AN ANALYSIS OF TEACHER EMPLOYMENT AS FOUND IN 135 KANSAS HIGH SCHOOLS

by

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INTRODUCTION

The teacher in the small high school is faced with many professional problems. First, he must secure the training necessary to qualify for the position and then apply himself effectively in order to retain it. A reasonable income is desired. The adequacy of it may depend upon pension plans or other means of retirement with pay. Other problems include the spirit of service of the teacher and his superiors, the altruism or lack of it, and the basic principles upon which promotions depend.

Because of the comparative ease of entering the teaching profession and of the uncertainty of tenure, it seemed desirable to make a study of the teacher situation in a group of Kansas high schools. Such factors as training, salary, experience, tenure, and demand were considered.

REVIEW OF LITERATURE

Tenure, salary, and working conditions are important to any wage earner. Supply and demand are certainly major factors affecting the status of high school teachers. Wars, depression, and migrations perhaps have affected the number entering training schools, and thus the number available to teach. Certification laws are a constant agency

affecting the supply of teachers.

The demand for teachers is being adversely affected by our declining birth rate. Frazier (6, p. 19) stated, in 1935, that the most significant cause of the decrease in number of teachers is the fact that the birth rate has been long declining and fewer teachers are needed. The lengthening of teaching life and longer teacher tenure will decrease the number of openings for inexperienced teachers.

That there was an oversupply of teachers in virtually every field of teaching was maintained by Anderson (1, p. 364) in 1932. Several causes contributed to this oversupply. School and college budgets were reduced. Many former teachers returned to the profession because of reverses in other occupations. The number of college graduates who had qualified for teaching rapidly increased. There had been no substantial reduction in the output of teacher-training institutions.

Teachers' organizations have encouraged better certification laws, minimum salary laws, and legislation in favor of long tenure. Baldwin (2, p. 43) held that it might be well to recognize that tenure is, or should be, a two-way proposition. It should guarantee to a community the services of a capable teacher, as well as guarantee to the capable teacher his position. Indefinite requirements for

the certification of teachers could be made more specific. Candidates could be more carefully selected and trained. Teacher preparing institutions could try to approximate more closely their output to the actual needs of the public schools. Board members could be elected on a non-partisan basis. The reservation of the right to nominate for appointment, transfer, promotion or dismissal of all employees of the school district could be granted to the superintendent. The teacher should anticipate the long-time view of his profession and his particular position. Enactment of the principle of the continuing contract would accomplish this.

Buckingham's study (4, p. 1) in 1926, revealed that the law of supply and demand governs teachers' salaries, tenure, and training. When an oversupply of teachers exists, according to Buckingham, salaries are lowered, and persons trained for teaching leave the field for more remunerative occupations. On the other hand, when certain types of teachers are in demand, salaries rise and teacher employment conditions in such positions become easier. Teachers trained by the state often leave to teach elsewhere or engage in other occupations. Several determinations have tended to show that the average length of teaching service is not more than five or six years.

In 87 schools in Nebraska, Scott and Reed (9, p. 31) found that there was a 56.6 per cent turnover of teachers between 1936-37 and 1937-38. Of the teachers who changed positions, 57.5 per cent did so for salary reasons. Approximately 30 per cent of those changing positions failed of reelection. Boards are able to reduce their total salary expenditures by the migration of teachers from the smaller to the larger schools. It is obvious from the study that the salary factor affecting teacher movement is of major importance.

Du Shane (5, p. 42) in 1936, spoke of efficiency and quality of freedom of its classroom teachers. Unfortunately, teachers enjoy very little freedom in many of the high schools of the United States. Each year thousands of reports are received by the N. E. A. tenure committee concerning the unjust discharge of thousands of competent, experienced teachers, principals and superintendents. Tenure laws are for the benefit of the teachers and the communities they serve.

METHOD

To secure data for the study, information from three sources was utilized. These sources were the Kansas State Educational Directories for 1928 to 1940 (8), administra-

tors' annual reports for the school years, 1934-35 to 1938-39, inclusive, and check sheets submitted to and returned by cooperating administrators.

The Kansas Educational Directory for 1938-39 listed 76 second class city high schools and 590 third class city, village and rural high schools. It was decided to study all of the 76 second class city high schools, but only ten per cent of the 590 other schools mentioned. The ten per cent were selected by taking every tenth school in the list of third class city and rural high schools. The administrators of these 59 schools were asked if their school would cooperate in the study. Alternates were selected for those who did not reply to this request for cooperation in the study. For example, if number ten in the directory did not reply, number 11 became the alternate.

Letters of request and later letters containing data sheets were sent to the alternates where such were necessary. The data sheets were mailed on December 4, 1939, to the administrators of the 135 schools. Of these administrators, 106 cooperated by filling out the data sheets and returning them for the study. These, together with the data from the State Superintendent's office, furnished the material for the present study which included information on demand, tenure, salaries, employment and failure of

employment, advanced training, ages, and experiences of certain teachers of specified subjects in the 135 schools.

An annual report blank, a tabulation blank for gathering information from the annual administrators' reports, and check sheets submitted to the high school administrators are included in the appendix.

FINDINGS

Data for the 12 year period, 1928-40, from the Directories of the State Department of Education on numbers of teachers in second class and third class city high schools and rural high schools are given in Table 1.

Table 1. Number of teachers in the two classes of schools for the 12 years, 1928-40.

Years	Number of second class city high school teachers	Number of third class city and rural high school teachers
1928-29	946	185
1929-30	904	306
1930-31	891	284
1931-32	1,085	335
1932-33	Not published	
1933-34	856	287
1934-35	952	291
1935-36	1,137	318
1936-37	1,106	337
1937-38	1,263	320
1938-39*	1,256	351
1939-40**	1,105	332

*Russell was listed as a second class city in 1939-40. Previous to this date, it had been listed as a third class city. Russell High School reported 20 teachers for 1939-40. This will account for the teacher decrease in third class city and rural high schools for 1939-40.

**The transfer of senior high school teachers to the junior high school departments would decrease the number of senior high school teachers reported. There were 43 second class city junior high schools reported in 1938-39, and 47 reported in 1939-40.

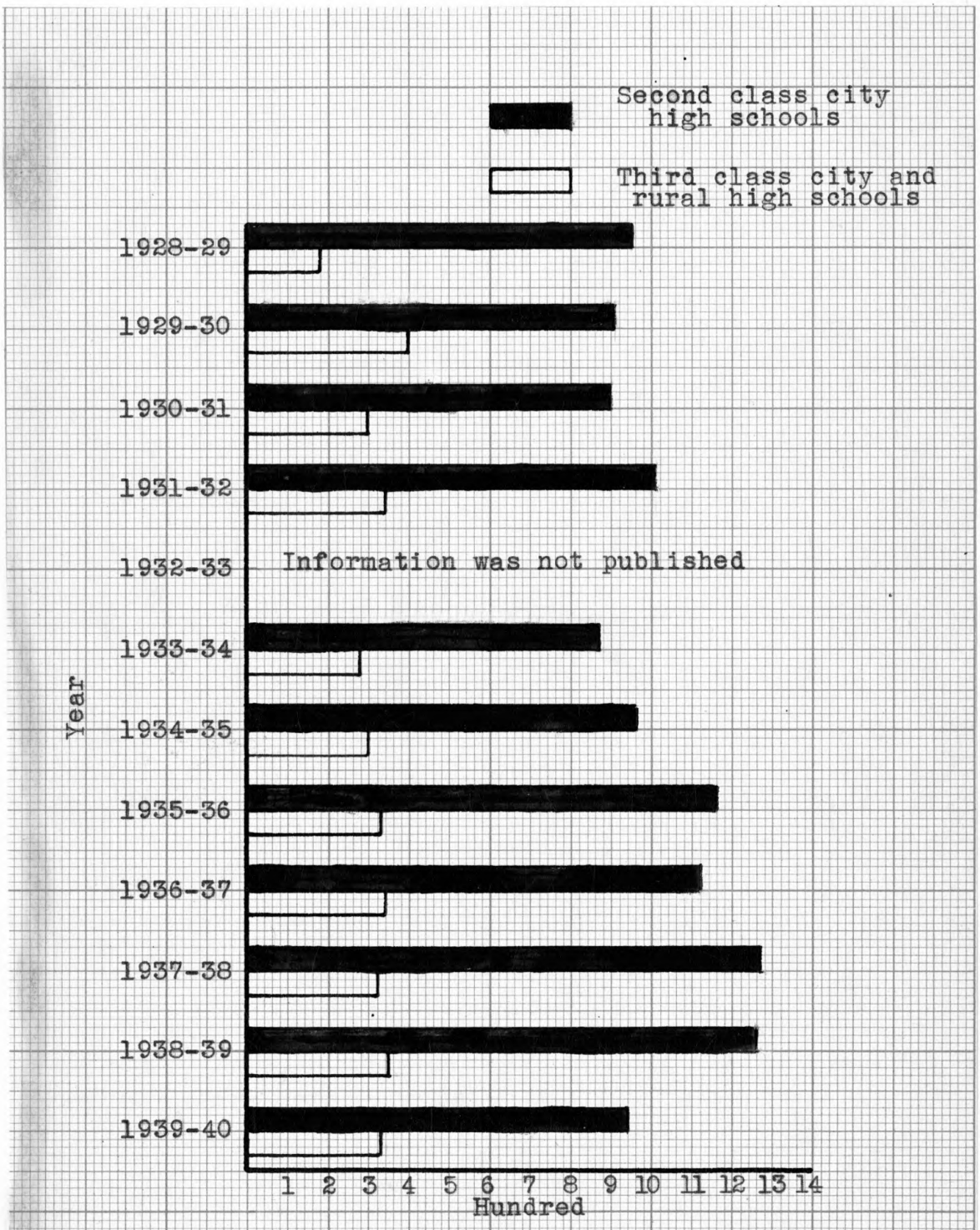

Fig. 1. Number of high school teachers for each school year 1928-40 in the 135 high schools studied.

Rather wide fluctuations occurred in the numbers of teachers in the second class city high schools. In 1931-32, there were 1,085 in this group. Two years later, there was a drop of 229. By 1935-36, the number of teachers had increased to 1,137, thus showing further fluctuation in the second class city group.

On the other hand, the number of teachers in the third class city and rural high schools was more constant. After an increase of 121 teachers in 1929-30, no well defined trend is evident. A rather sharp decrease in the number of teachers employed is indicated in 1937-38, and again in 1939-40. Variation in the number of teachers employed was more pronounced in the second class city high schools than in the third class city and rural high schools. The number of teachers for the year 1931-32 was only 20 less than for the year 1939-40 in the second class city high schools; whereas, in the third class city and rural high schools, the number of teachers for the year 1931-32 was three more than for 1939-40.

Tables 2 to 6, inclusive, and the accompanying discussion cover the five year period from September, 1934, to May, 1939. The data in Table 2 show that of the 2,989 teachers, 44 per cent were men. This is a somewhat higher percentage than that of Griffith (7, p. 105), who reported

that 39 per cent of teachers in the smaller accredited high schools of Kansas were men. Rambo's 1926 study referred to by Griffith, revealed that in 1926, less than 29 per cent of the high school teachers were men.

Table 2. The number, tenure, and experience of men and women teachers employed in the 135 high schools studied.

	Second class city high schools	Third class city and rural high schools	135 schools studied
Men	1,029	280	1,309
Women	1,240	440	1,680
Total no. of teachers	2,269	720	2,989
Total experience in yrs.	22,120	3,620	25,740
Total tenure in yrs.	12,889	2,010	14,899
Average experience in yrs.	9.75	5.02	8.60
Average tenure in yrs.	5.68	2.79	5.16

The average experience indicated in the two classifications of high school teachers would denote a decided superiority of the second class city high school teachers, if experience is a factor in determining qualifications of any certain individual for classroom work. The average tenure found in the second class city high schools, though seemingly low, is more than twice that found in the third class city and rural high schools.

The number of schools reporting for each of five years September, 1934, to May, 1939, varied (Table 3). This irregularity in reporting will in part account for the fluctuation in the number of high school teachers indicated in the study.

Table 3. Salaries for high school teachers in second class cities for the five-year period beginning in September, 1934, and ending in May, 1939.

Date	Number of teachers	Number of schools reporting	Aggregate salaries	Average salary
1934-35	911	71	$1,089,914.	$1,196.00
1935-36	1,150	76	1,437,363.	1,249.01
1936-37	1,058	70	1,357,596.	1,283.16
1937-38	1,160	72	1,540,275.	1,327.70
1938-39	1,146	73	1,568,275.	1,368.47

Table 3 shows that there was almost a continual increase in aggregate salaries and average salaries. Average salaries increased during this five year period from $1,196 in the school year, 1934-35, to $1,368.47 for the school year, 1938-39. This average salary paid for the school year 1938-1939, in the second class city high schools, was $282.12 above the highest average salaries paid by the third class city and rural high schools (Table 4). This marked difference shows that inequalities occurred between salaries of high schools in second class cities and those

of third class city and rural high schools. In 1937-38, the third class city and rural high schools paid the highest average salaries of the five-year period (Table 4).

Table 4. Third class city and rural high school teachers' salaries for the five years, 1934-39.

Date	Number of teachers	Number of schools reporting	Aggregate salaries	Average salary
1934-35	254	57	$236,566	$ 927.42
1935-36	243	55	231,814	953.96
1936-37	230	51	225,655	981.11
1937-38	272	58	295,761	1,087.35
1938-39	270	55	290,045	1,037.20

Aggregate salaries shown in Table 4 do not indicate any well defined trend. If this group of 59 schools studied had reported consistently for the five-year period, the data would not have been so erratic. Average salaries increased each year for four years and then for the year, 1938-39, decreased nearly as much as was gained from the year, 1934-35, through the year, 1936-37.

Comparison of Tables 4 and 3 shows the inequalities of salaries in high schools of the two classifications. Average salaries for the school year, 1938-39, in second class city high schools exceeded by $331.27 the average salaries paid by the third class and rural high schools for the same year.

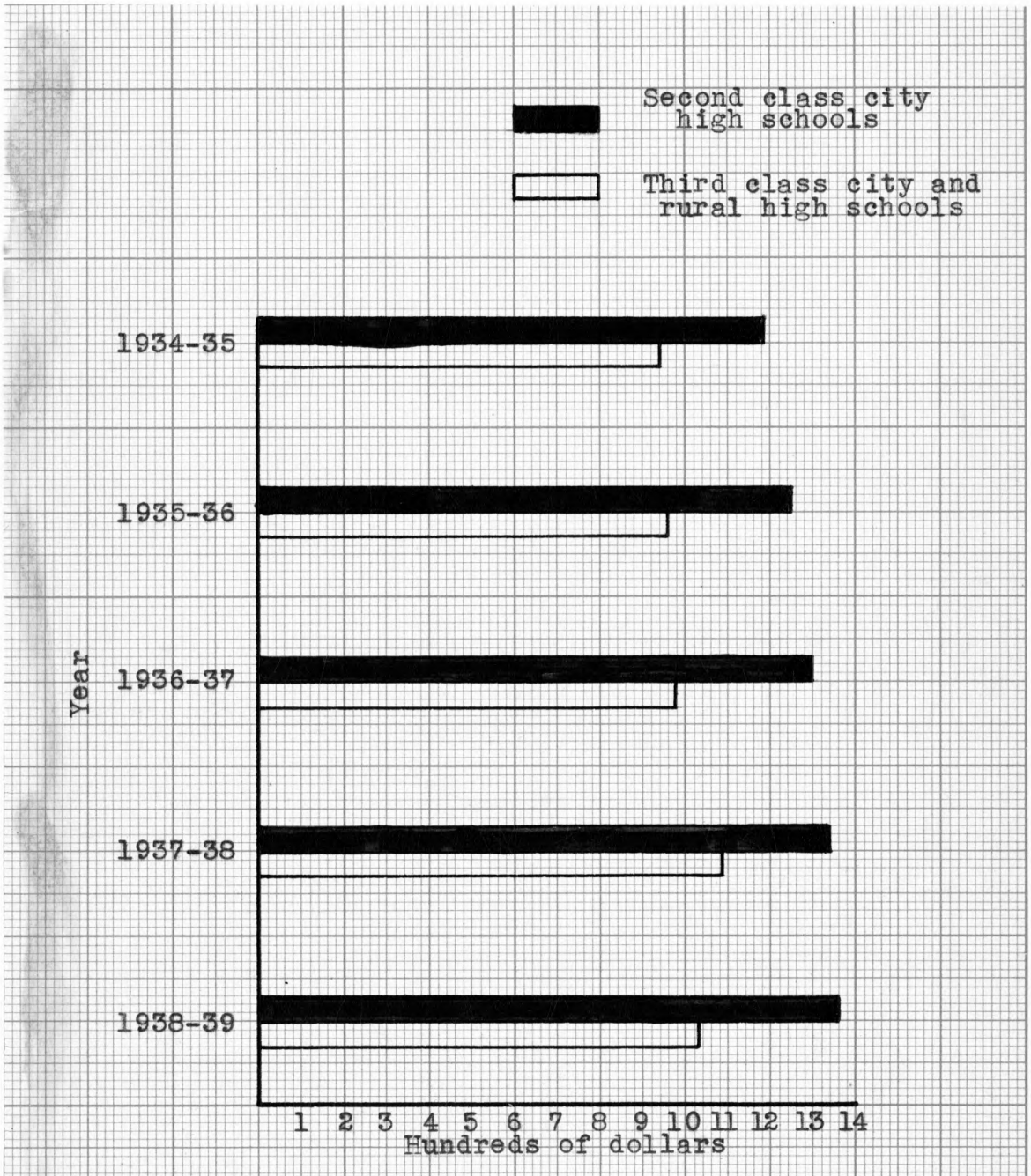

Fig. 2. High school teachers' salaries for the school years 1934-39.

Barnard's (3, p. 4) study revealed a similar situation; he suggested that payment on the basis of training, experience, and general efficiency, regardless of the department in which teachers taught, would tend to equalize the status of teachers.

Table 5. Teachers not reemployed in the second class city high schools from September, 1934, to September, 1938.

Date	Number of schools reporting	Number of teachers reported	Number of teachers not reemployed	Percentage of teachers not reemployed
1934-35	71	911	206	22.6
1935-36	76	1,150	284	24.7
1936-37	70	1,058	260	24.5
1937-38	72	1,160	270	23.2
1938-39	73	1,146		
Total			1,020	

If teachers are not reemployed in any certain school, their name does not appear in the administrator's annual report for the following year. Four reemployment periods are shown in Table 5. Those teachers not reemployed may not have been replaced, and in that case, a retrenchment process may have been in progress. The figures do reveal that over 20 per cent of the teachers were not reemployed. If the true turnover could have been determined, the results may have been altered. Of the 2,269 second class city high school teachers, (Table 2), 1,020 (Table 5) were

not reemployed from September, 1934, to September, 1938, inclusive. No significant trend is indicated in the percentage of teachers not reemployed (Table 5).

Table 6. Teachers not reemployed in the third class city and rural high schools, during the period from September, 1934, to September, 1938, inclusive.

Date	Number of schools reporting	Number of teachers reported	Number of teachers not reemployed	Percentage of teachers not reemployed
1934-35	57	254	98	38.5
1935-36	55	243	107	44.0
1936-37	51	230	109	47.3
1937-38	58	272	103	37.8
1938-39	55	270		
Total			417	

Teachers in the third class city and rural high schools would be very much concerned with the possibility of reemployment. The percentages of teachers not reemployed, shown in Table 6, ranged between 37.8 per cent and 47.3 per cent. Nearly two-fifths of these teachers were not reemployed in the spring of 1934-35, and almost one-half were not reemployed in 1936-37. Of the 720 third class city and rural high school teachers (Table 2), from September, 1934, to September, 1938, inclusive, 417 were either replaced or the service they rendered was discontinued (Table 6). The percentage of teachers not reemployed was smallest in 1937-38.

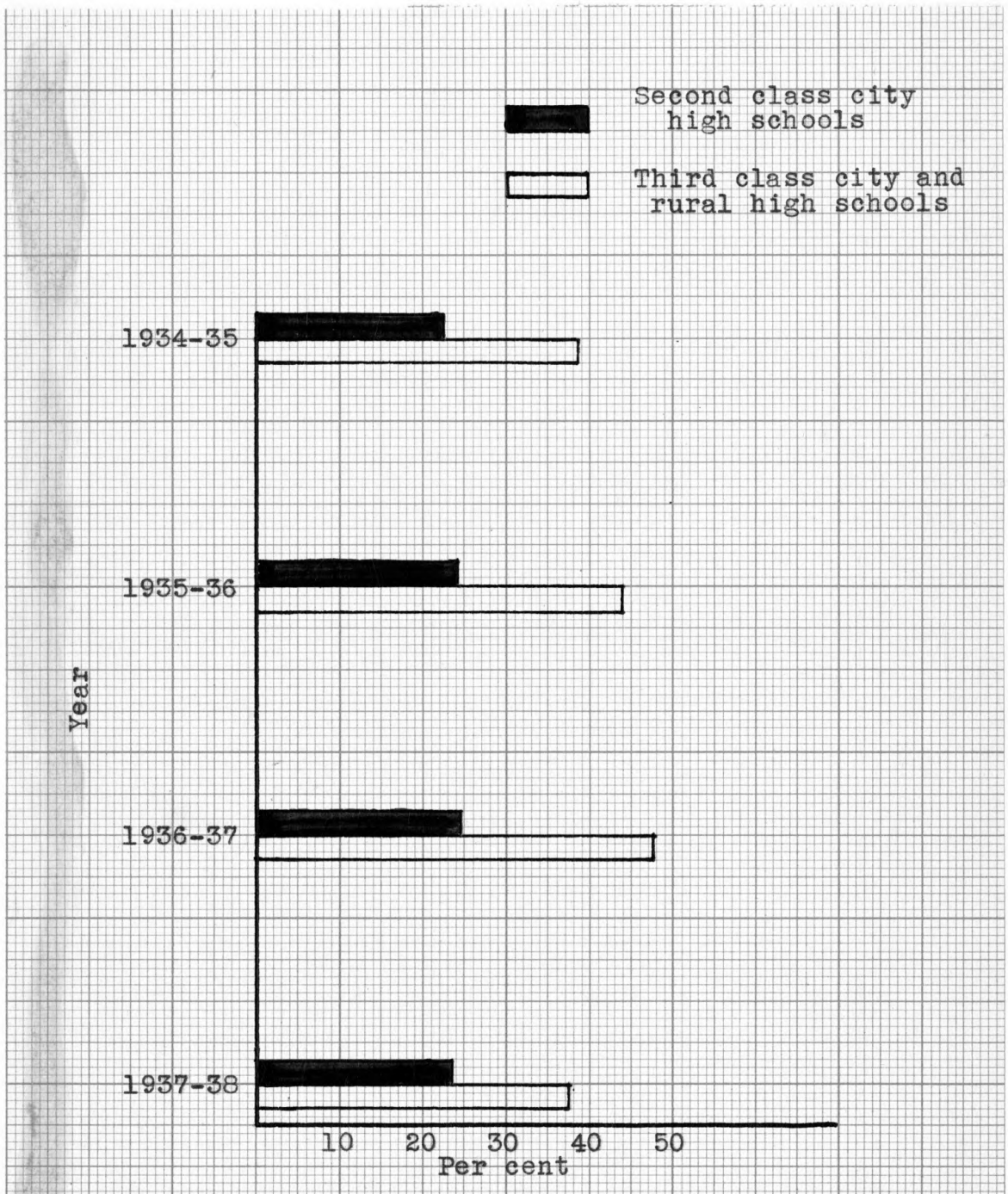

Fig. 3. The percentage of high school teachers not reemployed from September, 1934, to September, 1939.

Table 7. Ages of high school teachers of certain specified subjects for the school year, 1939-40.

Subject	Number of teachers reported	Total ages of teachers	Mean group age
Second class city high schools			
Voc. Agr.	23	803	34.9
Voc. Home Ec.	15	432	28.8
Ind. Arts	35	1,214	34.6
Home Ec.	27	899	33.2
English	81	2,785	34.3
Mathematics	48	1,707	35.5
Soc. Science	58	1,996	34.4
Commerce	54	1,875	34.7
Music	53	1,669	31.5
Totals	394	13,380	
Average age for groups combined			33.95
Third class city and rural high schools			
Voc. Agr.	7	241	34.4
Voc. Home Ec.	5	138	27.6
Ind. Arts	27	852	31.5
Home Ec.	30	843	28.1
English	41	1,164	28.3
Mathematics	37	1,222	33.0
Soc. Science	40	1,295	32.3
Commerce	34	910	26.1
Music	36	986	27.4
Totals	257	7,651	
Average age for groups combined			29.77

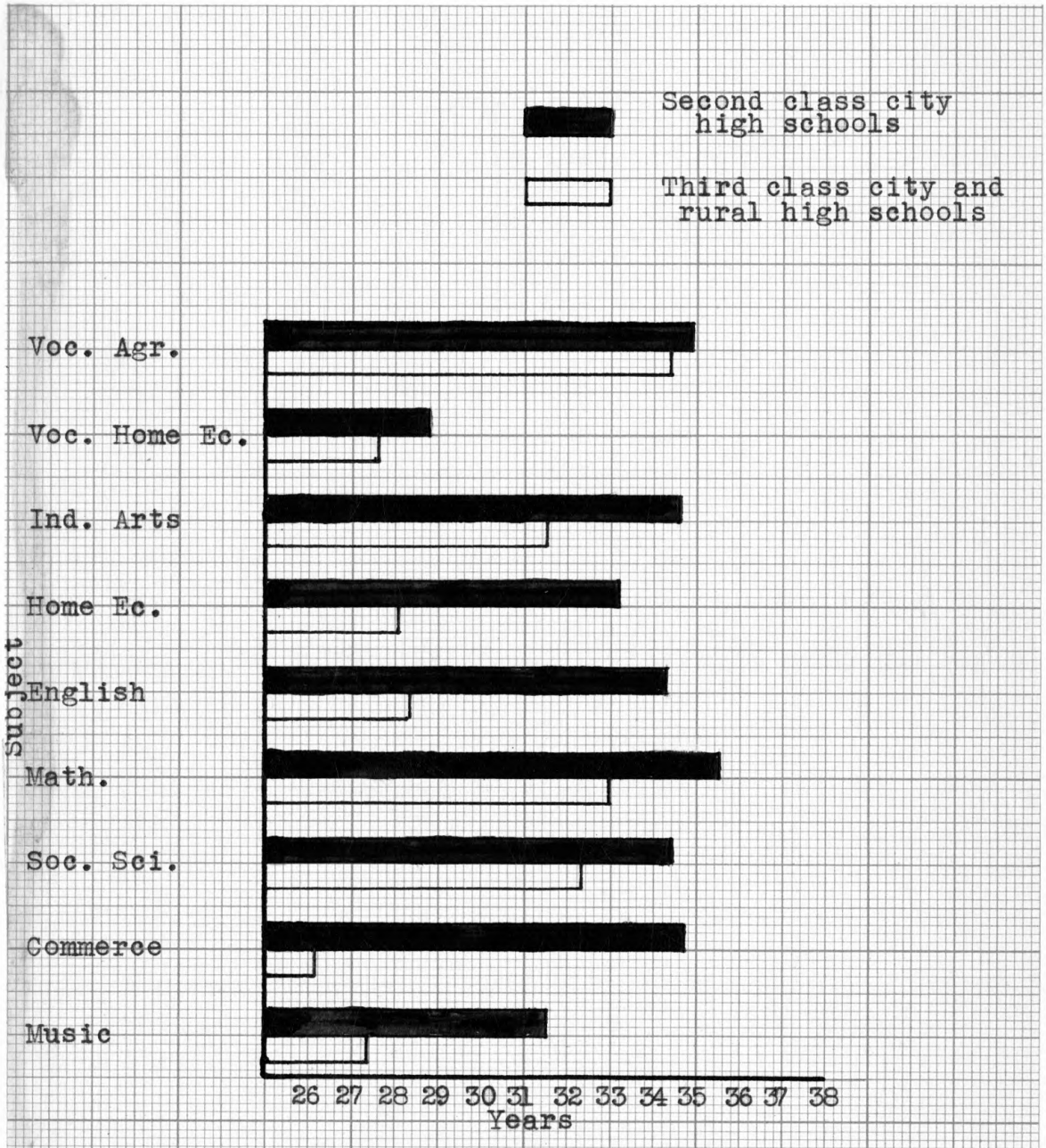

Fig. 4. Average ages of high school teachers of certain specified subjects for the school year 1939-40.

In a comparison of ages of teachers in the two classifications of high schools, the average age of those in the second class cities was found to be 4.18 years greater than those of the third class city and rural high schools (Table 7). A comparison is also shown in the nine different departments included in the study. The greatest average age discrepancy was in the case of commerce teachers. The average age of these teachers in the second class city high schools was 8.6 years more than the average of those in the third class city and rural high schools.

Experience seems to be a factor in determining the school in which one may teach. Second class city high school teachers had an average experience of 11.44 years; whereas the average experience of third class city and rural high school teachers was 6.4 years (Table 8). Second class city high school mathematics teachers, with an average experience of 13.1 years, were more experienced than any other group. Vocational home economics teachers were least experienced of any group in both classifications of schools. Social science teachers, with an average experience of 9.2 years, were the most experienced group in third class city and rural high schools (Table 8).

Table 8. Experience of high school teachers of certain specified subjects for the school year 1939-40.

Subject	Number of teachers reported	Total experience	Mean group experience in years
Second class city high schools			
Voc. Agr.	28	303	10.8
Voc. Home Ec.	23	145	6.3
Ind. Arts	53	667	12.5
Home Ec.	38	421	11.0
English	104	1,312	12.6
Mathematics	69	905	13.1
Soc. Science	82	1,012	12.3
Commerce	75	880	11.7
Music	74	606	8.1
Totals	546	6,251	
Average experience for groups combined			11.44
Third class city and rural high schools			
Voc. Agr.	10	56	5.6
Voc. Home Ec.	7	24	3.4
Ind. Arts	29	219	7.5
Home Ec.	35	167	4.7
English	52	280	5.3
Mathematics	46	411	8.9
Soc. Science	49	451	9.2
Commerce	44	211	4.8
Music	41	185	4.5
Totals	313	2,004	
Average experience for groups combined			6.40

Greatest differences in average experience were shown by English teachers, in which those of the second class cities had 12.6 years of experience, and those of the third class city and rural high schools had 5.3 years of experience.

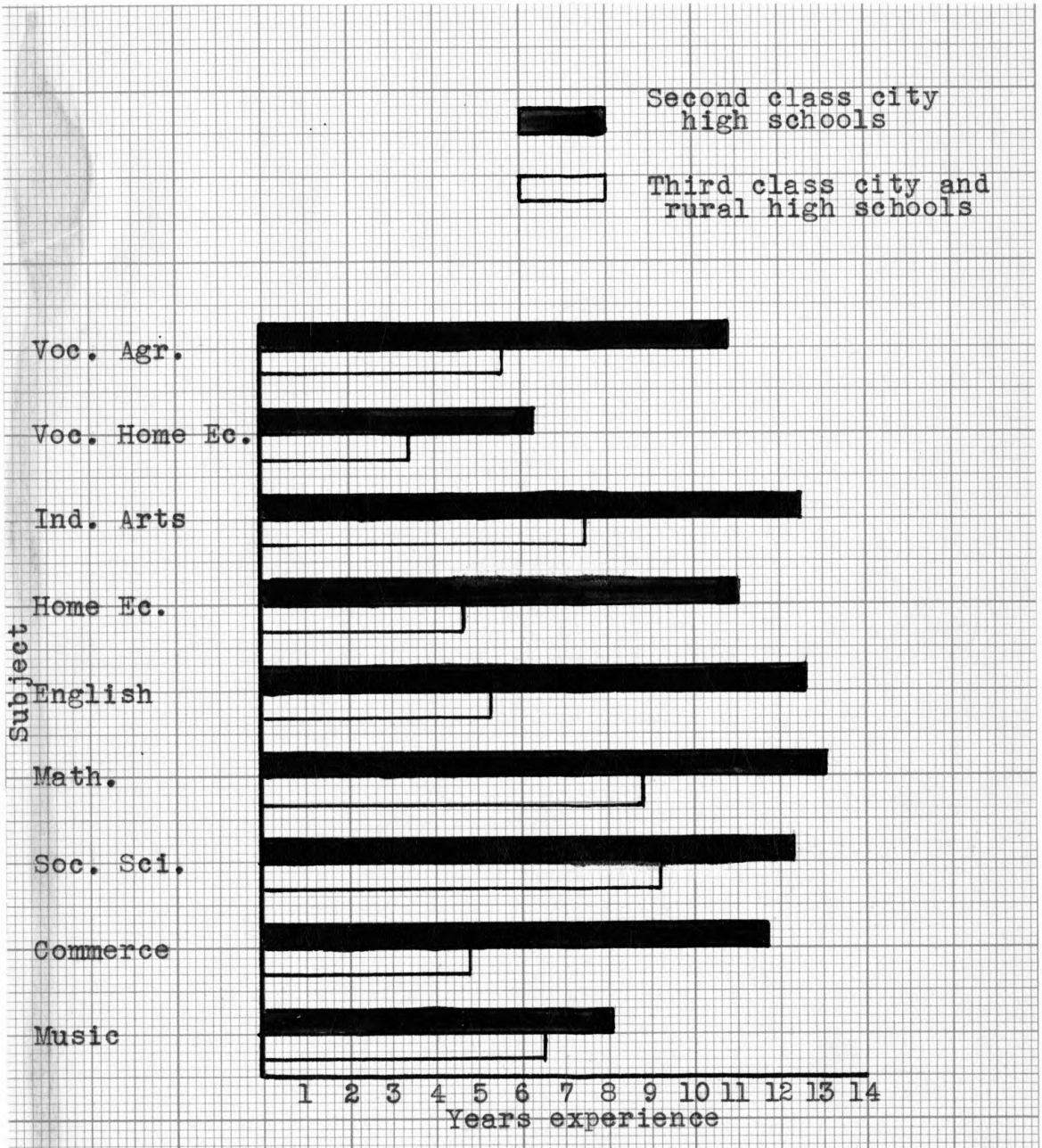

Fig. 5. Average experience of high school teachers of certain specified subjects.

Table 9. Tenure of high school teachers of certain specified subjects for the school year 1939-40.

Subject	Number of teachers reported	Total tenure in years	Mean group tenure in years
Second class city high schools			
Voc. Agr.	28	123	4.3
Voc. Home Ec.	24	48	2.0
Ind. Arts	54	440	8.1
Home Ec.	38	219	5.7
English	105	810	7.7
Mathematics	68	556	8.1
Social Science	81	641	7.9
Commerce	73	473	6.4
Music	76	332	4.3
Totals	547	3,642	
Average tenure for group combined			6.65
Third class city and rural high schools			
Voc. Agr.	10	27	2.7
Voc. Home Ec.	6	13	2.1
Ind. Arts	30	113	3.7
Home Ec.	35	69	1.9
English	52	143	2.7
Mathematics	47	215	4.5
Soc. Science	46	210	4.5
Commerce	44	114	2.6
Music	42	106	2.5
Totals	312	1,010	
Average tenure for groups combined			3.23

+Tenure is probably low for vocational home economics and vocational agriculture in the second class city high schools because many of these departments are of comparatively recent origin.

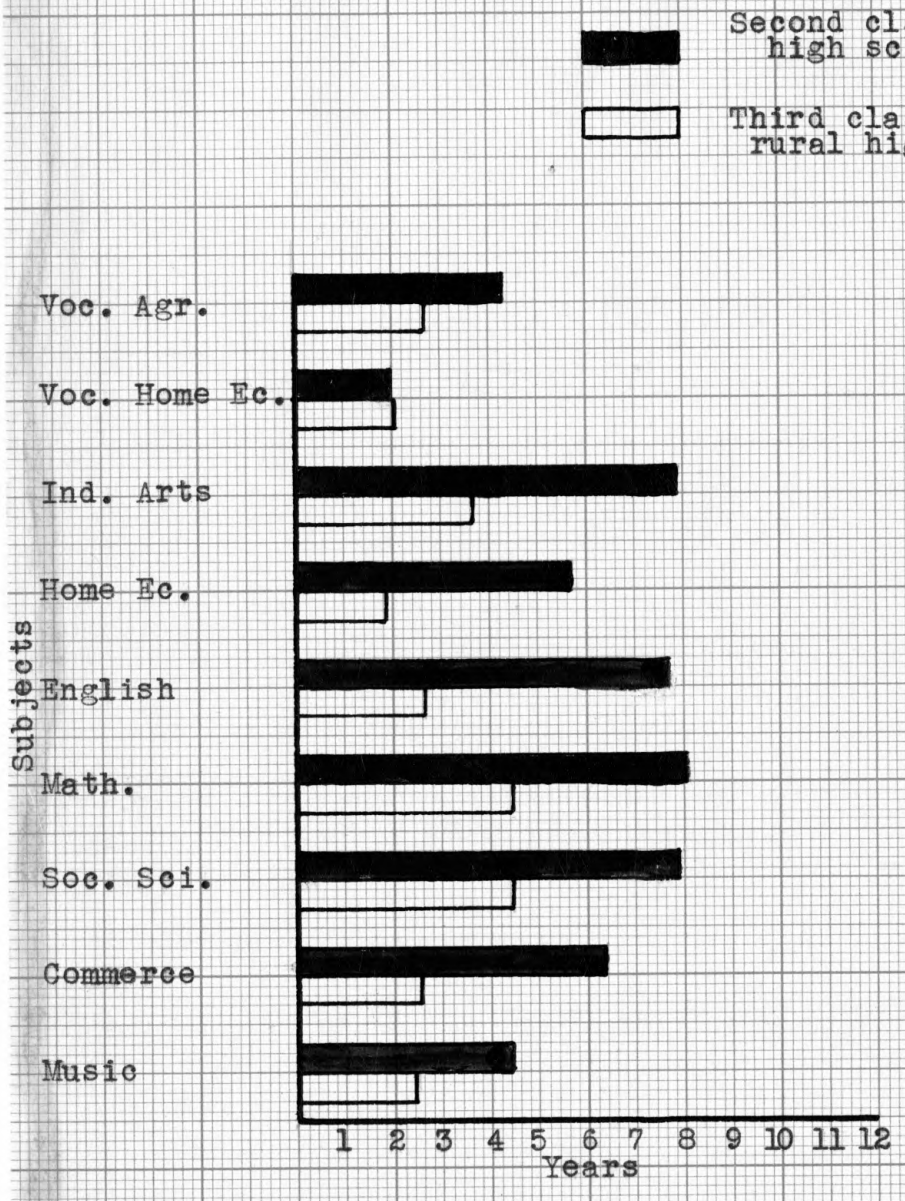

Fig. 6. Average tenure of high school teachers of certain specified subjects for the school year 1939-40.

The department in which one teaches seems to be a factor in determining his tenure. The average tenure in the second class city high schools and third class city and rural high schools shown in Table 9, ranges between 2.0 and 8.1 years. The average tenure in the second class city high schools of 6.65 years is more than twice the average tenure of 3.23 years in the third class city and rural high schools. The mathematics teachers in both classifications of schools had the longest tenure. Vocational home economics teachers in the third class city and rural high schools experienced a slightly longer tenure than those in the second class city high schools. The home economics teachers in third class city and rural high schools had the shortest average tenure of any department in the two classifications of schools. The average tenure of second class city high school home economics teachers was three times that of the home economics teachers in the third class city and rural high schools.

The amount of graduate training or credit possessed by second class city high school teachers was 21.98 semester hours, whereas that of the third class city and rural high school teachers was 16.5 semester hours (Table 10). Those teachers with Master's degrees were credited with 30 hours of graduate credit in order to complete the tabulations.

Table 10. Graduate preparation of high school teachers of certain specified subjects for the year 1939-40.

Subject	Number of teachers reported	Total number of graduate hours	Mean group number of graduate hours
Second class city high schools			
Voc. Agr.	15	234	15.6
Voc. Home Ec.	11	230	20.9
Ind. Arts	30	539	17.9
Home Ec.	19	379	19.9
English	75	1,894	25.2
Mathematics	43	1,029	23.9
Soc. Science	52	1,269	24.4
Commerce	45	856	19.0
Music	34	685	20.1
Totals	324	7,115	
Average no. of graduate hours for groups combined			21.98
Third class city and rural high schools			
Voc. Agr.	6	75	12.5
Voc. Home Ec.	3	32	10.6
Ind. Arts	13	214	16.4
Home Ec.	11	94	8.5
English	19	318	16.7
Mathematics	22	461	20.9
Soc. Science	27	604	22.3
Commerce	12	101	8.4
Music	8	108	13.7
Totals	121	2,007	
Average no. of graduate hours for groups combined			16.58

English teachers led all others in both school classifications in the average amount of graduate credit. The social science teachers in third class city and rural high schools were better prepared with graduate credit than those of any other department in that school classification. Home economics and commerce teachers in the third class

city and rural high schools had the smallest average graduate preparation with 8.5 and 8.4 semester hours, respectively.

Information from the same sources, and of such a nature that it does not lend itself well to tabulation, showed that in the second class city high schools 30 teachers had Master's degrees, and 92 other teachers had 30 or more hours of graduate preparation. In the third class city and rural high schools, four teachers with Master's degrees were reported, and 27 other teachers had 30 or more semester hours of graduate preparation.

The 324 second class city high school teachers with graduate credit represent 43 per cent of the 753 teachers employed in these schools for the year 1939-40 (Tables 10 and 11).

One hundred twenty-one third class city and rural high school teachers with graduate credit (Table 10) represent 42.3 per cent of the 286 teachers employed in these schools for the year 1939-40 (Table 11). Concerning additional training, Table 11 is indicative of the number of teachers taking advanced studies in the summers of 1938 and 1939. The percentage of second class city high school teachers attending summer schools was much larger for both years than the percentage of teachers attending from the third

class city and rural high schools. Both the number and percentage of teachers attending summer schools increased in 1939 over that indicated for 1938.

Table 11. High school teachers doing advanced work in the summers of 1938 and 1939.

Year	Number of schools reporting	Number doing advanced work	Number of teachers employed	Per cent of teachers employed
	Second class city high schools			
1938	49	289	775	37.27
1939	49	318	753	42.23
	Third class city and rural high schools			
1938	35	80	286	27.97
1939	41	100	286	34.96

If teachers were not reemployed they either resigned or a contract was not offered. A presentation of these classes of unemployment is made in Table 12. The spring of 1938 seems to have been a much better year to secure salary increases than the spring of 1939. Slightly less than one-fifth of these teachers not reemployed did not have their contracts renewed.

Table 12. Second class city high school teachers not reemployed for the school years 1938-39 and 1939-40.

Spring of	Resigned	Contract not offered	Salary increase	Total number not reemployed	Average tenure in years
1938	69	16	35	85	3.85
1939	57	15	21	72	4.45

As shown in Table 12, a larger percentage of teachers not reemployed were able to secure salary increases in 1938 than in 1939. A reverse in economic trends may have been responsible for this situation. More than 80 per cent of the teachers not reemployed for the two years resigned. The tenure shown for teachers not reemployed (Table 12) is somewhat less than the average tenure for all second class city high school teachers (Table 2).

Table 13. Third class city and rural high school teachers not reemployed for the school years 1938-39 and 1939-40.

Spring of	Resigned	Contract not offered	Salary increase	Total number not reemployed	Average tenure in years
1938	35	39	29	74	3.07
1939	23	25	9	48	2.84

With reference to those teachers not reemployed in the third class city and rural high schools, it was found that 35 teachers resigned and 39 were not offered contracts in

1938 (Table 13). Of this total of 74, 29 received a salary increase by changing their positions. In 1939, 23 teachers resigned and 25 were not offered contracts. Nine of the 48 teachers not reemployed secured a salary increase by a change in position. The average tenure for 1938 and 1939, shown in Table 13 for teachers not reemployed, was slightly greater than the average tenure shown for all of the third class city and rural high schools studied (Table 2).

During the two-year period, 122 teachers were not reemployed in the third class city and rural high schools (Table 13). During the same two-year period, the second class city high schools did not reemploy 157 teachers (Table 12). A comparison of the data in the two tables shows that the number not reemployed in the third class city and rural high schools was 75 per cent of those not reemployed in the second class city high schools; yet the second class city high schools employed more than three times as many teachers as the third class city and rural high schools (Table 1). Of the total number of teachers not reemployed in the two school classifications, 184 or 65.9 per cent had the privilege of resigning, and 95 or 34.08 per cent did not have their contracts renewed (Tables 13 and 14).

Table 14. Activities of teachers not reemployed in 1938-39.

Activity	Second class city high schools		Third class city and rural high schools		Totals
	1938	1939	1938	1939	
Teaching	45	24	17	8	94
Marriage	10	16	16	11	53
Farming	1		2	1	4
Advanced study	2	6		2	10
Social work	1		1		2
Home dem. agent	2			1	3
Business	1			1	2
Unemployed				1	1
CCC teacher				1	1
Missionary				1	1
Illness	1	2			3
Gov't work	3				3
Church work			1		1
Retired	1				1
County sup't		2			
Not given	17	22	38	21	98
Totals	85	72	74	48	279

A distribution of the activities of the teachers not reemployed is shown in Table 14. Of these teachers, 94 or 33.7 per cent were shown as continuing their teaching, and 53 or 19 per cent of them married. Marriage could be considered as an automatic elimination from the profession. Only one individual was reported retiring from the profession. Ten individuals forfeited the advantages of employment to take advanced studies. It is regretted that the activities of 98, or approximately 35 per cent of the teachers not reemployed, were not enumerated. It would seem

that a much larger percentage of those not reemployed in the reporting schools would continue teaching.

SUMMARY AND CONCLUSIONS

An analysis of teacher employment was made of 135 Kansas high schools. In the last 12 years, the second class city high schools have quickly adjusted the number of teachers needed for the prevailing conditions. The number of teachers in the third class city and rural high schools studied has not changed much from year to year during this period.

Salary increases, in the aggregate, for the five-year period, 1934-39, are quite impressive, but when viewed as individual raises, do not look so favorable.

Demand is an important factor in the price paid for a teacher. Results of the study showed greater demand in the second class city high schools for qualified instructors than in the third class city and rural high schools. The study also revealed that the second class city high school instructors were more adequately prepared than the third class city and rural high school instructors.

Average salaries for each year of the five-year period were between $260 and $330 more in the second class city schools than in the third class city and rural high schools. Average salaries of teachers were $50.15 less in the third class city and rural high schools for the school year 1938-

39, than for the school year 1937-38. This average decrease for the last year of the study was very little less than the $53.69 gain in average salaries for the first three years of the study, 1934 to 1937.

Nearly 25 per cent of the second class city high school teachers were not reemployed in each of the four reemployment periods of the study; whereas, nearly 40 per cent of the teachers in third class city and rural high schools failed of reemployment during these periods.

A marked difference in teaching experience in the two classifications of schools is evident. The teachers of second class city high schools had almost twice as much experience as the third class city and rural high school teachers.

The average teacher tenure in the second class city high schools was 6.65 years as compared with a 3.23 year average for the teachers of the third class city and rural high schools. These periods appear to be too short for satisfactory home making.

Of the teachers reported with graduate credit, those in the second class city high schools had the equivalent of approximately one more summer's work than those in the third class city and rural high schools. The percentage of teachers reported as attempting to better their training

status by attending summer schools also was larger for the second class city high schools than for the third class city and rural high schools.

In the two-year period, 1938 to 1940, more than one-third of the high school teachers not reemployed in the second class city high schools may have changed positions for salary reasons. The average tenure for these two groups who were not reemployed was considerably less than the average tenure reported for the teachers of certain specified subjects for the school year, 1939-40. Fewer than one-fifth of these teachers not reemployed during the two-year period were not offered contracts.

More than one-half of the teachers not reemployed during the two-year period in the third class city and rural high schools were not offered contracts. Nearly one-fourth of those teachers not offered contracts during the two-year period may have changed positions for salary reasons.

Data for the two school years, 1937-38 and 1938-39, indicate that approximately one-fifth of the teachers not reemployed expected to marry. In slightly less than 19 per cent of the cases, marriage was given as the activity engaged in when they were not reemployed. Ten of the group of 279 not reemployed for the school years 1938-39 and 1939-40 were reported pursuing additional studies.

Only one teacher was reported retired by the 106 co-operating schools for the school years 1938-39 and 1939-40.

The results of this study indicate that teacher employment is rather unstable. Large numbers of changes in the teaching personnel are evident from the percentages shown for teachers not reemployed. However, the percentage of teachers not offered contracts was much smaller in the second class cities than in the third class city and rural high schools. The percentage of men teachers has increased in the high schools. There are marked differences in favor of the second class cities in age, experience, tenure and salaries of teachers. Large numbers of teachers are improving their training by attendance in summer schools.

ACKNOWLEDGMENT

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SECONDARY SCHOOL TEACHERS

HIGH SCHOOL

SCHOOL YEAR, 193.....-193.....

NAME	KANSAS CERTIFICATE			COLLEGE TRAINING		SCHOLASTIC PREPARATION (Information is to be secured from official College transcripts)								Years Experience (Include this year)	
	*Kind of Certificate	Date Issued	Date Expires	Name of College	Degrees Held and Dates Issued	Subjects Taught in High School This Year	Sem. Hours in Subject	‡H. S. Units in Field	Sem. Hours in Field	Subjects Taught in High School This Year	Sem. Hours in Subject	‡H. S. Units in Field	Sem. Hours in Field	Annual Salary	This School	Other Schools
Example: Margaret Rion	Life D.	1930		Fort Hays	B. S. '24	Algebra	10	1½	30	Physics	8		40	$1.600	2	8
				Kansas University	M. A. '28	Geometry	5	1	30	General Science	3		40			
						Trigonometry	5	0	30							

In giving the kind of certificate held, use the abbreviations enclosed in parentheses.

*High school certificates issued by State Board of Education—Three-year renewable for life (3-yr. L.); Life Certificate (Life); Special Certificates good for teaching the branch specified (Sp. in_____). Issued by Kansas State Teachers Colleges—Life Diploma, granted on completion of the B. S. degree in Education (Life D.). If a change of name has occurred since the certificate was issued, indicate clearly the name as it appears on the certificate.

‡This column is to be filled out only for teachers of mathematics, foreign languages, and commerce.

EDUCATIONAL PROGRESS

For.....**Senior High School**

What additions or changes have been made in your high school since September 15 of last year in—

(1) Building?

(2) Equipment?

(3) Teaching force?

(4) Courses of study?

(5) Organization?

(6) Library?

(7) Laboratory?

16-4335 7-36—6M

Daily Program for Senior High School

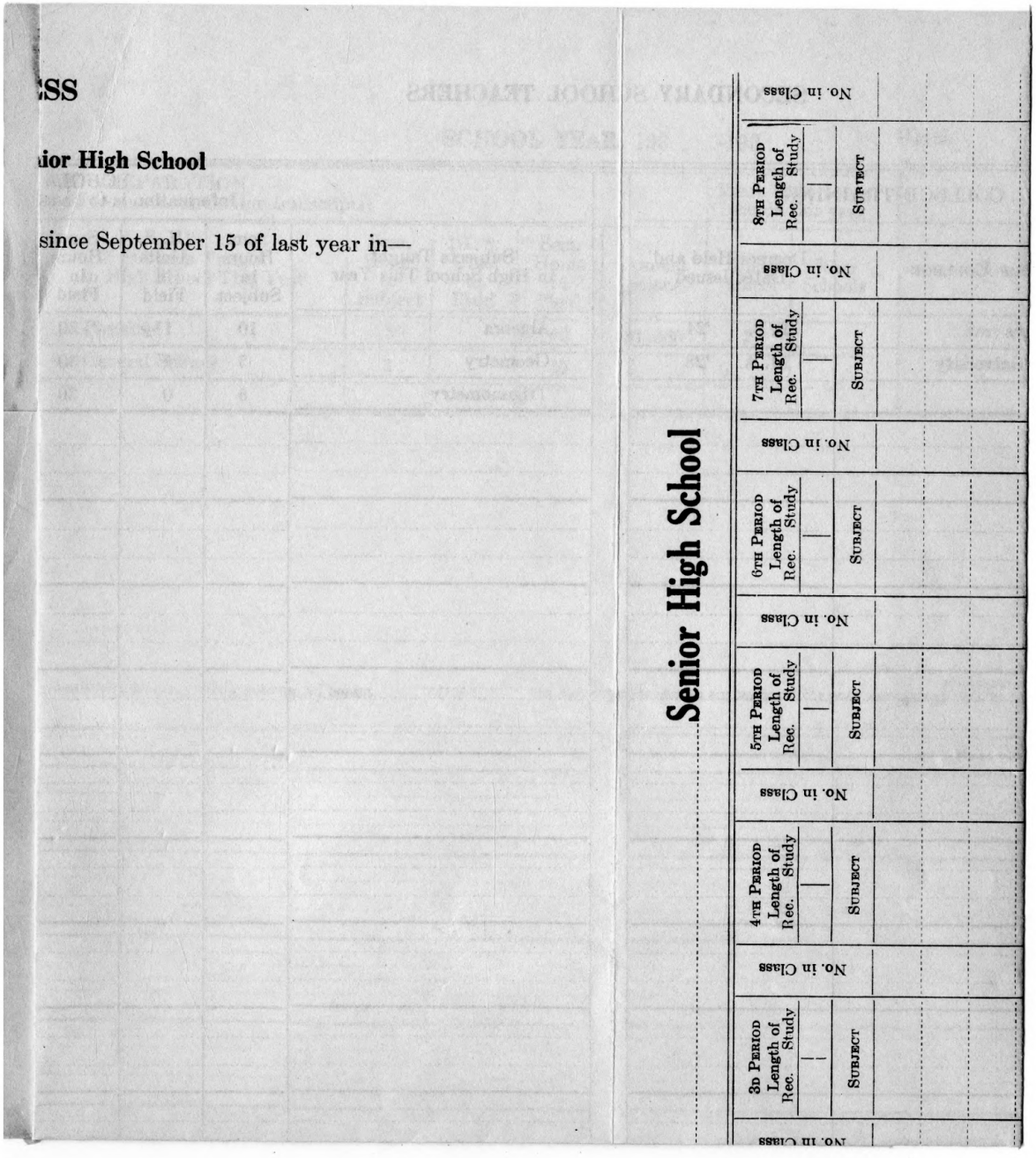
TEACHERS	1st Period Length of Rec. — Study / Subject	No. in Class	2d Period Length of Rec. — Study / Subject	No. in Class	3d Period Length of Rec. — Study / Subject	No. in Class	4th Period Length of Rec. — Study / Subject	No. in Class	5th Period Length of Rec. — Study / Subject	No. in Class	6th Period Length of Rec. — Study / Subject	No. in Class	7th Period Length of Rec. — Study / Subject	No. in Class	8th Period Length of Rec. — Study / Subject	No. in Class

Fill in carefully. Be sure that the enrollment by classes, length of study and recitation periods, and names of subjects taught are given.

APPENDIX

FORM 1

Administrator's state report form



:SS

ior High School

since September 15 of last year in—

Senior High School

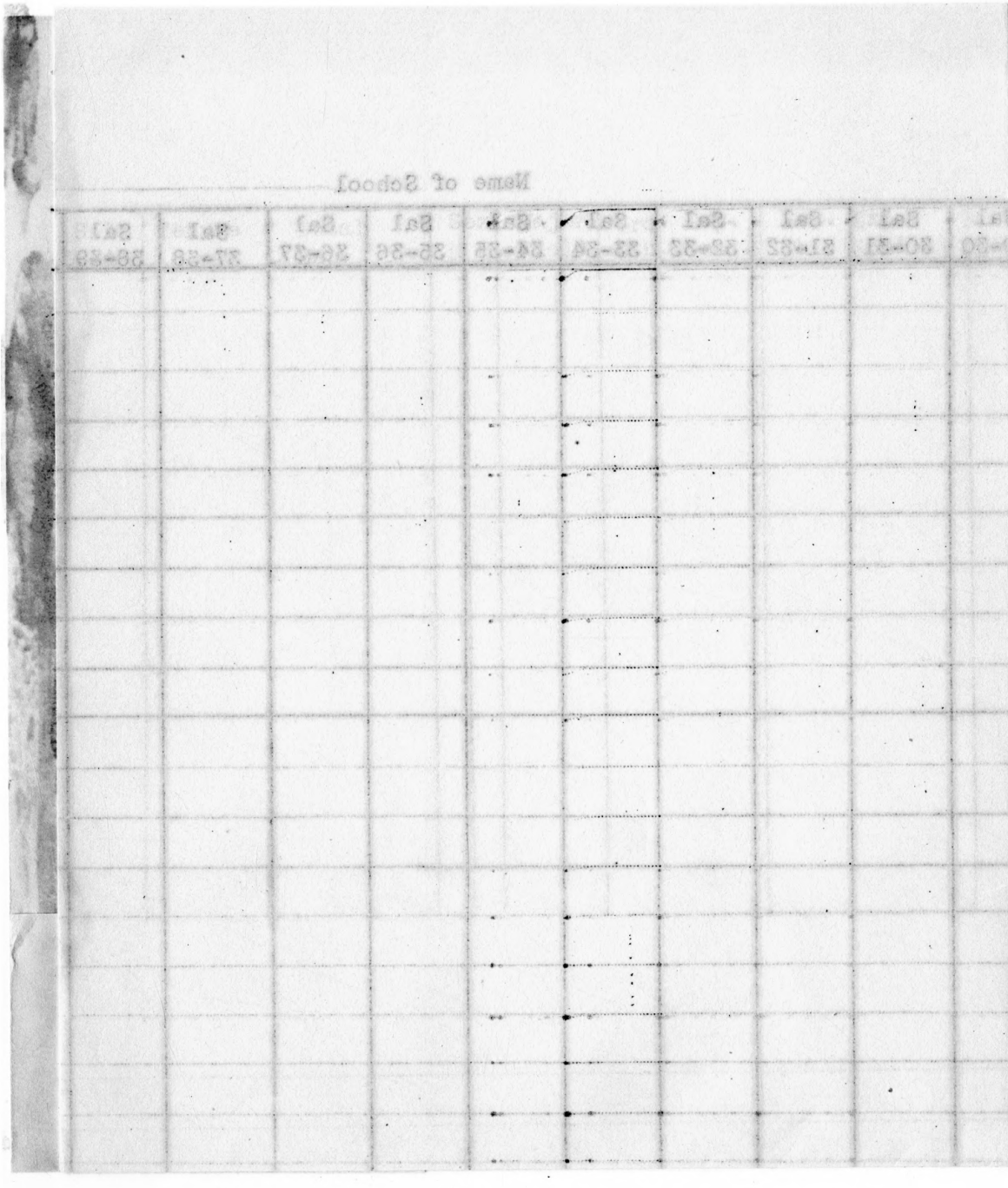
3d Period Length of Rec. Study	No. in Class	4th Period Length of Rec. Study	No. in Class	5th Period Length of Rec. Study	No. in Class	6th Period Length of Rec. Study	No. in Class	7th Period Length of Rec. Study	No. in Class	8th Period Length of Rec. Study	No. in Class
Subject		Subject		Subject		Subject		Subject		Subject	

Name of School .....

Name of Teacher	Deg. B	Deg. M	Sex M	Sex F	Major Field	Yrs. Exp. Oth. Schs.	Yrs. Exp. This Schl -1	Sal 29-30	Sal 30-31	Sal 31-32	Sal 32-33	Sal 33-34	Sal 34-35	Sal 35-36	Sal 36-37	Sal 37-38	Sal 38-39	Sal 39-40	Tenure	Total Exp.

FORM 2

Tabulating sheet for material in files of the office of the State Superintendent of Public Instruction



Date _____ Senior High School of _____

1. Were any contracts not renewed because of retrenchment purposes? If so, how many?

1938-39..... _____

1939-40..... _____

2. Did any one resign because of ill health? If so, how many?

1938-39..... _____

1939-40..... _____

3. How many teachers have taken advanced work through summer schools during the past two years?

1938..... _____

1939..... _____

TENURE OF ALL TEACHERS OF THE FOLLOWING SPECIFIED SUBJECTS FOR 1939-40

Subject	Age	Sex		Years taught in your school	Total years teaching experience	Preparation	
		M	F			Sem. hours Col. Prep.	Sem. hours Grad Prep.
Vocational Agriculture							
Vocational Homemaking							
Industrial Arts							
Home Economics							
English							
Mathematics							
Social Science							
Commerce							
Music							

FORM 3

Part one of check sheets sent to 135 high school administrators

Date _____

1. Were any contracts not r
   If so, how many?

2. Did any one resign becau

Date _____ School _____

SENIOR HIGH SCHOOL TEACHERS NOT REEMPLOYED FOR 1938-39

Check marks under the headings of Unknown and Retired are all that is necessary. Please check under Teaching Elsewhere those securing other teaching positions after contracts were not offered in your school. The name of the New Occupation, whether marriage or whatever it may be will be greatly appreciated.

Sex M : F	Age	Total Experience in Years	Years Taught in your school	Major Field	Degree held: Master	Degree held: Bachelor	Resigned	Contract not offered	Salary increase	Salary decrease	Unknown	Retired	Other Occupation

SENIOR HIGH SCHOOL TEACHERS NOT REEMPLOYED FOR 1939-40

FORM 4

Part two of check sheets sent to 135 high school administrators

Date _____

Sex M : F					