

THE UNIVERSITY OF MANITOBA

THE CAREER DEVELOPMENT
OF
FEMALE TEACHERS

by
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A Thesis
Submitted to the Faculty of Graduate Studies
In Partial Fulfillment of the Requirements for the Degree
of Master of Education

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

WINNIPEG, MANITOBA

APRIL, 1980

THE FURTHER DEVELOPMENT

OF

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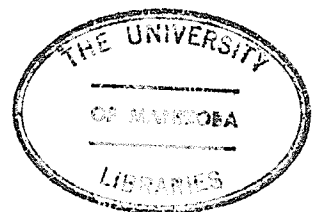
A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
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MASTER OF EDUCATION

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ABSTRACT

The purpose of this study was to examine the career development of female teachers. The emphasis was on three aspects of career development, viz., career progression, career theme, and career goals and values. Further, the interaction among these three aspects of career development was examined.

A judgement sample of ten subjects was chosen for the study. Each of the ten respondents submitted a written autobiography and each was interviewed in depth. The resulting data, in the form of a composite biography/autobiography, was subjected to analysis. Although some quantitative analysis was attempted, the major part of the analysis was qualitative.

The composite biography/autobiography provided descriptive information about the ten respondents. Individual perceptions as they related to career progression, career theme, career goals and values, and the interaction of these career components emerged for each respondent. Particular attention was focussed on the individual's choice of career progression.

In general, it was found that the majority of the ten respondents do not aspire to administrative positions, ie., vertical progression. They do not do so because they express a great deal of satisfaction with their roles as classroom teachers. They do not

equate vertical progression with career success. Rather, they judge their success as educators by their competence in the classroom and pursue various avenues to increase that level of competence in the classroom, ie., they pursue horizontal progression. It is their perceived competence as educators which fulfills their need for personal self-satisfaction. In general, the perceptions of these ten respondents did not vary with age, marital status, years of experience and position.

ACKNOWLEDGEMENTS

Appreciation is expressed for the advice and guidance given by my committee chairman, Dr. J. A. Riffel, and the committee members, Ms. A. Fridfinnson and Dr. J. Peach.

I am grateful to Ms. B. Nelson for her contribution to my initial thesis proposal, and to the ten respondents who freely gave their time to make this thesis possible. I am also grateful to Mrs. S. Allman for her support and untiring effort in the preparation of this thesis.

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CHAPTER I

THE PROBLEM AND SIGNIFICANCE OF STUDY

OVERVIEW

This study focussed on those female teachers who appear to have no administrative aspirations. The purpose was to attempt to identify reasons for their lack of interest in administrative advancement and reasons for their apparent satisfaction with non-administrative positions.

THE STATEMENT OF THE PROBLEM

Although women constitute the majority of teachers, particularly in the elementary schools, there is a notable lack of women in school administration. Educational research, therefore, has addressed itself to two important questions. (1) How many females are in administrative positions? (2) Why are there so few females in administrative positions? These research questions are both useful and interesting but have limitations since they do not address themselves to another question. (3) Why do some female teachers not aspire to administrative positions? This question focuses on those female teachers who choose not to leave the classroom.

This study used a framework and a set of more explicit questions derived from the recent work on careers done by John Van Maanen and Edgar H. Schein to focus on those female teachers who appear to have no administrative aspirations. It was an

exploratory study which attempted to identify the reasons for their lack of expressed interest in administrative advancement. More importantly, it attempted to identify the reasons for their apparent interest in and satisfaction with non-administrative positions.

Van Maanen and Schein see a career as consisting of a "...series of separate but related experiences and adventures through which a person passes during a lifetime " (Van Maanen and Schein, 1977:31). They suggest that careers can be studied from at least two perspectives, the internal and external. "The external career refers to the more or less objective categories used by members of society or of an occupation to describe the typical or official progression of steps through a given occupation " (Van Maanen and Schein, 1977:46). For the female teacher the external career could consist of the following categories: education, elementary classroom teacher, elementary supervisor, vice-principal, principal, superintendent. This could be called vertical "...progression toward hierarchically defined reward " (Van Maanen and Schein, 1977:47). Another series of categories in an external career could consist of the following: education, elementary classroom teacher, further education, junior high classroom teacher. This series involves the establishment of job security, improved salary qualifications, and perhaps a more flexible schedule. Such a series is referred to as "horizontal progression " (Van Maanen and Schein, 1977:47). Since there are so few females in educational administration it can be assumed that the external careers of most female teachers follow horizontal

progression. This led to the general question which this study attempted to examine.

1. Why do female teachers appear to choose
horizontal rather than vertical progression
in their external careers?

The internal career is defined as "... the set of steps that make up the individual's concept of his progression within an occupation " (Van Maanen and Schein, 1977:47). The female teacher could conceive of her internal career as consisting of the following steps: education, elementary classroom teacher, junior high classroom teacher, vice-principal, principal. Alternately, she could conceive of her internal career as consisting of the following steps: education, classroom teacher, further education, interruption for family responsibilities, relocation, leaving the career. These two career conceptions are clearly very different. However, the internal career "... reflects the goals and values held by the individual in relation to his working life and the criteria of success by which he judges himself " (Van Maanen and Schein, 1977:48).

This led to a second question:

2. What goals and values do female teachers hold
in their internal careers?

There is an interplay between the internal and external careers which needs to be analyzed (Van Maanen and Schein, 1977:48). The analysis could "... consider the patterns by which people link their experienced past and anticipated future " (Van Maanen

and Schein, 1977:48). These patterns are referred to as the theme of a career. "... theme conveys the individual's evaluation of where he is and where he is going in his work career " (Van Maanen and Schein, 1977:49). It "... explains, provides context, and guides the person in his environment " (Van Maanen and Schein, 1977:49). Van Maanen and Schein identify themes such as upward advancement, security, and others (Van Maanen and Schein, 1977:49-51). A third question, therefore, was:

3. What themes can be identified in the careers of female teachers?

Further, there is an interplay between internal career themes and the external career. For example, the female teacher may identify the need for security as a dominant theme in her career. In the analysis of the interplay between the two careers the question of whether the need for security is a factor in the teacher's decision to follow horizontal rather than vertical progression in her external career was examined. This led to the final question.

4. How does the interplay between the internal career themes and the external career influence or affect the female teacher's choice between horizontal or vertical progression?

The analysis of these four related questions provided some insight into the notion that the career progression of the female teacher is horizontal by both choice and design.

SIGNIFICANCE OF THE STUDY

This study has both practical and theoretical significance. Its practical significance lies in the examination of whether or not female teachers deliberately choose teaching rather than administrative careers. How female teachers actually perceive and define their careers could have practical implications for designing career counselling, career development, and professional development programs for female teachers. Its theoretical significance lies in the possibility of elaborating and extending the preliminary work of Van Maanen and Schein, and in the application of their ideas in an educational context.

METHOD

This study was an exploratory investigation aimed at uncovering patterns in the career development of female teachers. Because the study was exploratory and concerned with evolving a broad framework for further research, a judgement sample was used with an effort made to include female teachers of differing age, marital status, presence of children, education, experience and position. These teachers were currently employed as teachers and had a minimum of three years of teaching experience. The three year minimum was chosen because in most school divisions such a teacher would have attained tenure.

Initially, ten female teachers were asked to participate in the study. They were selected to be representative of the six

criteria listed above, age, marital status, presence of children, education, experience and position. The data for this study were collected from written autobiographical sketches and interviews from the ten respondents.

No attempt was made to exhaust all the factors relating to career development. Rather the focus was on the three main factors under study, vertical and horizontal career progression, goals and values, and career theme. Enough information was sought in an attempt to determine what significant factors female teachers perceived as affecting their career development.

DATA ANALYSIS

Some of the information obtained required quantitative analysis. However, the major part of the analysis was qualitative. The three factors under examination were horizontal and vertical career progression, goals and values, and career theme. The information obtained was analyzed for evidence of these three factors.

An attempt was made to establish patterns in response. An attempt was also then made to determine whether the information obtained conformed in any way to the ideas of Van Maanen and Schein.

Where patterns were found in relation to the three main factors listed above, the quantitative data of age, marital status, education, experience, and position were analyzed to determine the existence of any commonality of response within homogeneous groups. This information was then related to common responses or patterns found in the first level of analysis.

Finally, the responses were grouped according to those who have or have had administrative aspirations and those who have not. An attempt was made to establish differences in career perceptions and career development between the two groups. From these responses it became possible to analyze whether or not deliberate or conscious choices were made to meet those aspirations.

Commonalties or patterns in the responses made it possible to classify characteristics of individuals according to their similarity of perceptions in relation to the three factors under study. It became possible to identify some common characteristics of teachers whose aspirations center around the teaching rather than the administrative career.

DELIMITATIONS

This was an exploratory study and as such was limited to the examination of three factors, horizontal and vertical career progression, goals and values, and career themes.

The study was based on the respondents' perceptions at a particular period of time. It required memory recall and thus was limited by faulty and selective recall and by memory decay.

SUMMARY OF ORGANIZATION OF THESIS

A general overview of the problem, the statement of the problem, and its significance have been presented in this chapter. Chapter II contains a review of the literature, with emphasis on

the theoretical view of the position of females in society. Chapter III describes the methodology used. Chapter IV contains the collection of autobiographies gathered as data for this thesis. Chapter V attempts to analyze the autobiographies. Chapter VI is a summary of the findings. It attempts to draw some conclusions and make some recommendations about the role of the female in the educational system.

CHAPTER II

THE REVIEW OF THE LITERATURE

INTRODUCTION

The purpose of this chapter is to review literature concerning the careers of women. First, there is a brief description of the two disciplinary perspectives, viz., psychology and sociology, from which careers have been viewed. It will be argued that neither of these two perspectives is particularly applicable to the study of the careers of females. Next, an alternative to the psychological or sociological approach to careers will be suggested. Finally, the literature on career women is discussed with specific emphasis given to the factors affecting female career development.

PSYCHOLOGY OF CAREERS

In psychology researchers have used five approaches to analyze careers. These are: "(a) the differential psychology of occupations as it contributes to a psychology of careers, (b) life stages and process in vocational development, (c) patterns of career development, (d) the nature and causes of vocational maturity and its role in choice and adjustment, and (e) the individual as the synthesizer of personal data, the interpreter of experience, and the maker of decisions " (Super, 1972:14).

Differential psychology, also called trait-factor theory, was particularly concerned with publishing data related to "occupational differences and aptitudes or interests as shown by standard tests " (Super, 1972:14). In practice the data came to be used to match men with jobs (Super, 1972:15). Further, an attempt was made to predict for an individual the likelihood of future success in a given occupation (Super, 1972:16).

Developmental psychology, on the other hand, recognized the movement of the individual along a continuum beginning with education, moving into a line of work, and on into retirement (Super, 1972:16). Super cites researchers such as Ginzberg, Gibbons and Lohnes, Tiedeman and O'Hara, Miller and Form who have enlarged on Charlotte Buehler's work on life stages to explain personal career decisions as a by-product of the life-stage in which a person finds himself. They maintain that there are many variables, starting in early childhood, which "determine movement from position to position as the career unfolds, and [that] these determinants interact as attainment of one position at one point in the career influences movement toward and attainment of the next position " (Super, 1972:18). This movement constitutes a career pattern corresponding roughly to the life stages of the individual. Developmental theory was also applied to various tasks people perform. Havighurst suggested that "people at each age are confronted by a set of tasks with which society expects them to deal effectively, and that success in

coping with the tasks of one age is essential to dealing with those of the next stage " (Super, 1972:18). The appropriateness of the task performed was related generally to Buehler's life stages.

These two developmental theories led to the development of the concept of vocational maturity which was defined as "the behavior of the individual compared with that of others coping with the same tasks " (Super, 1972:19). Further research tested for the presence and extent of vocational maturity. Super reports, however, that the results of this research were in conflict with the theory and other findings and urges caution in measuring vocational maturity (Super, 1972:25).

Finally, many psychologists believe that "[a]ctions are determined by a person's perception of himself and of the situation in which he finds himself, by the manner in which he construes his world..." (Super, 1972:25). This belief has led Super to pursue the idea that a person chooses an occupation to show what kind of a person he is and through that occupation he "attempts to achieve self-actualization " (Super, 1972:26). Thus, it is the person himself who ultimately is responsible for determining what occupation will fit his personal needs and make career decisions on that basis. "The deciding individual, construing himself and his environment in his own way, is a major determinant of his own career, even though he operates in a context of external determinants " (Super, 1972:26).

SOCIOLOGY OF CAREERS

It is the "situation in which he finds himself" (Super, 1972:25), or the external determinants, which is of particular concern to the sociologists. Sociologists study careers in the context of industrial sociology, the sociology of occupations and professions, and organization theory (Van Maanen and Schein, 1977:43). Industrial sociology studies workers and their membership in a work group. Occupational sociology examines all the members of a particular occupation or profession. Organizational theory is concerned with the managerial role in organizations. The sociologists' contribution is valuable because they "emphasize the individual's discovery of common norms and values associated with participation in a particular work role " (Van Maanen and Schein, 1977:43). The sociological approach separates the task, the occupation, and the organization (Van Maanen and Schein, 1977:43). Therefore, a study of teachers would involve an examination of the teacher or the teacher role, the teaching process, and the school setting. It would seem, however, that a career person must be concerned with all three simultaneously.

TOWARD AN ALTERNATIVE CONCEPTUALIZATION

Neither the psychological approach to careers which emphasizes the individual nor the sociological approach which emphasizes the organization is sufficient in and of itself because the individual and his line of work can not be separated.

What may be more realistic is studying the individual and individual differences within an occupation while at the same time studying "the occupational setting and...the issues that participation in the setting raises for people who are in it " (Van Maanen and Schein, 1977:44). This would allow researchers to study the "actual meaning people attach to situations " (Van Maanen and Schein, 1977:45). The meaning individuals attach to their career, for instance, may come about as a result of the various roles that individuals assume as active participants in society. All these roles play a significant part in a person's self-concept. The occupational role is only one of the many roles individuals assume. If the career is viewed as consisting "of a series of separate but related experiences and adventures through which a person passes during a lifetime " (Van Maanen and Schein, 1977:31), then it must be assumed that all the various roles constitute the individual's total career. As such, the career can have "various shapes, properties, and meanings " (Van Maanen and Schein, 1977:45). Therefore a combination of both approaches may be necessary to provide a clearer picture of the individual within the organization. That is particularly true for females because they, by virtue of their biological functions, must assume additional roles in their total career. These biological functions have led society to attach less importance to female participation in the work world and more importance to female activities in the home. It is this combination of the female's biological roles and society's definition of those roles which affects female participation in and interpretation of their occupational roles. Therefore a career model for females

must recognize the presence of roles performed by females because of their biological functions and because of the definition society attaches to those functions. For the male this is different because it is not thought that his other roles can or should interfere with his participation in an occupation. This is so because it has traditionally been assumed that it is the duty of the father to provide for the other members of the family. As the provider of the family, then, it was believed that if his occupational participation did interfere with his familial roles, that this was not unacceptable because of his economic contribution to the family's life. His family, therefore, did not restrict him in his occupational participation. Succinctly stated, it is assumed that the mother role affects female occupational participation but that the father role does not and should not affect male occupational participation. Clearly, then, the "various shapes, properties, and meanings" of careers are different for males and females. It is this difference which is largely ignored in the theoretical literature. It was presumed, perhaps, that female careers, when they existed, were not or should not be notably different from male careers because most of the research, thus far, had been done with males. However, Super recognized as early as 1951 that the career model appropriate for males was not appropriate for females. In fact, he suggested seven different career models for females (Jerdee and Rosen, 1976). Eli Ginzberg discovered in his research of the career development of fellowship winners, both male and female, that there was,

indeed, a significant difference between the males and females in his research group. (Ginzberg, 1966:1-6). In fact, he found that "no one feature of... [the] women's lives could be readily isolated for analysis " (Ginzberg, 1966:5).

Other writers have attempted to explain why the male career model is not applicable to female careers. A common explanation is that the "feminine mystique" which is the generally accepted standard of the female sex role, particularly as it relates to domestic values (Weitz, 1977:142), is internalized by females as a result of the socialization process. The acceptance of the mystique by society generally and, by the women specifically, affects the female's education, her career orientations, her career choice, her achievement motivation, her career commitment, and her career aspirations. The influence of the feminine mystique is so pervasive that it cannot be ignored in a study of career development of females.

Socialization

Family. The family is the most influential medium through which sex role standards are transmitted (Weitz, 1977:115). Furthermore, this influence lasts a lifetime (Weitz, 1977:115). Both Theodore and Horner believe that the "gender training" is so effective that it is irreversible (Duberman, 1975:113). The female is socialized to need external support, to demonstrate feminine characteristics, to value affiliation rather than achievement, to value the domestic role over the occupational role, and to defer to male authority (Howe, 1975:143; Epstein, 1970:53;

Horner, 1971:97; Helson, 1972:42; Angrist, 1975:xv; Weitz, 1977:5; Hochschild, 1975:50; Theodore, 1971:11; Loring, 1976:24). Among the attributes considered to be desirable for females are "personal warmth and empathy, sensitivity and emotionalism, grace, charm, compliance, dependence, and deference " (Epstein, 1970:20). Most of these attributes are considered a liability in many occupations.

Education. The education of the female continues the socialization process. But during the educational process the female receives conflicting messages. She is expected to demonstrate academic excellence but is "not asked to demonstrate knowledge " (Epstein, 1970:61). She is expected to retain her feminine attributes while in competition with men (Epstein, 1970:61). The educational system prepares both men and women for careers but both "social and ... psychological pressures" on females really limit career pursuits to men (Horner, 1972:158; Horner, 1971:97). Thus, the female experiences continual conflict between pursuing achievement or retaining her femininity (Horner, 1971: 107-108).

Career Orientation

With the family and the educational system having contributed dichotomously to the female's socialization, it becomes necessary for each individual female to attempt to resolve the conflicting messages she has internalized. The socialization process creates for females, not for males, the necessity for making a career decision (Epstein, 1970:17; Weitz, 1977:141). In fact, the effects on females of the socialization toward and the acceptance of the feminine mystique "preclude training and orientation toward

a career goal " (Weitz, 1977:134). The result is that females often find themselves lacking in skills for jobs other than those at the bottom of the occupational hierarchy (Weitz, 1977:134). Women face three choices: to be a housewife, pursue a career, or to attempt a combination of both (Hochschild, 1975:68). The necessity for making a choice limits the female's freedom to pursue occupational goals (Duberman, 1975:128) in a way that male socialization does not. In male socialization there is an emphasis on achievement which is missing in female socialization (Weitz, 1977:134). As a result, many women defer career decisions until after they have made marital decisions (Duberman, 1975:112-113).

Career Choice

Once the female has made the choice to pursue a work career, it is necessary to make an occupational choice. This choice finds its roots in the socialization process for both males and females. For males a career generally means "money, prestige, power, and work satisfaction " (Epstein, 1970:17). These he attains through "persistence and drive, personal dedication, aggressiveness, emotional detachment, and ... intellectual performance " (Epstein, 1970:22-23). The male socialization process presumes achievement. High achievement is necessary for success. But this "achievement-success" orientation is not appropriate for the female (Angrist, 1975:109; Hoffman, 1974:150). Women choose an occupation which allows for a continuation of their "motherhood-family-domestic responsibilities and are an extension of women's nurturing, helping orientation " (Angrist, 1975:118).

They "avoid positions which place them in competition with men or require initiating action " (Angrist, 1975:118). Society views as deviant a woman who prefers personal achievement over affiliative relationships (Horner, 1971:107-108). Therefore, women see a narrow range of career alternatives because of the limitations placed on them by the socialization process and by the "sex-structuring of the labor force " (Angrist, 1975:144). The female chooses an occupation that will fit into her whole life-style which encompasses the various roles of worker, wife, mother, and woman (Angrist, 1975:43). One such occupation is public school teaching which can be combined easily with marriage but which is, also, a service to society (Angrist, 1975:138). Thus, when Zytowski (1969:664) states that female participation in a vocation is largely determined by her preferences, it should be noted that these preferences have been greatly influenced by the socialization process.

It should be noted further, however, that all people, both male and female, have been molded to some extent by the socialization process. The literature discussed thus far has taken the view that women see few choices and make only those choices in congruence with the socialization process. The same argument when applied to men seems inappropriate. Men are accredited with a broader socialization experience, namely, socialization toward achievement. Wheelis believes that the socialization process does not predetermine choices when he says that

We are wise to believe it difficult to change, to recognize that character has a forward propulsion which tends to carry it unaltered into the future, but we need not believe it impossible to change. Our present and future choices may take us upon different courses which will in time comprise a different identity (Wheelis, 1973:13).

It is often women who are seen as allowing this "forward propulsion" to carry them into various circumstances of life without much thought. Lortie reinforces that notion when he states that, in the decision to become a teacher, "Identification cannot occur without appropriate models, and reinforcement cannot occur without environments which support the aspiration to become a teacher " (Lortie, 1975:43). From this it appears it is not the individual, but outside forces, who makes the decision. For women this is commonly believed to be true.

Wheelis presents an alternative to the notion of career choice as presented by those who assert the irreversibility of the socialization process when he says that

Sometimes it will be necessary to see behavior, individual or social, as the product of pre-existing conditions, for we are indeed pushed and pulled, and if we are to increase our authority in reference to these forces we must examine them as causes. Sometimes...it will be necessary to see behavior...as the product of unconstrained will, for we are truly free, even in situations of extreme coercion (Wheelis, 1973:96).

Therefore, it may be the uniqueness rather than the commonality of human experience which can contribute to the understanding of the female socialization process as it affects her career choice.

Achievement Motivation

Females are generally defined by their domestic rather than their occupational role (Weitz, 1977:132). This results in women's assuming prime responsibility for the home and the children (Duberman, 1975:127-128). Participation in a work career simply makes it necessary to balance their various roles in the best way they can (Epstein, 1970:42). This delicate balancing act does not encourage high levels of achievement. McClelland (1975:381) has said that "actual achievement is controlled by...forces... such as desires for social approval, power ... knowledge... and ability factors." But for the female these desires are inconsistent with society's view of femininity. (Horner, 1972:158). Further, the attainment of these desires is predicated on competition (Hochschild, 1975:49). But many "young women... do not develop their interests and explore their intellectual potential when competing against others, especially against men " (Horner, 1972:165). Thus, men appear to have a higher level of achievement motivation not because of some innate quality but because they have been socialized to view the world in "achievement-relevant terms " (Weitz, 1977:138). Women, however, view the world in terms of service to others and, therefore place less emphasis on high achievement.

Career Commitment

Because women do not stress achievement in their careers, it is often said that they have lower career commitment than men. For men career aspiration increases with marriage and fatherhood

whereas for women it decreases (Fogarty, et al, 1971:231). This can largely be attributed to a "career system...shaped for and by the man with a family who is family free " (Hochschild, 1975:69-70). The low level of career aspiration exhibited by women is seen both as a lack of commitment and as a lack of ambition. However, Hochschild (1975:53) suggests that commitment should be measured against incentives to go on. She speculates that the apparent absence of commitment is merely a "defensive anticipation of being ignored " (Hochschild, 1975:53). Thus, although women teachers rarely aspire to administrative positions, for instance, this does not necessarily prove a lack of commitment or ambition. In fact, women should not be considered unambitious because they are not striving for promotion to higher level jobs (Fogarty, et al, 1971:149-50). What is often ignored in discussions of the career commitment of females is that they are judged against career standards set for males who normally have uninterrupted careers, can devote a full day to their job without added domestic responsibility, and whose careers are generally unaffected by the presence of small children (Fogarty, et al, 1971:57). Commitment to a career for men generally hinges on the presence of a wife who relieves him of family responsibilities (Hochschild, 1975:49). The career woman, however, must temper her level of commitment because she has no wife to relieve her of her domestic responsibilities. (Epstein, 1970:101).

Theodore (1971:33) has identified five reasons why women do not commit themselves to an occupational role. They are (a) feelings of satisfaction with familial roles, (b) satisfaction with marginal positions in occupations, (c) lack of financial incentives,

(d) fear of a loss of leisure or freedom, and (e) an unwillingness to pursue the male career model of success. Most of these reasons are directly attributable to the socialization process. But it is also possible that a female teacher, for example, has consciously chosen to remain in the classroom because it suits her total life style. It may be, also, as Bennis found with nurses, that they do not wish to abandon a job for which they were trained, to take a job for which they were not trained (Bennis, et al, 1969:170-174). What we should see, then, is commitment to teaching which the female sees as her chosen occupation. However, satisfaction with a position to the exclusion of upward mobility is considered abnormal (Becker and Strauss, 1968:28). Thus, there is a great emphasis, especially by feminists, to encourage women to become upwardly mobile. However, it is to the organization's advantage if people accept stability in a position since it is not possible for all to move upward (Becker and Strauss, 1968:28). In the school system, it is the female teacher who is encouraged to retain her position in the classroom. Since the female appears to accept her position in the lower echelons of the hierarchy (Theodore, 1971:13), it could be that she is there both by choice and by design. Richard Hall (1975:279) has suggested that "people anchor their assessments of their careers in their current position in relationship to where they have been, where their peers are, or where they would like to be." The female teacher is a member of a peer group which, by and large, has no aspirations to be elsewhere. Her position as a classroom teacher meets with societal approval. Therefore, she

remains committed to the teaching role with little or no interest in pursuing upward mobility.

Career Aspiration

Success is measured by the nature and extent of career involvement as demonstrated by the continuous progression up the occupational hierarchy. However, in the public school system, for example, the female is most often seen at the bottom of the hierarchy which, then, by definition, is a stagnant position, not associated with success. Ziegler (1971:82) has found, however, that female classroom teachers become increasingly satisfied with their positions in the classroom with their increasing years of experience and the concomitant increase in salary. It appears then that career success for the female teacher is not measured by vertical mobility. If success is not measured by vertical mobility, then, clearly there will be no aspiration to higher level jobs. Therefore, the female career must be viewed not only in terms of vertical mobility which is the male standard of success but also in terms of the female's definition of personal success which appears to be unaffected by the organizational emphasis on vertical mobility.

SUMMARY

In reviewing the literature for this chapter to find support for an alternative conceptualization in the study of careers, it was found that the multiplicity of roles which women are expected to perform has an effect in their work careers. Evidence of continuous interaction between the traditional female role and the

occupational role was found. For this reason, existing theories of careers, founded largely on the male experience, are not adequate and in fact, are inappropriate for women. Therefore, to study the continuous interplay between the external and internal careers, as suggested by Van Maanen and Schein, seemed to be particularly appropriate in the study of the career of female teachers. The career woman appears to hold different goals and values from her male counterpart. The themes which give her work career relevance seem to evolve from the total female experience rather than solely from the socialization process. Therefore, Wheelis' suggestion that change is possible cannot be totally ignored. In attempting to apply the findings in the literature to the total female experience it becomes important, then, to study the entire life of the females instead of isolating their careers for study purposes.

CHAPTER III

METHODOLOGY

INTRODUCTION AND OVERVIEW

In the last chapter it has been suggested that an analysis of the careers of females must include the study of their entire lives. This chapter, then, will outline the procedures which can supply the necessary information. To obtain information about the lives of individuals two approaches are possible (1) the longitudinal study, and (2) the case history. The longitudinal approach is time consuming, expensive, and slow. Therefore, the case history was used. A case history was obtained quickly through the use of an autobiography and an interview. Both of these sources of information provided data pertinent to the study of the individual careers of females. The case history was limited somewhat by faulty and selective recall and by memory decay. However, it was still a useful tool to provide a starting point for the analysis of female careers.

AUTOBIOGRAPHY

A personal account of the lives of female teachers provided pertinent information for the identification of career themes, goals and values, and the place of the work career in the total career. Astin (1969), in her study of female doctorates, used the autobiography as a tool for data generation very successfully.

Using her study as a precedent, my starting point, too, was an autobiography submitted by the subjects chosen for this study. Since the emphasis in this paper is on career development these guidelines for the autobiography were suggested to the subjects.

The autobiography gave particular emphasis to four things.

1. Early Childhood
2. Educational History
3. Career History
4. Current Life

The respondents were asked to isolate particular events, issues and/or people in their lives that were especially significant to their educational and career development. Finally, they were asked to respond, in as much detail as they wished, to this question.

"If you had it to do all over again, would you make similar decisions; if not, in what way would you proceed differently " (Astin, 1969:112)?

The autobiography provided information which revealed to some extent the effect of both familial and educational socialization toward the careers of the females. There was some evidence of the forces operative in the decision to choose teaching as a career and the forces which encouraged the decision to remain in a work career. There was evidence of the multiplicity of roles performed by most women regardless of the occupational choice. There was also evidence of the influence of these roles

in such areas as achievement motivation, career commitment, and career aspiration.

INTERVIEW

Whenever possible the questions pursued in the interview emanated from the autobiography. Further clarification of the significance of the work career was pursued with particular questions. (See Appendix A).

The answers to these interview questions, together with the written autobiography, were extensive enough to provide a comprehensive view of the female teacher. Since the subjects ranged in age from the early twenties to the early sixties, it was possible to detect similarities and differences in the composite picture of the female teacher.

The comprehensive view of the female teacher was recorded as a composite autobiography/biography. Particular emphasis was given to the reasons why individual women have chosen horizontal over vertical career progression. An attempt was made to identify career themes, goals and values and how they affected the decision to pursue horizontal progression.

In the case histories which were similar enough to invite generalization, these similarities were noted. However, on the basis of the small sample no generalizations were attempted. What was attempted instead was the identification of factors in the career system of public school teaching which the women identified as being particularly conducive to the inclusion of women in that career

system. Further, an attempt was made to identify factors which were particularly restrictive to the inclusion of women in the administrative structure. These two concerns emanated from the suggestion that if career systems are to change to better meet the needs of women then women will have to decide "what parts ... of our ... socialization to nurturance and caring are worth salvaging in ourselves, and ... how to extend and institutionalize them in our place of work." (Hochschild, 1975:79). Since public school teaching is still a traditional female occupation, then, that seemed to be a good place to start examining the career system as a factor in career development of females. On the basis of a small sample the identification of a definitive model was not attempted.

CHAPTER IV
THE AUTOBIOGRAPHICAL DATA

INTRODUCTION

In this chapter the case histories of ten female teachers are presented. Each history is a composite autobiography/biography. The composite was arrived at by means of a written autobiography and an interview. To protect the identity of the respondents all names of people and their places of employment are fictitious. However, no facts which might affect the accuracy of the history have been altered.

The decision to use the first-person singular was made for two reasons,

- 1) to make clear that these were the facts provided by the respondent, and
- 2) to restrict any subjective analysis of the facts in the recording of the interviews.

Generally, it was much less complicated to record direct quotations both from the taped interview and from the written autobiography than to transcribe their thoughts into the second-person singular. All respondents agreed to being quoted directly and to using portions of their written autobiographies unaltered.

TABLE 1
OVERVIEW OF RESPONDENTS IN CHRONOLOGICAL ORDER

NAME	AGE	LEVEL OF EDUCATION	POSITION	YEARS OF EXPERIENCE	MARITAL STATUS	NUMBER OF CHILDREN
1. Sylvia Roseborough	24	B. P.E., B. Ed.	Physical Education Teacher	4	Single	None
2. Andrea Martin	25	B. Ed.	Elementary Classroom Teacher	5	Married	None
3. Patricia Aynsley	26	B.A., B. Ed.	Elementary Classroom Teacher	4	Married	None
4. Joan Simcoe	28	B. Ed.	Resource Teacher	9	Married	Two
5. Alice Hansen	38	P. Ped.	Junior High Teacher	13	Married	Two
6. Marie Prentice	39	B. Ed.	Resource Teacher	19	Married	Two
7. Joyce Warner	41	B.A.	Primary Classroom Teacher	10	Married	Two
8. Anne Collins	53	B.A.	High School Teacher	22	Married	Four
9. Mavis Thatcher	59	B. Ed.	Kindergarten Teacher	22	Married	Three
10. Inga Bjarnason	62	Certifi- cate of Special Ed.	Resource Teacher	23½	Widowed	Two

SYLVIA ROSEBOROUGH

Even though I am only 24 years old, I really have a hard time remembering too much about my life as I was growing up. I do know that both of my parents were always employed fulltime outside the home. When we were very young, my grandparents looked after my brother and me. Later, when we were in school, we went to a neighbour's house for lunch and after school. I, also, know that I much preferred to be looked after by my grandparents and to this day I feel very close to them.

My grandfather encouraged me to be a good baseball player. He would help me practice my pitching and batting and he always came to the games to watch me play. I was always on a winning baseball team and I was proud to be part of it.

I showed no particular interest in physical education or things athletic until high school. In fact, looking back, I think I had very poor physical education teachers. They seemed to play favorites among the students and virtually to ignore those who were not their favorites. I distinctly remember thinking that, if I were a physical education teacher, I would not behave that way. Eventually the effect of these negative role models became so strong that I decided to become a physical education teacher. I promised myself that I would be a very good physical education teacher, better than any I had ever had.

There was one gym teacher in high school whom I liked. He encouraged me to play basketball. Because I liked him, I

joined the basketball team and was once again a member of a winning team.

I went into my physical education program at the university immediately after grade twelve. Although I had been a very good student all through my school years, I did so badly during my first year at the university that I was put on probation. There were a number of reasons why I did so badly. First, I was on the university basketball team so that a great deal of my time was spent practicing and playing games. Second, I lived a long distance away from the university and, after spending several hours on the bus getting home, I really didn't feel like doing any work. Third, for these two reasons and others, I simply did not do enough work to get reasonable grades. However, I decided that, since they were threatening to dismiss me from the course, I might as well prove that I could do more work and earn the right to stay. By the end of my second year my grades were considerably better and I, in fact, graduated with good marks.

I immediately went into my certification year at the Faculty of Education. There was nothing about that year that I enjoyed except, perhaps, the school experience. Again, I graduated with good grades and was fortunate in obtaining a position as a junior high school physical education teacher. The school was in a suburban school division. I have remained in that same school for four years. Over the years my position has changed slightly. Because the enrolment in the junior high

school has been declining steadily, I have, also, had to assume some duties as an elementary physical education teacher. I really do not enjoy little children nearly as much though. I have recently thought seriously of moving to a senior high position. Again, with the job situation being fairly static right now, I will have to content myself with staying at this school for awhile at least.

I thoroughly enjoy being a physical education teacher. I find it very gratifying when a particular student grasps a new concept or skill in physical education that he or she has been working on. Seeing their faces light up with a sense of achievement is very rewarding for me. I, also, feel gratified to see my students happy in class. It is nice to know that I may have had a part in their happiness. Further, I enjoy being a part of the exhilaration my students feel when they are on a winning team. All these things really make my job worthwhile.

Because I do enjoy my work, both as a teacher and as a coach, I put in a lot of extra time with my students. I spend about five hours a day in addition to the regular school day either with teams or with individuals practicing their skills. Besides that there are many tournaments on week-ends which I attend. It would not be an exaggeration to say that I spend at least thirty hours per week all year (on the average) in working with students before and after hours. For me that is part of being a good physical education teacher. I do not think that a physical education teacher who leaves for home five minutes

after the students leave is a good physical education teacher. But I don't spend all this time out of a sense of obligation; I really enjoy it. I think that when I stop enjoying it I will look for a different kind of job. Many people think I spend too much time with my students. However, when I feel that my efforts are appreciated by the students, I am very willing to put myself out for them. It is when those efforts are not appreciated, or are taken for granted, that I do mind putting in the time. It is at times like that that I will restrict my involvement. Since I do the work on my own time and for my own enjoyment, as well as theirs, I think that my efforts should be appreciated. I expect the students to show enthusiasm in what they're doing.

My philosophy of teaching physical education is somewhat different from that of many other people. I emphasize participation rather than winning. For this reason, I allow anyone who is willing to put in time practicing and attending games to be part of the team. Even in a competitive situation, I rotate my players. This is very noticeably different from the other teams we compete against. Whereas other teams may arrive at a game with ten volleyball players, I might well have twenty. I do not "cut" team members. This is partly because I was once "cut" from a team at the university. It was not a good feeling and it is certainly not something I would do to junior high age students.

My greatest frustration in teaching, then, arises when I see a student who will not try something new. I evaluate my students quite simply on the basis of their attitude, whether they are trying,

and on the basis of their participation. I do not expect highly skilled, super athletes, (sometimes called Joe pros) to emerge from my classes. Enjoyment and participation are the key. My junior high students understand that and perform accordingly. The elementary students do not, somehow, respond in the same way. I formulated this educational philosophy while at the university. As I said, I was "cut" from a team while there.

Also during my years at university I was forced to learn to swim. I really did not like swimming but I did want to graduate and so I learned to swim. More importantly, I thought it important for a physical education teacher to know the feeling of complete incompetence at an activity. In that way I could sympathize with a student who faced a new task and who had that feeling of incompetence. I was totally incompetent at swimming; I felt incompetent but I learned anyway. Now I am a very good swimmer so, I know, it is possible for a person to become proficient at something she initially thought she neither wanted nor needed.

For these reasons, I expect my students to try their best, to participate even though they may be only marginally competent at a skill. When that does not happen in my classes, I question whether it is worth my while putting in extra time or whether I might not be better off doing something else. Fortunately, these doubts haven't lasted long enough for me to decide to leave teaching.

In the foreseeable future, I believe that I will continue teaching physical education. There comes a point though when I think that a physical education teacher is too old and should

no longer be in physical education. I cannot really pinpoint at what age or what "symptoms" will prescribe "too old" but I think I will know when I reach that stage. When I do, I think I will leave teaching entirely. I would pursue a new line of work such as setting up a sporting goods store. I would not be in a teaching situation either in schools or other athletic organizations.

Even though I am considered to be a very good organizer, I would not pursue a career in school administration. I know that I could handle the administrative side of the work. However, usually the first step in administration is being a vice-principal. As that job is currently defined, a major part of the work consists of disciplining students. This is something I could not enjoy. It makes me feel very bad inside when I have to discipline a student. If I could have a guarantee that I would not have to discipline any students, I wouldn't mind administration. Clearly, however, that wouldn't be possible so I simply would not pursue administration.

When it comes to my career, I really do not engage in long-range planning. I know there will be changes eventually but for the moment those changes seem so far away that I need not concern myself with them as yet. For now it is good enough that I like my work, I like my students and the other staff members. When changes occur, I'll deal with them at that time.

Most of my waking hours revolve somehow around my job. It is not unusual for me to be at school from 7 a.m.

to 7 p.m. My own interests, apart from school, also, center around athletics. I participate in activities such as skiing, camping, canoeing, cycling, running, and tennis.

In 1978 a group of friends and I cycled from Winnipeg to Nanaimo, B.C. That was an exhilarating experience! Since then a friend and I have been training regularly for the Manitoba Marathon.

I do, also, have an interest in physiotherapy and sometimes have regretted not pursuing that. However, that would require more attendance at university which I really do not enjoy. I am able in my work to apply the knowledge of physiotherapy that I do have and am willing to settle for that.

I did pursue a B.Ed. degree after my B.P.E. degree but purely for pragmatic reasons. New regulations in the program were such that I would be required to take more than the thirty credit hours to attain the degree. I did want to move on into a higher salary classification but was not willing to spend time at the university any longer than I needed to. Therefore, I suffered through the courses and graduated in 1978. However, that, I believe, will be the end of my academic pursuits. I believe that I am simply too involved with my job to burden myself with further studies or with involvement in the teachers' organization.

For the moment I am very happy with my life as it is. But, just as I make no long range plans for my career, I make no plans for such things as marriage and children. I believe

that when a person reaches a point in life when those things become important, no amount of previous planning would make much difference. I do believe, however, that I could not be content to be involved with a person who did not appreciate or understand my involvement in my job. At this point I cannot see myself making any major accommodations in my career involvement to include either husband or children. Maybe I haven't reached that point in my life yet.

Perhaps the best way for me to summarize my involvement in my work would be to say that I like what I'm doing. There's no chance to be bored in this job because things are always changing - there are new faces, new ideas, new attitudes, and new feelings. When that is no longer true, I will look for something else.

ALICE HANSEN

My father came to Canada from Holland at the age of nine. Being the eldest of a very large family, he had to leave school after fifth grade to help support his family. Eventually my father became a market gardener and although our financial security depended on weather and market conditions, I do not recall ever having financial worries.

My mother, a Canadian of Dutch origin, was also from a large family. Her mother (my grandmother) encouraged all her children to get a good education. Thus, my mother completed eleventh grade. My mother, too, believed that an education was very important. She encouraged all three of her children, my sister and brother, and me, to get a good education. Eventually she went back to work to help finance our education. Although there was a small school near our home, my mother preferred to pay tuition in a city school where she thought we would get a better education.

Some of my earliest memories, perhaps, as early as age four, are of playing school. Even at a very early age I knew I wanted to be a teacher and never veered from that ambition. This may have been because I was exposed to few professional women and did not perceive other options. Although there were numerous teachers in my mother's family, I am not aware that my parents consciously steered me in the direction of teaching. They encouraged me because they thought I would enjoy teaching and because I demonstrated some attributes which they considered appropriate for teaching.

My goal was a general one, to be a grade school teacher. However, during my high school years I became very involved in athletic activities. It was then that my career goal became more specific. I would be a physical education teacher.

My first teaching position, in 1959, was a return home to the area in which I had received my schooling. The school was a newly built junior high school and I was the physical education teacher. Because the school was not fully completed, it was necessary to operate on staggered hours. For me, the absence of a completed, fully equipped gymnasium was a source of both frustration and motivation. Attempting to run a satisfactory physical education program without the gymnasium was frustrating. But looking forward to the day when the facility would be complete motivated me to stay on. This tenuous situation, with staggered hours and an unfinished gymnasium, lasted two years. Tension on the staff ran high. Mostly I was oblivious to or ignored the tension because I was involved in a constant round of athletic activities. Besides teaching physical education, I also taught some academic subjects. I was the coach for the various school teams. I was involved in the suburban athletic association, attended night school, and teachers' association meetings. My every waking moment revolved, somehow, around my teaching. By the end of the third year I had reached, what today would be called a burn-out stage. The onerous tasks of teaching and coaching had taken their toll. I now decided a change was

necessary. I wanted to switch gears in my teaching and to give myself the opportunity to live away from my parents. It was my good fortune to be accepted by the Department of National Defense (DND) to teach in France. I left for Europe in 1962.

In Europe, I continued teaching junior high school but taught only academic subjects. Much unlike my first three years of teaching, I now spent only the necessary time with my work. I used my new found free time to travel around Europe absorbing a new culture and developing new tastes, interests and a new circle of friends. My passion for athletics left me although I continue to enjoy athletics as a hobby.

All during my teen years and on into my first four years of teaching, I was plagued with a weight problem. As a result, I was not involved in the usual round of dating activities common to my friends. I compensated for my size by becoming very friendly. I was never without friends, both male and female, but I honestly believed I would never marry. As my friends paired off in high school, at teachers' college, and during my first three years of teaching, I became keenly aware that I was not headed in that direction. Thus, I was able to concentrate on my career.

It was not until my second year in Europe that I lost forty-four pounds. The girl that returned from Europe, then, was not the same girl that had left family and friends behind three years earlier. My parents greeted a slender, cultured, independent daughter at the airport. Gone was the "gym rat" who had left for Europe three years earlier.

As luck would have it, I was able to return to the same school I had left. This time, however, I taught only language arts. Within several weeks of my return home, I met Greg at a wedding. We were married in June, 1966. I continued teaching in the same school until the birth of our first daughter in June, 1969.

My husband, Greg, had been employed in the printing trade up to 1966. However, that fall he began teaching graphic arts in a vocational school. Our marriage was the union of two independent people who maintained then, and still do, separate lives as well as a shared life. I continued to teach and now seriously began my university education on a part time basis.

Our first daughter, Maggie, was born in June, 1969. It seemed only natural that I would resign my teaching position and become a mother and wife. Although I enjoyed my baby and my new domestic role, I frequently resented having lost my independence. It seemed to me that I had sacrificed my independence whereas my husband had maintained his. Therefore, when Maggie was eighteen months old, I returned to my former school, teaching half days. However, I felt that my time away from home was robbing my daughter of the right to a mother. At this time I did not think that I could combine my domestic role with my professional role to my satisfaction. I resigned in June. However, I did not abandon my career entirely. For the next few years I worked as a marker for a high school and also did some private tutoring. However, neither job filled the gap left



by my previous involvement as a teacher. I had not really analyzed my need for or my right to a career in addition to my role as a wife and mother. My family came first.

Our second daughter, Tina, was born in December, 1972. I now set aside any professional involvement. Looking after two children became a full-time job. I watched other mothers enrol their children in various tiny-tot and pre-school activities. I followed suit. There seemed to be an almost endless round of activities to keep the children occupied. In retrospect I have often asked myself whether it was the children who needed to be busy or whether it was I. However, I still had not seriously considered abandoning my domestic duties to resume my career. What I did do, however, was put in an extra effort to complete my university degree, which I did in 1975. Clearly, I believed that eventually I would return to teaching. At no time did I consider that I had abandoned it permanently.

My re-entry into the teaching force came in June, 1976. Again, I returned to my 'first' school to substitute for a teacher who was away ill. My re-entry was not a smooth one. The junior high students, as they are wont to do, made my month of June very unpleasant. My former skill as a teacher did not seem to be effective in this situation. My confidence was badly shaken since I feared that, during my absence, I might have lost my former skills entirely. However, in September, 1976, I moved forward, still somewhat shaken but with great

enthusiasm, to a different junior high school in the same division. The summer vacation was spent feverishly preparing for the fall term. I was determined that my June experience would not be repeated in September. I would be good!

Since Tina was not yet four when I decided to return to teaching full time, I had to make arrangements for her care during my absence. In fact, if my mother had not offered to look after the children while I went back to work, I might have postponed my re-entry until after Tina entered school. Being able to make suitable day-care arrangements for my children greatly affected my return to my work career. It is important to me that my children be both loved and well-cared for in my absence. I did have a temporary fear of leaving them since they had become very dependent on me. However, after about three days, I knew I had nothing to fear and settled into my new teaching role.

Both Greg and I welcomed my first pay-cheque. It had become difficult to make ends meet on one salary. For me, it was good to be involved again, with both staff and students. I now spent many hours in preparation for class. In fact, the burden of the class preparation together with my domestic responsibilities began to weigh me down. Yet, the joy of the involvement with the staff and students and the constant memory of the empty years at home kept my spirits up. I found encouragement and support from my principal, who was openly appreciative of my efforts. I was sure I had made the right decision in returning to work.

However, my joy was short-lived. At the end of the year both the principal and vice-principal were granted promotions. Thus, the staff was greeted with a new administrative team. It soon became clear that this administrative team was very different from the previous one. The principal was negative toward staff and students and found little to praise. Being the kind of person that needs positive reinforcement for my efforts, I soon began to feel that my efforts were not being appreciated. Although my position had not changed, I soon lost the joy in my work.

Coupled with my problems on the job, I now developed a nagging fear that my emotional preoccupation and my time involvement with my job, was time taken away from Greg and the children. I do not believe it is right to place my career ahead of my family but it became increasingly difficult to separate my private and my professional lives. It is clear to me that when I am involved in my work I find it difficult to separate myself from my teaching role even when I am at home. My involvement not only consumes vast amounts of my time but it also interferes with my ability to devote undivided attention to my children. Although Greg never complained, I took his sudden interest in taking cooking classes as an indication that perhaps I was not spending enough time preparing the kinds of meals my family was used to.

My conflict arises out of my belief that when I am paid to do a job, I must do it well. I owe my employer and my

students my commitment. Yet, I cannot do this without sacrificing my time involvement with my family who, in my opinion, should come first. This conflict continued on not only for this year but also for the next year at the same school. I finally reached a point where the pressure became too great and I decided to resign.

Although I had very good grades in school and had no real problems, I did not really consider myself to be a good student, particularly in high school. This was so because I found myself in a class with students whom I considered very bright. I, meanwhile, was more interested in athletics than in studying. That is not to say that I didn't have good grades. The grades were just not as good as those of the students around me. I was more interested in playing basketball and learning all about that rather than worrying too much about my grades.

Since I had long known that I would be a teacher, I enrolled in Teachers' College after grade twelve. For numerous reasons I did not pursue a University education immediately after high school. Also, I did not really believe that I was university material. During my first year of teaching I went to night school and did very badly in the course. This may have reinforced my belief that I was not university material. I did not take any more courses until after my marriage at which time I found that not only did I do very well in them but also I enjoyed the courses. As a

result I continued with night and summer school classes until I received my Bachelor of Pedagogy. Although I had believed that I was not university material, I did think it was necessary to take courses to improve my professional abilities. Although the concomitant increase in salary was not a prime mover, the extra money was welcome.

Up to now in my career I have not concerned myself to any great extent with the professional organization. During my first three years of teaching, I was active in the athletic associations and I, also, attended teachers' association meetings fairly regularly. I had no particular interest in it at that time but went out of a sense of obligation and also because I didn't question whether I should go. I played a very peripheral role, however, concentrating on making the coffee rather than concerning myself with policy. Recently, I have felt I would like to become more involved. I find myself very interested in the issues now. I enjoy the politics of these associations. More importantly, however, I do feel I have a contribution to make. So far I have restrained my involvement, however, because I just don't know where I will find the time. Once more I must consider whether that would be even more time taken away from my family and whether the time involvement would really be worth it.

I don't think that I have ever actually stopped to analyze or define the part my work career plays in my total

career. At times I think I am involved in a career to fill time. Yet, I know that when I am employed as a teacher I want to be involved, busy. My years at home with my children, my children's own school experience, and my involvement with different staffs have all contributed to my belief that a teacher's responsibilities do not end in the classroom. Some of my greatest satisfaction with my work career comes from extra curricular involvement with my students. That is a time when the pressure of the day to day work is off. Yet, it also causes me to spend great numbers of hours away from my family. I find this regrettable because, I believe, it is my duty to be available to them, first and foremost. Other areas of satisfaction in teaching arise out of seeing students enjoy my classes. It is very rewarding to see student growth, that is, students moving from a point of not understanding the material to one of comprehension. My satisfaction, however, would not be complete without staff interaction and visible appreciation of my efforts by other staff members. Generally, I am very proud to be a member of the teaching profession and always have been.

I have, however, had to make numerous adjustments in my life to include teaching. First and foremost, it was necessary to make day care arrangements for my children. I have also given up some personal activities because I no longer have time for all the things I used to do. I've also

given up some leisure time because what time there is must be spent cooking meals and cleaning the house. I have, however, adjusted my standards of housekeeping since I no longer see as great importance in having a very tidy house.

My family has had to adjust to my absence as well. My children had become particularly dependent on me. Now, I think, however, that they are proud of having their mother and wife being a teacher even though they occasionally complain about my lack of time. My husband has had to do more things around the house but he really does not mind. The financial relief provided by a second income is welcomed by all of us but particularly by Greg who previously had the full burden of financial responsibility for our family. At the same time I think my role as a mother greatly affects my work as a teacher. My mother role reminds me how I would want my children treated and, therefore, affects how I deal with my students. Although I always feel the pressure of time, I do not really restrict my involvement with my students. I have engaged in extra things such as directing dramas, musicals, organizing graduations, supervising school dances and other things. I do feel it is time taken away from my family, particularly my children, but I also feel that someone has to do these extra things with the students. Thus, when no one else does them, I feel a real obligation to do them.

What I find least satisfying in teaching is being unable to motivate bored students. Further, I do not enjoy the administrative paperwork associated with teaching. I become upset when I see students badly treated. A part of teaching which is a necessity but which I really do not enjoy is marking assignments and filling out reports.

Even though my work career is very important to me, I have recently seriously considered leaving teaching. One contributing factor was that I could not resolve the conflict between my professional and domestic lives. I was having trouble with both of my children. One daughter had a medical problem which is now under control. The other daughter was having problems with school. In her case, I felt that if I had more time to spend with her, this problem would not have developed or at least to a lesser extent. Other factors included a lack of positive reinforcement on the job. Further, I am always influenced by articles I read. Recently, the media have been full of criticism of teachers and the public school system. Most of the criticism is aimed at the lack of communications' skills in graduates, reading or writing particularly. As a teacher of Language Arts, I take such criticism quite personally. This is because in my teaching I try to deal with the whole student and tend to view the person behind the assignment with as much importance as the assignment itself. I am still trying to resolve the balance between the two, that is, how can I recognize the uniqueness of each child while at the same time teaching him the necessary skills to survive in our society.

When a number of these issues crowd my mind, I occasionally lose confidence in my ability as a teacher. At such times I also question the relevance of the material I teach. It is at such times that I would really want to leave teaching. However, when I look around me, I cannot see anything else I would rather be involved in. I have never considered leaving the classroom to pursue school administration. This is because I think anyone who goes into administration should have a real desire to do so. More than that, I think a certain administrative "presence" is necessary-something that commands respect from people. I personally have never had the desire simply because I would not want the responsibility and I also don't think I have that administrative "presence" which I think is necessary for the job.

There are numerous things about a teaching career which I find particularly attractive. I enjoy working with the staff. Staff involvement is important to me. The hours are very good. The salary is good, particularly for a woman. Finally, I enjoy the work with the students. I find the work stimulating and I must admit that I am in teaching not for any altruistic reasons, but rather I am in it for me and for the pleasure it gives me.

PATRICIA AYNSLEY

I was born in a central Canadian city, the second of three children. It was my good fortune to have both family stability and financial security when I was growing up. My father, an accountant, always worked for the same company and was never out of work. My mother stayed home with her family until I was in junior high school at which time she began working part time. By the time I reached high school she was employed full time outside the home. She, too, has worked continuously since then.

I was a very good student all through my school years. I was quiet, conscientious and never caused my teachers any problems. I had no trouble making and keeping friends. My junior high years were the most difficult because I was in a school where there were so many new people. Also, it was not easy being the "Brain" since junior high students generally consider other things more important. In high school that problem disappeared. I was in a large school where I was just one of the crowd.

Besides being a very good student, I also participated in many activities. These included sports, choirs, musical productions, drama, and work on year books. My interest in drama eventually led me to taking drama classes both at the Theatre School and later at the University. My drama classes further led me to take both creative dance and fencing classes. I was on the high school gymnastic team which won the city championship in 1968. I also took guitar lessons and practiced faithfully.

All during high school I was so involved with my studies and my other interests that I really did not have any definite career goals. I did know that I would enrol in the University after grade twelve to pursue an Arts degree. Strangely, I did not do well in my courses during the first term at the university. In fact, I dropped two courses. I think I did badly for several reasons. First, I had chosen courses which really were of no great interest to me. Second, I found the work and the approach to the work very different from my high school experience. Once I enrolled in courses which I found interesting, I once again was a very good student.

It was not until my second or even third year at the university that I decided I would go into education. My reasons for choosing education were largely pragmatic. I realized that with a general arts degree my options were limited. Yet I had no desire to spend more time at the university. On that basis I rejected law, for example. I wanted a profession so that I would gain financial reward for my years at university and I wanted a profession that didn't take a lot of preparatory schooling. It was my plan to pursue child psychology and education at the University of Toronto.

However, after receiving my B.A. in the spring of 1973 and working on an O.F.Y. (Opportunities for Youth) project during the summer, a friend and I travelled to Europe in the fall. We spent five months in Europe. During that time I attempted to arrange my entrance to the University of Toronto

for the fall of 1974. This, however, was difficult to do from such a great distance. Therefore, once we returned home and I had spoken to some professors at our Faculty of Education, I decided to stay at home and do my education courses here. I was fortunate to be accepted into a new education program. This meant that I was school based for nine months and attended classes at the University for one month. I really thought the school experience was more valuable to me than the university classes.

I was very fortunate to be hired to teach in the Division where I had my school experience. I was hired to teach grade four in an open-area school located on the outskirts of the city. I spent three years at that school. After three years I decided I would like to try teaching in a closed classroom. Also, I felt as though I had been doing exactly the same thing for three years. I wanted to meet some new people and try some new things. I was able to transfer to another school in the same Division to teach grades four and five. I have been here almost a year now and enjoy it very much.

During my first three years of teaching, I also attended night and summer school and obtained my B. Ed. in 1978. I decided to do a B. Ed. mainly because I wanted to take some reading courses. I found that neither my school experience nor my university courses had given me enough background in reading. Once I was into the B. Ed. program, I decided to finish it. Although I have no definite plans to pursue a

Masters degree at this time, I believe that I will do it eventually. It is important to me to be involved in many different things. My first trip to Europe in 1973, for example, sparked in me a real love for travel. I have returned to Europe three more times since then. Each time I have kept a detailed record of my travels. At the moment I am in the process of recording my travel notes in the form of a book. That is very time-consuming. I, also, continue to be very actively involved in other things which are of interest to me, such as, cross-country skiing, gourmet cooking, macrame, sewing, and many other things. Since I have been studying fairly continuously since high school, I really feel I want to pursue some of my other hobbies for a while. I have also not fully decided whether I want to pursue a Masters in Education or in Arts. I do have a deep interest in anthropology and museum work. But since there is very limited demand for such a specialist, I have not made a definite choice as yet.

My work as a teacher is very important to me. It takes a great deal of my time but I enjoy it. In fact, I think that I could not spend so much time doing something I really didn't enjoy. My work has to be meaningful to me or I don't think I would spend the time. Probably next to my family life my work is the most important thing to me. I very often am at school from 7:45 a.m. to 4:30 p.m. Doing this, I find that I rarely need to bring my work home with me. I try not to let my working life interfere with my home life because I want that time for myself and my other interests.

Occasionally I put in extra hours, on a Sunday for example, but that usually happens only when my husband, too, is involved in some other activity.

For the time being I have not become actively involved in the professional organization. I really don't have the interest in it and don't see myself gaining any real benefits out of such involvement. I do attend some meetings concerning the French program but apart from that haven't found myself on any committees and haven't made any effort to become part of such committees.

I do, however, spend extra time with my students. This year I assisted the coach of the gymnastics club and also entered several children in a French competition. I had to spend extra time with these students but when they won the competition, I considered it time well spent. I was proud of them but I also felt pride in my own teaching since this is the first time I have taught French. I find working with the children in this way very challenging and enjoyable.

I find a great deal of satisfaction in my job when I can actually see a child learn. I use the pre-test/post-test method quite frequently. Then, when there is measurable growth, I feel a great deal of satisfaction. I, also, enjoy the personal contact with the children, watching them grow and change. What I really don't like about the job is all the paper work - recording marks, making out report cards, keeping up-to-date file cards. I really hate marking! All of these

things are so time-consuming. Personally, I think I know how well the children are performing and for my own purposes would not have to do all that time-consuming paper work. But since that seems to be part of the job, I guess it has to be done.

I have never seriously considered leaving teaching but occasionally the thought crosses my mind. This happens when I may have a particularly bad problem with a child. I also am quite sensitive to newspaper articles about juvenile crime, articles condemning teachers or the profession, letters to the editor which suggest that teachers aren't teaching the basics. These things really discourage me. Usually these feelings are very temporary and I soon go back to enjoying my work again.

I have at this time not considered going into school administration. Since I am only in my fourth year of teaching I think I still have a lot to learn before going into school administration. I would like to get well established as a classroom teacher first before considering changing to administration. Maybe sometime in the future I will consider it but it's too early to think about that now.

Although teaching is very important to me and I spend a lot of time at it, I still put my role as a wife before my role as a teacher. For me that is the right thing to do and I consider myself fairly liberated. Feminists might argue that my career should come before my husband but I don't agree with that and I would suspect that most women don't. That is not to say that I don't spend a lot of time with my work. I think I need to do that because I want to do a good job of it.

Actually I separate my home roles into two distinct areas - my role as a wife and my role as a homemaker. So when I say my wife-role precedes my teaching role I do not include the general housekeeping role in my role as wife. Those duties are shared with my husband.

In our marriage we consider our careers to be equally important. Richard has mentioned the possibility of being transferred but we realize that it would be very difficult for me to get a teaching job elsewhere. Moving, then, would mean we would have to settle for living on one salary. I don't think we're prepared to do that at this point particularly since we both enjoy travelling so much and need the money to pursue that activity. We have also recently purchased a house which requires a substantial financial commitment. If Richard were seriously considering a transfer, we would have to discuss all the ramifications of such a move. I think we both want to stay here. In fact, if Richard wanted a change, I think it would be easier for him to leave his job and get another one, than it would be for me.

We do not plan to have children for at least three or four years but when we do, I really think I will continue working. I did not always think so. Again, there is so much literature that can send me on a guilt trip believing I would be harming my child by leaving him with a babysitter while mother trounces off to work. When I look at myself, though, I think I would be too bored at home. I like routine. For example, in the summer I think getting up late and eating meals at odd hours is a real waste of time. I think I would

have a lot of time on my hands if I stayed at home raising children and I would get very bored. There are probably some considerations which might influence that decision. I'm sure the availability of a good babysitter would influence my decision. Also, if we came into a lot of money, I might be able to settle for a home life. Of course, if the child were not normal in some way, that would probably influence my final decision as well. But all this is really speculation.

I think I am in teaching because I like it and because I like the children I work with. There are other compensations in the job as well. I think after having been in teaching for four years I can now say the hours are good. I say that because in the first three years, particularly, I spent a lot of time in preparation. Now I spend much less time so that I have most of my evenings free. The salary is attractive as are the summer holidays. For someone who likes to travel, the holidays are a real asset. Even when I get discouraged trying to deal with children who have severe problems, I still can't think about leaving teaching. I frequently wonder whether another teacher might care for the children as much as I do. An uncertainty about that strengthens my desire to stay in the classroom.

If I were to summarize what teaching means to me, I think I would say that it is an interesting and challenging way to spend one's working years and at this time I have no plans to leave teaching.

ANDREA MARTIN

My father who is of English descent was the eldest son in his family. As is the English custom, he received the farm land when his father could no longer farm it. The farm was large, a half section of land. My father enjoyed farming and believed in modernization. He purchased modern equipment and, also, took agricultural courses to increase his knowledge about farming. I consider him to be a successful modern farmer.

My mother was a teacher before her marriage but gave up her career to help my father on the farm, and also, to raise her family. However, she returned to teaching when I was twelve. She taught for eight years before retiring.

Since I was the youngest child, I was treasured, pampered, even idolized by the rest of my family. I became very demanding, insisting on doing the things my sister did and having what she had. Although she was four years older than I was, she didn't seem to mind. She was my constant playmate. One of our favorite activities was playing school. Christine was the teacher, I the student. As a result I could read quite well before I entered school. Christine, also, taught me French before I went to school and to this day I enjoy French and always did well in it at school.

I remember wanting to be a teacher, perhaps as early as age seven. I identified strongly with my teachers and often imitated them. My sister's involvement with me as a child, also, influenced me in thinking of teaching as my career.

While I was growing up I considered other career possibilities. During my seventh grade year, I thought I might like to be a missionary worker in Africa. I rejected that notion because I did not think my religion was strong enough. I, also, briefly toyed with the idea of being a social worker. However, since I am a very sensitive person and have a tendency to be high strung, my mother felt that I would get too emotionally involved with my clients, bringing their problems home with me. Although I was more inclined to be a social worker than a teacher, I did think my mother's assessment of the situation was correct. I find now, though, that with my teaching it is still possible to bring problems home with me. My mother also steered me away from nursing and secretarial work. Secretaries she felt were "a dime a dozen" and nurses spent too much time on their feet. My mother, also, made sure that I was enrolled in University entrance classes in high school. Thus, even though the career decision was mine to make, I do think my mother was particularly influential in steering me toward teaching.

My family's attention to me early in life ensured that I would be a good student. In our schools, it was common to divide the children into classes according to academic ability. I was always in the class of high achievers. I was particularly adept at French. It was my good fortune, then, at the end of grade twelve to receive a bursary which entitled me to enrol in a six-week French course at the university during the summer. I completed that course

successfully and enrolled in the two-year education program in the fall of 1972. Upon completion of the two years, I applied for and was hired to teach grade five in a small rural school. Had I not obtained a teaching position at this time, I would have continued on in the university.

I assumed my teaching position in the fall of 1974. I was married during the fall term. My husband, Bill, was a student at a community college located in the city. He commuted daily to his classes. This was a rather cumbersome arrangement and we decided to move to the city at the end of the school year. He continued on in his apprenticeship program in plumbing in the city. I obtained a teaching position in a suburban school division, teaching grades five and six. I have remained in that school for four years and will be content to stay for a while. I am not considering any change now because during my four years here, I have never taught the same subjects. Therefore, I haven't had a chance to become bored. If I did become bored, I wouldn't hesitate to change either to another subject area or to another grade level.

For the present, I am quite satisfied teaching elementary school. In the future I may consider specializing, particularly in French. However, I feel that for my own upgrading I would have to take a few more courses.

At the present time I have no administrative aspirations. I think that's because administration would take me away from contact with the children. I see administrators having to deal mostly with adults and I really think I get along better with

children. I like my position of authority over children but I, also, think children are easier to get along with than adults. In dealing with adults, there are too many "grey" areas. I prefer things a little more "black and white" which I think is the case in dealing with children. I, also, don't think I could take all the complaints an administrator has to take, mostly from adults. I thoroughly enjoy children and I enjoy working with children. Therefore, I choose to remain in the classroom.

During the past five years as a teacher, I have attended night and summer classes to complete my B. Ed. degree. I graduated in 1978. My main motivation in pursuing a degree was for the prestige attached to a degree. Being able to move into a higher salary classification was also a motivating factor. Currently, I am not planning to pursue a Master's degree. I may complete the pre-master's year and content myself with that. This decision was made because I really don't think I am Master's material. I believe I would have to work too hard and spend too much of my leisure time studying to complete the degree. I don't think I am prepared to make that sacrifice.

Teaching children is satisfying work. I find it very satisfying seeing a child who had difficulty understanding the material finally understanding it. I, also, get a great deal of satisfaction when children compliment me, particularly when the compliment stems from my teaching.

My main frustration in teaching stems not from the children but from the school administration. There is something very cold about some administrators. Since I have not worked with many administrators, I am not sure of the source of the coldness. It seems to translate, however, into a lack of communication with the staff. With a lack of communication there is a feeling of uncertainty about my position within the organization. I think an administrator should be open with staff members and let them know where they stand. My feeling of uncertainty results in a vague feeling of isolation, of having to deal with problems alone. Personally, I would feel more comfortable if I felt I could count on administrative help or support.

My position as a teacher involves various relationships. There are relationships between me and the students, the parents, the other staff members, and the administration. I feel secure in my relationships with students, parents, and staff. I have yet to gain confidence in my relationship with some administrators.

Being married really does not interfere in any way with my teaching role. Since we don't have any children yet, Bill and I both pursue our separate interests as well as doing things together. Weekday evenings are set aside mainly for our separate interests while weekends are spent together. My husband has had to assume some of the domestic responsibilities, particularly when I was studying. He did not always appreciate

that but, I guess, I was able to encourage him to do them anyway. My husband is under the impression that the domestic duties are mine and so he is not really a willing participant in those jobs. Occasionally, we arrange other forms of compensation for me when I do all the work. My ideas about a man's role in the house were formulated during my childhood years. My father helped around the house when it was necessary or when mother asked him, too. Therefore, I grew up with the idea that it is perfectly acceptable for a man to work around the house.

For the moment our plans include having children, probably before I reach thirty. I have not really resolved for myself, or with my husband, the question of continuing a career after the children arrive. I think that much would depend on the nature of the pregnancy and the child. If there were difficulties with either one, I would not hesitate to give up teaching. That decision would be made for my benefit because I do not believe I could handle both a teaching job and problems at home. Much would, also, depend on our financial situation at the time of our starting a family. Occasionally plumbing has slow periods and Bill has little work. Since my income is steady and secure, it makes sense to have one stable income in the family. Personally, I don't think Bill should be solely responsible for our financial obligations. Ideally, I would like both of us to share the financing and the parenting in our family.

I do not believe that I would be satisfied doing only domestic chores for a living. There are no returns for domestic work. It is a constant round of giving with nothing coming back. I don't think I could settle for that.

I believe that my mother's presence in the work force affected me positively. She seemed to be more aware of what was going on and, therefore, I was able to communicate better with her. That is not to say that I did not enjoy the pleasure of having a mother at home. I recall feeling very happy when there was someone at home to greet me. When I become aware that some of my own students return home from school to an empty house, that saddens me deeply. I know I would not want my own children to be in such a position. Ultimately, I think any career decision will be based on two things. First, if there is financial need, I would continue in a career. Second, my own happiness would have to be accounted for.

My job is very important to me for many reasons. It is a job which I enjoy - I enjoy working with children. I enjoy the staff interaction both at school and, socially, outside the school. The salary is attractive; it allows me to be somewhat independent and to contribute to our savings for the future. I like the prestige associated with being a teacher. I am proud not to be a blue collar worker. I am proud of being educated although I don't put myself above those who are less educated. I judge prestige, at least in

part, by being able to go to work well dressed even though I may, in fact, earn less money than a blue collar worker. Teaching is also a job which keeps me in touch with the rest of the world. There is always something new to learn. Finally, it is something for me to do from day to day. It provides routine.

Although, I have not explored any other career options, I do not think I will be a teacher the rest of my life. However, when I consider my options, I realize that I do not see anything I would rather be doing. If I did see something else, I would leave teaching to explore that option. I am not planning for that time and have no idea what other options I might explore. For now teaching is the best occupation for me both in terms of my enjoyment of the job and in terms of the salary attached to that job. My job is a source of security to me particularly now during a period of general constraint. My position in this particular school also affords me security. The hours are attractive and the school is located near my home. A new position in a new school would mean adjustment to a new location, different hours, and different students. For the present, I think I am where I want to be.

MAVIS THATCHER

I was born in 1919 in rural Saskatchewan, the daughter of a British farming family. Our home was typical of all the homes within a fifty mile radius. This made it possible for the values espoused in the home to be reinforced both in the community and in the school. My father was a successful farmer and assumed the intellectual leadership in the family. He was keenly interested in English Literature and often discussed the works of Kipling, Browning, Burns, Shakespeare, and others with a neighbour. He also assumed leadership roles in the community. He was active in organizations such as the United Grain Growers, Wheat Pool, the Co-op, and ultimately in the CCF party. He was also the chairman of the school board for as long as he had children in the school. He valued education and encouraged his children to do well at school.

My mother assumed the major role in her children's upbringing. It was she who made sure we did our homework and practiced our piano. After the work was done it was she, again, who would join us at a game of cards or at a jig-saw puzzle. She was very much the mother-homemaker who assumed a lesser role in the community. Although there were only two males in our family, as opposed to five females, I always felt that I catered to my brother and my father. I saw them as dominant figures in our home. This adherence to separate sex roles ultimately affected my attitude toward marriage. I really

did not want to cater to a husband as I had done to my father and brother. Because marriage at that time was synonymous with children or family, I postponed marriage until after I had been independent for a number of years. This was not atypical of other girls in our community. We reached marriagable age during the Second World War when most of the eligible young men were away at war. Thus, I remember that many of us postponed marriage until our late twenties.

There were other things about my upbringing which also affected my later attitudes. My position within the family has instilled in me a keen, almost unhealthy, competitive spirit. I was sandwiched between Anne, a year older, and Betty, a year younger. My mother always said, jokingly, "Mavis never had a chance to sit on my knee. Anne wouldn't let her and then Betty came along." The competition for that knee grew into competition in basketball, softball, in report cards and class assignments. While I thought I had to be better or faster, I always envied Betty's complacency. She did half as much, played a good game of basketball, and was relaxed and contented at the same time. That competitive drive has dogged me all my life and has ruined my satisfaction in accomplishing many a task.

Betty and I were always treated as one individual. We were inseparable and people thought we were twins. This suited me fine until age six when I became eligible for school entry. Mother kept me at home that year to play with

Betty. I never forgave her. I think that action confirmed what I had always suspected, that I got shoes when Betty needed shoes and favors when Betty asked for them. When Betty and I entered grade one, it soon became clear that my maturity stood me in good stead. I never encountered any difficulty in school. By the end of grade three, the teachers recognized my ability and promoted me to grade five so that I did finally catch up to the children who were my age. My parents did not object. I do remember being teased by one girl, however, and that was enough to inspire me to prove I was a better student than she was.

All through my school years I was an "ideal" student. I qualify that because I was really a teacher's "pet". I conformed totally to the system and was amply rewarded by being allowed to do little jobs which teachers reserve for their favorites. Even in grade twelve I remember being singled out. That give me no particular joy, since I wish now that I had been more aggressive, exerted some individuality rather than having been content with conformity.

Teaching was a natural career choice for me. My older sister was a teacher. My high school teacher encouraged me to go to teachers' college. Teaching was a career easily accepted by both my parents and the community at large. Although I don't think I actually chose teaching, I did not resist going to Teacher's College. In fact, I looked forward to it. I would not be totally honest, however, if I did not admit that

I longed to take physical education at the University of Saskatchewan. But my parents could not afford to send me there. They did pay the tuition for teachers' college and that was all anyone expected of them. Teaching, at this time, was a stepping stone to other professions. One taught school in order to save the money to go into medicine or law.

I started my teaching career in 1940 in a small Saskatchewan hamlet. I taught grades one through eleven. Although I was very busy preparing and marking work, I loved every minute of it. I remained in this school for three years. The next two years I taught in two different schools. By the end of my sixth year of teaching I was somewhat tired of it. The war was now over and my sister and I decided to go to Vancouver for a change in routine.

In Vancouver, I worked in a bank but found paperwork very dull after having worked with children for six years. I, also, did not like the superior attitude of urban males. The farmers I knew needed their women and appreciated their efforts. These men in the bank seemed to regard the female bank employees as little more than their servants. The women, too, seemed to be interested more in marriage than in working.

We really didn't like Vancouver; we particularly didn't like the climate and came home in July, 1947. My mother had been ill so that encouraged me to stay home until after Christmas when I once again went back to teaching. I continued to teach until my marriage in 1949.

My marriage was to be the beginning of a whole new career. For our first year of marriage we lived on the farm of my husband's parents. However, since farming proved not to be profitable at that time, we moved to a central Canadian city in 1950. That is also the year that my daughter was born.

I spent the next fifteen years at home raising my daughter and my two sons. When my youngest was seven, in 1965, I returned to teaching once again. My return to the teaching force was motivated strictly by financial need. Although my husband's salary was adequate to provide necessities, I was afraid my children might miss out on university without some financial assistance.

My first position was in a private kindergarten where I had thirty students in both the morning and afternoon classes. I now chose to teach kindergarten because I learned while raising my own children that the five year old child is keen to learn, curious about many things, and very interested in his environment. I had, also, visited kindergarten classes and found them to be exciting, stimulating places in which to work. I stayed in this private kindergarten for only one year. In 1966 kindergarten was integrated into the public school system. I moved to Assiniboine School where I again taught kindergarten. In 1967 the kindergarten was moved to Western School and I moved with it. In 1968 the

kindergarten was moved to Woodvale School. Again, I moved with the class. In 1969 the class was moved back to Western School and I, fortunately, have been able to stay for the past ten years.

This school is located, however, in an area with a steadily declining enrolment. Therefore, I will be changing schools once more. In the fall of 1979 I will be teaching kindergarten in Middletown School. It would be my hope that I could stay there until my retirement.

Actually my commitment to my career was put to a test this spring. I had to choose between teaching part-time at Western or moving to Middletown to continue working full-time. In the process I would have to "bump" a teacher who had not attained tenure. I chose to teach full-time because we really need the financial security for our retirement. We are in this security "bind" now because I delayed improving my academic qualifications for so many years. Once my children were born I really had not expected to return to teaching. Thus, I had not pursued an academic degree. However, at the insistence of and with the encouragement of my daughter, Amy, I eventually began working toward a degree. I graduated with a B.Ed. in 1977.

In order for me to reap financial gain in my retirement fund from this degree, it is mandatory that I teach seven years after the attainment of the degree. Thus, I must stay in a full-time position for at least another five years. I would consider teaching part-time or retiring early if those

mandatory seven years were reduced to five. Thus, it was financial considerations which led me back to teaching and now these considerations, also, keep me there.

Although financial considerations have played a major role in my career involvement, I now teach for the satisfaction it provides me. To attain that satisfaction, I want to know that I am doing the best possible job in my classroom. Therefore, I am very conscious of the appraisal the grade one teachers make of the students they receive from me. I am much less concerned about what either the principal or the superintendent think of my work. That is not to say that I am unconcerned about wider opinions of my professional capabilities. For reasons of job continuity and security, I am very careful to maintain my reputation as a good teacher. But as far as valuing professional opinions of the end results of my work is concerned, the receiving grade one teachers are my source of encouragement and evaluation.

This leaning toward "local" recognition keeps me out of at least two professional spheres. I choose not to be involved in the professional organizations because I prefer not to be well known. That is not to say that I am not concerned about the issues or that I don't hold opinions about the issues. I do, but I prefer to keep my involvement local.

I have, also, chosen not to pursue school administration. There are good practical reasons for this. The influences of the culture have been such that I feel nervous when I see women in responsible positions. My experience tells me that

women, in fact, make better school administrators than men. Yet, I must always fight custom and tradition to accept them there. Furthermore, I have always assumed the responsibility for the running of our household. The cooking, cleaning, and raising of children has added to my total work load particularly after I assumed employment outside the home as well. As the mother, it was also my role to make decisions about the childrens' education, their religious training, in fact, the whole gamut of maintaining strong family relationships was my responsibility. I really do not see how I could have taken on administrative duties in addition to all these other responsibilities. All that aside, however, I did not want to be an administrator. I do not consider myself articulate enough to be in administration. I don't consider that I get along well enough with people. Also, my interest in the local scene restricts my knowledge of and interest in the broader educational sphere which must be of concern to administrators. Finally, I see administration as a source of power for those who crave it. I do not want or need power. I prefer obscure feathering. That is perhaps another reason why I have chosen to teach kindergarten children. I see my classroom work as an extension of my domestic role. I am still a mother, even in my classroom.

Because I am a mother at home, I have become more sensitive to the needs of both the children in the classroom and to their parents. I try, then, to treat my students as I would like my children to be treated. Because I am a teacher and a mother, my own children have indicated that they

felt extra pressure to perform well academically. They believed that my expectations and standards were too high. I did not think my expectations were any higher than those of their teachers. It is clear to me that my roles as wife/mother and teacher have had a profound effect on each other.

In my life I consider my role as a wife to be my most important role. I think personal relations are the most important aspects of a person's life. Being a good teacher hinges on the individual's feelings of personal happiness. I don't believe it's possible to be very successful unless a person has personal happiness. When I live with someone, I think that person should come first, his happiness should come along with mine because his happiness is my happiness. That brings tangible reward. Although my children are grown now, away from home, and they need me less, I still need them. They are still a vital part of my life. Their lives, their experiences, their joys and sorrows affect me, and my happiness. Therefore, I must remain involved in their lives. Love is just the most important thing in the world and, therefore, family must come before jobs or careers, for women anyway. Mothers must keep the love going.

I do not believe that it is possible to be two things at one time, to be both a teacher and a wife and mother and do justice to both things. Therefore, I believe that the home, the children and the husband must come first.

When I first returned to teaching, all my children were at home. I felt at that time that I did not do justice to either of my jobs. Coupled with that I felt pangs of guilt when I switched roles. I would feel guilty about leaving my children at home to go to work. When I returned home from work, I felt guilty about not having done more work at school. It is only now that my children are away from home that I can comfortably switch roles without guilt.

When my children were small, I always felt the pressure of time. All of the things associated with raising a family, cooking, shopping, cleaning, laundry, consumed so much time. In actual minutes I may have spent less time with my family than at my job. But they were never out of my thoughts, even when I was at work. I had to do a lot of organization to keep both aspects of my life running smoothly. My husband was largely unaffected by my work involvement. When he left for work, I was still home. When he returned from work, I was already home with the supper ready. Thus, his life did not change appreciably. He may have helped out with a few more domestic chores but basically, his routine was not altered. It was not until I decided to pursue my University degree that the whole family had to make adjustments to accommodate their wife and mother as a student. Joe assumed a much larger role in the domestic sphere to make it possible for me to study. We restricted our social life considerably again to accommodate my study time. This was a real sacrifice on Joe's part. My children were also

involved. Amy typed many of my term papers for me. All these sacrifices and accommodations for my career were made mainly for financial reasons. I truly am a wife first but, occasionally, economics dictate what decisions we make concerning our future.

I do place great importance on my role as a teacher and thoroughly enjoy my involvement with the children. Watching the children make progress is very rewarding. Their smiles of happiness are worth my time involvement with them. They are cute and a pleasure to work with. More than that, though, I believe I make a contribution to their education. They have more knowledge when they leave me than when they came to me. Increasing their knowledge and enhancing their social life is very rewarding.

One aspect of teaching which is very unpleasant is the need for attention to administrative detail, the paper work. Such paper work is both time consuming and so often unnecessary. In kindergarten teaching there are, also, so many housekeeping duties which take away from time that could be spent in classroom preparation. Instead, rotating bulletin board displays occupies my time. These kinds of activities are time consuming but offer little or no feeling of reward.

However, at this stage in my life, I would not consider leaving teaching. I do occasionally believe, however, that teaching is a job better done by younger people. I say occasionally because when I see young kindergarten teachers who, in my opinion, are not doing as good a job as I am, I feel vindicated, in spite

of my age. Another reason I qualify my statement about teachers being young is that I firmly believe that a young mother should be at home with her children. I think that is of benefit to both the mother and the child. A mother should be available when her child comes home either jubilant or sad. I believe mothers miss a great deal by not being home. Also, for a teacher to be a mother and to observe teachers and the school system from the parental perspective can ultimately be of great benefit to her. The view of the school from the outside is really quite different than the view from the inside. I think it is beneficial to have both views. At least it was that way for me.

On the whole, I think I had the best of both worlds even though I left home to go back to work long before I wanted to or before I thought I should. However, in another few years that will all be behind me.

JOYCE WARNER

I was born in the southwestern United States, the youngest of three children. My father who was a psychiatrist died when I was five. Upon my father's death, my mother returned to the teaching career she had left at the time of her marriage.

There was a great emphasis on service oriented careers in my family. Representative of these careers were missionairies, psychiatrists, teacher of mentally retarded and physically handicapped children, teachers and ministers. Although I did not initially want to be a teacher, I too followed suit.

My education began in a private kindergarten at age four. I entered public schools at age six and remained in public schools until my graduation. Although I was always considered to be a good student, I am now aware that I was not a critical student. School was a world within itself, a shelter from a broader world I did not understand and in which I could barely function. It seemed altogether natural that I would return to the system as an adult to play the role of teacher.

For as long as I can remember I have had a keen interest in art and music. Very early in my school career, I developed a strong resistance to teaching art. This resistance was due primarily to the abominable behavior shown toward teachers in my classes. It may, also, have

been a form of healthy rebellion against my mother whom, by that time, I no longer needed for my personal development. My interest in art eventually led me to select an art major at college. I had not selected an education major; it was expected by my mother and family that I would enter college although I had no firm career plans. My choice of colleges reflected this lack of a firm career plan. I chose a good liberal arts college but majored in art. I realize now that I might have been wiser to choose a strong fine arts college. It was not until after my marriage, in 1959, during my third year at college, that I made any firm career decisions. Because my husband was moving around the States in his work, I found myself having to choose another college to complete my degree. That was a choice made, quite simply, on the basis of which college would accept my earlier credits. Upon my graduation with a B.A. in 1960, I began searching for employment in which I could use my art training. The job which I found did not meet with my husband's approval.

As luck would have it, Rod's parents were visiting us at that time. It was their belief that a teaching certificate was something a woman should have. I succumbed to the pressure from my husband and his parents and agreed to return to college to obtain a teaching certificate.

I would be less than honest, however, if I left the impression that I had continued in my early stubborn

resistance to teaching and had never contemplated teaching as a career. During my college years, I had encountered and associated with many young women who were pursuing education majors. Their conversations about their school experiences and the nature of the activities in which they were engaged sparked an interest in education and presented the alternative to me. Thus, when I was being firmly steered into education, the idea was not totally new. I may, in fact, have wanted or needed a push in the direction of a firm career choice. However, because I did not follow the normal college pattern to pursue teaching, I now had to take an extra year and a half to make up my education major and to get a teaching certificate.

I began teaching in the eastern United States in 1961. My first position was a first grade class with an enrolment of forty students. I was hired for that position two days before school opened. At the end of that year we moved back to the southwest where I substitute taught for a year. Our first child, a daughter, was born in 1963. That was the beginning of my career as a wife and mother. We had moved again, this time to the midwest, before our son was born in 1967. That same year we emigrated to Canada where my husband found a teaching position.

I resumed my teaching career in a small Canadian town in March, 1972. My position was a half-time one, teaching art in grades seven to twelve. That year my husband moved to a university position at which time I was hired to teach grade one in a suburban school division. I have held that position for seven years.

At the end of my eighth year of teaching it will become necessary for me to make a major career decision. The circumstances are such that I must decide whether to retain my American citizenship and leave teaching or to take out Canadian citizenship and continue teaching. That issue is currently unresolved although it appears that I will take out Canadian citizenship so that I may retain my teaching position.

At this stage in my life I really do not want to be forced into a position where I must look for another job. That would be necessary because I would not be content to stay home. I would not like to be a middle-aged woman with no job. Right now I need to know that I could support myself and my family if it became necessary. Furthermore, my husband is embarking on a new career. To ensure our financial security, at least one steady income is needed. Actually it was very gratifying for me to be able to agree to a career change for my husband without worrying about our financial security. My economic independence is very important to me because I so clearly remember the feeling of utter dependence during my years at home. I neither need to be nor want to be in that position again.

Because I am employed outside the home we have more flexibility, financially, which enables us to experiment with various life styles. My husband has not had to settle for a

job in which he was unhappy to ensure our financial security. Thus, my job fulfills many of my needs and at the same time accommodates the needs of my husband and family.

My concept of my role as a wife has changed considerably during my marriage. At one time I went along, unquestioningly, with my husband's needs or desires in spite of my own. Today, I believe, I can strengthen our marriage by pursuing my own interests and thereby can bring a new aliveness to our relationship. Therefore, my teaching job is very important to me. It is very satisfying for me and makes me a happier, richer individual.

In addition to my role as a wife, I also play the roles of mother and teacher. It is difficult for me to separate my various roles because, in order for me to be a complete individual, I need all the roles. The roles of wife, mother and teacher are fully integrated into my lifestyle and in fact, my happiness is contingent on that successful integration.

My teaching experiences creep into my daily conversation at home. This gives me a sense of contributing something worthwhile to the family conversation. This adds to my feelings of completeness. During my years at home I felt rather isolated. That feeling was distressing for me and now does not exist. My mothering role follows me into the classroom. I am able to think both as a parent and as a teacher. This ability has contributed to a change in attitude toward my students. I am

more compassionate toward the children and have more regard for individuals and for individual differences now that I have children of my own. I attempt to treat my students kindly at all times because I know how my own children have felt when they were treated less than kindly by their teachers. My tendency is to be a mother to my students, to treat them as though they were my own for those few hours a day. There really is, for me, a great deal of integration of my various roles in my total life style.

I do not believe that my children or my husband have suffered because of my career involvement. However, we did have to make some adjustments in our life style to ease my entry into the teaching force. Rod assumed many of the mothering duties which had been mine. His job flexibility enabled him to be home for lunch and after school. My children have had to assume the responsibility for meeting their individual deadlines, for the day to day maintenance of their wardrobes and for the cleanliness of their rooms. This has resulted in two responsible, independent young people. That, I believe, is to their benefit. We have equipped our home with various work-reducing aides which have cut down on chores for all of us. Because of my work, Rod and I have shared the duties of parenting which is of benefit to both the children and to us.

Perhaps the most significant adjustment I personally have had to make to include a career in my life is giving up my hobbies. After considering art my main course of study for years, I have relegated this field to a minor hobby. There now is little time to paint or work with pottery. Working with clay is not something that can be done sporadically. Clay must be mothered. Thus, large blocks of time are needed. Occasionally, I find that time during my summer vacation. I very much regret the status of art in my present life. It has been pushed aside by the drain, on my time and emotions, of teaching. Occasionally I ask myself whether I have sacrificed my artistic talent to be a teacher. During such times, I have to remind myself that I enjoy teaching and I am careful not to place blame on anyone else for my inability to spend time at my hobbies.

This past winter I assumed the position of choir director for our church. This gives me the opportunity to utilize my interest and training in music. However, it further reduces the amount of time I am able to give to my other interests. It is necessary to continually balance my various roles and activities to include as many of my interests as I can. I look forward to my retirement so that I may devote my time and energy to my hobbies. It may also be possible to extend my energy level now to make time for these hobbies.

I enjoy teaching for the contact it gives me with people, both children and adults. After years of being

shackled by shyness, I find successful interaction with people at any level a joy. Nevertheless, with adults it is something I must constantly work at. Teaching places me in a responsible leadership position. While it is true that I exercise this leadership over children, I am content with that. I have been able to develop leadership skills which I previously did not know I possessed.

However, I have never considered pursuing a position in school administration. I see no reason to do that. The job, as I see it, has nothing in it that I would enjoy. My pleasure in being a teacher is working with children. An administrative position would take me one step away from the children. I would then be in a position where I would have to work more with staff. Unfortunately, the only way "up" in the school system is into administration and out of the classroom. I have no interest and probably lack the needed abilities as an administrator.

As a teacher, I have a great deal of flexibility in my daily schedule. This gives me a feeling of independence. Because I teach primary children, I am not required to spend time with them after school hours. I can leave my job at the end of the day and not carry my work home with me. I would not like to be involved with my students in the evenings because I do not want my whole life tied up in school. I want my evening hours free to pursue my own interests and to be available to share my children's interests and activities.

My own children are involved in so many activities that it is necessary for me to have time to monitor them. If I were involved with my students, I would not have that time.

I love working with the children in my classroom. There is a feeling of satisfaction and a sense of achievement when children who could not read, write, or work with numbers on arrival in my classroom, leave that classroom with a considerable amount of proficiency in these skills. It is a job where I can use my various talents in art and music. Teaching is somewhat of an "ego trip". The love and devotion of the children and the attachment the children form with me is very sustaining.

Perhaps the main drawback of teaching is the physical and mental stress it creates. However, another aspect of teaching which I do not enjoy is the need for evaluation to parents. It is difficult to have to tell parents that their child has not completed the requirements of a grade even though I know that significant progress has been made. I believe that the young children do the best they can.

As a teacher, I remain inactive in the professional organization. It is only recently that I have begun to be interested in the issues. That came about as a result of my attention being directed toward the issues by the representatives in the school. They have made me realize that the issues do affect me and that I really should pay them more heed. I really don't think, however, that I would be prepared to take

the time away from my personal interests to be actively involved in the organization. For now, my family and my own interests would come before any involvement in the professional organization.

I have no plans to leave my teaching career. Rather, I would like to broaden my teaching skills, for example, improving my teaching of reading by studying various techniques. I would be prepared to teach at any other level or to specialize in art or music. I, also, find it fascinating to teach various members of the same family and to watch them grow. I, also, would like to deepen my relationships in the community and learn to better understand the community. I find that more appealing than broadening my horizon by moving around to various schools.

I consider teaching a nurturing, mothering, service-giving activity. It is one which utilizes a broad range of talents. It is never dull. It pays enough to support a family. It provides flexibility for personal growth. In short, it is a natural career for me - one that I could comfortably pursue the rest of my life.

ANNE COLLINS

I was born in 1926, in southern Ontario the eldest of seven children. My upbringing was influenced by a dedicated, ambitious mother who fought strenuously every obstacle in order to give all her children the opportunity to attend University. My father's great love for and pride in his children made our parents a very strong team. These two somewhat opposites in philosophy worked strongly to make a remarkable family of seven responsible, scrupulous, intelligent individuals. I never lacked co-operation or encouragement from either parent. It is extremely difficult for me to distinguish which one of my parents influenced me more. My mother believed that all things were possible, especially where education and achievement were concerned. She maintained this positive approach during the Depression, in spite of the difficulties involved in raising a large family. Not one of us was ever led to believe we were a burden, financially, physically, or emotionally. We had a very happy time in a period, that I now know, was very difficult financially. My mother's tireless efforts brought my parents and us much admiration and respect from the community. Her priorities were the moulding of honest responsible people, grooming all round good students, and having properly, well dressed and well fed, children. My mother was extremely intelligent and believed strongly, and well ahead of her time, in higher

education for girls as well as boys. My father never once thwarted my mother's goals. He steadily and willingly worked hard, as a plumber, without luxuries and holidays.

I was brought up (and still am) a Roman Catholic in a small town where Catholics were very much in the minority. My parents' philosophy was that, if we followed the Golden Rule, we would be respected in spite of the apparent religious bigotry in the community. This was a learning experience which has influenced my attitude to others, regardless of creed and colour. Because of my parent's belief in the goodness of man and their insistence on the necessity of our acting this belief, we and they became most respected in the community.

From grades one to thirteen inclusive, I was educated in the Ontario Public School System. My elementary school years were extremely happy ones. I was always at the top or near the top of my class. The high school I attended for grades nine through thirteen offered a wide variety of subjects and an exciting extra-curricular programme. The high school teachers were some of the finest people I have ever met. They were very humane, beautiful human beings. When I studied subjects in which I had minimal talent, they made me comfortable, accepting my limitations and accenting my skills. Little do they know how much this has influenced my ability to relate well to students at various ability levels. In high school, my specialty was languages - especially French,

Latin, Greek, German, and Spanish.

It was not until my fourth year in high school that I decided I would be a teacher. I wanted to be a teacher because of my love for languages. Teaching was really the only occupation where I thought I could use languages. I did briefly consider law but concluded that since I was the eldest in a large family I should not take too large a portion of the money. As it was my last year of university overlapped with my sister's first year. My parents really could not have afforded to have too many of us at the university at the same time. It was, also, my good fortune to be able to live with my maternal grandparents during my university years. Without this free room and board university would have been out of the question. I received my B.A. in 1946 and registered in the College of Education that fall. I majored in English, French, and German, with a Physical Education option.

My first teaching position was in a small northern Ontario mining town where I taught grades nine to thirteen. I moved to another town in 1949 again teaching high school. In September of 1952, I moved to a city high school but resigned in December to go to England to be married. My husband was in the Royal Air Force and was stationed in England at that time. For the next nine years I was busy raising four children.

I returned to teaching in 1960 quite by accident.

My eldest son who was five at that time, was attending the local school. One morning the principal announced that all the teachers were sick. My son volunteered the information that I had been a teacher in the past. As a result, the principal called and asked if I would fill in temporarily. My youngest child was only three months old at that time. However, a neighbour, Mrs. Smith, volunteered to stay with the children and so I went.

When I returned at noon my husband noticed that I was very jovial and felt that it was good that I could be active at something outside the home. With four children under the age of five, I really did not think I had the time to work full time. I substituted at the school for the rest of the year. In January of 1961, I was offered a part time position. By September 1963, I was prepared to return to the classroom full time. My youngest daughter was now three and I was able to enrol her in nursery school.

It really would not have been possible for me to return to teaching had it not been for Mrs. Smith. Although she was not a trained nanny, she really was a nanny to my children. Mrs. Smith, a widow, needed money to send her son to grammar school. I needed someone to look after my children and my house. We were able to fill each other's needs. We maintained this relationship for eight years. I paid her well, even during the summer vacation, because I wanted her

to know how responsible I thought the job was. Since my husband was home only on weekends, at that time, I really needed a lot of help. Mrs. Smith kept my home going while I taught. When my children were on days off, they frequently came to school with me, spending time in the domestic service room or in the art room. The principal welcomed them. Perhaps this was his way of repaying me for my efforts in organizing large teas in the area.

We returned to Canada in 1967 and I have been teaching high school English ever since.

In spite of my domestic responsibilities I have always been very active in extra-curricular activities. I believe that extra-curricular involvement is very much a part of any teacher's job. My involvement has centered mainly in social activities such as organizing teas, school socials, and drama nights. I have used these opportunities to teach my students organizational skills. Since I do have a physical education background, I have also taken the coaching duties for a volleyball team. I did that for several reasons. First, I had the physical education background and, second, I wanted both staff and students to know that I respect skills other than the ability to write a good essay. I realize that students have various skills which should be cultivated.

I, also, am dutifully involved in the teachers'

professional organizations. I believe that teachers should assume some responsibility for attendance at meetings. I certainly feel that no teachers have a right to criticize policies if they are not willing to participate in the organization's activities. As a result I maintain a professional interest in organizational activities.

I have not really allowed my domestic responsibilities to become an excuse for restricting my extra-curricular involvement. I may occasionally have made decisions on that basis but I would not have stated that publicly. What these domestic responsibilities did is encourage me to take on things which I could do after supper or before school rather than immediately after school when I thought I should be home preparing supper and spending some time with the children. Also, since returning to Canada, my children did not require babysitting so that I was not restricted in that way.

What my extra-curricular involvement did, also, was hone up my organizational skills at home. I would prepare meals ahead of time, organize my shopping, in general, run a tightly scheduled, organized home. I did have to get up earlier and work very hard when I got home, but I always managed. I have used the time others might spend at bridge, curling, or badminton to do extra things with the students. Actually my main interests are reading and gardening. I have still found time for those.

My husband and I have always worked very hard to accept one another's careers. We have never seen ourselves in competition with one another. Activities which we thought merited the other's involvement were somehow accommodated in our schedules. While it is true that I assumed the additional responsibility for the domestic work, this has never been a source of contention between us. My husband has recently changed careers so that I am currently the principal wage earner. But that does not cause us any difficulty.

I do not see a conflict in being a working mother. I consider my role as wife and mother to be at least as important, perhaps even slightly more important, than my role as a teacher. When my children were younger and needed more care, I considered my role as a mother my most important role. Even now both my roles, the domestic and the professional, are very important to me.

I have never thought that my working has adversely affected my husband or children. Certainly they have not had a doting wife and mother, but that I don't think is a negative thing. On the whole I think my family is quite proud of me as a teacher and they would have gained more than they lost. In England, for example, we were able to pay to send the children to a very good school. That would not have been possible without my salary.

I think my own children have benefited, from my being in the school in that I could keep current with new developments.

I was seeing the school from the inside and that, I think, was of benefit to them.

I do believe, however, that I have also benefited greatly in my work by having a family. I learned a great deal about teachers and students from the anecdotes my children related about their school experiences. I have adjusted my classroom techniques to incorporate some of the things I have learned from my children. I am more helpful, more kind, willing to give extensions on assignments, and other things which take into account the individual needs of students. My second son participated in all the sports at school and came into association with many students who had not done very well in school. I think his experiences with them gave me a better understanding of the non-academic students. It was possible for me to entertain students in my home as the mother of Allistair, return on Monday to being Mrs. Collins, the English teacher. The students never took advantage of that and I learned so much from them.

All during my career my husband has been very supportive. Although he is not in any way domesticated, he always assumed a dominant role in the children's upbringing. He would read to them, take them out to museums and musicals, discuss with them world affairs so that in many ways he instilled in them a love for culture.

I have not taken any advanced training since receiving my B. A. Recently, however, I have decided now that my home gives me less responsibility, I will work toward my B.Ed. degree. I want to do this for several reasons. First, I feel a bit guilty for not having done so before. Second, I feel that I am often expected to be the most professional woman on staff, and yet, because I do not have the paper credentials, I can not command the same salary as the others. Third, I really want to take some interest courses, just for me. I really do not think the courses will make me a better teacher. In fact, I'm sure I could teach some of the B.Ed. courses, particularly with my experience in the British system. I think I am at a stage in my life now where I really have to do it.

What I find most satisfying in teaching is seeing a student who couldn't understand poetry or Shakespeare, understanding it. I also get a great deal of satisfaction in seeing a student who has had a feeling of failure gaining some self-esteem, so that he feels good about himself. Seeing students who may have hated school coming to my class, at least, and putting up with it, gives me a great deal of satisfaction. What I hate most about teaching is marking but it is necessary for me to do it in order to see the progress of the students. Still I really do hate it and

my subject (English) has so much of it. I get the least satisfaction out of the administrative details, the paper work, that is required of me. I usually know within about five marks where a student stands academically; I know when students have been away. However, for administrative reasons, I have to keep records and I do it. My record book is untidy. I really am very indifferent to bookkeeping.

Sometimes when I am faced with a heavy marking load, I think about leaving teaching. I really feel that English teachers carry a heavy load, both with preparation and marking. In order to maintain my standards and, also, to monitor students' progress, I find that I have to do the marking myself. Occasionally, I have utilized markers to ease my load but not too often. When I get through the marking, the feeling of wanting to leave teaching goes away.

Currently, in our division, the high school teachers are facing a cutback in preparation time. My staff asked me to present a brief to the school board outlining the concerns we have about such a move. I'm very proud of that brief particularly since I thought some of the men on our staff were more articulate, more vocal anyway. I am convinced that the quality of education will go down with a reduction in preparation time. I think the students will suffer because we will have neither the time nor the energy to spend extra time in the classroom dealing individually with students, listening to their problems and encouraging them when they need it.

English teachers particularly do not have some of the aids that other teachers might use; we have no workbooks; there are no tests we can quickly duplicate to hand to students. It goes against my professional judgement to repeat the same essay topics or tests that I administer either from year to year, or even from one semester to another. With the cutbacks it will mean that I will once again have to spend more time at home actively preparing and marking work. As it is, I now spend at least four or five hours per week at my desk at home. That does not include the planning, the thinking I do while I am going about my housework, my cooking, during my vacation, walking to the bus. I really do think about teaching more than anything else. I think it absorbs me probably too much. However, this reduces the amount of time I actually spend at my desk.

I have never considered going into school administration. Although I consider myself and am considered by others to be a good organizer, I really think administration would involve less of that and more paper work which I really don't like. I do have a lack of order in my paper work and that makes me think I would not be a good administrator. If I could see administration more as professional leadership rather than as a lot of paperwork, I think I would like administration. But I really don't see administration that way. I see administrators as having to be accountable to so many people. Personally, I get very upset when I make a mistake. In administration my mistakes would be

highly visible and I really don't think I could cope with that. I see a weakness in myself in that I need the total approval of others. In administration, I know, that would not be possible since it is impossible to suit everybody. I would become very upset by people who might be cruel. I really think administrators need to have a bit of a "tough skin" and I really don't have that. If I did, I think in many ways I would have been a good administrator but I recognize my weaknesses and so have not pursued those avenues.

On some rare occasions I have thought I would like to sell furniture because I really am very interested in furniture and art. But I really don't think I could get the same satisfaction out of selling furniture that I do out of teaching.

I really love dealing with young minds. They keep me young and alert. I love the warmth I get back from my students when I have loved them and helped them. I love the feeling of camaraderie without being pals. These feelings are often so fleeting, temporary, but the friendship and warmth is lovely even for a short time. Most of all, however, I love those bright minds which keep me on my toes.

INGA BJARNASON

I was born in 1917 to Icelandic parents in the Manitoba Interlake area. I grew up with five siblings, a grandmother and grandfather. My father died of pneumonia when I was five years old, leaving my mother, at age thirty-nine, to raise six children ranging in age from two and a half to nineteen years. Although we lived in a small town, we had a large garden, a cow, and a few chickens. These provided our basic diet. Friends provided us with meat on numerous occasions. My mother supplemented her income by making mittens and parkas and selling them to purchase other necessities. I do not remember ever wanting for food or clothes. Everyone in the area was more or less of a similar economic background so that we never felt deprived.

I started school at the age of seven. Since I had learned to read at home, I was immediately moved into the second grade. I was always a good student although I did not exert myself at all. During my seventh grade I was again accelerated, this time to grade eight. By the time I reached grade eleven I realized that if I wanted to go to the city to do my grade twelve and Normal School, I would have to put some real effort into my work. Unfortunately, my grandmother, who had been ill for some time, and of whom I was very fond, died that fall. It was a month after her death that I contracted glandular tuberculosis. Thus, I was forced to drop out of grade

eleven. The following year, I re-entered grade eleven and passed easily.

We were now caught in the throes of the Depression and it seemed that there would quite simply not be enough money available for me to go to the city to complete my education. My sister was, at that time, employed at Eaton's earning \$16 a week. It was her good fortune in October to win a lottery worth \$600.00. She immediately sent for me to come to the city where I enrolled for Grade XII in a small academy. Since I had arrived at the school six weeks late, I ended up with two incomplete courses in June. It was still possible for me to enter Normal School in September. I graduated from Normal School in 1936 with straight A's, but because I had not completed my full grade twelve, I was awarded a second-class certificate. This I was happy to receive.

Obtaining employment in 1936 was a big challenge. However, it was my good fortune to obtain a position in a small rural school. I taught twenty-two students in grades one to nine. I remained in that school for two years. Because I had not completed my grade twelve and had lacked the foresight to request an extension for my certificate, I could not teach the following year. Thus, between January and May of 1939, I attended Home Making School. Here I learned cooking, sewing, crafts, and "dinner entertaining". My husband, Axel, and I were married in June, 1939.

My marriage terminated my teaching career temporarily. However, I was involved in various other jobs for the next nineteen years. I worked in the local switchboard for eight years. I managed my brother's restaurant every summer while he went on vacation. I worked as a substitute teacher on numerous occasions. I was actively involved in community activities. It was this active involvement in the community which ultimately led my husband to suggest that perhaps I should resume my teaching career. Axel had spent much time working away from home, had frequently met working women, and had also encountered many women who were left virtually penniless when husbands died prematurely. He suggested that if I was going to be active anyway, we could all benefit if I were paid for my work.

In December 1958 a teacher in the local school resigned and I assumed her position. I have remained in that school ever since. To complete my training I attended summer school in 1958 and 1959. In 1960 I decided not to attend summer school. It was that same July that my husband died very suddenly. I now faced a major career decision.

My husband had been an Imperial Oil agent in the town. I faced the choice now of remaining in teaching or of assuming the agency myself. Largely for reasons of financial security, I decided to remain in teaching. It was only after I had reached that decision that Imperial Oil informed me that it was against company policy to hire women.

I now knew that I would have to pursue my Permanent First Class Certificate in order to remain in teaching. I received that Certificate in 1962. That same summer I again contracted tuberculosis and spent the summer in a clinic. I literally begged to get out in late August so that I could start school in September. I received permission on the conditions that I would hire someone to do my work at home, and that I would go to bed immediately after supper. This arrangement continued until Christmas. Happily, I have been able to continue teaching to this day and although I am sixty-two years old, I have no plans to retire.

Through the past twenty-one years of teaching, I have taught all levels from Kindergarten to grade twelve. I do, however, much prefer teaching elementary age children. In 1970 it became clear that our school needed a resource teacher. I was chosen for the job, and then pursued a Certificate in Special Education. This I received in 1974. Currently my position is a combined resource and teaching position. It is the work with the special needs children that I enjoy the most.

In June, 1978 it became clear that a new vice-principal would be needed for the school. At the suggestion of and with the encouragement of the elementary teachers I applied for the position. It seemed that I would be a logical choice for the position particularly since I was the staff member who had been at the school for the most years, I had

experience at all levels and I had the support of the staff. For years I had, also, taken over the elementary section for our principal. However, logic does not always enter into these decisions and the position went to a young man, aged 25 years, who had only three years of teaching experience and that at the grade three level. Initially I was very disappointed that I had not been selected. The staff was almost as disappointed in that decision as I was. However, having watched both the principal and vice-principal in action this past year, I am glad I was not chosen for the position. The vice-principal seems to be involved in many "Joe-boy" type jobs. There was, this year, also a particularly difficult junior high class which required much discipline. These kinds of activities simply hold no attraction for me.

Teaching, for me, is a very rewarding job. What is, perhaps, the most rewarding aspect of the job is to see growth in my students. As the resource teacher, particularly, I feel greatly rewarded for my efforts when there is measurable growth in standardized tests. I, also, enjoy diagnosing the children's problems and attempting to work out programs particularly suited to their needs. Over the years it has been my privilege to work with many new and interesting people. That is another positive aspect of the teaching job. I cannot identify any single thing which makes my job dissatisfying. Occasionally one is forced to work with people who are negative. However, I have learned to ignore such people and continue doing my job.

I, also, find satisfaction and reward in involvement with the professional organization. I was initiated into professional involvement more by force than by choice. However, since I was involved, I realized that the issues were both important and interesting, that interaction with both local and central teachers' association members was very rewarding, and, furthermore, that I enjoyed the work. I, also, believe that the teachers' society is our professional organization and it is the duty of the teachers to be aware of issues and concerns. If they want to be a part of the profession, they should also share the responsibilities of the organization.

Over the years, I have continued my community involvement in spite of my teaching job. I have been able to do this because there is little demand for my time for extra-curricular involvement with the students. Our school operates a rather departmentalized approach to extra activities so that my involvement is not really needed. Over the years, too, I have restricted my activities because I find I am very tired at the end of the day. Teaching is very exhausting work so I think the extra activities are better done by the younger people. Until very recently, I did, however, enter numerous contestants in musical festivals. There is now another singing teacher in town so that it is possible for me to allow her to take over these duties.

At my age, I believe a person, that is I, should be doing what gives me the most satisfaction. Teaching gives me the most pleasure. Certainly I am still a mother and a grandmother, but from a distance. Both of my children are married and do not require "Mothering" anymore. That was not always so. Until recently I figured strongly in, particularly my daughter's life. I cared for her daughter, my grand daughter, between the years 1963-71. Ingrid was only three when she came to live with me. During those years, I came home from school as quickly as I could so that I could be with Ingrid. Often, too, when I was teaching part-time, Ingrid would come to school with me. The demands on my time were quite different at that time. Today, however, I involve myself only to the extent that I want to, that I feel I am physically able to, and that I can maintain enjoyment. My teaching role is definitely my most important role at this stage of my life.

The interaction with both students and staff is very rewarding. I have gained and maintain numerous friendships because of my involvement with staff. Perhaps the only regret I have in relation to my career is that I did not pursue an academic degree. I learned during my many years in summer school, that the more one learns in education the more one wants to learn. I think I would have been better equipped for the job had I pursued an academic degree.

Many people ask me why I don't retire. But I find teaching very rewarding and fulfilling. I do not see anything else that I would rather be doing. My decision to retire will be made in time. I will allow circumstances to dictate my future. If I maintain my strength and health, I would like to teach at least another year and half or two years. That would bring me to twenty-five years of experience for pension purposes. Any other decision will be made as the need arises.

MARIE PRENTICE

I was born in 1940, in rural Saskatchewan. My father, a farmer, had a formal grade four education. However, he was an avid reader and was largely self-educated. My mother had been a teacher before her marriage. She returned to teaching when I was twelve and continued to teach until her retirement in 1979.

My earliest memories, perhaps as early as age three, are of wanting to be a teacher. I played school and I was the teacher. Although many people and circumstances nearly drove me from that goal, I persevered in spite of all odds to fulfill my ambition.

The conditions which nearly redirected my goal arose out of my unsuccessful school experience. I started school at age four largely because the small rural school needed one more student to keep its doors open. From the first day of school, I experienced extreme difficulty with my work. I had trouble learning to read and my mathematical skill was, and is, very weak. My poor academic showing is well-documented in my report cards. "Marie is messy; Marie is lazy; Marie does not try; Marie does not finish her work." These kinds of comments are typical of my reports right through school. In fact, my grade eight teacher informed me and my parents that I would never finish high school and he recommended that I be placed in a special education class. I refused, however, strong in my desire to be a teacher and

in my belief that I would be a teacher.

It was mainly because of this teacher's recommendation that my mother attempted to steer me away from teaching. She suggested easier alternatives, such as, store clerk, secretary, nurses' aide. Again, I would not be daunted. All through high school I struggled, I cried, and I prayed. I did eventually reap the reward. At the end of grade twelve my mark statement showed a pass; it was a marginal pass but that really didn't matter.

I would enrol in Teachers' College in September. At that time it was possible to start teaching with one year of training. However, to obtain a permanent teaching certificate it was necessary to complete five university courses in the first five years of teaching. One of those courses had to be English. Since I thought I would likely have to repeat that course several times, I decided to start right after grade twelve. My mother and I enrolled in the course together. To my surprise, I did rather well in the course. This gave me a great deal of confidence as I embarked on my year at Teachers' College.

My year at Teachers' College was completely enjoyable. I graduated with excellent grades and started on my teaching career. During my first five years in teaching, I completed the necessary five courses to gain my permanent certificate. Once I had done that I vowed never to study again.

However, I soon realized that I simply did not have enough knowledge about children and teaching methods to continue as I was. I soon began enrolling in education classes which could help my teaching in a very practical way. These were classes in psychology, reading methods, and others which could improve my skill as a teacher. At no time did I take the courses with the intention of completing a university degree. I believed that I was in teaching temporarily and saw no need for a degree.

I changed schools several times and always had very good letters of recommendation. In fact, they were much better than I thought I deserved. In every school I worked, I always found another teacher with whom I could work closely. We would share ideas, try new methods, new programs, until eventually, again to my surprise, I was recognized as an innovative teacher and asked to share my ideas at in-service sessions for teachers. Again, I felt that other people had more faith in me than I had in myself. Each time I was asked to make a presentation, I gained more confidence in myself.

During these early years of teaching, it was possible for me to devote many hours to my work. I had no family; my husband was in shift work so that I had many evenings and week-ends to myself. I put these to good use enhancing my teaching skills.

Paul and I had dated all through high school. In fact, our times together are the only pleasant memories

I have of high school. We were married after I had completed my first year of teaching. I was 19. We decided that I would continue to teach until we had a family.

We had been married ten years before Avril was born. According to our agreement, I resigned my teaching position to be a full time mother. It took only a few months to realize that housekeeping was not in any way rewarding for me. That same year, 1970, Paul received a transfer to a larger Canadian center. I took that opportunity to reapply for a teaching position. I was hired as a resource teacher in a suburban school division. Interestingly enough, the courses I had taken out of interest and for practical considerations now qualified me as a special education teacher.

It was during my time in this school division that I realized the folly in not having a university degree. I felt I was as good a teacher, worked at least as hard as other teachers, but did not rate the same salary because I lacked the necessary paper credentials. Also, I thought I lacked credibility with out those credentials. Again, I found another colleague with whom I could share my work. We pursued our university classes together. Finally, in 1976, I took an unpaid leave of absence to finish my B.Ed. degree, which I did in the spring of 1977. It was also during that year that our second daughter, Charlene, was born. During my one and half years out of teaching, I kept up my in-service work.

In my early years in this suburban division I had started a new reading program. Because of this, I was occasionally asked to do in-service work. I consider that I was in the right place at the right time, doing something slightly different and therefore I gained recognition for it. Although my in-service work has taken me from Alberta to Toronto and north to the Yukon, it does not consume much of my time. These in-service sessions take me away from perhaps a minimum of eight days to a maximum of twenty days a year. This involvement with teachers and others concerned with education gives me continued pleasure. My main motivation in doing this work is the belief that I can help children. That belief stems from the positive feedback received from teachers who attend the in-service sessions. Teachers report how they applied my ideas to their situations and met with measurable success. That is very rewarding. These reports, also, spur me on to continue doing the work. Because of my interaction with teachers, these sessions also become a learning experience for me.

I, also, maintain active interest and involvement in the teachers' professional organization. The issues current in education matter greatly to me. I simply cannot understand teachers who do not know what the issues are, who do not know who their representatives are, and who, furthermore, don't seem to care. For me the professional organization is a source of information and knowledge. It is easier for me to obtain this information and knowledge

through direct involvement than through reading. This can be attributed to the poor reading and reading comprehension skills that I perceive in myself. I, also, believe I can make a positive contribution to such an organization.

I do not perceive teaching as a job - something that I leave at four o'clock each day. Rather, it is almost a commitment. There is a need for a strong professional organization. There is a need for a strong public relations program which will enhance the image of teachers and the schools and which will publicize our professional views. Therefore, someone must do the work. Since so few teachers seem to want the involvement, the commitment if you will, I feel a real need, even an obligation, to do the work. For me this involvement is part of being a professional and I do consider myself to be a professional.

My position as a resource teacher enables me to spend time in professional activities. I have neither the day to day preparation nor the marking load that, say an English teacher might have. Thus, the time that other teachers may spend in those kinds of activities, I can spend in professional activities. It is my belief that teachers should do only as much as they feel they can comfortably do. But I, also, think there are many now who do far less than they could be doing; these people simply leave the work for someone else to do.

My role as a resource teacher also makes it possible for me to be involved with my own staff in a meaningful way.

Narrowly defined my role as a resource teacher could be restricted to the four severely learning disabled children in this school. I prefer a broader definition which allows me to figure in the larger sphere that includes all the problem children in the whole school. In seeking answers to the question, "why are they a problem?" I become not only a resource teacher to problem children but also to the classroom teacher who needs advice and assistance in dealing with problem children. It is my belief that this role as a staff member is absolutely vital. In fact, I see many of our problems and attitudes aggravated by staff room conversations. I would go so far as to suggest that teacher evaluation should include an evaluation of a teacher as a staff member. Because of this belief, I take my role as a staff member very seriously.

Probably the only two things in my life that I have ever felt genuinely successful at are being a teacher and a mother. For that reason I enthusiastically indulge both those roles. Fortunately, I do not feel conflict between my professional and my domestic roles. That is partly because my family does not create conflict for me. They have accepted my professional involvement and, thus, it is possible for me to spend time in both arenas, the domestic and the professional. It would take a considerable amount of convincing for me to believe that my family suffers or is deprived because of my professional involvement. What they gain by having a mother/wife who is content with her life, busy though it may be, far

surpasses that which they may lose in the time I devote strictly to domestic concerns.

I believe I have become a richer person by maintaining my professional involvement in spite of my family. I believe I can be a better mother to my children when I am content in my work, rather than being a dissatisfied stay-at-home mother. Certainly my family has had to make adjustments so that I may pursue my career. My daughters have had to learn to accept my absences. It is my belief that because of this they have become more independent and capable of looking after themselves. They have become emotionally more mature and secure having had, all their lives, to accept a mother who simply is not always available. I do not pretend to be the perfect mother and my children will have to learn to understand that and live with it. My children know that their mother loves them and, in the end, that is probably what makes the difference.

Paul has always been my staunchest supporter. Certainly there are times when he would rather I didn't have to go off to a three day in-service somewhere, but he neither complains nor interferes. Perhaps we have gone out less socially because of my involvement but since we were very active socially before Avril was born we really don't miss it now. My marriage, I think, has been better because of my work involvement outside the home. Whereas husbands sometimes tend to outdistance their wives intellectually, I have grown along with Paul and this, I believe, has strengthened our marriage. Generally, then, my work is important not only for me but for my family as well.

I believe, also, that I am a better teacher because I am a mother and wife. It is possible for me to be far more empathetic toward my students now that I have children of my own. Although I thought I was empathetic before, there has been a change in my attitude since the children were born. Although other teacher-mothers had predicted that, the experience ultimately proved it. It is possible for me to be fully involved with my work because I have an excellent babysitter who has been with us since Avril was a baby. I have complete confidence in her and thus am able to leave thoughts of home and children behind me when I go to work. For this reason, it is not necessary for me to restrict my professional involvement. I may decide, occasionally, to limit my extra involvement but I would not use my family as an excuse. I believe that I command the same salary as a teacher without a family and, therefore, I should not expect to do less or to use my family as an excuse to do less.

In addition to my work involvement, I assume the primary responsibility for the house and the children. Housework, cooking, doctors' appointments, and other such activities are on my schedule, by choice, however, I might add. In order to accommodate my busy schedule, I place less emphasis on an immaculate house but do keep it acceptably tidy. I get some help from the babysitter and some from a cleaning lady.

I attempt to keep my evenings more or less free in order to spend time with my children. Although I do not feel guilty about being away during the day, I do feel some guilt when I am away evenings to do such things as attend night school. I believe my evenings should be reserved for my family. My in-service work does take me away some evenings but at such times I relax in confidence that my children are well looked after by my husband and my babysitter.

Somehow, I cannot remove myself from my in-service work entirely, because I consider it to consume only small amounts of my time. Initially, some of the motivation was financial. The stipend attached to in-service work is very attractive. Also, I frequently compare my position to Paul's. Paul is a highly educated, albeit self-educated, man who has less formal education than I and has spent far less time training for his job than I did for mine. Yet, over the years, his salary has surpassed mine by leaps and bounds. It is important to me to do well, not only in terms of salary but also in terms of position. Perhaps that is a mild competitive drive in me. However, I have already stated that what is much more important to me than the money is the belief that I can help others help the children they teach.

The happiness of children, particularly that of my students, is very important to me. Therefore, I gain a great deal of satisfaction from seeing a smiling, happy child, who has gained some confidence and happiness because of my involvement. When students seek me out simply to talk or to discuss a problem or to report some success they have experienced, I

feel well rewarded for my efforts. It is the children who have problems who evoke particular empathy in me. Perhaps that is because I, too, was a child with problems. My philosophy is simple. A child should feel better about himself after having worked with me than before. If I can achieve that, I consider that my efforts have been successful. I apply that philosophy from day to day. I believe self-confidence can make or break a person. Therefore, it is imperative that children know they can learn and that they are worthwhile people. That is very important.

My professional interaction with staff members, particularly as that interaction relates to our mutual concern for our students, gives me a great deal of satisfaction. I include here staff interaction at the divisional level, particularly through the professional organization. The successful ventures of the organization are also my personal successes.

My work is, however, not without frustrations. What is particularly frustrating is the slowness of change within the organization. Changes in attitude are particularly slow in coming. In the past as a classroom teacher, I felt frustration at having my life regulated by timetables and bells. As a resource teacher, however, I can regulate my own time to some degree, so much of that kind of frustration is now gone.

Eventually, I hope to move on into school administration. When I observe some of the administrators I have worked with, I am convinced that I am as well qualified and could do as good a job of administration as they do. Furthermore, I would then be in a position where I could begin to speed up change. There are changes in education that I think are absolutely necessary. These changes could be better facilitated from a position in administration than from the classroom. I am thinking particularly about changes in attitudes. There is a great need to change the attitude of some teachers toward children. Granted, I do have the opportunity to spread some of my ideas in my in-service work. But many of the teachers who register for these inservices are already very perceptive; their attendance at the sessions indicate that. It is those who don't attend, who don't question their attitudes that need to be reached as well.

At the moment my goal is to be a vice-principal. Such a position could satisfy me for quite some time. Eventually, I would want to assume the principalship of a small school. Being an administrator of a large school with a large staff is not in my plans. I also have no aspiration beyond a principalship.

Although I have these goals, I continue to be selective in the jobs I apply for. I am not prepared to assume just any administrative position. My first position will have to be in a place where I feel I can be effective.

Occasionally, I question whether I should not be seeking a place that needs my particular kind of expertise. However, such a place might prove to be too big a challenge. Any job I assume must be within the range of my perceived capabilities. I think I am a fairly good judge of that. Thus far, at least, that approach has not created any difficulties for me.

My work has proved to be a very rewarding experience. There would have to be some extreme circumstances which would make me give up my career. So far, I have not encountered them.

JOAN SIMCOE

I was born in a small town in central Canada. My father had been a pilot during World War II but took a job with the hydro company upon his return. My mother had lost her first husband, also a pilot, during World War II. She brought to her marriage to my father an eight year old daughter. When we were children, my father encouraged us to be physically active, to appreciate the out of doors, to value personal qualities rather than to be materialistic, and generally, to attempt to do our best at whatever task was at hand. He also encouraged us to work cooperatively. If a job needed to be done, we were all expected to do our share to bring it to completion. My father applied these teachings to his own life. He actively participated in the chores around the house never questioning whether these were his duty.

My mother has not pursued a career since her marriage and has never had the desire to do so. She has involved herself in curling clubs where her organizational skills were rewarded by her being elected president of the club. She is also an effective public speaker. Like my father she does not recognize division or roles. Just as my father is active in domestic chores so she is active in assisting my father in his building projects. Together the two of them have built two houses for our family and are currently

planning a third. My perception of my parents is that they are two unique individuals who form a cohesive team.

All during my school years I was a good student. Several of my teachers stand out as having had a particular influence on my academic achievement. Mr. Strong, my grade six teacher, taught us how to think logically. He, also, administered final examinations which required a great deal of study. To this day I utilize the study techniques I developed in grade six to get me through examinations successfully. Mr. Good, my grade eleven biology teacher, taught us how to learn basic concepts rather than to memorize facts. With his guidance, I learned to assimilate information. This skill has also stood me in good stead in my continuing education.

In high school I demonstrated a facility in languages, particularly French, Latin, and English grammar. Throughout my school years, I was always involved in many extra-curricular activities. These included year book work, sports teams, music, dancing, and school newspapers. These extra activities provided a reason for attending school on days when I would rather not. They provided an easily accessible social group. Our relationships with the teachers and coaches involved in these activities provided students with informal counselling sessions. Here we got advice about our school problems, personal problems, and our career decisions.

The career choices that I considered all centered around the traditional service occupations deemed acceptable

for women. I talked of becoming a nun, a nurse, and a teacher. When I was about thirteen or fourteen, I had decided to be a teacher. I prepared myself for that by working with children on playgrounds, being a camp counsellor, working on a swimming instructor's badge. These things I considered preparatory for teaching. I always liked working with children.

After completing my grade twelve, I enrolled in the two year teacher education program. I began teaching in a suburban school division in 1971. I taught grades four to seven music and junior high social studies. At the end of that year I requested a change to a classroom position. I was given a position as a grade five classroom teacher. I held that position for two years. Because the children in my classroom had a lot of problems, I began pursuing education courses which I thought would be of benefit to me in my teaching. At the end of that year, 1974, I received my B. Ed. degree.

I again requested a transfer, this time to a new elementary school. It was at this school that I developed and strengthened my educational philosophies. It was during my second year at this school that my daughter, Eloise, was born. I was granted a three-month maternity leave and was able to return to my classroom in April, 1976.

At the end of that year, I was offered a position as a resource teacher in the school I had left two years before. Interestingly enough, the courses I had elected to take for my B.Ed. degree nearly qualified me for special education. I needed only one course to get that qualification. I agreed

to take that course to qualify me as a resource teacher. I also applied for an administrative position that spring but was unsuccessful. It was during the 1976 Olympics that I found myself pregnant once again. My son, Cameron, was born in April, 1977. Once again, I was granted maternity leave which now led directly into the summer vacation. Having given birth to two children in the space of fifteen months, I really needed those extra two months to recuperate. Parenthetically, I might add, that I did complete my special education course, missing only one class to have my baby.

In September, 1977 I returned as a resource teacher to yet another school. That year was a very difficult one for me. After my son was weaned from my breast to facilitate my return to work, he was plagued with a variety of illnesses. It was not until Christmas time that he was accurately diagnosed as being allergic to milk and milk products. He was also predisposed to ear infections. I recall my existence that year as being subhuman and often wonder how I managed to complete the year as a teacher.

My life was further complicated by my inability to find a steady, reliable babysitter. My day care arrangements were makeshift until December. After Christmas that situation improved somewhat, in that I was able to find a babysitter for three days a week for both children. My daughter attended Mini-

School for the other two days while my son went to my babysitter's apartment. By September, Mrs. Smith agreed to come to our house five days a week. That has alleviated my domestic arrangements considerably.

Currently I am in a resource position serving two schools.

When I first began teaching, I frequently felt discouraged particularly in dealing with difficult students. I soon realized that teaching was not doing all the joyous things that I had imagined. Although this was discouraging for me, it also motivated me to strengthen my teaching skills. It motivated me to try out various methods and techniques which I thought could help children learn. It led me in the direction of curriculum development. I soon realized that it was not good enough to simply acknowledge that children were having difficulty. It was my job to try to do something about the problem. I can't say that I was always successful but I certainly did try.

I also soon became involved in working with other teachers to arrive at solutions to our mutual problems. This ultimately led me into involvement with the teachers' professional organization. I involve myself partially because there don't seem to be enough willing people to do the job. I see a need for this kind of work. My interest in professional development is related to my concern for children. I enjoy the association with other teachers, too. I think professional development for teachers is vital if children are to be better served. I think I can be of

assistance in areas such as curriculum development. I believe that the professional organization has a duty to expose those teachers who do not keep current in the field of education to new ideas, humanism, for instance. I think as long as there are one or two people with negative attitudes toward students, that education must continue. Such negativism simply should not be tolerated in the profession.

Some of my satisfaction in teaching arises out of seeing progress in any particular child. I find that very gratifying. In my work with children who have special problems, it is particularly gratifying to make a breakthrough and to see that child making progress. My position, however, can also lead to frustration. I find it quite frustrating dealing with staff who are unwilling or unable to recognize the special needs of the children I work with. My work includes being a resource person to both students and teachers. When I find my efforts undermined or thwarted, I find that very discouraging.

I am interested now in pursuing school administration. When I first began teaching, I did not consider that a possibility. I believed, at that time, that administration would take me away from the children. Now, however, I take the view that administrators do have a direct involvement with and effect on the children. I see their work as involving policy decisions at the staff and division levels which ultimately affect the quality of education for children. As such, I believe that I have a contribution to make to such policies. I see a need for quality people in

administration. Currently, I believe, quality people are sometimes lacking and since I have confidence in my ability, I will be pursuing an administrative position in the future. I am not sure that I am totally committed to that pursuit since I find myself being highly selective in the positions I apply for. So far I have restricted my applications to elementary administrative positions. My goal would be to be a vice-principal in a school whose principal I admired and thought I could learn from. I do not think that I would be prepared to apply to other divisions just to gain an administrative appointment. I like the security I have in this division. I also like the people I know here. It is typical of me, and I think typical of many women, that I do not apply for a position unless I am totally convinced that I can fulfill that job. Men, I think, have more of a tendency to think they will learn on the job which I think is a sensible approach. I, on the other hand, think I must be taught all the skills and know them perfectly before I am secure enough to stand on my own. I really think in that sense, I expect too much of myself.

I am currently pursuing a pre-masters in educational administration for purely pragmatic reasons. The courses I have taken so far have been of little value to me. But I will continue strictly for the purpose of gaining the necessary paper credentials which will lend more credibility to my applications for administrative positions. Quite frankly, though, I have not gained any practical benefit from any of the courses.

I have made numerous adjustments in my life to pursue a teaching career. I have put in many extra hours of my own time to work at my job. Since the birth of my children, I have spent less time. Now that they are getting older I find myself recommitting myself to various activities. Although my husband is committed to the idea of my having a career, and is committed, in theory, to the concept of equal sharing of the parenting and domestic duties, in practice we differ on the definition of equal sharing. It is necessary for me to remind him of his duties which then, by implication, means that the duties are mine and he helps out. The mental pressures associated with the home and children are mine. I worry about whether to take the children to the doctor, about the adequacy of our day care arrangements. I do the mental planning for meals, shopping and laundry. Thus, more of the domestic responsibility falls on my shoulders. He does assume a major role in the children's upbringing, however. In fact, we both rush home from work to spend as much time with them as possible.

Most of my spare time now is spent doing chores around the house. I have very little free time that I can call my own. I do not believe that my children are deprived in any way by my involvement in my career. I believe that it is the quality of time I spend with the children that is more important than the quantity of time. I can honestly say that between the hours of 3:30 p.m. to 7:30 p.m. I am actively involved with my children. I seriously doubt that I would spend more time than that even if I were home all day. More time would be spent cleaning and

cooking but not in active involvement with the children.

I, also, think that I am more compassionate toward my students now that I am a mother although I think I was always warm-hearted towards the children. I perhaps understand their position better. I also think I have more compassion for parents. It is possible for me to defend working mothers to staff members who might be critical of them and I have had to do that.

I really do not see a conflict in being a working mother. Occasionally, it has been necessary to ask to leave school early in order to take the children to a doctor. I find that very difficult. I do not like to ask for favors because of my children. I do not like to blame anything in connection with my work on my children. Certainly they affect some of the decisions I make but I try not to use them as an excuse. In fact, I have a tendency to over-compensate the other way. I attempted even during my pregnancy not to blame anything on my maternal condition.

I continue to be involved in extra-curricular activities with my students. I do this because I enjoy it but also because I believe that, particularly for the kind of student I work with, these kinds of activities are such that they can be successful without being evaluated. I do not become actively involved in all extra activities. I have to be convinced that the activity merits my being away from my own children. If I am not convinced of that, I would not become involved.

Right now I put my role as a mother in the forefront although I believe that my role as a wife should come first. I consider all my roles very important. My teaching job gives me a reason for being. I do not find my roles as mother, wife, and daughter very fulfilling although I consider them very important. I feel that I am well qualified for my job and that I can be of greater service to humanity in such a role. I see my roles as mother and daughter as being transitory. My role as wife, I hope, will always be there.

I really believe that I am able to balance my various roles to maintain an integrated whole. I do not think that I have to give up any devotion to teaching to include my other roles. I really do not see any conflict there.

Teaching is attractive to me because I find it provides me the opportunity for growth. It is not static. There are always new students, new ideas about education. I welcome the opportunity to see growth in the students. I also find joy in helping staff with children, and find it gratifying when they are able to implement some of my ideas.

I do still find some negative people on many staffs. They seem not to enjoy teaching or children and should not be there. I think there's still room for improvement in education.

CHAPTER V

ANALYSIS OF AUTOBIOGRAPHIC DATA

This study began with the idea that women teachers do not aspire to administrative positions because they appear satisfied with their roles as classroom teachers. Therefore, each case history was analyzed for

- (a) the presence of administrative aspiration,
- (b) the presence of expressed satisfaction with the teaching role, and
- (c) the reasons for their choice of career progression.

With these data it was possible to ascertain whether these ten women favor horizontal or vertical progression, what goals and values they attached to their careers, and what were the prevailing career themes for these female teachers. The data provided a basis for analyzing the question of deliberate choice in the career decision-making of these ten female teachers.

In general, the case histories illustrate four things.

1. The majority of the ten female teachers studied have chosen horizontal rather than vertical progression.
2. These women do not measure their success as teachers by vertical mobility.
3. They have reasons for either choosing to remain classroom teachers or choosing to pursue administrative appointments.

4. These women believe they are in their current circumstances by choice.

HORIZONTAL PROGRESSION

Seven of the ten women have had or currently have no administrative aspirations. One teacher, Inga Bjarnason, has applied for an administrative position on one occasion but could not be considered as having followed or following vertical progression in her career. Thus, for the purposes of the study, eight of the women can be said to be following horizontal progression in their careers.

The factors which demonstrate the presence of horizontal progression are (a) educational pursuits to enhance teaching ability, (b) mobility, (c) changes in areas of specialty, and (d) involvement in the professional organization. All eight have embarked on further education to enhance their teaching ability. Seven of the eight have been mobile in their careers. Mainly because of her youth Sylvia Roseborough has retained her position for the duration of her teaching career. All eight have had changes in their career specialty. Both Alice Hansen and Anne Collins changed from specialization in Physical Education to specialization in English. Patricia Aynsley accepted the teaching of French with her change in position. Andrea Martin has not had a specialty in five years of teaching. Mavis Thatcher changed from multi-grade situation to kindergarten teaching. Joyce

Warner returned to primary teaching after a brief period in grades seven to twelve. Inga Bjarnason has in twenty-three and a half years of teaching taught at all levels from kindergarten to grade twelve and has only recently begun to specialize in special education.

Only two of the eight have chosen to be involved in the teachers' professional organization. These two, Anne Collins and Inga Bjarnason, describe themselves as "dutifully active" considering involvement in the organization as part of their duty as professionals. The other six described themselves as "inactive" in the professional organization. Joyce Warner and Alice Hansen are currently toying with the idea of becoming more active. The remaining four choose to be inactive - Sylvia Roseborough because she is already fully occupied with her coaching duties; Mavis Thatcher because she prefers to keep her involvement local, that is, at the school level; Patricia Aynsley because she does not see the benefit to be gained from her involvement; Andrea Martin because she prefers to use her leisure time for her own purposes.

Related to the choice of horizontal progression is the expressed satisfaction with the teaching role. All eight express satisfaction with teaching. Their greatest satisfaction derives from

- a) work with children,
- b) the growth and progress of the children,

- c) the happiness and feelings of self-esteem evident in the children, and
- d) their own personal happiness and sense of fulfillment.

None of these eight women expressed altruistic reasons for pursuing classroom teaching rather than school administration. It is their belief that they are engaged in work which provides self-fulfillment. They do not believe they would derive the same sense of fulfillment from school administration. The reasons for that are a) they believe school administration is only peripherally related to work with children, b) they believe that they lack some qualities necessary for school administration, c) school administration would increase their level of responsibility and, thus, their workload, and d) school administrators are required to perform a variety of tasks which are not seen as enjoyable.

Administrative work was seen variously as discipline of students, paper work, or work with adults. The qualities seen as necessary for doing administrative work include a) administrative presence b) "tough skin", c) communication skills, d) ability to get along with people, particularly adults, e) long teaching experience, d) academic qualifications, and e) the desire for power. Anne Collins, Sylvia Roseborough, and Inga Bjarnason, particularly, recognized in themselves strong organization skills, but did not believe that such skills were sufficient to cope with other aspects of school administration. In response to the question "Have you ever considered pursuing a career in school

administration?" the responses were similar. Alice Hansen stated "I have absolutely no desire to do it." Joyce Warner articulated a common feeling when she said, "I see no need to do it." Clearly, the career satisfaction of these women lies in classroom teaching.

VERTICAL PROGRESSION

Both Joan Simcoe and Marie Prentice are currently interested in pursuing careers in school administration. Initially in their careers, they followed horizontal progression. Both embarked on educational pursuits to enhance their teaching ability. Both have changed positions and specialty several times. Both have been mobile and both are very active in the professional organization. Currently, to give credibility to their administrative aspirations, both are pursuing graduate studies in school administration.

These two women have different perceptions of administrative work and administrative qualities than their non-aspiring colleagues.

1. They express confidence in their ability as both teachers and administrators.
2. They believe that those people currently in administrative positions are not necessarily the best choices for the job.
3. They perceive the work of school administrators as having a direct effect on the student. That is to say, they believe that divisional policy,

set by administrators, has a direct effect on staff and, therefore, on students. They do not believe they would be working less for children although, clearly, they would be working less with children in an administrative position.

4. They view education in a broad, perhaps even a theoretical, way. Their concern is with educational philosophy, teacher attitudes, and teacher education.
5. They believe that the professional organization operates for the good of both staff and students. Therefore, they believe they can contribute to the improvement of the quality of education by their involvement in the professional organization.
6. They do not suggest any special qualities necessary for success in administrative work. They do not doubt that they have the necessary qualities to be administrators because their concern is with the client, ie., the children.

Both have applied, unsuccessfully, for administrative positions. They remain firmly confident, however, in their ability to do the job.

THEMES

Van Maanen and Schein suggest that, perhaps, the best way to analyze the interplay between the internal and external career, and thereby becoming aware of the goals and values of the individual, is to consider the career theme of the individual.

The theme "conveys the individual's evaluation of where he is and where he is going in his work career." (Van Maanen and Schein, 1977:49).

The literature has suggested that women choose teaching as a career, in part, because it is an extension of their domestic role, because they wish to be of service to humanity, and because teaching can be easily combined with marriage and family. The literature has suggested, too, that women work outside the home, in part, because of the need for security. These ten case histories do not concur, in general, with the findings in the literature. The importance of the nurturing quality of the teaching job did not emerge. Only two women, Mavis Thatcher and Joyce Warner, who both work with very young children, believe that their teaching role is an extension of their mothering role. Both stated, "I really am still a mother in my classroom." They qualified that statement, however, by expressing the belief that if they were working with older children they might not feel that way. Interestingly, none of the other women expressed that sentiment and all were working with older children. Yet all ten women regard their involvement with children as their primary source of satisfaction. Lortie (1975:101), in his study of school teachers, calls it the "primacy of psychic rewards." Thus, although all expressed concern for children, eight did not perceive it as maternal concern. Rather, their concern is for the child as a student and their aim is to contribute to the academic life of that child by teaching skills, increasing knowledge, and by promoting a child's self-esteem.

Although the literature has suggested that women often enter teaching because of their desire to be of service to humanity, only one of the ten, Joan Simcoe, cited that as her prime motivating factor in pursuing a teaching career. Joyce Warner alluded to the service aspect of teaching but did not initially choose a teaching career for that purpose.

If there is a common theme cited by these ten women, it is to be the best possible teacher in the classroom so that children will develop feelings of self-confidence, self-esteem, and happiness. To that end, five of the women pursued academic courses specifically for that purpose of enhancing their teaching skills through knowledge. Ultimately, pursuing special interest courses qualified three of the women as special education teachers. Alice Hansen, since her interview with me, has been informed that she now holds the qualifications of a special education teacher. Both Joan Sincoe and Marie Prentice also became qualified as special education teachers through their desire to enhance their teaching skills. Both are now pursuing academic courses in educational administration. However, the goal of all ten women still remains proficiency in the classroom.

The prevading theme of pursuing teaching excellence also affects other career decisions taken by these ten women. Such decisions relate to 1) school changes,

2) specialty changes, and

3) retention of both position and
specialty.

Both Joyce Warner and Inga Bjarnason believe that they can maintain high levels of professional satisfaction through continued involvement in the same community. Patricia Aynsley, Alice Hansen, and Marie Prentice made special mention of the positive aspects of relocating to a new school. Alice Hansen and Marie Prentice also mention positive results in changing their specialty areas.

It should be noted here that the career theme of pursuing teaching excellence is applicable to both the two administrative aspirants and the eight non-aspirants. Although both Marie Prentice and Joan Simcoe aspire toward administrative positions and are currently pursuing academic avenues toward that goal, both indicate that if they have to compromise their values to attain an administrative position, they, too, will elect to remain in the classroom. The goal of the administrative appointment is, quite simply, not seen as an improvement in their status as educators.

Thus, if the theme of a career conveys where the teacher is and where she is going in her work career, it may be possible to suggest that, for these ten women at least, it is the perception of their ability as teachers which directs further career decisions. Career theme centers not around the helping, nurturing aspect of teaching. Theme centers not on administrative aspiration, ie., vertical progression. Rather, it is their perception of their ability as teachers which provides the source of self-satisfaction.

The need for security alluded to in the literature did not emerge as a career theme for the majority of these ten women. All ten mentioned salary at some point usually at my insistence. Alice Hansen, Andrea Martin, and Joyce Warner indicated that they felt gratified in being able to make a significant contribution to the family's income. Mavis Thatcher indicates that the need for financial security was a powerful motivating factor in her return to teaching after a sixteen year absence and remains a motivating factor in keeping her employed until her retirement. Inga Bjarnason, a widow, did not emphasize financial security as a motivating factor to continue on in her career. Instead, she exuded a great joy and satisfaction with the teaching career per se. She currently has no retirement plans. For the other women, financial considerations seemed not to be at issue. It was only at my insistence that they turned to financial discussions. To leave the impression that they were unconcerned about financial matters would, however, be deceptive. Contributing to a chosen life style seemed more important than financial security. Four of the married women indicated that their salaries, in fact, exceed those of their husbands. In addition, Inga Bjarnason and Sylvia Roseborough as single females are responsible for their own finances. Thus, it could be suggested that for at least six of the ten women financial necessity may be a motivating factor for being in the work force. That runs counter to the assertion commonly encountered in the literature that women work for "pin-money."

In general, the salary of teachers was described as "attractive" but salary did not surpass the "primacy of psychic reward" as the motivational factor for continuing in the teaching career.

CHOICES

Choosing a Career. All ten women chose teaching as their line of work. In the cases of Joyce Warner, Mavis Thatcher, and Andrea Martin, there were strong external forces steering them toward that choice. Andrea related that her mother steered her away from secretarial work, social work, and nursing and toward teaching perhaps because she herself was a teacher. Although that influence was strong, Andrea believes that ultimately she, herself, decided to pursue teaching as her career. Joyce indicates that initially she had a strong resistance toward teaching. Through external influence applied by her husband and his parents she eventually opted to become a teacher. She believes, however, that the groundwork had already been laid for these influences to strike a familiar chord, a chord she could relate to and feel in harmony with. Mavis believes that since she grew up in an era when few options were open to women that she was socialized toward wanting and accepting teaching as a career.

For Alice Hansen, Marie Prentice, and Inga Bjarnason, pursuing a teaching career was the fulfillment of a lifetime goal. It might be argued that it was the socialization process which was the prime determinant of their feelings that "Teaching is something I always wanted to do." Yet, ultimately the women themselves do

not believe they were victims of the socialization process.

The career choices of Anne Collins, Sylvia Roseborough, and Patricia Aynsley were influenced by personal circumstances. Anne rejected law in favor of teaching so that (a) her sister could also enter the University, and (b) she could utilize her love for and facility in languages. Patricia rejected law in favor of teaching so that she could enter the work force as quickly as possible and yet receive reasonable financial return for her years at the University. Sylvia chose teaching not because she had "appropriate models" (Lortie, 1975:43) but because she had the desire to improve on the bad performance of negative role models. That factor influencing a career choice was also indicated by Marie Prentice.

The only respondent among these ten who consciously made the choice to become a teacher because she loved children and wished to serve humanity by teaching them was Joan Simcoe. Thus, she becomes the only respondent whose career choice was made for the reasons commonly cited in the literature.

Andrea, Patricia, Sylvia, and Joan, thus far, have not left their teaching careers. They are choosing to remain at their careers at least until circumstances dictate otherwise. The other six have all left teaching for a time but chose to return. It is this choice, the choice to return to the classroom, which is of special interest.

All six left teaching to pursue domestic careers. All left with the idea not to return. Yet, the return of Marie Prentice after one year and Inga Bjarnason after twenty years, illustrates that after some time out of the teaching force, all found their way back to their original career choice. With the exception of Mavis Thatcher who placed (and still places) great value on her domestic role, all expressed some dissatisfaction with the pursuit of domestic activities as their main endeavour. Therefore, all are now in the teaching force with no intention of interrupting their career goals. It appears that an absence from teaching confirmed both the desire to pursue a career and the desire to pursue a teaching career. None could visualize another career she would rather be pursuing. It should be clear, then, that these ten subjects do not believe they are victims of the socialization process, engaged in work which is "traditionally female" and to which they have been socialized, pre-conditioned if you will.

Choosing Progression Within a Career. Just as they believe they chose to become teachers, to remain in teaching, or to return to teaching, so they believe that they have chosen to remain as classroom teachers. That is to say, they have chosen horizontal progression. Only three of the ten have applied for administrative positions. That is to say, they have made an attempt at vertical progression.

Inga Bjarnason applied on only one occasion and that very late in her career. Both Marie Prentice and Joan Simcoe have been highly selective in their applications for administrative positions. Administration or vertical progression, per se, is not the goal. The goal of all ten respondents is the quality of education for children. Marie and Joan differ from the other eight respondents only in their belief that their being in administrative positions could enhance the quality of education.

The choice of horizontal progression by these respondents then appears unrelated to the suggestion by those who say that women have been socialized to defer to male authority, not to compete with men, or to waive extra responsibility.

Whatever one wants to conclude, then, about the socialization process as it applies to female teachers, one factor can not be overlooked. If these ten women are, in fact, "typical" female teachers, then one would be hard pressed to find evidence to support the negative connotations currently ascribed to the "traditionally female" career of classroom teaching. These ten women, at least, see teaching as a worthwhile pursuit both for themselves and for the clients in their care.

DECISION MAKING

In the literature there was considerable discussion about the style of decision making which women use. It was called, by Angrist (1975:65), a contingency approach. She emphasized the flexibility in both the decision making and in the choices made (Angrist, 1975:33). Whether one calls it a flexible or a contingency approach, there was ample evidence of this type of approach used by the ten women in this study. This is particularly important if we believe, for example that women should be preparing themselves for administrative positions. Among these ten women only two, Sylvia Roseborough and Anne Collins, actually pursued university degrees with the intention of becoming teachers. Two, Patricia Aynsley and Joyce Warner, pursued university degrees but did not plan, initially, to become teachers. The other six embarked on an academic route which allowed them to begin teaching with, what were in their respective time periods, the minimal qualifications necessary. Of these six, five ultimately attained a university degree. All five stated that the university degree was not the goal. Instead improving their qualifications either for the purpose of enhancing their teaching skills or for the purpose of enhancing their salary classifications were the goals. It seemed almost incidental and in at least one case (Marie Prentice), accidental, that these university courses actually led to a university degree.

The flexible or contingency approach was found in all respondents. Sylvia Roseborough believes she will not be in teaching for the rest of her life. Yet, she is making no definite plans for her future career pursuits. Both Andrea Martin and Patricia Aynsley face the decisions of (a) whether to have children of their own and, (b) whether to continue to teach after they have children. Both have indicated that these decisions will be made as circumstances dictate. Anne Collins, Alice Hansen, Marie Prentice, Joyce Warner, Mavis Thatcher, and Inga Bjarnason all left teaching for domestic reasons. Yet all ultimately returned. Joan Simcoe is the only one of the ten respondents who seems to have entered teaching with the intention to stay. Although she continued on in her career battling great odds - two children in fifteen months, numerous illnesses of her children, insufficient commitment and assistance from her husband, problems with inadequate day care -, she nevertheless persevered. The question of whether to leave teaching or to continue on as a "working mother" does not seem to have confronted her. If there was conflict, she did not mention it. It will not be surprising if she will be in her teaching career until her retirement.

It is this contingency approach to decision making which is of concern to theorists. If women are to attain the necessary levels of both practical experience and academic qualifications to pursue careers in school administration, it will become necessary to set more definite goals and to outline plans to reach those goals.

The argument, that women place greater value on their traditional female roles and less value on their professional roles and, thus, postpone career decisions until after marital and family decisions are made, seems to be confirmed by these ten respondents. It would become necessary to explore the intricacies of their various socialization experiences to determine to what extent they were socialized toward a contingency approach to decision making. It would have to be left to those involved in genetic studies to speculate or theorize on how much of such behavior is learned and how much is innately female. That the approach was, and is, utilized by all ten respondents can not be denied.

CHARACTERISTICS OF TEACHERS

There appear to be some common characteristics among these ten respondents worthy of note. That is not to suggest that these characteristics can be applied to the general population of female teachers.

1. Six of the ten respondents are members of families that had three children.
2. Six of the ten respondents had mothers who were employed outside the home. Three of these "working mothers" were teachers.
3. Five of the ten respondents indicate that they were particularly proficient in their language studies.

4. Nine of the ten respondents were excellent students.
5. Four of the ten respondents mention an interest in physical education studies. Three of these actually pursued physical education studies. Two more indicated that they engaged and participated in most team sports at high school.
6. Eight of the ten had fathers who were either farmers or blue collar workers. Only two had fathers who were in the professions.
7. Four teachers consider their grandparents, particularly grandmother, as having had an influence in their lives.

STAGES OF CAREER DEVELOPMENT

Six of the ten respondents left teaching at some point in their lives. They remained out of teaching for varying lengths of time. No one career model is appropriate for all six. The various stages in the careers of these six are summarized in Table II.

There is no one pattern applicable to all respondents. What is common to all but one married respondent who have had children of their own is that there was a career interruption ranging from one to twenty years. Individual circumstances and personalities seem to have dictated the actual length of the career interruption.

TABLE II
CAREER STAGES

	Teacher Training & Experience	Career Interruption	Experience After Return
Patricia Aynsley	Age 18 -- 28	--	--
Inga Bjarnason	Age 17 -- 19	Age 20 - 40	Age 41 - 62
Anne Collins	Age 18 -- 26	Age 27 - 36	Age 37 - 53
Alice Hansen	Age 18 -- 28	Age 28 - 35	Age 36 - 38
Andrea Martin	Age 18 -- 25	--	--
Marie Prentice	Age 18 -- 29	Age 29 - 30	Age 31 - 39
Sylvia Roseborough	Age 18 -- 24	--	--
Joan Simcoe	Age 18 -- 28	--	--
Mavis Thatcher	Age 18 -- 29	Age 30 - 46	Age 47 - 59
Joyce Warner	Age 18 -- 24	Age 25 - 35	Age 36 - 41

SUMMARY

The literature about female teachers has suggested that many women choose teaching as their career because

- a) they were socialized toward teaching,
- b) they value affiliative relationships,
- c) they want an occupation that can easily
be combined with marriage and the family,
- d) it is an occupation which can be temporarily
abandoned and returned to without losing the
skills,
- e) they want an occupation that is an extension
of their domestic role,
- f) they wish to be of service to humanity, and,
- g) they love children.

This view of the female teacher is not strongly supported by these ten case histories. What these histories do illustrate is the richness and variety of human experience. What they

illustrate, too, is the uniqueness of individual life patterns. These unique and individual life patterns have produced people who hold in common their satisfaction with their teaching careers. The attempt to arrive at a career model appropriate for these teachers quickly revealed that it was individual personalities, individual circumstances, and individual choices which determined career paths. Since the majority of the women came from "blue-collar" families, one wonders whether the results might have been different if they had come from "white-collar" families.

CHAPTER VI

SUMMARY, FINDINGS AND CONCLUSIONS

SUMMARY

The purpose of this study was to analyze the career development of female teachers. Four questions were presented as a guide to the analysis. Ten female teachers were chosen for the study. Each teacher submitted a written autobiography following a general outline. Each teacher was then interviewed in depth. With the information received from the autobiography and the interview a case history was written. These case histories, written in the first person, are actually composite autobiographies/biographies. The composite history was presented to each respondent. They checked the composite story for historical accuracy and accuracy of emphasis. When they suggested changes, in the form of additions or deletions, these were incorporated.

FINDINGS

The purpose of this section is to summarize the findings in this study which provided answers to the four questions posed in Chapter One.

1. Why do female teachers appear to choose horizontal rather than vertical progression in their external careers?

Only one answer common to all ten respondents emerged.

- a) They find pleasure in working with children.

The other reasons cited were not universally agreed upon. They included

- b) dislike for administrative paperwork,
- c) distaste for working with adults,
- d) lack of the necessary administrative qualities,
such as "administrative presence" and "thick skin",
- e) distaste for student discipline,
- f) lack of personal communications' skills,
- g) lack of education and experience for administrative
work, and
- h) reluctance to assume additional responsibility.

2. What goals and values do female teachers hold in
their internal careers?

Although these were somewhat difficult to identify, some goals
and values emerged. For these ten respondents,

- a) their aim is to be kind, competent teachers,
- b) they wish to be recognized as competent teachers
by their peers and superiors,
- c) they believe that their contribution to the children's
education is significant,
- d) they believe that continued professional development
is necessary for them to do their jobs adequately,
- e) they pursue academic careers to enhance their
ability to meet both the personal and academic needs
of their students,

- f) they engage in extra-curricular activities with their students, and
- g) they judge their competence as much on the personal growth as the academic growth of the child.

3. What themes can be identified in the careers of female teachers?

There appeared to emerge only one common theme.

- 1) These ten women are teachers for their own self-satisfaction. Without exception, these ten respondents indicated a strong sense of personal fulfillment by their jobs as teachers.

Other themes which emerged were

- a) the pleasure of financial independence,
- b) the convenient structure of the school years (short hours, holidays coinciding with those of children),
- c) the prestige of white collar work,
- d) the satisfaction of belonging to the teaching ranks,
- e) the sense of being of service to humanity,
- f) the desire to assist in the professional growth of colleagues,
- g) the belief in their own sense of well-being as a mother and wife.

4. How does the interplay between the internal career themes and the external career influence or affect the female teacher's choice between horizontal or vertical progression?

In analyzing the decisions to pursue horizontal progression, it became obvious immediately that both the goals and values and the themes affected that decision. For now all ten are classroom teachers (not administrators) by deliberate and conscious choice. That choice has been made for numerous reasons.

- a) They do not associate their success as educators with vertical progression.
- b) They do not believe that the acclaimed rewards of administrative work, viz., money and prestige, compensate for the demand for additional time involvement and for the need to perform certain administrative duties.
- c) They believe that the additional responsibilities associated with vertical progression would reduce their time for family responsibilities and personal interests.
- d) They do not become involved in the professional association to enhance their chances for vertical progression.
- e) They do become mobile to keep their motivation level high but not to become visible to their superiors.
- f) They pursue academic courses geared toward increasing their teaching skills, not their administrative skills.

For these ten women there is no stigma attached to classroom teaching. To paraphrase what Andrea Martin said, it could be said for all ten "They are where they want to be."

CONCLUSIONS

Based on the findings of this study some conclusions about these ten respondents can be made.

1. Most of these ten do not aspire to administrative positions.
2. These women remain in teaching in spite of family commitments.
3. The two women who do aspire to administrative positions limit their progress by selective applications.
4. All ten women expressed satisfaction with their roles as classroom teachers.
5. Eight of the ten women can see no benefit to be gained by pursuing administrative positions.
6. All ten have enhanced their positions by further education.
7. The professional organization has not figured strongly in the careers of eight of the ten women.
8. The choice to remain in the classroom is a deliberate one made with the knowledge and experience gained in and out of the school system.
9. No teacher harbored any real negative feelings

toward her job. Although some negative aspects of the job emerged, generally, they were very happy in their positions.

10. None of the teachers mentioned negative feelings towards men in administration. They had some concerns about individual administrators but not administrators as a group.

11. All agreed that teaching is a job that can be combined with family without too much conflict.

12. No matter how they happened to end up with teaching as a career, none wanted to leave it or saw a better alternative.

Since this was an exploratory study it would be impossible to draw conclusions about female teachers generally or to generalize the above conclusions to the total population of female teachers. However, it is possible that they are typical of the largest percentage of teachers in Manitoba. If the aim of feminists, particularly, and senior administrators, generally, is to increase the numbers of females in administrative positions, then they should pay heed to several things which emerged from this study.

1. Administrative work is seen as an abundance of paper work and student discipline. This holds no appeal for eight of the ten respondents.
2. Administrative work is seen as work with adults. These women prefer work with children.

3. Administrative work is not defined as professional leadership; it is seen by these women as paperwork and, therefore, only peripherally related to children.
4. Having an administrative personality is seen by many as being central to the attainment of administrative positions.

RECOMMENDATIONS

The results of this study indicate that by and large these women were content to be classroom teachers for the rest of their working lives. Although several of them recognized in themselves some administrative potential, they have no intention or desire to pursue administration. However, the concern for children which these ten women demonstrate and, which should be central to our educational system, is a quality needed in administrators. It behooves the system, therefore, to make it possible for women to see such positions as being closely associated with children.

On that basis the following recommendations can be made.

1. That the role of the administrator emphasize professional leadership to enhance the school experience for the client, namely, the child.
2. That the professional organization undertake a program to educate present and potential administrators for their roles as professional leaders.

3. That teachers at all levels in the system be included in decisions which directly affect the client.
4. That competent women who could act as professional leaders in the school system be encouraged to pursue administrative positions.
5. That the teachers' share of "administrative detail" be kept to a minimum.

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APPENDIX A

THE INTERVIEW SCHEDULE

I SOCIALIZATION

The questions varied for the respondents depending on the amount of information they had provided in their autobiography. In addition, other questions in the interview schedule shed light on the socialization progress.

II ROLE MULTIPLICITY

1. It is said that a person's total life consists of numerous roles, eg., you are a woman, but you are also a daughter, perhaps a sister, mother, or wife, besides being a teacher. How many different roles can you identify for yourself?
2. Which of these roles would you say are the dominant ones?
3. Which should be the dominant ones?
4. How important is your role as a teacher in your total identity group?
5. How important should it be?

III CAREER CHOICE

1. How did you happen to choose teaching as your line of work?
2. Can you identify influencing forces which steered you in that direction?
3. What circumstances influenced your decision to remain in teaching?

IV ACHIEVEMENT MOTIVATION

1. Did you consider yourself or were you considered by others as being a good student?
2. What forces influenced your decision to reach your current level of education?
3. What influenced you to your current level of professional involvement?

V CAREER COMMITMENT

1. How important is your work career in your total life?
2. If important to you, what adjustments have you made in your life to include teaching?
3. If not important, why do you choose to remain in teaching?
4. Can you see anything else you would rather be doing?
5. What part does your role as a teacher play in the lives of your immediate (nuclear) family?
6. What part does your role as a mother/wife play in your role as a teacher?
7. If there is conflict - how do you resolve conflict?
8. What is the total effect on your involvement in your career?

VI CAREER ASPIRATION

1. What, in teaching, gives you the greatest degree of satisfaction? the least?
2. Have you ever considered leaving teaching? What factors contributed to that feeling? How did you resolve the issue?
3. Have you ever considered pursuing a promotion to school administration? What factors influenced your decisions?

VII RE-EXAMINATION OF DECISIONS

1. What is there about teaching which is particularly attractive/unattractive that influenced your decision to stay in, return to, or leave the field?