

University of New Mexico

UNM Digital Repository

Teacher Education, Educational Leadership &
Policy ETDs

Education ETDs

4-25-1942

Status of the Classroom Teacher in Taos County, New Mexico

Arthur Cadmus Davis

Follow this and additional works at: https://digitalrepository.unm.edu/educ_teelp_etds



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Davis, Arthur Cadmus. "Status of the Classroom Teacher in Taos County, New Mexico." (1942).
https://digitalrepository.unm.edu/educ_teelp_etds/84

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.

UNIVERSITY OF NEW MEXICO



A14409 239641

DAVIS

CLASS-

ROOM

TEA-

CHER

378.

789

Un30

d

1942

cop.2

LIBRARY
of
THE UNIVERSITY OF
NEW MEXICO



75987

CLASS
378.789

BOOK
Un 30d
1942, cop. 2

A14409 239641

DATE DUE					
OCT -7 '78	UNM-20				
REC'D UNM DEC 17 '78					
DEC 28 '87					
REC'D UNM DEC 17 '78					
GAYLORD					PRINTED IN U.S.A.

UNIVERSITY OF NEW MEXICO LIBRARY

MANUSCRIPT THESES

Unpublished theses submitted for the Master's and Doctor's degrees and deposited in the University of New Mexico Library are open for inspection, but are to be used only with due regard to the rights of the authors. Bibliographical references may be noted, but passages may be copied only with the permission of the authors, and proper credit must be given in subsequent written or published work. Extensive copying or publication of the thesis in whole or in part requires also the consent of the Dean of the Graduate School of the University of New Mexico.

This thesis by .. Arthur Cadmus Davis.....
has been used by the following persons, whose signatures attest their acceptance of the above restrictions.

A Library which borrows this thesis for use by its patrons is expected to secure the signature of each user.

NAME AND ADDRESS

DATE

MAY 1967

Unpublished thesis submitted for the degree of Master of Arts and deposited in the University of New Mexico Library, open for inspection, shall be used only with the consent of the rights of the author. Portions thereof may not be reproduced or passage may be quoted only with the consent of the author and proper credit must be given in the printed version of the work. No part of the thesis may be reproduced in whole or in part without the consent of the University of New Mexico.

This thesis by _____ has been read by the following persons whose signatures are the receipt of the above mentioned.

A library which receives this thesis for use in its library is expected to return the signature to each part.

DATE

NAME AND ADDRESS

STATUS OF THE CLASSROOM TEACHER IN TAOS
COUNTY, NEW MEXICO

UNIVERSITY OF
NEW MEXICO LIBRARY
ALBUQUERQUE, N.M.

By

Arthur Cadmus Davis

A Thesis

Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

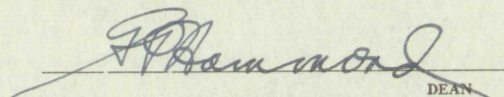
1942

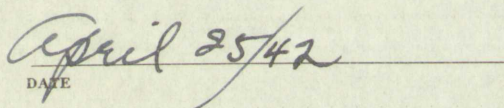
UNIVERSITY OF
NEW MEXICO LIBRARY
ALBUQUERQUE, N.M.

378.789
Un 30 d
1942 cop. 2

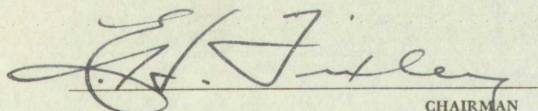
This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

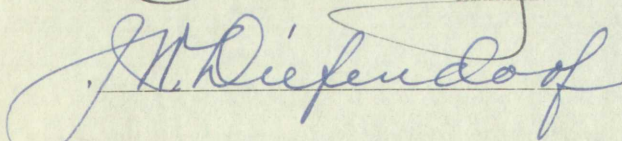
MASTER OF ARTS

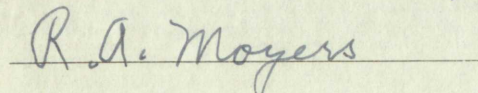

DEAN


DATE

Thesis committee


CHAIRMAN





This thesis has been accepted and approved by the Graduate School
of the University of New Mexico in partial fulfillment of the requirements for the degree of
Master of Arts

UNIVERSITY OF NEW MEXICO

ROCK

POST COMMITTEE

ROCKY M. BOND

DEAN OF GRADUATE STUDIES

ACKNOWLEDGMENT

The writer wishes to express his sincere thanks to Dr. J. T. Reid, Director of the Harwood Foundation at Taos, New Mexico, for the assistance rendered in securing the data contained in this study. The writer also wishes to express his deep and sincere appreciation to Dr. E. H. Fixley for his guidance, criticism, and assistance.



COPIES
MADE
FOR
RECORD

The writer wishes to express his sincere appreciation to
Mr. J. J. Smith, Director of the Bureau of Investigation, for
New Mexico, for the assistance and information furnished
concerning the case of the late Mr. J. J. Smith, who was
his friend and associate in the business world, and
his guidance, criticism, and advice.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	2
Statement of the problem	2
Delimitation	2
Importance of the study	3
Definition of terms used	3
Rural schools	3
Sources of the data	3
Methods of procedure	4
Review of related literature	4
Organization of the remainder of the study	12
II. HISTORICAL BACKGROUND	13
III. COMPOSITION OF THE TEACHING GROUP	21
Age group	21
Sex	23
Marital status	24
Community and out-of-community teachers	27
In and out-of-state preparation of teachers	29
IV. PROFESSIONAL PHASES OF THE STATUS OF THE TEACHER	32

CHAPTER

I. INTRODUCTION

The problem

Statement of the problem

Definition

Importance

Definition of terms

Scope

Methods of study

Organization

Summary

References

Appendix

Index

Table of contents

Abbreviations

Footnotes

End of document

of research

in and out of

of research

of research

of research

of research

CHAPTER	PAGE
Tenure and turnover	32
Experience elsewhere in New Mexico and in other states	34
Total years of experience	36
Certificates	37
Qualifications	39
Teaching in relation to college preparation	40
Number of grades taught by teachers in elementary schools	43
Pupil load in elementary and high school	44
Subjects taught by high school teachers	46
Size of schools	48
Extra-class duties performed by teachers	49
Membership in professional and community organizations	50
V. SOCIAL AND ECONOMIC PHASES	
OF THE STATUS OF THE TEACHER	52
Boarding and rooming facilities	52

CHAPTER	PAGE
Living costs per month,	
including room and board	53
Amount paid for room and board . . .	56
Amount annually spent for	
recreation, reading, etc.	57
Distances teachers live	
from where they teach	57
Number of teachers who	
do not own an automobile	59
Salary	60
VI. SUMMARY, CONCLUSIONS,	
AND RECOMMENDATIONS	63
Summary	63
Conclusions	65
Recommendations	70
BIBLIOGRAPHY	75
APPENDIX	78

CHAPTER

... of the ...
... of the ...
... of the ...
... of the ...
... of the ...
... of the ...
... of the ...
... of the ...

... of the ...
... of the ...

VI. SUMMARY, CONCLUSIONS
AND RECOMMENDATIONS

... of the ...
... of the ...
... of the ...

... of the ...
... of the ...
... of the ...

LIST OF TABLES

TABLE	PAGE
I. Age Groups and Sex of Population in Taos County	17
II. Age Groups and School Attendance	18
III. Number of School Years Completed by Persons Twenty-Five Years and Over	20
IV. In and Out-of-State Preparation, with Institution Attended in New Mexico, Sex, Marital Status, and Age Groups of Taos County Teachers	31
V. Experience, Tenure, and Turnover of Taos County Teachers	38
VI. Experience In and Out of New Mexico, Degrees, Preparation Above High School, and Certificates Held by Taos County Teachers	41
VII. Pupil Load In Elementary and High Schools, Subjects Taught, and Teaching Done In Relation to College Preparation by Taos County Teachers	47

TABLE

I. Age Groups and Sexes

in Town Census

II.

Age Groups and Sexes

Abundant

III.

Number of Children

by Personal

Visit

IV.

in and Out

Instruction

Sex, Marital

of Town Census

V.

Experienced

of Town Census

VI.

Experienced

Address, etc.

School, etc.

by Town Census

VII.

Part of

School, etc.

Teaching

College

Town Census

CHAPTER I

INTRODUCTION

The American school system is a gigantic, complex enterprise. In normal times it is the nation's largest public business in point of employees and capital investment. Only a relatively few private industries exceed it in number of employees or in invested capital. It costs, exclusive of higher education, in the neighborhood of two billion dollars annually, representing an expenditure of a little more than three per cent of our normal yearly national income. Although the cost of education has increased some thirty-fold since 1870, the American public have continually evidenced their faith in education by supporting it financially. However, due to new and drastic demands upon the nation's finances at the present time, many people have begun to express the belief that further substantial increases in expenditures cannot, with justification, be made.

On the other hand, many people are of the opinion that a nation blessed with such abundant wealth could well afford even better financial support of an enterprise so vital to a democracy. But, at the same time, they realize it is a good policy to make sure that the best use is being made of existing facilities before requesting an increase in them. The major factor in a proper realization of the

function of education is the teacher. If the foregoing statement is accepted as a fact, then the first step in an appraisal of the utilization of the state's educational forces is a study of the conditions under which classroom teachers live and work.

It is a waste of money to employ a poor teacher; it is equally a waste of money to employ a good teacher and, deliberately or otherwise, handicap her effectiveness by overloading or by worries or social restrictions brought on by financial difficulties. With education contributing greatly to the general program of national defense, the teacher assumes added importance. In view of the foregoing statements, an investigation of the status of the teacher would no doubt prove helpful as a preliminary to making her work more effective.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to investigate the status of the classroom teachers employed in Taos County, New Mexico. It will cover such items as tenure, experience, qualifications, salary, and teacher load. Comparisons between the teachers of Taos County in these respects and those in other parts of the state and nation will be made.

Delimitation. This study is limited to the classroom

teachers and teaching principals, excluding non-teaching principals and supervisors, but includes all teachers and teaching principals employed in rural, municipal, private, and parochial schools.

Importance of the study. This investigation is concerned with one phase of a general educational and economic survey that is being made in Taos County. In many respects Taos County is typical of other areas in New Mexico and conditions there relative to education would probably not be unlike those in many other parts of the state. Therefore, any recommendations made for the betterment of the teaching profession of Taos County would quite likely be applicable to other parts of the state.

II. DEFINITIONS OF TERMS USED

Rural schools. Rural schools as used in this study include all schools under the jurisdiction of the county school superintendent.

III. SOURCES OF THE DATA

Information for this study was obtained through a questionnaire sent to each teacher employed in Taos County. Of the one hundred questionnaires sent, eighty-five were returned. The writer also had access to the data previously

compiled by the Taos County Project, Harwood Foundation, Taos, New Mexico.

IV. METHODS OF PROCEDURE

The data pertaining to the educational and economic status of the teachers of Taos County will be carefully analyzed and tabulated, and medians computed as an expression of central tendencies. The information thus derived will be compared with findings in other parts of the state and nation. On the basis of the results of the study and comparisons, certain recommendations will be made.

V. REVIEW OF RELATED LITERATURE

In recognition of the pivotal role of the teacher in the changing concept of the educational process, a large part of many newer textbooks written by leading authors on modern education is devoted to the teacher and the teaching profession. Too, the teacher has attracted the attention of research workers, both as individuals and as groups, and as a result many investigations, both state and national, have been conducted. In New Mexico several research students have recorded factual data pertaining to certain phases of the status of the teacher in some sections of the state. A brief summary of some of the more pertinent local and national studies and comments by well-known authorities follows.

In 1931, L. Z. Manire¹ made a school survey of Lea County, New Mexico, which revealed that about one-half of the teachers were married; of these, more were married women than men; there were more than twice as many women as men teachers; the median age for the group was higher than is usually found elsewhere; many teachers had had training outside the state, but there were few that had not had training in New Mexico; teacher-turnover was entirely too great; the pupil-teacher ratio was higher than the number recommended by the Department of Education; the need for more training is indicated from a study of certificates held by the teachers; the group as a whole was about average in professional advancement; average experience was five years; the salaries of the teachers were low compared with salaries in other parts of the state.

An investigation of the factors of tenure and turnover of public school teachers in New Mexico between 1931 and 1936 by Burton T. Williams² disclosed the following information: that turnover was too high; while the length

¹ L. Z. Manire, "A School Survey of Lea County, New Mexico," (Unpublished Master's thesis, University of New Mexico, Albuquerque, 1931), 58 pp.

² Burton T. Williams, "Tenure and Turnover of Public School Teachers in New Mexico," (Unpublished Master's thesis, University of New Mexico, Albuquerque, 1937), 59 pp.

In 1935, J. A. ...
County, New Mexico, ...
the teachers were ...
that year; there were ...
teachers; the ...
usually found ...
outside the ...
training in New Mexico ...
except; the ...
recommended by the ...
more training ...
held by the ...
in professional ...
years; the ...
salaries in ...
an investigation ...
over of public ...
and 1936 to ...
information; that ...

New Mexico ...
New Mexico ...
School Teachers ...
University of New Mexico ...

of tenure has improved generally, it has improved much more in some communities than in others; and that inexperienced teachers have a better chance of employment in some school systems than in others.

In 1933, L. W. Ripple³ made a study of the factors of experience, tenure, salary, and professional training of teachers in the North Central Association Secondary Schools. The data showed that there was little difference in the number of teachers having from two to seven years of experience; the turnover was slightly less than the average for the United States as a whole; the average salary was lower than the median for forty-three other states; tenure was somewhat unfavorable; and the professional training of the teachers was good.

In September, 1940, a report⁴ was made on the results of an investigation into the progress of rural education between 1930 and 1940. National in scope, the study revealed definite evidence of improvement in standards of teacher preparation; that a disproportionate number of

³ L. W. Ripple, "Experience, Tenure, Salaries and Professional Training of Teachers in North Central Association Secondary Schools of New Mexico," (Unpublished Master's thesis, University of New Mexico, Albuquerque, 1933), 44 pp.

⁴ "Progress in Rural Education," (Research Bulletin NO. 4, September, 1940. Washington, D. C.; National Education Association, 1940), pp. 131-82.

of tenure has improved since 1910, as has the status of the teacher in some communities than in others, and that teachers have a better chance of advancement in some systems than in others.

In 1935, L. W. Rippel made a study of the status of experienced teachers, salary, and professional standing of teachers in the North Central Association of Schools. The data showed that there was little change in the number of teachers having from 10 to 20 years of experience; the turnover was relatively low and on average the full-time teacher was 25 years of age. Salary was lower than in 1910, but the increase in salary was more rapid than in 1910. The study also revealed that the average age of the teacher was 25 years, and that the average salary was \$2,500 per year. The study also revealed that the average number of years of experience was 10 years, and that the average number of years of teaching was 15 years. The study also revealed that the average number of years of experience was 10 years, and that the average number of years of teaching was 15 years.

In September, 1935, a study was made of the results of an investigation into the status of the teacher in the North Central Association of Schools. The study revealed that the average age of the teacher was 25 years, and that the average salary was \$2,500 per year. The study also revealed that the average number of years of experience was 10 years, and that the average number of years of teaching was 15 years. The study also revealed that the average number of years of experience was 10 years, and that the average number of years of teaching was 15 years.

L. W. Rippel, "The Status of the Teacher in the North Central Association of Schools," *Journal of the National Education Association*, 1935, 24 pp.

Professional Training of Teachers in Rural Schools, *Journal of the National Education Association*, 1935, 24 pp.

Master's Thesis, University of Iowa, 1935.

1935, 24 pp.

Progress in Rural Education, *Journal of the National Education Association*, 1935, 24 pp.

No. 4, September, 1935, Washington, D. C., National Education Association, 1935, 24 pp.

teachers employed are inexperienced; teachers now tend to remain for a longer time in the same school; salaries dropped during the depression years but since then some salary increases are shown in many areas; tenure and salary status of the teacher must be lifted if a large per cent of the schools are to have an acceptable quality of teaching; and that one-teacher schools have too many grade levels for good work.

During the year 1939, a study⁵ that included statements from 9,822 teachers from several states showed the following: the salary situation is unsatisfactory; although qualifications of teachers are not ideal, they do justify higher salaries; many teachers are without car transportation; rural teachers devote more time to outside work than to rest and recreation during summer vacation; many teachers in rural areas do not have adequate facilities for professional and cultural improvement.

Another investigation⁶ was completed the latter part of 1939 that covered forty states. It was instigated as a means of bringing to light certain factors of teaching conditions that should be adjusted. Although the study revealed

⁵ "The Rural Teacher's Economic Status," (Research Bulletin No. 1, January, 1939. Washington, D. C.; National Education Association, 1939), 61 pp.

⁶ "The Teacher Looks at Teacher Load," (Research Bulletin No. 5, November, 1939. Washington, D. C.: National Education Association, 1939), pp. 223-74.

that a majority of the teachers contacted expressed satisfaction in their work, it also showed undue load pressures.

In March, 1940, a report was made on the status of the teaching profession. This study,⁷ national in scope, revealed that there are no recent national figures on the age of teachers, but data gathered in other studies indicate that the median age of teachers is somewhat higher than in 1930 and 1931. There has been a gradual increase in the number of women teachers. Today more than three-fourths of the public elementary and secondary school teachers are women. While the largest percentage of women teachers is found in the elementary grades, women teachers exceed men at all school levels. In 1930 and 1931 there were more married women teachers in the elementary grades than there were at the high school levels. There was a larger number of married men teaching in the upper school levels than at the elementary school level. Single women teachers held the majority of teaching positions at all school levels. The average classroom teacher in the public schools had more than three years of preparation beyond high school. Experience data show that the median number of years of experience is higher for urban teachers than for rural. Salaries paid urban teachers are, on the average, much higher than those received by teachers

⁷ "The Status of the Teaching Profession," (Research Bulletin No. 2, March, 1940. Washington, D.C.: National Education Association, 1940), p. 79.

in rural areas.

Although much study has been given to the subject of pupil-teacher ratio, as yet no definite standards have been worked out for solving the problem. This is true in most cases where procedures in education are involved. The reasons for this situation are stated in the following words by a noted authority on educational administration:

Because of so many variable factors, and especially because of the human element which must always be considered, a science of education can never provide school officials and employees with inviolable rules; common sense will continue to be necessary to adapt the general rule to the specific situation. Experimentation would probably demonstrate that the number of pupils which a teacher can instruct most effectively is determined by various factors such as the qualifications of the teacher, the method of teaching used, the amount and character of supplies and equipment with which the teacher has to work, the amount of extracurricular activities which must be supervised, and the grade, subject, and intelligence level of the pupils.⁸

The fact that studies have shown that there is little difference, if any, between the efficiency of large and small classes,⁹ that per pupil cost of instruction is based chiefly on the size of the class, and that teaching salaries are the largest item in school expense, raises the question as to whether school officials should, for the sake of economy, increase the size of classes.¹⁰ In trying to answer this

⁸ Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), p. 122.

⁹ P. R. Stevenson, Smaller Classes or Larger (Bloomington, Illinois: Public School Publishing Company, 1923), p. 107.

¹⁰ Reeder, op. cit., pp. 120-23.

question, two important considerations should be kept in mind according to the following quotation from Reeder.

The first is that there is undoubtedly a point beyond which the size of classes cannot be increased without bringing a decrease in pupil efficiency and a "killing load" to teachers. Experimentation has not determined that point. The second warning is that the results of the experiments which have been cited show merely what is (italics in the original); they do not claim to demonstrate what ought to be (italics in the original).¹¹

Although many school systems have large classes in lower grades and smaller classes in the upper grades, this is contrary to best theory.¹² The total professional load of teachers has increased in recent years, due chiefly to following factors: teachers sharing administrative duties, increased stress on individual instruction, increased emphasis on guidance, greater co-operation with out-of-school activities, and greater assumption of a share in the supervision of extracurricular activities.¹³

The principal causes of brief and uncertain tenure, as summarized by Almack and Lang, and presented by Burton¹⁴

¹¹ Ibid., p. 123.

¹² Ibid., p. 121.

¹³ Ibid., p. 124.

¹⁴ William H. Burton, Introduction to Education (New York: D. Appleton-Century Company, 1934), p. 756.

discussion, two important
main points are
The first is
second, which is
third, which is
fourth, which is
fifth, which is
sixth, which is
seventh, which is
eighth, which is
ninth, which is
tenth, which is

Although many
lower grades and
is entirely to
of teachers and
following factors
increased stress
also an emphasis
activities, and
vision of experiential
The principal
as summarized by

-
11. 1944, p. 124
 12. 1944, p. 125
 13. 1944, p. 126
 14. 1944, p. 127
15. William B. Ewald, Education in New York, p. 128

are economic, political, professional, social, and personal.

Although teaching tenure has improved, there is a need of security for the teaching profession. Burton¹⁵ points out that uncertainty of tenure is seriously detrimental in that the teachers cannot own property or make plans, in moving they lose their position in the salary schedule, they spend money in search for other positions, and that illness and nervousness often precede the granting of contracts.

Membership in teacher organizations has increased considerably during the past several years. Some of the reasons why teachers belong to these organizations are; to further their training and growth through a study of professional problems, to help protect their interests, and to further the purposes of education in general.¹⁶

Many of the perplexing problems of the teaching profession are due either directly or indirectly to the salary situation. A teacher's salary should be adequate for the teacher to be happy in her work, to enjoy social prestige, and to insure a good living.¹⁷

¹⁵ Ibid., p. 757.

¹⁶ Ibid., p. 695.

¹⁷ Charles E. Skinner, R. Emerson Langfitt, and Others. An Introduction to Modern Education (New York: D. C. Heath and Company, 1937), p. 270-271.

are economic, political, and social factors.

Although teaching is a profession, it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

profession in the sense that it is not a

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this study will be divided into five chapters. In Chapter II will be presented the historical background of Taos County. The composition of the teaching group will be treated in Chapter III, while Chapter IV will be devoted to the professional phases of the status of the teachers. The social and economic phases of the teacher's status will be treated in Chapter V. In the final chapter, the writer will make a summary of the situation as it exists in Taos County, New Mexico, draw conclusions, and make recommendations.

The remainder of this section will be devoted to a discussion of the five chapters. In Chapter I, the author discusses the general principles of the teaching group, which will be used in the subsequent chapters. Chapter IV will be devoted to the study of the structure of the teaching group, and Chapter V will be devoted to the study of the structure of the teaching group. The final chapter, Chapter VI, will be devoted to the study of the structure of the teaching group, and Chapter VII will be devoted to the study of the structure of the teaching group.

The remainder of this section will be devoted to a discussion of the five chapters. In Chapter I, the author discusses the general principles of the teaching group, which will be used in the subsequent chapters. Chapter IV will be devoted to the study of the structure of the teaching group, and Chapter V will be devoted to the study of the structure of the teaching group. The final chapter, Chapter VI, will be devoted to the study of the structure of the teaching group, and Chapter VII will be devoted to the study of the structure of the teaching group.

CHAPTER II

HISTORICAL BACKGROUND

Taos County is one of the nine original counties into which the Territory was divided during the second session of the Territorial Legislature, that met at the old Palace of the Governors at Santa Fe in December, 1851.¹ At first the county was shaped like an axe with a straight handle and extended across the entire width of the Territory's northern boundary.² As the years passed, however, and other counties were carved from the original nine, the size and shape of Taos County was changed. Today it lies between the 105th and 107th degrees of west longitude and the 35th and 37th degrees of north latitude. The county is bounded on the east by Colfax and Mora counties, on the west and south by Rio Arriba County, and on the north by the New Mexico-Colorado state line.³

Compared with many other counties of the state, Taos County is relatively poor. Tax levies for 1939 were

¹ John H. Vaughn, History and Government of New Mexico (State College, New Mexico: C. L. Vaughn, 1927), pp. 156-57.

² Ibid., p. 157.

³ Abram Royer Brubacher and Others, "Atlas," The Volume Library, Book VII, p. 459.

This County is one of the most fertile in the State, and its soil is rich and productive. It is bounded on the north by the State of Colorado, on the east by the State of New Mexico, on the south by the State of Texas, and on the west by the State of California. The County is divided into several townships, and each township is divided into sections. The population of the County is about 100,000, and it is one of the most important agricultural regions of the State. The principal crops raised are wheat, corn, and cotton. The County is also famous for its stock raising, and it is one of the best places in the State for raising cattle and horses. The climate is generally dry, and the weather is pleasant. The County is a beautiful region, and it is one of the best places in the State for living.

1. John H. Franklin, *History of the State of Texas*, Vol. 1, pp. 128-37.
2. *Idem*, p. 127.
3. *Idem*, p. 128.

based on a valuation of \$4,582,323.⁴ Its tax collection, due to various reasons, is only 44.53 per cent.⁵ While the county's chief industry is agriculture, there are some mining and quarry works, sawmills and planing mills, and logging works. Other than agriculture, which employs 1420 men, none of the foregoing occupations involves very many workers. For instance, mines and quarries employ 119 workers, sawmills and planing mills 45 men, and logging 17 men. Of course, the county has the usual wholesale and retail stores, filling stations, and professional and related services.⁶

As a result of high altitude there is considerable snowfall, and low temperatures prevail during the winter months. These climatic conditions naturally affect the schools in many ways. In some sections of the county, pupils from the poorer families, for lack of sufficient clothing, must remain home in very cold weather. In other instances a swollen river, a flooded arroyo, or a washed-out bridge may prevent students from reaching school. Some schools in extreme cases of bad weather have to close

⁴ Thirteenth Biennial Report of State Tax Commission of New Mexico, July 1, 1938, to June 30, 1940. p. 86.

⁵ Ibid., p. 99.

⁶ 16th. U. S. Census, "Population Characteristics" Second series, New Mexico, 1940. Table 23, p. 23.

based on a collection of ...
one to various ...
the country's ...
mining and ...
logging ...
many ...
workers ...
men. Of course, the ...
result ...
lated ...

as a result of ...
unusually, and ...
months. These ...
schools in many ...
pupils from the ...
elaborate ...
intended a ...
out ...
Some schools in ...

of New Mexico ...
Second ...
...

for several days. Pupils who do not attend school regularly often get low marks or fail, lose interest, become retarded, and in some cases quit school entirely. Besides lowering the average daily attendance record, the efficiency of the schools is impaired when pupils are absent in great numbers or when schools cannot be kept open. In areas where the winter is long and severe, school systems must spend more money for heating their buildings than do school systems in warmer climates.

Due primarily to the broken, mountainous terrain and the extensive open spaces, the county is made up of small, somewhat isolated communities that are, for the most part, linked together by weather-beaten dirt roads. United States Highway 64, which is paved most of the way, cuts across the southern section, however, while State Highway 3 leads from the city of Taos up through the central part of the county to the northern boundary. The county does not have any railroad facilities but does have truck and passenger bus service.

Census reports show an upward trend in population growth, with a 22 per cent increase between 1930 and 1940, when population figures totaled 18,528 for the county. Records of the National Youth Administration of New Mexico, as presented by Mrs. L. S. Eccles in 1939, disclosed that 89 per cent of the population of Taos County were Spanish-

for several days. Although the weather was not
if other low water. The water was not
bridged, and in some places the water was
lowering the average height of the water.
any of the schools in the district. The
great numbers of water-borne diseases were
areas where the water was not clean. The
must spend more money to clean the water.
School systems in the district.

The following is a list of the schools in the district
and the extensive open areas. The water was
small, and the water was not clean. The
most part, the water was not clean. The
United States Highway 41, which runs from
ends across the southern part of the district.
Highway 41 leads from the town of [unclear] to the
trial part of the country. The water was not
county does not have any water. The water was
from the passenger cars.

Census reports show that the population of the district
growth, with a 25 per cent increase in the population.
when population figures for the district are compared with
Records of the National Bureau of Statistics show that the
as presented by Mrs. J. B. [unclear] in 1910.
80 per cent of the population of the district.

Americans; a larger percentage than any other county, and considerably higher than the state as a whole, which was 53 per cent for the same year.⁷

The population of the county is about equally divided as to sex. Of the total population, as shown in Table 1, over 53 per cent are under 21 years of age, about 75 per cent are under thirty-five, and almost 89 per cent are under fifty. One might conclude, then, that the population of the county is made up, for the most part, of young people.

Schools are scattered throughout the county. Usually, wherever there is a community there is a school, and the size of the school depends upon the size of the community. Unfortunately, most of the schools are small and as a result, pupils do not have the many advantages that are possible in larger school units. The effects of the school environment are somewhat reflected in the school attendance record given in Table II. Here it will be noted that school group attendance reaches its peak of 96.2 per cent with the seven to thirteen year old age group, falls to 25.7 per cent with the eighteen to twenty year old age group, and drops to 5.4 per cent with the twenty-one to twenty-four year old

⁷ Leonie Seabrook Eccles, "A Survey of the Preparation in Spanish of the Elementary Grade Teachers in New Mexico," (Unpublished Master's thesis, University of New Mexico, Albuquerque, 1939), p. 13.

TABLE I
AGE GROUPS AND SEX OF POPULATION
IN TAOS COUNTY*

	All classes		
	Total	Male	Female
Under 5	2,764	1,399	1,365
5 to 9	2,584	1,272	1,312
10 to 14	2,220	1,083	1,137
15 to 19	1,943	974	696
20 to 24	1,545	745	800
25 to 29	1,331	559	672
30 to 34	1,072	525	547
35 to 39	945	476	469
40 to 44	878	453	425
50 to 54	704	387	317
55 to 59	489	271	218
60 to 64	360	193	167
65 to 69	324	176	148
70 to 74	243	121	122
75 and older	247	142	105
Total	18,528		
Under 1 year	560	228	182
21 and over	8,667	4,434	4,242

*Adaptation from Table 22, page 41,
16th U. S. Census, 1940, "Population
Characteristics," second series, New
Mexico.

TABLE 1

AGE GROUPS AND PERCENTAGE OF TOTAL POPULATION

Age Group			Total
Male	Female	Both Sexes	
Under 5	1.2	1.1	2.3
5 to 9	1.5	1.4	2.9
10 to 14	1.8	1.7	3.5
15 to 19	2.1	2.0	4.1
20 to 24	2.4	2.3	4.7
25 to 29	2.7	2.6	5.3
30 to 34	3.0	2.9	5.9
35 to 39	3.3	3.2	6.5
40 to 44	3.6	3.5	7.1
45 to 49	3.9	3.8	7.7
50 to 54	4.2	4.1	8.3
55 to 59	4.5	4.4	8.9
60 to 64	4.8	4.7	9.5
65 to 69	5.1	5.0	10.1
70 to 74	5.4	5.3	10.7
75 and older	5.7	5.6	11.3
Total			100.0
Under 1 year	1.2	1.1	2.3
1 to 4 years	1.5	1.4	2.9
5 to 9 years	1.8	1.7	3.5
10 to 14 years	2.1	2.0	4.1
15 to 19 years	2.4	2.3	4.7
20 to 24 years	2.7	2.6	5.3
25 to 29 years	3.0	2.9	5.9
30 to 34 years	3.3	3.2	6.5
35 to 39 years	3.6	3.5	7.1
40 to 44 years	3.9	3.8	7.7
45 to 49 years	4.2	4.1	8.3
50 to 54 years	4.5	4.4	8.9
55 to 59 years	4.8	4.7	9.5
60 to 64 years	5.1	5.0	10.1
65 to 69 years	5.4	5.3	10.7
70 to 74 years	5.7	5.6	11.3
75 and over	6.0	5.9	11.9

* Adapted from "The Census of 1950," U.S. Department of Commerce, Bureau of Economic Analysis, Washington, D.C., 1952.

TABLE II
AGE GROUPS AND SCHOOL
ATTENDANCE*

<u>Persons 5 and 6 years old:</u>	1,087
Number attending school . .	406
Per cent attending school .	37.4
<u>Persons 7 to 13 years old:</u>	3,909
Number attending school . .	3,192
Per cent attending school .	96.2
<u>Persons 14 to 15 years old:</u>	801
Number attending school . .	718
Per cent attending school .	89.6
<u>Persons 16 to 17 years old:</u>	815
Number attending school . .	534
Per cent attending school .	65.5
<u>Persons 18 to 20 years old:</u>	1,076
Number attending school . .	276
Per cent attending school .	25.7
<u>Persons 21 to 24 years old:</u>	1,204
Number attending school . .	65
Per cent attending school .	5.4

*Adaptation from Table 21, page 35,
16th U. S. Census, 1940, "Composition
of the Population," New Mexico.

age group. It is obvious that something should be done to hold these boys and girls in school longer. The per cent of illiteracy in the county dropped from 28 per cent in 1910 to 15.5 per cent in 1930.⁸ The United States Census of 1940, as shown in Table III, page 20, reveals that the median scholastic attainment of male persons twenty-five years and older is almost the sixth grade and of females scarcely beyond the fifth grade.

This brief history of Taos County shows that it is one of the oldest counties in the state; that, as a county, it is relatively poor; that its population is made up, for the most part, of young people; and that, generally speaking, its industries are limited.

⁸ University of New Mexico Bulletin, "Illiteracy Trends in New Mexico," Table IV, p. 35.

age group. It is obvious that the
hold these boys and girls in the
of literacy in the country. The
1910 to 1920 per cent in 1910, and
of 1940, as shown in Table III, a
median scholastic achievement of 10.5
years and older is almost the same
scarcely beyond the fifth grade.

This level of literacy is low
is one of the lowest countries in the
country, it is relatively high for
up, for the most part, of the
speaking, the industrial

TABLE III
 NUMBER OF SCHOOL YEARS COMPLETED
 BY PERSONS TWENTY-FIVE
 YEARS AND OVER*

	Male	Female	Total
Grade school:			
1 to 4 years	1,218	1,066	2,284
5 to 6 years	664	538	1,202
7 to 8 years	783	647	1,430
High school:			
1 to 3 years	216	223	439
4 years or more	79	49	128

Median school years completed by males: 5.6

Median school years completed by females: 5.1

*Adaptation from Table 21, page 35, 16th U. S. Census, 1940, "Composition of the Population," New Mexico.

TABLE III

NUMBER OF GRADES IN A COMMUNITY
BY MINIMUM YEARS OF
SCHOOLING

Grade school:	High school:	Total	Population
1 to 5 years	1 to 5 years	1,210	1,210
6 to 8 years	6 years	504	504
1 to 8 years	7 years	171	171
	8 years		
	9 years		
	10 years		
	11 years		
	12 years		
	13 years		
	14 years		
	15 years		
	16 years		
	17 years		
	18 years		
	19 years		
	20 years		
	21 years		
	22 years		
	23 years		
	24 years		
	25 years		
	26 years		
	27 years		
	28 years		
	29 years		
	30 years		
	31 years		
	32 years		
	33 years		
	34 years		
	35 years		
	36 years		
	37 years		
	38 years		
	39 years		
	40 years		
	41 years		
	42 years		
	43 years		
	44 years		
	45 years		
	46 years		
	47 years		
	48 years		
	49 years		
	50 years		
	51 years		
	52 years		
	53 years		
	54 years		
	55 years		
	56 years		
	57 years		
	58 years		
	59 years		
	60 years		
	61 years		
	62 years		
	63 years		
	64 years		
	65 years		
	66 years		
	67 years		
	68 years		
	69 years		
	70 years		
	71 years		
	72 years		
	73 years		
	74 years		
	75 years		
	76 years		
	77 years		
	78 years		
	79 years		
	80 years		
	81 years		
	82 years		
	83 years		
	84 years		
	85 years		
	86 years		
	87 years		
	88 years		
	89 years		
	90 years		
	91 years		
	92 years		
	93 years		
	94 years		
	95 years		
	96 years		
	97 years		
	98 years		
	99 years		
	100 years		

Median school years completed by population
Median school years completed by population

* Adapted from Table 1, page 10, "The
German, 1940," Commission of the
New Mexico.

CHAPTER III

COMPOSITION OF THE TEACHING GROUP

It is the purpose of this chapter to present the more personal factors pertaining to the teachers of Taos County. The importance of the teacher in the educational organization has previously been pointed out. Here, then, an analysis of the data pertaining to the more personal phases of the status of the teacher will be given.

Age groups. Oftentimes, age is the criterion by which many school administrators judge the freshness and vitality of their teachers. Generally speaking, one expects to find the better members of the more mature teaching group in locations which offer economic security and satisfactory social conditions, the positions in the less desirable areas being held by those of younger age who are just beginning their careers or older persons who have no desire to prepare themselves well enough to fill positions in the communities which hold higher requirements for their teaching force. Unless one can find compensating factors, he would naturally look with question at a preponderance of middle-aged teachers in a rural area. Consequently it will be interesting to note the distribution of the Taos County teachers by age groups.

A majority of the Taos County teachers are of middle

COMPOSITION OF THE BOARD

It is the purpose of this report to present a more personal picture of the Board of Education, County. The importance of the Board to the organization has previously been pointed out, and an analysis of the data pertaining to the phases of the study of the Board is being presented. The Board is composed of nine members, which may be school administrators, teachers, or citizens of the County. The Board is expected to find the best way to improve the teaching group in the County, which is a very important and satisfactory social condition. It is less desirable when being held in the County who are just beginning their work in the County and have no desire to prepare themselves for positions in the community and to improve themselves for their teaching work. The Board is composed of factors, no doubt, but it is at a preponderance of middle-class members. Consequently it will be interested in the action of the County Board of Education. A majority of the Board is composed of

age. Of a total of eighty-five replying, 58 per cent were in the twenty-six to forty age-group, almost 28 per cent were in the eighteen to twenty-five age-group, and 15 per cent were in the forty-one to sixty age group (see Table IV). The data also revealed the following percentages in age groups in relation to sex. Of the men teachers, 20 per cent were in the twenty-six to forty age-group, 8 per cent in the eighteen to twenty-five age-group, and almost 4 per cent in the forty-one to sixty age-group. Of the women teachers, there were 35 per cent, almost 19 per cent, and 11 per cent, respectively in the above age-groups.

In a further analysis of the data in relation to teaching levels and age-groups, it was found that almost 59 per cent of the teachers employed at the elementary level were in the twenty-six to forty age-group, 32 per cent were in the eighteen to twenty-five age-group, and 10 per cent were in the forty-one to sixty age-group. For the junior-senior high school level, the distribution was 57 per cent, 7 per cent, and 36 per cent respectively.

As an indication of how these data compare with those gathered on a national basis, it is interesting to note that a national report¹ for 1930-31 showed the median

¹ "The Status of the Teaching Profession," (Research Bulletin No. 2, March, 1940. Washington, D. C.: National Education Association, 1940), p. 55.

age. Of a total of 1,000, 100 were in the twenty-six to 30 age group, 100 were in the 31 to 35 age group, 100 were in the 36 to 40 age group, 100 were in the 41 to 45 age group, 100 were in the 46 to 50 age group, 100 were in the 51 to 55 age group, 100 were in the 56 to 60 age group, 100 were in the 61 to 65 age group, 100 were in the 66 to 70 age group, 100 were in the 71 to 75 age group, 100 were in the 76 to 80 age group, 100 were in the 81 to 85 age group, 100 were in the 86 to 90 age group, 100 were in the 91 to 95 age group, 100 were in the 96 to 100 age group.

As an indication of the results of the study, the following table shows the percentage of the total sample in each age group. The data also revealed that the percentage of the total sample in each age group was as follows: 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent, 100 per cent.

1. The results of the study are as follows: Bulletin No. 2, March, 1940, Education Association, 1940.

age for elementary teachers was twenty-seven years and for junior and senior high the median age was thirty years.

From these statements it is evident that age groups in Taos County are little different from those in other areas of the nation. Although the highest single percentage falls in the middle age-group, the preponderance of the teachers in this bracket is not sufficient to cast doubt upon the quality of the teaching personnel. Subsequent analysis may even indicate that a satisfactory salary schedule has served to retain the more mature and experienced teachers within the county.

Sex. Although there is no definite proof of the soundness of the opinion, it is generally agreed that a child should, at some time or another during his schooling, come in contact with teachers of both sexes in order to add to the well-roundedness of his personality development. If there is merit in this theory, in order for the pupil to make contact with teachers of the opposite sex there should be on the teaching staff a goodly percentage of men. Because of their wider opportunities of employment in other fields, however, men teachers are not often attracted by a salary that would attract women teachers of equal merit. On the other hand an inordinate number of men teachers, if no differential is made in their salaries, might raise a question as to the abilities of the men employed. Again,

are the elementary...
...and...
...from these...
...in...
...area of the...
...age...
...teachers in this...
...upon the quality of the...
...analysts may even...
...schools and...
...most teachers within the...

But...
...soundness of the...
...child...
...come in contact with...
...add to the...
...it there is...
...make contact with...
...be on the...
...Because of their...
...factors, however, and...
...a...
...on the other hand...
...if no differential...
...a question as to the...

however, compensating factors may explain even marked deviations from the typical situation. In the light of the foregoing statements it will be of significance to note the percentage of representation by sex in the teaching personnel of Taos County.

From a total of eighty-five replying, it was found that 35 per cent of the teachers were male (see Table IV). This represents a ratio of almost one to two between men and women. The percentage of women teachers in Taos County is below the percentage for the nation as a whole, which is 79 per cent.² Thus the data show the sex distribution of the teachers of the county is more even than in the nation at large. Once more, comment on the desirability of this situation must await analysis of data to be presented later.

Marital status. The marital status of the teaching staff is often an index of the quality the school employees or of the policies of the employing officials. Ordinarily, if there is a high percentage of married women teachers employed in a county it leads one to wonder whether the salary situation is such as to fail to attract single teachers who are solely dependent on their wages for their

² National Education Association, Research Bulletin, "The Status of the Teaching Profession," loc. cit.

however, emphasizing the fact that the
deviations from the typical situation
the foregoing statement is not intended to
note the general character of the
personnel of these countries.
There is a great deal of variation in the
size of the population of the countries
This represents a wide range of conditions
and women. The number of women in the
is below the average of the countries
75 per cent. The number of women in the
the countries of the country is not
at large. One must be careful not to
situation and avoid making any general
statements.

General Situation
It is often said that the situation
or of the policies of the country
It is a high percentage of the population
employed in a country is not a good
situation is not a good situation
teachers who are not in the country

The situation of the country is not a good
situation is not a good situation

support or whether there are any special barriers in the way of school board regulations that might prevent the employing of such teachers. Either condition is undesirable. On the other hand, if there is a high percentage of married men teachers, it raises the question as to whether the salaries are adequate to attract the most capable type of such teachers by allowing them to care properly for dependents or to purchase more or less permanent homes. Furthermore, the interests of the community are in many cases deeply affected by the marital status of its teachers. Many teachers who are married and have the financial means usually buy homes and settle down in the community and become a part of it. A married teacher who is progressive, who buys a home and settles down in a community, adds immeasurably to the life of that community. Married teachers are also less prone to move so often from one school to another. Consequently it will be of importance to note the number of married teachers employed in Taos County.

Of a total of eighty-five responding, forty-four teachers were married; of these, twenty-four were women and twenty were men. Thus the data, as shown in Table IV, reveal that over half of the teachers are married, and that there are more married women teachers than men. A further analysis of the Taos County data show that between

support of students those who are...
any of school board...
employing of such...
able. On the other hand...
of married men...
whether the...
capable type of...
properly for...
marriage...
are in many...
of the...
the financial...
the community...
who is...
community...
married teachers...
one school...
and to...
Taco County.
Of a...
teachers were...
and...
reveal that...
that there...
further...
further...

eight and nine of every twenty elementary school teachers and one of every four junior and senior high school teachers were married women. Of every twenty teachers on each school level, sixteen elementary and fourteen junior-senior high-school teachers were married men.

National data³ compiled for 1930-31 showed that between three and four of every twenty elementary-school teachers, two of every twenty junior-high school teachers, and between one and two of every twenty senior-high school teachers were married women. Of every twenty teachers on each school level one elementary, three junior-high, and four senior-high teachers were married men.

Assuming that conditions today relative to marital status of teachers are somewhat similar to those in 1930 and 1931, there is, in the light of the data, a higher percentage of married teachers, both men and women, in Taos County on all school levels than was found in the national survey. There is also a higher percentage of women teachers than men in the Taos County married group. These facts certainly indicate that no short-sighted administrative policy has banned married women teachers from the county system. On the contrary, those in charge

³ National Education Association, Research Bulletin, "The Status of the Teaching Profession," loc. cit.

eight and nine of every twenty school children
and one of every four women. Of the school children
level, sixteen elementary and high school
school teachers were present.
National school teachers were present
between three and four of every twenty
teachers, two of every ten high school
and between one and two of every ten elementary
teachers were present.
each school level one of every ten
four high school teachers were present.
Assuming that the percentage of
status of teachers was the same in 1937
and 1938, there is, in the percentage of
percentage of married teachers, and in the
There is only one school teacher in the
national survey. There is also a large
women teachers than men in the
These facts consistently indicate that the
administrative policy of the
from the county system. In the

National School Teachers Association
The Status of the Teacher

are aware of the many benefits that come to the school and community from employing married teachers. They have, as a result, many teachers who buy homes and settle down to become a part of the community life. These teachers take part in community planning, in community activities, and in furthering the progress of the community in general. Decision as to whether the rather high percentage of married men teachers is a good or bad indication will depend upon the analysis of the salary schedule.

Community and out-of-community teachers. The qualifications of the teachers should be the only criterion for determining who is to be selected for a certain position. So long as a teacher performs her work efficiently, it should not matter whether or not she is from the local community. This philosophy, however, is not always reflected in the practice of school administrators. There are valid reasons advanced in favor of employing teachers of one classification or the other. One argument for teachers from outside the local community is that when school authorities for any legitimate reason wish to dismiss a local teacher, it is often almost impossible to do so. Professional inbreeding is another undesirable possibility. Again, these teachers, in many cases, fail to progress in the profession. That is, they are less likely to maintain the

initiative and progressive attitudes necessary to keep abreast of new teaching techniques, depending on local influence rather than merit to retain their positions. On the other hand, home-talent teachers might even make better teachers than outsiders. Their knowledge of the community may be a valuable asset. There is every reason to believe that a tactful administrator can employ and maintain a progressive teaching staff even if there are several home-talent teachers among those employed. The best administrative thought seems to favor a fairly even balance of foreign and local teachers. Extremes in either direction would suggest the operation of an employment policy based on other considerations than merit. It will be revealing, in light of the foregoing discussions, to note just what the situation is in Taos County relative to the number of home-talent teachers employed.

As is shown by the following data, the teaching personnel of Taos County is made up, for the most part, of teachers who were not prior residents of the community in which they are employed. (See Table VI). Of eighty-five teachers replying, fifty-six were out-of-community teachers and twenty-nine were local teachers. That is, almost 66 per cent of the teachers are from outside the community in which they are now employed, while 34 per cent grew up in the local community. While the percentages

differ considerably, they are not far enough apart to suggest discrimination for or against either group.

In and out of state preparation of teachers. The more knowledge a teacher has of the pupil's environment, the better will be her understanding of the problems with which the child is confronted. As a result the teacher can better help the pupil to solve his many problems. The general assumption, therefore, is that teachers who are at least partially prepared in New Mexico institutions are probably better equipped to teach pupils in the state than teachers who have had all their preparation in other states. Conversely, a faculty prepared in institutions representing a wide geographical distribution can bring to their work a breadth of outlook and experiences which is highly desirable.

As shown in Table IV, there were forty-five of the eighty-five teachers employed in the county who had some preparation both in and out of New Mexico.

With the exception of two teachers who had not had any preparation in the state, the entire group of teachers have had some preparation in New Mexico. There were forty teachers who had their preparation exclusively in the teacher-preparing institutions of the state. Of these forty teachers, nineteen had attended Highlands University, two the University of New Mexico, one the College of St. Mary, and eighteen had had preparation in two or more colleges

After considerable study of the material, the following conclusions were reached:

IN THE CASE OF THE STUDENTS OF THE UNIVERSITY OF NEW HAMPSHIRE

more knowledge a teacher has of the child is a factor which the better will be for understanding of the child and which the child is intelligent. It is a factor which can better help the child to solve his own problems. The general assumption, therefore, is that the more the teacher knows of the child, the better the child will be. The least partially prepared in the field of child psychology probably better equipped to handle the child in the classroom. Teachers who have had all their preparation in other fields. Conversely, a teacher prepared in child psychology but without a wide geographical distribution and training in other fields breadth of outlook and experience with the child in the classroom.

As shown in Table IV, the following data were obtained:

eighty-five teachers employed in the University of New Hampshire preparation both in and out of the field. With the exception of two teachers who had had no preparation in the field, the entire group of teachers have had some preparation in the field. The teachers who had had their preparation elsewhere in the field at preparing institutions of the state, of the state teachers, nineteen had obtained high school diplomas from the University of New Hampshire, and the following table and eighteen had had preparation in the field of child psychology.

in the state. There were nine higher institutions of learning represented by the eighteen teachers who had preparation in two or more colleges in New Mexico. Although there was considerable shifting from one institution to another within the state by many of the teachers, the group as a whole had had preparation in the educational institutions of New Mexico. This fact is commendable. Likewise, the preparation is sufficiently representative of different higher educational institutions as to reflect a highly desirable situation.

in the state. There were many more than in any other
learning represented of the highest quality and
preparation in two or more of the sciences. Although
there was considerable amount of study in the sciences
another within the state. In fact, the state
group as a whole and not in the state. In the
institutions of New England. This fact is
likewise, the preparation in the sciences
of different higher educational institutions as well as
a highly desirable result.

CHAPTER IV

PROFESSIONAL PHASES OF THE STATUS OF THE TEACHER

It is the purpose of this chapter to present an analysis of several of the more important factors that enter into a consideration of the professional status of the classroom teacher. It should be pointed out that all factors relative to this subject are not discussed in this study, but, rather, only those that were thought to be more pertinent to this type of investigation.

Tenure and turnover. Many school administrators are of the opinion that teachers who move often from one school to another are less desirable than teachers who remain, for the most part, in one location. That is, teachers who move less frequently are more efficient in their work. There are several factors, however, that affect teacher tenure. To have a reasonable length tenure, a teacher must have, among other things, favorable working conditions, salary somewhat comparable to that paid in neighboring school systems, and an assurance that, so long as her work is efficient, her job is secure. In a school system, therefore, where the teachers have a very low tenure record it might lead one to wonder if there

STATUS OF THE TEACHER

It is the purpose of this study to present an analysis of several of the most important factors which enter into a consideration of the status of the classroom teacher. It should be noted that the factors relative to this subject are not only study, but, perhaps, only those that are pertinent to this type of investigation.

Factors and Influences

One of the opinions that is commonly held is that the school is another place where the teacher is a victim, for the most part, in the eyes of the public. Teachers who move from one school to another are often treated as if they were new recruits. Their work, their experience, and their knowledge are often overlooked. To have a teacher who is not only a teacher but also a person who must have, under the best of conditions, a salary commensurate with the conditions in neighboring schools is a task that is often as her sole is often, but not always, a school system, therefore, that is not always a low status is often a result of the factors mentioned above.

were not certain barriers that prevented a better tenure record for the teachers. Wherever there is a low tenure record there is naturally a high percentage of turnover. The tenure and turnover records of the teachers of Taos County should give a basis for opinions regarding the desirability of the working conditions in that area.

As shown in Table V, of sixty-five replying, twenty-six teachers, or 40 per cent, were in their first year of tenure in the district and 12 per cent were in their first year in the county; 41 per cent had served five years or less, but more than one, in the district and 45 per cent five years or less, but more than one, in the county; 12 per cent from six to ten years in the district and 30 per cent from six to ten years in the county; 6 per cent from eleven to seventeen years in the district and 12 per cent from eleven to seventeen years in the county.

There were 55 per cent who had only slightly more than one and one-half years' tenure in the district, and 26 per cent who had only one and one-half years' in the county. The average tenure for teachers in the district was 3.5 years and for the county 5.4. Teacher turnover was less than 36 per cent in the district and almost 11 per cent in the county as a whole.

As an indication of how these data compare with those for the state and nation, it may be noted that the

were not certain because they were not
record for the teachers. However, there is a
record there is actually a large percentage of
The figures and turnover records of the teachers in
County should give a better picture of the
stability of the working conditions in that
As shown in Table 7, of thirty-five teachers, twenty-
six teachers, or 80 per cent, were in their first year of
teaching in the district and 12 per cent were in their second
year in the county; 41 per cent had served five years or
less, but more than one, in the district and 25 per cent
five years or less, but more than one, in the county.
per cent from six to ten years in the district and 12 per
cent from six to ten years in the county; 2 per cent had
served eleven to fifteen years in the district and 12 per cent
from eleven to fifteen years in the county.
There were 35 per cent who had only one-half year or
less than one and one-half years' service in the district and
25 per cent who had only one and one-half years' in the
county. The average tenure for teachers in the district
was 3.5 years and for the county 3.4. Teachers' tenure
was less than 35 per cent in the district and almost 12 per
cent in the county as a whole.
As an indication of how these data compare with
those for the state and nation, it may be noted that the

median tenure for the state is almost four years¹ and for the nation 3.3 years.² The percentage of turnover in the county was almost three-fourths the percentage of turnover for the nation as a whole, which, as stated by Burton³, was about 16 per cent.

From these statements it is evident that the situation from the standpoint of tenure and turnover in Taos County is satisfactory. There is every indication, then, that desirable working conditions exist in the schools.

Experience elsewhere in New Mexico and in other states. If there were few teachers employed who had had little experience other than that received in the state, it would probably raise the question as to whether the door was partly closed to teachers from other states. If there were, on the other hand, a large percentage of teachers employed who were from outside areas, it might lead one to conclude that there were certain strong factors in the school system that were attracting teachers from

¹ State Department of Education, Biennial Report, (Santa Fe, New Mexico, 1939-40), p. 95.

² "Teachers in Rural Communities," (Committee on the Economic Status of the Rural Teacher, 1939. Washington, D. C.: National Education Association, 1939), p. 16-17.

³ William H. Burton, Introduction to Education (New York: D. Appleton-Century Company, 1934), p. 661.

motion picture for the first time in the history of the
the nation's schools. The purpose of the motion picture
country was almost three times the number of schools
for the nation as a whole, which, as stated by the
about 18 per cent.

From these statements it is evident that the
time from the standpoint of learning and turnover in the
County is satisfactory. There is every indication
that desirable working conditions exist in the schools.
The following statement is from the State Department of
Education.

states. If there were two teachers employed in the
little experience with them than with those in the
it would probably raise the question as to whether
door was partly closed to teachers with other
there were, on the other hand, a large percentage
teachers employed in the schools. It is evident
lead one to conclude that there is a serious
in the school system that was affected by the

1 State Department of Education, Statistical Bureau
(Bureau of Statistics, New Mexico, 1935, p. 12).

2 Statement of the State Department of Education, Bureau of
the Economic Status of the State Teacher, 1935, p. 12.

3 U. S. National Bureau of Education, 1935, p. 12.

4 William H. Barker, Improvement in Education
(New York: D. Appleton-Century Company, 1935), p. 12.

other areas. As previously pointed out, however, qualifications should be the only criterion for determining what teachers shall be given a position. Accordingly it will be of significance to note the percentage of teachers employed in Taos County who have had some experience in outside areas.

An analysis of the data gathered from thirty-five teachers who reported experience elsewhere in New Mexico and from seventeen teachers who reported experience in other states shows the following (see Table VI): almost 2 per cent had one year's experience elsewhere in the state, and 24 per cent had one year in other states; 43 per cent had five or less, but more than one year, elsewhere in the state, and 24 per cent had five or less, but more than one year, in other states; 26 per cent had from six to ten years' elsewhere in the state, and 12 per cent had from six to ten years' in other states; 23 per cent had from eleven to twenty years' elsewhere in the state, and 29 per cent had from eleven to twenty years' in other states; and almost 2 per cent had from twenty-one to twenty-four years' in other states. A further analysis of the data shows that 55 per cent of those that had experience elsewhere in the state and 47 per cent of those that had experience outside the state had from one to six years of experience respectively; and that 36 per cent of those having experience

other cases. As previously pointed out, however, the
analysis should be the only criterion for determining
teachers shall be given a position. It is
be of significance to note the percentage of teachers
employed in this County who have had some experience
outside areas.

An analysis of the data gathered from thirty-five
teachers who reported experience elsewhere in the State
and from seventeen teachers who reported experience in
other states shows the following (see Table 1):
3 percent had one year's experience elsewhere in the State,
and 24 percent had one year in other states; 15 percent
had five or less, but more than one year elsewhere in the
State, and 24 percent had five or less, but more than one
year in other states; 28 percent had from six to ten years
elsewhere in the State, and 12 percent had from six to ten
years in other states; 22 percent had from eleven to
twenty years elsewhere in the State, and 24 percent had
from eleven to twenty years in other states; 14 percent
2 percent had from twenty-one to twenty-four years in
other states. A further analysis of the data shows that
55 percent of those that had experience elsewhere in the
State and 47 percent of those that had experience in other
the State, had from one to six years of experience; 22
vively, and that 24 percent of those having experience

elsewhere in the state, and 25 per cent that had experience outside the state, had from seven to fourteen years of experience respectively.

The data indicate that it has not been the policy of school officials to close the door to teachers from outside areas. This reflects progressiveness on the part of those in charge. Before pointing to any specific reasons why Taos County schools are attracting teachers from other areas one must await analysis of data to be presented later.

Total years of experience. It has often been said that the mere number of years of experience a teacher has had is of no real importance unless each year has really been a year of growth and not just another year of the same thing. Be that as it may, the fact that teachers in a school system have a fairly large number of years of experience would lead one to believe that the teaching group is somewhat stable, and that its teachers, for the most part, have chosen teaching as their profession, thereby adding to their desirability as teachers. Too, there must be certain attractions in the school system that hold these experienced teachers. An analysis of the total years of experience of the teachers in Taos County follows: the data show that almost 63 per cent of the teachers had from two to ten years experience, 12 per cent had from twelve to fourteen years experience, 6 per cent had seventeen years experience, and that 17 per cent of the teachers had from eighteen to

thirty-one years experience (see Table V). The group as a whole had on the average of about 11 years of experience, and a median experience of ten years. Data gathered nationally showed that in 40 per cent of the countries reporting the average experience was from one to five years; in 88 per cent between one and ten years.⁴ By comparison, stability in the Taos County group is very marked. These further show that working conditions, in general, are satisfactory.

Certificates. In most states there is a wide variety of certificates issued to qualified teachers. Usually, certain fields call for certain type certificates. That is, elementary certificates are issued to teachers who are to teach the elementary school level. This procedure, though universally recognized as the best method, is not always followed. Consequently it will be of significance to note the type of certificate held by Taos County teachers at the various school levels.

Each of the seventy elementary school teachers responding held some type of elementary certificate, and each of the twelve high school teachers replying held some type of high school certificate. (See Table VI). The

⁴ "Progress in Rural Education," (Research Bulletin No. 4, September, 1940. Washington, D. C.: National Education Association, 1940), p. 160.

thirty-one years of age. The whole had on the average a median age of 35 years and a median experience of 15 years. It was shown that the average age of the teachers was 35 years and the average experience was 15 years. The percentage of teachers who had been in the State County for 10 years or more was 40%. It was also shown that the average salary was \$2,500 per year.

Classification. The schools were classified into three groups: elementary, intermediate, and high schools. The elementary schools were those which had a maximum grade of 8. The intermediate schools were those which had a maximum grade of 10. The high schools were those which had a maximum grade of 12. It was found that there were 100 elementary schools, 50 intermediate schools, and 20 high schools. The total number of students was 10,000. The average enrollment per school was 100 students.

Each of the schools was visited and the principal was interviewed. The principal was asked to fill out a questionnaire which contained questions regarding the school's organization, curriculum, and personnel. The questionnaire was filled out by the principal of each school. The results of the questionnaire were then analyzed and the following conclusions were reached:

1. The schools were generally well organized and operated. 2. The curriculum was generally good. 3. The personnel were generally well qualified. 4. The schools were generally well equipped.

TABLE V
EXPERIENCE, TENURE, AND TURNOVER
OF TAOS COUNTY TEACHERS

Experience			Tenure	
			In district	In county
	No.	%	No.	No.
1 yr.	1	1.4	1 yr. 26	1 yr. 8
2 yrs.	4	5.8	2 yrs. 10	2 yrs. 9
3 yrs.	2	2.9	3 yrs. 8	3 yrs. 3
4 yrs.	4	5.8	4 yrs. 5	4 yrs. 9
5 yrs.	5	7.2	5 yrs. 4	5 yrs. 5
6 yrs.	7	10.2	6 yrs. 2	6 yrs. 3
7 yrs.	7	10.2	7 yrs. 4	7 yrs. 7
8 yrs.	3	4.4	8 yrs. 1	8 yrs. 2
9 yrs.	4	5.8	9 yrs. 1	9 yrs. 1
10 yrs.	7	10.2	10 yrs. -	10 yrs. -
11 yrs.	-	-	11 yrs. -	11 yrs. -
12 yrs.	3	4.4	12 yrs. 1	12 yrs. 2
13 yrs.	1	1.4	13 yrs. 1	13 yrs. 1
14 yrs.	4	5.8	14 yrs. -	14 yrs. -
15 yrs.	-	-	15 yrs. -	15 yrs. -
16 yrs.	-	-	16 yrs. 1	16 yrs. 1
17 yrs.	5	7.2	17 yrs. 1	17 yrs. 1
18 yrs.	1	1.4	18 yrs. -	18 yrs. 1
19 yrs.	2	2.9	19 yrs. -	19 yrs. -
20 yrs. and over	9	13	20 yrs. -	20 yrs. -
Average	10.6		Average 3.5	Average 5.4
Median	10		Turnover 36.6%	Turnover 10.5%

TABLE V
EXPERIENCE, TENURE, AND TURNOVER
OF TASC COUNTY TEACHERS

Experience		Tenure	
No.	%	In district	In county
1 yr.	1	1	1
2 yrs.	4	2	2
3 yrs.	3	2	3
4 yrs.	4	1	4
5 yrs.	2	2	2
6 yrs.	7	2	2
7 yrs.	7	1	1
8 yrs.	3	1	1
9 yrs.	4	1	1
10 yrs.	7	1	1
11 yrs.	-	-	-
12 yrs.	3	1	1
13 yrs.	1	1	1
14 yrs.	4	-	-
15 yrs.	-	-	-
16 yrs.	-	-	-
17 yrs.	2	1	1
18 yrs.	1	-	-
19 yrs.	2	-	-
20 yrs. and over	2	-	-
Average	10.6	Average 7.5	Average 6.4
Median	10	Turnover 10.8%	Turnover 10.7%

data show that all of the teachers employed, at both the elementary and secondary school levels, are prepared for their field of teaching and definitely indicate that special attention has been given by employing officials to the type of certificates held by teachers applying for positions in the county.

Qualifications. Although every state now requires a certificate as a licence to teach in the public schools, some states, New Mexico among them, issue certificates of various grades based on different amounts of preparation. Some teachers secure only enough preparation to obtain the very lowest type of certificate to enable them to obtain a position. They never seem to want to progress any further in the profession. On the other hand, fortunately, there are a large number of teachers who seek an amount of preparation beyond mere minimum requirements. These latter teachers are progressive and are usually sought out by school administrators. The academic attainments, then, constitute a very good barometer for estimating the progressiveness of a teaching group.

As shown in Table VI, of a total of eighty-one replying, one teacher had a master's degree, 17 per cent had bachelors' degrees, almost 40 per cent had three years of college preparation, and 51 per cent had two years of college preparation. The median preparation was 2.94 years.

data show that all of the teachers employed at both the elementary and secondary school levels, are required to have their field of teaching and definitely indicate that special attention has been given by employing officials to the type of certificates held by teachers applying for positions in the country.

Qualifications. Although every state now requires a certificate as a license to teach in the public schools, some states, New Mexico among them, issue certificates of various grades based on different amounts of preparation. Some teachers secure only enough preparation to obtain the very lowest type of certificate to enable them to obtain a position. They, however, seem to want to progress and become in the profession. On the other hand, teachers, there are a large number of teachers who seek an amount of preparation beyond mere minimum requirements. These teachers are progressive and are usually working out of school administrators. The academic achievement test constitutes a very good barometer for estimating the progressiveness of a teaching group.

As shown in Table VI, of a total of thirty-one replies, one teacher had a master's degree, 15 per cent had bachelor's degrees, almost 40 per cent had three years of college preparation, and 51 per cent had two years of college preparation. The median preparation was 2.50

The median preparation of the teachers in the state as a whole is almost three years.⁵ The average preparation for all teachers nationally is between three and four years.⁶

These data show that the teachers employed in Taos County have just about as much preparation as teachers in other areas. There is every reason to believe, however, that the general level of teaching efficiency, especially in rural areas, would greatly benefit from higher teacher qualifications. Those teachers who possess only minimum requirements should at least raise their level of preparation.

Teaching in relation to college preparation. Today one lives in an age of specialization. A person, generally speaking, can do a better job if he specializes in some one field of his chosen profession. A teacher in the teaching profession is no exception. If the foregoing statements are basically sound, one should naturally expect to find well prepared teachers especially at the high school level, teaching in their major or minor fields. It is

⁵ State Department of Education, Biennial Report, (Santa Fe, New Mexico, 1939-40), p. 95.

⁶ "The Status of the Teaching Profession," (Research Bulletin No. 2, March, 1940. Washington, D. C.: National Education Association, 1940), p. 57.

The following information is being furnished to you for your information and for the use of your organization. It is requested that you keep this information confidential and not disseminate it to other personnel. The information is being furnished to you for your information and for the use of your organization. It is requested that you keep this information confidential and not disseminate it to other personnel.

It is requested that you keep this information confidential and not disseminate it to other personnel. The information is being furnished to you for your information and for the use of your organization. It is requested that you keep this information confidential and not disseminate it to other personnel.

Very truly yours,
[Signature]
[Name]
[Title]
[Address]
[City]
[State]
[Zip]

TABLE VI

EXPERIENCE IN AND OUT OF NEW MEXICO, DEGREES, PREPARATION ABOVE HIGH SCHOOL,
AND CERTIFICATES HELD BY TAOS COUNTY TEACHERS

No.	Had experience in and out of New Mexico			Degrees and preparation above H. S.				Certificates										N. M. H. S.
	In	Out	In and out	Master's	Bachelor's	3 yrs. col.	2 yrs. col.	5 yr. H.S. Prof.	3 yr. Prof.	Life	Elem. Prof.	Professional	M. Elem. Prof.	H. S. Admin.	H. S. Prof.	Sp. Prof.	Voc. Com.	
	35	17	52	1	14	25	41	8	1	2	19	45	2	2	2	1	1	1
%	41.2	20	61.2	1.2	17.3	30.9	50.5	9.8	1.2	2.4	23.5	55.5	2.4	2.4	2.4	1.2	1.2	1.2

No.	Age	Sex	Date of Birth	Place of Birth	Education	Occupation	Religion	Marital Status	Number of Children	Date of Interview	Interviewer	Notes
1	45	M	1915	San Jose, Costa Rica	High School	Teacher	Catholic	Married	3	1960	J. Smith	
2	40	F	1920	San Jose, Costa Rica	High School	Homemaker	Catholic	Married	2	1960	J. Smith	
3	35	M	1925	San Jose, Costa Rica	High School	Teacher	Catholic	Married	1	1960	J. Smith	
4	30	F	1930	San Jose, Costa Rica	High School	Homemaker	Catholic	Married	2	1960	J. Smith	
5	25	M	1935	San Jose, Costa Rica	High School	Teacher	Catholic	Married	1	1960	J. Smith	
6	20	F	1940	San Jose, Costa Rica	High School	Homemaker	Catholic	Married	2	1960	J. Smith	
7	15	M	1945	San Jose, Costa Rica	High School	Teacher	Catholic	Married	1	1960	J. Smith	
8	10	F	1950	San Jose, Costa Rica	High School	Homemaker	Catholic	Married	2	1960	J. Smith	
9	5	M	1955	San Jose, Costa Rica	High School	Teacher	Catholic	Married	1	1960	J. Smith	
10	0	F	1960	San Jose, Costa Rica	High School	Homemaker	Catholic	Married	2	1960	J. Smith	

AND CERTIFICATION BY THE EX-1002 COMRADE REVOLUTIONARY
EXPERIENCE IN THE OLD OR NEW MEXICO, DENIED THE REVOLUTIONARY SCHOOL

impossible in many instances, however, especially in smaller systems, to do all of one's teaching in his major and minor fields, but one would naturally question the efficiency of the instruction given in a high school where few teachers were working in their principal fields of specialization. Accordingly it will be of importance to note the percentage of high school teachers in Taos County who are teaching in their major and minor fields.

From a total of fourteen high school teachers responding, as shown in Table VII, 7 per cent were teaching their major subject only, 7 per cent were teaching their minor only, 29 per cent were teaching both major and minor, 28 per cent were teaching in their major field with additional subjects other than their minor, almost 21 per cent were teaching their minor with subjects other than their major, and 7 per cent were teaching other subjects in addition to both major and minor. While a few teachers were teaching outside their major and minor fields, the entire group was doing some teaching within their fields. Almost 79 per cent of the teachers were teaching in two fields and 21 per cent were teaching in three fields.

Although the teachers as a group are teaching in their field of preparation, they are having to do considerable teaching outside their field of preparation. Because

impossible in many instances, however, especially in
smaller systems, to do all of these things in the
and other fields, but the results of the study
efficiency of the instruction and the results of the
where few teachers were working in their primary fields
of specialization. Accordingly, it will be of interest
to note the percentage of those who reported that they
County who are teaching in their major and minor fields.
From a total of 1,000 teachers in the county, 1,000
responding, as shown in Table VII, 7 per cent were teach-
ing their major subject only, 7 per cent were teaching
their minor only, 56 per cent were teaching both major
and minor, 28 per cent were teaching in their major field
with additional subjects, 2 per cent were teaching in their
minor field with additional subjects, and 1 per cent were
teaching in their major field with additional subjects other
than their major, and 1 per cent were teaching in their
subjects in addition to their major and minor fields.
Teachers were teaching in their major field only, 7 per
cent, the entire group was doing some teaching in
their field. Minor 7 per cent of the teachers were
teaching in two fields and 56 per cent were teaching in
three fields.

Although the percentage of teachers who are teaching
their field of specialization, they are having to do much
also teaching outside their field of specialization.

of the small secondary enrollments and small teaching staffs, this situation is to be expected and can scarcely be avoided. When new teachers are employed, however, the employing officials should give more thought to their specialized fields of preparation.

Number of grades taught by teachers in elementary schools. Efficient teaching is based primarily on the following factors: the type of teacher, the type and number of pupils, number of grades taught, and equipment. Ordinarily, in the better school systems the number of grades taught in elementary schools is limited to one or two. One would naturally look with question, then, on a school system where teachers were required to teach too many grades. Consequently it will be of significance to note how many grades the teachers in Taos County are asked to handle.

A high percentage of Taos County teachers have more than one grade to teach. As shown in Table VII, from seventy replying, 25 per cent were teaching one grade, 37 per cent were teaching two grades, 10 per cent were teaching three grades, 10 per cent were teaching four grades, 11 per cent were teaching five grades, 3 per cent were teaching six grades, 2 per cent were teaching seven grades, and 3 per cent were teaching eight grades. In analyzing the data further, it was found that 61 per cent

of the small secondary institutions and rural schools, this situation is to be expected and is a result of the fact that when new schools are opened, the majority of the officials should give more thought to their preparation for the duties of presentation.

Number of Grades Taught in Schools in Various Sections

Schools. Efficient teaching is done primarily in the following sections: the type of teacher, the number of pupils, number of years taught, and a high standard. Ordinarily, in the better school systems the number of grades taught in elementary schools is limited to three or four. One would naturally look for a maximum, in a school system where teachers are required to teach two or three grades. Consequently, it is of some interest to note how many grades the teachers in the country are asked to handle.

A high percentage of the country is reported to have more than one grade to teach. As shown in Table VII, from seventy per cent, to 95 per cent were teaching one grade, 37 per cent were teaching two grades, 10 per cent were teaching three grades, 40 per cent were teaching four grades, 11 per cent were teaching five grades, 1 per cent were teaching six grades, 3 per cent were teaching seven grades, and 5 per cent were teaching eight grades. In analyzing the data further, it was found that of the

were teaching from one to two grades, approximately 32 per cent were teaching from three to five grades, and that 7 per cent were teaching from six to eight grades.

In 1940 a national report showed that one of the grave deficiencies of rural schools is the fact that there are too many grades for one teacher.⁷ Conditions in Taos County relative to number of grades taught by one teacher are similar to those in the nation at large. Although a majority of the teachers in Taos County are teaching one or two grades only, the percentage of teachers having to teach three or more grades leaves much to be desired. The need for consolidation of districts, wherever possible, is strongly indicated. However, geographical barriers may prevent extensive consolidation.

Pupil load in elementary and high school. As previously pointed out in this investigation, there are no standards for determining the optimum number of pupils that a teacher can handle effectively. That the pupil load at the elementary level should not greatly exceed thirty-five, however, is generally recognized in the practice of able school administrators.

Of a total of seventy Taos County elementary teachers replying, 6 per cent were teaching from ten to

⁷ "Progress in Rural Education," Research Bulletin, National Education Association, p. 165.

were teaching from one to two years, approximately 10 per cent were teaching from three to five years, and 5 per cent were teaching from six to ten years. In 1940 a national report showed that the average delinquency of rural schools in the first three years was 100 per cent for the nation. Comparing this with County relative to number of years taught by the teachers are similar to those in the nation of 100 per cent. Majority of the teachers in this County are teaching for one or two grades only, the percentage of teachers teaching three or more grades being much less than in the nation. The need for consolidation of districts, which is essential, is strongly indicated. However, consolidation would not prevent extensive consolidation.

Rural schools in this County
Previously pointed out in this survey, there are no standards for determining the optimum number of pupils that a teacher can handle effectively. The load at the elementary level is heavy and the quality of instruction is generally recognized in the practice of this school administration. Of a total of seventy-five (75) elementary teachers reporting, 5 per cent were teaching from one to

nineteen pupils, 83 per cent were teaching from twenty to forty-four pupils, and almost 12 per cent were teaching from forty-five to sixty-four pupils (see Table VII). The median number of pupils taught by the elementary school teachers was 22.3. In view of the fact that a large percentage of teachers at the elementary school level are teaching more than one grade, the pupil load is, in many instances, sufficiently heavy to be serious. Data from twelve teachers employed at the secondary school level, as shown in Table VII, revealed that two teachers were teaching from 36 to 45 pupils, one teacher was teaching 50 pupils, four teachers were teaching from 56 to 65 pupils, one teacher was teaching 79 pupils, one teacher was teaching 86 pupils, two teachers were teaching from 96 to 105 pupils, and that one teacher was teaching 108 pupils. The median number of pupils taught daily by secondary school teachers in Taos County was 71. The pupil load on the high school level in Taos County was considerably lower than that reported by a national survey⁸ which showed that the median number of pupils taught daily by teachers on secondary school levels was 158.7.

⁸ "The Teacher Looks at Teacher Load," (Research Bulletin No. 5, November, 1939. Washington, D. C.: National Education Association, 1939), p. 229.

Assuming that the high school teacher is teaching six classes each day, her average load per class would be about 23 pupils. This compares favorably with the North Central recommendation of 25 to 30.

Subjects taught by high school teachers. The following courses, according to data furnished by the teachers, are offered in the schools of Taos County: English, history, government, civics, algebra, geometry, Spanish, chemistry, biology, general science, social science, typing, shorthand, home economics, and physical education.

Vocational courses, to a large extent, are noticeably absent from the list of courses offered to pupils in the schools of the county. This seems almost incredible, in view of the fact that these schools are in a strategic location to offer several vocational courses. Here is a rural area where numerous small repair jobs on farm buildings or furniture must be made almost every day. Unless these repair jobs can be done by some member of the family the cost is high. As a result of this increased cost, the job, oftentimes, is not done at all. Of course, if repair jobs are not made when needed, replacements must be made more often. There are probably many homes that have to do without numerous small pieces of furniture that could be made by some member of the family if he had

Assuming that the high school courses are being
six classes each day, and average 100 pupils in each
by about 50 pupils. This would be 100 pupils in each
North Central Commission of 100 pupils.

Subjects taught in high school courses

Following courses, according to the curriculum of the
teachers, are offered in the school of high school
English, history, government, civics, foreign languages,
Spanish, chemistry, physics, biology, and mathematics.
science, typing, shorthand, and bookkeeping.
education.

Vocational courses, such as law, nursing, and
only absent from the list of courses offered in the
in the schools of the county. This would be 100 pupils in each
this, in view of the fact that the school is not
strategic location to offer vocational courses and
Here is a list of some of the vocational courses
law, business, or farming, and to make a list of
Unless these repair jobs can be done by the school, the
family the cost is high. At present, it is not possible
cost, the job, of course, is not done at all. It costs
if repair jobs are not made within the school, the
must be made more often. The cost of the repair jobs
that have to do with the maintenance of the school
that could be made by some means of repair, and no one

TABLE VII

PUPIL LOAD* IN ELEMENTARY AND HIGH SCHOOLS, SUBJECTS TAUGHT,
AND TEACHING DONE IN RELATION TO COLLEGE
PREPARATION BY TAOS COUNTY TEACHERS

Pupil load		Number of grades taught by teachers in elementary schools			Junior and senior high school teaching in re- lation to preparation		
Elm. tchrs.	No.	%		Teaching:		No.	%
60 - 64	1	1.4	17	One grade	Major only	1	7.1
55 - 59	1	1.4	26	Two grades	Minor only	1	7.1
45 - 49	2	2.8	7	Three grades	Major and minor	4	28.6
40 - 44	12	17.4	7	Four grades	Major with sub- jects other than minor	4	28.6
35 - 39	11	15.7	8	Five grades	Minor with sub- jects other than major	3	21.4
30 - 34	15	21.4	2	Six grades	Other subjects with major and minor	1	7.1
25 - 29	12	17.4		Seven grades			
20 - 24	8	11.4		Eight grades			
15 - 19	2	2.8					
10 - 14	2	2.8					
Median22.7						
H.S. tchrs.							
106 - 115	1	8.3	1	One grade	Major only	1	7.1
96 - 105	2	16.7	2	Two grades	Minor only	1	7.1
86 - 95	1	8.3	7	Three grades	Major and minor	4	28.6
76 - 85	1	8.3	8	Four grades	Major with sub- jects other than minor	4	28.6
56 - 65	4	33.4	2	Five grades	Minor with sub- jects other than major	3	21.4
46 - 55	1	8.3		Six grades	Other subjects with major and minor	1	7.1
36 - 45	2	16.7		Seven grades			
Median	...71			Eight grades			

* Pupil load is used here instead of class size, because practically every elementary teacher is teaching more than one grade.

training in woodwork. Besides enabling them to make or repair various articles of furniture that are needed in the home or for possible sale, vocational training offers a splendid chance for boys and girls to learn to take care of and better to appreciate the things they have and to make better use of their leisure time. Pottery making, weaving, and basket-making are crafts that could be taught. The articles they learn to make would not only be of use in better furnishing the home, but could, in all probability, become a source of income which would supplement the somewhat small earnings of many families. The possibilities here are worthy of considerable study.

Size of schools. The size of the school is an important factor in determining the total load of a teacher. Naturally, where the schools are small teachers are forced to teach two or more grades. This fact lowers the teaching efficiency of the teacher. In small schools there are more extra-class duties per teacher, since there are fewer teachers. The tendency today is to consolidate as many of the small schools as possible.

Most of the schools in Taos County are small. Of the twenty-seven schools reported, 21 per cent were one-teacher schools, 48 per cent were from two to four-teacher schools, 26 per cent were from five to seven-teacher schools,

training in woodwork. Further, the fact that the
repair various articles of furniture and the
the home or for possible work, the fact that the
a splendid chance for the student to learn
of and better to appreciate the value of the
make better use of their leisure time. The
weaving, and basket-making is one of the best
The articles they learn to make are useful
in better furnishing the home, and the
ity, become a source of pride and interest
somewhat small number of articles, the
ties have the power of creating a new

class of articles. The work of the school is
important factor in the development of the
naturally, that the student is able to
to teach two or more subjects. With a
efficiency of the teacher. In small schools there are
more extra-class studies, but the teacher is
teacher. The teacher's duty is to control the
the small school is possible.

Most of the schools in this country are
the twenty-year school is better. It gives more
teacher schools, it gives more time for the
schools, 33 per cent of the schools are one-teacher

and 7 per cent were from nine to twelve-teacher schools. It is evident, from the foregoing data, that there are entirely too many small schools in Taos County. If possible, many of these small schools should be consolidated. The topography or distances involved, however, might prevent much consolidation.

Extra-class duties performed by teacher. Due to small schools, few teachers, and number of grades taught, the teachers have not only had to assume heavier classroom loads, but, in addition, have had to assume many extra-class duties. Extra-class duties add to the total load of the teacher. School officials should, therefore, in order to equalize teacher loads, use great care in assigning these extra duties. With the foregoing statements in mind, it will be of importance to note the number of extra duties assigned to teachers in Taos County.

From a total of forty-three responding, 51 per cent reported one extra-school duty, 21 per cent reported two extra-class duties, 1 per cent reported three, almost 7 per cent reported four, and 6 per cent reported five. Approximately 51 per cent of those teachers reporting extra duties, reported two or more. Almost 50 per cent of the teachers employed in the county reported extra-class duties. This situation, though open to question, is to be expected in

and I got out with the first of the class.
It is evident, from the above, that the
entirely separate, and distinct, and
many of these will be found in the
topography of the land, and in the
such considerations.

Extra-class duties and responsibilities
small schools, the teachers are
the teachers have a heavy load of work
loads, but, in addition, they are
class duties, and in some cases
the teacher, and in some cases
to organize the school, and in some
extra duties, and in some cases
will be of importance to the school.
assigned to coaches, and in some
from a school, and in some cases
reported and extra-class duties, and
extra-class duties, and in some cases
cent reported form, and in some cases
nearly all get some, and in some cases
reported to the school, and in some cases
employed in the school, and in some cases
attention, and in some cases

view of the large number of small schools and their small teaching staffs. Here again, the employing of more teachers or consolidation of schools seems to offer the best means of solving the problem.

Membership in professional and community organizations. Another measure of the progressiveness of a teacher group is its willingness, through voluntary action, to become affiliated with educational organizations and activities. Only through these group contacts with other members of the profession can teachers become fully awakened to the general teaching problem confronting them, the needs of their profession, and their tremendous responsibilities. The personal contacts with other members of the group and the sharing of points of views and experiences serve as an inspiration to all concerned.

A majority of the teachers were members in one or more organizations. Almost 98 per cent of the group were members in the New Mexico Education Association, 24 per cent were members of the National Education Association, 55 per cent were members of the Parent-Teacher Association and 41 per cent of the group reported membership in other types of community activities. Taos County teachers had a higher percentage of membership in both their State Education Association and the National Education Association

view of the large number of small schools and local teaching staffs. Here again, the emphasis is on the importance of consultation of schools as well as of the local staffs in solving the problem.

Membership in professional and community organizations. Another measure of the progressiveness of a group is its willingness to work voluntarily without being affiliated with educational institutions and active in them. Only through these group contacts and their members of the profession can a teacher become fully a member of the general teaching profession and contribute to the betterment of their profession, and their educational responsibilities. The personal contacts with their members as well as group and the sharing of points of view and experiences serve as an inspiration to all concerned.

A majority of the teachers have members in one or more organizations. Almost 85 per cent of the group were members in the New Mexico Education Association, 45 per cent were members of the National Education Association, 55 per cent were members of the National Teachers Association, and 41 per cent of the group reported membership in other types of community activities. These findings show that a higher percentage of members in both the National Education Association and the National Teachers Association

than did teachers in the nation as a whole. The national percentage of membership in state organizations and the National Education Association were 87 per cent and 16 per cent respectively.⁹

Considering the fact that a great deal of benefit is to be derived from active membership in educational organizations, the high percentage of membership held in these activities by the Taos County teachers is commendable.

⁹ "The Status of the Teaching Profession," National Education Association, p. 69.

than did teachers in the nation as a whole. The percentage of membership in state organizations and the National Education Association were 87 per cent and 10 per cent respectively.

Considering the fact that a great deal of membership is to be derived from active membership in educational organizations, the high rate of membership for these activities by the Tazewell County teachers is significant.

CHAPTER V

SOCIAL AND ECONOMIC PHASES OF THE STATUS OF THE TEACHER

Only as the public becomes better informed on conditions under which teachers live and work can there be any real and permanent improvement in teacher status or in education in general. The field of education cannot hope to obtain and hold the best type of teacher unless that person is sure of economic stability sufficient to enable him to enjoy a reasonable standard of living, to progress in his profession, and to enjoy the social prestige to which his profession entitles him.

Boarding and rooming facilities. It goes without saying that school teachers should have adequate housing facilities. Unless these are to be had, teachers cannot get the rest and relaxation that is necessary to keep them in the mental and physical condition necessary for the next day's work. Of significance, then, will be the report on boarding and rooming facilities in Taos County as given by the teachers.

A majority of the communities do not have adequate boarding facilities. From a total of eighty-two responding, 57 per cent of the teachers reported that adequate boarding accommodations were not available in the community

THE STATE OF THE UNION
1917

Only as the public school system is improved
conditions under which teachers live and work can be
any real and permanent improvement in the quality of
in education in general. The first step is to
hope to obtain and hold the best kind of
that person is sure of economic stability and
enable him to enjoy a reasonable standard of living
progress in his profession and to enjoy the
time to which his professional activities are

Boarding and rooming facilities
saying that school teachers should have the same
facilities. Unless these are to be had, teachers
get the rest and relaxation that is necessary to
in the mental and physical condition necessary to do
next day's work. Of significant importance, then, will be
on boarding and rooming facilities in the schools
by the teachers.

A majority of the recommendations of the
boarding facilities. From a study of the
ing, 57 per cent of the recommendations were for
boarding accommodations were not available in the

in which they were teaching. However, of sixty-six replying to another question, almost 52 per cent of the teachers reported that they boarded in the community in which they were employed. From eighty-four responding to still another question, 47 per cent of the teachers reported they lived at home in the district where they were teaching. The data seem to indicate that adequate living facilities are not to be had in the community where they teach, regardless of whether they are boarding away from or living at home.

In view of the high percentage reporting inadequate boarding and rooming facilities, this problem seems to be a major one for the teachers of the county. This situation naturally means that working conditions relative to living quarters are unsatisfactory. Teachers cannot, after a full day's work, relax and enjoy the out-of-school-hours. Neither can the teachers fully enjoy the social activities that they themselves foster. If teacherages could be provided, they would certainly add immeasurably to the teaching efficiency, and to the pleasantness of the teachers' social and professional life in the community. If, as previously suggested, consolidation of small schools could be made, it would reduce the number of teacherages needed.

Living costs per month, including room and board.

The cost of living is an important item in the economic picture of school teachers in rural areas. Naturally, teachers in these areas, due to salary conditions, cannot afford to spend everything they make for this purpose, even though it is their major expense. It is generally agreed that rural teachers have to spend the larger part of their salary for living expenses, thereby leaving little for other purposes.

Due to the teacher's social position she must maintain a reasonably high standard of living. She must dress well at all times, which calls for extra and somewhat expensive clothes, be on the job from day to day, contribute money to various charitable organizations and to community activities, pay membership dues in organizations, and expend money for in-service preparation. In addition, many teachers, like other people, need to carry insurance and maintain a savings account, and are entitled to the more simple luxuries of a car and a home. Accordingly it will be of significance to note the amount it cost the teachers in Taos County to live.

Few teachers cared to state what it cost to live. From forty-eight replying, about 10 per cent of the teachers reported a monthly living expense of seven to twenty-five dollars, 50 per cent reported from thirty to forty dollars, 10 per cent from forty-five to fifty dollars, 10 per cent

The cost of living is an important item in the economic picture of school teachers in rural areas. Generally, teachers in these areas, due to salary conditions, cannot afford to spend everything they make for their families, even though it is their major expense. It is generally agreed that rural teachers have to spend the larger part of their salary for living expenses, thereby leaving little for other purposes.

Due to the teacher's social position and most of all, this a reasonably high standard of living. But what does well at all times, which calls for extra and somewhat extra give clothes, he can live from day to day, continuing money to various social organizations and community activities, pay membership dues in organizations, and he spend money for in-service preparation. In addition, teachers, like other people, need to carry insurance and maintain a savings account, and the children of the home simple luxuries of a car and a home. Accordingly, it will be of significance to note the amount he spends for these items in Tass County to live.

Two teachers were so able that it cost to live from forty-eight dollars, about 11 per cent of the teachers reported a monthly living expense of seven to twenty-five dollars, 50 per cent reported from thirty to forty dollars, 10 per cent from forty-five to fifty dollars, 10 per cent

from sixty to seventy-five dollars, 15 per cent reported eighty dollars, and almost 5 per cent stated that it took all they made to live. Further analysis of the data revealed that living costs for 60 per cent of the teachers were from seven to forty dollars monthly and for 35 per cent they ranged from forty-five to eighty dollars. With the exception of the two teachers who stated it took all they made to live, the average living expense for those replying was \$44.39. Assuming that this average was probably a correct monthly living cost for each teacher in the county, then the annual living expense per teacher was \$532.68.

A consideration of living costs brings up the question as to just what the teachers included in their living expenses. One wonders if they included such items as payments on a home or car, insurance premiums, care for dependents, in-service preparation such as summer school, travel expenses to teachers' meetings, doctor bills, and contributions. A possible answer to the foregoing statements must await analysis of data to be presented later. However, it can definitely be stated here that the average cost of living reported by the teachers should not represent the minimum salary. Teachers are entitled to some return on their investment. This figure does give some idea as to what the probable minimum salary should be. It has been estimated

from thirty to twenty-five dollars a month, and
eighty dollars, and thirty dollars a month, and
all they were doing, and they were doing it
until they had a good deal of money, and they
were from seven to ten dollars a month, and they
sent they sent from ten to fifteen dollars a
the exception of the ten dollars a month, and
they made no living, and they were doing it
relying on the ten dollars a month, and they
had a correct idea of it, and they were doing it
the country, and they were doing it, and they
\$532.00.

A considerable amount of money was
from as to just what was done, and they were
expenses. One hundred dollars a month, and
months on a house or something, and they were
and, to service people, and they were doing it
expenses to themselves, and they were doing it
alone. A possible answer to the question
await analysis of the money, and they were
can definitely be said, and they were doing it
has reported by the company, and they were doing it
man salary. The company, and they were doing it
investments. The company, and they were doing it
probable minimum salary, and they were doing it

that a teacher spends about 80 per cent of her salary for living expenses. This would mean that the average teacher in Taos County should be drawing a salary of at least \$639.22. This, however, only allows a teacher \$106.54 each year above the annual cost of living, which is not enough. About \$800.00 would probably be an average estimate for a minimum salary in Taos County. As is implied, this figure is mere estimate, and as such should not be taken too seriously. A detailed study might prove it to be too low. Further comment must await an analysis of data that will be presented later in this investigation.

Amount paid for room and board. Only about 50 per cent of the teachers cared to state what they had to pay for room and board. From a total of forty-three responding, almost 21 per cent of the teachers reported they paid from forty to fifty dollars monthly, and 21 per cent reported they paid from twenty to twenty-nine dollars a month. Several of the teachers rent rooms and do light house-keeping. About 37 per cent of the teachers reported they paid from three to fifteen dollars for their room only.

The data indicate that it apparently costs less to live in some sections of the county than in others. Again it might be well to mention the fact that teacherages should be provided for the teachers. Besides indirectly boosting

that a teacher should not be paid more than the highest paid living executive. This would mean that the highest paid executive in the country should be paid no more than the highest paid teacher. This is a very high standard, and it is not clear how it could be achieved. It would require a radical change in the way that teachers are paid, and it would also require a radical change in the way that executives are paid. It is not clear how this could be achieved, but it is a goal that is worth striving for.

It is also worth noting that the data indicates that the highest paid teachers are those who are in the private sector. This is not surprising, as private schools are able to pay higher salaries than public schools. However, it is also worth noting that the highest paid teachers are those who are in the highest paying states. This suggests that the cost of living in these states is a significant factor in determining teacher salaries. It is also worth noting that the highest paid teachers are those who are in the highest paying districts. This suggests that the local economy is a significant factor in determining teacher salaries. It is not clear how this could be addressed, but it is a goal that is worth striving for.

their salaries, teacherages would give adequate facilities close to the schools, thus eliminating the problem of finding places to stay.

Amount annually spent for recreation, reading, etc.

It has previously been pointed out that the health of the teacher is of vital importance. Recreation and reading are essential to the mental and physical well-being of the teacher. The teacher's load, or economic status, should not be such as to exclude these types of relaxation.

Of thirty-three Taos County teachers responding, 33 per cent annually spend eight to fifteen dollars for this purpose, 15 per cent from twenty to fifty-dollars, 24 per cent from sixty to eighty dollars, 18 per cent 120 dollars, 6 per cent 150 dollars, and 3 per cent spent 240 dollars. The fact that so few teachers reported money spent for this purpose and that those reporting spent only a small amount leads one to wonder if a majority of the teachers are financially able to afford this type of activity.

Distances teachers live from where they teach. The

fact that there are inadequate boarding facilities in many of the local communities is somewhat reflected in the distance teachers live from where they teach. It is probably a good idea for the teacher to live within a reasonable

these subjects, and the school is
close to the school, and the
the place is very

General Summary
It has previously been stated that the
teacher is of vital importance in the
essential to the success of the
teacher. The teacher should not be such
of the school.
55 per cent of the teachers in the
this purpose, the school is in a
to get more from the school, and
dollars, 5 per cent of the school
dollars. The fact that the school
spent for this purpose, and the
a small amount of money, and the
teachers are financially
activity.

Conclusion
Last night there was a meeting
of the local committee, and the
these teachers are very important
a good idea for the school.

distance of the school. Oftentimes the teacher needs to go, for one reason or another, to the school building after school hours. The teacher is often placed at a great disadvantage if forced to live several miles from her school. The community, in turn, loses the advantages of having teachers who are active participants in the life of the community. Consequently, it will be of significance to note how close Taos County teachers live to their schools.

From sixty-three replying, 55 per cent of the teachers reported that they had to travel one mile or less to their schools, 3 per cent reported a distance of two miles, 13 per cent reported distances of from three to five miles, 13 per cent reported a distance of ten miles, 12 per cent reported distances of from fifteen to twenty miles, and 4 per cent of the teachers reported distances of from twenty-one to thirty miles.

The data show that over half of the teachers reside within one mile of their school. The teachers traveled an average of 5.4 miles to their schools.

It is a serious situation when, for one reason or another, teachers must live this distance from their schools. These teachers must spend considerable time and money daily to get to their school. Transportation, unless one has a car, is often a serious problem in rural areas. Teachers, furthermore, cannot participate fully in community life

when they live too far from their schools. Too, there are so many committee meetings and other school activities in in which a teacher must take an active part that it is almost imperative that they either live close to their schools or go to the expense of traveling to and from their boarding place. This further suggests the need for teacherages.

Number of teachers who do not own an automobile. In this machine age, human beings have come to rely on machinery for many of their every day needs. Practically every person from the shoe-shine boy to the head of a large corporation relies on his own car for transportation. This country is the greatest producer of automobiles in the world, and there is only a small percentage of the adult population of the nation who do not own their own car. Probably the only people in the nation who do not have a car of their own are those who are not financially able to afford one. The number of Taos County teachers who own automobiles will supply an interesting commentary upon their general economic status.

Some of the teachers of Taos County are without car transportation of their own. From wighty-four replying, 21 per cent of the teachers did not own a car, almost 47 per cent of the teachers owned a car, and about 32 per cent of the teachers reported that they used the family car. Apparently a large percentage of the Taos County teachers have no means of private transportation.

Conditions in Taos County relative to car ownership are somewhat similar to those of the nation, according to a report¹ made in 1939. This report showed that more than a third of the rural teachers have no car.

The fact that a large percentage of the teachers do not own cars suggests that their economic status is such as to prevent their buying one. These teachers live on an average of 5.4 miles from their school; therefore, they must depend on someone else for transportation. Oftentimes they are unable to attend school or community activities for lack of transportation. It is true that many teachers in rural areas do not own cars. The fact that they teach in rural areas where distances are far and transportation scarce is all the more reason why these teachers should, if they desire, possess an automobile. Salaries should be such that any teacher who wishes to own a car should be financially able to afford one.

Salary. A person's standard of living is largely determined by the salary he makes. To progress in one's profession, and have a reasonable number of luxuries, one must have a salary that is above a mere subsistence wage.

¹ "The Rural Teacher's Economic Status," National Education Association, p. 44.

...the Commission in the Council ...
...this are ...
...ing to a report ...
...more than a ...
...The fact that ...
...do not ...
...as to prevent ...
...average of ...
...must depend on ...
...they are ...
...for ...
...in ...
...in ...
...reference is ...
...they ...
...that any ...
...any ...

...A person ...
...determined by ...
...profession ...
...must have a ...

I ...
...Education ...

Communities cannot expect to get and hold the better type teachers unless they are financially able to pay their teachers a good salary. Consequently it will be of significance to note salaries paid to the Taos County teachers.

From seventy responding, 4 per cent of the teachers reported annual salaries less than six hundred dollars, 27 per cent received between six and seven hundred dollars, 42 per cent between seven and eight hundred dollars, 7 per cent between eight and nine hundred dollars, 2 per cent between nine hundred and one thousand dollars, almost 8 per cent between one thousand and eleven hundred dollars, and 9 per cent received between eleven and twelve hundred dollars.

The average salary was \$773.21, and the median \$713.50.

It should be noted that the salary median and average of the Taos County teachers include salaries of all teaching principals.

It is interesting to note that in 1939-40 the average salary for New Mexico was \$923.80,² and in 1940 the nation's average rural school teacher received \$830.³

Thus the data show that the salaries of Taos County

² State Department of Education, Biennial Report, (Santa Fe, New Mexico, 1939-40), p. 95.

³ "The Status of the Teaching Profession," (Research Bulletin No. 2. March, 1940. Washington, D. C.: National Education Association, 1940), p. 61.

Communities cannot expect to get any more in the way of
teachers unless they are financially able to pay more
teachers a good salary. Some have said it will be of little
service to have salaries paid in the form of bonds.
From a study regarding a year or two of the reported
annual salaries from the various states, the
per cent received between six and seven hundred dollars
per cent between seven and eight hundred dollars, 10 per cent
between eight and nine hundred dollars, 10 per cent
nine hundred and one thousand dollars, 10 per cent
between one thousand and eleven hundred dollars, 10 per cent
cent received between eleven and twelve hundred dollars.
The average salary was \$775.41, and the median \$711.11.
It should be noted that the salary scale was based on
the Texas County teachers' salaries as of 1920.
principals.
It is interesting to note that in 1920-21 the
average salary for the nation was \$625.00, and in 1921
the nation's average rural school teacher received \$600.
The data show that the salaries of 1920-21

1. State Department of Education, Annual Report
(Santa Fe, New Mexico, 1920-21), p. 50.
2. The Status of the Teaching Profession, Association
of Teachers of the United States, Washington, D. C., 1921.
Education Association, 1920, p. 51.

teachers are below the average paid to rural teachers for the state as a whole, and far lower than the salary paid the average rural teacher in the United States. In the light of the data, the salary situation in Taos County is such as to cause considerable concern. After analyzing the data on the salary situation one can better understand some of the factors of teacher status in Taos County. It is not unreasonable to state that the low salaries received by these teachers are reflected in many of the factors discussed in this investigation. Especially is this true in the preparation of the teachers in the lower brackets; the fact that a high percentage of the teachers spend no money at all for recreation and reading, and a majority of those who do, spend little; and the fact that a large percentage of the teachers do not own an automobile. Furthermore, the average teacher, after paying her living expenses, has a balance of only \$180.82. Moreover, 73 per cent of the teachers receive an average salary of \$700. That is, about seven-eighths of the teachers have, after paying living expenses, a balance of \$167.32. Evidently a raise in salary, especially in the lower brackets, is highly desirable.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this investigation, as stated in the opening chapter, is to explore the status of the classroom teachers employed in Taos County, New Mexico. In the past five chapters an analysis of the data from those teachers participating has been made, averages computed, and tendencies noted.

This, the final chapter, will be divided into three sections. The first section will be devoted to a word picture of the average Taos County teacher. In Section II conclusions will be drawn, and Section III will present recommendations.

I. SUMMARY

The typical Taos County teacher is between twenty-six and forty years of age, with the chances about even that this person is married or single, and comes from some community in New Mexico. Although having had some preparation outside the state, she has attended, for the most part, New Mexico institutions. She has almost three years of preparation beyond high school and is teaching, in the main, in her field of college specialization. If teaching at the elementary school level, she is employed in a small school

and has about two or more grades, with a total of about twenty-two pupils enrolled. If, on the other hand, she is employed at the secondary school level, she teaches about seventy-one pupils. On the average, the teacher has two or more extra-class duties besides her regular classroom work. Although she moves often from one school to another in the district, this teacher has a fairly good record of more than five years tenure in the county. That she has probably chosen teaching as a profession is evidenced by the fact she has almost eleven years of experience. This teacher holds membership in one or more educational organizations.

The chances are about even that she will board in the community where she is employed. Furthermore, wherever she stays, the rooming and boarding accommodations are just as likely to be inadequate as they are to be adequate. Her room and board and other living expenses costs her about \$44.39 each month. She spends very little if any money for recreation, reading, and similar activities. This teacher probably owns her own automobile or uses the family car. Several of her teacher friends, however, often ride with her, as they do not own a car. This typical teacher receives an average salary of \$773.21, a median salary of \$713.50.

and has about two or more grades, with a total of about
twenty-two pupils enrolled. It is on the main road, and is
employed at the secondary school level, and teaches about
seventy-one pupils. On the average, the teacher has two
or more extra-class duties besides her regular class
work. Although she never often has one school building
in the district, this teacher has a fairly good record of
more than five years service in the country. That she has
probably chosen teaching as a profession is evidenced by
the fact she has almost eleven years of experience. This
teacher holds membership in one or more educational
associations.

The earnings of the above teacher are well known in
the community where she is employed. Her personal expenses
are small, she is frugal and has no extravagance. She is
as likely to be frugal as to be extravagant. Her
room and board and other living expenses are very low.
\$44.50 each month. Her expenses very little in any month for
for recreation, clothing, and similar necessities. This
teacher probably owns her own automobile or has the use of
one. Several of her friends, however, are not
with her, as they do not own a car. This typical teacher
receives an average salary of \$1,100.00, and makes a total of
\$713.50.

II. CONCLUSIONS

In the light of the data at hand one must conclude that the teaching personnel of Taos County is composed largely of middle-age teachers who have probably decided to make teaching their career. The percentage of representation of the teaching staff by both sexes suggests that school officials realize the significance of pupil contact with both women and men teachers. As shown by the fact that a large percentage of the women teachers are married, the door is not closed to married women. This is a desirable situation. However, the fact that there is a much higher percentage of married teachers in the county than is found elsewhere and the low salary level in the county lead one to conclude that Taos County schools are probably failing to attract single teachers who must depend solely on their salaries for support. Furthermore, one naturally questions a situation where there is such a large number of married teachers in face of the low wages paid. These salaries are hardly such as to provide adequately for married teachers.

School officials are, for one reason or another, employing quite a large number of home-talent teachers. Even though this situation might be open to some criticism, the percentages are not sufficiently overbalanced either way to suggest deliberate discrimination for or against

In the light of the data at hand one may conclude that the teaching personnel in Cook County is composed largely of middle-aged persons who have typically failed to make teaching their career. The percentages of representation of the teaching staff by race, sex, and age school officials realize the significance of pupil contact with both women and men teachers. As shown by the fact that a large percentage of the women teachers are married, the door is not closed to married women. This is a special situation. However, the fact that there is a much higher percentage of married teachers in the county than is found elsewhere and the fact that the salary schedule is based on the fact that Cook County schools are not failing to attract capable teachers who must depend solely on their salaries for support. Furthermore, the fact that questions of situation where there is such a large number of married teachers in face of the low wage paid. These salaries are hardly such as to provide adequately for married teachers.

School officials are, for one reason or another, employing quite a large number of home-talent teachers. Even though this situation might be open to some criticism, the percentages are not sufficiently overbalanced either way to suggest deliberate discrimination for or against

either group.

The data also show that care has been used to select teachers who have had college preparation in New Mexico. Authorities, too, have recognized the value of teachers having some preparation in the state in which they are to work, as well as the value of the breadth of outlook that comes with preparation in colleges of other states and the desirability of employing teachers who have preparation and certificates that qualify them for their specific positions. On these matters the situation in Taos County is highly satisfactory.

Although on a comparative basis the qualifications of the teachers are commendable, in the lower brackets they leave much to be desired. In all probability the efficiency of the schools would be increased considerably if qualifications of teachers in the lower brackets were raised. However, before suggesting such a step school officials should first make this eventuality possible by improving the economic status of these teachers.

Most of the teachers who are employed at the elementary school level are having to teach too many grades. This practice is open to serious criticism. The load for many of these teachers, due primarily to the fact that they have to teach two or more grades, is too heavy for efficient teaching. The most plausible reason for this is

either group.

The data also show that only a few have been able to select teachers who have had college preparation in the United States, and have recognized the value of teachers having some preparation in the state in which they are to work, as well as the value of the national outlook that comes with preparation in college. By contrast with the desirability of acquiring content and preparation and certain areas that usually have been specified positions. In these respects the situation in Taz County is highly satisfactory.

Although on a comparative basis the qualifications of the teachers are commendable, in the lower grades they leave much to be desired. In all probability the efficiency of the schools would be increased considerably if qualifications of teachers in the lower grades were raised. However, before suggesting such a step, school officials should first make sure of the existing conditions by improving the economic status of these teachers.

Most of the teachers who are employed at the elementary school level are having serious financial trouble. This practice is open to serious criticism. In the past many of these teachers, due primarily to the fact that they have to earn two or more dollars a day merely for official teaching. The most plausible reason for this is

that there is a large number of small schools in the county. Here, again, the efficiency of the schools could be greatly increased if teachers had fewer grades to teach. This, of course, would necessitate either the employing of more teachers or the consolidating of these small schools. In some cases it might take both. The teacher load at the secondary school level, both from the standpoint of pupil load and subjects taught, seems, in the light of the data, satisfactory. All teachers at every school level reported extra-class duties. In some cases, these might make the total teacher load too heavy. However, this situation will probably take care of itself if, as suggested, the problems of grades and pupil load at the elementary level are solved. The fact that the teachers hold membership in many educational organizations reflects the progressiveness of the teacher group. This is worthy of praise.

The low percentage of turnover among the teacher group is also commendable. Likewise, the tenure record is good. It indicates that it is not the policy of officials to make house cleanings and that school authorities realize that if an acceptable quality of teaching service is to be secured the tenure level must be raised. If the foregoing conclusions are correct, they reflect a policy of broad mindedness on the part of those in charge of the school system,--a policy that is highly satisfactory. The operation

that there is a large number of people who are

interested in the study of the history of the

country and the people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

There are many people who are interested in the

study of the history of the country and the

people who live in it.

of the same policy is also reflected in the average experience of almost eleven years for the teachers of the county.

More than half of the teachers stated that they were unable to obtain adequate boarding and rooming accommodations in the community where they were teaching. One must then, in the light of the data, conclude that working conditions, so far as adequate rooming and boarding facilities are concerned, are highly unsatisfactory. As previously pointed out, it is of the utmost importance to teachers that they have a comfortable place to which they can retire after the day's work. Teaching efficiency depends to a great extent upon a teacher's health and morale. The fact that satisfactory boarding and rooming places are limited in Tacs County might result in keeping many excellent teachers away from the school system. The average amount paid per month for room and board was about \$35. This figure seems high in view of the inadequacy of a majority of the accommodations. Evidently some means, most likely the erection of teacherages near the schools, should be taken to improve the teacher's living conditions.

The salary situation is somewhat reflected in the report made by the teachers relative to amounts spent for pleasure. The fact that few teachers reported spending money for recreation and reading and that a majority of

of the same policy is also reflected in the...
...of almost every year for the...
...community.
...most than half of the...
...were unable to obtain adequate housing and...
...negotiations in the community...
...must then, in the light of the...
...conditions, so far as...
...it is not...
...viciously...
...teachers that they have a...
...our...
...pends on a...
...the fact that...
...limited in...
...least...
...cannot...
...this figure...
...ity of the...
...likely the...
...be...
...The...
...report...
...plague...
...money for...

those who did spent very little, leads one to conclude that the economic status of the teachers is unsatisfactory. Various types of recreation are essential for the teacher's general health and morale.

The teachers live an average of 5.4 miles from where they were teaching. This is not a satisfactory condition. Because of this fact a large number of these teachers are not participating, to the fullest extent, in the activities of the community. As previously pointed out, both the teachers and the communities lose many benefits that would come from teachers living close to their schools. Moreover, many of the teachers do not own or have access to an automobile. This further complicates a bad situation. Again, some method, probably the building of teacherages, should be worked out whereby teachers could live within a reasonable distance from where they are employed.

The salary situation is again reflected in the fact that many of the teachers in the county do not own or have the use of a family car. It is not unreasonable to conclude that the reason is that the economic status of these teachers is such as to deny them the ownership of an automobile. This is a sad commentary, when one considers that the problem of transportation is so serious in rural areas and that literally thousands of people who are employed on jobs much less dignified than that of teaching are financially able

these who did not very little, but who in a number of cases
the economic status of the country is not satisfactory.
Various types of education are essential in the country.
General health and welfare.
The country has an average of 10,000 people
there they were feeling. This is not a satisfactory
situation. Because of this, a large number of people
are not participating in the social service.
activities of the community. As a result, it is not only
both the teachers and the community are not happy.
that would come from teaching in the country.
Industry, many of the teachers are not of high
to an education. This is a serious problem.
After, some method, probably the training of teachers,
should be worked out. It is not only a
technical education from which they are
The country education is not satisfactory.
that many of the teachers in the country are not of high
the use of a faculty. It is not satisfactory to
that the reason is that the country is not happy.
and it is not so easy to get the country to
This is a serious problem. The country is not
them of transportation is not satisfactory. It is not
literally thousands of people who are not happy.
have identified them from the country.

to own a car.

Only about half of the teachers stated what their living expenses were. The average monthly cost for those reporting was \$44.39. Their annual living expense was \$532.68. The mere cost of living is not the sole measure of an adequate salary, however. The important consideration is that after one has met the cost of living he have money left for other things. This naturally turns attention to the salary that a teacher receives. The average paid to the Taos County teacher was \$773.21; the median was \$713.50. Although salaries in the upper bracket were fair, a considerable majority of the others, in relation to the preparation of the teachers, their living expenses, and other outlays expected of the best type of teacher, are entirely too low. It is surprising to find that the teachers are of such high caliber as regards preparation and service, in view of the low salary schedule obtaining in Taos County. It is little wonder, then, that many of them spend little money for recreation and reading and do not own cars. The conclusion is that the general economic status of the Taos County teacher should be made more secure.

III. RECOMMENDATIONS

Although in many respects the general status of the teachers of Taos County is satisfactory, there is room for

to own a car.
Only about half of the teachers stated that their
living expenses were. The average monthly cost for these
reporting was \$44.39. Their annual living expenses were
\$532.68. The bare cost of living is not the sole measure
of an adequate salary, however. The important consideration
is that after one has met the cost of living he have money
left for other things. This naturally brings attention to
the salary that a teacher receives. The average paid to
the two county teachers was \$775.41; the median was \$715.30.
Although salaries in the higher brackets were fairly good, a consid-
erable majority of the others, in relation to the needs and
cost of the teachers, their living expenses, and other out-
lays expected of the best type of teacher, are certainly too
low. It is surprising to find that the teachers of such
high caliber as require protection and attention in
view of the low salary schedule obtaining in these counties.
It is little wonder, then, that many of them spend little
money for recreation and traveling and do not own cars. The
conclusion is that the general economic status of the two
county teachers should be made more secure.

III. Recommendations

Although it may surprise the general public of the
teachers of these counties as well as the public, there is a need for

improvement. Therefore, with the sole thought of making a good situation better, the following recommendations are offered.

The fact that the teachers are of middle age and have high tenure and experience records leads one, in view of the low salaries, to wonder if they really possess the merit which their maturity and tenure would otherwise indicate or to believe that certain satisfactory conditions must exist in the county which influence these teachers to remain in the system. If the latter is true, school officials should be aware of these conditions and analyze them with a view to making them still more pleasant in order to continue to hold the best of the present teachers and attract equally good ones from surrounding areas. While the percentage of home-talent teachers employed is not sufficiently high to cause alarm, officials should continue their policy of not closing their schools to out-of-state and out-of-county teachers. Although the general preparation of the teachers is relatively good, authorities should not, for any reason, lower standards, but rather increase them whenever possible.

The teacher load at the elementary school level, both from the standpoint of number of grades and number of pupils, is entirely too heavy. The best solution, though it may not be the easiest, for this problem is to consolidate

improvement. Therefore, with the aim of making a good situation better, the following recommendations are offered.

The first thing the government has to do is to have high female and experienced teachers in the of the low salaries, to make it very easily possible for merit which their merit and female work should be done or to believe that certain satisfactory conditions must exist in the country which influence these teachers to remain in the system. If the salary is low, the teachers should be aware of these conditions and realize that with a view to making them still more pleasant, they should continue to hold the post of the present teachers, and the track really good ones from the government and the percentage of home-talent teachers employed in the country early risk to cause them, and the government should policy of not closing their schools to non-graduate and non- of county teachers. Although the general reputation of the teachers is relatively good, unfortunately, the government should, lower standards, and realize that the teachers possible.

The teacher force at the elementary school level both from the standpoint of number of teachers and number of pupils, is entirely too heavy. The first solution, though, is may not be the easiest, for this problem is the immediate

the small schools wherever possible. This would in all probability eliminate the grades-per-teacher problem, lower the pupil load, insure more and better equipment, and thereby add immeasurably to the efficiency of the schools. If consolidation is not feasible, then doubtless the only other method for relieving teacher loads in the small schools is the employing of additional teachers. This is certainly a situation about which something should be done. It is a waste of the taxpayers' money, so far as efficiency is concerned, to maintain small schools where a single teacher is often expected to teach from two to seven grades.

The number of teachers reporting inadequate boarding and rooming facilities in the communities where they were employed leads one to believe that this is a difficult problem for the teachers in the county. Teacherages for many schools seems to be the most logical means of coping with the situation. This is especially true in view of the fact that these structures could be built now through grants from the Works Progress Administration. The only expense for the county would be for materials. Thus the county school system could, for only a small percentage of the total cost of the building, erect teacherages at each school where necessary. Such structures would not only add to the happiness and efficiency of the teachers but would partly compensate for the low salaries paid them.

The small schools wherever possible. This would in fact
probably eliminate the grades-per-teacher problem, and
the pupil load, increase more and better equipment, and
by add immeasurably to the efficiency of the schools.
Consolidation is not feasible, then, because the only
method for relieving teacher loads in the small schools is
the employing of additional teachers. This is certainly
situation about which something should be done. It is
waste of the taxpayers' money, so far as efficiency is con-
cerned, to maintain small schools where a single teacher
is often expected to teach from two to seven grades.
The number of teachers reporting increasing loads
ing and pecuniary facilities in the communities where they
were employed leads one to believe that this is a situa-
only problem for the teachers in the country. Teachers
for many schools seems to be the most logical means of
coping with the situation. This is especially true in
view of the fact that these teachers could be built up
through grants from the State Progress Administration. The
only expense for the county would be for materials. Thus
the county school system could, for only a small percentage
of the total cost of the building, great advantages be
each school where necessary. Such structures would not
only add to the happiness and efficiency of the teachers
but would partly compensate for the low salaries paid them.

If the small schools could be consolidated as aforementioned, it would reduce the number of teacherages needed. The consolidation of small schools, which would require some construction, and the building of teacherages might well be carried out at the same time through grants from the Works Progress Administration. This would save even more money through quantity purchases of materials that would be needed for both projects.

As previously pointed out, the salary situation is unsatisfactory. Naturally, then, the only way to make this situation satisfactory is through some means of raising teachers' salaries. The teachers might accept the teacherages as a partial increase in their salaries. However, this definitely should not, in every instance, be the maximum increase in the teacher's salary. School officials should thoroughly study the salary situation with a view to paying enough above mere requirements to enable teachers to enjoy a reasonable number of luxuries and to provide adequately for the future.

Before ending this study it might be pertinent to state that, realizing that no school system is perfect in every respect, it is not surprising to find certain deficiencies in the schools of Taos County.

BIBLIOGRAPHY

PHOTOGRAPHY

BIBLIOGRAPHY

- Burton, William H., Introduction to Education. New York: D. Appleton- Century Company, 1934. 833 pp.
- Brubacher, Abram Royer, and Others, The Volume Library, "Atlas." New York: Educators' Association, 1929, Book VII, 1139 pp.
- Eccles, Leonie Seabrook, "A Survey of the Preparation in Spanish of the Elementary Grade Teachers in New Mexico," Unpublished Master's thesis, University of New Mexico, Albuquerque, 1939. 41 pp.
- "Illiteracy Trends in New Mexico," University of New Mexico Bulletin, 1934, Table IV. 38 pp.
- Manire, L. Z., "A School Survey of Lea County, New Mexico," Unpublished Master's thesis, University of New Mexico, Albuquerque, 1931. 58 pp.
- "Population Characteristics," 16th U. S. Census, New Mexico, 1940. Second Series, Table 23. 23 pp.
- "Progress in Rural Education," Research Bulletin No. 4, September, 1940. Washington, D.C.: National Education Association, 1940. Pp. 131-82.
- Reeder, Ward G., The Fundamentals of Public School Administration. New York: The Macmillan Company, 1941. 798 pp.
- Ripple, L. W., "Experience, Tenure, Salaries and Professional Training of Teachers in North Central Association Secondary Schools of New Mexico," Unpublished Master's thesis, University of New Mexico, Albuquerque, 1933. 44 pp.
- "The Rural Teacher's Economic Status," Research Bulletin No 1, January, 1939. Washington, D.C.: National Education Association, 1939. 61 pp.
- Skinner, Charles E., Emerson R. Langfitt, and Others, An Introduction to Modern Education. New York: D. Appleton-Century Company, 1934. 833 pp.

BIBLIOGRAPHY

Burton, William H., Introduction to Education, New York: D. Appleton-Century Company, 1934. 355 pp.

Brubaker, Abram Royer, and Others, The Volume Index, "Atlas," New York: Education Association, 1932, Book VII, 1139 pp.

Boiles, Lucille Seabrook, "A Survey of the Propagation in Spanish of the Elementary Grade Teachers in New Mexico," Unpublished Master's Thesis, University of New Mexico, Albuquerque, 1932. 41 pp.

"Literary Trends in New Mexico," University of New Mexico Bulletin, 1934, Table IV, 38 pp.

Hamre, L. E., "A School Survey of Los Comas, New Mexico," Unpublished Master's Thesis, University of New Mexico, Albuquerque, 1931. 53 pp.

"Population Generalization," 1930 U. S. Census, New Mexico, 1940. Second Series, Table 27, 28 pp.

"Progress in Rural Education," Research Bulletin No. 4, September, 1940. Washington, D.C.: National Education Association, 1940. 17, 18-22.

Reeder, Ward G., The Fundamentals of Public School Administration, New York: The Macmillan Company, 1941. 128 pp.

Ripple, L. W., "Experiences, Trends, Statistics and Professional Training of Teachers in North Central Association Secondary Schools of New Mexico," Unpublished Master's Thesis, University of New Mexico, Albuquerque, 1932. 46 pp.

"The Rural Teacher's Economic Status," Research Bulletin No. 1, January, 1933. Washington, D.C.: National Education Association, 1933. 61 pp.

Brinner, Charles E., Emerson R. Langstaff, and Others, Introduction to Modern Education, New York: D. Appleton-Century Company, 1934. 355 pp.

"The Status of the Teaching Profession," Research Bulletin No. 2, March, 1940. Washington, D.C.: National Education Association, 1940. 79 pp.

Stevenson, P. R., Smaller Classes or Larger. Bloomington, Illinois: Public School Publishing Company, 1923. 127 pp.

"The Teacher Looks at Teacher Load," Research Bulletin No. 3, November, 1939. Washington, D.C.: National Education Association, 1939. Pp. 223-74.

Thirteenth Biennial Report of State Tax Commission of New Mexico, July 1, 1938, to June 30, 1940. Santa Fe, New Mexico: 86 pp.

Vaughn, John H., History and Government of New Mexico. State College, New Mexico: C. L. Vaughn, 1927. 377 pp.

Williams, Burton T., "Tenure and Turnover of Public School Teachers in New Mexico," Unpublished Master's thesis, University of New Mexico, Albuquerque, 1937. 59 pp.

"The Status of the Teaching Profession," *Research*
Bulletin No. 2, March, 1933, Washington, D.C.: National
Education Association, 1933. 12 pp.

McGovern, P. C., *Teacher Classified by Income*, Chicago:
The University of Chicago Press, 1933. 127 pp.

"The Teacher Looks at Teacher Load," *Research Bulletin*
No. 2, November, 1933, Washington, D.C.: National
Education Association, 1933. 12 pp.

*Thirteenth Annual Report of the National Board of
Examiners for Teachers*, 1933, New York: 36 pp.

Younis, John H., *History and Development of the
State College*, New York: D. C. Heath, 1931. 177 pp.

William, Burton T., *Teacher and Employer in Public
School Systems in New Mexico*, *Unpublished*
Master's Thesis, University of New Mexico,
Albuquerque, 1937. 22 pp.

APPENDIX

SUMMARY OF EDUCATIONAL INFORMATION

(100 Questionnaires sent. 85 Replies received)

- B1. (a) Check age group in which you belong: (1) 18-25 23;
(2) 26-40 50; (3) 41-60 -; (4) over 60 12.
- (b) Check the following activities to which you belong:
(1) P.T.A. 44; (2) N.M.E.A. 79; (3) N.E.A. 12;
(4) Others (name) 30
- (c) Male 28; Female 56.
- (d) Married 44; Single 41.
- (e) Do you teach in the local community where you grew up:
(1) Yes 15; (2) No 70.
- (f) Give distance you now live from where you teach: Av. 5.4
- (g) Are adequate boarding and rooming facilities to be
had in the district in which you teach: Yes 35; No 47.
- (h) How much do you pay for room and board: Av. \$35.
- (i) How much do you spend for recreation, reading, etc.:
Av. for 33 teachers, \$33.63
- (j) Do you board in the district where you teach: (1) Yes 39;
(2) No 32.
- (k) Do you live at home in the district where you teach:
(1) Yes 45; (2) No 39.
- (l) Do you own a car: (1) Yes 32; (2) No 18; Use family
car 27.
- (m) If you care to, please state how much it costs you to
live per month, including board and room: Av. \$44.39
- B2. (a) State tenure, counting present year, in:
(1) District Av. 3.5 yrs.; (2) County Av. 5.4 yrs.
- (b) State experience elsewhere in New Mexico (In years):
(1) 35; (2) Other states 17.
- (c) State exact title of position now held: 19 teaching
principals; 66 classroom teachers.

REPLY TO MEMORANDUM FOR THE SECRETARY
(100-100000-100)

21. (a) Check the following items and report back to the Secretary:
(1) 100-100000-100 (2) 100-100000-100

(b) Check the following items and report back to the Secretary:
(1) 100-100000-100 (2) 100-100000-100
(3) 100-100000-100

(c) Note the following items:

(1) 100-100000-100

(2) Do you have any other information regarding the above items?
(1) Yes (2) No

(3) State the date when you received the above information.

(4) Are there any other items which should be included in the report?
Yes (1) No (2) Yes

(5) How many copies of the report should be made?

(6) How many copies of the report should be made?
100-100000-100

(7) Do you have any other information regarding the above items?
(1) Yes (2) No

(8) Do you have any other information regarding the above items?
(1) Yes (2) No

(9) Do you have any other information regarding the above items?
Yes (1) No (2) Yes

(10) If you have any other information regarding the above items,
please state it in the report.

22. (a) State the date when you received the above information.
(1) 100-100000-100

(b) State the date when you received the above information.
(1) 100-100000-100

(c) State the date when you received the above information.
100-100000-100

- (d) List institutions attended - give last dates attended:
Name Dates

19 all preparation in Highlands University
2 all preparation in University of New Mexico
18 preparation in two or more colleges in N.M.
45 preparation both in and out of New Mexico

- (e) Check your qualifications from the following list:
 (1) Master's degree 1; (2) Bachelor's degree 14;
 (3) 3 years college 25; (4) 2 years college 41;
 (5) 1 year college -; (6) H.S. graduate only -.

- (f) What was your college major and minor: Practically
all H.S. teachers teaching in major or minor fields.

- (g) What certificate do you now hold: All have certifi-
cates for their teaching field.

- (h) State the grades teaching if in grade school:
Av. 1.94 grades.

- (i) Give number of pupils in room if teaching in grades:
Median 22.7 pupils.

- (j) Give total number of pupils you teach if teaching
 departmental: Median 71 pupils.

- (k) List the subjects taught in high school: English;
history; government; algebra; civics; geometry;
Spanish; chemistry; biology; general science;
social science; typing; shorthand; home economics;
physical education.

- (l) Give total number of pupils you teach in high school:
Median 71 pupils.

- (m) Check extra school duties that you have:
 (1) Boys' athletic coach 20; (2) Coach dramatics 2;
 (3) Girls' athletic coach 7; (4) Librarian 6;
 (5) Others (name) 18.

- B3. (a) State annual salary (1940-41): Av. \$773.21; Median \$713.50

(d) Give institutions attended - Give last name, address, city, state, zip

Is all information in this section correct?
If not, please correct in the space provided.
If correct, please check the box.

(e) Check your qualifications from the following list:
(1) Bachelor's degree ()
(2) Master's degree ()
(3) 3 years college ()
(4) 4 years college ()
(5) 5 years college ()

(f) What was your college major and minor (if any)?
All U.S. teachers teaching in public or private schools

(g) What certificate do you now hold? All have certificate
State the type of certificate held.

(h) State the grades taught in the grade school.
All U.S. teachers

(i) Give number of pupils in room if teaching in school.
Median 22.7 pupils

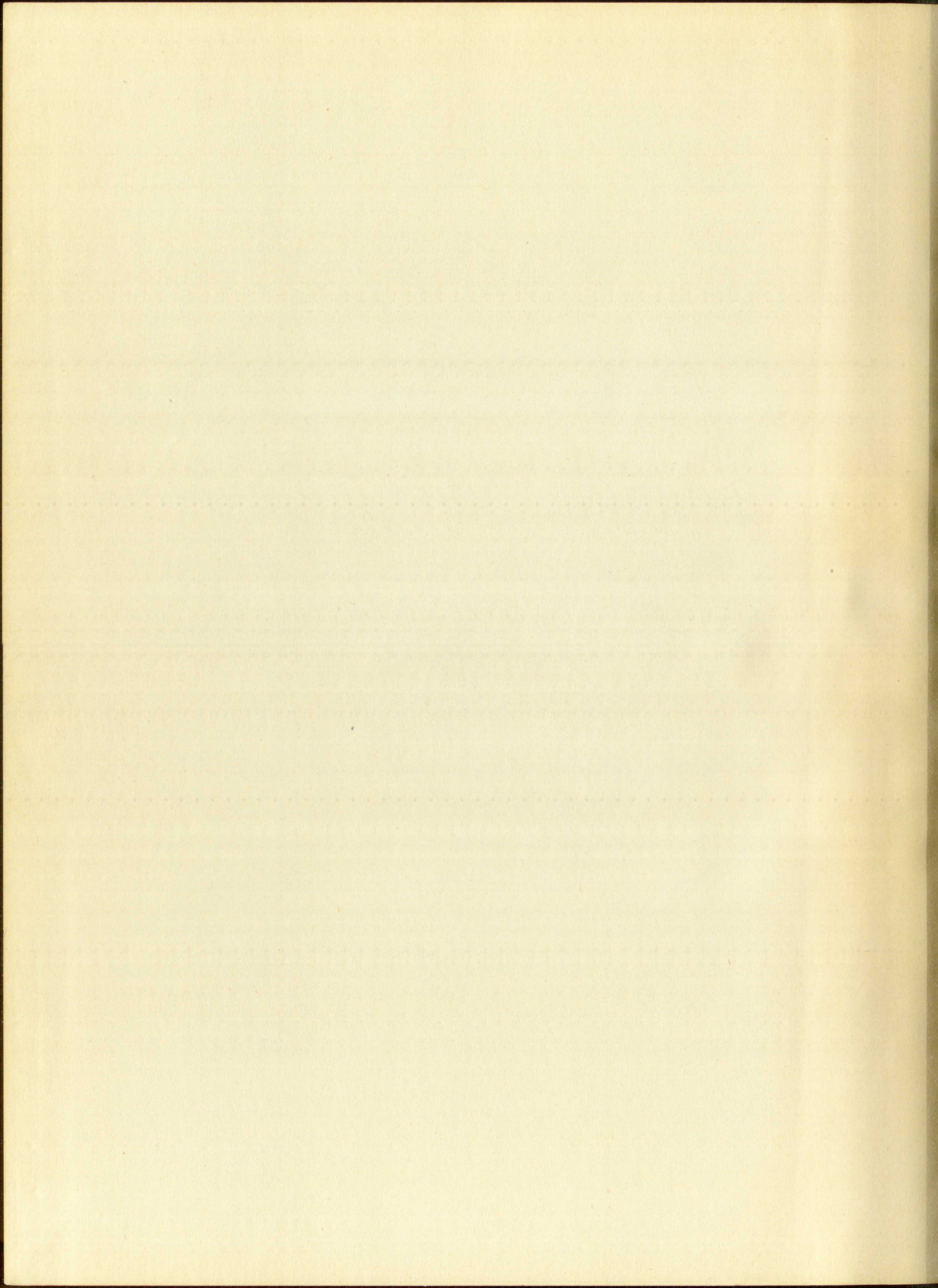
(j) Give total number of pupils you teach in classroom.
Median 22.7 pupils

(k) List the subjects taught in high school (if any):
Algebra, geometry, trigonometry, calculus, physics, chemistry, biology, English, history, social studies, art, music, foreign languages, health, physical education, etc.

(l) Give total number of pupils in room in high school.
Median 22.7 pupils

(m) Check extra school duties that you have:
(1) Boys' athletic coach ()
(2) Girls' athletic coach ()
(3) Other (name) ()

57. (a) State annual salary (1960-61): \$11,111.11 Median \$11,111.11



IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

