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A Study of Teacher Turnover on the Navajo Reservation

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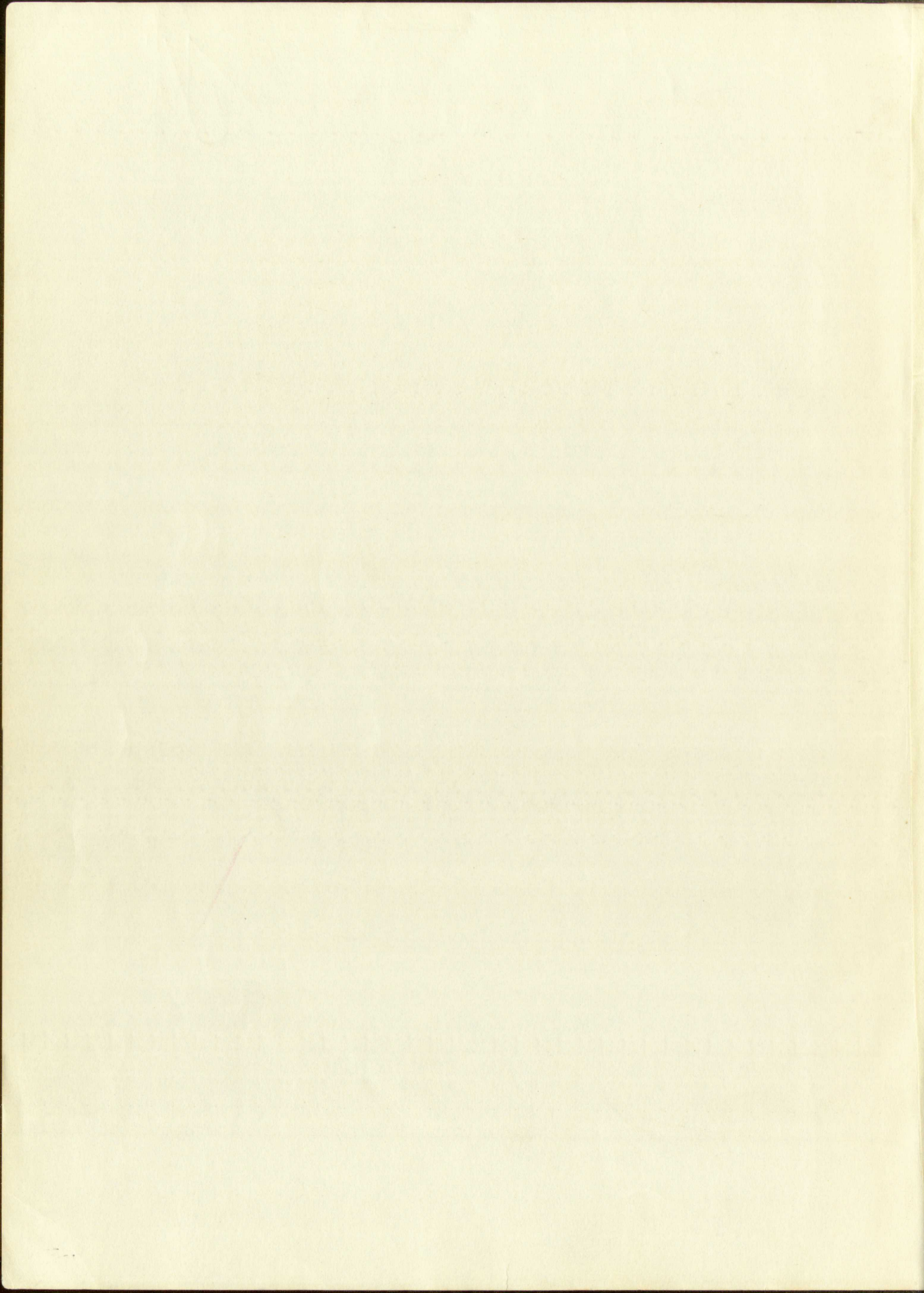
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A STUDY OF TEACHER TURNOVER ON THE NAVAJO RESERVATION

By

Kenneth Kipling Crites

A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1953

A STUDY OF TEACHER EMPLOYMENT IN THE HAWAIIAN TERRITORY

by

ROBERTA ELLIOTT GILBERT

A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of Hawaii

1951

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MASTER OF ARTS

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A STUDY OF TEACHER TURNOVER ON THE NAVAJO RESERVATION

By

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CHAPTER I

AN INTRODUCTION

The annual rate of turnover of full-time employees in the Department of the Interior for the calendar year of 1951 was 57.03 per cent.¹ Although the Indian Service teachers on the Navajo Reservation comprised only .0035 per cent of the 58,000 Interior employees during that period, they contributed to the overall percentage of turnover.

Evenden's² national survey of teachers in 1932 for the school year of 1930-1931 shows a 21 per cent turnover of elementary teachers, 15 per cent turnover of junior high teachers, and 20 per cent turnover of high school teachers. Nineteen years later Maul³ published a report on teacher turnover between 1947-1948 and 1948-1949 conducted in nineteen states which shows a range in turnover for high school teachers of from 5 to 26 per cent and for elementary teachers a range of from 3 to 18 per cent.

¹ News article in Inside Interior, April, 1952.

² E. S. Evenden, "Summary and Interpretation," U. S. Office of Education, Bulletin, X (1933), pp. 253.

³ Ray C. Maul, "Teacher Supply and Demand in the United States," National Commission on Teacher Education and Professional Standards of the National Education Association, 1949, pp. 32.

CHAPTER I

AN INTRODUCTION

The annual rate of turnover of full-time employees in the Department of the Interior for the calendar year of 1931 was 27.03 per cent.¹ Although the Indian Service teachers on the Navajo Reservation comprised only .003 per cent of the 58,000 Interior employees during that period, they contribute-
uted to the overall percentage of turnover.

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teen years later Manly published a report on teacher turnover between 1947-1948 and 1948-1949 conducted in nineteen states which shows a range in turnover for high school teachers of from 5 to 36 per cent and for elementary teachers a range of from 3 to 18 per cent.

- ¹ News article in *Inside Interior*, April, 1932.
- ² H. E. Evenden, "Summary and Introduction," *Office of Education, Bulletin*, X (1932), pp. 283-284.
- ³ Ray C. Manly, "Teacher Supply and Demand in the United States," *National Commission on Teacher Education and Training, National Standards of the National Education Association*, pp. 32.

Hedlund and Brown⁴ found, in a study made in 1948 in the State of New York, that 89 per cent of the teachers enjoyed teaching in their present positions and that 79 per cent expected to make a career of teaching. But only 44 per cent stated that they would select teaching again if they were starting over. It was determined that 51 per cent of the teachers thought that their salaries were too low and that 19 per cent wanted to leave their job for that reason. On the other hand 59 per cent felt that there was insufficient relief from pupil contact and 15 per cent wanted to leave their job because of this condition. A study of teacher turnover on the Navajo reservation for the period 1940-1950 inclusive is being made to determine what living and working conditions are most critical in causing teacher turnover. This information will supply a first line of attack for administrators in the Education Branch of the Navajo Service.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine the factors contributing to the teacher turnover on the Navajo Indian Reservation and (2) to

⁴ Paul A. Hedlund and Foster S. Brown, "Conditions that Lower Teacher Morale," The Nation's Schools, XLVII (September, 1951), 40-42.

Hedlund and Brown found, in a study made in 1931 in the State of New York, that 33 per cent of the teachers enjoyed teaching in their present positions and that 33 per cent expected to make a career of teaching. But only 14 per cent stated that they would select teaching again if they were starting over. It was determined that 51 per cent of the teachers thought that their salaries were too low and that 19 per cent wanted to leave their job for that reason. On the other hand 59 per cent felt that there was insufficient relief from pupil contact and 19 per cent wanted to leave their job because of this condition. A study of teacher turnover on the Navajo Reservation for the period 1940-1950 inclusive is being made to determine what living and working conditions are most critical in causing teacher turnover. This information will supply a first line of attack for administrators in the Navajo Agency of the Navajo Service.

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¹ Paul A. Hedlund and Robert E. Brown, "Conditions that Lower Teacher Morale," The National Education, XXVII (September, 1951), 40-42.

analyze these factors and to evaluate them in terms of administrative problems critical enough to merit initiation of remedial measures.

Importance of the study. Unreasonably high employee turnover in the Federal service, as noted in the report on the Department of the Interior for the calendar year of 1951,⁵ measurably increases operation costs, which are directly or indirectly borne by each citizen.

Conservative estimates place the experience required for new teachers in the Indian Service to reach a minimum of efficiency in the performance of the necessarily highly specialized type of instruction at two years. This degree of accomplishment is achieved in part through a program of in-service training and effective supervision, all of which is time-consuming and expensive. Replacement of short-term employees increases administrative costs and multiplies orientation periods.

Losses sustained by the student in the classroom as a result of teacher turnover are more abstract in nature and thus harder to measure, although none-the-less real.

To discover and correct conditions that are most irritating to teachers would have several values as pointed out

⁵ Inside Interior, loc. cit.

analyze these factors and to evaluate them in terms of their
attractive problems critical enough to merit initiation of
remedial measures.

Importance of the Factor

Turnover in the Federal service, as noted in the report on
the Department of the Interior for the calendar year of 1955,
nearly increased operation costs, which are directly or
indirectly borne by each citizen.

Conservative estimates place the experience required
for new teachers in the Indian Service at about a minimum of
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Losses sustained by the student in the classroom as a
result of teacher turnover are more abstract in nature and
thus harder to measure, although none-the-less real.

To discover and correct conditions that are not first-
hand to teachers would have several values as pointed out

Inside Indicator, Jan. 1956

by Hedlund and Brown⁶ in their study on teacher morale. They are: (1) Obstacles that prevent teachers from giving their best service would be removed; (2) the proportion of teachers who are happy in teaching would be increased; and (3) turnover would be reduced which in turn would reduce the exodus from a profession presently greatly understaffed.

A study of teacher turnover on the Navajo reservation may bring to light information that can be used to increase the tenure not only of teachers but that of other employees as well.

Delimitations of the problem. This is a study of 229 Navajo Service teachers separated from the Indian Service during the period 1940-1950 inclusive. Each one of these employees was classified as either a permanent, temporary, or war service employee under civil service, as noted in Appendix B, on page 82.

II. DEFINITIONS OF TERMS USED

Civil service. The United States civil service includes all Federal Government workers who are not members of the armed forces or of the court system.⁷

⁶ Hedlund and Brown, op. cit., pp. 40-42.

⁷ Margaret Willis, "Civil Service," The World Book Encyclopedia, III, 1462-64.

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⁶ Hedlund and Brown, op. cit., pp. 10-12.
⁷ Margaret Wilkins, "Civil Service," The World Book
 Encyclopedia, III, 342-4.

Department of the Interior. The Department of the Interior is one of the executive divisions of the United States Government. Its head, a member of the President's Cabinet, is the Secretary of the Interior. The most important bureaus of the Department of the Interior are the General Land Office, the Bureau of Reclamation, the Bonneville Power Administration, the Southwestern Power Administration, the Division of Power, the Petroleum Conservation Division, the Solid Fuels Administration, the Bureau of Mines, the National Park Service, the Grazing Service, the Geological Survey, the Division of Territories and Island Possessions, the Office of Indian Affairs, and the Fish and Wildlife Service.⁸

Navajo Indian Reservation. The Navajo Indian Reservation is an area approximately the size of the State of West Virginia, and is located in northeastern Arizona, northwestern New Mexico, and the southeast corner of Utah. Ration books issued in 1947 indicated a population of approximately 61,000 Indians. More recent estimates show 65,000 as the

⁸ Payson S. Wild, Jr., "Department of the Interior," The World Book Encyclopedia, IX, 3812

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The Department of the Interior is one of the executive divisions of the United States Government. Its head, a member of the President's Cabinet, is the Secretary of the Interior. The most important bureau of the Department of the Interior and the general land office, the Bureau of Reclamation, the Bonneville Power Administration, the Northwest Power Administration, the Division of Power, the Petroleum Conservation Division, the Solid Waste Administration, the Bureau of Mines, the National Park Service, the Bering Service, the Geological Survey, the Division of Territories and Island Possessions, the Office of Indian Affairs, and the Fish and Wildlife Service.

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Payson S. Wild, Jr., "Department of the Interior,"
The World Book Encyclopedia, IV, 362A

population. Indications are that it is increasing at the rate of 1,500 or more each year.⁹

Navajo Service. Navajo Service is that part of the Indian Service concerned with the Navajo Reservation.

Indian Service. Indian Service is a term used interchangeably with Bureau of Indian Affairs and/or Office of Indian Affairs.

Teacher Turnover. Good¹⁰ defines teacher turnover as the loss and subsequent replacement of teachers, usually expressed as the proportion of change in a specific teacher group, during a stated time period, for example, 1 year.

The stated time period in this study was from 1940 to 1950 inclusive. The proportion of change was limited to the 229 teachers listed in Appendix B, Teacher Information Sheet.

The Office of Indian Affairs. The Office of Indian Affairs supervises activities connected with the welfare of Indians in the United States and natives in Alaska.

⁹ Information About American Indians - Pamphlet V (You Asked About the Navajos, 1950, United States Indian Service, Department of the Interior, Washington: Haskell Institute, Lawrence, Kansas, 1950) p.1.

¹⁰ Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 433.

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The Office of Indian Affairs. The Office of Indian

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Indians in the United States and natives in Alaska.

⁹ Information About American Indians - Pamphlet V
(You Asked About the Navajo, 1950, United States Indian
Service, Department of the Interior, Washington: Marshall
Institute, Lawrence, Kansas, 1950) p. 1.

¹⁰ Carter V. Good, Dictionary of Education (New York:
McGraw-Hill Book Company, Inc., 1949), p. 411.

III. SOURCES OF THE DATA

Names, addresses, and data on 229 teachers separated from the Navajo Service during the period 1940-1950 inclusive were obtained from (1) Official Personnel Folders, which at that time had not been forwarded to the Federal Records Center by the Navajo Service Branch of Personnel, (2) available records at each of nine Navajo Service Area School Offices, and (3) personnel presently employed by the Navajo Service who were in possession of names and addresses of teachers who had been separated from the Navajo Service during the period under consideration.

Of questionnaires sent to these 229 ex-teachers, 83, or 36.24 per cent, were returned unopened because the teacher had moved and had left no forwarding address. Of those 146, or 63.76 per cent, contacted, 50 per cent returned completed questionnaires.

Numerous data were obtained from United States Department of the Interior publications - namely: "Statistical Supplement to the Annual Report of the Commissioner of Indian Affairs," and the "Annual Report of the Secretary of the Interior."

IV. METHODS OF PROCEDURE

Data were collected from teachers, supervisors, personnel records, government publications, and related sources.

III. SOURCES OF THE DATA

Names, addresses, and date of birth were obtained from the Navajo Service during the period 1940-1945. Information were obtained from (1) official personnel files, which at that time had not been forwarded to the Bureau of Indian Affairs by the Navajo Service Bureau of Personnel, (2) available records at each of nine Navajo Service Area Council Offices, and (3) personnel presently employed by the Navajo Service who were in possession of names and addresses of teachers who had been separated from the Navajo Service during the period under consideration.

Of questionnaires sent to those 225 ex-teachers, 82, or 36.2% per cent, were returned unanswered because the teachers had moved and had left no forwarding address. Of those 82, or 36.2% per cent, contacted, 50 per cent returned completed questionnaires.

Numerous data were obtained from United States Department of the Interior publications - namely: "Statistical Supplement to the Annual Report of the Commissioner of Indian Affairs," and the "Annual Report of the Secretary of the Interior."

IV. METHODS OF PROCEDURE

Data were collected from teachers, ex-teachers, personnel records, government publications, and related sources.

These data were organized and classified as to value to the study by (1) the preparation of a teacher information sheet, which served as the authority for compilation of a series of tables showing existing correlations and relationships of the data, (2) the preparation of a series of tables on the basis of data assembled from the returned questionnaires, and (3) formulation of a summary, conclusions, and recommendations.

V. REVIEW OF RELATED LITERATURE

While studies of teacher turnover in public school systems are readily available, there have been few, if any, formal studies of teacher turnover in the Indian Service.

Adams¹¹ reports, without elaboration, teacher turnover in the Indian Service during the year 1927 at 48 per cent. The civil service merit system was in effect at that time and had been for 65 years.¹²

Official records of the Navajo Service reveal the separation of 14.4 per cent of teachers during the year 1951.

¹¹ Evelyn C. Adams, American Indian Education (New York: King's Crown Press, 1946), p. 68.

¹² Ibid., p. 56.

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¹¹ Evelyn C. Adams, *American Indian Education* (New York: King's Crown Press, 1926), p. 68.
¹² *Ibid.*, p. 56.

These teachers had been employed in 23 of the 59 Navajo Service schools.¹³

Williams¹⁴ in 1937 made a study of "Tenure and Turn-over of Public School Teachers in New Mexico." Comparisons were made between three types of schools in this study. The systems considered were County, North Central, and Independent schools. It was determined that between July 1, 1930, to June 30, 1936, North Central schools had 15 per cent turnover; Independent schools had 26 per cent; and County schools suffered a 28 per cent turnover.

A School Opinion Poll conducted by the Nation's Schools in 1944, to determine why teachers leave, received replies from 34 per cent of the 500 administrators contacted.¹⁵ As a reason for leaving, low salaries was listed by 80 per cent; better opportunities in other fields by 78 per cent; better opportunities in other schools by 54 per cent; insecurity of tenure by 38 per cent; restrictions on social

¹³ Official List of New Personnel of the Education Branch of the Navajo Service, July 30, 1952 (Window Rock, Arizona: Navajo Service, 1952), p. 1.

¹⁴ Burton T. Williams, "Tenure and Turnover of Public School Teachers in New Mexico," (Unpublished Master's thesis, The University of New Mexico, Albuquerque, New Mexico, 1937), p. 60.

¹⁵ School Opinion Poll, "Why Teachers Leave," Nation's Schools, 33-34:32, September, 1944.

These teachers had been employed in 23 of the 29 Navajo Service schools.¹³ William¹⁴ in 1937 made a study of "Turnover and Turnover of Public School Teachers in New Mexico." Comparisons were made between three types of schools in this study. The systems considered were County, North Central, and Independent schools. It was determined that between July 1, 1930, to June 30, 1936, North Central schools had 15 per cent turnover; Independent schools had 26 per cent; and County schools suffered a 28 per cent turnover.

A School Opinion Poll conducted by the Nation's Schools in 1944, to determine why teachers leave, received replies from 34 per cent of the 500 administrators contacted.¹⁵ As a reason for leaving, low salaries was listed by 80 per cent; better opportunities in other fields by 78 per cent; better opportunities in other schools by 54 per cent; insecurity of tenure by 38 per cent; restrictions on social

¹³ Official List of New Personnel of the Education Branch of the Navajo Service, July 10, 1932 (Window Rock, Arizona: Navajo Service, 1932), p. 1.

¹⁴ Burton T. Williams, "Turnover and Turnover of Public School Teachers in New Mexico," (Unpublished Master's Thesis, The University of New Mexico, Albuquerque, New Mexico, 1937), p. 60.

¹⁵ School Opinion Poll, 33-34-35, September, 1944, "Why Teachers Leave," Nation's Schools.

habits by 18 per cent; poor living conditions by 18 per cent; restrictions on marriage by 14 per cent; poor working conditions by 6 per cent; lack of professional status by 3 per cent; disciplinary problems by 2 per cent; work not appreciated by 2 per cent; unsuited to teaching by 2 per cent; and restrictions on religion by 1 per cent.

Rausch¹⁶ conducted a study of teacher withdrawal in Indiana, which included 38 per cent of the teachers in that state, and revealed a 31 per cent turnover during the period from 1941 to 1944. Rausch determined that 49 per cent of the teachers who withdrew entered the armed forces; 8 per cent got married; 5 per cent entered business; 1 per cent went into industry; and 36 per cent left for other reasons.

Bechdolt¹⁷ made a study of teacher turnover in Indiana covering 84 per cent of 177 schools in cities from 2,500 to 100,000 and over in population. He found that from September 1943 to August 1944 there was a 6 per cent turnover in cities with 100,000 population and over; 11 per cent turnover in cities with from 10,000 to 29,999 population; and a 21 per

¹⁶ Oscar P. Rausch, Teacher Withdrawals from December 7, 1941 to April 1, 1944 (Bulletin of the School of Education, Indiana University, No. 20. Bloomington, Ind.: Indiana University, 1944), pp. 11-24.

¹⁷ B. V. Bechdolt, Instructional Personnel Turnover in Indiana Schools, Cities and Towns, September 1943 to August 1944 (Bulletin of the School of Education, Indiana University, No. 20. Bloomington, Ind.: Indiana University, 1944), pp. 11-24.

habits by 18 per cent; poor living conditions by 13 per cent; restrictions on marriage by 14 per cent; poor working conditions by 6 per cent; lack of professional status by 3 per cent; disciplinary problems by 2 per cent; with no other stated by 2 per cent; restricted to teaching by 2 per cent; and restrictions on religion by 1 per cent.

Ransohoff conducted a study of teacher attrition in Indiana, which included 38 per cent of the teachers in that state, and revealed a 31 per cent turnover during the period from 1941 to 1944. Ransohoff determined that 49 per cent of the teachers who withdrew entered the armed forces; 8 per cent got married; 7 per cent entered business; 1 per cent went into industry; and 36 per cent left for other reasons.

Bechtolt¹⁷ made a study of teacher turnover in Indiana covering 84 per cent of 177 schools in cities from 2,500 to 100,000 and over in population. He found that from September 1943 to August 1944 there was a 6 per cent turnover in cities with 100,000 population and over; 11 per cent turnover in cities with from 10,000 to 29,999 population; and a 31 per

¹⁶ Oscar P. Ransohoff, Teacher Withdrawals from Indiana, 1941 to April 1, 1944 (Bulletin of the School of Education, Indiana University, No. 20, Bloomington, Ind.: Indiana University, 1944), pp. 11-24.

¹⁷ B. V. Bechtolt, Instational Personnel Turnover in Indiana Schools, Cities and Towns, September 1943 to August 1944 (Bulletin of the School of Education, Indiana University, No. 20, Bloomington, Ind.: Indiana University, 1944), pp. 11-24.

cent turnover in cities with from 2,500 to 4,999 population. Of those leaving, 29 per cent went to another school system; 26 per cent left for a variety of reasons; 15 per cent got married; 12 per cent retired; 12 per cent joined the armed forces; and 6 per cent went into industry.

Pylman¹⁸ followed the careers of 2,163 Michigan teachers, and determined that there was a 77.3 per cent turnover during a 23-year period, from 1920 to 1943 inclusive. Of those leaving, 38 per cent resigned; 23 per cent were released; and the manner of separation of 39 per cent was unknown. Pylman determined that 13.7 per cent of the teachers left for health reasons; 45.8 per cent for social and personal reasons; 10.6 per cent for professional reasons; 21.8 per cent for economic reasons; and 8.1 per cent because of the National emergency.

In 1949 Stromsen and Dreese¹⁹ received a 90 per cent return on questionnaires sent to 489 interns for purposes of determining their attitude toward a career in the Federal service. Of the group 60 per cent were men and 40 per cent were women. The internship consisted of one year of training

¹⁸ Jay L. Pylman, "How Stable is the Teaching Profession?" The Nation's Schools, XXXV (February, 1945), 30-31.

¹⁹ Karl E. Stromsen and Mitchell Dreese, "Attitudes of NIPA Interns toward a Career in the Federal Service," Public Administration Review, 10, No. 4:254-261.

gent turnover in cities with from 2,500 to 4,999 population. Of those leaving, 39 per cent went to another school system; 26 per cent left for a variety of reasons; 15 per cent got married; 12 per cent retired; 12 per cent joined the armed forces; and 6 per cent went into industry.

¹⁸ Pylman followed the careers of 2,163 Michigan teachers, and determined that there was a 77.3 per cent turnover during a 23-year period, from 1920 to 1943 inclusive. Of those leaving, 38 per cent resigned; 23 per cent were released; and the manner of separation of 39 per cent was unknown. Pylman determined that 13.7 per cent of the teachers left for health reasons; 47.8 per cent for social and personal reasons; 10.6 per cent for professional reasons; 21.8 per cent for economic reasons; and 8.1 per cent because of the National emergency.

¹⁹ In 1949 Strommen and Drees received a 90 per cent return on questionnaires sent to 489 teachers for purposes of determining their attitude toward a career in the Federal service. Of the group 60 per cent were men and 40 per cent were women. The internship consisted of one year of training.

¹⁸ Jay L. Pylman, "How Stable is the Teaching Profession?" The Nation's Schools, XXV (February, 1947), 30-31.

¹⁹ Karl E. Strommen and Mitchell Drees, "Attitudes of NHA Interns toward a Career in the Federal Service," Public Administration Review, 10, No. 4:294-297.

toward a career in government administration, and public affairs during the period 1934-1949.

Of the four-fifths subsequently gainfully employed, about half became workers in the Federal government. By 1949 almost half of this latter group had left government service for one reason or another. Exclusive of marriage, which was the reason most frequently advanced by the women, most employees left because of a sense of frustration on the job. Some resigned in order to return to college, while some left to enter professional careers not available in government.

Lambert²⁰ made an extensive study of rural public school teachers in 1952. He sent questionnaires to 18,000 rural teachers throughout the United States. Schools located in cities with over 2,500 population were not considered to be rural. The questionnaire contained 56 questions concerned with personal factors, professional status, living conditions, the rural teacher's job, conditions affecting instruction, and income and expenditures of rural teachers. He received a 24 per cent return to his questionnaire.

Lambert found that there were 3 times as many women elementary teachers as men, and that 3 out of 4 of the elementary teachers were married. He determined that 1 out

²⁰ Lambert, Sam H., "Rural Teachers in 1951-52," Research Bulletin of the National Education Association, Volume XXXI, Number 1, February, 1953, 63 pp.

of 3 of the elementary teachers had college degrees, and that the average salary for rural teachers is \$2484 per annum.

The Research Division of the National Education Association²¹ determined that on a nation-wide basis teacher turnover for the year 1943-44 was 19.0 per cent, and for the school year of 1944-45 the turnover was 14.7 per cent.

VI. ORGANIZATION OF THE REMAINDER OF THE THESIS

This thesis will have 3 more chapter divisions. Chapter headings follow, together with a brief statement relative to their contents. "Techniques and Results of the Teacher Information Sheet," explains the procedure used and gives the results of the check lists. "Techniques and Results of the Questionnaire," explains techniques used and the results obtained. "Summary, Conclusions, and Recommendations," as indicated by the title, is made up of the summary, conclusions, and recommendations on the basis of the results of the study.

²¹ Research Division, "Continuing Crisis in the Schools," Research Bulletin of the National Education Association, January, 1945, 35 pp.

of 3 of the elementary teachers and college teachers, and the
the average salary for rural teachers is \$2.74 per month.

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VI. ORGANIZATION OF THE REMAINDER OF THE THESIS

This thesis will have 3 more chapters. Chapter headings follow, together with a brief statement
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Teacher Information Sheet," explains the procedure used and
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conclusions, and recommendations on the basis of the results
of the study.

²¹ Research Division, "Continuing Growth in the Schools,"
Research Bulletin of the National Education Association,
January, 1945, 33 pp.

CHAPTER II

TECHNIQUES AND RESULTS OF THE TEACHER INFORMATION SHEET

I. TEACHER INFORMATION SHEET

From supervisory personnel and personnel records data on 229 ex-teachers were tabulated on a check sheet, as shown in Appendix B, to show (1) case number, (2) sex, (3) marital status, (4) date of employment, (5) efficiency rating at time of separation, (6) legal residence, (7) type of separation, i. e., resignation, transfer, or termination, (8) status, i. e., permanent, temporary, or war service, and (9) date of separation. For convenience in handling, the data on each teacher were posted to individual cards as shown in the following Figure.

Case Number	200	Type of Separation	
Sex		Resignation	x
Male		Transfer	
Female	x	Termination	
Marital Status		Status	
Married	x	Permanent	
Single		Temporary	x
Rating	Very Good	War Service	
Date of Employment	1945	Date of Separation	1950
Legal Residence	New Mexico		

Figure 1

TEACHER INFORMATION CARD

II. RESULTS OF THE TEACHER INFORMATION SHEET

Table I, on the following page, was prepared from data contained in the teacher information sheet, Appendix B, and shows numerically and percentagewise separations, on a yearly basis, of the 229 teachers under consideration in this study. In Table I teachers were classified as to sex and marital status.

Yearly separations from the Service. Total separations from the Service increased yearly through 1945, at which time a peak of 18.79 per cent was reached as compared to 3.94 per cent in 1940. This sharp increase was followed by a fluctuating decline which jumped from a low of 6.98 per cent in 1949 to 13.55 per cent in 1950.

For this group the median percentage of separations was 10.31, and the range was 14.85 per cent.

Yearly separations of married females. Table II, on page 18, reveals a trend in separations for married females quite similar to that shown in Table I with the following exceptions: (1) Separations in 1941 take a downward trend while those for the entire group continue to rise, and (2) during the periods of 1947 and 1948 the percentage of separations remains constant while that in Table I drops in 1947 and rises in 1948.

II. RESULTS OF THE TEACHER INFORMATION SURVEY

Table I, on the following page, presents data contained in the teacher information sheet, Appendix A, and shows numerically and percentage-wise separation, by yearly basis, of the 229 teachers under consideration in this study. In Table I teachers were classified as to sex and marital status.

Yearly separations from the Service. Total separations

From the Service increased yearly through 1947, at which time a peak of 18.79 per cent was reached as compared to 3.94 per cent in 1940. This sharp increase was followed by a fluctuating decline which jumped from a low of 6.38 per cent in 1949 to 13.58 per cent in 1950.

For this group the median percentage of separations

was 10.31, and the range was 14.85 per cent.

Yearly separations of married teachers. Table II, on

page 18, reveals a trend in separations for married teachers quite similar to that shown in Table I with the following exceptions: (1) Separations in 1941 take a downward trend

while those for the entire group continue to rise, and

(2) during the periods of 1947 and 1948 the percentage of separations remains constant while in Table I groups in 1947 and rise in 1948.

TABLE I
TEACHER SEPARATIONS BY SEX AND MARITAL STATUS

Year	Sex	Number	Per Cent	Number Total	Per Cent
1940	Female			8	3.94
	Married	4	44.0		
	Single	4	44.0		
	Male			1	
	Married	1	12.0		
	Single	0	00.0		
1941	Female			5	4.37
	Married	3	30.0		
	Single	2	20.0		
	Male			5	
	Married	1	10.0		
	Single	4	40.0		
1942	Female			10	6.11
	Married	7	50.0		
	Single	3	21.4		
	Male			4	
	Married	4	28.6		
	Single	0	00.0		
1943	Female			13	7.41
	Married	8	47.0		
	Single	5	29.4		
	Male			4	
	Married	3	17.6		
	Single	1	6.0		
1944	Female			14	8.29
	Married	10	52.6		
	Single	4	21.0		
	Male			5	
	Married	4	21.0		
	Single	1	5.4		
1945	Female			36	18.79
	Married	21	48.8		
	Single	15	34.8		
	Male			7	
	Married	7	16.4		
	Single	0	00.0		
1946	Female			19	10.04
	Married	10	43.5		
	Single	9	39.2		

TABLE I
TEACHER SEPARATIONS BY SEX AND MARITAL STATUS

Year	Sex	Number	Per Cent	Number	Per Cent	Total
1940	Female	4	44.0	3	3.94	
	Married	4	44.0			
	Single					
	Male	1	12.0	1		
	Married	0	00.0			
	Single					
1941	Female	3	30.0	2	4.37	
	Married	2	20.0			
	Single					
	Male	1	10.0	2		
	Married	4	40.0			
	Single					
1942	Female	7	70.0	10	6.11	
	Married	3	21.4			
	Single					
	Male	4	28.6	4		
	Married	0	00.0			
	Single					
1943	Female	8	47.0	13	7.41	
	Married	2	23.4			
	Single					
	Male	3	17.6	4		
	Married	1	6.0			
	Single					
1944	Female	10	72.6	14	8.29	
	Married	4	21.0			
	Single					
	Male	4	21.0	2		
	Married	1	2.4			
	Single					
1945	Female	21	48.8	36	18.79	
	Married	12	34.8			
	Single					
	Male	7	16.4	7		
	Married	0	00.0			
	Single					
1946	Female	10	43.2	19	10.04	
	Married	9	39.8			
	Single					

TABLE I (Continued)

TEACHER SEPARATIONS BY SEX AND MARITAL STATUS

Year	Sex	Number	Per Cent	Number Total	Per Cent
1947	Male			4	
	Married	3	13.1		
	Single	1	4.2		
	Female			16	9.61
1948	Married	10	45.5		
	Single	6	27.3		
	Male			6	
	Married	3	13.6		
1949	Single	3	13.6		
	Female			18	10.91
	Married	10	40.0		
	Single	8	32.0		
1950	Male			7	
	Married	4	16.0		
	Single	3	12.0		
	Female			12	6.98
1950	Married	6	37.5		
	Single	6	37.5		
	Male			4	
	Married	3	18.8		
1950	Single	1	6.2		
	Female			21	13.55
	Married	14	45.1		
	Single	7	22.6		
1950	Male			10	
	Married	6	19.3		
	Single	4	13.0		
TOTAL		229		229	100.00

TABLE I (Continued)
TEACHER SEPARATIONS BY SEX AND MARITAL STATUS

Year	Sex	Number	Per Cent	Number	Per Cent	Total
1947	Male	3	13.1	4	16.0	7
	Married	1	4.2	1	4.0	2
	Single	2	8.9	3	12.0	5
1948	Female	10	42.2	10	40.0	20
	Married	6	27.3	6	24.0	12
	Single	4	14.9	4	16.0	8
1949	Male	3	12.5	3	12.0	6
	Married	2	8.3	2	8.0	4
	Single	1	4.2	1	4.0	2
1950	Female	10	40.0	10	40.0	20
	Married	6	24.0	6	24.0	12
	Single	4	16.0	4	16.0	8
1951	Male	3	12.5	3	12.0	6
	Married	1	4.2	1	4.0	2
	Single	2	8.3	2	8.0	4
1952	Female	10	40.0	10	40.0	20
	Married	6	24.0	6	24.0	12
	Single	4	16.0	4	16.0	8
TOTAL		229		229		100.00

TABLE II
YEARLY SEPARATIONS OF MARRIED FEMALES

Year	Sex	Number	Per Cent
1940	Female		
	Married	4	3.88
1941	Female		
	Married	3	2.91
1942	Female		
	Married	7	6.80
1943	Female		
	Married	8	7.76
1944	Female		
	Married	10	9.71
1945	Female		
	Married	21	20.39
1946	Female		
	Married	10	9.71
1947	Female		
	Married	10	9.71
1948	Female		
	Married	10	9.71
1949	Female		
	Married	6	5.82
1950	Female		
	Married	14	13.60
TOTAL		103	100.00

TABLE II

YEARLY SEPARATIONS OF MARRIED WOMEN

Year	Sex	Number	Per Cent
1940	Female	4	2.83
1941	Female	3	2.91
1942	Female	7	6.80
1943	Female	6	7.76
1944	Female	10	9.71
1945	Female	21	20.39
1946	Female	10	9.71
1947	Female	10	9.71
1948	Female	10	9.71
1949	Female	6	5.82
1950	Female	14	13.60
TOTAL		103	100.00

While the median percentage of separations for married females is only 9.38 per cent as compared to 10.31 for the entire group, the range exceeds that for the whole by 4.16 per cent.

Yearly separations of single females. The percentage of separations for the teacher group during 1940, 1945, and 1949 was lower than that of single females during the same periods, as shown in Table III, on page 20. During each of the remaining years the loss of single female teachers was below the average for the larger group.

The median percentage of separations for this group was high at 10.6 per cent, as was the range at 18.83.

Yearly separations of married males. Separation of married males, as noted in Table IV, page 21, follows the pattern found in Table I except during the year 1942, at which time the percentage of separations increased 7.69 per cent while that for the group increased only 1.74 per cent.

Yearly separations of single males. Separation trends of single males during the period being studied are unique. Within the group and in each other category the highest rate of separations occurred during the year 1945 and the lowest or next to the lowest in 1941. Separations of single males was highest in 1941 and 1950, and was lowest in 1940 and 1945, as indicated in Table V, page 22.

While the median percentage of separations for married females is only 9.38 per cent as compared to 10.31 for the entire group, the range exceeds that for the whole by 4.16 per cent.

Yearly separations of single females. The percentage of separations for the teacher group during 1940, 1941, and 1942 was lower than that of single females during the same periods, as shown in Table III, on page 30. During each of the remaining years the loss of single female teachers was below the average for the larger group. The median percentage of separations for this group was high at 10.6 per cent, as was the range at 18.83.

Yearly separations of married males. Separation of married males, as noted in Table IV, page 31, follows the pattern found in Table I except during the year 1942, at which time the percentage of separations increased 7.69 per cent while that for the group increased only 1.74 per cent.

Yearly separations of single males. Separation trends of single males during the period being studied are unique. Within the group and in each other category the highest rate of separations occurred during the year 1942 and the lowest or next to the lowest in 1941. Separations of single males was highest in 1941 and 1950, and was lowest in 1940 and 1942, as indicated in Table V, page 32.

TABLE III
YEARLY SEPARATIONS OF SINGLE FEMALES

Year	Sex	Number	Per Cent
1940	Female		
	Single	4	5.80
1941	Female		
	Single	2	2.90
1942	Female		
	Single	3	4.35
1943	Female		
	Single	5	7.24
1944	Female		
	Single	4	5.80
1945	Female		
	Single	15	21.73
1946	Female		
	Single	9	13.05
1947	Female		
	Single	6	8.70
1948	Female		
	Single	8	11.59
1949	Female		
	Single	6	8.70
1950	Female		
	Single	7	10.14
TOTAL		69	100.00

TABLE III
YEARLY SEPARATIONS OF SINGLE FEMALES

Year	Sex	Number	Per Cent
1940	Female	4	5.00
1941	Female	2	2.50
1942	Female	3	4.37
1943	Female	2	2.50
1944	Female	4	5.00
1945	Female	12	15.00
1946	Female	9	11.25
1947	Female	6	7.50
1948	Female	8	10.00
1949	Female	6	7.50
1950	Female	2	2.50
TOTAL		60	100.00

TABLE IV
YEARLY SEPARATIONS OF MARRIED MALES

Year	Sex	Number	Per Cent
1940	Male		
	Married	1	2.56
1941	Male		
	Married	1	2.56
1942	Male		
	Married	4	10.25
1943	Male		
	Married	3	7.70
1944	Male		
	Married	4	10.25
1945	Male		
	Married	7	17.95
1946	Male		
	Married	3	7.70
1947	Male		
	Married	3	7.70
1948	Male		
	Married	4	10.25
1949	Male		
	Married	3	7.70
1950	Male		
	Married	6	15.38
TOTAL		39	100.00

TABLE IV
YEARLY VARIATIONS OF MARRIED MALES

Year	Sex	Number	Per Cent
1940	Male	1	2.50
1941	Male	1	2.50
1942	Male	1	10.00
1943	Male	3	7.50
1944	Male	4	10.00
1945	Male	7	17.50
1946	Male	3	7.50
1947	Male	3	7.50
1948	Male	4	10.00
1949	Male	3	7.50
1950	Male	6	15.00
TOTAL		39	100.00

TABLE V
YEARLY SEPARATIONS OF SINGLE MALES

Year	Sex	Number	Per Cent
1940	Male		
	Single	0	0.00
1941	Male		
	Single	4	22.23
1942	Male		
	Single	0	0.00
1943	Male		
	Single	1	5.55
1944	Male		
	Single	1	5.55
1945	Male		
	Single	0	0.00
1946	Male		
	Single	1	5.55
1947	Male		
	Single	3	16.67
1948	Male		
	Single	3	16.67
1949	Male		
	Single	1	5.55
1950	Male		
	Single	4	22.23
TOTAL		18	100.00

TABLE V
YEARLY SEPARATIONS OF SINGLE MALES

Year	Sex	Number	Per Cent
1940	Male	0	0.00
1941	Single	1	22.22
1942	Male	0	0.00
1943	Single	1	22.22
1944	Male	1	22.22
1945	Single	0	0.00
1946	Male	1	22.22
1947	Single	3	66.67
1948	Male	3	66.67
1949	Single	1	22.22
1950	Male	1	22.22
TOTAL		18	100.00

With a median percentage of 15.66 and a range of 22.23 per cent, separations of single males exceeds that of all other groups.

III. COMPOSITION OF TEACHER GROUP

Table VI reveals married females to be in the majority as regards separations during the period under consideration. A striking difference between the number of married females and the number of married males separated is noted. The fact that 75.1 per cent of the teachers under consideration were females is in line with the common belief that the majority of elementary teachers are women. Of the teachers on the Navajo Reservation about 95 per cent are engaged in teaching on the elementary level.

TABLE VI

COMPOSITION OF TEACHER GROUP BY SEX AND MARITAL STATUS

Sex	Marital Status	Number	Per Cent
Female	Married	103	44.97
Female	Single	69	30.13
Male	Married	39	17.04
Male	Single	18	7.86
TOTAL		229	100.00

With a median percentage of 17.4 and a range of 12.1 to 22.1 per cent, separations of single males exceeds that of all other groups.

III. COMPOSITION OF TEACHER GROUP

Table VI reveals married females to be in the majority as regards separations during the period under consideration. A striking difference between the number of married females and the number of married males separated is noted. The fact that 75.1 per cent of the teachers under consideration were females is in line with the common belief that the majority of elementary teachers are women. Of the teachers on the Navajo Reservation about 75 per cent are engaged in teaching on the elementary level.

TABLE VI

COMPOSITION OF TEACHER GROUP BY SEX AND MARITAL STATUS

Sex	Marital Status	Number	Per Cent
Female	Married	101	14.07
Female	Single	32	4.42
Male	Married	36	4.97
Male	Single	18	2.50
TOTAL		187	100.00

IV. TYPES OF SEPARATION

Teachers who left the Navajo Service during the 1940-1950 period have been classified into five categories, those who (1) resigned, (2) transferred, (3) were terminated, (4) retired, and (5) were deceased.

It is rather significant that 65.50 per cent of the teachers resigned and 20.51 per cent transferred, when it is realized that change in employment status in these two categories is largely voluntary.

In the remaining three categories there is little if any employee control. This group totals 13.98 per cent, as shown in Table VII, on the following page, and represents the number separated for administrative reasons.

V. STATUS OF SEPARATED EMPLOYEES

As shown in Table VIII on page 26, teachers separated from the Navajo Service during the period 1940-1950 were classified as either war service, temporary, probationary, or permanent employees.

Rather signal is the high percentage of teachers, holding permanent status, who left the Service and especially so when combined with the percentage of separations of war service employees who were fully qualified but were denied permanent status because of war-time restrictions effective in civil service regulations.

IV. TYPES OF SEPARATION

Teachers who left the Navajo Service during the 1940-1950 period have been classified into five categories, those who (1) resigned, (2) transferred, (3) were terminated, (4) retired, and (5) were deceased.

It is rather significant that 62.50 per cent of the teachers resigned and 20.51 per cent transferred, when it is realized that change in employment status in these two categories is largely voluntary.

In the remaining three categories there is little if any employee control. This group totals 13.98 per cent, as shown in Table VII, on the following page, and represents the number separated for administrative reasons.

V. STATUS OF SEPARATED TEACHERS

As shown in Table VIII on page 26, teachers separated from the Navajo Service during the period 1940-1950 were classified as either war service, temporary, probationary, or permanent employees.

Rather small is the high percentage of teachers holding permanent status, who left the service and especially so when combined with the percentage of separation of war service employees who were fully qualified but were denied permanent status because of war-time restrictions relative to civil service regulations.

TABLE VII
TYPES OF SEPARATION

Action	Sex	Marital Status	Number	Total	Per Cent
Resigned	Female	Married	66	150	65.51
		Single	52		
	Male	Married	23		
		Single	9		
Transferred	Female	Married	21	47	20.51
		Single	13		
	Male	Married	9		
		Single	4		
Terminated	Female	Married	15	28	12.23
		Single	3		
	Male	Married	5		
		Single	5		
Retired	Female	Married	0	3	1.31
		Single	1		
	Male	Married	2		
		Single	0		
Deceased	Female	Married	1	1	0.44
		Single	0		
	Male	Married	0		
		Single	0		
TOTAL			229	229	100.00

TABLE VII
TYPES OF SEPARATION

Action	Sex	Marital Status	Number	Total	Per Cent
Resigned	Female	Married	66	170	67.35
		Single	72		
	Male	Married	23		
		Single	9		
Transferred	Female	Married	21	67	20.31
		Single	13		
	Male	Married	9		
		Single	4		
Terminated	Female	Married	15	51	16.23
		Single	3		
	Male	Married	2		
		Single	2		
Retired	Female	Married	0	3	1.31
		Single	1		
	Male	Married	2		
		Single	0		
Deceased	Female	Married	1	1	0.44
		Single	0		
	Male	Married	0		
		Single	0		
TOTAL			229	229	100.00

TABLE VIII
TEACHER STATUS

Status	Sex	Marital Status	Number	Total	Per Cent
War Service	Female	Married	33	76	33.19
		Single	27		
	Male	Married	12		
		Single	4		
Temporary	Female	Married	39	84	36.68
		Single	20		
	Male	Married	13		
		Single	12		
Permanent	Female	Married	30	63	27.51
		Single	19		
	Male	Married	13		
		Single	1		
Probationary	Female	Married	1	6	2.62
		Single	3		
	Male	Married	1		
		Single	1		
TOTAL			229	229	100.00

TABLE VIII
TEACHER STATUS

Status	Sex	Married Status	Number	Total	Per Cent
War Service	Female	Married	32	70	33.12
		Single	38		
	Male	Married	12	4	
		Single	4		
Temporary	Female	Married	19	34	15.62
		Single	15		
	Male	Married	12	12	
		Single	12		
Permanent	Female	Married	30	69	31.32
		Single	39		
	Male	Married	12	12	
		Single	1		
Probationary	Female	Married	1	3	1.32
		Single	2		
	Male	Married	1	1	
		Single	1		
TOTAL			229	229	100.00

Employees in the probationary group, while fully qualified, were understandably small in number during this period, since this category was suspended when the war-time restrictions went into effect.

Teachers in the temporary group were so classified because they were (1) not fully qualified, or (2) employees whose services were needed only for a short period of time. Separations in this category were understandably high.

War service employees. Teachers employed during the period when war service regulations were in effect, if fully qualified, were classified as war service. An analysis of separated war service employees, as shown in Table IX, on the following page, reveals that ~~about~~ ^{out of} every 10 was terminated, and that 77.6 per cent resigned. The low percentage of teachers in this group who transferred was atypical.

Temporary employees. Of each 3 teachers who left the Service during the 1940-1950 period, 1 was a temporary employee. The reason for the separation of temporary employees differs, in most cases, from that of other groups. In many cases it is because their services are no longer needed, in others it is because a fully qualified employee becomes available. It is not unusual for a temporary employee to resign or transfer in view of the above conditions. Table X, on page 29, shows a high percentage of resignations among this group.

Employees in the probationary group, while fully qualified, were understandably small in number during this period, since this category was suspended when the war-time conditions went into effect.

Teachers in the temporary group were not classified because they were (1) not fully qualified, or (2) employees whose services were needed only for a short period of time. Separations in this category were understandably high.

War service employees. Teachers employed during the period when war service registrations were in effect, if fully qualified, were classified as war service. An analysis of separated war service employees, as shown in Table IX, on the following page, reveals that practically every one was terminated, and that 77.6 per cent resigned. The low percentage of teachers in this group who transferred was significant.

Temporary employees. Of each 5 teachers who left the service during the 1940-1950 period, 1 was a temporary employee. The reason for the separation of temporary employees differs, in most cases, from that of other groups. In many cases it is because their services are no longer needed, in others it is because a fully qualified employee became available. It is not unusual for a temporary employee to resign or transfer in view of the above conditions. Table X, on page 26, shows a high percentage of resignations among this group.

TABLE IX
WAR SERVICE EMPLOYEES

Number of years in the Service	Sex	Marital Status	Number	Resigned	Number Transferred	Terminated
0 to 2	Female	Married	26	16	7	3
	Male	Single	24	22	1	1
3 to 4	Female	Married	10	8	1	1
	Male	Single	4	1	0	3
5 to 6	Female	Married	1	1	0	0
	Male	Single	2	2	0	0
7 to 8	Female	Married	0	0	0	0
	Male	Single	0	0	0	0
TOTAL	Female	Married	5	5	0	0
	Male	Single	1	1	0	0
PER CENT	Female	Married	1	1	0	0
	Male	Single	0	0	0	0
			76	59	9	8
			100.0	77.6	11.9	10.5

TABLE X

TEMPORARY EMPLOYEES

Number of years in the Service	Sex	Marital Status	Number	Number		
				Resigned	Transferred	Terminated
0 to 2	Female	Married	27	15	3	9
	Male	Single	20	17	2	1
3 to 4	Female	Married	11	8	1	2
		Single	12	7	3	2
	Male	Married	8	4	2	2
		Single	0	0	0	0
5 to 6	Female	Married	1	1	0	0
		Single	0	0	0	0
	Male	Married	3	3	0	0
		Single	0	0	0	0
7 to 8	Female	Married	0	0	0	0
		Single	0	0	0	0
	Male	Married	1	0	1	0
		Single	0	0	0	0
TOTAL			84	56	12	16
PER CENT			100.0	66.7	14.3	19.0

Permanent employees. Table XI on page 31 deals with the separations of permanent employees in the group being investigated. It will be noted that separation actions include retired and deceased employees in addition to the customary resigned, transferred, and terminated designations. Only permanent employees are eligible for retirement.

The ratio between teachers who resigned and those who were transferred is nearly 1 to 1 as compared to 4 to 1 among temporary employees, and 7 to 1 in the war service group. This condition is rather to be expected in that the median number of years in service for the three groups follows the same sliding scale but inversely. Medians for the three groups are 6.1 years for permanent employees, 1.2 years for temporary employees, and 1.1 years for war service employees.

VI. LEGAL RESIDENCES OF SEPARATED EMPLOYEES

Table XII, on page 32, shows that the 229 separated teachers came from 32 different states, the District of Columbia, the Territory of Alaska, and that the legal residence of 7.43 per cent was unknown.

Five states, New Mexico, Arizona, California, Oklahoma, and Texas in that order contributed 64.19 per cent of the teachers. Of this latter group of states all have within their boundaries Indian Reservations.

Permanent employees, Table XI on page 11 deals with

the separations of permanent employees in the group being

investigated. It will be noted that separation sections

include retired and deceased employees in addition to the

customary resigned, transferred, and terminated designations.

Only permanent employees are eligible for retirement.

The ratio between teachers who resigned and those who

were transferred is nearly 1 to 1 as compared to 4 to 1 among

temporary employees, and 7 to 1 in the war service group.

This condition is rather to be expected in that the median

number of years in service for the three groups follows the

same sliding scale but inversely. Medians for the three

groups are 6.1 years for permanent employees, 1.8 years for

temporary employees, and 1.1 years for war service employees.

VI. LOCAL RESIDENCE OF TEACHERS EMPLOYED

Table XII, on page 32, shows that the 222 separated

teachers came from 32 different states, the District of

Columbia, the Territory of Alaska, and that the total resi-

dence of 7.4 per cent was unknown.

Five states, New Mexico, Arizona, California, Wis-

consin, and Texas in that order contributed 4.19 per cent of

the teachers. Of this latter group of states all have

within their boundaries Indian Reservations.

TABLE XI
PERMANENT EMPLOYEES

Number of years in the Service	Sex	Marital	Number	Resigned	Transferred	Terminated	Retired	Deceased
1 to 3	Female	Married	8	4	3	1	0	0
		Single	4	3	1	0	0	0
	Male	Married	8	1	5	2	0	0
		Single	1	0	1	0	0	0
4 to 7	Female	Married	13	9	3	0	0	1
		Single	6	3	3	0	0	0
	Male	Married	1	0	1	0	0	0
		Single	0	0	0	0	0	0
8 to 11	Female	Married	6	5	1	0	0	0
		Single	5	1	3	0	1	0
	Male	Married	2	1	1	0	0	0
		Single	0	0	0	0	0	0
12 to 15	Female	Married	2	2	0	0	0	0
		Single	4	1	3	0	0	0
	Male	Married	1	0	0	0	1	0
		Single	0	0	0	0	0	0
16 to 19	Female	Married	1	0	1	0	0	0
		Single	0	0	0	0	0	0
	Male	Married	1	0	0	0	1	0
		Single	0	0	0	0	0	0
TOTAL PER CENT			63	30	26	3	3	1
			100	47.7	41.3	4.7	4.7	1.6

TABLE XII
LEGAL RESIDENCES OF SEPARATED EMPLOYEES

State Claimed	Number	Per Cent
Alabama	1	.44
Arizona	33	14.41
California	25	10.91
Colorado	3	1.31
District of Columbia	1	.44
Georgia	1	.44
Idaho	1	.44
Illinois	7	3.05
Indiana	2	.88
Kansas	4	1.75
Kentucky	3	1.31
Massachusetts	1	.44
Michigan	1	.44
Minnesota	2	.88
Mississippi	3	1.31
Missouri	1	.44
Montana	1	.44
Nebraska	2	.88
New Mexico	50	21.83
New York	4	1.75
North Carolina	1	.44
North Dakota	1	.44
Oklahoma	22	9.61
Oregon	2	.88
Pennsylvania	3	1.31
Tennessee	4	1.75
Texas	17	7.43
Utah	3	1.31
Virginia	2	.88
Washington	2	.88
West Virginia	1	.44
Wisconsin	2	.88
Wyoming	1	.44
Alaska	5	2.18
Unknown	17	7.43
TOTAL	229	100.00

LEGAL RESIDENCES OF SWAMPING INSUREES

State Claimed	Number	Per Cent
Alabama	1	0.1
Arizona	1	0.1
California	10	1.0
Colorado	1	0.1
District of Columbia	1	0.1
Georgia	1	0.1
Idaho	1	0.1
Illinois	1	0.1
Indiana	1	0.1
Kansas	1	0.1
Kentucky	1	0.1
Massachusetts	1	0.1
Michigan	1	0.1
Minnesota	1	0.1
Mississippi	1	0.1
Missouri	1	0.1
Montana	1	0.1
Nebraska	1	0.1
New Mexico	1	0.1
New York	1	0.1
North Carolina	1	0.1
North Dakota	1	0.1
Oklahoma	1	0.1
Oregon	1	0.1
Pennsylvania	1	0.1
Tennessee	1	0.1
Texas	1	0.1
Utah	1	0.1
Virginia	1	0.1
Washington	1	0.1
West Virginia	1	0.1
Wisconsin	1	0.1
Wyoming	1	0.1
Alaska	1	0.1
Unknown	1	0.1
TOTAL	200	100.0

VII. ESTIMATED YEARLY TURNOVER OF SEPARATED EMPLOYEES

The 229 teachers separated from the Navajo Service during the period 1940 to 1950 inclusive are representative of an undetermined number of separations from the Service during that period. Table XIII, on page 34, presents an estimated yearly turnover, in terms of the 229 separations, and on the basis that a minimum of 1 teacher was employed for each 30 pupils enrolled in Federal schools operated on the Navajo Reservation during the period under consideration.

A comparison of data found in Table I, on page 16, with that shown in Table XIII, on the following page, shows the percentages of estimated yearly turnover to be greater than the percentages of separations for the same periods. It should be noted that the 13.20 per cent estimated average yearly turnover shown in Table XIII reflects the lowest figure possible, other things being equal. It should be recognized that this minimum estimate would be forced upward by the discovery of additional separations, or downward by an upward revision of the number of teachers employed.

In comparison with the 25 per cent turnover frequently found in individual states and school systems, the 13.20 per cent estimated average yearly turnover for the Navajo Service is unexplainably low.²²

²² A. S. Barr and W. J. Brandt, "Teacher Tenure," Review of Educational Research, XVI (1946), 271-73.

TABLE XIII

ESTIMATED YEARLY TURNOVER OF SEPARATED EMPLOYEES

Pupils enrolled in Navajo Service schools	Minimum number of teachers	Teachers known to be separated	Estimated turnover (per cent)
1940 - 5080	170	9	5.29
1941 - 5250	175	10	5.71
1942 - 4473	150	14	9.33
1943 - 4797	160	17	10.62
1944 - 4138	138	19	13.77
1945 - 4528	151	43	28.47
1946 - 4200	140	23	16.48
1947 - 5000	167	22	13.17
1948 - 4847	161	25	15.52
1949 - 5836	195	16	8.25
1950 - 4989	167	31	18.56
TOTAL: 53,138	1774	229	145.17
AVERAGE: 4,831	161.3	20.8	13.20

TABLE XIII
ESTIMATED TRAFFIC TONNAGE OF STEAMER LINES

Period	Minimum number of passengers	Passengers known to be registered	Passengers cancelled in Navy's Navy-ies schools
1940 - 1949	170	2	3.23
1941 - 1949	175	10	3.75
1942 - 1949	180	11	3.95
1943 - 1949	185	12	4.15
1944 - 1949	190	13	4.35
1945 - 1949	195	14	4.55
1946 - 1949	200	15	4.75
1947 - 1949	205	16	4.95
1948 - 1949	210	17	5.15
1949 - 1949	215	18	5.35
TOTAL:	215	18	5.35
AVERAGE:	18.75	1.5	0.445

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The 10.62 per cent turnover shown for the Service in 1943 is 8.38 per cent under the average for the nation during the same period, as estimated by the National Education Association, and is .93 per cent less than the average for the nation during the 1944 school year.²³

On the other hand it is noted that during the following year, 1945, estimated Navajo Service turnover exceeded by 3.47 per cent the 25 per cent turnover found in most states and individual systems.²⁴

It is apparent that the estimated Navajo Service turnover for the period under consideration does not too closely approximate the national turnover trend, but rather runs under with an occasional upswing past the national norm.

²³ Research Division, National Education Association, loc. cit.

²⁴ Barr and Brandt, loc. cit.

The D.C. per cent... 1943 is 3.35 per cent... the same period, as estimated... station, and is 4.5 per cent... nation during the 1943-1944 period... On the other hand... the year, 1943, estimated... by 3.47 per cent... states and individual... It is apparent... turnover for the period... closely approximate... rate under with an occasional...

25 Research Division, National Bureau of Economic Research
100-212
25 Post and Market, New York

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CHAPTER III

TECHNIQUES AND RESULTS OF THE QUESTIONNAIRE

I. COMPOSITION OF THE QUESTIONNAIRE

This study is concerned with the responses of ex-teachers to the questionnaire that was sent to them, a copy of which is to be found in Appendix A, which reveal (1) teaching experience prior to employment in the Navajo Service, (2) educational training prior to and during employment in the Navajo Service as well as that received after termination of employment and up to the present time, (3) status upon entrance into the Navajo Service as a teacher, i. e., transferee or new employee, (4) status while in the Service, i. e., temporary or classified, (5) reason or reasons for entering the Navajo Service, (6) degree of achievement of personal adjustment to reservation teaching conditions, (7) teaching experience while in the Navajo Service, i. e., Day School, Community Boarding School, Area Boarding School, (8) extent of agreement with the curriculum used in the Navajo Service Schools, (9) participation in the preparation of the curriculum, (10) adjustment to fellow employees, (11) adjustment to quarters situation, (12) marital status, (13) if married, employment of spouse, (14) reason or reasons for leaving the Navajo Service, (15) employment status since leaving the Service,

TEACHING AND RESEARCH OF THE QUESTIONNAIRE

I. COMPOSITION OF THE QUESTIONNAIRE

This study is concerned with the response of ex-

teachers to the questionnaire that was sent to them, a copy

of which is to be found in Appendix I, which reveals

(1) teaching experience prior to employment in the Navy's

Service, (2) educational training prior to and during employ-

ment in the Navy's Service as well as that received after

termination of employment and up to the present time,

(3) status upon entrance into the Navy's Service as a

teacher, i. e., transferee or new employee, (4) status while

in the Service, i. e., temporary or classified, (5) reason or

reasons for entering the Navy's Service, (6) degree of

achievement of personal adjustment to residential teaching

conditions, (7) teaching experience while in the Navy's Ser-

vice, i. e., day school, Community Learning School, etc.

Boarding School, (8) extent of agreement with the conditions

used in the Navy's Service Schools, (9) participation in the

preparation of the questionnaire, (10) adjustment to fellow

employees, (11) adjustment to quarters situation, (12) mar-

ital status, (13) if married, employment as spouse,

(14) reason or reasons for leaving the Navy's Service,

(15) employment status since leaving the Service.

(16) willingness to return to the Navajo Service as a teacher, and (17) things that the Service could have done to make the teacher better satisfied.

II. RESULTS OF THE QUESTIONNAIRE

Teaching experience prior to employment in the Navajo Service. Teachers responding to the questionnaire, Appendix A, indicated a range of teaching experience of from none to 27 years. The median number of years taught was 6.14 as shown in Table XIV on the following page. Over one-third of the teacher group had less than two years of teaching experience. Peaks of 10 per cent of the group are shown in the 2 to 4, 6 to 8, and the 18 to 20 years of teaching experience. The percentage of those employed for from 20 to 27 years equals 5.48 per cent of the group.

Previous teaching experience in rural and urban schools. Table XV, on page 39 shows a .7 per cent difference between the median years of teaching experience by the group in rural and urban schools with 16.4 per cent of the group showing experience in both rural and urban schools. Over 50 per cent of the teachers served less than 5 years in either rural or urban schools or a combination of the two.

Previous teaching experience in the same school system. A median number of 4.4 years was spent by members of

(16) willingness to return to the home service as a teacher, and (17) finding that the service would have been to make the teacher better satisfied.

II. RESULTS OF THE QUESTIONNAIRE

Teacher experience prior to assignment to the service

Service. Teachers responding to the questionnaire, however, indicated a range of teaching experience of from none to 27 years. The median number of years taught was 2.14 as shown in Table XIV on the following page. Over one-third of the teacher group had less than two years of teaching experience. Peaks of 10 per cent of the group are shown in the 2 to 4, 6 to 8, and the 18 to 20 years of teaching experience. The percentage of those employed for from 22 to 27 years actually 5.48 per cent of the group.

Previous teaching experience in rural and urban schools

Table XV, on page 22 shows a 7 per cent difference between the median years of teaching experience of the group in rural and urban schools with 10.4 per cent of the group showing experience in both rural and urban schools. Over 50 per cent of the teachers served less than 5 years in either rural or urban schools or a combination of the two.

Previous teaching experience in the home and service

Table XVI, on page 23 shows that 10.4 per cent of the

TABLE XIV
TEACHING EXPERIENCE PRIOR TO EMPLOYMENT IN THE NAVAJO SERVICE

Years of Teaching Experience	Number	Accumulated Numbers	Per Cent
0 to 1.99	25	25	34.24
2 to 3.99	8	33	10.96
4 to 5.99	3	36	4.10
6 to 7.99	7	43	9.53
8 to 9.99	6	49	8.23
10 to 11.99	4	53	5.48
12 to 13.99	2	55	2.74
14 to 15.99	6	61	8.23
16 to 17.99	0	61	0.00
18 to 19.99	8	69	10.96
20 to 21.99	2	71	2.74
22 to 23.99	0	71	0.00
24 to 25.99	1	72	1.37
26 to 27.99	1	73	1.37
Total	73		100.0
Median ²⁵	6.14		

²⁵ L. L. Thurstone, The Fundamentals of Statistics
(New York: The Macmillan Company, 1949), pp. 78-82.

TABLE XIV

TEACHING EXPERIENCE PRIOR TO EMPLOYMENT IN THE SAVANNA SERVICE

Years of Teaching Experience	Number	Accumulated Numbers	Per Cent
0 to 1.99	25	25	36.23
2 to 3.99	25	50	10.00
4 to 5.99	25	75	4.13
6 to 7.99	25	100	0.00
8 to 9.99	25	125	0.00
10 to 11.99	25	150	0.00
12 to 13.99	25	175	0.00
14 to 15.99	25	200	0.00
16 to 17.99	25	225	0.00
18 to 19.99	25	250	0.00
20 to 21.99	25	275	0.00
22 to 23.99	25	300	0.00
24 to 25.99	25	325	0.00
26 to 27.99	25	350	0.00
Total	75		100.00
Median	25		0.00

25 L. L. Thurstone, The Measurement of Intelligence (New York: The Macmillan Company, 1921, pp. 78-82.)

TABLE XV

TEACHING EXPERIENCE PRIOR TO EMPLOYMENT IN THE
NAVAJO SERVICE IN RURAL AND URBAN SCHOOLS

Years of Teaching Experience	Rural Schools	Accumulated Numbers	Per Cent	Urban Schools	Accumulated Numbers	Per Cent	Total
1 to 2.99	14	14	56.0	11	11	44.0	100
3 to 4.99	11	25	50.0	11	22	50.0	100
5 to 6.99	7	32	77.8	2	24	22.2	100
7 to 8.99	5	37	62.5	3	27	37.5	100
9 to 10.99	3	40	50.0	3	30	50.0	100
11 to 12.99	2	42	66.7	1	31	33.3	100
13 to 14.99	3	45	66.7	1	32	33.3	100
15 to 16.99	2	47	50.0	2	34	50.0	100
17 to 18.99	1	48	100.0	0	34	00.0	100
19 to 20.99	1	49	100.0	0	34	00.0	100
21 to 22.99	0	49	00.0	1	35	100.0	100
23 to 24.99	0	49	00.0	1	36	100.0	100
Total 26	49			36			
Median	4.9			4.2			

26 Thurstone, loc. cit.

No.	Name of person	Age	Sex	Marital	Occupation	Education	Religion	Political	Social	Economic	Cultural	Physical	Mental	Moral	Total
1	John Doe	25	M	Single	Teacher	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
2	Jane Smith	22	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
3	Robert Johnson	30	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
4	Mary White	28	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
5	William Brown	35	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
6	Elizabeth Green	27	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
7	Charles Black	32	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
8	Anna Gray	24	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
9	Thomas King	38	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
10	Sarah Lee	26	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
11	George Hall	33	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
12	Frances Adams	29	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
13	Edward Miller	31	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
14	Grace Wilson	23	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
15	Frank Moore	34	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
16	Lucy Taylor	25	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
17	Harold Clark	36	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
18	Beatrice Evans	27	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
19	Albert Scott	37	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
20	Edith Baker	24	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
21	Clarence Hall	39	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
22	Josephine White	28	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
23	Samuel Green	32	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
24	Martha Brown	26	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
25	Charles King	35	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
26	Elizabeth Lee	25	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
27	William Gray	33	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
28	Anna Moore	27	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
29	George Taylor	31	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
30	Frances Clark	29	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
31	Edward Evans	34	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
32	Beatrice Miller	26	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
33	Clarence Adams	38	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
34	Josephine Scott	28	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
35	Samuel Baker	32	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
36	Martha Hall	26	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
37	Charles King	35	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
38	Elizabeth Lee	25	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
39	William Gray	33	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
40	Anna Moore	27	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
41	George Taylor	31	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
42	Frances Clark	29	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
43	Edward Evans	34	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
44	Beatrice Miller	26	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
45	Clarence Adams	38	M	Married	Farmer	High School	Methodist	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
46	Josephine Scott	28	F	Married	Homemaker	High School	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
47	Samuel Baker	32	M	Married	Businessman	College	Jewish	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100
48	Martha Hall	26	F	Married	Teacher	College	Anglican	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
49	Charles King	35	M	Married	Engineer	College	Protestant	Democrat	Conservative	Capitalist	Liberal	Active	High	Good	100
50	Elizabeth Lee	25	F	Single	Student	College	Catholic	Republican	Liberal	Worker	Conservative	Passive	Low	Poor	100

MAVING REMAINDER IN MOUNTAIN AND MOUNTAIN SCHOOLS
TEACHING EXPERIENCE BEFORE AND AFTER MOUNTAIN IN THE

the teacher group in the same school system during the time prior to employment in the Navajo Service as shown in Table XVII, on page 41. When the median number of years taught, 6.14 as shown in Table XIV on page 38, is taken into consideration, it is determined that the average employee in this group taught in more than one different school system before employment in the Navajo Service.

Educational status. One-fourth of the teachers reporting, as shown in Table XVI below, did not have college degrees when employed by the Navajo Service. One-tenth of the group held Master's degrees upon entrance into the Service. When separated from the Service those holding college degrees had increased by 6.4 per cent. Since separation an additional 1.4 per cent of the teachers have been granted college degrees, which increase was over-shadowed by an increase of

TABLE XVI
EDUCATIONAL STATUS

When Employed		When Separated		Present Time	
College Degree	Master's Degree	College Degree	Master's Degree	College Degree	Master's Degree
74	10	78	16.4	79.4	27.4
Per Cent		Per Cent		Per Cent	

the teacher group in the same school system during the time prior to employment in the Navy's Service as shown in Table XVII, on page 41. When the median number of years taught, 6.14 as shown in Table XIV on page 38, is taken into consideration, it is determined that the average employee in this group taught in more than one different school system before employment in the Navy's Service.

Educational Status. One-fourth of the teachers reporting, as shown in Table XVI below, did not have college degrees when employed by the Navy's Service. One-fourth of the group held Master's degrees upon entrance into the Service. When separated from the Service those holding college degrees had increased by 6.4 per cent. Since separation in educational status 1.4 per cent of the teachers have been granted college degrees, which increase was over-matched by an increase of

TABLE XVI
EDUCATIONAL STATUS

When Employed	When Separated	Present Time
College Degrees	College Degrees	College Degrees
Master's Degrees	Master's Degrees	Master's Degrees
Per Cent	Per Cent	Per Cent
74	78	80.4
10	12.4	19.6

TABLE XVII
TEACHING EXPERIENCE PRIOR TO EMPLOYMENT IN THE
NAVAJO SERVICE IN THE SAME SCHOOL SYSTEM

Years of Teaching Experience	Number	Accumulated Numbers	Per Cent
1 to 2.99	14	14	26.9
3 to 4.99	17	31	32.8
5 to 6.99	6	37	11.6
7 to 8.99	5	42	9.7
9 to 10.99	3	45	5.8
11 to 12.99	3	48	5.8
13 to 14.99	2	50	3.7
15 to 16.99	2	52	3.7
Total	52		100.0
Median ²⁷	4.4		

²⁷ Thurstone, loc. cit.

TABLE VIII

TEACHING EXPERIENCE PRIOR TO EMPLOYMENT IN THE
NAVALO SERVICE IN THE STATE SCHOOL SYSTEM

Years of Teaching Experience	Number	Accumulated Months	Per Cent
1 to 2.99	14	14	26.9
3 to 4.99	17	17	32.7
5 to 6.99	10	10	19.6
7 to 8.99	5	5	9.6
9 to 10.99	3	3	5.8
11 to 12.99	3	3	5.8
13 to 14.99	2	2	3.9
15 to 16.99	2	2	3.9
Total	58		100.0
Median	57		

Thurstone, Inc. 37

11 per cent who were granted Master's degrees after leaving the Service. Three times as many teachers advanced to Master's degrees after having entered and left the Navajo Service as those who were granted college degrees under the same conditions.

It should be recognized that the ratio of teachers holding a college and Master's degrees was 7 to 1 in favor of the former when employed by the Service, and is about 3 to 1 in favor of teachers holding college degrees at the present time.

Positions held prior to Navajo Service employment.

The number of positions held by each teacher prior to employment in the Navajo Service ranged from 0 to 23, as shown in Table XVIII on page 43, with a median of 2.38. The positions indicated were not necessarily in the field of education.

Employment data. Of the teachers who responded to the questionnaire 17.7 per cent entered the service as transferrees and 21.9 per cent left the service by transferring to another civil service position, as indicated in Table XIX on page 45. This was a gain of 4.2 per cent of employees who continued in civil service although they changed jobs. Of the 17.7 per cent who entered the Navajo Service as transferrees, 10.9 per cent transferred from another area of the Indian Service. The remaining 6.9 per cent transferred from another department of the Federal Service.

11 per cent who were granted Master's degrees after leaving the Service. Three times as many degrees advanced Master's degrees after having entered and left the Navy's Service as those who were granted college degrees under the same conditions.

It should be recognized that the ratio of teachers holding a college and Master's degree was 7 to 1 in favor of the former when employed by the Service, and is about 1 to 1 in favor of teachers holding college degrees at the present time.

Positions held prior to Navy's Service employment.

The number of positions held by each teacher prior to employment in the Navy's Service ranged from 0 to 23, as shown in Table XVII on page 43, with a median of 2.56. The positions indicated were not necessarily in the field of education.

Employment data. Of the teachers who responded to the

questionnaire 17.7 per cent entered the Service as transferees and 21.9 per cent left the Service by transferring to another civil service position, as indicated in Table XII on page 45. This was a gain of 4.2 per cent of employees who continued in civil service although they changed jobs. Of the 17.7 per cent who entered the Navy's Service as transferees, 10.9 per cent transferred from another part of the Indian Service. The remaining 6.8 per cent transferred from another department of the Federal Service.

TABLE XVIII
POSITIONS HELD PRIOR TO NAVAJO SERVICE EMPLOYMENT

Positions	Number	Accumulated Numbers	Per Cent
0 to 1.99	33	33	45.20
2 to 3.99	18	51	24.66
4 to 5.99	14	65	19.18
6 to 7.99	7	72	9.59
8 to 9.99	0	72	0.00
10 to 11.99	0	72	0.00
12 to 13.99	0	72	0.00
14 to 15.99	0	72	0.00
16 to 17.99	0	72	0.00
18 to 19.99	0	72	0.00
20 to 21.99	0	72	0.00
22 to 23.99	1	73	1.37
Total	73		100.00
Median ²⁸	2.38		

²⁸ Thurstone, loc. cit.

TABLE XVII
POSITIONS HELD PRIOR TO NAVAL SERVICE EMPLOYMENT

Positions	Number	Accumulated Numbers	Per-Cent
0 to 1.99	33	33	65.30
2 to 3.99	18	51	24.55
4 to 5.99	14	65	12.15
6 to 7.99	7	72	9.30
8 to 9.99	0	72	0.00
10 to 11.99	0	72	0.00
12 to 13.99	0	72	0.00
14 to 15.99	0	72	0.00
16 to 17.99	00	72	0.00
18 to 19.99	5	77	0.00
20 to 21.99	0	77	0.00
22 to 23.99	1	78	1.37
Total 28	73		100.00
Median 28	2.32		

28 Thompson, Inc. 1941

CORRECTION

28 Thompson, Inc.



It is significant that 41.1 per cent of this group of teachers were employed on a temporary basis. Turnover of temporary employees is expected to be higher than that of permanent employees, as shown in Table VIII, page 26, and Table X, page 29, since, as previously stated, temporary employees are often terminated because their services are no longer needed, or are replaced by qualified teachers.

The percentage of ex-teachers who left the teaching profession after being separated from the Service is 35.6 as compared to 61.6 per cent who have been employed as teachers since leaving the Service. Since, as noted in Table XVII, on page 41, 79.4 per cent or 59 of the separated teachers had or received college degrees after being separated, and as noted in Table XIX, on page 45, thirty-nine of them continued to teach, it is evident that 34 per cent of the qualified ex-teachers left the teaching profession.

Employment status established from the questionnaire.

As shown in Table XX, page 46, teachers who returned completed questionnaires were about evenly divided between temporary and non-temporary employees. The latter category includes the probationary, war service, and permanent teachers. This division roughly separates the fully qualified from the non-qualified employees. It should be realized, however, that in some cases temporary teachers were fully qualified, but

TABLE XIX
EMPLOYMENT DATA

Action	Number	Per Cent
Transferred from another area of Indian Service	8	10.9
Transferred from another Department of Federal Service	5	6.8
Served as temporary employee	30	41.1
Served as classified employee	51	71.1
Served year's probation	39	53.4
Passed probationary period	37	50.6
Transferred to another civil service position	16	21.9
Left the teaching profession	26	35.6
Taught since leaving the service	45	61.6
Has college degree now and has taught since leaving the Service	39	53.4
Taught in more than one school system since leaving the Service	12	16.4
Taught an average of two or more years in each system since leaving the Service	5	41.6

EMPLOYMENT DATA

Action	Number	Pay Cont.
Taught an average of two or more years in each system since leaving the Service	1	10.0
Taught in more than one school system since leaving the Service	1	10.0
Has college degree now and has taught since leaving the Service	3	12.0
Taught since leaving the service	4	14.0
Left the teaching profession	25	35.0
Transferred to another civil service position	15	21.0
Passed probationary period	37	40.0
Served year's probation	39	42.0
Served as classified employee	71	44.1
Served as temporary employee	30	41.1
Transferred from another Department of Federal Service	7	6.0
Transferred from another area of Indian Service	3	10.0

under certain conditions were employed on a temporary basis.

TABLE XX
STATUS ESTABLISHED FROM THE QUESTIONNAIRE

Status	Marital Status	Number	Per Cent
Temporary	Married	25	43.8
	Single	7	
Non-Temporary	Married	20	56.2
	Single	21	
TOTAL		73	100.0

Reasons for entering the Service. Of the 19 different reasons listed by teachers returning questionnaires, 4, as shown in Table XXI, on the following page, were common to approximately one-third of the group. They were (1) reasonable security, (2) pay scale, (3) interest in Navajo people, and (4) generally to teach.

In most cases more than one reason for entering the Service was indicated by each teacher. Retirement provisions, listed by 12.3 per cent of the group, ranks close to desire to change jobs, listed by 17.8 per cent.

Reasons for leaving the Service. Closely associated with the reasons for entering the Service are the reasons

under certain conditions were employed on a temporary basis.

TABLE IX

STATUS OF PERSONNEL FROM THE COMMISSION

Status	Married Status	Single	Total
Temporary	Married Single	27 7	34
Non-Temporary	Married Single	20 21	41
TOTAL		48	75

Persons are classified as follows: (1) persons listed by teachers returning questionnaire, (2) persons shown in Table XII, on the following page, were common to approximately one-third of the group. They were (1) persons able to teach, (2) persons in Navy's service, and (3) persons generally to teach.

In most cases more than one reason for entering the service was indicated by each teacher. Retirement provisions, listed by 12.3 per cent of the group, were close to desire to change jobs, listed by 17.3 per cent.

Reasons for leaving the service. Clearly associated with the reasons for entering the service are the reasons

TABLE XXI
REASONS FOR ENTERING THE SERVICE

Reasons Indicated	Number	Per Cent
Reasonable security	24	32.9
Pay scale	22	30.8
Working conditions	4	5.4
Retirement provisions	9	12.3
Scope of operations	4	5.4
Steady advancement	4	5.4
Leave provisions	3	4.1
To save the Indians from the Indian Service	2	2.7
To change jobs	13	17.8
Interest in Navajo people	31	42.2
Generally to teach	31	42.2
Adventure	2	2.7
Transferred to the Navajo Service for convenience of another person	2	2.7
To work where own children could be educated	1	1.3
No particular reason	2	2.7
Health reasons	3	4.1
Missionary zeal	1	1.3
Change locations	1	1.3

TABLE XII

REASONS FOR ENTERING THE SERVICE

Reasons Indicated	Number	Per Cent
Reasonable security	4	2.4
Pay scale	2	1.1
Working conditions	1	0.5
Retirement provisions	9	4.9
Scope of operations	4	2.2
Steady advancement	4	2.2
Leave provisions	3	1.6
To save the Indians from the Indian Service	2	1.1
To change jobs	1	0.5
Interest in Navajo people	31	16.4
Generally to teach	31	16.4
Adventure	2	1.1
Transferred to the Navajo Service for convenience of another person	2	1.1
To work where own children could be educated	1	0.5
No particular reason	2	1.1
Health reasons	3	1.6
Missionary zeal	1	0.5
Change locations	1	0.5

which these same teachers listed for leaving. Table XXII, on page 49, lists the 18 reasons given by teachers for leaving the Service. No choice in the matter, too much isolation, and family responsibility were each listed by 13.7 per cent as reasons for leaving, while 10.9 per cent reported that the low rate of pay, return to school for additional education, or poor supervision caused them to leave. Most teachers listed only one reason for leaving their position on the Navajo Reservation.

Factors that have determined degree of satisfaction since leaving the Navajo Service. Factors listed by ex-teachers as those which determined their degree of satisfaction experienced after leaving the Navajo Service were grouped into 18 related categories in Table XXIII, on page 50. Better pay, fairer and more effective supervisors, less isolation, and better living conditions were listed more frequently and in that order.

Comparison of reasons for entering and leaving the Navajo Service. The relationships between the reasons given by teachers completing the questionnaire as regards entering, leaving, and the degree of satisfaction or dissatisfaction achieved since leaving the Service are shown in Table XXIV, on page 52. One of the most interesting comparisons is that of the rank which was given to the pay scale. It ranked

which these same teachers listed for leaving. Table XIII, page 49, lists the 18 reasons given by teachers for leaving the Service. No choice in the matter, too much isolation, and family responsibility were each listed as 13.9 per cent as reasons for leaving, while 10.9 per cent reported that the low rate of pay, return to school for additional education, or poor supervision caused them to leave. Most teachers listed only one reason for leaving their position in the Navajo Reservation.

Factors that have determined degree of satisfaction since leaving the Navajo Service. The factors listed by the teachers as those which determined their degree of satisfaction experienced after leaving the Navajo Service were grouped into 18 related categories in Table XIII, on page 50. Better pay, fairer and more effective supervision, less isolation, and better living conditions were listed most frequently and in that order.

Comparison of reasons for returning and leaving the Navajo Service. The relationships between the reasons given by teachers completing the questionnaire as reasons entering, leaving, and the degree of satisfaction or dissatisfaction achieved since leaving the Service are shown in Table XIV, on page 52. One of the most interesting comparisons is that of the rank which was given to the pay scale. It ranked

TABLE XXII
REASONS FOR LEAVING THE SERVICE

Reasons Indicated	Number	Per Cent
Changed careers	5	6.8
Low rate of pay	8	10.9
To be married	1	1.3
Had no choice in the matter	10	13.7
Poor quarters	3	4.1
Poor administration	2	2.7
Too much overtime required to get the job done	2	2.7
Returned to school	8	10.9
Too much isolation	10	13.7
Poor health	2	2.7
Poor supervision	8	10.9
Afraid in living situation	2	2.7
To obtain school facilities for children	7	9.5
Transferred	3	4.1
Transferred to undesirable location	3	4.1
Family responsibility	10	13.7
Spouse dissatisfied	2	2.7
Dissatisfied with the curriculum	3	4.1

REASONS FOR LEAVING THE SERVICE

Reasons Indicated	Number	Per Cent
Changed careers	2	6.3
Low rate of pay	8	10.0
To be married	1	1.3
Had no choice in the matter	10	13.7
Poor quarters	3	4.1
Poor administration	4	5.7
Too much overtime required	2	2.7
To get the job done	2	2.7
Returned to school	2	2.7
Too much isolation	10	13.7
Poor health	3	4.1
Poor supervision	8	10.0
Afraid in living situation	2	2.7
To obtain school facilities	7	9.3
for children	2	2.7
Transferred	2	2.7
Transferred to undesirable location	2	2.7
Family responsibility	10	13.7
Spouse dissatisfied	2	2.7
Dissatisfied with the curriculum	3	4.1

TABLE XXIII

FACTORS THAT HAVE DETERMINED DEGREE OF SATISFACTION
SINCE LEAVING THE NAVAJO SERVICE

Reasons Indicated	Number	Per Cent
Less isolation	14	19.2
Better pay	17	23.3
Less overtime	5	6.8
More desirable recreation	5	6.8
Better living conditions	11	15.1
Educational facilities for children	4	5.5
Chance for advancement	4	5.5
Recognition for accomplishments	2	2.7
More congenial co-workers	5	6.8
Fairer and more effective supervisors	15	20.5
Liked new position better	1	1.3
Better prepared to do new work	1	1.3
Greater degree of security in new work	2	2.7
Better supplies and better facilities	3	4.1
Better curriculum	1	1.3
Better working conditions	7	9.6
Less overtime	2	2.7
Longer vacation	1	1.3

TABLE XXIII

FACTORS THAT HAVE DETERMINED DEGREE OF SATISFACTION
SINCE LEAVING THE NAVAL SERVICE

Reasons Indicated	Number	Per Cent
Longer vacation	1	1.3
Less overtime	2	2.7
Better working conditions	7	8.8
Better curriculum	11	13.1
Facilities	3	4.1
Better supplies and better	2	2.7
in new work	2	2.7
Greater degree of security	1	1.3
work	1	1.3
Better prepared to do new	1	1.3
lined new position better	1	1.3
supervisors	12	15.0
Fairer and more effective	7	8.8
More congenial co-workers	7	8.8
Recognition for accomplishments	2	2.7
Chance for advancement	4	5.0
Children	4	5.0
Educational facilities for	11	13.1
Better living conditions	11	13.1
More desirable recreation	7	8.8
Less overtime	2	2.7
Better pay	11	13.1
Less isolation	14	17.5

third for entering the Service, second for leaving, and first in creating satisfaction on the new job. Residing where their own children could be educated was in ninth place among reasons for entering the Service, third for leaving, and seventh on the new job. Working conditions were listed in sixth place for entering, not at all, by name, for leaving, and fifth as a determining factor in the amount of satisfaction received as a result of being in a new position.

Degree of satisfaction experienced while in the Navajo Service. All of the ex-teachers who returned completed questionnaires were generally satisfied in their classroom situation but only 65.7 per cent liked the curriculum being used. Each teacher had a kindly regard for fellow employees and all but one thought that fellow employees liked them. It is interesting to note, in Table XXV, on page 53, that 17.8 per cent of the group were generally dissatisfied with their employment in the Navajo Service. Working with parents, students outside the classroom, and unsatisfactory accomplishments were other areas in which dissatisfactions were manifest.

Scope of teaching experience while in the Navajo Service. Table XXVI, on page 54, reveals that 53.4 per cent of the separated teachers were employed as instructors in an Area Boarding School while working for the Navajo Service, and that the average teacher in this group worked in two

TABLE XXIV
RANK COMPARISON OF REASONS FOR ENTERING
AND LEAVING THE NAVAJO SERVICE

Reasons Indicated	Rank		Factors Determining Satisfaction after Leaving the Service
	For Entering	For Leaving	
Reasonable security	2	-	9
Pay scale	3	2	1
Working conditions	6	-	5
Steady advancement	6	-	7
Leave provisions	7	-	10
Health reasons	7	6	-
To be where children could be educated	9	3	7
Had no choice	8	1	-
Degree of isolation	-	1	3
Quarters situation	-	5	4
Curriculum being used	-	5	10

TABLE XLIV

FAIR COMPARISON OF REASONS FOR ENTERING AND LEAVING THE NAVAL SERVICE

Reasons Indicated	For Entering	For Leaving	Rank Factors Determining Satisfaction after Leaving the Service
Reasonable security	8	-	9
Pay scale	3	3	11
Working conditions	6	-	12
Steady advancement	6	-	13
Leave provisions	7	-	14
Health reasons	7	6	15
To be where children could be educated	9	3	16
Had no choice	8	1	17
Degree of isolation	-	1	18
Quarters situation	-	3	19
Curriculum being used	-	3	20

TABLE XXV
DEGREE OF SATISFACTION EXPERIENCED
WHILE IN THE NAVAJO SERVICE

Area	Generally Satisfied		Generally Dissatisfied	
	Number	Per Cent	Number	Per Cent
Employment	60	82.2	13	17.8
Classroom work	73	100.0	0	0.0
Work with children outside classroom	69	94.5	4	5.5
Work with parents	68	93.2	5	6.8
Accomplishments	67	91.7	6	8.2
Curriculum	48	65.7	25	34.3
Fellow employees feeling for you	72	98.7	1	1.3
Feeling toward fellow employees	73	100.0	0	0.0

TABLE XV

DEGREE OF SATISFACTION EXPRESSED
WHILE IN THE NAVAL SERVICE

Area	Generally Satisfied Number	Percent	Generally Dissatisfied Number	Percent
Employment	60	83.3	12	16.7
Classroom work	73	100.0	0	0.0
Work with children outside classroom	69	94.7	4	5.3
Work with parents	68	93.3	5	6.7
Accomplishments	67	91.7	6	8.3
Curriculum	48	65.7	25	34.3
Fellow employees feeling for you	72	98.7	1	1.3
Feeling toward fellow employees	73	100.0	0	0.0

different types of assignments. While 60.2 per cent indicated that they had worked in a Day School and 32.8 per cent stated that they had been assigned to a Community Boarding School, it is felt that a considerable amount of confusion resulted from the use of the term Community Boarding School in that it was confused with the Day School situation since many Community Boarding Schools are called Day Schools by many people. Suffice it to say that more than half of the teachers spent some time teaching in an Area Boarding School and that 93 per cent of the group had some experience teaching in some type of Day School.

Table XXV, on page 53, shows that 34.3 per cent of the teachers returning questionnaires were dissatisfied with the curriculum which they were expected to use in the classroom, and Table XXVI, below, indicates that 50.6 per cent of the group served on curriculum development committees. Of this latter group, less than 2 out of each 3 indicated that they were satisfied with the curriculum material which they had produced.

TABLE XXVI

SCOPE OF TEACHING EXPERIENCE WHILE IN NAVAJO SERVICE

Assignment	Number	Per Cent
Day School	44	60.2
Area Boarding School	39	53.4
Community Boarding School	24	32.8
Curriculum Development	37	50.6

different types of assignments. While 60.3 per cent indicated that they had worked in a Day School and 22.3 per cent stated that they had been assigned to a Community Boarding School, it is felt that a considerable amount of confusion resulted from the use of the term Community Boarding School in that it was confused with the Day School situation since many Community Boarding Schools are called Day Schools by many people. Suffice it to say that more than half of the teachers spent some time teaching in an Area Boarding School and that 93 per cent of the group had some experience teaching in some type of Day School.

Table XXV, on page 53, shows that 34.3 per cent of the teachers returning questionnaires were dissatisfied with the curriculum which they were expected to use in the classroom, and Table XXVI, below, indicates that 50.6 per cent of the group served on curriculum development committees. Of this latter group, less than 2 out of each 3 indicated that they were satisfied with the curriculum material which they had produced.

TABLE XXVI

SCOPE OF TEACHING EXPERIENCE WHILE IN NATALO SERVICE

Assignment	Number	Per Cent
Day School	44	60.3
Area Boarding School	19	22.3
Community Boarding School	24	34.3
Curriculum Development	37	50.6

Working conditions while employed on the Navajo Reservation. Table XXVII, on page 56, shows, on a percentage basis, the number of employees who were generally satisfied with working conditions as they existed on the Navajo Reservation.

It was noted that only 61.2 per cent of the number involved were satisfied with their living quarters if they resided in an employees' club, while 72.6 per cent were satisfied with their living situation regardless of the type of facilities available.

Of those who were in a position to make a comparison between Navajo Service and other Indian Service employment only 67.9 per cent felt that a favorable comparison could be made.

Teachers with children of school age had no public school facilities in 39.5 per cent of the cases. It is interesting to note that the lack of public school facilities ranks third in a list of reasons given for leaving the Service, as shown in Table XXIV, on page 52.

A feeling that their immediate superiors, fellow employees, or administrative heads were unfair in their dealings with them was indicated by over 23 per cent of the ex-teachers. This figure is 1.1 per cent more than the percentage of employees who stated that they did not like their immediate supervisor. On the other hand 15.8 per cent of the 78.1 per cent who liked their immediate supervisor felt that

Working conditions while employed on the Navajo Reservation

Table XXVII, on page 55, shows, on a percentage basis,

the number of employees who were generally satisfied with working conditions as they existed on the Navajo Reservation.

It was noted that only 61.3 per cent of the number

involved were satisfied with their living quarters if they

resided in an employees' camp, while 73.6 per cent were satis-

fied with their living situation regardless of the type of

facilities available.

Of those who were in a position to make a comparison

between Navajo Service and other Indian Service employment

only 67.9 per cent felt that a favorable comparison could be

made.

Teachers with children of school age had no public

school facilities in 39.5 per cent of the cases. It is inter-

esting to note that the lack of public school facilities tends

to be in a list of reasons given for leaving the Service, as

shown in Table XXIV, on page 52.

A feeling that their immediate supervisor, fellow

employees, or administrative heads were unfair in their deal-

ings with them was indicated by over 23 per cent of the ex-

teachers. This figure is 1.1 per cent more than the present

age of employees who stated that they did not like their

immediate supervisor. On the other hand 13.6 per cent of the

78.1 per cent who liked their immediate supervisor felt that

TABLE XXVII
WORKING CONDITIONS WHILE EMPLOYED
ON THE NAVAJO RESERVATION

Thesis	Number Involved	Positive Reaction	Per Cent
Work compared favorably with other Indian Service employment	25	17	67.9
Quarters were generally satisfactory	73	53	72.6
Lived in an Employees' Club and found it satisfactory	31	19	61.2
Public school available to children	13	8	61.5
Spouse satisfied with living conditions	31	21	67.7
Spouse employed by Navajo Service	34	25	73.5
Treated fairly by immediate superiors	73	56	76.7
Treated fairly by fellow employees	73	60	82.1
Treated fairly by adminis- trative heads	73	55	75.3
Liked immediate supervisor	73	57	78.1
Liked immediate supervisor and was treated fairly by fellow employees, immediate superiors, and adminis- trative heads	57	48	84.2

WORKING CONDITIONS AMONG INDIANS OF THE HAVASO RESERVATION

TABLE XVII

Thesis	Number Interviewed	Positive Responses	Per Cent
Work compared favorably with other Indian Service employment	23	17	67.3
Quarters were generally satisfactory	73	33	72.5
Lived in an Employees' Club and found it satisfactory	31	19	61.2
Public school available to children	13	8	61.5
Spouse satisfied with living conditions	31	21	67.7
Spouse employed by Havas Service	34	22	73.5
Treated fairly by immediate superiors	73	50	74.9
Treated fairly by fellow employees	73	50	68.1
Treated fairly by adminis- trative heads	73	47	77.5
Liked immediate supervisor	73	47	78.1
Liked immediate supervisor and was treated fairly by fellow employees, immediate superiors, and adminis- trative heads	37	23	62.2

either their immediate superior, fellow employees, or their administrative heads were unfair to them.

Attitude of separated employees toward the Service.

Table XXVIII, which follows, shows that an average of 1 out of every 5 employees left the Service with a feeling of resentment. On the other hand over half of them would be willing to return as an employee, and 8.2 per cent of them have sought re-employment with the Service.

TABLE XXVIII
PRESENT ATTITUDE TOWARD THE SERVICE

Thesis	Number	Per Cent
Left without prejudice	57	78.0
Tried to return	6	8.2
Willing to return	37	50.6

Employee suggestions to improve the Service. Suggestions for improving the Navajo Service were made by 64.4 per cent of the separated teachers, as shown in Table XXIX, on page 59. This list of 12 suggestions was a condensation of a total of 26 generally related ideas represented as shown.

A request for the provision of better administration, at all levels, ranked first with 19.1 per cent, and closely associated, if not a part of the most frequently mentioned item, is a request for better personnel management. This was

suggested by 13.6 per cent of the group. The provision of adequate housing for personnel ranks high on this list at 12.3 per cent, with the request for higher pay dropping to 6.8 per cent. A suggestion that a better school program be provided was made by 19.9 per cent of the group who submitted ideas.

57

suggested by 13.6 per cent of the group. The provision of
adequate housing for permanent tenants high on this list at
12.3 per cent, with the request for higher pay dropping to
6.8 per cent. A suggestion that a better school program be
provided was made by 19.9 per cent of the group who submitted
ideas.

TABLE XXIX
EMPLOYEE SUGGESTIONS TO IMPROVE MORALE

Suggestion	Number	Per Cent
Abolish the Service	1	1.3
Establish janitorial positions	2	2.7
Increase amount received at retirement	1	1.3
Provide adequate housing	9	12.3
Pay higher salaries	5	6.8
Provide better trained classroom supervisors	3	4.1
Provide more and better equipment and supplies	3	4.1
Provide a better program of orientation into the Service	3	4.1
Provide classroom supervision only when requested	3	4.1
Provide a more effective school program	8	10.9
Provide better administration at all levels	14	19.2
Use better personnel management practices	10	13.7

TABLE XVII

EMPLOYEE SUGGESTIONS IN BUREAU OF REVENUE

Suggestion	Number	Per Cent
Abolish the Service	1	1.1
Establish janitorial positions	2	2.2
Increase amount received at	1	1.1
retirement	1	1.1
Provide adequate housing	1	1.1
Pay higher salaries	1	1.1
Provide better trained	1	1.1
classroom supervisors	1	1.1
Provide more and better	1	1.1
equipment and supplies	1	1.1
Provide a better program of	1	1.1
orientation into the Service	1	1.1
Provide classroom supervision	1	1.1
only when requested	1	1.1
Provide a more effective school	1	1.1
program	1	1.1
Provide better administration	1	1.1
at all levels	1	1.1
Use better personnel management	1	1.1
practices	1	1.1

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

Data revealed through the study of personnel records of 229 teachers separated from the Navajo Service during the period 1940-1950 inclusive, and through the examination of completed questionnaires from 31.4 per cent of the group, if used for purposes of simplification and clarification to characterize a composite ex-teacher, would show this typical person to be a married female, who had resigned from the Service largely because of unsatisfactory working conditions, low pay, and isolation.

Although this teacher had been fairly well satisfied with her accomplishments as a teacher on the Reservation, there was considerable doubt in her mind as to the effectiveness of the curriculum being used in the Navajo Service schools.

Having left the Service without prejudice, and being well qualified, in that she is a college graduate with over two years of teaching experience, there is a good possibility that this imaginary person would be willing to leave her present teaching position and return to the Reservation as a teacher; especially since she had liked and trusted most of her supervisors, even though she has gone on record

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Data revealed through the study of her work in
of 229 teachers appointed from the period 1940-1950 inclusive, and 113 of the teachers
completed questionnaires from 1940-1950 inclusive, and 113 of the teachers
used for purposes of statistical analysis and interpretation
characterized a composite of teachers, and the teachers
person to be a married female, and the teachers
Service largely because of limited teaching experience
low pay, and isolation.

Although this teacher had been a full-time teacher
with her accomplishments as a teacher in the classroom,
there was considerable doubt in her mind as to the
ness of the curriculum being used in the schools.
schools.

Having left the Service without a degree, and being
well qualified, in that she had completed two years of
two years of teaching experience, there is a possibility
bility that this teacher would be able to
her present teaching position and to continue her
as a teacher; especially since she had a high level
most of her experience, even though she had only one year

as now being employed in a less isolated community and works under the supervision of more sympathetic administrators. Her present employment has given her a greater degree of satisfaction than that experienced as an employee of the Navajo Service.

The composite ex-teacher as characterized is presented on the basis of data found in Tables I through XII, and Tables XIV through XXIX, which reveal information relative to the separations of the 229 teachers concerned with this study, and show the results of the questionnaire as submitted to 63.7 per cent of the group and returned by 31.4 per cent of the 229. Table XIII shows the estimated minimum teacher yearly turnover on the Navajo Reservation for the period 1940-1950 inclusive to be 13.22 per cent.

II. CONCLUSIONS

The 229 teachers separated from the Navajo Service during the period 1940-1950 inclusive constituted an estimated 13.22 per cent minimum yearly turnover. This figure is considerably under that given by Adams,²⁹ who shows a 48 per cent turnover during the year 1927 among Indian Service teachers throughout the country. It is slightly less than

²⁹ Adams, loc. cit.

as now being employed in a less varied manner and under the supervision of more experienced administrators. Her present employment has given her a greater degree of satisfaction than that experienced at an employer of the Navajo Service.

The composite analysis of the data presented in this report is based on the basis of data found in Tables I through XII, and Tables XIV through XVI, which reveal the relative contribution to the separations of the 229 teachers concerned with this study, and show the results of the separations submitted to 63.7 per cent of the group and returned by 11.4 per cent of the 229. Table XVII shows the estimated minimum teacher yearly turnover on the Navajo Reservation for the period 1940-1950 relative to be 15.25 per cent.

II. CONCLUSIONS

The 229 teachers represented from the Navajo Service during the period 1940-1950 inclusive constituted an estimated 15.25 per cent minimum yearly turnover. This figure is considerably higher than that of 10.0 per cent which is generally accepted as the minimum yearly turnover for teachers throughout the country. It is slightly less than

the 14.4 per cent turnover calculated for the Navajo Service during 1951.³⁰

The 26 per cent turnover reported by Williams³¹ in the county schools of New Mexico for the period 1930-1936, and the 21 per cent turnover recorded by Bechdolt³² for cities with from 2,500 to 4,999 population during 1943, place the 13.22 per cent turnover of the Navajo Service teachers considerably below that of public schools located in rural areas. Considerable support as to the validity of the 13.22 per cent minimum yearly turnover shown is furnished by the 14.4 per cent turnover indicated for the Service during 1951.³³

Teachers leaving the Service of their own volition either resigned or transferred. It is significant that 85.15 per cent of the 229 teachers who were separated left the Service through transfer or resignation. Pylman³⁴ found that during a 23-year period, 1920-1943, over one-third of the 1,561 teachers separated in Michigan resigned; on the other

³⁰ Official List of New Personnel of the Education Branch of the Navajo Service, loc. cit.

³¹ Williams, loc. cit.

³² Bechdolt, loc. cit.

³³ Official List of New Personnel of the Education Branch of the Navajo Service, loc. cit.

³⁴ Pylman, loc. cit.

the 14.4 per cent turnover calculated for the Navajo Service during 1951.30

The 22 per cent turnover reported by Williams³¹ in the county schools of New Mexico for the period 1930-1934, and the 21 per cent turnover recorded by Beardsley³² for cities with from 2,500 to 4,999 population during 1945, place the 13.28 per cent turnover of the Navajo Service teachers considerably below that of public schools located in rural areas. Considerable support as to the validity of the 13.28 per cent minimum yearly turnover given is furnished by the 14.4 per cent turnover indicated for the Service during 1951.33

Teachers leaving the service of their own volition either resigned or transferred. It is significant that 87.15 per cent of the 229 teachers who were reported left the Service through transfer or resignation. Pyman³⁴ found that during a 28-year period, 1930-1957, over one-third of the 1,561 teachers reported in Michigan resigned; in the above

30 Official List of New Personnel of the Education Branch of the Navajo Service, 1951. 212.

31 Williams, loc. cit.

32 Beardsley, loc. cit.

33 Official List of New Personnel of the Education Branch of the Navajo Service, 1951. 212.

34 Pyman, loc. cit.

hand 65.06 per cent of the Navajo Service teachers separated were lost through resignations. This marked difference in the percentage of separations through resignation may be somewhat explained by an examination of data covering reasons for voluntary teacher separations listed by Pylman, and as determined in this study.

Pylman shows that teachers left their teaching positions in Michigan either because of health, social and personal, professional, economic or reasons of national emergency. If regrouped into three categories of either working conditions, professional reasons, or personal reasons, as used in this study of Navajo Service turnover, this comparison reveals that more than twice as many Navajo Service as Michigan teachers left their jobs because of working conditions, and that more than 3 times as many Navajo Service as Michigan teachers were separated because of professional reasons. On the other hand twice as many Michigan as Navajo Service teachers changed jobs for personal reasons.

It is thus apparent that more than twice as many teachers left the Navajo Service because of professional problems, and working conditions as left for the same reasons in Michigan. On the basis of these data it is concluded that the working conditions were more unsatisfactory, and the professional problems more pressing on the Navajo Reservation than found in the typical public school.

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Michigan teachers were separated because of professional
reasons. On the other hand twice as many Michigan as Navajo
Service teachers changed jobs for personal reasons.
It is thus apparent that more than twice as many
teachers left the Navajo Service because of professional
problems, and working conditions as left for the same rea-
sons in Michigan. On the basis of these data it is con-
cluded that the working conditions were not unsatisfactory,
and the professional problems were greater on the Navajo
Reservation than found in the typical public school.

When asked to list their reasons for leaving, the conditions mentioned most frequently were (1) too much isolation, and (2) family responsibilities necessitating their separation from the Service. Some doubt exists as to whether the reasons given were quite candid in that different factors were listed in response to the question as to what conditions gave them most satisfaction while employed since leaving the Service, and still different but related factors were listed by them as things that the Service could have done to make their work more pleasant while employed. Better pay, satisfactory housing, a more effective school curriculum, a more sympathetic administration, and more effective classroom supervisors were conditions mentioned as having been found outside of the Service that gave them a high degree of satisfaction, and included the things that they felt could have been done by the Service to make their work more pleasant and effective.

The loss of 85.15 per cent of the teachers in this group through transfers and resignations poses a problem critical enough to merit the initiation of remedial measures. It is quite possible that many good teachers were lost to the Service who could have been salvaged through a more effective orientation program and by a closer working relationship between administration and personnel leading to a better understanding of the educational program, its problems and the problems of personnel.

When asked to state their reasons for leaving, the
conditions mentioned were frequently (1) too much
isolation, and (2) feeling responsible for the
separation from the service. Some have said that
whether the reasons given were valid or not, the
ent factors were listed in response to the question as to
what conditions gave them most satisfaction while in the
service since leaving the service, and while in the service and while
factors were listed in response to the question as to
have been in the service and while in the service.
Better pay, educational training, a more efficient
administration, a more efficient administration, and more
effective discipline were the conditions mentioned by
having been in the service and while in the service.
high degree of satisfaction, and included the fact that
they felt they were in the service to help in
work more pleasant and effective.
The loss of U.S. citizenship of the service in the
group through various reasons and responsibility was a
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the service who would have been satisfied through a more
effective educational program and by a more efficient
relationship between administration and personnel leading to a
better understanding of the educational program, the
loss and the problem of personnel.

Factors causing separation and recommendations to alleviate them. Except for the 1.75 per cent separated through retirement and death, Table VII on page 25, teachers separated either resigned, transferred, or were terminated.

It is concluded that the 85.59 per cent separated through transfer or resignation left the Service mainly because of (1) too much isolation, (2) low rate of pay, (3) family responsibilities, (4) poor supervision and/or poor administration, (5) desire to return to school, and (6) disagreement with the curriculum.

Factors of isolation, family responsibilities, and the desire to return to school cannot be changed, but may be rendered less harmful through a program of more selective employment, and as a result of station assignments on the basis of family responsibilities. Low rate of pay, poor supervision and/or poor administration are controlled administratively. It is recommended that these factors be given special attention, making certain that the teacher evaluation of these weaknesses is the point of departure. Teacher disagreement with the curriculum may be lessened as a result of a more effective orientation period, better supervision, and through a more careful application of acceptable professional standards of curriculum construction and revision.

THE STATE OF TEXAS, COUNTY OF DALLAS

Allyson L. ...
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It is concluded that the ...

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III. RECOMMENDATIONS

This study shows that approximately 2 out of each 3 teachers contacted, who left the Service during the 1940-1950 period, continued to teach after leaving the Service and that 79.4 per cent of them now have college degrees, (Table XVI on page 40), that over 50 per cent of this same group have indicated a willingness to return to the Service as a teacher under certain conditions, (Table XXVIII, page 57), and that ratings for 73.8 per cent of the teachers who resigned were "good" or better, (Appendix B).

In view of the above circumstances and in light of the value to the Service of having teachers on the job who are experienced Indian Service employees, it is recommended that separated teachers who appear to be good candidates for re-employment be contacted for purposes of determining their present qualifications for existing and anticipated vacancies, together with a statement as to their availability and interest in reinstatement.

The high percentage of resignations and transfers experienced among the teachers in this study is indicative of failure on the part of these employees to make the necessary adjustments to the working conditions as they existed during their tenure. For that reason it is recommended (1) that an objective study and analysis of the present

III. RECOMMENDATIONS

This study shows that approximately 5 out of 10 teachers contacted, who left the service during the 1945-46 period, continued to teach after leaving the service and that 75% per cent of them now have college degrees. (Table IV, page 40), that over 50 per cent of this same group have been asked a willingness to return to the service as a teacher under certain conditions. (Table XVII, page 41), and that ratings for 75.8 per cent of the teachers who resigned were "good" or better. (Appendix B).

In view of the above circumstances and in light of the value to the service of having teachers on the job who are experienced Indian Service employees, it is recommended that separated teachers who appear to be good candidates for re-employment be contacted for purposes of re-employment. Their present qualifications for existing and anticipated vacancies, together with a statement as to their availability and interest in re-employment.

The high percentage of resignations and transfers experienced among the teachers in this study is indicative of failure on the part of these employees to make the proper adjustment to the working conditions as they existed during their tenure. For that reason it is recommended (1) that an objective study and analysis of the present

working condition be made by representative members of administration and of the teaching staff to determine, in light of the findings of this study, where modifications in techniques and procedures could be made leading to greater employee satisfaction and efficiency, (2) that a realistic orientation program be provided for new teachers, and (3) that exit non-directive interviews be held with separated employees leading to the accumulation of data which would be of value administratively.

A salary schedule that compares favorably with the pay received by people working in similar positions is necessary in order to attract and to hold competent employees in any profession. While the annual rate of pay for Indian Service teachers compares favorably with that of many public school systems, the number of days to be worked per annum and the number of hours of duty per day are greater. It should be noted that most public school teachers spend some time each work day doing "home work" which just about equals the extra two hours that Indian Service teachers remain on duty each work day.

It does not, however, take care of the extra days required of the Indian Service employee per annum. For this reason it is recommended that the rate of pay be increased approximately 10 per cent above that of the local public school teacher by some such device as that of promoting the

working condition as well as responsibility. The
administration and of the teaching staff to be
light of the findings of this study, which will be
techniques and procedures of the teaching staff to be
employee satisfaction and efficiency. (2) that a
organization program be provided for the teachers, and
(3) that extra non-didactic activities be held with up-
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A salary schedule that compares favorably with that
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teachers compares favorably with that of many public school
systems, the number of days to be worked per month and the
number of hours of duty per day are low. It should be
noted that most public school teachers work from nine
work day being nine hours. Also that about equals the average
two hours that Indian teachers receive on duty over
work day.

It does not, however, take into account the extra work
required of the Indian teacher as compared to the
reason it is recommended that the rate of pay be increased
approximately 10 percent above that of the public school
school teacher for work which is of the same nature.

probational teacher one grade upon the successful completion of one year of service. This action would increase the teacher's salary 11.29 per cent.

Two related factors causing dissatisfaction, as determined in this study, were housing conditions and public school facilities for employees' children. Except at great expense little can be done to remedy either situation from a construction standpoint; hence it is recommended that a fair policy of rotation of employees be established which will make it possible for employees in need of larger quarters and those with children without public school facilities to be transferred to locations where these facilities are available.

In conclusion it is recommended that periodic studies of various categories of educational personnel on the Navajo Reservation be made systematically to determine the nature of problems as they exist and develop.

provisional teacher one grade upon the successful completion
of one year of service. This action would increase the
teacher's salary 11.25 per cent.

Two related factors concerning classification, as deter-
mined in this study, were housing conditions and public school
facilities for employees' children. Because of great expense
little can be done to remedy either situation from a con-
struction standpoint; hence it is recommended that a fair
policy of rotation of employees be established which will
make it possible for employees in need of larger quarters to
those with children without public school facilities to be
transferred to locations where these facilities are available.
In connection it is recommended that periodic studies
of various categories of educational personnel on the basis of
rotation be made systematically to determine the nature of
problems as they exist and develop.

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ciation, 1952. 63 pp.

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APPENDIX

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APPENDIX A

QUESTIONNAIRE

1. How many years of teaching experience did you have before entering the Navajo Service? -----
2. How many years of this experience was in rural schools? -----
3. How many years of this experience was in urban schools? -----
4. How many years of this experience was in the same school system? -----
5. Did you have a degree from a four-year college when you entered the Navajo Service as a teacher? ----- Yes--; No--
6. Did you have a Master's degree when you entered the Navajo Service as a teacher? ----- Yes--; No--
7. How many positions of any kind did you hold for six months or longer before entering the Navajo Service? -----
8. Did you transfer to the Navajo Area from another Area of the Indian Service? ----- Yes--; No--
9. Did you transfer to the Navajo Service from another branch of the Federal Service? ----- Yes--; No--
10. Were you a temporary employee in the Navajo Service? ----- Yes--; No--
11. Were you a classified employee in the Navajo Service? ----- Yes--; No--

APPENDIX A

QUESTIONS

1. How many years of teaching experience did you have before entering the Navajo Service?
2. How many years of this experience was in rural schools?
3. How many years of this experience was in urban schools?
4. How many years of this experience was in the same school system?
5. Did you have a degree from a four-year college when you entered the Navajo Service as a teacher?
6. Did you have a Master's degree when you entered the Navajo Service as a teacher?
7. How many positions of any kind did you hold for six months or longer before entering the Navajo Service?
8. Did you transfer to the Navajo Area from another area of the Indian Service?
9. Did you transfer to the Navajo Service from another branch of the Federal Service?
10. Were you a temporary employee in the Navajo Service?
11. Were you a classified employee in the Navajo Service?

APPENDIX A (Continued)

QUESTIONNAIRE

12. Did you serve a year's probation in the Navajo Service? ----- Yes--; No--
13. If you served a year's probation in the Navajo Service, did you pass your probationary period? ----- Yes--; No--
14. Did you enter the Navajo Service for any of the following reasons: (Please check all that apply.)
- | | |
|--|---|
| --Reasonable security? | --Wanted to change jobs? |
| --Pay scale? | --Interest in Navajo people? |
| --Working conditions? | --Generally to teach? |
| --Retirement provisions? | --To paint pictures? |
| --Scope of operations? | --To dig stones? |
| --Steady advancement? | --To study witchcraft? |
| --Leave provisions? | --To gather information for writing a book? |
| --To save the Indians from the Indian Service? | --Other reasons, please state below. |
-
-
-
15. While teaching in the Navajo Service, in general were you
- | | |
|------------------------------|------------------------|
| --Very well satisfied? | --Mildly dissatisfied? |
| --Reasonably well satisfied? | --Very dissatisfied? |

APPENDIX A (Continued)

QUESTIONNAIRE

12. Did you serve a year's probation in the Navajo Service? Yes--; No--
13. If you served a year's probation in the Navajo Service, did you pass your probationary period? Yes--; No--
14. Did you enter the Navajo Service for any of the following reasons? (Please check all that apply.)
 - Reasonable security?
 - Pay scales?
 - Working conditions?
 - Retirement provisions?
 - Scope of operations?
 - Steady advancement?
 - Leave provisions?
 - To save the Indians from the Indian Service?
 - Other reasons, please state below.
15. While teaching in the Navajo Service, in general were you
 - Very well satisfied?
 - Reasonably well satisfied?
 - Mildly dissatisfied?
 - Very dissatisfied?

APPENDIX A (Continued)

QUESTIONNAIRE

16. Did you enjoy working with Navajo children in the classroom
- To some extent? --Not very much?
- Very much? --Not at all?
17. Did you enjoy working with Navajo children in other than classroom activities
- To some extent? --Not very much?
- Very much? --Not at all?
18. Did you enjoy working with Navajo adults
- To some extent? --Not very much?
- Very much? --Not at all?
19. Were you satisfied with your accomplishments while in the Navajo Service
- Fairly well? --Not very well?
- Very well? --Not at all?
20. While employed in the Navajo Service did you teach in a Day School? ----- Yes--; No--
21. While employed in the Navajo Service did you teach in a Community Boarding School? ----- Yes--; No--
22. While employed in the Navajo Service did you teach in an Area Boarding School? ----- Yes--; No--

APPENDIX A (Continued)

QUESTIONS

16. Did you enjoy working with Navajo children in the classroom?
--To some extent? --Not very much?
--Very much? --Not at all?
17. Did you enjoy working with Navajo children in other than classroom activities?
--To some extent? --Not very much?
--Very much? --Not at all?
18. Did you enjoy working with Navajo adults?
--To some extent? --Not very much?
--Very much? --Not at all?
19. Were you satisfied with your assignments while in the Navajo Service?
--Fairly well? --Not very well?
--Very well? --Not at all?
20. While employed in the Navajo Service did you teach in a Day School? Yes; No;
21. While employed in the Navajo Service did you teach in a Community Boarding School? Yes; No;
22. While employed in the Navajo Service did you teach in an Area Boarding School? Yes; No;

APPENDIX A (Continued)

QUESTIONNAIRE

23. Were you satisfied with the curriculum used in the Navajo Schools?
- Very well satisfied. --Mildly dissatisfied.
- Reasonably well satisfied. --Very dissatisfied.
24. Did you participate in the development of the Navajo curriculum? ----- Yes--; No--
25. Did work on the Navajo Reservation compare favorably with other Indian Service employment? ----- Yes--; No--
26. Did you like most of your fellow employees in the Navajo Service? ----- Yes--; No--
27. Do you think that most of your fellow employees in the Navajo Service liked you? ----- Yes--; No--
28. Were your quarters, while in the Navajo Service
- Very satisfactory? --Mildly unsatisfactory?
- Reasonably satisfactory? --Very unsatisfactory?
29. Did you live in an employees' club while in the Navajo Service? ----- Yes--; No--
30. How long did you live in an employees' club while in the Navajo Service? -----
31. Did you enjoy living in an employees' club?
- To some extent. --Not very much.
- Very much. --Not at all.

APPENDIX A (Continued)

QUESTIONS

23. Were you satisfied with the service-
him used in the Navajo School?
--Very well satisfied.
--Mildly dissatisfied.
24. Did you participate in the develop-
ment of the Navajo curriculum?
--Reasonably well
satisfied.
--Very dissatisfied.
25. Did work on the Navajo Reservation
compare favorably with other
Indian Service employment?
Yes; No;
26. Did you like most of your fellow
employees in the Navajo Service?
Yes; No;
27. Do you think that most of your
fellow employees in the Navajo
Service liked you?
Yes; No;
28. Were your quarters, while in the
Navajo Service
--Very satisfactory?
--Mildly unsatisfactory?
29. Did you live in an employees' club
while in the Navajo Service?
Yes; No;
30. How long did you live in an
employees' club while in the
Navajo Service?

31. Did you enjoy living in an
employees' club?
--To some extent.
--Not very much.
--Very much.

APPENDIX A (Continued)

QUESTIONNAIRE

32. While in the Navajo Service were you --married; --single; --widowed; --divorced; --separated?
33. If you had children of school age, did they attend a public school? ----- Yes--; No--
34. If you were married, was your husband or wife satisfied with living on the Navajo Reservation?
- Fairly well. --Not very well.
- Very well. --Not at all.
35. If you were married, did your husband or wife work for the Navajo Service too? ----- Yes--; No--
36. While in the Navajo Service for the most part were you treated fairly by your immediate supervisors? ----- Yes--; No--
37. Were you treated fairly by your fellow employees?
- Sometimes. --Most of the time.
- Not always. --Always.
38. Were you treated fairly by your administrative heads?
- Sometimes. --Most of the time.
- Not always. --Always.
39. Did you like your immediate supervisor? ----- Yes--; No--

APPENDIX A (Continued)

QUESTIONS

32. While in the Navajo Service were you married; --single; --widowed; --divorced; --separated?
33. If you had children of school age, did they attend a public school? ----- Yes; No--
34. If you were married, was your husband or wife satisfied with living on the Navajo Reservation?
- Fairly well. --Not very well.
- Very well. --Not at all.
35. If you were married, did your husband or wife work for the Navajo Service? ----- Yes; No--
36. While in the Navajo Service for the most part were you treated fairly by your immediate supervisors? ----- Yes; No--
37. Were you treated fairly by your fellow employees?
- Sometimes. --Most of the time.
- Not always. --Always.
38. Were you treated fairly by your administrative heads?
- Sometimes. --Most of the time.
- Not always. --Always.
39. Did you like your immediate supervisor? ----- Yes; No--

APPENDIX A (Continued)

QUESTIONNAIRE

40. Did you leave the Navajo Service for any of the following reasons?

- | | |
|---|-----------------------------------|
| --Frustration on the job. | --Returned to school. |
| --Changed careers. | --Civil service policies. |
| --Low rate of pay. | --No advancement. |
| --To be married. | --No credit for work done. |
| --Had no choice in the matter. | --Too much isolation. |
| --Poor quarters. | --Poor health. |
| --Job too difficult. | --Poor supervision. |
| --Poor administration. | --Poor cooperation from others. |
| --Poor transportation facilities. | --Afraid in the living situation. |
| --Too much overtime required to get the job done. | --Other reasons as follows: |

41. Did you leave the Navajo Service without prejudice? ----- Yes--; No--
42. Did you transfer to another civil service position when you left the Navajo Service? ----- Yes--; No--
43. Have you now left the teaching profession? ----- Yes--; No--

APPENDIX A (Continued)

QUESTIONS

10. Did you leave the Navy's Service for any of the following reasons?
- Frustration on the job.
 - Returned to school.
 - Changed careers.
 - Civil service politics.
 - Low rate of pay.
 - No advancement.
 - To be married.
 - No stability for work done.
 - Had no choice in the matter.
 - Poor quarters.
 - Job too difficult.
 - Poor administration.
 - Poor transportation facilities.
 - Poor transportation facilities.
 - Too much overtime required to get the job done.
 - Other reasons as follows:
11. Did you leave the Navy's Service without prejudice?
12. Did you transfer to another civil service position when you left the Navy's Service?
13. Have you now left the teaching profession?

APPENDIX A (Continued)

QUESTIONNAIRE

44. Have you been employed as a teacher since leaving the Navajo Service? ----- Yes--; No--
45. If employed since leaving the Navajo Service, in general have you been
- Very well satisfied? --Dissatisfied?
- Reasonably well satisfied? --Very dissatisfied?
46. Please list three factors that have determined your degree of satisfaction or dissatisfaction while employed since leaving the Navajo Service.
- _____
- _____
- _____
47. Have you tried to return to the Navajo Service as a teacher? ----- Yes--; No--
48. Would you be willing to return to the Navajo Service as a teacher? ----- Yes--; No--
49. In how many school systems have you taught since leaving the Navajo Service? -----
50. How many years have you taught since leaving the Navajo Service? -----
51. Did you have a degree from a four-year college when you left the Navajo Service? ----- Yes--; No--
52. Do you have a degree from a four-year college now? ----- Yes--; No--

APPENDIX A (Continued)

QUESTIONS

44. Have you been employed as a person since leaving the Navajo Service?
45. If employed since leaving the Navajo Service, in general have you been --Very well satisfied --Disatisfied
46. Please list three factors that have determined your degree of satisfaction or dissatisfaction while employed since leaving the Navajo Service.
47. Have you tried to return to the Navajo Service as a teacher?
48. Would you be willing to return to the Navajo Service as a teacher?
49. In how many school systems have you taught since leaving the Navajo Service?
50. How many years have you taught since leaving the Navajo Service?
51. Did you have a degree from a four-year college when you left the Navajo Service?
52. Do you have a degree from a four-year college now?

APPENDIX A (Continued)

QUESTIONNAIRE

53. Did you have twenty-four hours of credit in education with twelve hours of credit in elementary education when you left the Navajo Service? ----- Yes--; No--
54. Did you have a Master's degree when you left the Navajo Service? ----- Yes--; No--
55. Do you have a Master's degree now? ----- Yes--; No--
56. If you were dissatisfied with the Navajo Service, what could have been done by the Service to make you satisfied?
-
-
-
-
-
57. Please write a short dissertation on "Why I left the Navajo Service."

APPENDIX B

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
1	Alaska								1947	1948	good					
2	Texas		X		X		X		1936	1943	v. good		X			
3	New Mexico		X		X				1943	1945	good		X			
4	North Carolina		X		X				1937	1944	good		X			
5	Texas		X		X				1943	1943	good					
6	Unknown		X	X	X				1950	1950	none					
7	New Mexico		X	X	X				1940	1947	good					
8	Unknown		X	X	X				1939	1945	good					
9	Oklahoma		X	X	X				1940	1940	good					
10	Oklahoma	X							1939	1941	v. good					
11	Unknown	X							1940	1941	good					
12	Tennessee		X	X					1947	1948	good					
13	Illinois		X	X					1942	1943	unsatis.					
14	Texas		X	X					1947	1947	none					
15	Oklahoma		X	X					1941	1943	v. good					
16	New Mexico		X	X					1943	1946	fair					
17	Texas		X	X					1937	1942	v. good					

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УБЫТИДХ В

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
18	Illinois								1946	1947	none					
19	Colorado								1937	1946	v. good					
20	Arizona								1945	1945	good					
21	Arizona								1945	1945	good					
22	Pennsylvania								1943	1943	good					
23	Pennsylvania								1942	1944	fair					
24	Alaska								1947	1948	none					
25	Texas								1944	1950	good					
26	Oklahoma								1944	1948	good					
27	New Mexico								1947	1950	good					
28	New Mexico								1949	1950	v. good					
29	Unknown								1942	1943	good					
30	Arizona								1947	1950	v. good					
31	California								1941	1949	fair					
32	California								1948	1949	fair					
33	Unknown								1949	1950	none					
34	California								1937	1946	good					

THE NATIONAL ARCHIVE

УДК 62-50 (continued)

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
35	Unknown								1935	1949	none					
36	New Mexico								1948	1949	good					
37	Colorado								1948	1949	fair					
38	Tennessee								1945	1947	good					
39	Oregon								1947	1950	good					
40	California								1945	1945	unsatis.					
41	Oklahoma								1946	1947	none					
42	Texas								1945	1947	good					
43	Utah								1946	1946	fair					
44	Arizona								1949	1950	none					
45	Indiana								1946	1946	none					
46	Illinois								1946	1946	none					
47	Illinois								1946	1946	none					
48	New Mexico								1931	1940	good					
49	New Mexico								1941	1943	V. good					
50	Oklahoma								1946	1950	fair					
51	Oklahoma								1946	1948	good					

(Continued) VETERANS IN CHARGE

GENERAL INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	Active Duty	Retired	Deceased
1	San Antonio	X		X						
2	San Antonio	X		X						
3	San Antonio	X		X						
4	San Antonio	X		X						
5	San Antonio	X		X						
6	San Antonio	X		X						
7	San Antonio	X		X						
8	San Antonio	X		X						
9	San Antonio	X		X						
10	San Antonio	X		X						
11	San Antonio	X		X						
12	San Antonio	X		X						
13	San Antonio	X		X						
14	San Antonio	X		X						
15	San Antonio	X		X						
16	San Antonio	X		X						
17	San Antonio	X		X						
18	San Antonio	X		X						
19	San Antonio	X		X						
20	San Antonio	X		X						
21	San Antonio	X		X						
22	San Antonio	X		X						
23	San Antonio	X		X						
24	San Antonio	X		X						
25	San Antonio	X		X						
26	San Antonio	X		X						
27	San Antonio	X		X						
28	San Antonio	X		X						
29	San Antonio	X		X						
30	San Antonio	X		X						
31	San Antonio	X		X						
32	San Antonio	X		X						
33	San Antonio	X		X						
34	San Antonio	X		X						
35	San Antonio	X		X						
36	San Antonio	X		X						
37	San Antonio	X		X						
38	San Antonio	X		X						
39	San Antonio	X		X						
40	San Antonio	X		X						
41	San Antonio	X		X						
42	San Antonio	X		X						
43	San Antonio	X		X						
44	San Antonio	X		X						
45	San Antonio	X		X						
46	San Antonio	X		X						
47	San Antonio	X		X						
48	San Antonio	X		X						
49	San Antonio	X		X						
50	San Antonio	X		X						
51	San Antonio	X		X						
52	San Antonio	X		X						
53	San Antonio	X		X						
54	San Antonio	X		X						
55	San Antonio	X		X						
56	San Antonio	X		X						
57	San Antonio	X		X						
58	San Antonio	X		X						
59	San Antonio	X		X						
60	San Antonio	X		X						
61	San Antonio	X		X						
62	San Antonio	X		X						
63	San Antonio	X		X						
64	San Antonio	X		X						
65	San Antonio	X		X						
66	San Antonio	X		X						
67	San Antonio	X		X						
68	San Antonio	X		X						
69	San Antonio	X		X						
70	San Antonio	X		X						
71	San Antonio	X		X						
72	San Antonio	X		X						
73	San Antonio	X		X						
74	San Antonio	X		X						
75	San Antonio	X		X						
76	San Antonio	X		X						
77	San Antonio	X		X						
78	San Antonio	X		X						
79	San Antonio	X		X						
80	San Antonio	X		X						
81	San Antonio	X		X						
82	San Antonio	X		X						
83	San Antonio	X		X						
84	San Antonio	X		X						
85	San Antonio	X		X						
86	San Antonio	X		X						
87	San Antonio	X		X						
88	San Antonio	X		X						
89	San Antonio	X		X						
90	San Antonio	X		X						
91	San Antonio	X		X						
92	San Antonio	X		X						
93	San Antonio	X		X						
94	San Antonio	X		X						
95	San Antonio	X		X						
96	San Antonio	X		X						
97	San Antonio	X		X						
98	San Antonio	X		X						
99	San Antonio	X		X						
100	San Antonio	X		X						

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
52	Pennsylvania								1936	1945	good					
53	New Mexico								1943	1945	good					
54	New Mexico								1940	1940	good					
55	Alabama								1945	1945	none					
56	California								1941	1947	unsatis.					
57	Utah								1936	1950	v. good					
58	Arizona								1943	1943	v. good					
59	Arizona								1943	1943	good					
60	Kansas								1932	1940	unsatis.					
61	Alaska								1939	1940	v. good					
62	Alaska								1939	1940	good					
63	Kansas								1945	1945	good					
64	New Mexico								1939	1947	none					
65	California								1945	1945	good					
66	California								1942	1943	none					
67	California								1939	1943	fair					
68	Washington								1935	1948	fair					
											v. good					

(Continued)
APPENDIX B
GENERAL INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporarily	Relatives	Entered last	Years separated	Marital	Employed	Unemployed	Deceased
1	San Francisco		X	X					1941	1	Good			
2	San Francisco		X	X					1941	1	Good			
3	San Francisco		X	X					1941	1	Good			
4	San Francisco		X	X					1941	1	Good			
5	San Francisco		X	X					1941	1	Good			
6	San Francisco		X	X					1941	1	Good			
7	San Francisco		X	X					1941	1	Good			
8	San Francisco		X	X					1941	1	Good			
9	San Francisco		X	X					1941	1	Good			
10	San Francisco		X	X					1941	1	Good			
11	San Francisco		X	X					1941	1	Good			
12	San Francisco		X	X					1941	1	Good			
13	San Francisco		X	X					1941	1	Good			
14	San Francisco		X	X					1941	1	Good			
15	San Francisco		X	X					1941	1	Good			
16	San Francisco		X	X					1941	1	Good			
17	San Francisco		X	X					1941	1	Good			
18	San Francisco		X	X					1941	1	Good			
19	San Francisco		X	X					1941	1	Good			
20	San Francisco		X	X					1941	1	Good			
21	San Francisco		X	X					1941	1	Good			
22	San Francisco		X	X					1941	1	Good			
23	San Francisco		X	X					1941	1	Good			
24	San Francisco		X	X					1941	1	Good			
25	San Francisco		X	X					1941	1	Good			
26	San Francisco		X	X					1941	1	Good			
27	San Francisco		X	X					1941	1	Good			
28	San Francisco		X	X					1941	1	Good			
29	San Francisco		X	X					1941	1	Good			
30	San Francisco		X	X					1941	1	Good			
31	San Francisco		X	X					1941	1	Good			
32	San Francisco		X	X					1941	1	Good			
33	San Francisco		X	X					1941	1	Good			
34	San Francisco		X	X					1941	1	Good			
35	San Francisco		X	X					1941	1	Good			
36	San Francisco		X	X					1941	1	Good			
37	San Francisco		X	X					1941	1	Good			
38	San Francisco		X	X					1941	1	Good			
39	San Francisco		X	X					1941	1	Good			
40	San Francisco		X	X					1941	1	Good			
41	San Francisco		X	X					1941	1	Good			
42	San Francisco		X	X					1941	1	Good			
43	San Francisco		X	X					1941	1	Good			
44	San Francisco		X	X					1941	1	Good			
45	San Francisco		X	X					1941	1	Good			
46	San Francisco		X	X					1941	1	Good			
47	San Francisco		X	X					1941	1	Good			
48	San Francisco		X	X					1941	1	Good			
49	San Francisco		X	X					1941	1	Good			
50	San Francisco		X	X					1941	1	Good			

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
69	Unknown	X		X					1948	1948	v. good	X				
70	Arizona		X		X		X		1944	1944	none			X		
71	California				X		X		1950	1950	none	X				
72	Unknown		X	X				X	1942	1943	good	X				
73	New Mexico		X		X				1950	1950	good	X		X		
74	Texas		X		X		X		1945	1945	none	X				
75	California		X		X		X		1945	1945	none	X				
76	New Mexico		X		X	X	X		1929	1942	good	X				
77	Mississippi		X	X					1946	1947	good	X				
78	Texas	X			X		X		1949	1950	good			X		
79	Texas		X		X		X		1949	1950	good			X		
80	California		X			X			1942	1948	good			X		
81	California		X	X				X	1943	1946	v. good	X				
82	Arizona		X	X	X				1944	1944	good	X				
83	Massachusetts		X		X			X	1942	1943	fair	X				
84	Tennessee		X	X					1946	1946	none			X		
85	New Mexico	X		X	X		X		1948	1948	none	X				

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
86	New Mexico								1948	1948	none					
87	New York								1938	1941	good			X		
88	California								1949	1949	good					
89	California								1949	1949	good					
90	Arizona	X							1941	1944	good					
91	Oklahoma	X							1941	1944	V. good					
92	New Mexico								1946	1948	good					
93	Texas	X							1940	1941	V. good					
94	Indiana								1946	1946	V. good					
95	Illinois								1940	1941	fair					
96	Unknown								1945	1945	good					
97	Oklahoma							X	1936	1942	good					
98	New Mexico								1945	1945	good					
99	California								1942	1948	good					
100	California							X	1942	1948	unsatis.					
101	New Mexico	X							1927	1946	V. good					
102	New York								1944	1944	good					

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
103	New Mexico								1942	1948	v. good					
104	New Mexico								1947	1948	unsatis.					
105	New Mexico								1942	1950	good					
106	New Mexico								1947	1948	good					
107	Minnesota								1943	1945	good					
108	Unknown								1946	1947	good					
109	Colorado								1948	1949	good					
110	Oklahoma								1946	1947	good					
111	New Mexico								1950	1950	none					
112	Arizona								1946	1946	good					
113	Oklahoma								1943	1944	good					
114	Texas								1949	1949	none					
115	Michigan								1950	1950	none					
116	Texas								1943	1945	good					
117	New Mexico								1934	1940	good					
118	New Mexico								1943	1944	good					
119	Oklahoma								1943	1944	good					

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
120	West Virginia	X			X			X	1949	1950	good	X				
121	New Mexico		X	X		X			1940	1945	v. good	X		X		
122	Unknown		X		X		X		1941	1942	good					
123	Oregon		X						1940	1946	good		X			
124	Kansas		X					X	1945	1946	none					
125	Tennessee		X	X			X		1946	1948	good	X				
126	New Mexico		X	X				X	1944	1945	good	X				
127	Virginia		X		X			X	1940	1941	v. good		X			
128	Montana	X		X			X		1939	1945	v. good	X				
129	New Mexico		X	X		X			1948	1949	good	X				
130	Arizona	X			X	X			1949	1950	fair	X				
131	Arizona		X		X	X			1949	1950	good	X				
132	New Mexico		X		X	X			1938	1948	v. good	X				
133	Texas		X	X		X			1941	1942	good	X				
134	Mississippi	X			X	X			1937	1945	good		X			
135	Mississippi		X		X			X	1944	1945	good	X				
136	Unknown		X	X				X	1945	1945	none	X				

1951	1950	1949	1948	1947	1946	1945	1944	1943	1942	1941	1940	1939	1938	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928	1927	1926	1925	1924	1923	1922	1921	1920	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	1890	1889	1888	1887	1886	1885	1884	1883	1882	1881	1880	1879	1878	1877	1876	1875	1874	1873	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859	1858	1857	1856	1855	1854	1853	1852	1851	1850	1849	1848	1847	1846	1845	1844	1843	1842	1841	1840	1839	1838	1837	1836	1835	1834	1833	1832	1831	1830	1829	1828	1827	1826	1825	1824	1823	1822	1821	1820	1819	1818	1817	1816	1815	1814	1813	1812	1811	1810	1809	1808	1807	1806	1805	1804	1803	1802	1801	1800	1799	1798	1797	1796	1795	1794	1793	1792	1791	1790	1789	1788	1787	1786	1785	1784	1783	1782	1781	1780	1779	1778	1777	1776	1775	1774	1773	1772	1771	1770	1769	1768	1767	1766	1765	1764	1763	1762	1761	1760	1759	1758	1757	1756	1755	1754	1753	1752	1751	1750	1749	1748	1747	1746	1745	1744	1743	1742	1741	1740	1739	1738	1737	1736	1735	1734	1733	1732	1731	1730	1729	1728	1727	1726	1725	1724	1723	1722	1721	1720	1719	1718	1717	1716	1715	1714	1713	1712	1711	1710	1709	1708	1707	1706	1705	1704	1703	1702	1701	1700	1699	1698	1697	1696	1695	1694	1693	1692	1691	1690	1689	1688	1687	1686	1685	1684	1683	1682	1681	1680	1679	1678	1677	1676	1675	1674	1673	1672	1671	1670	1669	1668	1667	1666	1665	1664	1663	1662	1661	1660	1659	1658	1657	1656	1655	1654	1653	1652	1651	1650	1649	1648	1647	1646	1645	1644	1643	1642	1641	1640	1639	1638	1637	1636	1635	1634	1633	1632	1631	1630	1629	1628	1627	1626	1625	1624	1623	1622	1621	1620	1619	1618	1617	1616	1615	1614	1613	1612	1611	1610	1609	1608	1607	1606	1605	1604	1603	1602	1601	1600	1599	1598	1597	1596	1595	1594	1593	1592	1591	1590	1589	1588	1587	1586	1585	1584	1583	1582	1581	1580	1579	1578	1577	1576	1575	1574	1573	1572	1571	1570	1569	1568	1567	1566	1565	1564	1563	1562	1561	1560	1559	1558	1557	1556	1555	1554	1553	1552	1551	1550	1549	1548	1547	1546	1545	1544	1543	1542	1541	1540	1539	1538	1537	1536	1535	1534	1533	1532	1531	1530	1529	1528	1527	1526	1525	1524	1523	1522	1521	1520	1519	1518	1517	1516	1515	1514	1513	1512	1511	1510	1509	1508	1507	1506	1505	1504	1503	1502	1501	1500	1499	1498	1497	1496	1495	1494	1493	1492	1491	1490	1489	1488	1487	1486	1485	1484	1483	1482	1481	1480	1479	1478	1477	1476	1475	1474	1473	1472	1471	1470	1469	1468	1467	1466	1465	1464	1463	1462	1461	1460	1459	1458	1457	1456	1455	1454	1453	1452	1451	1450	1449	1448	1447	1446	1445	1444	1443	1442	1441	1440	1439	1438	1437	1436	1435	1434	1433	1432	1431	1430	1429	1428	1427	1426	1425	1424	1423	1422	1421	1420	1419	1418	1417	1416	1415	1414	1413	1412	1411	1410	1409	1408	1407	1406	1405	1404	1403	1402	1401	1400	1399	1398	1397	1396	1395	1394	1393	1392	1391	1390	1389	1388	1387	1386	1385	1384	1383	1382	1381	1380	1379	1378	1377	1376	1375	1374	1373	1372	1371	1370	1369	1368	1367	1366	1365	1364	1363	1362	1361	1360	1359	1358	1357	1356	1355	1354	1353	1352	1351	1350	1349	1348	1347	1346	1345	1344	1343	1342	1341	1340	1339	1338	1337	1336	1335	1334	1333	1332	1331	1330	1329	1328	1327	1326	1325	1324	1323	1322	1321	1320	1319	1318	1317	1316	1315	1314	1313	1312	1311	1310	1309	1308	1307	1306	1305	1304	1303	1302	1301	1300	1299	1298	1297	1296	1295	1294	1293	1292	1291	1290	1289	1288	1287	1286	1285	1284	1283	1282	1281	1280	1279	1278	1277	1276	1275	1274	1273	1272	1271	1270	1269	1268	1267	1266	1265	1264	1263	1262	1261	1260	1259	1258	1257	1256	1255	1254	1253	1252	1251	1250	1249	1248	1247	1246	1245	1244	1243	1242	1241	1240	1239	1238	1237	1236	1235	1234	1233	1232	1231	1230	1229	1228	1227	1226	1225	1224	1223	1222	1221	1220	1219	1218	1217	1216	1215	1214	1213	1212	1211	1210	1209	1208	1207	1206	1205	1204	1203	1202	1201	1200	1199	1198	1197	1196	1195	1194	1193	1192	1191	1190	1189	1188	1187	1186	1185	1184	1183	1182	1181	1180	1179	1178	1177	1176	1175	1174	1173	1172	1171	1170	1169	1168	1167	1166	1165	1164	1163	1162	1161	1160	1159	1158	1157	1156	1155	1154	1153	1152	1151	1150	1149	1148	1147	1146	1145	1144	1143	1142	1141	1140	1139	1138	1137	1136	1135	1134	1133	1132	1131	1130	1129	1128	1127	1126	1125	1124	1123	1122	1121	1120	1119	1118	1117	1116	1115	1114	1113	1112	1111	1110	1109	1108	1107	1106	1105	1104	1103	1102	1101	1100	1099	1098	1097	1096	1095	1094	1093	1092	1091	1090	1089	1088	1087	1086	1085	1084	1083	1082	1081	1080	1079	1078	1077	1076	1075	1074	1073	1072	1071	1070	1069	1068	1067	1066	1065	1064	1063	1062	1061	1060	1059	1058	1057	1056	1055	1054	1053	1052	1051	1050	1049	1048	1047	1046	1045	1044	1043	1042	1041	1040	1039	1038	1037	1036	1035	1034	1033	1032	1031	1030	1029	1028	1027	1026	1025	1024	1023	1022	1021	1020	1019	1018	1017	1016	1015	1014	1013	1012	1011	1010	1009	1008	1007	1006	1005	1004	1003	1002	1001	1000	999	998	997	996	995	994	993	992	991	990	989	988	987	986	985	984	983	982	981	980	979	978	977	976	975	974	973	972	971	970	969	968	967	966	965	964	963	962	961	960	959	958	957	956	955	954	953	952	951	950	949	948	947	946	945	944	943	942	941	940	939	938	937	936	935	934	933	932	931	930	929	928	927	926	925	924	923	922	921	920	919	918	917	916	915	914	913	912	911	910	909	908	907	906	905	904	903	902	901	900	899	898	897	896	895	894	893	892	891	890	889	888	887	886	885	884	883	882	881	880	879	878	877	876	875	874	873	872	871	870	869	868	867	866	865	864	863	862	861	860	859	858	857	856	855	854	853	852	851	850	849	848	847	846	845	844	843	842	841	840	839	838	837	836	835	834	833	832	831	830	829	828	827	826	825	824	823	822	821	820	819	818	817	816	815	814	813	812	811	810	809	808	807	806	805	804	803	802	801	800	799	798	797	796	795	794	793	792	791	790	789	788	787	786	785	784	783	782	781	780	779	778	777	776	775	774	773	772	771	770	769	768	767	766	765	764	763	762	761	760	759	758	757	756	755	754	753	752	751	750	749	748	747	746	745	744	743	742	741	740	739	738	737	736	735	734	733	732	731	730	729	728	727	726	725	724	723	722	721	720	719	718	717	716	715	714	713	712	711	710	709	708	707	706	705	704	703	702	701	700	699	698	697	696	695	694	693	692	691	690	689	688	687	686	685	684	683	682	681	680	679	678	677	676	675	674	673	672	671	670	669	668	667	666	665	664	663	662	661	660	659	658	657	656	655	654	653	652	651	650	649	648	647	646	645	644	643	642	641	640	639	638	637	636	635	634	633	632	631	630	629	628	627	626	625	624	623	622	621	620	619	618	617	616	615	614	613	612	611	610	609	608	607	606	605	604	603	602	601	600	599	598	597	596	595	594	593	592	591	590	589	588	587	586	585	584	583	582	581	580	579	578	577	576	575	574	573	572	571	570	569	568	567	566	565	564	563	562	561	560	559	558	557	556	555	554	553	552	551	550	549	548	547	546	545	544	543	542	541	540	539	538	537	536	535	534	533	532	531
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APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
137	Arizona								1937	1947	good					
138	Arizona	x			x	x	x		1945	1947	v. good	x	x			
139	Oklahoma				x				1940	1944	good	x				
140	Wisconsin				x		x		1936	1942	excell.		x			
141	Wisconsin				x	x			1935	1949	v. good	x	x			
142	Minnesota				x				1947	1948	good					
143	Unknown	x		x			x		1949	1950	unsatis.	x				
144	Unknown	x			x		x		1949	1950	good	x				
145	Illinois		x		x				1946	1946	fair	x				
146	Illinois		x		x				1945	1947	fair	x				
147	Utah	x			x		x		1936	1950	excell.		x			
148	California		x	x		x			1945	1945	good	x				
149	Arizona		x	x			x		1948	1948	good	x				
150	Wyoming				x				1927	1942	good					
151	New Mexico	x		x					1948	1948	none				x	
152	Unknown	x	x		x		x		1945	1945	none					
153	Kentucky				x	x			1943	1945	good					

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
154	Oklahoma								1937	1940	good					
155	California								1945	1945	none					
156	Arizona								1942	1943	v. good					
157	New Mexico								1945	1945	good					
158	Arizona								1944	1944	v. good					
159	New Mexico								1943	1945	fair					
160	New Mexico								1944	1945	fair					
161	District of Columbia								1942	1946	good					
162	New York								1949	1950	good					
163	California								1944	1945	none					
164	Texas								1937	1942	v. good					
165	Oklahoma								1945	1947	good					
166	California								1937	1944	good					
167	California								1937	1944	fair					
168	Oklahoma								1939	1942	good					
169	Unknown								1939	1945	good					
170	Arizona								1945	1947	good					

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
171	Missouri		X		X	X			1946	1950	good	X				
172	Oklahoma		X	X		X			1939	1947	v. good		X			
173	Georgia		X	X		X		X	1945	1946	good	X				
174	Alaska		X		X		X		1947	1948	none	X				
175	California		X		X				1945	1947	good		X			
176	Virginia		X	X	X	X			1939	1942	good	X				
177	Arizona		X		X	X			1943	1944	v. good	X				
178	Arizona	X	X		X			X	1943	1944	v. good	X				
179	New Mexico		X		X			X	1942	1943	unsatis.	X		X		
180	Texas		X		X		X		1945	1946	unsatis.		X			
181	Arizona		X	X	X	X			1948	1949	good		X			
182	Nebraska	X	X	X	X	X	X		1948	1949	good	X				
183	Nebraska		X	X	X	X	X		1948	1949	good	X				
184	New Mexico	X	X		X	X			1927	1946	good	X			X	
185	North Dakota		X	X	X	X			1937	1941	excell.					
186	Oklahoma		X	X		X		X	1945	1946	good		X			
187	Washington		X		X	X			1939	1943	v. good	X				

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
188	Arizona	X							1942	1943	fair	X				
189	New Mexico	X	X		X			X	1945	1947	good	X				
190	New Mexico				X			X	1945	1947	good	X				
191	California				X			X	1944	1945	good	X				
192	California				X			X	1944	1945	good	X				
193	New Mexico	X	X		X				1940	1942	good	X	X			
194	New Mexico		X		X	X			1943	1945	good	X				
195	Arizona		X	X	X		X		1940	1949	good	X				
196	Arizona		X		X			X	1949	1950	good			X		
197	Arizona		X		X		X		1941	1944	good		X			
198	New Mexico		X	X				X	1944	1945	good	X				
199	Arizona		X	X			X		1946	1947	good	X				
200	New Mexico		X		X		X		1945	1950	V. good	X				
201	California		X		X		X		1947	1948	V. good	X				
202	Arizona		X	X			X		1950	1950	good	X				
203	Arizona		X	X			X		1942	1950	none	X				
204	Arizona		X	X	X	X		X	1945	1946	good	X				

APPENDIX B (Continued)

TEACHER INFORMATION SHEET

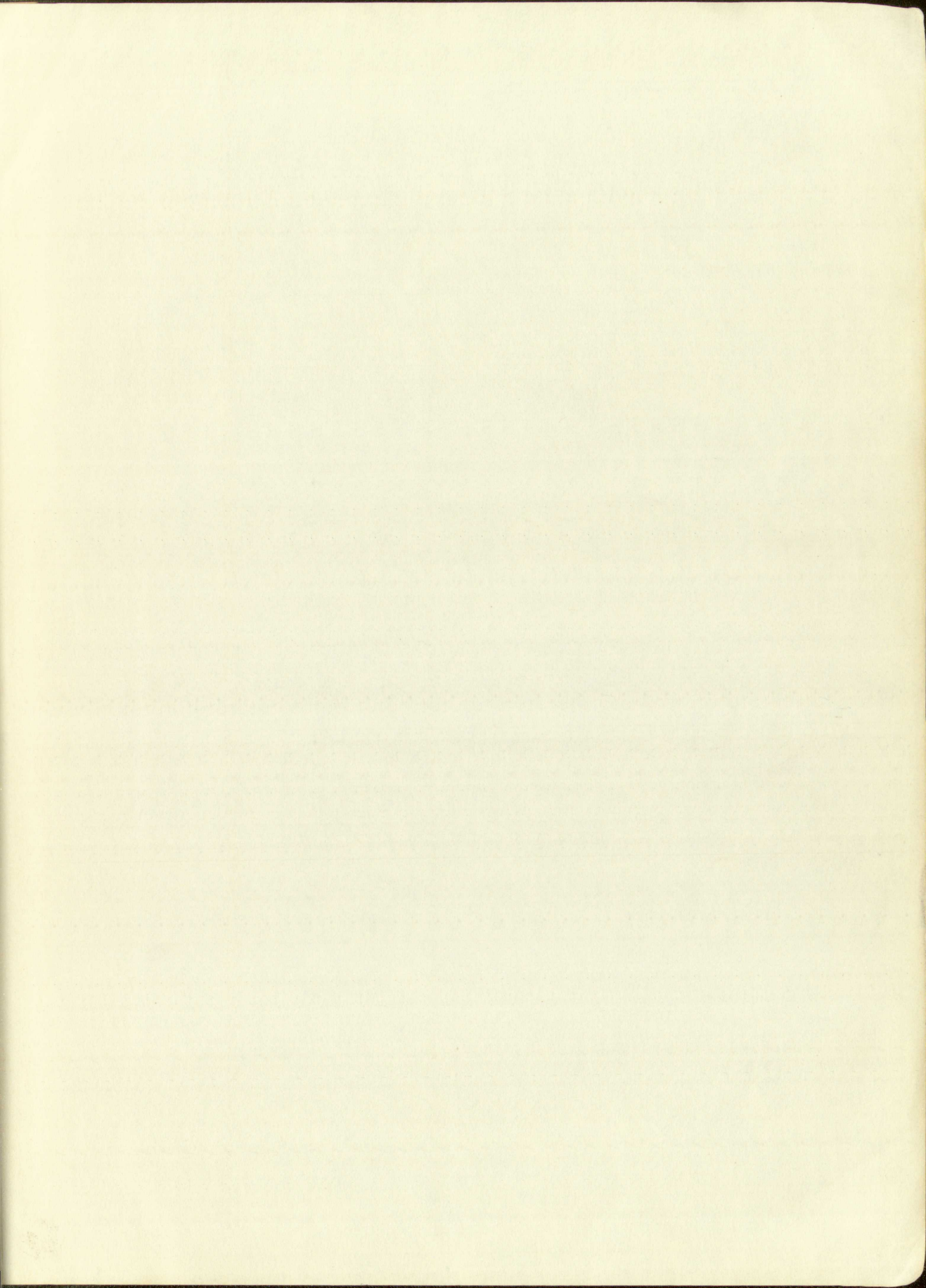
Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
205	Arizona		X			X			1945	1947	good	X				
206	Idaho		X	X			X		1947	1948	good	X		X		
207	New York		X	X			X		1949	1950	good					
208	Arizona				X		X		1948	1950	good	X				
209	Oklahoma		X					X	1942	1945	good	X				
210	Oklahoma		X		X		X		1945	1948	good		X			
211	New Mexico	X	X		X				1945	1945	good		X			
212	New Mexico		X		X			X	1941	1945	good					
213	New Mexico		X		X			X	1937	1940	good	X				
214	New Mexico		X		X				1937	1942	good	X				
215	Oklahoma		X		X			X	1944	1945	good	X				
216	Oklahoma	X	X		X			X	1944	1945	good	X				
217	New Mexico		X		X			X	1944	1945	good	X				
218	Arizona		X		X			X	1940	1941	good	X				
219	Unknown		X		X			X	1943	1949	good	X				
220	Arizona		X	X				X	1941	1941	good	X				
221	Kansas		X	X				X	1943	1944	good	X				

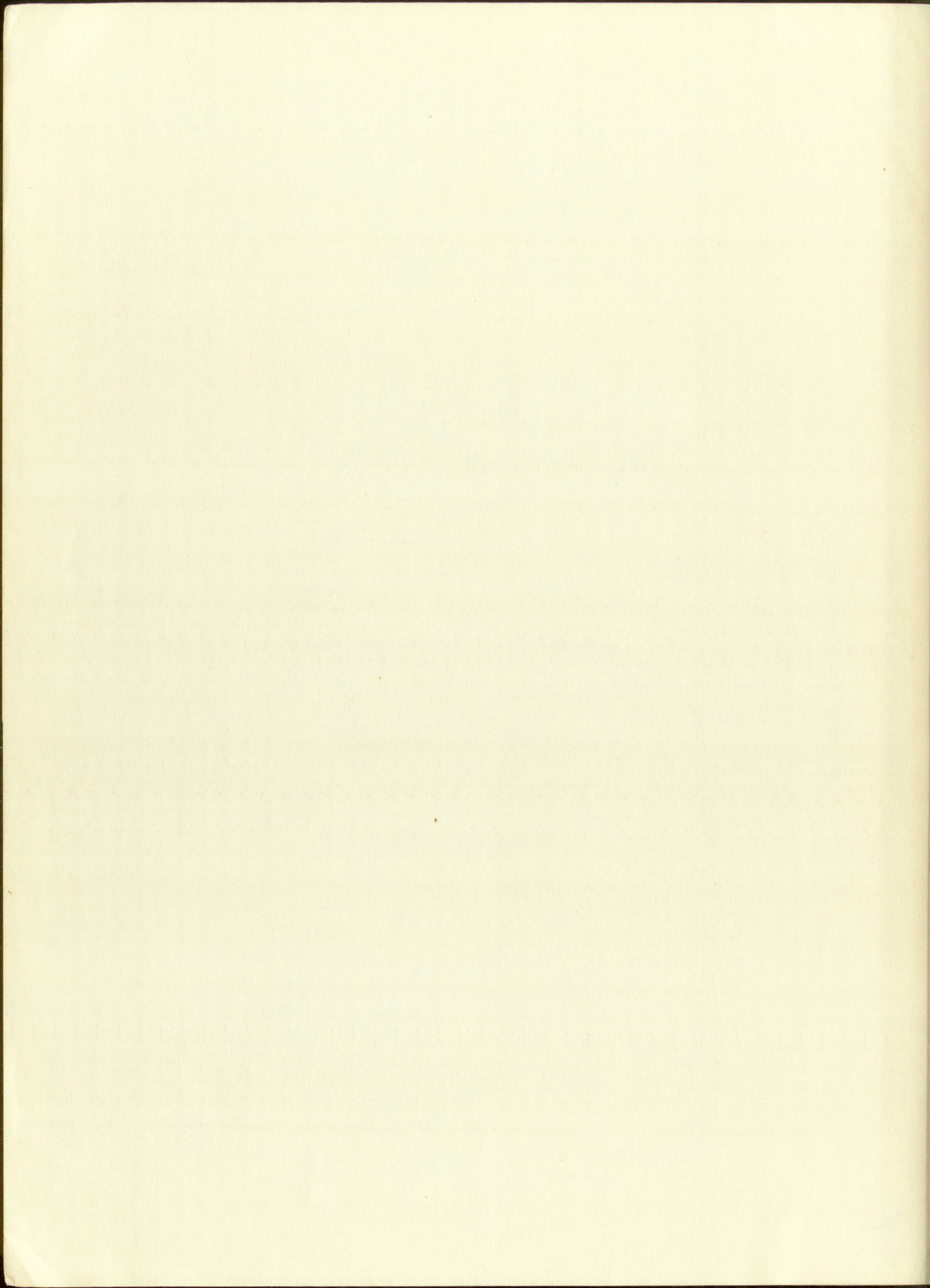
APPENDIX B (Continued)

TEACHER INFORMATION SHEET

Number	Legal Residence	Male	Female	Single	Married	Permanent	Temporary	War Service	Year Entered	Year Separated	Rating	Resigned	Transferred	Separated	Retired	Deceased
222	Kentucky		X		X			X	1942	1942	good					
223	Kentucky	X		X				X	1940	1941	good	X				
224	Texas				X	X			1938	1946	good	X				
225	Texas	X	X		X			X	1945	1946	good	X				
226	New Mexico		X		X	X			1940	1945	good	X				
227	New Mexico		X	X				X	1944	1945	good	X				
228	New Mexico		X		X	X			1941	1944	good	X	X			
229	New Mexico	X			X	X			1940	1942	good					

* Probational employees serve in that capacity one year before becoming permanent.







IMPORTANT!

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