University of New Mexico
UNM Digital Repository

Teacher Education, Educational Leadership & Policy ETDs

Education ETDs

6-5-1937

Community activities and requirements of public school teachers in New Mexico

Burton Allan Rogers

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

Part of the Educational Administration and Supervision Commons, Educational Leadership Commons, and the Teacher Education and Professional Development Commons

Recommended Citation
Rogers, Burton Allan. "Community activities and requirements of public school teachers in New Mexico." (1937).
https://digitalrepository.unm.edu/educ_teelp_etds/191

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

UNIVERSITY OF NEW MEXICO-UNIVERSITY LIBRARIES
A14429 088400

ROGERS

PUBLIC

SCHOOL

TEACHERS

378.789
Un 3 Or
1937
Cop. 2

LIBRARY
of
THE UNIVERSITY OF
NEW MEXICO

53450

CLASS
378.789

BOOK
Un30r
1937
cop. 2

A14409 070550

DATE DUE

OCT 3 '73 UNM 2			
RECD UNM DEC 21 '73			
AUG 10 '74 UNM 2			
RECD UNM AUG - 2 '74			
JAN - 2 '88			
RECD UNM DEC 16 '87			
GAYLORD			PRINTED IN U.S.A.

UNIVERSITY OF NEW MEXICO LIBRARY

MANUSCRIPT THESES

Unpublished theses submitted for the Master's and Doctor's degrees and deposited in the University of New Mexico Library are open for inspection, but are to be used only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

This thesis by Burton Allan Rogers
has been used by the following persons, whose signatures attest their acceptance of the above restrictions.

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

NAME AND ADDRESS	DATE
A. R. Townsend	7/7/55

COMMUNITY ACTIVITIES AND REQUIREMENTS OF PUBLIC SCHOOL TEACHERS IN NEW MEXICO

UNIVERSITY OF NEW MEXICO LIBRARY ALBUQUERQUE, N. M.

By

Burton Allan Rogers

A Thesis

Submitted in Partial Fulfillment of

the Requirements for the Degree of

Master of Arts in Educational Administration

University of New Mexico

1937

378.789
Un30r
1937
cop. 2

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

MASTER OF ARTS

George P. Hammond
DEAN

June 5, 1937
DATE

8/11/37 Victor 1.10

Thesis committee

S. F. Ramsey
CHAIRMAN

R. A. Moyers

Vernon G. Sorrell

53450

ACKNOWLEDGMENT

The author gratefully acknowledges his obligation to the school superintendents and teachers of the state who supplied a part of the material used in preparing this thesis. He also wishes to express his sincere thanks to Dr. J. E. Seyfried, Professor of Education, and to Dr. S. P. Nanninga, Dean of the College of Education, who were so generously helpful in preparing this manuscript. Also, the author is indebted to the Librarians of the University who have been so kind in rendering their services for the development of this thesis.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Importance of the study	1
	Statement of the problem	1
	Sources of data	2
	Delimitations	2
	Method of procedure	3
II.	DUTIES OF PUBLIC SCHOOL TEACHERS	4
	Introduction	4
	The school and the community	5
	The teacher's relation to the community	6
	Public relations program	10
III.	REGULATIONS GOVERNING TEACHERS	12
	Lack of uniformity	12
	Wide differences of regulations	15
	Failure among teachers	17
	Employing married women as teachers	20
IV.	EDUCATIONAL CONDITIONS IN NEW MEXICO	25
	Recent developments	25
	Community activities in which teachers are engaged	26
	Public services expected of school teachers	29
	Causes of failure of reemployment	33

CHAPTER PAGE

Employment of married women teachers in New Mexico 35

Factors considered in the selection of teachers 38

Most successful teachers 41

V. REGULATIONS AND RESTRICTIONS GOVERNING NEW MEXICO TEACHERS. 44

Teachers' contracts. 44

General restrictions placed on teachers. . . . 46

Restrictions on social activities. 49

Personal restrictions relating to dress, living conditions, etc.. 52

Influence of "petty" and party politics. . . . 54

Prejudices due to customs and to race. 57

Responsibility for requirements and restrictions placed on teachers 62

Special restrictions and requirements. 63

Summary. 67

BIBLIOGRAPHY 70

APPENDIX A. Teachers' Contracts 72

APPENDIX B. Supplementary Tables. 76

APPENDIX C. Inquiry Blank 78

LIST OF TABLES

TABLE		PAGE
I.	Activities in Which New Mexico Teachers Are Engaged	27
II.	Types of Leadership Expected of Teachers	31
III.	Some Causes of Failure of Reemployment Among Teachers of New Mexico	34
IV.	Employment of Married Women Teachers in New Mexico	37
V.	Factors in the Selection of Teachers	40
VI.	Most Successful Teachers	42
VII.	Restrictions Placed on Personal Conduct	48
VIII.	Restrictions on Social Activities of Teachers	51
IX.	Personal Restrictions on Teachers	53
X.	Influence of "Petty" and Partisan Politics in the Employment of Teachers	56
XI.	Local Prejudices Due to Customs and Race	59
XII.	Manner in Which Teachers are Informed of Local Restrictions and Requirements	61
XIII.	Responsibility for Requirements and Restrictions Placed on Teachers	64
XIV.	All Schools Used in the Study	76
XV.	North Central Schools	76
XVI.	List of Schools From Which Reports Were Received	77

CHAPTER I

INTRODUCTION

Importance of the study. Community and social restrictions placed upon public school teachers are numerous, varying in number and kind among the several school systems. They range from a few general requirements to a long list of petty restrictions. Customs have grown up in many communities to which one must conform. These are often more exacting than the duties which are listed in the contract. So much is expected of the teacher and so many things must be avoided in order to meet the expectations of the community that the chances one has for success are in many cases quite limited.

With a view to ascertain the extra-instructional duties of school teachers in New Mexico and to discover many of the requirements which teachers must meet in order to carry on their work successfully, the author has endeavored to find out what the prevailing practices are throughout the state.

Statement of the problem. It is the author's purpose in this study to set forth some of the restrictions which are placed upon the teachers of New Mexico, and to discover who is responsible for these restrictions and re-

quirements. The two phases of this problem may at first glance appear to be separate and unrelated. However, the purpose in view has been an attempt to discover (1) what are the extra-classroom duties of public school teachers in New Mexico? and (2) what relationship, if any, exists between the various activities of the teacher within the community and his or her success there as a teacher?

Sources of data. The basic material used in this thesis was collected by means of a questionnaire sent to superintendents, principals, and teachers throughout the state. Replies were received from one hundred schools of New Mexico in an attempt to learn some of the accepted practices in use in the state. These schools are widely distributed and represent a fair sampling of the various sections of New Mexico.

Delimitations. This study is concerned with those duties and activities of public school teachers which lie outside of the classroom.

It has been limited to the larger schools of the state because of difficulty in gathering material for a more extensive study. A study of the small isolated districts of the state would prove interesting, especially since greater variations are generally found among the smaller schools.

Teachers who are engaged in the activities of the community as well as regular classroom duties were the subject of examination in this inquiry.

Method of procedure. The schools from which replies to the questionnaire were received range in size from three to two hundred and nine teachers. These are widely distributed throughout the state and include every geographical section of the state. On account of population factors and local conditions which vary to a large extent, many interesting results were observed.

Of the one hundred replies received, eighty-six were from municipal or four-year high schools, thirty-one of which are accredited by the North Central Association of Secondary Schools and Colleges; the remaining fourteen smaller schools are unaccredited, or accredited for less than four years of work, and were selected because of geographical conditions.

It was checked for reliability (1) by interviews with superintendents and classroom teachers; (2) analysis of teachers' contracts; and (3) personal observations.

CHAPTER II

DUTIES OF PUBLIC SCHOOL TEACHERS

Introduction. Much time has been given to the study of the qualifications of teachers and to the legal regulations by which they are governed, but very little has been said concerning those duties which are expected by the people of the community, of which the teacher is often not aware until she has forfeited her chances for success. A great deal of time is spent preparing the teacher to teach, or to learn the theoretical side of the work, but the practical side must be learned through costly experience. We have worked on the theory that teachers are born and not made. In other words, teachers are expected to acquire the practical side and to make the adjustments which will enable them to make the proper contacts with the community. By being tactful they will avoid the mistakes which get them into trouble with the patrons of the community.

There is a vast difference of opinion among the people in regard to the out-of-school duties of school teachers. In some localities little is expected of a teacher after four o'clock in the afternoon. Most of the duties which come within the scope of school work is regular classroom work, and come between eight thirty o'clock in the morning and four o'clock in the afternoon. Here teachers

are employed for the purpose of instruction, and they are not expected to take a prominent part in the affairs of the community.

The school and the community. Extra-curricular and community duties may be unfairly heavy as so often is the case in small high schools in isolated communities. However, the opportunities for service are so large and the lack of trained leadership is so apparent that the teacher has been drafted into all kinds of activities. It is impossible to estimate the influence which the teacher and the school have had on society during the past few decades. Arthur B. Moehlman[1] has said:

> Teachers can make or break a program. The executive who has an understanding of human nature and of democratic administration can weld his teachers into an active whole whose influence in the life of the community may be of untold value outside as well as within the school house. The school house is an active impersonal agency in the public relations program. School participation in civic activity--exhibits, art, drawing, speeches, lectures, radio, school participation in community projects, social, recreational, religious, commercial, intellectual, political--is an effective means of achieving continuous contact with the community through social agencies.

The school house has become more and more the center of the community. In rural areas even more than in the cities these changes have occurred. Consolidation of small

---

[1] Arthur B. Moehlman, Public School Relations (Chicago: Rand, McNally and Company), p. 43.

districts has taken place, with the erection of a modern, expensive structure containing a large, comfortable seated auditorium and a splendid gymnasium in which people gather for all kinds of activities. Thus the school has greatly increased its sphere of activity and in doing so it has become one of the most popular of American institutions.

The teacher's relation to the community. A great deal has been written regarding teacher participation in community affairs. Many people have attempted to saddle on the teacher the responsibility of almost all the activities that take place within the community. Besides the regular classroom work the teacher is expected to take an active, if not a leading part, in the social, religious, civic, educational, and the political affairs of the community. If in order to fill this long list of requirements, the teacher neglects some of her classroom duties, there is immediately a cry of "inefficiency", and a demand for a change in teachers. Again, if the teacher fails to take a part in the community, she is termed a "misfit" because she lacks the ability to meet the people and to establish contacts that will bring about a better understanding of their mutual problems.

It has been said that most teachers who fail as teachers do so during their first year--many during the first weeks--of teaching. Failure to make proper adjust-

ments to the school and to the community has been given as an important reason for this failure. Lack of interest in the teacher on the part of the people of the community is for the most part the fault of the teacher. The teacher's job is only half finished if she comfines her work to the classroom. Teachers entering the profession for the first time must be trained for community service and must be community minded. This seems to be a necessary qualification for teaching in a great many schools.

The following point of view has been expressed by Almack and Lang:[2]

> Many demands are made upon the teacher; such as being called upon to take a place in the church with teaching in the Sunday School, play the organ, sing in the choir, lead the young people's meeting and fill the pulpit. Sunday should be free from responsibility for the teacher. Then there are lodges and fraternal organizations, and commercial clubs, Parent-Teachers Associations, Women's Clubs, etc.
>
> In social relations the wise teacher will take care not to offend against the canons of good taste and the modes of the community. She is entitled to a large degree of freedom, however, and should not sacrifice worth-while principles nor be bullied by local ignorance and prejudice. Her services are very valuable in the promotion of community affairs, but she should not attempt too heavy a load. She should, moreover, reserve the right to participate in the way and to the extent that her own inclinations and sense of duty indicate.

---

[2] J. C. Almack and A. R. Lang,, Problems of the Teaching Profession (Chicago: Houghton Mifflin Company, 1925), p. 309.

In a recent article Hagen[3] had the following to say in regard to the duties of teachers:

> The time has passed when teachers may wrap themselves in their own interests, live in their little academic world, and hold themselves aloof from the everyday life of the community. The time is here and overdue when for the good of education teachers should participate and participate generously, in the work and play of the community in which they teach.
>
> Be a "joiner". There are a number of active commercial, social and religious organizations in your community. Enter into them. Join the Business and Professional Women's Club, or the Junior Chamber of Commerce. Apply for membership in the Masons, Oddfellows, Elks, Moose, or Red Men. Be an active member. Get acquainted with the members and learn to like them. If you can conscientiously, join one of the local church organizations, and take an active part in it. Don't teach Sunday School if your five days of teaching exhaust your soul; but sing in the choir if you are asked. Meet the church members and let their interests be your interests.
>
> You haven't time? Tommyrot. If you think so you are letting the trees hide the forests. You have myopia. You are performing that part of your job which lies in the classroom and failing to perform that other which lies outside of the classroom. Find time.

Birmingham, Alabama[4] furnishes a good example of a community that expects many community services from its teachers. In this city in 1930 the following positions were held by its school teachers: a past president of the

---

[3] Everett Hagen, "A Neglected Duty of Teachers," School and Society, 43:16-18, January, 1936.

[4] N. B. Hendricks and E. V. Chapman, "Teacher Participation in Community Affairs," School Executive Magazine, 51:309, March, 1932.

Rotarians; a present president of Kiwanis; a present president of the Lions Club; a past president of Civitan; a present president of a local branch of American Association of University Women. Serving on the City Commission was an ex-school principal. There were 1057 white teachers, principals, and superintendents employed in the Birmingham Public Schools. There were 245 of them serving as officers and teachers in Sunday Schools; 103 serving on official boards of churches; 5 Boy Scoutmasters or assistant Scoutmasters, while 24 were Scout officials; 14 Girl Scout leaders or assistants and 8 officials; 3 Y.M.C.A. members of the Official Board; 11 members of the Y.W.C.A. Official Board; 6 members of the Y.M.H.A. Official Board of Committees; 25 officials of the Red Cross; 6 officials of the Community Chest; 31 members of the Community Chest Committees; 78 members of luncheon clubs (51 members and 27 officials); 273 belonging to literary, dramatic, music, art and science organizations not connected with the schools, (248 members and 25 officials); and 98 belonging to other civic organizations not listed (84 members and 14 officials). This represents the total participation for the 1057 teachers in the city of Birmingham in 1930.

In November 1931 Birmingham teachers, with a 10% cut in salaries, contributed $11,827.96 to the Community Chest. This city has a group of teachers who are wide awake and who show a keen interest in the affairs of the community.

Public relations program. In recent years schoolmen have realized the importance of a public relations program. The cooperation of the home, the school, and the community being necessary for the successful operation of any school system, it is practically necessary for those in charge of the public schools to keep the public well informed as to what is being accomplished. By seeking to educate the parents, as well as the children, the interests and sympathies of the different elements and groups within the community may be influenced to support the program which the school is seeking to carry out.

In the early days, when only a few families attended the little one-room school, everyone in the community knew everything that took place as soon as it happened. Today, with our large systems of education and our rather complex social structure as found in the busy rush of every-day life, people do not take the time to inform themselves of what is being done at school.

Reeder[5] says that the publicity service should be definitely organized and systematized just as every other school service or department should be organized and systematized. He gives two types of publicity that may be used. The first of these is called the continuous or day-by-day

---

[5] Ward G. Reeder, The Fundamentals of Public School Relations (New York: The Macmillan Company, 1935), pp. 538-39.

publicity which continues throughout the year. The second is the publicity for a special purpose, such as putting over a tax levy. The latter is usually known as the "publicity campaign". Where the public is well informed at all times as to the actions and policies of the school, it is generally not very difficult to carry out any needed campaign because the people are usually in full sympathy with the entire school program.

CHAPTER III

REGULATIONS GOVERNING TEACHERS

Lack of uniformity. On account of the evolution of character of the public schools of America, the duties of teachers quite often have been rather indefinitely stated, if stated at all. Lack of uniformity has characterized teachers' contracts with many irksome obligations being included in a number of them because of the idiosyncrasies of certain members of the school board. Personal prejudice has been allowed to serve as a strong factor in shaping school policies and formulating teachers' contracts.

A study by Anderson[1] comprised an extensive survey of teachers' contracts in 427 schools in 46 states. It was found that the rules and regulations of public school officials in different parts of the country concerning the conduct of teachers are so numerous and cover such a wide variety of detailed items that today the exact status of a school teacher is almost undefinable. Particularly in small communities he found provisions made for every conceivable form of a teacher's activities. Ninety per

---

[1] Earl William Anderson, "Contractual Obligations Imposed on Teachers," Elementary School Journal, 29:734-35, June, 1929.

cent of the schools require some form of a contract. When a teacher takes a position in one system he may be subject to only a few perfunctory restrictions, but if he moves to another place he may have to do everything from selling school textbooks to studying the Palmer method of business writing.

Some of the restrictions which Anderson found are as follows: teachers must not attend dances at home or away, while in the employ of the Board; no teacher shall indulge in any sort of "sociables" excessively during school nights; must purchase and read at least one educational book during the year; swear allegiance to the United States; visit the home of every pupil once; provide at least five dollars worth of books for the school; and must join certain specified educational organizations.

Some freak regulations which he gives are as follows: not to occupy one's time with writing letters, reading papers, or anything else to interfere with appointed work; teachers must acquire a sacred regard for truth, honesty, patriotism, sobriety, industry, and other virtues; must not wear religious garb when teaching; must not be addicted to tobacco, opiates, or intoxicants. Other causes for dismissal of a teacher are immorality, inefficiency, intemperance, cruelty, tuberculosis, liability to keep attendance above a certain number, partiality, treasonable acts or words,

violation of the law, failure to read the Bible in school, acting as an agent for school supply companies--these and many more acts are given as causes for dismissal.

One-fourth of the cities under twenty thousand population reported that the contract could be voided if the teacher married during the term.

C. L. Robins[2] says that the practice of having teachers sign contracts seems to have originated at a time when no one understood clearly what a teacher was supposed to do. Analysis of seventy-six contracts from forty-six states shows eighty-five items included. Some of these are: "Be modest in dress"--Kansas; "refrain from dancing during the time employed"--Kansas; "refrain from card playing during the time employed"--Kansas; "permit a monthly 4% deduction of salary for the State Teachers Retirement Fund"--New York; "take an oath of allegiance to the state and the United States"--Oklahoma; "make fires (or cause them to be made)"--Virginia; "give daily recess in accordance with schedule"--Virginia; "sweep floors (or cause them to be swept)"--Virginia; "use no substitute teacher without consent of the board"--Tennessee; "waive any claim for damages in case of dismissal"--Iowa; "annual contract revoked if attendance falls below a certain number"--Tennessee; "obey

---

[2] C. L. Robins, "Teachers' Contracts: Some Social Considerations," American School Board Journal, 72:43-44, April, 1926.

the law in regard to scrubbing the floor, and inspect the woodwork and windows every three months"--Montana; "maintain proper order and discipline"--Idaho; "carefully set before the youth of the community proper example of good conduct and of freedom from all bad habits and harmful vices"--Kansas; "become a member of good standing of state and national education associations"--Oklahoma.

Wide differences of regulations. It is apparent that teachers as a class have not had a definite conception of their obligations, hence it has been thought necessary to write into their contracts many details that seem trivial, offensive, and unnecessary. It is true also that many teachers have been careless of their obligations even when they knew definitely what was rightfully expected of them. Also the contracts have been employed for the double purpose of protection of the schools against inefficient and irresponsible teachers and protection of the teachers against politics, caprice, and injustice.

It can easily be seen that there are no definite rules of action for the school teacher. Requirements differ widely as people and community interests differ; that which is an established custom and as inexorable as the "law of the Medes and Persians" in one locality or state may be strictly "taboo" in another. Also the teacher who has been extremely popular both as a teacher and as an individual in

one community may find in another that because of ignorance of local conditions she has become involved in serious difficulties almost at the very outset of the school year. A long list of requirements within the teacher's contract may sometimes serve as an important guide to the teacher in becoming acquainted with the needs and requirements of the school and community. Many schools that do not have any sort of contract expect the teacher to learn his duties from the superintendent, school board, or to learn incidentally or accidentally just what he is expected to do. If he is not too nearly human he will find out through "hook or crook" what he must do in order to be received with open arms by the community. School teachers are supposed to be "superior" persons who have a great deal of tact and common sense and to be able to avoid all controversial matters on which there is or has been any dissension in times past.

It has been generally supposed that teachers were "born" and not "made", therefore they had all of these qualities. No exceptions have been made of those places where race prejudice, local dissensions, petty or partisan politics have gained control in such a measure that it is impossible for one to please any of the factions represented. It is impossible for the teacher to be neutral, for he is expected to belong to one side or the other.

"A calliope is out of a place at a funeral, a cat isn't wanted on a poultry farm, and a bootlegger doesn't

feel at home at a W.C.T.U. convention."[3] So also with teachers beginning a new term. Some are already finding that they are square pegs in round holes. Some of them in the short space of a few weeks are regretting that they signed their contracts. Some are already experiencing the tragedy of teacher misplacement. For all our talk about uniformity and standardization, there are no two schools exactly alike. A teacher who makes good in one community may be considered an abject failure in another.

Failure among teachers. There are certainly many causes of failure among teachers. No doubt many cases of failure of reemployment are not due to inefficiency, or lack of ability in the classroom. Although such matters as incompetency, insubordination, lack of cooperation, misconduct, lack of tact, immorality or violation of portions of the contract are generally considered grounds for dismissal, quite often there have been various causes of dissatisfaction of which the teacher may be unaware until the time comes for reelection. Many times she is purposedly kept in ignorance of the real status of affairs while a whispering campaign is carried on throughout the community in which all of her weak points are discussed by all and sundry who

---

[3] L. R. Campbell, "Teacher Misplacement: Statement of Menlo, California School and Junior College", School and Society, 32:589, November 1, 1930.

have real or imaginary grievances which they wish to display.

Mr. R. H. Morrison[4] has made an interesting study of traits which determine success in teaching. His data were secured by means of personal interviews with forty superintendent employers of teachers. He lists twenty-nine traits which were considered of importance in judging the success of the teacher. Willingness to cooperate was given first rank, and community interest was considered second. Some of the reasons these teachers were considered successful are given as follows:

1. "She owns a home in the community."
2. "She voluntarily taught Americanization Classes."
3. "She supports community affairs not a part of the school."
4. "He is a member of the lodge."
5. "He attends and works in the church."
6. "Her conduct does not irritate the community."
7. "She does not act is if the community is too poor a place to spend Sunday in."
8. "I want a teacher who believes in the people and products of our community."
9. He assisted in the scout campaign."

---

[4] R. H. Morrison, Teachers Journal and Abstract, (Colorado State Teachers College), vol. 1, pp. 545-551.

10. "He helped promote the community chest."
11. "He used the Parent-Teacher Association to promote community improvements, such as good roads and a community spirit."
12. "He votes and takes an active part in all community elections."
13. "He helps provide entertainment for the community."

Oftentimes a teacher who does not rank high in the classroom as an instructor, through his understanding of community problems and his services within the community, has become such an important factor that his tenure there is firmly established. Where he has a proper conception of his duties, and exhibits a willingness to carry them out, it is impossible to estimate the extent of his influence and accomplishments.

A city superintendent of schools[5] recently made this statement:

> There is a distinction between education and schooling. Only a small part of modern education is provided in the schools. The teacher's work is not concerned wholly with classroom instruction. It is his to see that what he teaches is reenforced in community life, and that the forces of the community, both individual organized, are led into a sympathy and practice that will make school and life a unity.

Philip Lovejoy,[6] assistant secretary of the Rotary

---

[5] W. J. Hamilton, National Education Association, Department of Superintendence, Official Report, 1934.

[6] Philip Lovejoy, "The Teacher's Part in the Public Relations Program," Education, 53:74-76, October, 1932.

International, says:

> The teacher is an ambassador of her craft in all of her economic, social, and spiritual contacts. Those with whom she comes in contact will appraise the schools pretty much in accordance with the impressions that the teacher creates. The teacher is in a key position as far as public relations is concerned. The week ends should not be spent away from home. Frequent evenings must be devoted to furtherance of educational work by means of direct social contacts--church, schools of religious education, Parent-Teacher Associations, community singings, service clubs, and other activities. Contacts in such activities are of inestimable worth in developing a feeling of good will toward the school system. Teachers will become more than salary receivers, they will become virile, dynamic contributors to the upbuilding of the community of which they are temporarily a part. They will develop an interest in jobs and will not consider them merely as meal tickets.

Employing married women as teachers. The marriage of a woman teacher is "good cause" for dismissal under a rule of the school committee that marriage should terminate the contract. This the Supreme Court of Massachusetts held in the case of Rinaldo v. Dreyer, April 1, 1936.[7] Good cause is not limited to inefficiency or misconduct on the part of the person dismissed. The Committee have general charge of the schools. It is for them and not for the court to determine matters of policy.

A recent investigation[8] by the Research Division of the National Education Association shows that 60.7 per cent

---

[7] American School Board Journal, Vol. 92, p. 58, June, 1936.

[8] Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1935), p. 70.

of 1,532 cities of more than 2,500 population which were included in the study do not employ married women as new teachers. The study also shows that the status of single women teachers who marry is as follows: in 25.5 per cent of the cities they are required to resign at the end of the year; in 25.1 per cent they are required to resign at once; and in 47.8 per cent they may continue to teach. The same study shows that married women having equal training and experience are as efficient as the unmarried. Another more recent study places the figure even higher.[9] This study states that married women are not employed as new teachers in 77 per cent of 1,500 American city school systems, 37 per cent of the cities permit them to continue teaching after marriage, while 63 per cent require them to resign at once.

School Board regulations preventing the employment of married women as teachers had their beginning about the first of the present century. The problem became prominent in 1911 when women in New York City asked for a leave of absence of one year. Since 1922 the tendency not to employ married teachers new to the system has been pronounced in both the cities and the counties. Before 1918, they were barred in 9 per cent of school systems; from 1918 to 1922

---

[9] National Education Association, Research Bulletin, 10:19-20, January, 1932.

there was a 7 per cent increase; from 1923 to 1927 an 18 per cent increase; and from 1928 to 1932 there was an increase of 46 per cent.

In a study made by Dr. Wilbur Peters,[10] the following conclusions were stated: (1) there is a collective prejudice against women teachers who marry; (2) this prejudice is so forceful in a majority of American school systems that women teachers must forswear marriage and family life in order to make of teaching a life's work; and (3) the majority of school boards in the United States maintain policies which discriminate against married women teachers.

The American Federation of Teachers[11] charges that school boards are dismissing women teachers when they get married. A girl carries her marriage certificate and "walking papers" in the same hand. Just because a school board is advised that a teacher is married does it follow that she no longer is a fit person to teach school? Should teachers of experience be dismissed from their positions for no other reason than that of being married? Younger teachers may sometimes be employed for less money, but should a teacher of experience who has already proved her ability in the classroom and in the community be dismissed because some youngster wants her job? In selecting teachers the one thing that

---

[10] David Wilbur Peters, The Status of the Married Woman Teacher (New York: Teachers College, Columbia University, 1934), p. 21.

[11] "Marriage and Teaching," The Richmond News Leader, June 28, 1928, p. 14.

should be given first importance should be the selection of the best trained men and women that can be obtained. Schools are not havens for the newly graduated. They are institutions, or ought to be, where men and women of information, experience, and ability to teach, train the young.

Dr. William S. Elsbree[12] found the teacher turnover due to marriage in the cities and villages of New York in 1928 to be 21 per cent.

In recent years the weight of public opinion has been against the employment of married women as teachers in the majority of cities and counties. Although a number of studies have shown that the efficiency of the married teacher is equal to, or greater, than that of single women teachers, a large percentage of the school boards require them to resign as soon as they marry. Los Angeles is an example where no such action is taken, since 50 per cent of the women teachers in that city are married. In Columbus, Ohio, on the other hand, no married women teachers are employed. This exists in a country where ten million women are engaged as wage earners and one out of every five of them is a married woman living with a husband.

Dr. David Wilbur Peters[13] summarizes his study of

---

[12] Willard S. Elsbree, Teacher Turnover in the Cities and Villages of New York (New York: Teachers College, Columbia University, 1928).

[13] David Wilbur Peters, The Status of the Married Woman Teacher (New York: Teachers College, Columbia University, 1934), pp. 86-87.

the married woman teacher as follows:

1. In the absence of limitation by statute law, a school board can determine its own policies as to marital status of women in employing teachers.
2. Teachers under permanent tenure by statutory enactment are protected against school board rules providing for termination of services on account of marriage.
3. Where the statute specifies causes for which a teacher may be dismissed, a board rule setting up marriage of a woman teacher as an additional cause for dismissal is not valid.
4. In the absence of statutory provision to the contrary, marriage of a woman teacher is not in itself grounds for discharge.
5. In the absence of statutory provision to the contrary, a by-law reservation in the contract, a board rule to dismiss a female teacher on account of marriage may be legally enforced.

CHAPTER IV

EDUCATIONAL CONDITIONS IN NEW MEXICO

Recent developments. Teachers in New Mexico schools have had to adjust themselves to many conditions which have been difficult to meet. In spite of handicaps due to language, a mixture of races, and general sparseness of population, much progress has been made in the past few decades. The rural sections of the state, which have always presented a problem from the standpoint of education, are showing considerable advancement. A study[1] of illiteracy in New Mexico in 1930 showed that of the population ten years of age and over, 13.3 per cent were illiterates. One county, that of San Juan, had 39.6 per cent of illiteracy. Many inequalities still exist throughout the state and a great effort is being made to eliminate these conditions.

Great improvement on the part of the teachers of New Mexico has taken place within the past few years. More teachers are graduating from institutions of higher learning than ever before. Requirements for teachers are rising rapidly. New certification laws have been passed recently,

---

[1] J. E. Seyfried, Costs and Methods of Financing Education in New Mexico (Santa Fe: New Mexico State Educational Association, 1932), p. 47.

and there is a demand for teachers with greater educational training. The bachelor degree is fast coming to be a requirement for grade positions with a master's degree for high school, where two decades ago many of the schools of the state were instructed by teachers who held Third Grade certificates or were teaching on permits. With better trained teachers have come higher standards in the schools. In 1916 there were no accredited public high schools in the state. By 1936 there were 110 schools accredited for four years of high school work and 34 of these schools were accredited also by the North Central Association of Secondary Schools and Colleges.

Community activities in which teachers are engaged. With higher requirements on the part of teachers there have also come greater demands from the communities in which they work. As has been stated in a former chapter of this study, more is required of the teacher than instructing pupils in the classroom. It will be seen from an examination of the following tables that the teachers of New Mexico are now engaged in many of the activities of the community. Some of the activities in which they are engaged are business or luncheon clubs, such as the Lions Club, Rotary Club, and Kiwanis Club; many are members of fraternal organizations, such as the Masons, Knights of Columbus, and Eastern Star; others are active members of patriotic organizations, such

TABLE I

ACTIVITIES IN WHICH NEW MEXICO TEACHERS ARE ENGAGED*

Kind of Activities	Number of Schools	Percentage of Teachers
1. Business or Luncheon Clubs	36	23.3
2. Fraternal Organizations	70	22.7
3. Patriotic Organizations	57	34.4
4. Other Forms of Community Service	69	65.2
5. Sum Total Engaged in 1-4	89	67.1
6. No. Expected to Engage in 1-4	42	47

* The number of schools which participate in each of the activities is given and the percentage of teachers so engaged.

as the American Legion, the Red Cross, or Veterans of Foreign Wars; and still others are engaged in various forms of community service, such as the Young Men's Christian Association, Parent-Teacher Association, Community Programs, and community drives. In many communities teachers are sponsoring junior organizations, such as Scout groups, 4-H Clubs, De Molays, Hi-Y, and debate clubs; in others there are teachers enlisted in Sunday School work, teaching, singing in the choir, serving as pianist, chorister, or in charge of Young People's groups.

Replies from 42 per cent of the schools to which the questionnaire was sent stated that their teachers are expected to participate in community activities, while 47 per cent replied that their teachers are not expected to do so. Some stated that it is entirely optional with the teachers, while others said that such activities, while not required, are recommended and encouraged by the superintendent or the school board. Whether such is expected or not, the fact is evident that a large percentage of the teachers of the state do have an active part in the various activities of the communities in which they are teaching.

Table I illustrates what is being done in one hundred schools of New Mexico by way of some of the outside activities of the teachers. Thirty-six schools indicated that many of their teachers are members of business or luncheon clubs, and that 23.3 per cent of them are at present engaged in

these activities. Seventy per cent of the schools answered that they have teachers who belong to fraternal organizations; 22.7 per cent are active in such work. Fifty-seven per cent of the schools have teachers connected with patriotic organizations, while 34.4 per cent of those who teach in these schools are actively engaged in such work. Other forms of community service include Y.M.C.A., P.T.A., Community programs, drives, etc. Sixty-nine schools indicated that they have teachers enlisted in these activities and that 65.2 per cent of them are actually performing such services. Forty-two schools answered that their teachers are expected to take part in the activities listed in this table, and 47 stated that such services are not expected, but are performed voluntarily.

A summary of Table I shows that teachers in 89 schools are actively participating in the services herein listed with a total of 67.1 per cent of all teachers in these schools engaged in them. In other schools, where such services are not required or even suggested by the superintendent of the School Board, although the teachers are acting entirely on their own volition, their services are welcomed and even encouraged by a large number of the patrons of the community.

Public services expected of school teachers. Table II shows what is expected of teachers throughout the state

from the standpoint of religious, social, and civic services. While not stated as requirements, certain customs of long standing are so firmly established that new teachers who fail to follow them commit professional suicide. Failure to follow the precedents which have been laid down by their predecessors is often costly. Of course there are always "good friends" of the profession to be found in every community who stand ready and willing to relay to the new teacher just what the people expect of her. In this manner the newcomer may be warned of the standards and requirements of the community. Public opinion, always a force to be reckoned with, will be given proper consideration by the wise teacher.

Table II indicates that there has been a strong trend on the part of the public toward making use of school faculties for every possible kind of public service. Teachers are today asked to fill every conceivable place in the town, from that of publicity director to filling the pulpit of the local church in the absence of the minister. A large amount of leadership is expected from them because of their experience and training, and because the positions they occupy place them quite closely in touch with the various organizations of the community.

Replies from 94 schools indicate that teachers are generally accepted as the educational leaders of the community, and in 90 communities the teachers are expected to

TABLE II

TYPES OF LEADERSHIP EXPECTED OF TEACHERS

Type	Yes	No	Total
Civic	64	24	88
Social	54	32	86
Educational	94	2	96
Moral	90	5	95
Political	6	72	78
Religious	36	43	79
Attend Sunday School	39	48	87
Attend Church Services	41	45	86
Sponsor Junior Organizations	43	50	93
Active in Social Affairs	63	28	91

furnish moral leadership. In 64 communities teachers are considered civic leaders. In 54 communities they are looked to for social leadership. In 36 communities they assume religious leadership, while in only 6 communities is political leadership considered a part of the teacher's duties.

In 39 communities teachers are expected to attend Sunday School; in 48 communities they are not expected to do so. However, in 41 different communities the teachers are expected to attend some kind of church services; in 45 communities they are not expected to attend unless they care to do so.

Junior organizations including Scouting, Club work, and like activities are sponsored by teachers of 43 schools; 50 schools do not sponsor such groups.

A summary of results found in Tables I and II shows that New Mexico teachers are asked to engage in many activities outside of the schoolroom. There seems to be considerable demand for their services with a desire on the part of public school teachers to accept the obligations imposed on them. They are taking a leading part in the religious, social and civic activities of their respective fields of work. The fact that so many of them are engaged in these outside activities seems to indicate that many are unaware of the importance of these extra-curricular duties, whether they consider them as duties or opportunities for community service.

Causes of failure of reemployment. Tenure of teachers is considered of so much importance that it is one of the points taken in consideration in determining whether a school shall be placed on the accredited list of high schools or not. The yearly turnover in teaching force varies from zero to one hundred per cent. Certain schools have established the precedent that a teacher should never be retained for more than two years. Others, among which will be found the larger school systems of the state, retain a teacher as long as that teacher continues to give efficient service.

In Table III some common causes of dismissal of teachers are found. Incompetency ranks highest among the causes here given with a maximum number of 23.5 per cent. Approximately one-fourth of the teachers who are not reemployed fail of reemployment because they are unable to fill their positions in a competent and efficient manner. Next in number is due to marriage. According to figures obtained through this study, 19.8 per cent, or one-fifth of the causes are the result of getting married. Lack of tact ranks next with 16 per cent. Lack of cooperation certainly should be listed as one of the important causes of dismissal; 13.8 per cent of failures are found due to this reason. Insubordination comes next in the list with 6.38 per cent. Misconduct ranks next with 5.35 per cent of dismissals. Immorality is listed next in importance with two per cent of

TABLE III

SOME CAUSES OF FAILURE OF REEMPLOYMENT AMONG TEACHERS OF NEW MEXICO*

Incompetency	23.5
Getting Married	19.8
Lack of Tact	16
Lack of Cooperation	13.54
Insubordination	6.38
Misconduct	5.35
Immorality	2
Other Causes	13.43
Total	100

* Numbers given represent percentages.

failures.

Other causes mentioned in the reports were "attending dances," "smoking," "reduction of the teaching force," "whims of the Board," "fickleness of the community," "personal reasons," and "just don't fit".

Some of the reports stated that the teacher turnover in their schools has been so small during the past few years that it is really insignificant. One school reported that there had been no changes in the faculty during the past five years. Another school with ten teachers reported a 100 per cent turnover during one year. Such cases are not infrequent.

Employment of married women teachers in New Mexico. Table IV gives some facts relating to the employment of married women as teachers. Examination of this table shows that 76 per cent of the schools interrogated have married women employed at the present time. Twenty-four per cent of the schools do not have any married women teachers employed. Many of these teachers have been in one school system for several years. In reply to the question concerning present employment of married women, 36 per cent of the schools indicated that married women will not any longer be employed. Only 59 per cent of the schools will now employ married women as teachers.

School Boards are, however, more liberal in the employment of widows; 59 per cent of the schools replying to

the inquiry have widows teaching in their systems. Ninety-six per cent will employ widows at the present time. Only two per cent refuse to employ widows.

A further examination of Table IV reveals that where married women are employed as teachers those who live with their husbands are preferred to those who have experienced marital difficulties. Only seven schools employ women who live apart from their husbands, while 48 schools designated that they should be living with their husbands. Only 4 reports stated that the husband be unemployed; 46 do not require it. Seven reports indicate that married women who have husbands dependent on them for support belong in the employment class; 43 do not make this a requirement. Twenty replies indicate that the amount of salary the husband receives should be an important factor in determining whether the wife be employed as a teacher or not; however, there seems to be a lack of agreement as to what the husband's salary should be. Amounts suggested extend from zero to $125.00 per month. Several reports stated the husband's salary to be immaterial. One reply states that the only point to be considered is that of the teacher herself, since teachers, not husbands, are wanted.

An interesting statement which comes from several sources is to the effect that married women are preferable to single women. Young women who are just entering the profession, who have had little or no teaching experience,

TABLE IV

EMPLOYMENT OF MARRIED WOMEN TEACHERS
IN NEW MEXICO

	Yes	No	Total
Married Women Employed?	76	24	100
Will Board Now Employ?	57	36	93
Are Widows Employed?	59	36	95
Will Board Now Employ?	94	2	96
Living Apart from Husband?	7	47	54
Husband Unemployed?	4	45	49
Husband Dependent?	7	42	49
Husband's Salary	0 to $100.00 per month		

and who expect to marry as soon as enough money has been saved to buy a trousseau, cannot be considered of equal rank with older, more settled married women teachers.

As previously stated in this study, the recent trend in teacher selection has been toward the employment of single women rather than married women teachers. Such seems to be the situation in New Mexico. Many school boards in the state include in the contract a clause relative to the dismissal of teachers who marry while under contract. Some boards require them to resign at once; others will not re-employ teachers who have married during the year.

It seems probable that the depression has had something to do with increasing this situation. The problem of unemployment has caused many school boards to refuse to employ women who have husbands to support them. Pressure has been brought to bear on them through public sentiment. Whether or not the return to normal conditions will bring about a change remains to be seen.

Factors considered in the selection of teachers. Those factors which have most influence in the selection of teachers are quite difficult to determine. School boards and school superintendents who are charged with the responsibility of selecting the members of the faculty have an important duty to perform. While exercising every possible precaution in order to select the best trained teachers, they are often

sadly disappointed in the outcome.

The selection of a strong, well-balanced faculty is to a very large degree responsible for the success of the school. Many failures are due to the selection of poor teachers by inefficient school officials. It is extremely important to have intelligent, well-informed school board members in every community. Too often, however, this is not the case.

Oftentimes the community is so strongly bound by prejudices and traditions that those in charge of teacher selection are handicapped in such a way that to have a progressive school is practically an impossibility. Many superintendents who are in every way capable of making an intelligent choice of their assistants and co-workers are tied hand-and-foot by a school board that does not have sufficient confidence in them to risk their judgment.

In Table V will be found some of the factors of teacher selection that have been considered in this study with the results indicated. Church membership, while preferred in some communities, is not considered of great importance. Only 17 out of 98 schools stated that church membership is given consideration. Many school boards openly state that teachers who belong to some church are preferred, but no particular denomination is required. In 16 schools a teacher's social connections are considered important enough to

TABLE V

FACTORS IN THE SELECTION OF TEACHERS

HAVE THESE FACTORS A DEFINITE BEARING IN THE SELECTION OF TEACHERS?

	Yes	No	Total
Church Membership?	17	81	98
Lodge Membership?	0	97	97
Social Connections?	16	82	98
Financial Standing?	5	92	97
Activity in Community Work?	54	44	98
Citizens of United States?	67	7	74
Residents of New Mexico?	26	51	77
Natives of New Mexico?	1	75	76
Eligible to Vote?	1	90	91

be influential in gaining a position in the school. One's financial standing is relatively unimportant; only five schools thought it worthy of consideration.

In reply to the question relating to the importance of activity in community work, better than half of the reports indicated this to be an important issue in the selection of a school faculty. Fifty-four replies from a total of 99 found this to be true. A statement which seems to be significant of the general attitude on the part of many school officials is quoted: "We want teachers who are capable in the classroom, interested in school and community activities, fair-minded, free from race, religious, and class prejudices and willing to do extra work if needed in order to help the school or the community".

Questions relative to citizenship and residence are also found in Table V. Reports indicate that 67 schools require teachers to be residents of the United States; 56 schools require them to be residents of the state. Since the repeal of the regulation requiring a year's residence in the state a large number of schools now employ teachers from outside the state. Only one school requires its teachers to be natives of the state, and one requires its teachers to be eligible to vote in the county in which they are employed.

Most successful teachers. Table VI is intended as a summary of the five preceding tables. Each person who filled

TABLE VI

MOST SUCCESSFUL TEACHERS

	Yes	No	Total
Those Active in Community Work?	64	33	97
Those Confining Work to Classroom?	6	42	48
Immaterial?	20	10	30

out a questionnaire was asked to answer the questions: (a) do you consider your most successful teachers to be those who render active community service? (b) Those whose work is confined strictly to the classroom? (d) Immaterial?

In reply to these questions the following answers were received: 64 replies (64%) stated that those teachers who render active community service are considered most successful; 33 replies (33%) indicated the opposite viewpoint. Only 6 replies (6%) stated that those teachers who confine their work to the classroom are considered most successful: 42 replies (42%) gave the opposite opinion. Twenty replies (20%) indicated the question immaterial.

The evidence presented seems to be strongly in favor of teachers who are active in community work. If we return to Table V we will find that 54 per cent of the schools included in this study gave activity in community work as one of the important factors considered when selecting teachers. The results of this study thus far indicate that (1) New Mexico teachers are interested in a wide range of activities; and (2) they have occupied themselves with numerous duties within the community thus making the interests of the people of the community their own interests.

CHAPTER V

REGULATIONS AND RESTRICTIONS GOVERNING NEW MEXICO TEACHERS

Teachers' contracts. Since the purpose of this study is primarily to discover those conditions which affect the teacher outside the classroom, this can hardly be done without devoting at least some time to the conditions and requirements which are specified in the teachers' contracts. Some contracts, however, are quite brief since the superintendent and the school board are responsible for many of the regulations governing the actions of the teaching force. An example is given in the Appendix, on page 72, of a contract of this type. Other contracts are not so brief but go into considerable details in outlining the duties of the teachers. An example of this type of contract is found on page 73.

Contracts of teachers in New Mexico schools are, as a rule, quite uniform and not overrun with petty restrictions. Many superintendents and teachers have made the statement that they consider the terms of their contracts most liberal.

Those regulations which are most commonly stated in New Mexico contracts are as follows: "The School Board reserves the right to suspend school at any time on account of lack of funds, holidays, epidemics, or any other cause which

the Board may deem sufficient;" "Removal on thirty days written notice if work or conduct is unsatisfactory to the Board;" "Must have a valid New Mexico certificate;" "Must have a health certificate;" "Must be a person of good moral character;" "Must keep all records and reports;" "Must make out term report before receiving last month's pay;" "Subject to all regulations of the Board, past and future;" "The Board agrees to keep the school building repaired, provide heat for the same, furnish all records, books, blanks, apparatus and equipment, and pay the teacher".

Other terms which are found in the contract are: "All business, social and recreational work and engagements must be so regulated as to be in keeping with the dignity of the profession;" "Must agree to affiliate with the New Mexico Educational Association and attend its annual meetings when requested;" "Must attend summer school when requested;" "The contract may be cancelled when the teacher is proved guilty of any crime or misdemeanor, immorality, incompetency, or insubordination;" "The contract may be terminated if the teacher engages in any business or profession outside of school duties during the term;" "Sick leave on pay provided (not to exceed nine days);" "Must be at least twenty years of age;" "Must prohibit swearing, obscenity, and the use of tobacco;" "Must subscribe to one professional magazine;" "Contract may be terminated if the attendance falls below the legal requirement for the maintenance of a school or of a particular room

or department of the school;" "Contract may be terminated on breach of any part of it;" "A teacher shall not have authority to make or enter into any valid contract with any other Board of Education in the State while this contract is in force;" "In case of accident, fire, or otherwise, and if no other suitable building can be secured for school purposes, this contract shall be void".

General restrictions placed on teachers. Restrictions placed on teachers of New Mexico consist mainly of two types: (1) those restrictions which are found in the teacher's contract; and (2) those which come directly from the superintendent or the school board and have their foundation on past customs or previous codes of conduct which have been laid down by the community. Teachers' contracts have been found to be extremely liberal in certain communities, as an examination of samples in the Appendix will show. In a system that has an able superintendent who has the confidence of his community and the support of his school board the administration of the school is left almost entirely to the executive. This is especially true of the large systems of the state, many of which have retained the superintendent for a long term of years. In some of these systems the superintendent's word is law.

In small systems the regulation of all school matters is placed largely in the hands of the school board, which

board is directly responsible to the people. The smaller the community the more likely there will be individuals or groups that will try to dictate to the School Board and the faculty just how the school ought to be run. Petty politics have been found to play an important part in such communities, as has been evidenced by superintendents and teachers who have had the courage to make such statements in their replies to the questions herein called for. In a very few instances partisan politics have played a part in the election or dismissal of faculty members.

Table VII indicates the attitude taken by many communities of New Mexico. In 74 communities teachers are permitted to dance; in 22 they may not do so. Some stated that teachers shall not attend public dances, others do not permit"intemperate dancing". Seventy-three schools permit their teachers to smoke; 17 do not permit smoking. Fourteen do not object to men smoking but draw the line on women who smoke. Two stated that no smoking is allowed in school by faculty or students. Other restrictions are as follows: "Teachers must not smoke in public;" "Ladies do not smoke;" "Must not reek with tobacco;" "Women not to smoke in public;" "Ladies requested not to smoke;" and "We do not restrict teachers".

Teachers from 88% of the schools may play cards (bridge especially mentioned), but they must not use intoxicants in 76% of them. In 11% of the schools teachers who use intoxicants may be employed with such restrictions as,

TABLE VII

RESTRICTIONS PLACED ON PERSONAL CONDUCT

May Teachers-	Yes	No	Total
Dance?	74	22	96
Smoke?	73	17	90
Play Cards?	88	5	93
Use Intoxicants?	11	76	87
Attend Movies?	98	0	98

"must not use to excess," "not allowed to get drunk, but may drink," "must act like ladies and gentlemen," "smoking or drinking not done, or with discretion," "moderate use of intoxicants permitted," "we want our teachers to be human and enjoy life; any excesses would be quietly handled".

There are no objections to teachers attending movies so long as it does not interfere with school work.

Restrictions on social activities. Social activities of teachers must be handled tactfully and with a great deal of discretion. The amount of time spent in attending social functions, and the type of functions attended have much weight in determining the place the teacher occupies in the community. Some teachers receive little consideration from a social standpoint and perhaps deserve very little; there are others, however, who wield an unlimited amount of influence. Communities also vary to a large degree. It is impossible to give satisfaction in such matters without knowing something about the people that are to be served. Intelligent teachers will study the local conditions and strive to adjust themselves to their environments instead of attempting to immediately change the environment to suit themselves. Some teachers move into a new location and set out to reform everything within a short time. Such action generally results in the teacher being asked to move the following year.

Table VIII indicates the attitude that is taken by the schools listed in this study toward the social activities of teachers. This table shows the position taken in regard to when and with whom teachers may attend social engagements. Fourteen replies indicate that teachers may "date" with pupils; 63 do not permit such action on the part of their teachers. Thirty-eight replies indicate that teachers may not keep company with persons of questionable character, 13 indicate that they may do so, while 49 did not answer this question. Fifty-five replied that they may keep company with others, while 24 schools have no restrictions on them.

Some schools have restrictions as to when teachers may have dates. In 19 schools teachers may go out on school nights, 32 prefer that they use week-ends, while 53 have no restrictions.

Such replies as the following were received: "Common sense has taken care of such things to date;" "not restricted, some abuse the liberty;" "We expect them to have arrived at that state of responsibility that they can govern their own conduct according to accepted standards; when it is found that they cannot do this, they are asked to resign;" "We encourage dating;" "strongly advised against;" "must use common sense;" "There are certain unwritten restrictions for teachers having 'dates' on school nights; under certain conditions it would be permitted, but not allowed to practice

TABLE VIII

RESTRICTIONS ON SOCIAL ACTIVITIES OF TEACHERS

	Yes	No	Total
"Dates" With Students?	14	63	77
With Persons of Questionable Character?	13	38	51
With Others?	55	0	55
No Restrictions?	24	0	24
"Dates" on School Nights?	19	11	30
On Week Ends?	32	2	34
No restrictions?	53	0	53

this;" "suggest that dates be confined to week ends;" "not to dance or attend any social activity during week nights;" "Teachers should become associated with work in the community for its betterment;" "The people of this community like to meet and know their teachers, and the teacher who is not shy, but will try to mix, has the advantage:" "teacher should be tactful and a good mixer".

Personal restrictions relating to dress, living conditions, etc. Table IX shows some personal restrictions with which teachers have to contend. The four thousand teachers of New Mexico constitute approximately one per cent of the total population, which is somewhat greater than in the United States as a whole. It is interesting to note some of the rights and privileges enjoyed by this group of supposedly educational leaders.

There is evidence of very few restrictions on the use of cosmetics, manner of dress, style of hair dress, and where they spend their money, so long as they do not produce criticism. Teachers are expected to be conservative and use common sense, however. They should be neatly dressed, but not overdressed. Eight per cent of the replies stated that their teachers were restricted as to where they spend their money. Others expressed the thought that there exists considerable sentiment in favor of such restrictions. In a majority of the places the teachers are expected to maintain

TABLE IX

PERSONAL RESTRICTIONS ON TEACHERS

	Yes	No	Total
Use of Cosmetics?	1	95	96
Manner of Dress?	11	85	96
Style of Hair Dress?	1	94	95
Where They Spend Their Money?	8	90	98
Live in the Community?	73	6	79
Remain Over Week End?	30	43	73
Where They Stay?	18	57	75

their residence within the community in which they teach. This is true in 73 per cent of the schools. In 30 per cent of the schools they are expected to remain in the community over the week end; in 43 per cent they are not required to do so but in several cases the reply indicated that they are expected to stay over during some of the week ends.

On account of difficulty in securing suitable living quarters many teachers have had to accept very undesirable locations. This has resulted in certain restrictions being passed in regard to where teachers may reside. While 18 per cent of the replies stated there were such restrictions, 57 per cent of the replies stated they have no such restrictions.

The large majority of communities which require their teachers to live within the community would seem to indicate that better service is obtained from those teachers who establish their homes and interests with the people whom they serve.

Influence of "petty" and party politics. Realizing the difficulty in obtaining an honest reply to the preceding questions found in Table X, the writer wishes to state that all data came as a result of this confidential inquiry. Realizing further that many superintendents as well as teachers are "good politicians", it is quite difficult to eliminate all political influence from the schools. Many school

officials have been courageous enough to admit that such conditions do exist in their communities, quite often to the detriment of their schools. There is no doubt that a majority of communities have their political groups who seek to exercise an undue influence on the school by exerting an influence on the superintendent, School Board, or on members of the faculty. The effort to take politics out of the schools, while worthy in its aim, has not yet met with a wide success.

Many superintendents like to feel that they can so mold the members of their School Boards that their own policies will be accepted and put into general practice by the Board. To acknowledge then that "petty" politics has crept into the system is to either condemn their own personal actions or to acknowledge their lack of influence with the Board.

With these words of explanation, Table X will be more readily understood. Replies from 12 schools stated that "petty" politics plays an important part in the selection of their teachers; 67 replies indicated the contrary. Twelve replied that "politics" is influential in the retention and promotion of their teachers; 68 gave the opposite viewpoint. Seven reports held that it is necessary in the communities where they teach to "play politics" in order to advance; 71 reports gave a contrary view on the subject.

Table X indicates that partisan politics has very

TABLE X

INFLUENCE OF "PETTY" AND PARTISAN POLITICS
IN THE EMPLOYMENT OF TEACHERS

"Petty" Politics	Yes	No	Total
In the Selection of Teachers?	12	67	79
Retention or Promotion of Teachers?	12	68	80
Must "Play Politics" to Advance?	7	71	78
Must Be Member of Certain Party?	2	69	71
Democratic Party?	2	0	2
Republican Party?	0	0	0
Progressive Party?	0	0	0
Socialist Party?	0	0	0
Communist Party?	0	3	3

little to do with our New Mexico schools. It is very seldom that any teacher is asked to what political party he belongs. Only two reports indicated that it made any difference. Two communities preferred democrats while three would not employ communists. No objection was offered to any other political party.

Some comments are as follows: "There is shifting from one party to another; it depends on how the last school board election went;" "This is a factional community; the 'outs' through out everyone when they become 'ins';" "If any politics is to be played the superintendent reserves the right to do that without the assistance of the teachers;" "It would be a help if one were a Democrat although over half of the teachers this year were active in the Republican party;" "Some teachers quite profitably make use of petty politics;" "Teachers who stay out of politics and who work into the churches and the social life of the community are most likely to succeed here".

Prejudices due to customs and to race. As stated in an earlier chapter of this study, local prejudices and customs of long standing in a community are difficult to overcome. Where there is a group of small town politicians who have been accusomted to having almost complete control of local affairs it is often unwise, if not impossible, for the school superintendent or teachers to override their decisions.

It is sometimes quite difficult to meet the requirements of a community where one is not acquainted with the people or their ways of living.

In Table XI some results of community prejudices are tabulated. There were 27 per cent of the replies that considered local prejudices a handicap to their teachers; 71 per cent did not so consider. On the other hand,67 per cent of the schools questioned answered that there is present in their communities more or less bias along racial lines. In certain communities Anglos are not desired for non-Anglo groups. Forty-six replies were unfavorable to Spanish-American teachers. Seventy-eight replies were unfavorable toward Negroes as teachers. Seventy-five schools do not employ Orientals. Eight considered it difficult to meet community requirements, while 88 did not.

Home Teachers (those who live in the community) are given preference in 42 schools, while only 8 schools oppose home teachers. In 40 schools, no preference is shown.

Results show that five times as many communities favor home products for their teachers as oppose them. There are, however, many schools that refuse to employ home teachers until they have taught one or more years away from home and gained successful experience in school work. Others are employed for social or political reasons because of having influential friends on the school board. Many failures in teaching result from such practices.

TABLE XI

LOCAL PREJUDICES DUE TO CUSTOMS AND RACE

		Yes	No	Total
Are Local Prejudices a Handicap?		27	71	98
Are There Local Race Prejudices?		67	26	93
Groups Not Desired as Teachers:	Anglos?	2	0	2
	Spanish-Americans?	46	0	46
	Negroes?	78	0	78
	Orientals?	75	0	75
Difficult to Meet Community Requirements?		8	88	96
Are Home Teachers Favored?		42	49	91
Are Home Teachers Opposed?		8	75	83
No Preference Shown?		40	0	40

Some statements which apply to Table X are as follows: "Home teachers become fixed in the system and are not as progressive as otherwise they might be;" "Home teachers are opposed until they have had experience;" "Preference is shown to those who live in town;" "Home teachers are favored for elementary school work but are opposed for the high school;" "We like to hire some at home, not all;" "Must learn to stay in the middle of the road and not meddle nor pay any attention to petty prejudices;" "Must learn to treat Anglos and Spanish-Americans with sbsolute impartiality;" "Must be free from race, religious, and political prejudices to succeed here".

Table XII sets forth some of the ways that teachers are informed of local requirements. It will be observed that there is considerable overlapping, more than one plan being generally employed. In 75 schools Teacher's Meetings are employed for this purpose; 17 schools have published rules; 54 have special conferences with school administrators; and 11 schools have no regular plan in use. Two schools use both Teachers Meetings and published rules. Twenty-nine schools combine Teacher's Meetings and Special Conferences with school administrators. There are 13 schools that employ all 3 methods for the purpose of informing teachers of local requirements.

According to Table XII, the plan most frequently used is that of the teachers' meetings. Next in use is special

TABLE XII

MANNER IN WHICH TEACHERS ARE INFORMED
OF LOCAL RESTRICTIONS AND REQUIREMENTS

	Yes	No	Total
(a) Teachers' Meetings?	75	5	80
(b) Published Rules?	17	41	58
(c) Special Conferences With Administrators?	54	14	68
(d) No Plan Employed?			11
(e) Number Employing (a) & (b)			2
(f) Number Employing (a) & (c)			29
(g) Number Employing (a), (b) & (c)			13

conferences with the administrators of the schools. Twenty-nine schools find it particularly important to use both of these methods, thus establishing a closer relationship between the superintendent and all the members of the school faculty.

Responsibility for requirements and restrictions placed on teachers. The writer has made an attempt in this study to ascertain as fully as possible just what the manifold duties of teachers employed in the public schools of New Mexico actually are, as found in everyday practice. Fully realizing that no two communities are alike, nor will any two school systems function entirely in like manner, it is only possible to find the general prevailing practices throughout the state as well as to point out some of the extreme tendencies that are in practice. This has been done in the preceding pages. The object of Table XIII is to determine who is responsible for these activities and these requirements.

Reeder[1] states that the functions of the boards of education are legislative and inspectorial, while that of the superintendent is executive. He states also that the board of education should not enact legislation nor make

---

[1] Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1935), p. 14.

policies without the recommendation of their chief-executive officer, the superintendent. Since few schools in New Mexico have written regulations defining the duties of the superintendent and the school board, there is much overlapping of their official duties.

According to Table XIII the superintendent alone is responsible in 43 per cent of the cases. In 34 per cent of the cases, the school board alone is responsible, and in 23 per cent the community alone is responsible. In 14 additional instances the superintendent and the school board are jointly responsible. In 14 cases the superintendent, school board, and the community are jointly responsible for the regulations placed on teachers. In only four communities are the school board and community together directly responsible. The Board appears to be the connecting link between the superintendent and the community as there are no examples given in which the superintendent and the community are cited as being jointly responsible for these regulations.

Special restrictions and requirements. A study of the data tabulated in the preceding pages indicates that teacher requirements in New Mexico as a whole are not difficult to adhere to. In a large majority of the questionnaires the statementshas been made that regulations of the superintendent, school board and community are very liberal. It is unusual to find them otherwise. Many superintendents have

TABLE XIII

RESPONSIBILITY FOR REQUIREMENTS AND RESTRICTIONS PLACED ON TEACHERS

	Yes	No	Total %
Superintendent	43	0	43
School Board	34	0	34
Community	23	0	23
Superintendent and Board Jointly	14	0	14
Superintendent and Community	0	0	0
School Board and Community	4	0	4
Superintendent, Board and Community	14	0	14

stated that their teachers are distinctly superior persons who are entirely capable of judging their associates and governing their own conduct according to accepted standards. If any teachers fail to do this they are asked to resign.

Teachers are considered as human beings, more capable of leadership and with a greater sense of responsibility than the usual citizen. However, being human, they have their shortcomings and sometimes commit errors which cost them their positions.

Teachers are expected to be ladies and gentlemen and to have common sense to start on. However, it is not a square deal for the teacher to select her for a place where she will be a misfit from the start. It is the duty of the superintendent to use his best judgment in filling all vacancies. Many times the teacher is counted a failure when she is really not to blame.

In answer to the question relative to special requirements some replies are here given verbatim: "Must be members of the N.M.E.A. and subscribe to one professional magazine" (Superintendent suggested it and had it made a part of the contract); "If a woman marries during the year, her contract is at once void;" "We will not employ a teacher at less salary than she received the previous year. We require degree teachers and expect to place only one beginner any one year;" "Teachers in the grade school are required to supervise playground activities; all teachers are

expected by the superintendent to participate in P.T.A.;" "Thirty days notice of resignation;" "Each teacher pledges herself to support the constitution of the United States;" "The one rule seems to be, 'Do nothing to excess';" "Teachers are told, or understand, that they will be expected to conduct themselves as men and women of the better class usually conduct themselves".

Some schools are extremely liberal: "The Board of Education has no rules for anything. They demand good work-cooperation-moral living;" "No board of education has any legal right to say what a teacher may or may not wear, where she shall room or board, whether or not she plays bridge, dances, goes to the movies, how she shall comb her hair, use cosmetics, belong or not to any church organization, fraternal organization, votes any ticket she chooses, spends her money earned by her own labor with the chain store or with some local skinflint, keeps company or not with any respectable person, rides in a Ford, Packard, horseback or walks on her own legs. I hope there are few persons with teachers' certificates who are so spineless as to submit to any such regulations. I do know that there are communities in this state which try to impose such restrictions and that there are persons brought up in such atmosphere who will submit to them, that is to such rules and regulations made by old hen and sissy male members of said boards." The last came from one of the largest schools of the state.

Summary. In summarizing this study, the replies from every section of the state have been studied and coordinated. Various viewpoints have been expressed as to what type of teachers will most likely succeed in the different communities throughout the state and what qualities and qualifications are in demand by the taxpayers whom these teachers serve. There is widespread agreement as to the general character and personality of those persons who have assumed the responsibility of becoming instructors and leaders of the youth of this state, although some would presume to state that a public school teacher should be entirely free in his personal actions so long as she is not actually engaged with school work. Some would, on the other hand, place shackles upon the teacher so that she becomes a slave to her work. Such teachers become sour and disagreeable and are quite generally disliked by parents and pupils.

The following paragraphs express some of the thoughts concerning the type of teacher who is most generally successful in her school work: "A teacher with a positive personality and friendly; one who is efficient and competent; one who is willing to live on a standard above the community average; one who leaves politics (partisan) strictly alone; one who is willing to cooperate, realizing that every individual is prejudiced in some way and that changes come slowly and that her opinion is not the law of the Medes and Persians;" "A good mixer who goes to church some, gets into a few social

activities and helps in community activities, and not too worldly minded;" "One with superior qualifications and personality who does not smoke in public and does not drink. Catholics and Jews would be employed and are employed also;" "Good, wholesome, well-balanced Americans under fifty who behave like human beings, and who do not expect to be placed under fanatical rules and restrictions;" "Do the work of their department, show an interest in the development of the children with whom they deal and fulfill the duties assigned them between the hours of eight a.m. and four p.m. with a certain amount of initiative and leadership in their own field;" "The well rounded personality, professionally trained, with no more requirements than should be expected of any good citizen, who does his professional duty in the classroom and as a moral community leader;" "A teacher who uses judgment and common sense in social activities, a teacher who participates in general activities, if he wants to do so, but with judgment;" "A teacher who can adapt himself to the community and is a good mixer is more likely to succeed--a teacher is sure to fail if he tries to place himself above the people in the community;" "Academically qualified, industrious, honest, good mixer, tactful; must conform conduct to community standards set by religious groups;" "One who works well at the job of teaching but who yet has time for a reasonable amount of community service; who does not neglect the social amenities; who dresses neatly and who does not

manifestly try to 'stand in' to 'make himself solid' will succeed best in this community;" "One who is capable in the classroom, interested in school and community activities, fair minded, above all free from race, religious, and political prejudices;" "We want a teacher well qualified in the subject matter, a hard worker, and one we can copy or learn something from socially. If a teacher comes here and works hard, keeps order, and tends to her own affairs with no attention paid to petty prejudices, she will succeed;" "A teacher who delivers the goods--one who can stay in the middle of the road and treat both Anglos and Spanish-Americans with absolute impartiality;" "Religious, or of high moral character, well qualified to take an active part in social and religious affairs;" "The teachers who have done best in this community have become a part of the community and have lived here winter and summer. This is not a requirement, but has worked out to be a fact. As to personal conduct, there are dances in the community, and the teachers take part if so inclined. Other personal privileges are left to the teacher;" "One who is open-minded and will not take part in small community quarrels;" "One not inclined to talk 'shop' around town;" "One who is socially adaptable, industrious, tactful, efficient, and honest;" "A person interested in church affairs, community activities, and one who refrains from such practices as smoking, drinking, dancing, and other practices of similar nature;" "One who is cultured, trained, and has tact for handling and instructing.

BIBLIOGRAPHY

Almack, John C., and Lang, Albert R., Problems of the Teaching Profession. Chicago: Houghton Mifflin Company, 1925. 340 pp.

Anderson, Earl William, "Contractual Obligations Imposed on Teachers," Elementary School Journal, 29:734-35, June, 1929.

Barr, A. S., and Rudisill, Mabel, "Inexperienced Teachers Who Fail--and Why," Nations Schools, 5:30-34, February, 1930.

Campbell, L. R., "Teacher Misplacement," School and Society, 32:588-90, November 1, 1930.

Cooke, Dennis H., "The Teacher as School Ambassador," The School Executive, 55:218-19, February, 1936.

_____, "Blue Law Blues," The Nations Schools, 16:31-33, October, 1935.

Elsbree, Willard S., Teacher Turnover in the Cities and Villages of New York. New York: Teachers College, Columbia University, 1928.

Hagen, Everett, "A Neglected Duty of Teachers," School and Society, 43:16-18, January, 1936.

Hamilton, W. J., Department of Superintendence Official Report. National Education Association, 1934.

Hendrix, N. B., and Chapman, E. V., "Teacher Participation in Community Affairs," School Executive Magazine, 51:309, March, 1932.

Holbeck, E. S., "Teacher Participation in Community Affairs," School Executive Magazine, December, 1931.

Lovejoy, Philip, "The Teacher's Part in the Public Relations Program," Education, 53:74-76, October, 1932.

Moehlman, Arthur B., Public School Relations. Chicago: Rand, McNally and Company, 1927. 262 pp.

Moehlman, Arthur B., "The Teacher: The School's Envoy to the Public," The Nations Schools 5:47-52, January, 1930.

Morrison, R. H., Teachers Journal and Abstract, Colorado State Teachers College, 1:545-51, January, 1926.

National Education Association, Research Bulletin, 10:19-20, January, 1932.

Peters, David Wilbur, The Status of the Married Woman Teacher. New York: Teachers College, Columbia University, 1934. 97 pp.

Reeder, Ward G., The Fundamentals of Public School Administration. New York: The Macmillan Company, 1935. 579 pp.

Robbins, C. L., "Teachers' Contracts: Some Social Considerations," American School Board Journal, 72:43-44, April, 1926.

Seyfried, J. E., Costs and Methods of Financing Public Education in New Mexico. Santa Fe: New Mexico State Educational Association, 1932. 87 pp.

Stevenson, Fred Gray, Contracts in the City School System. Chicago: University of Chicago, 1929.

The Richmond News Leader, "Marriage and Teaching," June 28, 1928, p. 14.

Walker, Mary, and Laslett, H. R., "Time Expenditure by High School Teachers," School and Society, 29:131-32, January 26, 1929.

APPENDICES

APPENDIX A

TEACHERS' CONTRACTS

Below are given examples of teachers' contracts in use in New Mexico. Different forms are in use throughout the state, every system having its own contract. The first example shown on this page is quite brief.

Albuquerque, N. M., _____19___

_____

_____

Dear M_____

This is to advise you that at a recent meeting of the Board of Education of this city you were appointed_____ in the city schools at a salary of_____Dollars for the period beginning_____and ending_____ the salary to be paid in equal installments on the last day of each calendar month, at the rate of $_____ per month.

It is further understood that this employment is by the year, and the Board may require services by you during such part of the year as it deems proper: also in case of resignation by you, while the schools are in session, you shall receive only such installments as are due up to the date on which your resignation takes effect, and that you shall continue to perform the services required of you under this contract until your resignation is accepted by the Board.

It is further understood that the Board may remove you at any time, upon thirty days written notice, should your work or conduct be unsatisfactory to said Board, and you shall be entitled only to such installments as are due you to the date on which such removal takes effect.

It is further understood that the rules and regulations as adopted, or may be adopted in the future by the Board will be binding upon you, and said rules and regulations are a part of this contract.

If you accept the position tendered you, kindly sign the acceptance attached hereto and return the same to me.

_____
Clerk, Board of Education,
City of Albuquerque, N. M.

Clerk, Board of Education,
Albuquerque, N. M.

Dear Sir:

I accept the position defined above at the salary named and subject to the above provisions.

Signed_____

My address during August is_____
School will commence_____

Not all contracts, however, are so briefly stated. An example is given below of a contract that goes into detailed account, specifying conditions which affect both parties to the contract:

TEACHER'S CONTRACT
Lovington Public Schools, Lovington, New Mexico

THIS AGREEMENT, made and entered into this_____ day of_____ 19____ between the Board of Education of Lovington, School District Number One of the County of Lea and the State of New Mexico, hereinafter called the Board, and_____ hereinafter called the teacher,

WITNESSETH, That said Board has hired the said teacher, for the term of nine school months, commencing on or about_____ of September _____, under the following terms, to wit:

1. Said Board agrees to keep the school buildings repaired; to provide heat for same; to furnish all records, books, blanks, apparatus and equipment; and to pay said teacher for services performed, the sum of_____ dollars per year payable in nine equal installments at the end of each calendar month beginning September 1 and ending June 31; following,

2. It is agreed that if the funds of said District, at any time during the year shall be found insufficient to pay the salary of said Teacher, then the Board reserves the right to close the said school and terminate this contract on due notice to said Teacher; whereupon all liability of said Board under this contract shall immediately cease.

3. It is further agreed that if the certificate of said Teacher shall be legally annulled this contract shall immediately terminate and all liability of said Board shall immediately cease.

4. It is further agreed that the last four payments of salary under this contract shall not be made until all reports and information required to be made and given by the said Teacher shall have been made and given to the Superintendent.

5. In the event the teacher herein named should marry after entering into this contract, the Board reserves the option to terminate this contract, without notice, and at any time.

6. Said Teacher guarantees to be in good health, and will furnish a health certificate from any physician that may be designated by the Superintendent.

7. Said Teacher affirms that he is the rightful holder of a teacher's certificate, valid in said District, and is a legally qualified teacher under the laws of New Mexico.

8. Said Teacher agrees: to instruct the pupils in the curricula designated by the Superintendent of the Schools of _____ during the term; to keep all records required by the Superintendent; to furnish him with such information as he may request; to protect and preserve all school property; to perform all acts required by the rules of the Board; to co-operate with the faculty, supervisors, Board and Superintendent; and in all school problems, to consult the Superintendent first, then, if not satisfied with the results, to go with the Superintendent to the Board.

9. Said Teacher agrees with said Board to be a person of good moral character. Said Teacher further agrees that all social engagements irrelative to school work will be regulated so as not to interfere with the quality of h__ service to the school, and further agrees that h__ social life will be such as will meet the commendation of the Superintendent and Board. Said Teacher further agrees that he will not "date" with school pupils nor indulge in any love affairs with any one of them whatsoever.

10. Said Teacher further agrees that he will become a member of the County and State Teachers' Associations, and will pay all dues to same not later than October 1, and will attend all State and County meetings without loss of salary, at the option of the Superintendent.

11. Said Teacher further agrees that he will attend and assist in all school functions, faculty meetings and training courses unless excused from same by the Superintendent.

12. Said Teacher further agrees that h__ services shall be satisfactory to the Superintendent and the Board. Both the Board and the Teacher agree that this contract shall be terminated at any time at the end of twenty days when written notice has been made from one to the other. It is further agreed that should either party decline to renew this contract that no questions will be asked, no opposition will be raised, nor fights promulgated by either party and that both parties shall use their influence for the peace and contentment of the school.

13. For the failure to conform to any of the above agreements the Board reserves the right to dismiss the teacher.

I accept the appointment under the terms stated in this contract. IN WITNESS HEREOF, I have hereunto set my hand.

_____Teacher

IN WITNESS WHEREOF, The Board have hereunto set their hands, both on the day and the year first above written.

President
_____of Board

Secretary
_____of Board

APPENDIX B

SUPPLEMENTARY TABLES

TABLE XIV

All Schools Used in the Study

Size	Frequency	Size	Frequency
200-209	1	40-49	7
80-89	1	30-39	5
70-79	0	20-29	10
69-69	2	10-19	41
50-59	1	0-9	32

Total number of schools included----------100
Total number of teachers included---------1946
Average number of teachers per school---19.46
Median size of school (per teacher)-----13.39

TABLE XV

North Central Schools

Size	Frequency	Size	Frequency
200-209	1	40-49	5
80-89	1	30-39	5
70-79	0	20-29	6
60-69	2	10-19	7
50-59	1	0-9	3

Total number of schools included----------31
Total number of teachers included---------1139
Average number of teachers per school---36.74
Median size of school (per teacher)-----28.16

TABLE XVI

List of Schools From Which Reports Were Received

Albuquerque	Taos	Hondo
Roswell	Hagerman	Anthony
Clovis	Vaughn	Grants U.H.S.
Santa Fe	Springer	Lake Arthur
Carlsbad	Jal	Nara Visa
Raton	Aztec	Dora
Portales	Melrose	Willard
Gallup	Roy	Rogers
Hobbs	Capitan	Porter
Las Vegas	Wagon Mound	Cloudcroft
Las Cruces Municipal	Magdalena	Bellview
Belen	Edith McCurdy	Hatch U.H.S.
Deming	Elida	Ranchvale
Clayton	Espanola	Grenville
Alamogordo	Cliff	Center
Tucumcari	Floyd	Fierro
Artesia	Farley	Folsom
Dawson	Tatum	Field
Lordsburg	Hatch Municipal	Moriarty
Las Cruces U.H.S.	Cimmaron	Mills
Santa Rita	Corona	McAlister
Las Vegas (town)	Pecos	Hillsboro
Lovington	Logan	Weed
Farmington	Des Moines	Hachita
Fort Sumner	House	Sedan
Tularosa	Maxwell	Pleasant Hill
Socorro	Virden	Hollene
Mountainair	San Jon	Encino
Estancia	Texico	Taiban
Dexter	Hope	Reserve U.H.S.
Hot Springs	Grady	Columbus
Carrizozo	Forrest	St. Vrain
Santa Rosa	Central	Blacktower
	La Joya	

Size according to number of teachers.

APPENDIX C

INQUIRY BLANK*

Community Activities and Requirements of Teachers in New Mexico

Name of School_____ No. of Teachers Employed___

(Unless otherwise indicated, answer each question with a check mark.)

I. (a) What percentage of your teachers are actively engaged in one or more of the organizations listed below, under nos. 1-4?_____%

(b) What percentage are engaged in each of these?

1. Business or luncheon clubs (as Lions, Rotary, Kiwanis, etc.)_____%
2. Fraternal organizations (as Masons, Knights of Columbus, Eastern Star, etc.)_____%
3. Patriotic organizations (as American Legion, Red Cross, Veterans of Foreign Wars, etc.) _____%
4. Other forms of community service (as Y.M.C.A., P.T.A., Community Programs, Drives, etc.) _____%

(c) Are they expected to participate in these activities? Yes____; No____. Which ones in particular? Nos.____.

II. Are your teachers expected to sponsor such junior organizations as Scout Groups, 4-H Clubs, De Molays, Hi-Y, Debate Clubs? Yes____; No____.

III. Are your teachers expected to attend Sunday School? Yes____; No____. Church Services? Yes____; No____.

IV. (a) Are your teachers expected to take an active part in the social activities of the community? Yes____; No____.

(b) Is there any certain time when your teachers may attend social functions? On School Nights?_____; Over the Week End?____; No Restrictions?____.

V. Does the community look to its teachers for various types of leadership, as:

---

* This questionnaire was filled out and returned by superintendents and teachers of 100 schools of New Mexico.

Civic? Yes____; No____. Moral? Yes____; No____.
Social? Yes____; No____. Political? Yes___; No___.
Educational? Yes____; No____. Religious? Yes___; No___.
(Rank in order of importance, using 1, 2, 3, 4, etc.)

VI. Do you consider your most successful teachers to be those who render active community service? Yes___; No___. Those whose work is confined strictly to the classroom? Yes____; No____. Immaterial? Yes____; No____.

VII. On an average, what percentage of your teachers who fail of re-employment, fail for these several causes?
Incompetency____% Misconduct____%
Insubordination____% Lack of tact____%
Lack of Cooperation____% Immorality____%
Getting Married____% _____%

VIII. Are your teachers permitted to:
Dance? Yes____; No____. Use intoxicants? Yes___;No___.
Play Cards? Yes____; No____. Attend Movies? Yes___;No___.
Smoke? Yes____; No____. _____
Remarks: _____

IX. Are your teachers permitted to keep company, or have "dates"?:
(a) With school students? Yes____; No____.
(b) With persons of questionable character? Yes___;No___.
(c) With others? Yes____; No____.
(d) No restrictions? Yes____; No____.

X. When are teachers permitted to have "dates"?
(a) On school nights? Yes____; No____.
(b) On week ends? Yes____; No____.
(c) Not at all? Yes____; No____.
(d) No restrictions? Yes____; No____.

XI. (a) Are teachers expected to live in the community? Yes____; No____.
(b) Are they expected to remain in the community over the week end? Yes____; No____.
(c) Are there any restrictions as to where they stay in the community? Yes____; No____.

XII. (a) Does "politics" play an important part in the selections of your teachers? Yes____; No____.
(b) In the retention or promotion of your teachers? Yes____; No____.
(c) Is it necessary for the teachers to play "politics" in order to get along in your school and community? Yes____; No____.

(d) Must teachers be members of any political party?
Republican____; Socialist____;
Democratic____; Communist____;
Progressive____.

XIII. Must teachers meet the following requirements:
(a) Be citizens of the United States? Yes____; No____.
(b) Be resident of New Mexico? Yes____; No____.
(c) Be native of New Mexico? Yes____; No____.
(d) Be eligible to vote in the county where employed? Yes____; No____.

XIV. 1. Are any married women teachers employed in your system? Yes____; No____. Will the board now employ married women teachers? Yes____; No____.
2. Are any widows employed? Yes____; No____. Will the board now employ widows? Yes____; No____.
3. If the board will now employ married teachers, must the teacher employed meet these requirements?
(a) Be living apart from husband? Yes____; No____.
(b) Husband unemployed? Yes____; No____.
(c) Husband dependent upon her for support? Yes____; No____.
(d) Husband's salary shall not exceed $____ a month.

XV. Do any of the following have a definite bearing on the selection of your teachers?
(a) Church membership? Yes____; No____.
(b) Lodge membership? Yes____; No____.
(c) Social connections? Yes____; No____.
(d) Financial standing? Yes____; No____.
(e) Activity in community work? Yes____; No____.

XVI. (a) Are local prejudices and customs of such nature or extent as to create a handicap to the teacher? Yes____; No____.
(b) Are there any prejudices or restrictions as to race in the employment of teachers? Yes____; No____. Check races or groups not desired as teachers, or against whom there is a bias:
1. Anglo_____ 4. Orientals_____
2. Spanish-Americans____ 5. _____
3. Negroes_____
(c) Will the average teacher find it difficult to meet the community requirements? Yes____; No____.

XVII. (a) Are home teachers (those whose home is in the community) favored? Yes____; No____.
(b) Are home teachers opposed? Yes____; No____.
(c) No preference shown?_____.

XVIII. Are there any restrictions on the teachers as to the following:
(a) Use of cosmetics? Yes____; No____.
(b) Manner of dress? Yes____; No____.
(c) Style of hair dress? Yes____; No____.
(d) Where they shall spend their money? Yes____; No___.

XIX. In what manner are teachers informed of the local requirements such as are touched upon in this blank:
(a) Teachers' meetings? Yes____; No____.
(b) Published rules? Yes____; No____.
(c) Special conferences with school administrators? Yes____; No____.
(d) No plan employed?____.

XX. Of the several requirements and restrictions placed on the teachers, indicate who is mainly responsible for these restrictions and requirements:
Superintendent___; School Board___; Community___.

XXI. Miscellaneous: List any unusual requirements or restrictions placed upon your teachers, not covered elsewhere in this blank, especially those which are a part of the teachers' contracts.

XXII. Give a brief statement as to what type of teacher would be most likely to succeed in your community, emphasizing in particular such matters as are referred to herein.

IMPORTANT!

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

BOOK CARD
CANCELLED

DIETER
BINDS
BETTER
DENVER, COLO.