>
<td>11</td>
<td>50</td>
<td>7</td>
<td>35</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Highly Alienated</td>
<td>6</td>
<td>27</td>
<td>8</td>
<td>40</td>
<td>3</td>
<td>34</td>
</tr>
</tbody>
</table>

**TABLE 4.17—Continued**

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Moderate Independent N=35</th>
<th>Liberal Independent N=24</th>
<th>Conservative Independent N=15</th>
<th>No Preference N=15</th>
<th>No Response N=1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low Alienated</td>
<td>14</td>
<td>40</td>
<td>7</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>Moderately Alienated</td>
<td>10</td>
<td>29</td>
<td>6</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Highly Alienated</td>
<td>11</td>
<td>31</td>
<td>11</td>
<td>46</td>
<td>2</td>
</tr>
</tbody>
</table>

If the data in Table 4.17 are considered in terms of party affiliation, the tendency seems to be for the low-alienated to align themselves
with the Democrats, while the moderately alienated are about equally divided between the two parties. All of this, of course, is tempered by the fact that the major tendency among all teachers is to be non-aligned.

A third way to consider the data in Table 4.17 is in the way suggested by the hypothesis. It was anticipated in the hypothesis that the more alienated teachers would be most inclined to identify themselves as politically liberal regardless of party affiliation. The data in Table 4.17 shows that identification on the basis of conservative-moderate-liberal is distributed in the manner anticipated. The low and moderately alienated groups tend to identification as moderates, while in the highly alienated group the tendency is toward identification as liberals. It is worth noting that the alienated groups also show a greater tendency toward conservatism than the low alienated. Low alienation can be equated with satisfaction with the status quo.

B. The Hypothesis

In this section an attempt will be made to determine whether or not the hypothesis has been supported by the data, followed by an interpretation of the data whether or not they support the hypothesis.

In order to test the hypothesis and the propositions subsumed under it, the best procedure is to divide it into its separate items so that it will be a little clearer whether or not each is supported by the data. (The hypothesis in its entirety is stated on p. 15.) Thus divided, it is discovered that there are fourteen distinct propositions contained in the hypothesis. The first of these is as follows:
To the extent that it can be measured, most teachers in any representative sampling will exhibit to some degree a sense of alienation with regard to their role in the educational process, vis a vis the school board, the administration, and the community.

Table 4.1 at the beginning of this chapter shows the frequency distribution of the alienation scores assigned to all of the one-hundred-ninety-six teachers in the sample. It was noted at that point that the possible range in scores was from 0 to 30, while the actual range of the distribution of scores was from 1 to 23. The conclusion was that nobody was without some feeling of alienation and nobody was completely alienated. Again, there is no surprise here since one might reasonably expect to find some degree of alienation, regardless of the way in which alienation is defined, in any sampling of individuals—the only proviso being that the sampling be taken from a group which lives in modern society.

Here, then, is a deficiency in the conceptualization of the problem which manifested itself in the research design. A scale was set up and called an alienation score. This procedure is essential if one is to measure responses against some standard. The scale goes from 0 to 30, and makes it virtually impossible for anybody to be classified as non-alienated, since only a score of zero would so qualify him. The major hypothesis must, therefore, be confirmed. The use of statistical methods to divide the scale automatically insures that most of the respondents will exhibit either high or moderate degrees of alienation. So long as statistical definitions of the scale are utilized, the results are automatic. Once the decision to use the median score as the basis for defining alienation was made, the outcome, regardless of succeeding...
division into highly alienated, moderately alienated, and low-alienated, was determined. For instance, it might have been decided to define as highly alienated only those scores falling at or above the midpoint of the class interval containing the third quartile. By definition the third quartile contains the upper 25% of the population. The result of such a definition would automatically mean that most of the teachers would not be highly alienated, though 25% must fall into that category. The statistical definition determines the results.

The near-perfect symmetry of the distribution of scores as shown in Figure 2, argues strongly in favor of the validity of the measurements of alienation. Hence, it would seem equally unwarranted to arbitrarily select points on the 0 to 30 scale and assign labels to them. If the measurements are valid, then the scale does indeed tell us something about the distribution of alienation among teachers. That is, feelings of alienation will be found among teachers, and the intensity of that feeling can be expected to occur to a high degree in about the same number of individuals in which it occurs to a low degree, with the largest number of teachers falling somewhere in between.

However, because of the problem in the research design, it is impossible to say with any assurance that the hypothesis as stated has been supported by the data. Although this is true, it could not have been otherwise. By the same token, it is impossible to say that the hypothesis is not valid, since it is quite clear that alienation exists among the teachers in the sample.

If the research design is followed in the way it was explained in
Chapter II, then all of the respondents exhibit some degree of alienation: 64 respondents, or 32%, exhibit what has been defined as a low degree; 74 respondents, or 38%, exhibit what has been defined as a moderate degree; and 58 respondents, or 30%, exhibit what has been defined as a high degree.

For the sake of moving on, and with a clear understanding that the research design is deficient, we will say that the major hypothesis is supported by the data: most teachers in the sample do exhibit to some degree a sense of alienation. That this sense of alienation is related to their role in the educational process vis a vis the school board, the administration, and the community is inherent in the alienation scale itself which, as described in Chapter II--B, "Measurements of Alienation," was constructed to a great extent on the basis of responses by teachers to items which dealt with their feelings about attitudes of the school board, the administration, and the community towards the educational process.

The second part of the hypothesis states:

The greater the degree of alienation exhibited, the more aggressive the individual teacher will feel and the more likely he will be to view any teachers' organizations as an instrument for improving the position of teachers in his district.

Item 41 on the questionnaire attempts to get at this point:

If there is an organized group in your district which represents teachers in negotiations or discussions with the administration and/or the school board regarding matters of salary and/or working conditions, how would you describe the activities of the group? Please answer for all the groups that function in your district, whether or not you are a member.

Since such teachers' organizations exist for the purpose of improving the position of teachers through negotiations or discussions, one
would expect to find that the low-alienated teachers would see teachers' organizations as too aggressive or about right, the moderately alienated would see teachers' organizations as about right, and the highly alienated would see teachers' organizations as too docile. The pattern is not likely to be absolute, but the percentage of those who see teachers' organizations as too docile should increase as we move from the low-alienated to the highly alienated; in addition, the percentage of those who see teachers' organizations as too aggressive should be highest among the non-alienated, or low-alienated, and lowest among the highly alienated. Table 4.18 presents the summary of responses to item 41.

### Table 4.18

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>All Respondents N=196</th>
<th>Low-Alienated N=64</th>
<th>Mod. Alienated N=74</th>
<th>Highly-Alienated N=58</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1* 2* 3* 4*</td>
<td>1* 2* 3* 4*</td>
<td>1* 2* 3* 4*</td>
<td>1* 2* 3* 7*</td>
</tr>
<tr>
<td>Too Docile</td>
<td>4 34 5 4</td>
<td>2 25 2</td>
<td>5 33 8 5</td>
<td>3 45 3 7</td>
</tr>
<tr>
<td>About Right</td>
<td>64 19 8 2</td>
<td>55 28 11 2</td>
<td>62 19 9 1</td>
<td>76 7 3 2</td>
</tr>
<tr>
<td>Not Present in District</td>
<td>9 14 46 47</td>
<td>9 14 42 43</td>
<td>8 11 41 44</td>
<td>10 19 57 53</td>
</tr>
<tr>
<td>No Response</td>
<td>17 33 42 48</td>
<td>26 31 45 55</td>
<td>17 37 42 50</td>
<td>5 30 37 38</td>
</tr>
</tbody>
</table>

*1 is the AFT; 2 is the IEA-NEA; 3 is the unaffiliated group; 4 is the informal group.

Eight per cent of the low-alienated and 8% of the moderately alienated see the AFT as too aggressive in its activities, and 5% of the highly alienated see this organization in that way. The difference is not
regarded as large enough to be significant, since 8% represents five individuals in the low-alienated group, and six individuals in the moderately alienated group; while 5% of the highly alienated represents only three individuals. Likewise, the 2% who see the IEA-NEA as too aggressive represents only one person.

In similar fashion the differences indicated between low-alienated, moderately alienated, and highly alienated with regard to docility when it is related to the AFT are not large enough to be significant. The striking fact in this regard is that, in all three groups, significant numbers of teachers regard the IEA-NEA groups as too docile.

If anything, the data in Table 4.18 point to a correlation between alienation and attitude toward the IEA-NEA affiliates. The percentage of teachers who feel that these affiliates are too docile increases significantly as the alienation score increases. The same pattern emerges in the "about-right" category. The feeling that the activities of the IEA-NEA affiliates are about right is inversely correlated to alienation: 28% of the low-alienated, 19% of the moderately alienated, and 7% of the highly alienated feel that the IEA-NEA affiliates are doing a satisfactory job of representing teachers' interests with the school board and/or the administration, and only one out of one-hundred-ninety-six teachers could think of them as too aggressive.

In the "about right" category, the AFT would appear to be satisfying more teachers, and this feeling is correlated to rising alienation: 55% of the low-alienated, 62% of the moderately alienated, and 76% of the highly alienated view the activities of the AFT as about right.
However interesting these figures are, they do not appear to support this portion of the hypothesis, at least not in the way anticipated.

The next part of the hypothesis makes the following assertion:

Teachers who are members of teachers' unions will exhibit a greater degree of alienation than teachers in other teachers' organizations or teachers in no teachers' organizations.

This assertion is complicated by the fact that a number of teachers have indicated that they belong to both the AFT and the NEA. Of one-hundred-ninety-six respondents, 120 teachers—61% of the total—indicate that they belong to the AFT, and 103 teachers—52% of the total—indicate that they belong to the NEA. It is not possible at this point to determine exactly where the overlap occurs. Unfortunately, it is an overlap that persists through all three alienation categories; in the low-alienated group 32 teachers indicate membership in the AFT and 35 in the IEA-NEA—the total in the low-alienated group is 64. In the moderately alienated group, in which the total is 74, 46 teachers indicate their membership in the AFT and 38 in the IEA-NEA. Forty-two of the highly alienated group indicate AFT membership and 30 indicate IEA-NEA membership—the total in the highly alienated group is only 58. In spite of the persistence of the dual membership, the data do show a tendency toward greater percentage of union membership in the alienated groups.

Another approach to this point can be based upon a division by school districts. Because it is known that most of the Leyden teachers are AFT members and that the AFT does not exist in the Downers Grove district, a greater degree of alienation among the Leyden teachers than
among the Downers Grove teachers would tend to confirm this part of the hypothesis. Of course, it is not sufficient that the number of Leyden teachers be greater than the number of Downers Grove teachers in a group. Since the Leyden teachers constitute 73% of the total of respondents, only variations from the proportion could be regarded as significant in any category. The data show that the Leyden teachers constitute 61% of the low-alienated group (39/64), 74% of the moderately alienated group (55/74), and 84% of the highly alienated group (49/58). It is seen that the Leyden teachers are over-represented in the alienated groups. It may be said that this portion of the hypothesis is supported by the data.

The next proposition:

The more alienated teachers will be married men between thirty-one and thirty-five years old.

The data in Table 4.2 reveal that the age group 31 to 35 remains constant in all three categories. Table 4.3 shows that the percentage of men increases slightly as the alienation score increases; further, the percentage of men, 61% in the moderately alienated and 64% of the highly alienated, is in greater proportion than the proportion in the total sample where they constitute 59% of the population. That 52% of the men are in the low-alienated category means they are under-represented there. Table 4.4 shows the same pattern of correlation between marital status and alienation. That is, the proportion of married personnel increases as the alienation score goes up.

The data here show that the first two parts of the proposition are supported, but the third part is not. That is, the more alienated teachers
are married and tend to be men, but they are not between the ages of thirty-one and thirty-five.

The next proposition is:

The more alienated teachers will have approximately ten years of full-time teaching experience.

Table 4.7 indicates that the largest percentage of the alienated teachers have between 0 and 5 years of teaching experience and that the largest percentage of those with approximately ten years of experience exists among the low-alienated teachers. This proposition is not supported by the data.

The next point the hypothesis makes is that the more alienated teachers will have more than two children whom they support. Table 4.5 shows that the number of dependent children is not related to alienation. The number of dependent children appears to be fairly evenly distributed in all three alienation categories but is most similar in the low-alienated and in the highly alienated groups. This proposition is not supported.

The next proposition contained in the hypothesis is that:

The more alienated teachers will be earning approximately $10,000 yearly for teaching only.

Table 4.10 shows the distribution of teaching salaries over the alienation categories. The most notable feature of Table 4.10 is that it has so many intervals it is impossible to read. Table 4.19 combines the intervals for the purpose of facilitating understanding. First of all, Table 4.19 reflects the adjustment for accuracy at the lower end of the scale. It will be recalled that Table 4.10 showed no salaries in the $5,000 to 5,750 interval. The minimum salary for a beginning teacher in
the state of Illinois during the 1967-68 school year was $6,000. Table 4.19 demonstrates quite clearly that this proposition is not supported by the data. However, the most important fact revealed by the data in this table is that there appears to be absolutely no relationship between alienation and position on the salary scale. The distribution of teachers in all three groups remains constant with the exception of the higher percentage of moderately alienated at the lower end of the scale and the lower percentage of the same group in the middle range of the scale. The striking similarity between the low-alienated and the highly alienated, however, is what makes it clear that the degree of alienation is not dependent upon position on the salary scale.

**TABLE 4.19**

DISTRIBUTION OF TEACHING SALARIES
BY ALIENATION SCORES

<table>
<thead>
<tr>
<th>Salary Level</th>
<th>Low-Alienated N=64</th>
<th>Mod-Alienated N=74</th>
<th>Highly-Alienated N=58</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,000 - 8,750</td>
<td>30</td>
<td>45</td>
<td>32</td>
</tr>
<tr>
<td>8,751 -11,000</td>
<td>36</td>
<td>23</td>
<td>31</td>
</tr>
<tr>
<td>11,001 -12,500 +</td>
<td>34</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Next proposition:

The more alienated teachers will have been reared in metropolitan areas.

The data in Table 4.9 show that the more alienated a teacher is, the more likely will be the possibility that he grew up in a very large metropolitan area. This supports the proposition. However, it is probably
more significant that a much larger proportion of those with moderate to highly alienated scores actually lived within the boundaries of a large or medium city. It is clear that cities rather than metropolitan areas are more significant in the study of alienation among teachers.

The fact that such a high percentage of the alienated teachers were reared in large cities tempts one to believe that alienation among teachers might be related to factors associated with city life. So, for instance, the next proposition in the hypothesis:

Among the most alienated teachers will be Catholics from the lower middle class.

Since the questionnaire was filled out in an area which is part of the largest Catholic archdiocese in the world, it would not be unexpected to find large numbers of alienated public school teachers who are Catholics. The data in Table 4.16 make it clear that the Protestants form the largest percentage of all three groups. The percentage of Catholics remains fairly constant in each group. The sharp rise in the percentage of those who indicate they have no religious affiliation among the highly alienated certainly suggests a relation between alienation and withdrawal from formal religion.

The second part of the proposition suggests that the more alienated teachers will have come from the lower-middle class. Even if one adds to this the working class, the data in Table 4.14 on socioeconomic status will not support the hypothesis. In fact, Table 4.14 indicates that 66% of the highly alienated teachers have come from the self-attributed middle-class and the upper class.
The data obtained from the questionnaire will not support the proposition that:

The more alienated teachers will have attended both public and parochial schools during the course of their elementary and secondary education, and private, denominational, liberal arts colleges or universities on the undergraduate level.

The data on education were presented earlier in this chapter in some detail, beginning with Table 4.13. It is clear that the highly alienated are most likely to have graduated from a state college or university, a public secondary school, and a public elementary school.

The next proposition in the hypothesis is:

The educational level of the more alienated teachers will be between the M.A. and the M.A. plus thirty hours.

This proposition is denied by the data in Table 4.12. The proposition, however, says between the M.A. level and the M.A. plus thirty hours—an area not precisely measured by the question. The data indicate a marked tendency toward reduced feelings of alienation once the M.A. has been obtained. This finding may be important because it suggests another possible factor in causing feelings of alienation among newer teachers.

Generally, the new teacher without an M.A. degree is expected to be working toward it. This means that in addition to teaching five classes each day, he will spend many evenings attending classes. When he is at home, he will feel the pressure to be preparing for the classes he teaches or the ones in which he is a student. Upon attainment of the M.A., much of this pressure is removed. Failure to achieve the degree often results in the "freezing" of teachers at some point on the salary schedule. This serves to drive
some people out of teaching. It certainly puts the teacher under a great deal of pressure, which he is very likely to resent.

The next proposition is that:

The more alienated teachers will have held more teaching positions than the less alienated teachers.

This proposition is explored by the data in Table 4.8 which shows the number of different school districts in which the teachers in each group have taught. These seem to suggest that the highly alienated are less stable than the other groups, but stability is more likely related to the age groupings in which it was noted (Table 4.2) that the highly alienated had larger proportions of younger teachers than the other groups. One might expect then that the proportion of mobile teachers in the highly alienated group will increase as we move up the number of school districts in which teachers have taught. When the percentages of teachers who have taught in two school districts is considered, this expectation is met. The highly alienated are more likely to have taught in two school districts.

However, beyond two school districts there is a leveling at three and four school districts, and thereafter the low alienated group appears to be more mobile. The suggestion made earlier was that this may reflect the fact that the highly alienated teacher has left teaching or made some sort of permanent accommodation by the time he has been in his second school district for some time. This point needs further investigation, but it is clear that the proposition that the highly alienated teachers will be more mobile is not clearly supported by the data. The data point to the opposite direction, if mobility is seen in terms of movement within the profession—
and this was the intent of the proposition and the question used to test the proposition.

The following proposition is supported by the data in Table 4.17:

The more alienated teachers will perceive themselves as being politically liberal.

As already pointed out, there is a tendency for the more alienated groups to identify themselves as liberals. If we combine liberal and independent, then we note an even stronger tendency for alienation to be identified with independent liberalism in politics.

The final proposition contained in the hypothesis is the following:

The more alienated teachers will perceive themselves as being on the same socioeconomic level as their fathers.

Table 4.15 summarizes the data which measures this item. Although the data are ambiguous, the proposition as stated seems to be supported. The highly alienated teachers are more inclined to see their own socioeconomic position as being approximately the same as that of their father. In addition, this group is less likely than the low or moderately alienated groups to see their own socioeconomic position as higher than that of their fathers.

In summary, the major hypothesis is supported by the data, but in questionable fashion. Of the thirteen remaining propositions, contained in the total hypothesis, four—union membership, metropolitan background, perception of own socioeconomic status as compared to fathers', political preference—are supported by the data elicited by the questionnaire. A fifth proposition contains three separate items—sex, marital status, age—
two of which, sex and marital status, are supported by the data, while the third, age, is refuted. The remaining eight propositions—those dealing with aggressiveness and view of teachers' organizations, years of educational background, mobility within the profession, and educational level—are all refuted by the data.

Among the most interesting of the ideas suggested by propositions which were refuted by the data is the one concerning mobility. The data seem to indicate that the non-alienated teachers are the most mobile, and within the profession, they are. However, a consideration of the mobility of the highly alienated group in connection with the data on age distribution, years of teaching experience, educational level, and attitude toward pay indicates that if we could consider the teachers who have left teaching, we would find that the reason why the highly alienated appear to be less mobile within the profession is that they have moved out of the profession. This is further supported by the data on item 39-A. of the questionnaire which asks whether or not the respondent has ever thought of leaving the teaching field. Sixty-seven per cent of the low-alienated and 83% of the highly alienated also said yes. Item 39-b. then inquired into the seriousness of such thoughts. In the low-alienated group 28% said they had thought about leaving, but not seriously; 32% of the moderately alienated and 26% of the highly alienated gave the same response. In the three categories which indicated that the respondents had given it serious thought, 35% of the low-alienated indicated that they had thought seriously about it; 43% of the moderately alienated had thought seriously about it. The numbers represented by these percentages are twenty-two in the low-alienated group,
thirty-one in the moderately alienated group and thirty-four in the highly alienated group. The actual difference in numbers from the moderately alienated to the highly alienated group is not very great; but the point is that the more teachers who are thinking seriously of leaving teaching, the more likely it is to happen.

It was suggested earlier that the fact that most of the teachers in all three categories feel that teaching has made them upwardly mobile on the socioeconomic status scale indicates a high degree of satisfaction with teaching. Yet, 73% have thought of leaving the profession—40% seriously, and 4% have definitely decided to leave—only 50% rank teaching as "high" in prestige and respect (45% "rather high" and 5% "very high").

More anomalies are presented by the data: 48% of the teachers feel that their pay is satisfactory, but 73% feel a good high school teacher ought to receive $15,000 or more per year, a figure which no salary schedule in the state provides at the present time. The majority feel that they are underpaid when compared to most other occupational categories.

Sixty-five per cent claim they would choose teaching as a career if they had it to do over again, but 73% have thought of leaving teaching, only 45% rank teaching as "very high" in prestige and respect, only 44% would encourage a son of theirs to teach, and only 22% feel that a successful businessman would be pleased if a son of his decided to teach.

These are some of the problems raised by the data which ought to be investigated.
Chapter V

Conclusions

If the hypothesis is viewed as a series of statements about the sample population—in this case teachers—then the accumulated data should provide the information for some alteration of the statement in the direction of greater accuracy. In addition, the statement thus altered should do two things: (1) provide some insights into the subject which is the study of the hypothesis; and (2) provide a more refined hypothesis for further investigation.

In this study, the altered statement of the hypothesis would read as follows:

Alienation will be found to exist among teachers in such a way and to such a degree that its measurement will reveal a distribution very close to a normal curve. Further, the greater the degree of alienation among teachers, the more likely they will be to view militant activity on the part of teachers' organizations as acceptable.

To continue, teachers who are members of teachers' unions will exhibit a greater degree of alienation than any other group of teachers. The majority of the most alienated teachers will be men; the most alienated teachers will be married; they will be concentrated in an age bracket between twenty-one and thirty, probably between twenty-three or twenty-four and thirty. Most of the alienated teachers will have between five and ten
years of full-time teaching experience; they will be teaching at their first or second job and will be most seriously thinking of leaving teaching. The most alienated teachers will have grown up in a large city; they will be Protestants from the middle middle class who will perceive teaching as a vehicle of upward social mobility. The more alienated will show a greater tendency than the less alienated to eschew religious affiliation. They will, like most of the teachers in any sample, have been educated in public elementary and secondary schools and in state universities. Finally, they will view themselves as being politically liberal regardless of political affiliation; in addition, they will be more inclined to identify themselves as politically conservative than the less alienated. In other words, as the degree of alienation increases, there will be a marked tendency for respondents to identify themselves at the extremes of the conservative-liberal continuum, leaving the middle ground for their less alienated colleagues.

So, the restated hypothesis points out where incorrect assumptions were made in the present study and also points out the general direction for future study. In the areas where the original assumptions did not hold, new assumptions were indicated; these remain to be tested. In the areas where the original assumptions did hold, refinement of technique is indicated in order to gain more understanding about the relationship between those propositions and the phenomenon of alienation among teachers.

In exactly what ways do teachers feel alienated? In this study we have used alienation as a sense of powerlessness over job conditions. The alienation scale was built on this assumption and proved to be valid. In
working with the items of the questionnaire which dealt with the teachers' perception of the school board, the administration, and the community, the data seemed to point toward a difference in the way most teachers regard the school board and the administration and the way they regard the community. What's more, what in one case seemed to be a feeling of distance from or difference between themselves and the community, in another case seemed to be the same feeling toward the school board and the administration. The feeling toward the community had changed. The point is that the restatement of the hypothesis leaves the question of definition open. It is clear that teachers feel a sense of alienation in more ways than powerlessness. It is suggested, for instance, that in some ways teachers feel an extraordinary sense of inferiority to administrators and school boards, a sense of incompetence because they are teachers, a sense that the general community regards them as failures and subordinates. Not all of these things have been suggested by items on the questionnaire, but working with the data and juggling definitions of alienation made it clear that feelings of alienation were encountered in teachers which were not precisely covered by any of the definitions of alienation in the literature on the subject.

These are times of great social unrest. The country is beset with problems from what has been called "the revolution of rising expectations." It has been suggested that the nation's teachers have been a part of that revolution, and that they, like other groups before them, have discovered that there is little relationship between the justice of a cause and the

ability to bring about the desired changes. The national attention given to the peaceful demonstrations of the civil rights movement in the early part of the 1960's demonstrated the use of civil disobedience as a means of collective power and created the climate which makes the collective actions of militant teachers acceptable—or, if not acceptable, at least not as onerous as would have been the case ten to fifteen years ago.¹

Like the civil rights movement, the drift of teachers' organizations toward greater militancy—and the willingness of teachers to accept, even force, the increasingly belligerent stance of these organizations—indicates that the disruptive actions have only just begun. It can be anticipated that success in the use of teacher power will change the face of public education—probably during the next decade. That the power structure will be altered is already apparent. What is less apparent is the effect that this change in structure will have on the process of education.

The expression "teacher power" is itself nebulous. What does it mean? In terms of this study, teacher power is the result of the growing feelings of alienation among teachers. In other words, because teachers have felt powerless to control certain aspects of their work situation, they have set out in quest of the requisite power to change their situation. It is apparent to anyone close to the situation that this will be a successful quest. But it has so far revolved largely around salary disputes. Once genuine power is in the hands of teachers, through their organizations, what are the ways, if any, in which it will be used with regard to what

takes place in the schools: curriculum changes, student-teacher relationships, day-to-day administration of schools, and professional ethics? These are areas where a shift in the power structure will certainly have some meaning. At this point it is impossible to say what that meaning will be.

A great deal will depend upon the attitude of teachers. Here, the study of alienation as a factor in the growing militancy of teachers may provide some insights. At the end of one of the questionnaires (which had been filled out by a teacher who subsequently scored as one of the most alienated individuals in the sample), was written the gratuitous comment, "You sound like an administrator on the make!" Without attempting to make a specific interpretation of this comment, it is obvious that the use which this type of respondent would make of teacher power would be different from that of the person whose unsolicited comment was: "This is a very interesting questionnaire. I would be most interested in the results." This second person fell into the group which has been labeled as moderately alienated. The 1967 teacher strikes in New York and Detroit provide a study in this type of contrast. The approach to the use of power in New York reflects a history of teacher alienation from school board and administrative policies, while the use of the same power in Detroit is tempered by a genuine effort on the part of union leaders to maintain cordial relations with the board and superintendent and to see these people as responsible officials who are sincere in their efforts to resolve problems faced by teachers.¹

Perhaps the most significant aspect of increased use of power by

teacher organizations will be things outside of the school. Just as industrial and trade unions made their most significant organizational gains only after the passage of favorable legislation, so too will teacher organizations need favorable legislation at the state and/or federal level in order to avoid lengthy legal battles as they seek to accomplish their goals. This means active involvement in politics. It is pertinent to ask whether the degree of alienation from the community will affect the approach these organizations will take in seeking favorable legislation in the same way that the degree of alienation will affect the future of relations of teachers with school boards and administrators.

What will be the effect of teacher power on some of the nation's most pressing social problems? This may very well depend upon the extent to which alienated feelings of teachers build bridges or walls between themselves and other groups. There are different views on this subject. Following are two representative views, one is favorable, the other pessimistic.

One teacher says, "...it is time for us to say that a united teaching profession can be militant for moral issues..."\(^1\) Another view: "...so long as the unions and other teacher organizations see their primary role as protection of the narrow interests of their membership, teacher power will only be another nail in the coffin of a participatory public education system in the United States."\(^2\)

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All of these speculations about the future impact of the growing militancy of teacher organizations revolve around the question of leadership. What kinds of people have influence in shaping the policies of teachers organizations? At the present time this question is most relevant as it applies to the leaders of militant organizations within local school districts, since that is where the present thrust of the militant movement is directed. It may be that such will always be the case. Whether the effective leadership remains at the local level or transfers to state and national levels, the question of the degree of alienation which characterizes these individuals remains valid. The highly alienated who are also influential leaders will give organizations different direction than leaders who have a low degree of alienation.

There is a great deal at stake for teachers and for society in the future course of teacher organizations. The concept of alienation as a tool in helping to understand these organizations could be of great value. At the same time, a systematic study of militancy as it is growing might tell us a great deal about the ways in which alienation affects group behavior and consequently the social relationships of a community. Now is the time for such systematic study to begin, if we want to know more about the future direction of our educational system, and, as sociologists, if we want to take advantage of an opportunity to study a developing conflict situation from its early stages onward.
APPENDIX

SURVEY OF TEACHER ATTITUDES
CONCERNING TEACHER ORGANIZATIONS

1. In this section we are attempting to get an objective view of the teaching conditions which prevail in your district. Circle the number which is to the right of the answer that best describes your district.

1. The size (student population of my school district is
   Under 500..........1
   501 to 1500.........2
   1501 to 2999........3
   3000 or more.........4

2. The average class size in my school district is
   15 to 20..........1
   21 to 25...........2
   26 to 30...........3
   31 to 35...........4
   Over 35............5

3. In my district the average number of classes per day, including study halls, is
   Less than five.....1
   Five...............2
   Six...............3
   More than six.....4

4. I teach the following number of classes each day, including study halls.
   Less than five.....1
   Five...............2
   Six...............3
   More than six.....4

5. I spend the following number of hours per week working on non-teaching assignments during school hours (cafeteria supervision, hall duty, washroom duty, etc.)
   0 to 5 hours........1
   6 to 10 hours........2
   More than 10 hours..3
6. I have the following number of hours each week for preparation during school hours

<table>
<thead>
<tr>
<th>Hours</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than five</td>
<td>1</td>
</tr>
<tr>
<td>Five</td>
<td>2</td>
</tr>
<tr>
<td>Six</td>
<td>3</td>
</tr>
<tr>
<td>More than six</td>
<td>4</td>
</tr>
</tbody>
</table>

7. I spend the following number of hours per week, on the average, on extra-curricular assignments without extra compensation (student clubs, chaperon assignments, curriculum development, etc.)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5</td>
<td>1</td>
</tr>
<tr>
<td>6 to 10</td>
<td>2</td>
</tr>
<tr>
<td>11 to 15</td>
<td>3</td>
</tr>
<tr>
<td>More than 15</td>
<td>4</td>
</tr>
</tbody>
</table>

8. With regard to autonomy of the teacher in the classroom, I would describe my district as

<table>
<thead>
<tr>
<th>Rigidity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very rigid</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat rigid</td>
<td>2</td>
</tr>
<tr>
<td>A little rigid</td>
<td>3</td>
</tr>
<tr>
<td>Not at all rigid</td>
<td>4</td>
</tr>
</tbody>
</table>

9. a. Does a teachers' organization function in your district to represent teachers in negotiations or discussions with the administration and/or the school board regarding matters of salary and/or working conditions?

- Yes ........................................ 1
- No .......................................... 2

b. If 'yes, which of the following? Circle all that apply.

- Affiliate of the American Federation of Teachers ........................................ 1
- Affiliate of the State or National Education Association ................................ 2
- Local Unaffiliated Group ................................................................. 3
- Informal Group ................................................................. 4

10 a. Is there a teachers' organization in your district which has an exclusive bargaining contract with the school board?

- Yes ........................................ 1
- No .......................................... 2

b. If 'yes, circle one.

- Affiliate of the American Federation of Teachers ........................................ 1
- Affiliate of the State or National Education Association ................................ 2
- Local Unaffiliated Group ................................................................. 3
- Informal Group ................................................................. 4
II. In this section we are attempting to get as complete a picture of you as a teacher and a person as is possible in this type of questionnaire. Circle the one number to the right of the answer which best describes you.

11. Your sex.
   Male................1
   Female...............2

12. Your age.
   21 to 25...........1
   26 to 30...........2
   31 to 35...........3
   36 to 40...........4
   41 to 50...........5
   Over 50............6

   Single...............1
   Married.............2
   Widow or Widower...3
   Separated or Divorced..4

14. If you are married and have children who rely on you for their support, would you please indicate the number of such children.
   None...............1
   One...............2
   Two...............3
   Three.............4
   Four...............5
   More than four.....6

15. Your race.
   Caucasian...........1
   Negro...............2
   Other...............3

16. a. Your religious affiliation.
   *Protestant........1
   Catholic............2
   Jewish.............3
   Other...............4
   No affiliation.....5

b. If *Protestant, please indicate denomination. ____________
17. How do you prefer to identify yourself in terms of political preference?

Conservative Democrat .............. 1
Moderate Democrat .................. 2
Liberal Democrat .................... 3
Conservative Republican ............. 4
Moderate Republican ................. 5
Liberal Republican .................. 6
Conservative Independent .......... 7
Moderate Independent ............... 8
Liberal Independent ................. 9
No preference ....................... 10

18. Including the 1967-68 year as a full year, how many years have you been in full-time teaching?

0 to 5 years ...................... 1
6 to 10 years ..................... 2
11 to 15 years .................... 3
16 to 20 years ................... 4
21 to 25 years ................... 5
More than 25 years .............. 6

19. In how many different school districts have you been employed during your years of full-time teaching?

One .................................. 1
Two .................................. 2
Three .................................. 3
Four .................................. 4
Five .................................. 5
More than five ................... 6

20. Including the 1967-68 year as a full year, how many years have you spent in full-time teaching in your present district?

0 to 5 years ...................... 1
6 to 10 years ..................... 2
11 to 15 years .................... 3
16 to 20 years ................... 4
21 to 25 years ................... 5
More than 25 years .............. 6

21. Indicate the category of your salary (for your regular teaching position only, excluding summer school and night school) for the 1967-68 school year.

$5,000 to 5,750 .............. 1
$5,751 to 6,500 .............. 2
$6,501 to 7,250 .............. 3
$7,251 to 8,000 .............. 4
$8,001 to 8,750 .............. 5
$8,751 to 9,500 .............. 6
22. Indicate the number of additional wage-earning positions you hold in addition to your regular teaching position, including summer employment.

None
one
Two
Three
More than three

23. Indicate the range of your total yearly income from all sources of employment, including self-employment. Do not include income from rentals or interest.

$5,000 to 6,500
$6,501 to 8,000
$8,001 to 9,500
$9,501 to 11,000
$11,001 to 12,500
$12,501 to 14,000
$14,001 to 15,500
$15,501 to 17,000
$17,001 to 18,500
Over $18,500

24. a. Into which category does your father's occupation fall? If he had more than one occupation during his life, circle the one in which he spent most of his time.

Unskilled laborer
Skilled laborer
Military
Government service
Clerical worker
Management
Sales position
Professional (doctor, lawyer, social work, etc)
Teacher
Self-employed businessman
Farmer with his own farm
Farmer working for someone else

b. Please give a brief description and indicate the type of agency or firm for which your father worked (e.g., foreman in a foundry).
25. Which of the following categories would identify your father's socioeconomic standing in his community?

- Upper class
- Upper middle class
- Middle middle class
- Lower middle class
- Working class

26. In which of the following ways would you identify the community in which you grew up?

- Large city (500,000 or more)
- Suburb of such a city
- Medium size city (100,000 to 499,999)
- Suburb of such a city
- Small city (25,000 to 99,999)
- Suburb of such a city
- Small town (2,500 to 24,999)
- Rural town (2,499 or less)
- Open farm

27. How many years did you spend in each type of school listed below? Please fill in the correct number of years. (Do not include kindergarten)

<table>
<thead>
<tr>
<th>Type of Auspices</th>
<th>Elementary Years</th>
<th>High School Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>(1-8)</td>
<td></td>
</tr>
<tr>
<td>Denominational Parochial School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private, non-denominational school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. How many years did you spend in each type of school on the undergraduate college level? Please fill in the correct number of years.

- Private denominational liberal arts college or university
- Private non-denominational liberal arts college or university
- State University
- Teachers College

29. Circle the highest level of education you have attained.

- Bachelor's Degree
- Bachelor's Degree + 15 hours
- Master's Degree
- Master's Degree + 30 hours
- Doctorate and above
30. How do you perceive your own socioeconomic status at the present time as compared to that of your father?

- Mine is much higher
- Mine is a little higher
- Mine is about the same
- Mine is a little lower
- Mine is very much lower

31. How active are you in any types of community organizations? If you do not belong to the type indicated, circle 4. Circle your degree of activity for each type to which you do belong.

<table>
<thead>
<tr>
<th>Community Organizations</th>
<th>Extent to which you are active.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Somewhat</td>
</tr>
<tr>
<td>A. Government sponsored (planning commission, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>B. Voluntary Community (Kiwanis, Citizens' Council, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>C. Church-related (Holy Name, Sodality, Young People's, etc.)</td>
<td>1</td>
</tr>
<tr>
<td>D. Fraternal (Elks, Moose, etc.)</td>
<td>1</td>
</tr>
</tbody>
</table>

32. With regard to the groups to which you belong, for how many years during your years in teaching have you either served on a committee and/or held an office in the organization? Write "0" if never.

<table>
<thead>
<tr>
<th>Community Organizations</th>
<th>Years on Committee</th>
<th>Years Held Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Government sponsored (planning commission, etc.)</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>B. Voluntary Community (Kiwanis, Citizens' Council, etc.)</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>C. Church-related (Holy Name, Sodality, Young People's, etc.)</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>D. Fraternal (Elks, Moose, etc.)</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

III. The following items measure attitudes of the school board, the administration, the teachers, the community, and the news media with regard to specific problems faced by teachers. You are asked to decide the extent to which each of these is aware of and concerned about each of the problems listed.

33. How would you describe the attitude of the school board in your district regarding each of the problems listed? Please circle one after each problem.
Problem Considered | How much you feel the Board is aware & concerned.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>Class Size........</td>
<td>1</td>
</tr>
<tr>
<td>Salaries...........</td>
<td>1</td>
</tr>
<tr>
<td>Extra Curricular</td>
<td></td>
</tr>
<tr>
<td>Assignments........</td>
<td>1</td>
</tr>
<tr>
<td>Non-Professional Duties</td>
<td>1</td>
</tr>
<tr>
<td>Work Load...........</td>
<td>1</td>
</tr>
<tr>
<td>Autonomy............</td>
<td>1</td>
</tr>
<tr>
<td>Preparation Time....</td>
<td>1</td>
</tr>
<tr>
<td>Teachers' Organizational Activities</td>
<td>1</td>
</tr>
</tbody>
</table>

34. How would you describe the attitude of the superintendent in your district regarding each of the problems listed? **Please circle one number after each problem.**

<table>
<thead>
<tr>
<th>Problem Considered</th>
<th>How much you feel the superintendent is aware and concerned.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>Class Size........</td>
<td>1</td>
</tr>
<tr>
<td>Salaries...........</td>
<td>1</td>
</tr>
<tr>
<td>Extra Curricular</td>
<td></td>
</tr>
<tr>
<td>Assignments........</td>
<td>1</td>
</tr>
<tr>
<td>Non-Professional Duties</td>
<td>1</td>
</tr>
<tr>
<td>Work Load...........</td>
<td>1</td>
</tr>
<tr>
<td>Autonomy............</td>
<td>1</td>
</tr>
<tr>
<td>Preparation Time....</td>
<td>1</td>
</tr>
<tr>
<td>Teachers' Organizational Activities</td>
<td>1</td>
</tr>
</tbody>
</table>

35. How would you describe the attitude of the principal in your district regarding each of the problems listed? **Please circle one number after each problem.**

<table>
<thead>
<tr>
<th>Problem Considered</th>
<th>How much you feel the principal is aware, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>Class Size........</td>
<td>1</td>
</tr>
<tr>
<td>Salaries...........</td>
<td>1</td>
</tr>
<tr>
<td>Extra Curricular</td>
<td></td>
</tr>
<tr>
<td>Assignments........</td>
<td>1</td>
</tr>
<tr>
<td>Non-Professional Duties</td>
<td>1</td>
</tr>
<tr>
<td>Work Load...........</td>
<td>1</td>
</tr>
<tr>
<td>Autonomy............</td>
<td>1</td>
</tr>
<tr>
<td>Preparation........</td>
<td>1</td>
</tr>
<tr>
<td>Teachers' Organizational Activities</td>
<td>1</td>
</tr>
</tbody>
</table>
36. How would you describe the attitude of the teachers in your district regarding each of the problems listed? Please circle one number next to each problem.

<table>
<thead>
<tr>
<th>Problem Considered</th>
<th>How Much you feel the teachers are aware, etc.</th>
</tr>
</thead>
</table>
| Class Size                                  | ![](117)
| Salaries                                    | 1                                             |
| Extra-Curricular                            | ![Image](117)                                  |
| Assignments                                 | ![Image](117)                                  |
| Non-Professional Duties                     | ![Image](117)                                  |
| Work Load                                   | ![Image](117)                                  |
| Autonomy                                    | ![Image](117)                                  |
| Preparation Time                            | ![Image](117)                                  |
| Teachers' Organizational Activities         | ![Image](117)                                  |

37. How would you describe the attitude of the parents of the children you teach regarding each of the problems listed? Please circle one number after each problem.

<table>
<thead>
<tr>
<th>Problem Considered</th>
<th>How much you feel parents are aware &amp; concerned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Salaries</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Extra-Curricular</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Assignments</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Non-Professional Duties</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Work Load</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Autonomy</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Preparation Time</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Teachers' Organizational Activities</td>
<td><img src="117" alt="Image" /></td>
</tr>
</tbody>
</table>

38. How would you describe the attitude of the news media regarding the problems listed? Please circle one number after each problem.

<table>
<thead>
<tr>
<th>Problem Considered</th>
<th>How much you feel the news media are aware, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Salaries</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Extra-Curricular</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Assignments</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Non-Professional Duties</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Work Load</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Autonomy</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Preparation Time</td>
<td><img src="117" alt="Image" /></td>
</tr>
<tr>
<td>Teachers' Organizational Activities</td>
<td><img src="117" alt="Image" /></td>
</tr>
</tbody>
</table>
39. a. Have you ever thought about leaving the teaching field?
   *Yes........................1
   No.........................2

   b. If *yes, how seriously? Circle one.
      I have thought about it, but not seriously.................................1
      I have given it serious consideration but have decided not to leave.................................2
      I am giving it serious consideration at the present time.................................3
      I have definitely decided to leave high school teaching.................................4

40. If you were to leave the field of high school teaching, could you give a brief description of the type of job and agency in which you would be most likely to seek employment (school administration, college teaching, government service, etc.)

41. If there is an organized group in your district which represents teachers in negotiations or discussions with the administration and/or the school board regarding matters of salary and/or working conditions, how would you describe the activities of the group. Please answer for all the groups that function in your district, whether or not you are a member.

<table>
<thead>
<tr>
<th>Teachers' Organizations</th>
<th>Too Docile</th>
<th>About Right</th>
<th>Too Aggressive</th>
<th>Not Present in District</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Federation of Teachers.............</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>State or National Education Association Affiliate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Unaffiliated Local Organization.............</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Informal Group..............................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

42. How active are you in any of the teachers' organizations in your district? If you do not belong to the organization indicated, circle 4. Circle your degree of activity for each of the organizations to which you belong.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Extent to which you are active</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>American Federation of Teachers Affiliate</td>
<td>1</td>
</tr>
<tr>
<td>State or National Education Association Affiliate</td>
<td>1</td>
</tr>
<tr>
<td>Unaffiliated Local Organization</td>
<td>1</td>
</tr>
<tr>
<td>Informal Group</td>
<td>1</td>
</tr>
</tbody>
</table>

43. With regard to the teachers' organization to which you belong, for how many years during your years in teaching have you either served on a committee and/or held office in the organization. Answer for all of the organizations to which you belong. Write "0" if never.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Years on Committee</th>
<th>Years Held Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Federation of Teachers Affiliate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State or National Education Association Affiliate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unaffiliated Local Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

44. With regard to the teachers' organization or organizations to which you belong, to what extent do you attend the regular meetings of the organization?

<table>
<thead>
<tr>
<th>Organization</th>
<th>Frequency of Your Attendance at Regular Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attend Every Meeting</td>
</tr>
<tr>
<td>American Federation of Teachers Affiliate</td>
<td>1</td>
</tr>
<tr>
<td>State or National Education Association Affiliate</td>
<td></td>
</tr>
<tr>
<td>Unaffiliated Local Org.</td>
<td>1</td>
</tr>
<tr>
<td>Informal Group</td>
<td>1</td>
</tr>
</tbody>
</table>

45. a. Would you say that there are factors, in addition to personal belief or commitment, at work in your district that are conducive of teachers joining one of the teachers' organizations?

*Yes............................1
No...............................2

b. If "yes, please give a brief description of what they are.

(1) __________________________________________
(2) __________________________________________
(3) __________________________________________
46. How would you describe your feeling about the amount of compensation you receive (for teaching only)?

I feel that I am overpaid................1
I feel my pay is satisfactory..............2
I feel that I am underpaid................3

47. In the following items you are asked to compare the amount of work that you do and the salary you receive with persons in other occupations, taking into consideration self needs and the needs of your family, if you have one. Do you, for instance, feel that your income is too much, about right, or too little when compared to the amount of work a civil engineer does for his money? Circle one after each occupation.

<table>
<thead>
<tr>
<th>Compared to Each of These:</th>
<th>My Teaching Income is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCUPATION</td>
<td>TOO MUCH</td>
</tr>
<tr>
<td>College Teachers..........</td>
<td>1</td>
</tr>
<tr>
<td>Other High School Teachers.</td>
<td>1</td>
</tr>
<tr>
<td>Elementary School Teachers.</td>
<td>1</td>
</tr>
<tr>
<td>Doctors..................</td>
<td>1</td>
</tr>
<tr>
<td>Lawyers..................</td>
<td>1</td>
</tr>
<tr>
<td>Middle Management Personnel.</td>
<td>1</td>
</tr>
<tr>
<td>Social Workers...........</td>
<td>1</td>
</tr>
<tr>
<td>Ministers and/or Rabbis...</td>
<td>1</td>
</tr>
<tr>
<td>Carpenters................</td>
<td>1</td>
</tr>
<tr>
<td>Parents of the children I teach...........</td>
<td>1</td>
</tr>
</tbody>
</table>

48. In the following items you are asked to decide what you think the attitude of each of the reference groups would be toward the idea contained in each of the statements. Then you are asked to indicate how you feel about the idea.

A. "The teachers should have active representation when the school board draws up the yearly budget."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve Very Much</td>
</tr>
<tr>
<td>Board of Education........</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent............</td>
<td>1</td>
</tr>
<tr>
<td>Principal..................</td>
<td>1</td>
</tr>
<tr>
<td>Editor--Local Newspaper..</td>
<td>1</td>
</tr>
<tr>
<td>Typical Parent............</td>
<td>1</td>
</tr>
<tr>
<td>I Myself...................</td>
<td>1</td>
</tr>
</tbody>
</table>
B. "The faculty should have a voice in the selection of certain administrators."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
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<tr>
<td>Superintendent.....................</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>Typical Parent.....................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>

C. "All agreements between the faculty and the administration and/or the school board should be made in writing."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
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<tr>
<td>Board of Education......</td>
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<td>Superintendent.....................</td>
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</tr>
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<td>1</td>
</tr>
<tr>
<td>Typical Parent.....................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>

D. "Teachers are entitled to a grievance procedure which insures the possibility of appeal from administrative decision in such grievances."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
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<tr>
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</tr>
<tr>
<td>Superintendent.....................</td>
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<td>1</td>
</tr>
<tr>
<td>Typical Parent.....................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>

E. "Teachers' organizations should have control over certification procedures in their state."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
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<td>Board of Education......</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent.....................</td>
<td>1</td>
</tr>
<tr>
<td>Principal.........................</td>
<td>1</td>
</tr>
<tr>
<td>Editor--Local Newspaper..</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>
F. "Teachers should take an active part in community affairs, where they reveal strong and definite views on controversial matters."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve Very Much</td>
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<tr>
<td>Board of Education........</td>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td>Editor--Local Newspaper..</td>
<td>1</td>
</tr>
<tr>
<td>Typical Parent...................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>

G. "Teachers should feel free to deal in class with almost any matters that may come up, and in particular they should insist that controversial topics must be a part of the curriculum."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve Very Much</td>
</tr>
<tr>
<td>Board of Education........</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent...................</td>
<td>1</td>
</tr>
<tr>
<td>Principal..............</td>
<td>1</td>
</tr>
<tr>
<td>Editor--Local Newspaper..</td>
<td>1</td>
</tr>
<tr>
<td>Typical Parent...................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>

H. "Teachers should have the right to organize into groups for the purpose of making demands regarding salaries, working conditions, and all other matters pertaining to their work."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve Very Much</td>
</tr>
<tr>
<td>Board of Education........</td>
<td>1</td>
</tr>
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<td>Principal..............</td>
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</tr>
<tr>
<td>Editor--Local Newspaper..</td>
<td>1</td>
</tr>
<tr>
<td>Typical Parent...................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>

I. "Teachers should have the right to strike."

<table>
<thead>
<tr>
<th>Reference Groups</th>
<th>This person or group would probably...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approve Very Much</td>
</tr>
<tr>
<td>Board of Education........</td>
<td>1</td>
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<tr>
<td>Superintendent...................</td>
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<td>Principal..............</td>
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</tr>
<tr>
<td>Editor--Local Newspaper..</td>
<td>1</td>
</tr>
<tr>
<td>Typical Parent...................</td>
<td>1</td>
</tr>
<tr>
<td>I Myself.........................</td>
<td>1</td>
</tr>
</tbody>
</table>
49. Indicate the rank that would best describe your feeling about high school teaching on each of the following items.

<table>
<thead>
<tr>
<th>Items</th>
<th>On this item I would rate high school teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very High</td>
</tr>
<tr>
<td>Prestige and respect</td>
<td>1</td>
</tr>
<tr>
<td>Intellectual demands</td>
<td>1</td>
</tr>
<tr>
<td>Satisfaction of self-direction</td>
<td>1</td>
</tr>
<tr>
<td>Opportunities for self-expression and utilization</td>
<td>1</td>
</tr>
<tr>
<td>Satisfaction of self-direction</td>
<td>1</td>
</tr>
</tbody>
</table>

50. How many close friends do you have in your community outside of the teaching field?

- None ........................................1
- Few (1-3) .................................2
- Some (4-9) ..............................3
- Many (10 or more) ...............4

51. Considering the real worth of a good teacher’s contributions to society, what would be an adequate and deserved yearly income for a high school teacher?

- $6,000 .................................1
- $9,000 ................................2
- $12,000 ..............................3
- $15,000 .............................4
- $18,000 ............................5

52. Indicate your feeling about high school teaching by circling one answer for each of the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. If you had your career to plan again, would you teach? ......................1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B. Would you encourage a son of yours to teach? .. 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C. Do you think successful businessmen would be pleased if their sons decided to teach? ... 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>D. Would you feel free to write and sign a letter of a critical nature of your local newspaper? ..............................1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>E. If serious charges of misconduct were brought against you, would the public be inclined to disbelieve them? ......................1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>F. If someone said that teachers are people of low drives, ambitions, and material needs; would you agree? ......................1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
G. Someone has reasoned in the following manner:
"America has a society that is materialistic. High school teachers have amassed little of this material. Therefore, high school teachers are failures and deserve no prestige."
Would you say that public opinion agrees with this reasoning? 1 2 3

H. Have you noticed any trend toward improved prestige of high school teachers in recent years? 1 2 3

I. Have you ever felt embarrassment for being a high school teacher? 1 2 3

J. Have you ever felt pride because you are a high school teacher? 1 2 3

53. All things considered, how happy do you feel you are with your present life?

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy</td>
<td>1</td>
</tr>
<tr>
<td>Happy</td>
<td>2</td>
</tr>
<tr>
<td>Fairly happy</td>
<td>3</td>
</tr>
<tr>
<td>Not so happy</td>
<td>4</td>
</tr>
<tr>
<td>Unhappy</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH!
BIBLIOGRAPHY

Books


Periodicals


Simmons, J. L. "Liberalism, Alienation and Personal Disturbances." Sociology and Social Research, 49 (July, 1965), 456-64.


APPROVAL SHEET

The thesis submitted by John K. Boyle has been read and approved by the director of the thesis. Furthermore, the final copies have been examined by the director and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

Jan. 23, 1965
Date

[Signature]
Signature of Adviser