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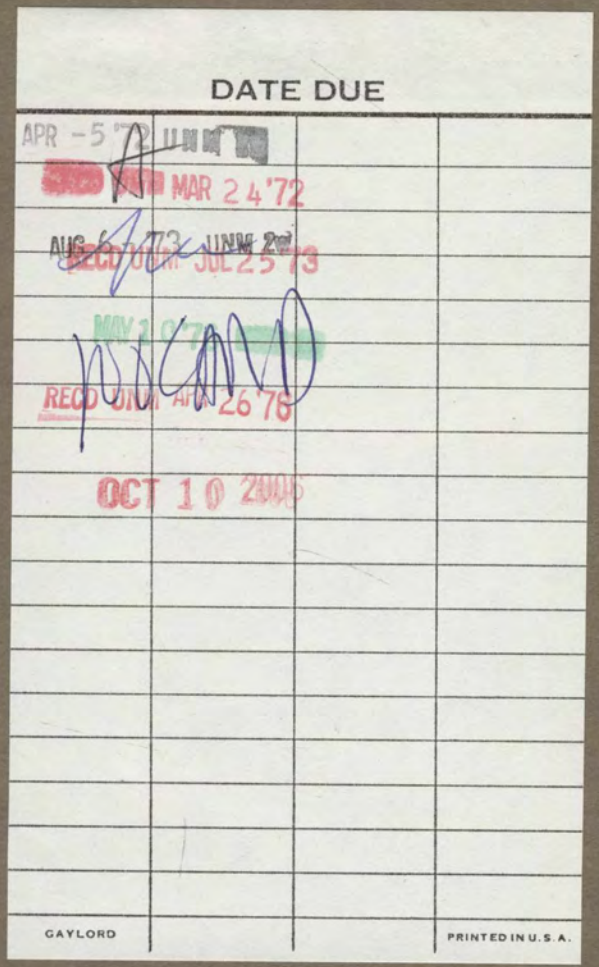
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TENURE AND TURNOVER OF PUBLIC SCHOOL TEACHERS IN NEW MEXICO

By

Burton T. Williams

A Thesis

Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of New Mexico

1937

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

MASTER OF ARTS

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PART ONE

INTRODUCTION

Purpose of the Study

The efficiency of a school system is determined by a large number of different factors; of which the school plant, equipment, organization, curriculum, and personnel are probably the most important. The first two factors, and perhaps the third, are relatively easy to procure and control. The last two, however, are always challenges to educational leadership. In recent years both curriculum and personnel have been the subject of many studies, investigations, and experiments. This study will be concerned with that phase of personnel which has to do with the turnover and tenure of the classroom teachers. The purpose is to reveal the extent of the tenure problem in New Mexico by determining the number of teachers needed to fill the vacancies, together with the demand for inexperienced teachers, the rate of turnover, and the length of continuous service of teachers in their positions.

Importance of the Study

It is generally recognized that, other things being equal, teachers who have been in a system long enough to become acquainted with local conditions are able to give

more efficient service to the schools than new teachers. The question of turnover of teachers in service has come up within recent years as one of the outstanding and pressing problems concerning the administration of our school systems. It is generally understood that the mobility of our teachers is far in excess of what it should be for the attainment of the best results in our schools. Teachers that are on the move do not have time to become acquainted with either the pupils or the parents, or to become identified with the interests of the local community.

While no figures are at hand which would indicate the cost of teacher turnover, it must amount to a large sum annually, when all the expenses incurred by employment officials in their effort to find and hire the best possible teachers are totaled. Vastly more serious than this initial expense is the loss incurred through lessened efficiency on the part of the teacher who is new in a school system, and perhaps inexperienced in the profession. This loss cannot be measured in dollars and cents, but it can be seen in the decreased efficiency of the school.

There is and has been for several years considerable agitation for more permanent tenure for teachers. Data have been collected for the public schools in New Mexico by the State Department of Education, but little or no interpretation has ever been made of it, so that at present

very little is known regarding the actual conditions of turnover and tenure of the classroom teachers in the different public schools. Since most of the problem is local it is quite possible that a study of this nature could prove of value to school officials, in that it could serve as a point of departure for an investigation of conditions which effect excessive changes in the teaching staff.

Review of Related Studies

Many surveys and studies have been made in different states regarding the tenure and rate of turnover of classroom teachers and administrators in the public schools. Of this number only a few will be mentioned, and these have been selected because they include a large percentage of the teachers in the states under investigation, and as they include information which is comparable to the investigations of the present study. Elsbree[1] found in his study of the turnover for New York State that cities from five to ten thousand population had a rate of turnover of 16.61 percent, while in communities with less than five thousand the rate of turnover was about 17.40 percent.

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1. Elsbree, Willard S. "Teacher Turnover in the Cities and Villages of New York State" New York; Bureau of Publications, Teachers College, Columbia University, 1928 p. 16, 18.

Crabbe[1] in his study of conditions in Kentucky found that 12.2 percent of the teachers left their positions at the end of the first year, 33 percent by the end of the second year, and 63 percent had changed positions by the end of the third year. Seeder[2] found in Minnesota that the rate of turnover of all the schools in 1924-25 was 64.4 percent. No studies with a direct bearing on conditions in New Mexico were found.

Statement of the Problem

There are many problems arising out of turnover and tenure, which might be classified under the headings of actual conditions, causes, and effect. In this study consideration is given only to actual conditions, and answers to the following questions will be sought:

1. To what extent do the classroom teachers in New Mexico public schools change positions from year to year?
2. Has there been any noticeable improvement in the length of tenure for classroom teachers in New Mexico during the last five years, and if so has it been due to a general improvement of tenure conditions or to a few exceptional school systems?

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1. Crabbe, A. L. "A Study in Transiency" Peabody Journal of Education, May 1924, p. 295.
2. Seeder, Reuben J. "Aspects of Tenure and Turnover Among Minnesota Teachers" American School Board Journal, October 1928, p. 65.

3. How do the percentages of replacements compare for the individual schools for the five year period?
4. In the employment of teachers to fill vacancies, what percentage of these vacancies has been filled by teachers without previous experience?

Delimitations

The organization and administration of the public schools in New Mexico fall into three natural divisions; North Central Association Schools, other Independent Schools, and County Schools. The study will be limited to a discussion of actual conditions as found among the classroom teachers in the public schools of New Mexico for the school years 1931-32 to 1935-36 inclusive.

Definitions

Turnover: Considerable confusion as to the exact meaning of the term turnover exists both in education and in industry. It is unfortunate that the expression has not been standardized as much confusion has resulted. Originating in industry, the term was used to express change in personnel. One writer refers to it as the number of persons added within a given period to the payroll[1]. Another thinks of it as representing the number of persons whose employ-

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1. Gilson, Mary B. "Computation of Labor Turnover" Industrial Management, September 1918, p. 244.

ment is discontinued[1]. A third one speaks of turnover as representing the number of persons leaving the payroll who are actually replaced[2]. This last explanation of the term seems most logical, as it excludes the number of additions due to expansion, as well as the number of teachers dropped due to actual reductions in the working group. This last method will be used to compute turnover in this report.

Tenure: Tenure in this study denotes the number of continuous years of service in the same school system.

Rate of Turnover: This will be used to designate the percentage obtained from a ratio having the number of turnovers for the numerator and the number of teachers in the system for the denominator. That is, $\frac{\text{Number of Turnovers}}{\text{Total Teachers}} =$ Rate of Turnover.

Employment: For purposes of this study, employment is used to represent the number of new teachers engaged to fill vacancies, due to dismissals and additions of teachers.

Sources of the Data

The data for this study will be taken from the eleventh, twelfth, and thirteenth biennial reports of the State

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1. Stone, F. H. "A Study of Labor Mobility" Annals American Academy, September 1922, p. 176.
2. Watkins, Gordon S. "Analysis of Labor Turnover" Administration, July 1921, p. 27.

Superintendent of Public Instruction to the Governor of the State of New Mexico. These reports are made from the annual reports of the county and independent school superintendents to the State Department of Education.

Procedure

The first step in the procedure will be to assign each of the public schools to one of the three divisions as North Central, other Independent, and County Schools. Each group will be treated in a similar manner with regard to employment, turnover, and tenure.

In the discussion of employment, which is used to indicate the number of teachers necessary to fill vacancies, due to dismissals and additions of teachers, the total number needed each year of the period will be calculated. The employment of teachers without previous teaching experience will be shown for each year by number and percentage which it is of the number of teachers new to their positions. From this information the opportunity of employment in each group of schools, for inexperienced teachers will be computed. Employment of teachers new to their position and of inexperienced teachers will be shown for each separate school of the group for each of the five years under investigation. This last information will be given as a percentage which each is of the total number of classroom teachers in each school.

Turnover, which is the number of teachers actually replaced for any year, must be determined by the use of information covering a two year period. It will be determined for each year by taking the number of teachers serving for their first year of tenure on the next succeeding year, and either adding or subtracting the difference in the total number of teachers in the schools for the two years. If this difference represents teachers positions not refilled, as a loss in the number of teachers, it will need to be added to the number serving for their first year of tenure. If the difference represents new teachers positions due to expansion, or an increase in the total number of teachers, it will need to be deducted. Turnover for the first four years of the study will be determined for the group as a whole by both number and percentage. These totals are to be broken down and presented by both number and percentage for the teachers who leave their positions at the end of the first, second, third, fourth, and fifth or more years.

Tenure in years will be calculated by dividing the total years of service of all the teachers in a school by the number of teachers in the school. This average tenure will be found for each separate school in each group for each year of the period, and then the five year average will be computed. Tenure for the group of schools as a whole will show the percentage of teachers who are serving

for their first, second, third, fourth, fifth, sixth to tenth, eleventh to twentieth, and twenty-first or more years.

After discussing each of the three groups in the above manner, the arithmetic mean of the data presented for each group will be compared by the use of graphs and discussion of the trends for employment, turnover, and tenure.

PART TWO

NORTH CENTRAL SCHOOLS

Introduction

Thirty-four public schools in New Mexico have been accredited by the North Central Association of Colleges and Secondary Schools. This group of schools, while under state regulations, has certain additional requirements or standards placed upon them by this accrediting association. For example, in the selection and tenure of teachers the local board of education is to follow a policy which will attract and retain the services of well qualified and competent teachers[1]. The association is opposed to excessive turnover without due cause. These schools employ 32 percent of the classroom teachers in the New Mexico Public Schools, and 35 percent of the pupils in average daily attendance receive their instruction in these schools.

This group of schools varies considerably as to the number of teachers employed in each of the individual schools. They range from Hatch Union High School with only seven classroom teachers to Albuquerque with one hundred and ninety-seven. This, however, gives only the extreme cases, and does not point out the fact that the

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1. Policies, Regulations, and Standards for the Accrediting of Secondary Schools. Standard 6, p. 7.

next largest school has only seventy-seven teachers, which would reduce the range considerably if Albuquerque were omitted. A fair measure of the distribution is obtained by determining how closely the schools are grouped around the arithmetic mean. By excluding Albuquerque, which is an extreme case, the standard deviation is 15.7. Since the schools follow fairly close to a normal curve, and as the average for the thirty-three schools is thirty teachers per school, then 68 percent of the schools are between fifteen and forty-five teachers in size.

The North Central Schools are fairly well distributed over the state. They are found in twenty-four of the thirty-one counties, and not more than three schools are located in any single county.

Employment

Employment, as used in this study to indicate the number of teachers necessary to fill all vacancies in the school, is shown for the North Central Schools in Table I. This table shows the actual number of teachers new to their position for each of the years of the period under investigation. It also shows the number of inexperienced teachers employed, as well as the percentage which the inexperienced teachers are of the total number of teachers new to their position. In the last two years of the study, when employ-

TABLE I

NEW TEACHERS EMPLOYED IN THE NORTH CENTRAL SCHOOLS

	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Teachers New to Their Position. . .	189	86	129	237	218	172
Inexperienced Teachers	46	23	45	61	45	44
Percentage of New Teachers Without Experience.	24.3	26.7	34.9	25.7	20.6	25.0

ment was comparatively very large, there was an increase in the teaching force of 6 percent in 1934-35 and 4 percent in 1935-36. In 1932-33, when there were only eighty-six teachers needed to fill all vacancies in this group of schools, there was a decrease, due to economic retrenchments, of 4 percent in the teaching force. The increases and decreases over the five year period very nearly balance each other, which makes the five year average of one hundred and seventy-two teachers a fair estimate of normal conditions. It is to be noted that in numbers there were more inexperienced teachers employed in 1934-35 than in any other single year. The sixty-one inexperienced teachers for this year represented only 25.7 percent of the total number of new teachers employed, because of the extremely large number of teachers needed in this year to fill vacancies. On the basis of

percentages the year 1933-34 was the largest single year for inexperienced teachers in the North Central Schools, when 34.9 percent of the teachers employed had not had any previous experience.

The percentage which the inexperienced teachers are of the number of teachers new to their positions, represents fairly well an inexperienced teachers chances for employment in a school system. The chances for this group of schools increased during the first three years of the period, when salaries were on the decline; but during the last two years, when salaries were advancing, the opportunity for inexperienced teachers declined. On the basis of the five year average, which was 25 percent, it would seem that inexperienced teachers have about one chance out of every four of being elected to fill a vacancy in the North Central Schools.

While Table I pictures employment conditions as a whole, it does not reveal conditions in the individual schools. In Table II this information is given on the basis of the percentage which the number employed was of the number of teachers in each school. It is to be read that in 1931-32 it was necessary for the Alamogordo School to employ 25 percent of their teachers, while in the next year they needed to employ only 14.3 percent.

TABLE II

PERCENTAGE OF NEW TEACHERS EMPLOYED EACH YEAR IN THE NORTH CENTRAL SCHOOLS

Schools	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Alamogordo. .	25.0	14.3	27.6	18.7	41.2	25.4
Albuquerque.	12.6	5.3	5.9	7.9	11.7	8.7
Anthony . . .	11.1	25.0	14.1	71.4	25.0	29.3
Artesia. . .	25.0	25.0	13.0	32.0	30.8	25.2
Belen	10.4	10.7	39.4	42.9	24.3	25.5
Carlsbad . .	0.0	3.6	21.9	36.8	15.4	15.5
Carrizozo . .	33.3	15.4	7.6	28.6	20.0	20.9
Clayton. . .	38.9	0.0	6.5	26.4	14.4	17.2
Clovis. . . .	12.3	2.0	8.5	21.1	17.8	12.3
Dawson . . .	7.1	0.0	4.8	13.3	36.4	12.3
Deming. . . .	15.2	0.0	3.3	3.3	9.3	6.2
Elida. . . .	41.7	22.2	40.0	20.0	40.0	32.8
Farmington. .	25.0	22.2	27.8	30.0	30.0	27.0
Ft. Sumner .	13.3	31.2	29.4	23.5	38.9	27.3
Gallup. . . .	31.6	8.3	8.8	22.2	10.8	16.3
Grants . . .	71.4	16.7	71.4	50.0	25.0	46.9
Hagerman. . .	33.3	13.3	26.7	37.5	12.5	24.7
Hatch. . . .	0.0	40.0	0.0	66.7	42.8	29.9
Hot Springs .	69.2	53.8	0.0	28.5	41.2	38.5
Hurley . . .	10.4	11.5	11.5	16.7	13.6	12.7
Las Cruces. .	9.5	14.1	19.0	40.9	22.7	21.2
Las Vegas. .	12.5	18.7	0.0	12.1	11.1	10.9
Lordsburg . .	28.3	0.0	10.0	26.3	20.0	16.9
Lovington. .	22.2	15.8	25.0	23.5	31.6	23.6
Portales. . .	20.0	0.0	16.5	31.6	30.2	19.7
Raton. . . .	8.5	6.4	0.0	11.9	9.5	7.3
Roswell . . .	13.3	4.8	13.4	25.0	16.9	14.7
Roy.	15.4	7.7	23.1	69.2	30.8	29.2
Santa Fe. . .	13.3	4.5	6.5	20.0	11.3	11.1
Silver City.	15.0	0.0	0.0	0.0	0.0	3.0
Springer. . .	33.3	0.0	27.3	46.1	33.3	28.0
Tucumcari. .	16.7	11.5	11.1	35.7	30.3	21.1
Tularosa. . .	47.4	15.8	0.0	38.9	31.6	26.7
Vaughn . . .	38.5	7.7	41.7	28.5	35.7	30.4
Mean . .	18.4	8.8	13.2	23.0	20.1	16.7

In 1931-32 two schools in this group did not need to employ a single new teacher, and five schools employed less than 10 percent of their teachers in that year. There were ten schools which employed over 30 percent, and it was necessary for one school to employ 71.4 percent of their teachers. The average for this year was 18.4 percent. For the school year 1932-33 there was a decided improvement with sixteen schools employing less than 10 percent of their teachers, and seven of these schools not needing to employ a single new teacher. Only three schools in this year needed over 30 percent, and the largest percentage of employment was 33.8. Some of the improvement for this year was due to the 4 percent decrease in the teaching force, but if this is added to the average of 8.8 percent it would only make 12.8 percent needed if all vacancies of the previous year had been filled. It is quite evident that the economic uncertainty of this year was a strong factor in causing teachers to remain in their positions. In 1933-34 fourteen schools employed less than 10 percent of their teachers, with six of these schools not employing any new teachers. This year there were only four schools that employed 30 percent, but the highest percentage again went up to 71.4. The average for this year was 13.2 percent for all of the schools, which was not as low as the previous year but still considerably lower than the five year average. This year

would furthur strengthen the statement that adverse economic conditions has a tendency to cause teachers to keep what they have. In 1934-35, when there was an increase of 6 percent in the number of teachers for this group as a whole, there were only three schools that needed less than 10 percent new teachers, and only one school that did not need any new teachers. Thirteen schools had to employ over 30 percent and one school needed 71.4 percent new teachers. The average of 23 percent is the largest for any single year during this period, but if the 6 percent increase in the number of teachers is deducted there is not so much difference from the other years as it would appear. In 1935-36 there were three schools that needed to employ less than 10 percent new teachers, and one school that did not need to employ any new teachers. Fifteen schools had to employ 30 percent or more of their teachers, with the largest percentage being 42.8. The average of 20.1 is fairly close to the other years when the 4 percent increase in teachers is deducted. The five year average is a better indication of conditions for the individual schools as there are so many factors which might affect individual years. On this basis it can be seen that only four schools were able to keep their average for the five year period below 10 percent, and four schools averaged above 30 percent. The highest average was 46.9, and the mean for the five year averages was 16.7 percent.

TABLE III

PERCENTAGE OF TEACHERS WOTHOUT PREVIOUS EXPERIENCE EMPLOYED IN THE NORTH CENTRAL SCHOOLS

Schools	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Alamogordo. .	14.3	7.2	13.8	3.1	8.8	9.4
Albuquerque.	6.8	2.6	3.2	5.8	5.1	4.7
Anthony . . .	0.0	0.0	0.0	14.3	0.0	3.9
Artesia. . .	0.0	0.0	0.0	8.0	3.4	2.3
Belen	0.0	3.6	15.2	8.5	0.0	5.5
Carlsbad . .	0.0	0.0	0.0	5.3	0.0	1.1
Carrizozo . .	8.3	0.0	7.6	14.3	0.0	6.0
Clayton. . .	16.7	0.0	3.2	2.9	5.9	5.7
Clovis. . . .	0.0	0.0	0.0	0.0	0.0	0.0
Dawson . . .	7.1	0.0	4.8	9.5	4.5	5.2
Deming. . . .	6.1	0.0	3.3	0.0	0.0	1.9
Elida. . . .	0.0	11.1	30.0	20.0	20.0	12.2
Farmington. .	5.0	0.0	11.1	5.0	5.0	5.2
Ft. Summer .	0.0	31.2	29.4	0.0	0.0	12.1
Gallup. . . .	0.0	2.8	2.9	2.5	2.7	2.2
Grants . . .	0.0	0.0	28.3	0.0	12.5	8.2
Hagerman. . .	6.7	0.0	0.0	0.0	12.5	3.8
Hatch. . . .	0.0	20.0	0.0	0.0	28.5	9.7
Hot Springs .	15.4	23.1	0.0	7.1	5.9	10.3
Hurley . . .	3.4	7.7	3.5	4.2	0.0	3.8
Las Cruces. .	0.0	4.7	19.0	18.0	4.5	9.3
Las Vegas. .	0.0	0.0	0.0	0.0	0.0	0.0
Lordsburg . .	14.1	0.0	5.0	15.8	5.0	8.0
Lovington. .	0.0	5.3	6.2	0.0	21.1	6.5
Portales. . .	7.5	0.0	2.7	13.2	4.6	5.6
Raton. . . .	0.0	0.0	0.0	2.4	2.4	0.9
Roswell . . .	0.0	0.0	8.9	9.7	6.5	5.0
Roy.	7.7	0.0	7.7	23.1	7.7	9.2
Santa Fe. . .	8.9	0.0	0.0	0.0	1.9	2.2
Silver City.	0.0	0.0	0.0	0.0	0.0	0.0
Springer. . .	0.0	0.0	9.1	0.0	6.7	3.2
Tucumcari. .	0.0	0.0	0.0	0.0	0.0	0.0
Tularosa. . .	10.5	0.0	0.0	33.3	0.0	8.8
Vaughn . . .	0.0	0.0	8.3	7.1	7.1	4.5
Mean . .	4.5	2.3	4.6	5.9	4.2	4.3

From this information it is evident that a number of the schools in this group do not have a very serious problem with regard to the employment of teachers, while on the other hand it is very much of a problem for several of the schools in this group. The causes should be determined and steps taken to correct the practice of excessive employment.

Table III represents the percentage which the inexperienced teachers in each separate system is of the total number of teachers in each school. On can see at a glance that there are a large number of instances in which there are no inexperienced teachers employed by different schools of this group. It is quite evident that the 4 to 5 percent, which the inexperienced teachers are of the total number of teachers, is due to a few schools; and not to a few inexperienced teachers being employed in each school. There were seventy-eight instances during the five year period in which there was not a single inexperienced teacher employed, and four schools of the group have not employed a single inexperienced teacher during the five year period, while one other school averages less than 1 percent. On the other extreme there were eighteen instances when the employment of inexperienced teachers was over 15 percent and three of these were over 30 percent.

The five year average is a better index of conditions than individual years. There were only three schools which

employed over 10 percent inexperienced teachers for their average, and all of these could be classed as small schools. Sixteen schools had an average of less than 5 percent, while the mean for the five year averages was 4.3 percent. It is very evident that many schools, that are perhaps better equipped to give new teachers adequate supervision, are not furnishing opportunity for the new teachers. On the other hand it appears that schools which are not so well suited, are the proving ground for inexperienced teachers.

Turnover

Employment does not give any consideration to a reduction or addition to the teaching force. When we deduct the additions or add the reductions of the teaching staff to the number employed, the result is the turnover. This is represented by Table IV, which not only shows turnover as a

TABLE IV

TURNOVER IN THE NORTH CENTRAL SCHOOLS

Year	Total Turnover		End of 1st Year		End of 2nd Year		End of 3rd Year		End of 4th Year		After 5th Year	
	No.	%-age	No.	%-age	No.	%-age	No.	%-age	No.	%-age	No.	%-age
31-32	131	13	49	37	35	27	27	21	12	9	8	6
32-33	133	14	16	12	31	23	42	32	13	10	31	23
33-34	181	19	36	20	14	8	20	11	13	7	98	54
34-35	165	16	67	41	22	13	5	3	5	3	66	40
Mean	153	15	42	27	26	17	24	16	11	7	50	33

whole for this group of schools, but in addition analyzes the total turnover as to the number and percentage of these teachers who had been in the schools from one to four and five or more years. Since it requires a record of two consecutive years to determine the turnover for a single year, it is not possible to include the turnover for 1935-36.

The largest turnover for this group occured in 1933-34, the year when salaries reached the lowest level of the period under investigation. To say how much of this turnover is due to that factor would only be a guess, but it is only reasonable to connect the two. It is interesting to note that when the percentage of turnover is large the percentage of teachers leaving their positions, who have been employed five or more years, is also large. This would indicate that while the turnover for the first, second, third, and fourth years are large, they remain fairly constant as to number each year, and that large increases in the turnover comes from a loss of teachers who have been in their positions for five or more years.

On the basis of the mean for the four years, the turnover at the end of each succeeding year decreases, and for the group 67 percent of the teachers who leave their position have held that position for less than five years. The average turnover for the North Central Schools is 15 percent. This perhaps is not so large when one considers the many

different causes for teachers moving, and it is evident from the information of the table that most of the turnover is for teachers with less than four years of tenure, with 27 percent for the first year, 17 percent the second, and 16 percent the third.

Tenure

The distribution of teachers over various tenure periods is shown in Table V. This table is to be interpreted as

TABLE V

PERCENTAGE OF TEACHERS OF THE NORTH CENTRAL SCHOOLS SERVING FOR VARIOUS TENURE PERIODS

Years of Tenure	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
One . . .	18.45	8.78	13.23	22.99	20.11	16.71
Two. . .	20.31	14.30	7.18	9.02	15.68	13.29
Three . .	16.70	17.67	11.18	5.43	6.55	11.51
Four . .	11.62	14.70	13.43	8.63	4.70	10.62
Five. . .	7.32	10.93	13.43	11.44	7.75	10.17
6 to 10.	18.94	22.98	28.72	27.45	28.50	25.32
11 to 20.	5.47	8.99	12.41	12.32	13.84	10.61
21 plus.	1.07	1.12	1.44	1.65	2.03	1.46

follows; in 1931-32 there were 18.45 percent of the teachers in the North Central Schools serving their first year of tenure, 20.31 percent were serving their second year, while only 1.07 percent had served in the same school continuously for twenty-one or more years in the same school system.

By comparing two consecutive tenure periods for two years it is possible to determine the amount of loss between consecutive periods. For example in 1931-32 there were 18.45 percent of the teachers serving their first year, while in the next year in 1932-33 there were 14.30 percent of the teachers serving for their second year of tenure. From this it is evident that 4.15, the difference between these two percentages, represents the teachers that were dismissed for some reason at the end of their first year of tenure. By continuing with this process for the five years, it will be found that the average loss between the first and second years is 4.32 percent, 2.49 percent between the second and third years, 2.60 percent between the third and fourth years, and 0.71 percent between the fourth and fifth years. This makes a total of 10.02 percent, and from Table IV it was found that the average turnover was 15 percent. This leaves a balance of 4.98 percent to be distributed over the tenure periods six to twenty-one or more years, or an average of about 0.33 percent per year. It is very evident that the largest loss for the North Central Schools occurs during the first three years, and that after this period is passed there is very little chance that a teacher will change positions.

Considerable improvement is evident in the percentage of teachers serving for each of the last four tenure periods.

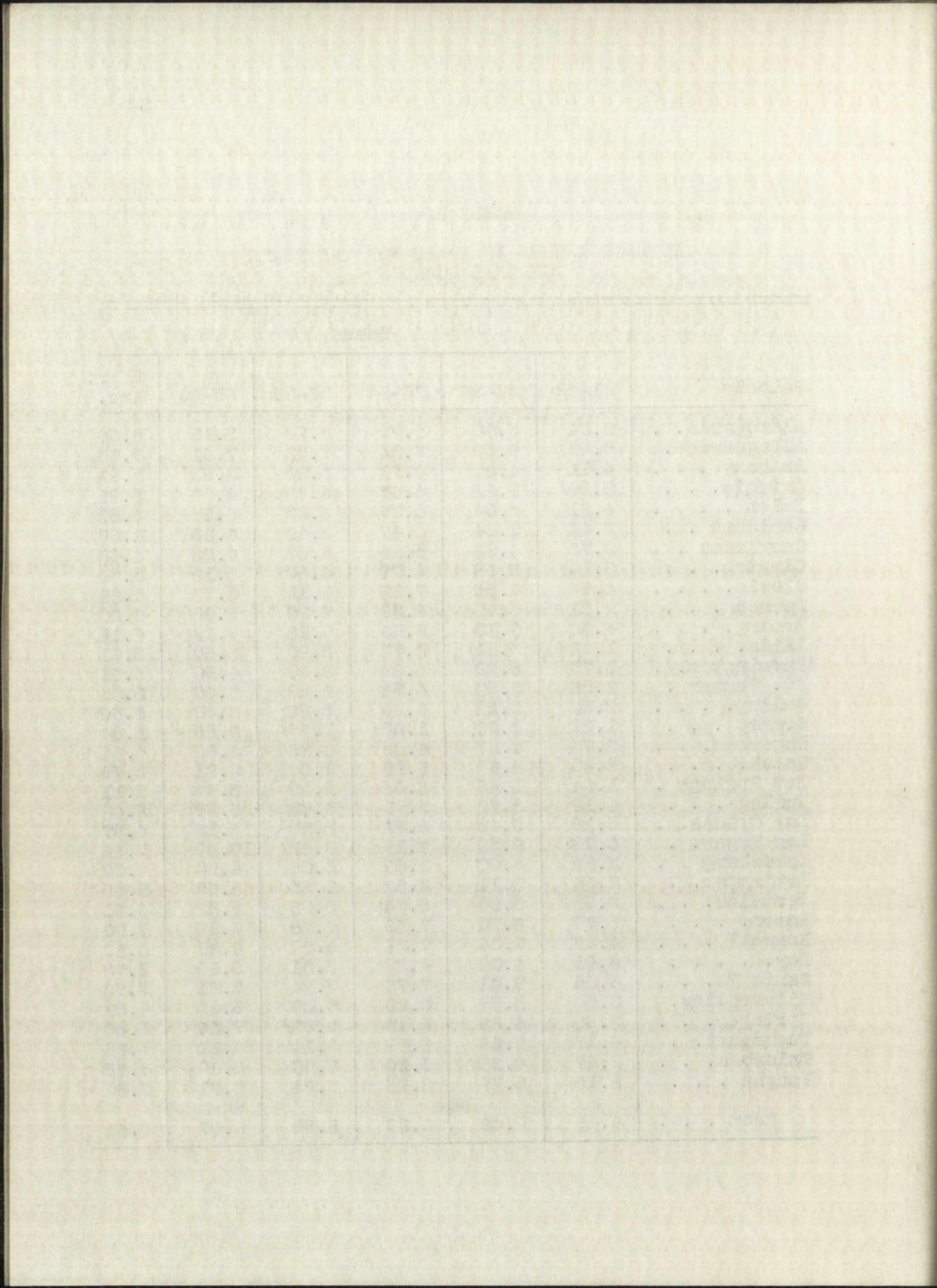
By comparing the percentages for the year 1931-32 with the five year average this improvement can be seen. The greatest improvement appears to be in the periods with tenure ranging from six to ten years and eleven to twenty-one years. On the other hand the first four periods all show a loss, the second and third year groups showing the largest decreases with approximately 7 and 5 percent respectively. It is very evident from this, that tenure conditions as a whole for the North Central Schools have made considerable improvement during the five year period.

The tenure improvement for the individual schools is shown in Table VI, which gives the average tenure in years for each of the North Central Schools for the five year period. The improvement of the group as a whole is evident by the mean for each year. The mean tenure in 1931-32 was 4.48 years, while in 1935-36 it was 6.07 years, an increase of 1.59 years for the five year period. Only one year in this period does the mean indicate that there was a loss in the average years of tenure; and that year, 1934-35, it will be remembered there was a large increase in the total number of teachers, which would decrease the average tenure to some extent. The improvement is greater during 1932-33 and 1933-34, the two years of the economic reductions, than in any other years of this period.

TABLE VI

AVERAGE TENURE IN YEARS FOR THE NORTH CENTRAL SCHOOLS

Schools	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Alamogordo. .	5.04	5.82	5.79	5.78	5.18	5.50
Albuquerque.	5.63	6.52	7.36	7.73	7.91	7.03
Anthony . . .	4.11	4.50	4.71	3.00	3.25	3.91
Artesia. . .	3.29	3.33	4.47	4.72	4.00	3.96
Belen	4.21	5.04	4.27	3.83	4.29	4.33
Carlsbad . .	3.44	3.64	5.47	3.45	4.36	4.07
Carrizozo . .	3.75	4.92	5.54	4.57	4.53	4.48
Clayton. . .	3.14	5.59	4.77	4.50	5.18	4.64
Clovis. . . .	4.93	6.55	7.23	6.15	6.73	6.32
Dawson . . .	5.11	5.92	6.38	7.90	5.68	6.20
Deming. . . .	4.48	6.10	8.63	9.23	7.13	7.11
Elida. . . .	1.92	3.11	2.70	2.80	3.50	2.81
Farmington. .	3.70	4.78	5.89	8.80	4.90	5.61
Ft. Sumner .	3.56	3.93	4.94	3.88	3.00	3.86
Gallup. . . .	3.53	5.22	6.85	5.92	6.49	5.60
Grants . . .	1.29	2.00	1.89	1.75	2.25	1.84
Hagerman. . .	3.73	4.27	4.93	4.25	4.50	4.34
Hatch. . . .	2.40	2.60	3.60	2.50	2.71	2.76
Hot Springs .	1.54	1.46	2.44	2.50	2.59	2.11
Hurley . . .	4.18	5.73	5.96	5.92	5.59	5.48
Las Cruces. .	5.19	5.43	5.71	3.32	5.18	4.97
Las Vegas. .	6.78	6.25	7.19	6.82	10.39	7.46
Lordsburg . .	2.29	4.00	5.35	5.05	4.30	4.20
Lovington. .	2.56	3.11	2.87	3.35	5.39	3.45
Portales. . .	3.95	5.00	5.74	5.03	4.83	4.91
Raton. . . .	5.79	6.00	7.56	7.78	7.89	7.00
Roswell . . .	4.97	7.04	7.21	6.93	6.28	6.49
Roy.	3.61	4.08	4.23	3.31	3.69	3.78
Santa Fe. . .	6.56	9.01	7.78	7.74	7.81	7.78
Silver City.	3.55	3.58	8.25	6.09	9.65	6.22
Springer. . .	3.83	4.83	5.18	5.92	7.26	5.40
Tucumcari. .	4.17	5.69	6.59	5.14	4.64	5.25
Tularosa. . .	2.47	4.26	5.50	5.83	5.68	4.75
Vaughn . . .	2.15	2.77	2.75	3.64	2.71	2.80
Mean . . .	4.48	5.46	6.29	5.98	6.07	5.65



Other evidence of improvement is seen be a comparison of the first and last years of the study. In 1931-32 there were three schools with an average tenure less than two years, while in 1935-36 there was not a single school with an average tenure that low. The number of schools with tenure averages between two and three years decreased from five to four, while the decrease in the number of schools with averages from three to four years was from twelve to four. There was an increase from seven to nine in the number of schools with tenure averages of four to five years, and the increase in the number of schools with five or more years of tenure was from seven to seventeen. In addition to this evidence an inspection of the first and last years of the period shows that thirty-one of the thirty-four schools have improved their average tenure, and that eleven schools have made a large amount of improvement. From this it is evident that the improvement in the North Central Schools has been due to general improvements and not just because a few schools improved their conditions.

Summary

In the North Central Schools it takes on an average of 172 teachers, or about 16.7 percent of the total number of teachers used in these schools, to fill the vacancies each year. Of this number about forty-four, which is 25

percent of the number employed, are inexperienced teachers. The average turnover of the classroom teachers is about 15 percent. Two-thirds of the turnover occurs among teachers with three or less years of tenure. After teachers in this group of schools remain in their position for as long as three years, the probability of their changing positions is very small. The average tenure for this group of schools is 5.65 years, and tenure has shown considerable improvement during the five year period. The largest improvements in tenure came during the period of economic reductions in the school budgets. It is quite evident that the improvement has been caused by general conditions and is not due to a few exceptional schools.

PART THREE

OTHER INDEPENDENT SCHOOLS

Introduction

There are thirty-nine independent schools in New Mexico which are not accredited by the North Central Association. The standards and regulations for this group of schools are all set by the state, and each school is under the supervision of the local board of education. They are fairly well distributed over the state, as they are located in twenty-four different counties. The average size school for this group is twelve teachers, with a range from three to forty teachers. These schools employ only 13 percent of the classroom teachers engaged in secondary and elementary public education, and instruct 14 percent of the pupils in average daily attendance. The distribution of these schools follows the normal distribution, and the standard deviation is 8.2 which would place 68 percent of the schools between four and twenty teachers in size.

It was necessary to omit three schools of this group from the study as sufficient information covering the five year period could not be obtained. They are Tatum, Penasco, and Hondo. It is very doubtful if their omission affected the group as a whole. The only effect would be in the totals, and this would be very slight in comparison. Four other

schools failed to turn in reports for the school year 1931-32. They were Capitan, Central, Corona, and Encino. Their averages were computed on a four year basis instead of five. When it was necessary to have the totals for the year 1931-32 to make computations, these schools were included by using their four year averages.

Employment

Table VII gives the number of teachers employed in this group of schools for each of the five years of the

TABLE VII

NEW TEACHERS EMPLOYED IN THE INDEPENDENT SCHOOLS NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Teachers New to Their Position . .	104	80	109	129	141	113
Inexperienced Teachers.	37	27	57	42	44	41
Percentage of New Teachers Without Experience	35.6	33.7	52.3	32.6	31.1	36.3

period. It also shows how many inexperienced teachers were given employment, and the percentage these inexperienced teachers were of the total number of teachers employed. The number of new teachers for the two highest years, 1934-35

TABLE VIII

PERCENTAGE OF NEW TEACHERS EMPLOYED EACH YEAR IN THE INDEPENDENT SCHOOLS NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

Schools	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Aztec. . . .	9.1	12.5	41.7	38.3	33.3	27.0
Capitan . . .	- -	0.0	60.0	60.0	40.0	40.0
Central. . .	- -	25.0	37.5	0.0	57.1	29.9
Cimarron. . .	80.0	0.0	00.0	22.2	20.0	24.4
Columbus . .	50.0	66.7	0.0	100.0	0.0	43.3
Corona. . . .	- -	37.5	44.4	30.0	88.9	50.2
Des Moines .	44.4	50.0	28.3	12.5	62.5	39.5
Dexter. . . .	33.3	16.7	15.4	35.3	37.5	27.6
Encino . . .	- -	0.0	20.0	50.0	80.0	37.5
Espanola. . .	12.5	50.0	62.5	40.0	20.0	37.0
Estancia . .	30.7	30.7	15.4	28.5	46.7	30.4
Folsom. . . .	75.0	50.0	33.3	16.7	33.3	41.7
Grenville. .	28.3	33.3	83.3	28.6	28.6	40.0
Hatch	44.4	55.6	12.5	40.0	36.4	37.8
Hobbs. . . .	8.7	12.5	36.4	42.9	27.9	25.7
Hope.	50.0	28.3	55.6	100.0	22.2	51.2
La Joya. . .	12.5	0.0	12.5	50.0	12.5	17.5
Lake Arthur .	22.2	50.0	37.5	12.5	33.3	31.1
Las Cruces .	20.6	6.1	12.1	13.9	21.6	14.9
Las Vegas. .	0.0	13.6	19.0	4.8	23.8	12.2
Magdalena. .	40.0	30.0	30.0	63.6	50.0	42.7
Maxwell . . .	22.2	20.0	0.0	10.0	0.0	10.4
Melrose. . .	27.3	11.1	33.3	54.5	55.6	36.4
Mills	33.3	20.0	50.0	16.7	66.7	37.3
Mosquero . .	30.0	62.5	44.4	55.5	44.4	47.4
Mountainair .	50.0	27.3	30.8	37.5	25.0	34.1
Pecos. . . .	37.5	22.2	25.0	25.0	44.4	30.8
Reserve . . .	33.3	0.0	75.0	100.0	33.3	48.3
Santa Rita .	4.7	0.0	0.0	11.1	15.8	6.3
Santa Rosa. .	53.3	28.5	26.7	20.0	31.2	31.9
Socorro. . .	46.7	20.0	35.7	18.7	22.2	28.7
Taos.	21.4	28.3	37.5	45.4	57.1	37.9
Texico . . .	0.0	37.5	50.0	88.9	57.1	46.7
Virden. . . .	33.3	0.0	62.5	22.2	60.0	37.6
Wagon Mound.	81.8	30.0	50.0	16.7	30.8	41.9
Willard . . .	20.0	33.3	33.3	28.5	0.0	23.0
Mean . . .	29.6	21.7	29.0	31.9	32.5	28.5

and 1935-36, was partly due to increases in the total number of teachers in this group of schools for those two years. The increases were respectively 7 and 8 percent. The low point in 1932-33 was partly due to a decrease of 2 percent in the number of teachers. The number of inexperienced holds about the same ratio of one to three with the number of teachers employed, for every year except 1933-34, when 52.3 percent of the teachers employed had not had any previous experience. This was the year of the lowest salaries and it was perhaps due to two causes; first, the large number of experienced teachers leaving the teaching profession, and second, it was easier to get inexperienced teachers to teach for the extremely low salaries. Judging from the five year average one would assume that the chances for an inexperienced teacher receiving employment in this group of schools was about one out of three.

This only indicates conditions for the group as a whole, but Table VIII gives the information concerning the percentages of teachers employed which were new to their position for each of the different schools for each year of the period. It also gives a five year average. It is quite evident that there have been some very large turnovers in the teaching force in a large number of these schools. In 1934-35 there were three schools which had a complete turnover and employed all new teachers. These schools, however, were all below

the average size for the schools of this group. On ten different occasions 75 percent of the teachers were new in the system, and there were forty-three different times when it was necessary to employ at least half of the teachers. Three schools had to employ 50 percent or more of their teachers for three of the five years, and twelve schools employed as much as 50 percent for two of the five years. It is possible to see how circumstances might make it necessary to employ a large percentage of the teachers occasionally, but when half or more of the teachers must be new on several years is succession in the same school, then an investigation of the causes should be made.

Schools are no doubt better judged by averages than by a specific year. On the basis of the five year average for this group of schools, twenty of the thirty-six schools had to employ 33 percent or more of their teachers new, with the largest single average being 51.2 percent. Only one school averaged less than 10 percent, while five schools were able to keep their averages below 20 percent.

The lowest average of 21.7 percent in 1932-33, and the highest of 32.5 percent in 1935-36 were both extremely high; and would indicate that an investigation of the causes responsible for the excessive employment should be made.

Table IX indicates the percentage of inexperienced teachers employed each year. In this group of schools there

TABLE IX

PERCENTAGE OF TEACHERS WITHOUT PREVIOUS EXPERIENCE EMPLOYED IN THE INDEPENDENT SCHOOL NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

Schools	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Aztec. . . .	45.4	12.5	16.7	0.0	0.0	14.9
Capitan . . .	- -	0.0	40.0	40.0	40.0	30.0
Central. . .	- -	12.5	25.0	0.0	14.3	12.9
Cimarron. . .	10.0	0.0	0.0	33.3	0.0	8.7
Columbus . .	0.0	0.0	0.0	0.0	0.0	0.0
Corona. . . .	- -	12.5	33.3	30.0	0.0	18.9
Des Moines .	0.0	0.0	14.1	12.5	37.5	12.8
Dexter. . . .	0.0	8.3	7.5	5.9	0.0	4.3
Encino . . .	- -	0.0	0.0	16.7	0.0	4.2
Espanola. . .	12.5	0.0	50.0	20.0	20.0	20.5
Estancia . .	23.0	15.5	0.0	7.1	13.3	11.8
Folsom. . . .	25.0	33.3	0.0	16.7	16.7	18.3
Grenville. .	0.0	16.7	0.0	14.3	14.3	9.1
Hatch	11.1	22.2	12.5	10.0	27.3	16.6
Hobbs.. . . .	4.3	8.3	9.1	10.7	6.9	7.9
Hope.	12.5	28.3	42.9	22.2	0.0	21.2
La Joya. . .	0.0	0.0	12.5	25.0	0.0	7.5
Lake Arthur .	0.0	12.5	12.5	0.0	11.1	7.2
Las Cruces .	2.9	3.0	0.0	0.0	0.0	1.2
Las Vegas . .	0.0	4.5	9.5	0.0	0.0	2.8
Magdalena, .	30.0	0.0	30.0	9.1	16.7	17.2
Maxwell . . .	0.0	10.0	0.0	10.0	0.0	4.0
Melrose. . .	9.1	11.1	11.1	36.4	44.4	22.4
Mills	0.0	0.0	0.0	0.0	16.7	3.3
Mosquero . .	40.0	25.0	11.1	0.0	11.1	17.4
Mountainair .	0.0	0.0	12.4	12.5	0.0	5.6
Pecos. . . .	0.0	11.1	0.0	0.0	0.0	2.2
Reserve . . .	33.3	0.0	50.0	33.3	33.3	29.9
Santa Rita .	0.0	0.0	0.0	0.0	0.0	0.0
Santa Rosa. .	26.7	0.0	6.7	0.0	0.0	6.7
Socorro. . .	0.0	6.7	14.3	6.2	5.6	6.6
Taos.	7.1	14.1	12.5	9.1	21.4	12.8
Texico . . .	0.0	12.5	12.5	33.3	14.3	14.5
Virden. . . .	16.7	0.0	62.5	22.2	10.0	22.3
Wagon Mound.	54.5	10.0	30.0	0.0	61.5	33.2
Willard . . .	0.0	0.0	33.3	14.3	0.0	9.5
Mean . .	10.5	7.3	15.6	10.4	9.9	10.7

were two schools which did not employ a single inexperienced teacher during the five year period, and in addition to this there were sixty-nine different cases when inexperienced teachers were not employed. Three schools employed inexperienced teachers only one year out of the five, and four other schools employed them in only two of the five years. Seven schools employed on an average of 20 percent or more, with one school employing 33.2 percent for an average.

Turnover

While employment as indicated by Table VIII was very large for this group of schools, it does not take any consideration of losses and additions to the teaching force. The turnover as indicated by Table X shows little variation from year to year for the group as a whole. It ranged from

TABLE X

TURNOVER IN THE INDEPENDENT SCHOOLS NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

	Total Turnover		End of 1st Year		End of 2nd Year		End of 3rd Year		End of 4th Year		After 5th Year	
Year	No.	%-age	No.	%-age	No.	%-age	No.	%-age	No.	%-age	No.	%-age
31-32	97	23	41	47	13	15	20	23	5	5	9	10
32-33	102	28	24	24	30	29	23	22	6	6	19	19
33-34	101	27	43	42	11	11	3	3	13	13	31	31
34-35	111	26	54	48	13	12	21	19	2	2	21	19
Mean	100	26	40	40	17	17	17	17	6	6	20	20

23 to 28 percent with a four year average of 26 percent. There is, however, considerable variation in the percentage of the turnover occuring among the teachers who have been employed in the school from one to four years or for five or more years. In 1931-32, 91 percent of the teacher turnover was for teachers that had been in the school for less than five years, while in 1933-34 only 69 percent of the turnover was for teachers with less than five years tenure. This would make the turnover of teachers with five or more years of tenure 9 percent in one year and 31 percent in the other. Here again are found influences of the economic conditions upon the teachers, and teachers who should be better able to render service to the community, but were unwilling to serve for such low salaries, either left the teaching field or found employment in other schools.

On the basis of the average percentage of turnover at the end of each period, it is evident that there is a very large turnover among the first year teachers, as 40 percent of all of the turnover is for teachers in their position for the first year. There is considerable decrease in the next two years, as the average is only 17 percent. This makes 74 percent of the turnover for teachers with not more than three years of tenure. On the average 6 percent of the turnover is for teachers with four years of tenure. This leaves an average of 20 percent for the remaining years which

would be less than 2 percent for each year. The indication is that, teachers who retain their positions for at least three years, are fairly secure in their positions.

Tenure

The distribution of teachers for various tenure periods is shown in percentages for this group of schools in Table XI.

TABLE XI

PERCENTAGE OF TEACHERS OF THE INDEPENDENT SCHOOLS NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION SERVING FOR VARIOUS TENURE PERIODS

Years of Tenure	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
One . . .	29.63	21.68	28.99	31.93	32.49	28.94
Two. . .	22.51	17.07	14.89	16.33	17.28	17.62
Three . .	14.24	19.51	8.77	11.14	12.21	13.17
Four . .	7.40	9.21	13.03	7.43	5.53	8.52
Five. . .	8.26	10.03	10.39	8.91	6.45	8.81
6 to 10.	15.10	17.07	17.55	16.83	17.05	16.72
11 to 20.	3.13	4.61	5.85	6193	7.83	5.67
21 plus.	0.29	1.08	0.53	0.74	1.15	0.76

From this table it can be seen that in 1931-32, 29.63 percent of the teachers had been in these schools for one year, while in the next year there were 17.07 percent serving for their second year of tenure. This would indicate that of the total loss 12.56 percent was for teachers of only one year tenure. By this same method it will be seen that for the five year average the loss at the end of the first year

TABLE XII

AVERAGE TENURE IN YEARS FOR THE INDEPENDENT SCHOOLS NOT ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

Schools	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Aztec. . . .	4.17	3.58	3.08	3.85	4.27	3.77
Capitan . . .	- -	3.25	2.20	1.40	1.80	2.14
Central. . .	- -	2.12	2.50	3.57	2.00	2.55
Cimmaron. . .	1.70	2.99	3.89	3.22	3.70	3.10
Columbus . .	2.75	2.33	3.67	1.00	3.00	2.55
Corona. . . .	- -	3.00	3.56	3.10	1.78	2.86
Des Moines .	2.11	2.63	3.00	4.13	1.63	2.72
Dexter. . . .	3.75	6.91	8.46	6.12	6.62	6.37
Encino . . .	- -	6.82	6.20	2.67	1.40	4.28
Espanola. . .	4.00	3.12	2.50	2.10	2.70	2.88
Estancia . .	3.15	3.31	4.61	5.43	4.27	4.15
Folsom. . . .	1.25	1.67	1.83	3.16	3.50	2.32
Grenville. .	4.29	5.82	2.17	4.28	4.00	4.11
Hatch	2.22	2.11	2.63	2.20	3.36	2.50
Hobbs. . . .	1.91	2.68	2.27	2.46	3.33	2.53
Hope.	2.00	2.14	2.14	1.00	2.44	1.94
La Joya. . .	4.75	6.50	5.25	5.00	6.00	5.50
Lake Arthur .	4.44	3.25	3.13	4.27	4.89	4.02
Las Cruces .	6.26	6.33	6.76	6.53	7.89	6.75
Las Vegas . .	6.24	6.77	6.19	5.81	6.52	6.31
Magdalena. .	2.30	2.90	4.00	2.36	2.58	2.83
Maxwell . . .	2.67	3.10	4.60	6.00	7.00	4.67
Melrose. . .	4.00	3.44	4.78	5.55	4.33	4.42
Mills	5.16	6.00	3.17	3.33	3.33	4.20
Mosquero . .	2.90	1.63	2.22	2.22	1.89	2.19
Mountainair .	2.50	3.18	3.69	3.81	4.62	3.56
Pecos. . . .	2.63	2.78	3.50	3.63	2.00	2.91
Reserve . . .	2.00	3.00	2.75	1.00	1.67	2.08
Santa Rita .	6.14	7.33	5.41	9.22	9.00	7.42
Santa Rosa. .	3.00	3.85	3.93	4.33	3.87	3.80
Socorro. . .	2.33	3.40	3.57	5.19	5.33	3.97
Taos.	2.93	4.28	2.50	2.09	2.43	2.85
Texico . . .	4.11	3.75	3.00	1.78	2.29	2.99
Virden. . . .	2.50	3.57	2.25	2.89	2.50	2.74
Wagon Mound.	2.00	2.90	2.40	3.08	2.46	2.77
Willard . . .	2.80	4.16	4.50	3.86	4.86	4.04
Mean . .	3.62	4.30	4.18	4.27	4.36	4.15

is 11.66 percent. Between the second and third years the loss was 4.76 percent, between the third and fourth years it was 4.62 percent, and between the fourth and fifth years it was 2.23 percent. Since the total loss was 26 percent, this would leave 2.70 percent to be distributed over the remaining years or an average of about 0.2 percent per year.

The extent of the improvement for each individual school is shown in table XII. It can be seen by an inspection of the mean for each year that very little improvement has been made by this group of schools. With a mean of 3.62 years in 1931-32 and of 4.36 years in 1935-36, there is an increase of only 0.74 years. It appears that most of the improvement that has been made is due to schools which had tenure averages of four or more years in 1931-32. Twenty-two of the schools have been able to improve the length of their tenure, while fourteen schools show averages which are lower than in 1931-32. Eighteen schools in this group have an average tenure for the five years of less than three years, and only five schools have averages greater than five years.

Summary

The Independent Schools not accredited by the North Central Association needed on an average 113 teachers every year to fill vacancies which occur due to teachers changing

their positions or to additions to the total number of teachers. Of these teachers employed an average of forty-one or 36 percent are inexperienced teachers. The average turnover is 26 percent, and 80 percent of the turnover is for teachers with less than five years of tenure. The turnover is very large for first year teachers being 40 percent. There has been very little improvement in the length of tenure for the teachers of this group, and the average tenure is only 4.15 years.

PART FOUR

COUNTY SCHOOLS

Introduction

The thirty-one counties in New Mexico had a total of 1,028 different schools in 1935-36. Of these 60 percent were one teacher and another 20 percent were two teacher schools. Only 4 percent of the schools employed as many as eight teachers, and three-fifths of these schools were located in six counties. There is a greater difference in the number of schools in the county, than in the size of the schools as based upon the number of teachers in each school system. The range for the number of schools in the counties is from eight to one hundred and twenty-nine, with an average of sixty-one teachers per county. The standard deviation for the number of teachers employed by each county is 39.9. Since there is a normal distribution, it will place 68 percent of the counties between twenty and one hundred teachers. The county schools employ 55 percent of the classroom teachers in the state public schools, and give instruction to 51 percent of the pupils in average daily attendance.

Employment

From Table XIII it is easy to determine how many teachers are needed each year to fill vavancies in thecounty

schools. It also shows how many inexperienced teachers were employed, and the percentage the inexperienced teachers were of the total number of new teachers employed. It is evident that an inexperienced teacher has a very good chance for employment in the county schools. In fact more than half of the teachers employed each year, except 1933-34, had not had any previous experience. It will be recalled that in 1933-34 the employment of inexperienced teachers in both groups of the independent schools was greater than any other year of the period under investigation, and this no doubt caused the small percentage for this year in the county schools. Judging from the five year average it is apparent that an inexperienced teachers chances of employment in the county schools is slightly better than one out of every two positions.

TABLE XIII

NEW TEACHERS EMPLOYED IN THE COUNTY SCHOOLS

	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Teachers New to Their Position. . .	538	465	494	535	520	510
Inexperienced Teachers	301	253	244	299	285	276
Percentage of New Teachers Without Experience.	55.9	54.4	49.4	55.9	54.8	54.1

TABLE XIV

PERCENTAGE OF TEACHERS EMPLOYED EACH YEAR IN THE COUNTY SCHOOLS

Counties	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Bernalillo	15.9	3.6	4.5	5.4	5.3	6.9
Catron	31.7	76.9	63.6	16.9	15.5	40.9
Chaves	34.6	25.9	19.2	28.6	31.0	27.9
Colfax	18.7	11.9	11.8	11.3	17.1	14.2
Curry	45.2	49.0	53.8	46.9	40.0	46.9
De Baca	43.7	12.5	17.7	30.0	35.7	31.9
Dona Ana	23.1	25.7	30.0	32.0	45.0	31.1
Eddy	29.2	18.7	18.7	44.8	53.1	32.9
Grant	31.3	25.8	23.9	33.3	38.3	30.5
Guadalupe	17.3	11.7	51.9	51.9	3.8	27.3
Harding	42.8	31.6	61.8	30.0	25.0	38.2
Hidalgo	13.6	57.1	78.6	84.6	53.8	57.5
Lea	34.9	32.1	66.0	59.3	66.7	51.8
Lincoln	10.8	38.9	26.9	11.4	2.2	18.1
Luna	41.6	60.0	0.0	58.3	55.6	43.1
McKinley	29.8	15.9	16.7	37.2	22.4	24.4
Mora	13.8	20.2	20.4	29.9	23.1	21.5
Otero	48.8	18.8	33.3	37.5	43.8	34.4
Quay	38.4	27.6	23.8	34.3	44.3	33.7
Rio Arriba	27.3	21.5	20.0	11.9	25.1	21.2
Roosevelt	37.9	32.1	47.3	53.7	43.1	46.8
Sandoval	19.6	26.9	27.7	11.9	31.7	23.6
San Juan	45.2	26.1	26.1	26.1	28.0	30.3
San Miguel	35.1	17.1	9.0	33.3	24.2	23.7
Santa Fe	19.1	24.3	18.3	22.3	11.2	19.0
Sierra	0.0	51.8	46.1	40.7	42.1	36.1
Socorro	0.0	13.9	15.2	48.6	8.3	17.2
Taos	35.4	21.7	33.3	23.4	59.2	34.6
Torrence	47.3	52.1	56.6	48.1	15.5	43.9
Union	23.9	41.6	55.6	43.1	46.6	42.2
Valencia	25.5	24.1	8.8	18.1	9.7	17.3
Mean	28.3	25.7	27.1	29.0	27.5	27.5

The employment for each county is shown in Table XIV. It is quite apparent that some counties are better able to retain their teachers than others. There were only three instances in which it was not necessary to employ any new teachers. There were three times when 75 percent of the teachers of a county were new to their position, and twenty-three times when it required at least half of the teachers employed to fill vacancies. Three counties had 50 percent or more of their teachers new to their position in three out of the five years of this study, while four counties needed at least half of their teachers positions filled in two of the years.

The mean for each year is fairly constant, and while quite large it perhaps can be reduced only by improved conditions in these schools. On the basis of the five year average there is only one county with employment less than 10 percent, and only five counties with averages less than 20 percent. On the other extreme there are eighteen counties in which the employment averaged 30 percent or more, with the largest average being 57.5 percent. It is evident that the problem of employment is seven or eight times as acute in some counties as in others.

In Table XV regarding the percentage which inexperienced teachers are of the total number of teachers in each of the counties, it is clearly seen that all of the counties give

TABLE XV

PERCENTAGE OF TEACHERS WITHOUT PREVIOUS EXPERIENCE EMPLOYED IN THE COUNTY SCHOOLS

Counties	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Bernalillo	5.3	0.9	3.6	15.3	2.6	5.5
Catron	31.7	17.9	11.4	5.1	15.5	16.3
Chaves	23.1	7.4	15.4	21.4	10.3	15.5
Colfax	7.8	4.5	4.4	9.8	17.1	8.7
Curry	16.1	17.6	11.5	12.2	10.0	13.5
De Baca	12.5	0.0	0.0	21.4	28.6	12.5
Dona Ana	6.7	11.9	7.0	10.7	9.2	9.1
Eddy	12.2	6.2	6.2	10.4	21.9	11.4
Grant	17.9	9.1	13.4	13.6	18.3	14.5
Guadalupe	17.3	11.7	11.5	9.4	23.0	14.6
Harding	9.5	26.3	23.8	15.0	20.0	18.9
Hidalgo	9.1	14.3	14.3	46.1	15.4	19.8
Lea	11.6	10.7	8.0	21.9	15.2	13.5
Lincoln	3.6	10.2	26.9	29.5	19.5	17.9
Luna	41.6	0.0	40.0	33.3	55.6	43.1
McKinley	21.3	11.4	11.9	23.2	20.4	17.6
Mora	11.5	20.2	20.4	11.5	20.9	16.9
Otero	7.3	0.0	20.0	12.5	12.5	12.5
Quay	15.4	14.6	22.2	21.4	11.4	17.0
Rio Arriba	26.3	19.4	12.9	15.4	19.4	18.7
Roosevelt	26.3	12.5	18.2	14.9	11.7	16.7
Sandoval	7.1	6.4	18.5	10.4	12.2	10.9
San Juan	16.1	21.7	21.7	17.3	24.0	20.2
San Miguel	16.4	17.1	9.0	21.3	15.6	15.9
Santa Fe	11.7	20.0	7.0	9.2	1.3	9.8
Sierra	23.1	26.4	7.7	11.1	26.3	18.9
Socorro	12.5	13.9	15.2	25.7	8.3	15.1
Taos	25.8	14.5	18.7	19.5	19.7	19.6
Torrence	15.8	22.9	32.1	24.1	24.1	23.8
Union	13.4	13.9	19.0	20.0	18.9	17.0
Valencia	19.8	24.1	9.6	15.9	9.7	15.8
Mean	15.8	14.0	13.4	16.2	15.1	14.9

employment to inexperienced teachers, and that most of these schools on a basis of the five year averages, are close to the mean for the group, which is 14.9 percent. There are four counties in which the average percentage of inexperienced teachers is less than 10 percent, and only three counties with averages greater than 20 percent. From this it can be concluded that, while a large percentage of inexperienced teachers are employed by the county schools, it is due to a general employment of inexperienced teachers and not due to a few counties employing very high percentages.

Turnover

The actual turnover in the county schools is shown in Table XVI. The turnover ranged from 29 percent in 1931-32 to 26 percent in 1934-35, with an average of 28 percent.

TABLE XVI

TURNOVER IN THE COUNTY SCHOOLS

	Total Turnover		End of 1st Year		End of 2nd Year		End of 3rd Year		End of 4th Year		After 5th Year	
Years	No.	%-age	No.	%-age	No.	%-age	No.	%-age	No.	%-age	No.	%-age
31-32	561	29	176	31	149	26	64	11	15	3	157	28
32-33	479	27	174	36	1	1	41	8	128	26	135	28
33-34	514	28	131	26	52	10	123	24	100	19	108	21
34-35	473	26	179	38	120	25	50	10	108	23	16	4
Mean	507	28	165	33	81	16	69	14	88	17	104	20

This is perhaps too large a turnover, and is probably due to a desire of the teachers for better conditions both socially and economically. The causes should be determined and an attempt made to improve those conditions which are contributing to the excessive turnover.

On the basis of the four year average, 80 percent of the turnover in the county schools was among teachers that had been in the same system less than five years. With the exception of the turnover for first year teachers, which was 33 percent, the first four years are about the same.

Tenure

Table XVII distributes the teachers in percentages for various periods of tenure. From this information it is

TABLE XVII

PERCENTAGE OF TEACHERS OF THE COUNTY SCHOOLS WHO HAVE SERVED FOR VARIOUS TENURE PERIODS

Years of Tenure	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
One . . .	28.29	25.75	27.13	29.05	27.53	27.55
Two. . .	22.82	20.04	15.98	19.71	18.84	19.48
Three . .	18.04	15.82	19.83	12.98	12.86	16.51
Four. .	8.72	15.44	13.59	12.92	10.01	12.09
6 to 10.	12.82	10.85	11.09	12.27	14.87	12.38
11 to 20.	2.89	3.10	3.84	4.34	7.41	4.32
21 plus.	0.21	0.49	0.44	0.81	1.58	0.71

possible to determine the percentage of loss for each period of time and the average for the five year period. The average turnover for the county schools was 28 percent. By taking the difference between the percentages for the first and second year for any two consecutive years, the loss that occures between the first and second year can be found. The averages for the five years gives 8.91 percent between the first and second years, 4.24 percent between the second and third years, 3.48 percent between the third and fourth years, and 4.60 percent between the fourth and fifth years. This makes a loss for the first four years of 21.23 percent, and leaves 7.77 percent to be distributed over the remaining years or an average of 0.5 percent per year. It is evident that the possible chances for a teacher leaving her position in this group is very large during the first four years, but after she remains in her position for that long she will very likely continue in her position.

It is possible to determine which counties are responsible for the increases in tenure, by an examination of Table XVIII. The increases as a whole for the counties in shown by the mean, which is 3.44 years in 1931-32 and 4.42 years in 1935-36. This amounts to o.98 years for the five years. While this is not very large, it shows a steady increase throughout the period of this investigation. Eighteen of the counties show increases for the five year

TABLE XVIII

AVERAGE TENURE IN YEARS FOR THE COUNTY SCHOOLS

Counties	Years					
	31-32	32-33	33-34	34-35	35-36	5 Yr. Ave.
Bernalillo	5.49	6.77	7.47	7.35	7.82	6.98
Catron	2.49	1.38	1.68	3.98	4.21	2.75
Chaves	3.04	2.44	3.54	3.75	3.34	3.22
Colfax	3.66	4.15	4.13	4.21	7.39	4.71
Curry	2.06	2.00	1.98	2.39	2.94	2.27
De Baca	2.25	2.56	2.47	4.44	4.64	3.27
Dona Ana	3.59	4.12	4.01	4.38	5.62	4.32
Eddy	3.71	3.84	4.50	3.10	3.62	3.75
Grant	3.33	2.98	3.98	3.33	3.32	3.39
Guadalupe	4.21	3.00	1.56	2.40	3.35	2.90
Harding	1.95	2.42	2.09	3.05	2.40	2.38
Hidalgo	3.77	1.65	1.43	1.15	1.46	1.89
Lea	3.12	2.71	1.92	2.00	1.63	2.27
Lincoln	3.29	2.57	1.85	3.36	3.04	2.82
Luna	3.25	3.30	4.40	1.58	1.44	2.79
McKinley	3.34	4.07	3.79	3.88	7.51	4.52
Mora	4.16	2.94	3.27	2.80	6.18	3.87
Otero	2.17	2.75	3.73	2.69	4.00	3.27
Quay	2.26	2.45	3.25	3.61	2.93	2.86
Rio Arriba	3.29	4.56	3.49	5.08	2.88	3.86
Roosevelt	1.88	2.36	2.36	2.22	2.43	2.21
Sandoval	5.25	4.19	4.11	5.79	4.28	4.72
San Juan	2.42	4.04	4.04	4.04	4.76	3.85
San Miguel	3.22	3.07	3.12	2.48	3.01	2.98
Santa Fe	4.89	5.49	5.45	5.89	5.39	5.42
Sierra	3.69	2.52	2.84	1.63	3.21	2.78
Socorro	3.27	4.74	5.52	1.86	4.44	3.79
Taos	3.30	4.31	3.64	3.91	2.79	3.59
Torrence	1.86	1.94	1.98	2.11	3.00	2.18
Union	4.25	2.24	1.92	2.14	2.02	2.52
Valencia	3.79	3.86	5.25	4.41	5.65	4.59
Mean	3.44	3.45	3.69	3.79	4.42	3.76

period, while thirteen counties show decreases in their average tenure. This would indicate that the improvements are due to a few counties and not to general conditions. Fourteen counties have a five year average of less than three years. It would be advisable to investigate conditions of these counties, and to make an attempt to improve conditions in them.

Summary

It took 510 teachers on the average to fill vacancies in the county schools, and of these an average of 276 are inexperienced teachers. This means that slightly more than one out of every two vacancies was filled by inexperienced teachers. The average turnover is 28 percent, and 80 percent of this is among teachers with less than five years of tenure. Teachers in this group of schools do not become s secure in their positions until after four years of tenure. The average tenure for the county schools is 3.76 years. There has not been a great amount of improvement in tenure in the county schools, but the improvement has been steady. The improvement has taken place in about half of the counties.

PART FIVE

COMPARISONS

Introduction

A comparison of the public schools in New Mexico, with such a wide variation in size and in type of instruction, to some might appear unfair. There are many one room schools in the state which offer only elementary instruction, and other county high schools which offer only secondary work. There are small rural and municipal schools and large municipal schools where both types of instruction are given. Schools with teachers which have little academic training, and other schools where all the teachers have their degrees. In fact it would be difficult to name a condition that might exist in public education which could not be found somewhere in New Mexico.

In spite of this wide variation found in the public schools, comparisons are permissible for at least three reasons: first, the public schools have as their common aim the proper development of their pupils; second, education is a problem of the state and in New Mexico over 70 percent of the expense for public education is born by the state; third, educational opportunities should be as nearly equal as possible for all the children of the state. A child should not be penalized because, of circumstances over which

he has no control, he is forced to receive his education in certain communities.

In order that the comparisons may be more valid care should be taken to find a common basis. As the number of teachers in these groups varies so widely, all of the comparisons are based upon percentages.

Employment

During the five year period of 1931-32 to 1935-36 the public schools in New Mexico needed to employ an average of 796 teachers to fill all positions vacant because teachers were moving or new positions were made by expansions in the schools. This would represent an average of about 24 percent of the teachers as new to their positions each year. The least number was employed in 1932-33 when it required 631 teachers to fill all vacancies. It was low this year partly because of reductions in the teaching staff. The largest year was in 1934-35 when 901 teachers had to be employed. There was a small percentage increase in the total number of teachers for this year.

A comparison of conditions over the five year period is given by Figure 1. It is evident that the percentage of vacancies in the North Central Schools is just slightly more than half of what it is in the other two groups of schools. All of the groups had their lowest year in 1932-33,

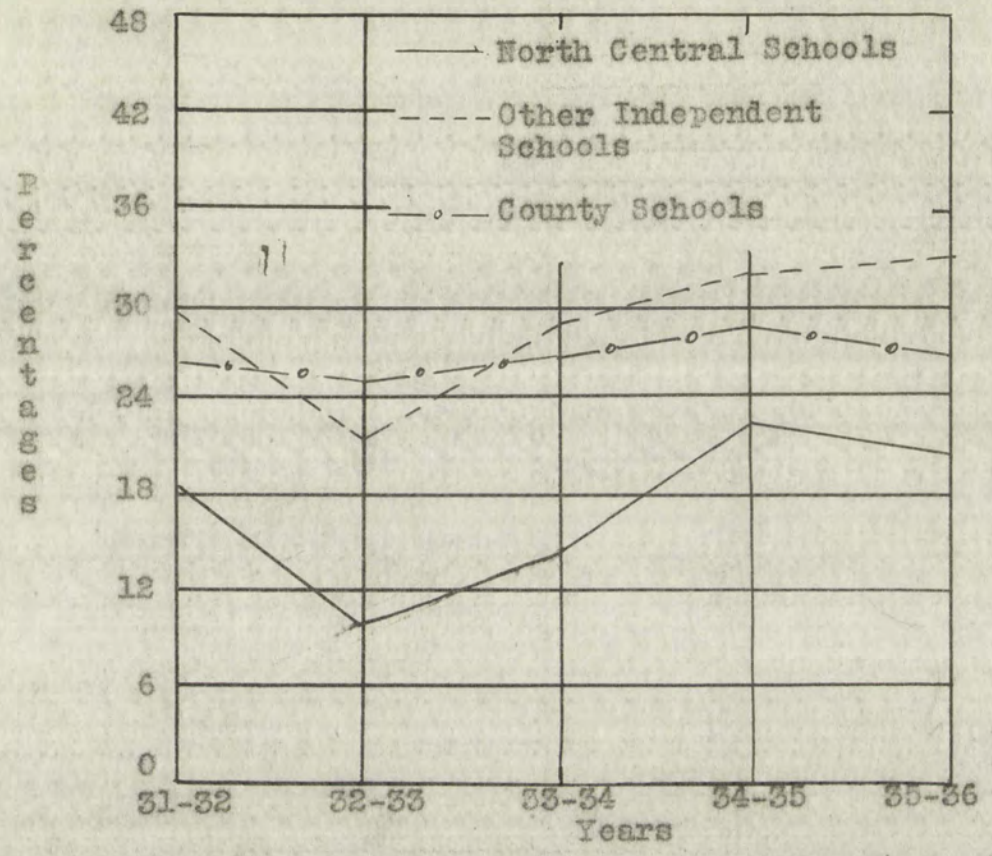
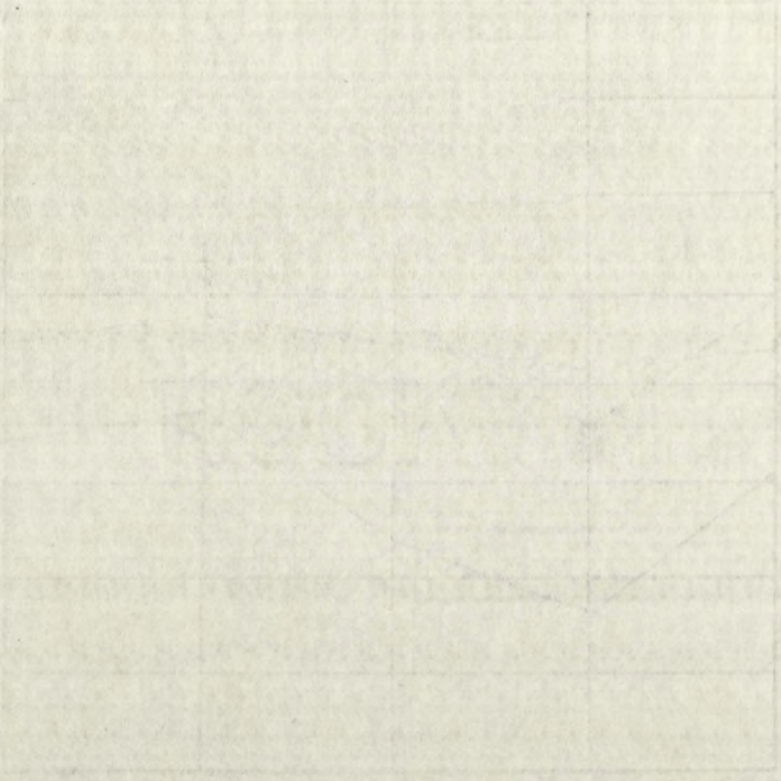


Figure 1. Comparison of Teacher Employment in New Mexico Public Schools, based on the Percentage New Teachers are of the Total Number of Teachers.

and the highest year in 1934-35, with the exception of the other Independent Schools which continued to increase in 1935-36. There has been less variation in the County Schools than in any other group, and more variation in the North Central Schools.

Of the 796 teachers employed on the average for this period, 361 were inexperienced. This means that about nine out of every twenty positions which are vacant are filled



by inexperienced teachers. It is evident from this that over 300 teachers either quit the teaching profession or go into other states, at least they are lost to the public schools of New Mexico. No evidence is available to determine if this is desirable or undesirable, but there should be information gathered to determine the type of teacher that is being lost each year, and steps taken to hold them if they are found to be desirable teachers.

The comparison of the schools on the percentage of inexperienced teachers employed is given in Figure 2.

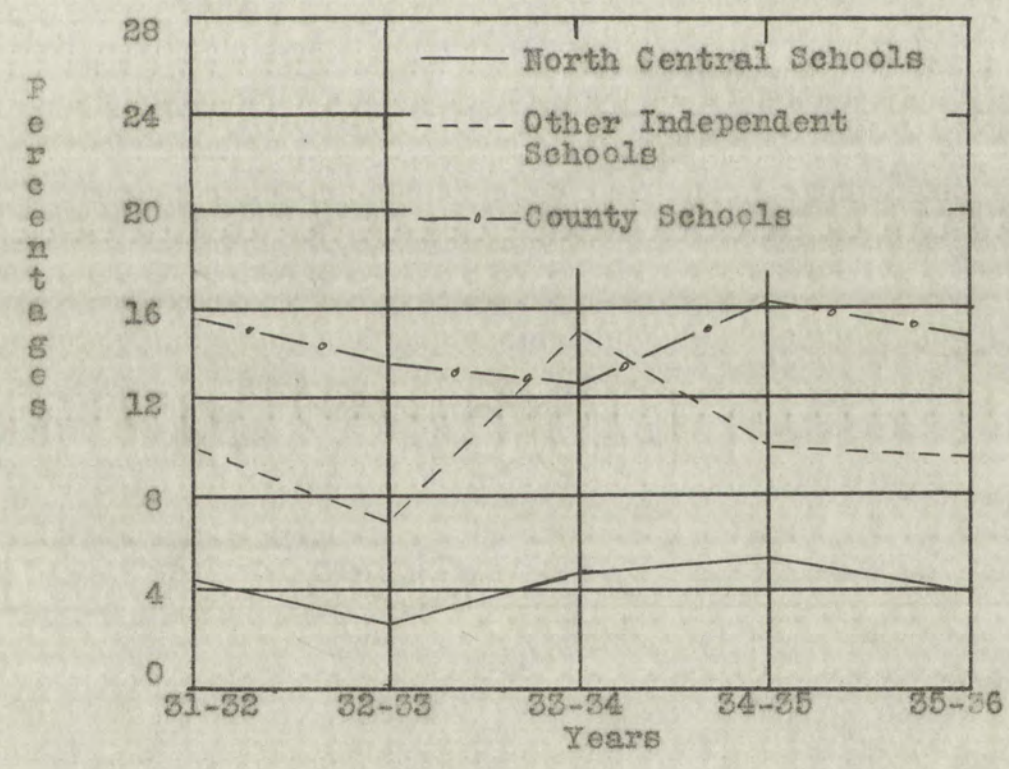
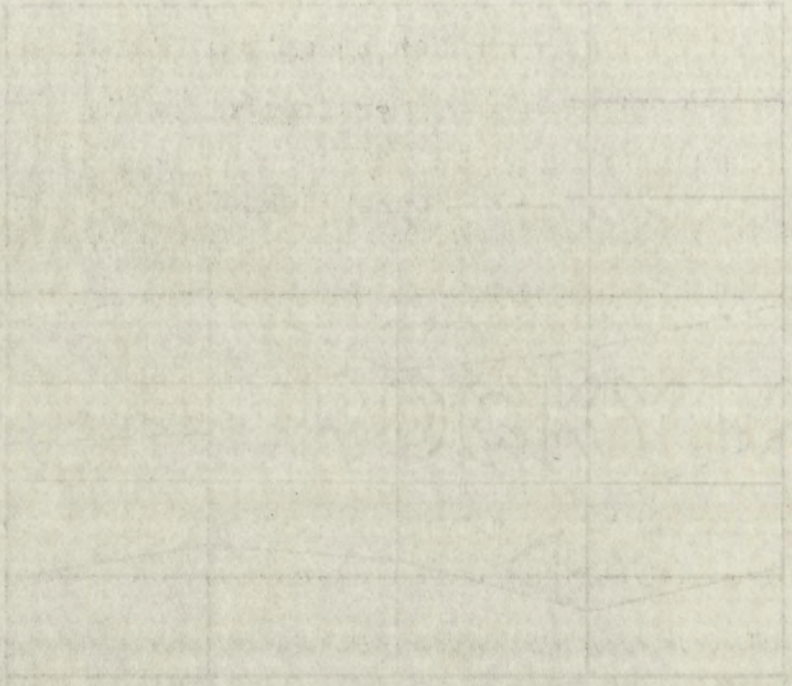


Figure 2. Comparison of Inexperienced Teachers in New Mexico Public Schools, based on the Percentage which Inexperienced Teachers are of the Total Number of Teachers.



It is quite apparent that the County Schools and the Independent Schools not accredited by the North Central Association are employing considerably larger percentages of inexperienced teachers than the North Central Schools. The number of Inexperienced teachers employed each year is fairly constant. As one group reduces their number another group increases theirs. The largest number was in 1931-32 when 384 were employed, and the smallest number was in 1934-35 when only 302 were employed. The county schools have varied only about 3 percent with a high in 1934-35 of about 16 percent, and a low of about 13 percent in 1933-34. The Independent Schools not accredited by the North Central Association have varied more than any other group. The low of 7 percent in 1932-33, and the high of 15 percent in 1933-34 makes a variation of about 8 percent. The North Central Schools varied from 3 percent in 1932-33 to 6 percent in 1934-35.

Turnover

It is apparent from a study of the schools as a whole, that the economic conditions of the period under investigation have had very little effect upon the teacher turnover in the public schools. During this period there has been an average turnover of 760 teachers, with a range from 714 in 1932-33 to 797 in 1933-34. This means that almost one-

fourth of the teachers leave their positions for some cause every year.

It is quite clear from the comparison of the turnover in Figure 3, that the high rate of turnover for the schools

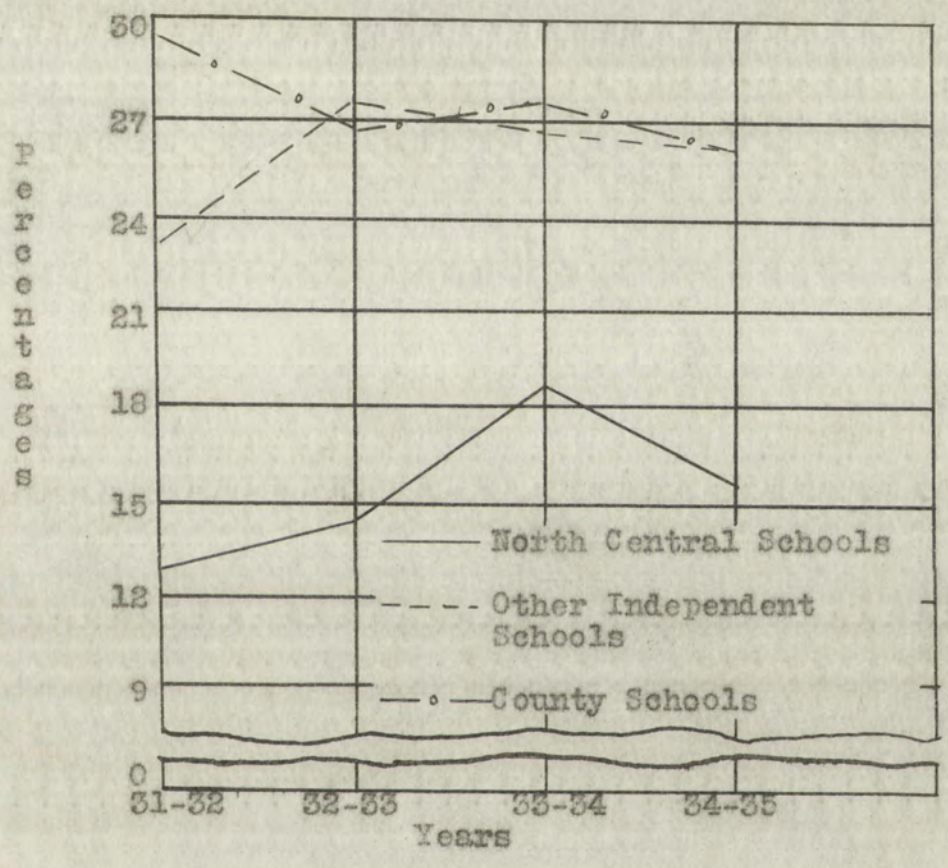
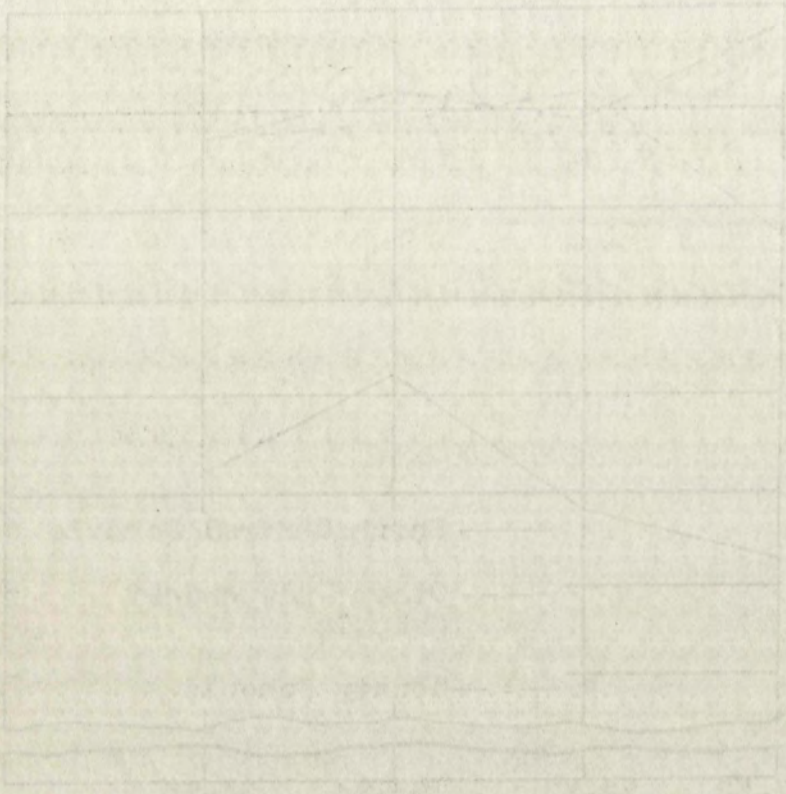


Figure 3. Comparison of the Turnover of Teachers in New Mexico Public Schools in Percentages Based on the Total Number of Teachers.

as a whole is due to conditions in the County Schools and and Independent Schools not accredited by the North Central Association. There is very little difference in the



percentage of turnover for the other Independent Schools and the County Schools, except for the first year of the study. With the exception of 1933-34, turnover in these two groups is practically twice as large as it is for the North Central Schools. An investigation which would determine the causes for turnover being less in the North Central Schools than in the other groups, should be able to point out improvements which would reduce the turnover in the other two groups.

Figure 4 is a comparison in percentages of the turnover

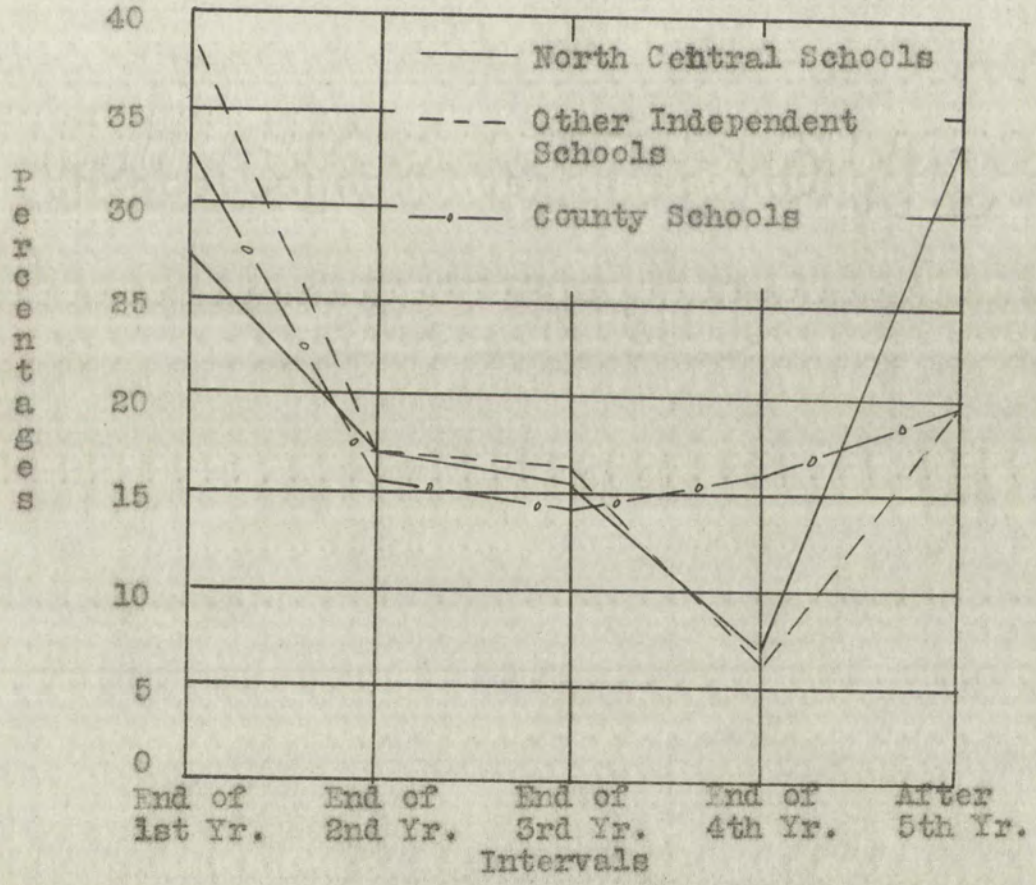
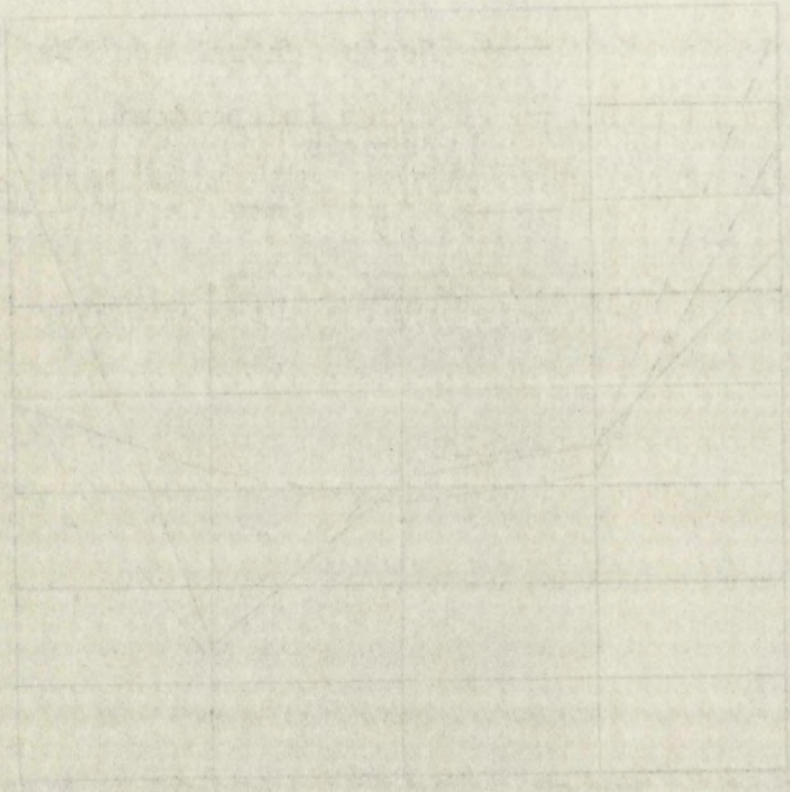


Figure 4. Comparison of Turnover of Teachers at Stated Intervals in New Mexico Public Schools, Based on a Four Year Average.



of teachers of each group which occurs at the end of each tenure period. It is evident from this, that a high percentage of the turnover occurs at the end of the first year in all three groups. In fact almost one-third of the teachers who leave their positions each year have been in that position only one year. There is very little difference in the percentages of teachers that leave their positions at the end of the second and third years. At the end of the fourth year the County Schools maintain a high percentage, while the other two groups drop considerably. This would indicate that the teachers of the North Central and other Independent Schools become stabilized before they do in the County Schools. In the County and other Independent Schools, 80 percent of the turnover is for teachers who have been in the system for four or less years, while 67 percent of the turnover in the North Central Schools is for this same period.

Tenure

Figure 5 gives a comparison of the average tenure for each group in years. It is easy to see where the largest improvements have been made. The North Central group has increased from about four and a half years to a little over six years for its average. This makes an average improvement of three-tenths of a year for each year of the period. The other Independent Schools have increased their tenure only

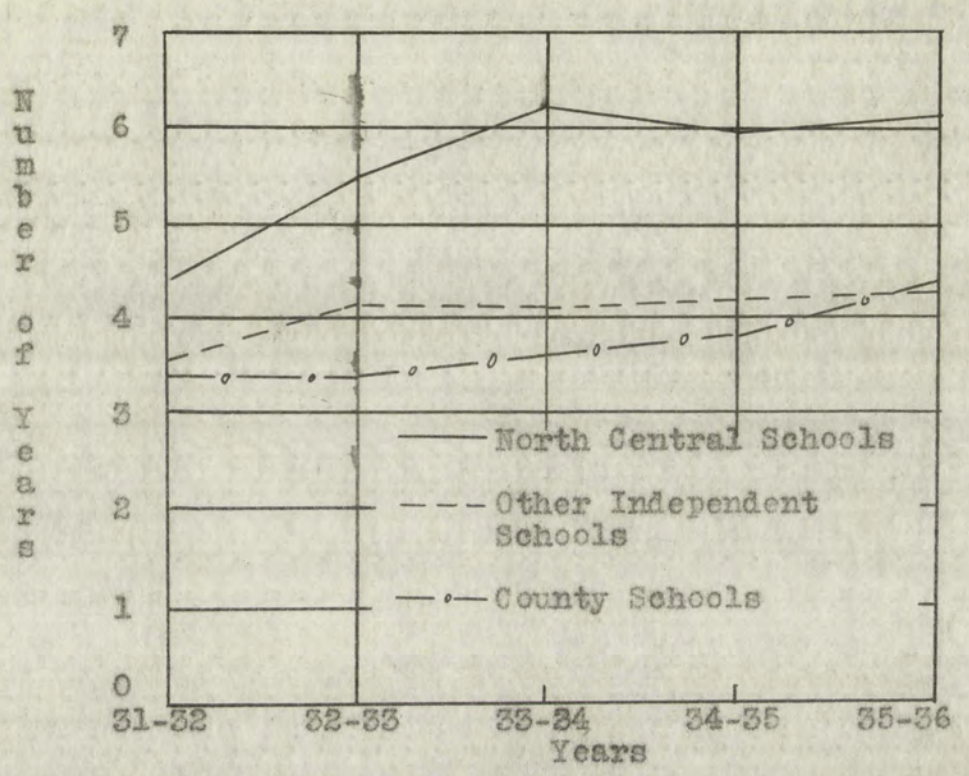


Figure 5. Comparison of the Average Tenure in Years for the New Mexico Public Schools.

about five-tenths of a year for the entire period, which is about one-tenth of a year increase per year. The County Schools have increased approximately one-year during the period, which is about two-tenths of a year for an average. While all three groups have been able to show an increase, it was only in the North Central group that the increase was due to general improvement of all of the schools in that group. In the other two groups the improvements were due to increases in the tenure of about half of the schools in each group.

PART SIX

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions have been drawn from the foregoing discussion:

1. That a turnover of almost 25 percent of the teachers in the public schools is too high, and that considerable improvement might be possible among the County Schools and Independent Schools not accredited by the North Central Association.
2. That while improvement in the length of tenure has been made in all three groups of schools, it has been much more noticeable in the North Central group. The improvement in the North Central Schools has been due to general improvement in all schools, but in the other two groups the improvements have been due to only about half of the schools in each group.
3. That there is too wide a variation in the percentage of employment necessary in the different schools. That this problem of replacement is fourteen or fifteen times more acute in some communities than in others.
4. That an inexperienced teacher has about one chance out of every four for employment in the North Central Schools, one out of three in the other Independent Schools, one

out of two in the County Schools, and about nine chances out of twenty for employment in the state as a whole.

Recommendations

So long as marriage and death operate to remove teachers from the profession, there will be changes in the personnel. Such causes for turnover cannot be prevented. Again, when a teacher succeeds in gaining a promotion with increase in salary, turnover is perhaps desirable both for the teacher and for the school which gains a better instructor. However, some causes for this mobility might be removed. It is doubtful if tenure legislation would help materially, as is evidenced by the states which have had such legislation. Higher training standards will eliminate some unworthy teaching candidates who would not hold any position long. Better buildings, equipment, and living conditions, coupled with better salaries and assurance of fair treatment would result in longer tenure on the part of teachers in the smaller systems. The remedy lies largely with those who administer such schools.

PART SEVEN

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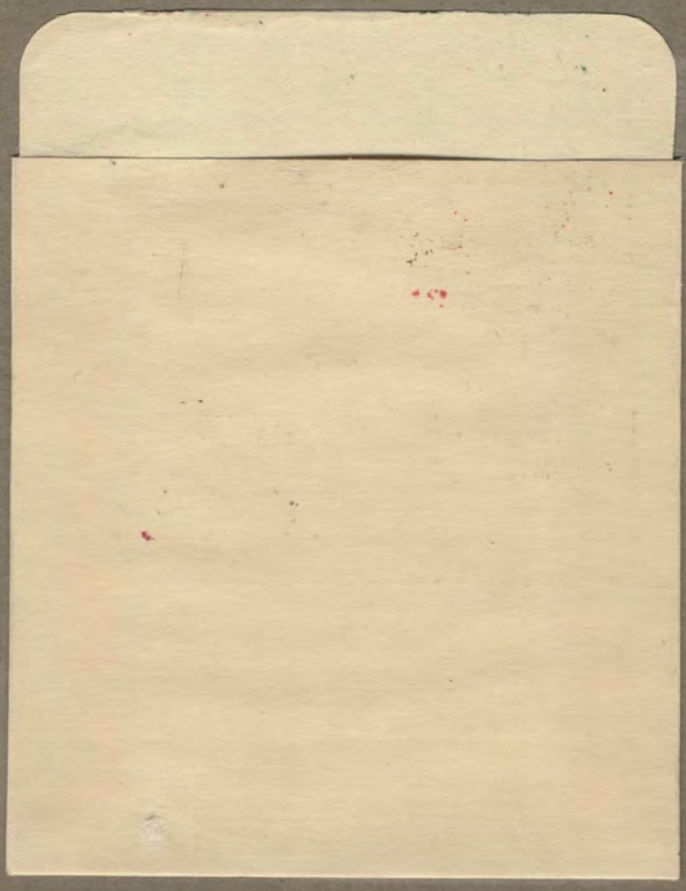

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