

**THE TENURE OF TEACHERS IN SMALL
HIGH SCHOOLS IN KANSAS**

JOHN B. IRELAND

THE TENURE OF TEACHERS IN SMALL HIGH SCHOOLS
IN KANSAS

BY

JOHN B. IRELAND

WICHITA STATE UNIVERSITY
LIBRARY

A THESIS

SUBMITTED TO THE GRADUATE DIVISION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

DEPARTMENT OF EDUCATION

THE MUNICIPAL UNIVERSITY OF WICHITA

WICHITA, KANSAS

JUNE, 1954

Acknowledgments

The writer wishes to express his sincere thanks to Dr. Harold S. Baker of Wichita University for his constant encouragement and helpful guidance in writing this thesis.

TO MY WIFE

MAXINE L. IRELAND

THIS THESIS IS DEDICATED

I. INTRODUCTION

Acknowledgment

The writer wishes to express his sincere thanks to Dr. Horace H. Baker of Wichita University for his constant encouragement and helpful guidance in writing this thesis.

II. REVIEW OF RELATED LITERATURE

General review of
related studies

III. THE THEORY OF THE SUBJECT AND THE STATE OF RESEARCH

IV. THE STATEMENT OF THE PROBLEM AND THE PURPOSE OF THE STUDY

V. CONCLUSIONS AND RECOMMENDATIONS

BIBLIOGRAPHY

APPENDIX

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Present Investigation.	3
Purpose.	3
Scope and procedure.	4
Limitations.	5
Definition of terms.	5
Organization	5
II. REVIEW OF RELATED LITERATURE	7
Kansas tenure law.	9
Related studies.	11
III. THE TENURE OF TEACHERS IN SMALL HIGH SCHOOLS IN KANSAS.	18
IV. THE FACTORS WHICH TEND TO SHORTEN TENURE IN THE SMALL HIGH SCHOOLS OF KANSAS.	23
V. CONCLUSIONS AND RECOMMENDATIONS.	52
BIBLIOGRAPHY.	55
APPENDIX.	57

LIST OF TABLES

TABLE	PAGE
I. Dates of Enactment of Tenure Laws	10-11
II. Distribution of Schools According to Number of Teachers.	18
III. Distribution of Schools According to Number of Inexperienced Teachers	19
IV. Distribution of Teachers According to Length of Tenure in Their 1950-1951 Positions	22
V. Inadequate Building and Equipment	25
VI. Poor Janitor Service.	25
VII. Inexperience of the Teacher	27
VIII. Teaching in Too Many Fields	27
IX. Inadequate Salaries	29
X. Unpleasant Teacher-Parent Relationship.	29
XI. Inability to Maintain Discipline.	30
XII. Lack of Adjustment to Superintendent or Principal	32
XIII. Lack of Adjustment to Fellow Teachers	32
XIV. Non-Professional Attitudes of School Board Members	34
XV. Religious Factions in the Community	36
XVI. Undue Restrictions on Teacher's Personal Life .	36
XVII. Lack of Church of One's Affiliation	37

LIST OF TABLES
(Continued)

TABLE	PAGE
XVIII. The County Teachers Organization	38
XIX. The Parent Teacher Association	38
XX. Inadequate Eating Facilities	40
XXI. Lack of Health and Sanitation Facilities in the Community	40
XXII. The Lack of Medical Facilities	42
XXIII. Inadequate Housing for Teachers.	43
XXIV. Desire for a Better Position	43
XXV. Marriage of Women Teachers	44
XXVI. Lack of Social Life for Teachers	46
XXVII. Lack of Recreational Opportunities for Teacher and Family	46
XXVIII. Limited Transportation Facilities.	47
XXIX. No Continuing Contract	48
XXX. Teacher's Total Load Too Heavy	49
XXXI. Distribution of the Weighted Frequency of Factors That Tend to Shorten Teacher Tenure in the Small High Schools of Kansas.	51

CHAPTER I

INTRODUCTION

The educational system in the United States is now facing another serious situation. A large number of men and women are leaving the teaching profession every year to enter other occupations. While this condition has existed for many years, the problem becomes ever greater during wars and periods of unrest following and preceding wars. In a survey on teacher vacancies in 1943, conducted by Education For Victory, it was found that in the five month period of June to October, 117,000 teachers left their positions. Of this group less than 32 per cent remained in the teaching profession, while over 80,000 teachers entered other occupations.¹

There are many reasons for this constant turnover in the teaching profession. One cause may be the lack of protection given to teachers by good tenure laws; another cause may be the non-uniform certification of qualified and unqualified teachers. Several states are now in the process of improving this situation.

Since the days of Horace Mann state legislatures, by the enactment of laws, have aided schools and communities in

¹"Why Teachers Left Their Positions," Education For Victory (February 3, 1944), p. 21.

the protection of their respective units from people who are not qualified teachers. Each of the forty-eight states now has requirements and restrictions upon persons who want to teach in the school systems of that state. In spite of these laws, many teachers are not adequately prepared or fully qualified. Along with laws which establish minimum standards for teacher certification, several states have enacted tenure laws to insure greater security for well-qualified teachers.

No person in any occupation can do his best work if his security is in jeopardy. In 1950, over 15,000,000 workers in the United States sought a higher degree of security as members of labor unions.² The average classroom teacher in the state of Kansas is not protected by any tenure law. His only security is the yearly contract and the continuing contract law.³

This thesis is not primarily concerned with the large number of tenure laws that have been passed or are now being passed by states and cities, but rather with the conditions which cause many teachers in small schools to spend a

²The World Almanac (1952), p. 252.

³Teacher Tenure Manual; National Education Association of the United States (May, 1950), p. 26.

relatively short period of time in one position before moving to another school system. Larger schools are not greatly troubled with the teacher tenure problems that confront smaller schools. Simon, in 1931, investigating teacher turnover in the smaller high schools of Indiana, reports:

The rates of turnover among the schools of the state show, without doubt, a definite relation to school size; that is, as the size of the school increases, the rate of turnover decreases. The creation of larger attendance units wherever possible, resulting in the organization of larger schools, seems to be a partial solution to the problem of teacher turnover in rural areas.⁴

Two Kansas cities, Wichita and Kansas City, have adopted plans designed to create more permanent tenure for teachers.⁵ Other cities in Kansas, realizing the importance of this problem, are working toward the establishment of more stable tenure for teachers.

The Present Investigation

Purpose. The purpose of this thesis was three-fold:

(1) to discover the average number of years that teachers in small Kansas high schools had been in their 1950-1951 teaching positions; (2) to identify some of the factors which tend to shorten the tenure of teachers in those schools; and

⁴Donald L. Simon, "Turnover among Teachers in the Smaller Secondary Schools of Indiana," School Review, XLIV (February, 1936), p. 124.

⁵Teacher Tenure Manual, op. cit., p. 26.

(3) if possible, to make recommendations for the improvement of the tenure situation.

Scope and Procedure. The data for this investigation were obtained from replies to a two-page questionnaire⁶ that was sent in March, 1951, to the principals or superintendents of all the 352 high schools in the state of Kansas with enrollments of fewer than eighty students. Two hundred eighty-five (81 per cent) of the administrators responded. Page one of the questionnaire was composed of five factual questions that pertained to the number of years each teacher had been in his current teaching position and to the experience or inexperience of the teacher. In part two of the questionnaire the administrator was requested to rate as "Very important," "Important," or "Of little or no importance," each of twenty-six factors which might tend to shorten teacher tenure in the community. Space was provided for the administrators to write in and rate additional factors if he wished to do so.

Questionnaires were sent to twenty-five administrators in November, 1950, as a preliminary survey to discover whether any revisions should be made in the questionnaire. All

⁶A copy of the questionnaire may be found in the appendix on page 59.

twenty-five were returned within three weeks. The writer made no change in the questionnaire as a result of this survey.

Limitations. The relative importance of specific factors relating to tenure as considered in this thesis is based upon the opinions of the 285 administrators who returned completed questionnaires. The validity of the data in this investigation depends largely upon the accuracy with which the high school administrators reported the information and opinions called for in the questionnaire. A personal interview with each of them would probably have revealed some information that the results of the questionnaire will not show; however the interview technique was not feasible because of the amount of travel which would have been required to visit the large number of administrators in this survey.

Definition of Terms

(a) Small high school--a high school that has less than eighty students in attendance in grades nine through twelve.

(b) Tenure--length of time (number of years) in the teaching position held in 1950-1951.

Organization. The rest of this thesis is presented in four chapters as follows:

Chapter II presents a summary of recent literature dealing with tenure among high school teachers, including a review of previous research studies.

Chapter III shows the average tenure in small Kansas high schools for the year 1950-1951 and answers other questions pertaining to the length of time that teachers stayed in one position.

Chapter IV summarizes the opinion of 285 school administrators regarding the relative importance of the factors that tend to shorten the tenure of teachers in small high schools in Kansas.

Chapter V presents conclusions and recommendations which appear to be justified by the findings of the present investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE

The tenure of the early schoolmaster of the colonial period was very brief. Elsbree¹ reports that sixty-six schoolmasters were employed in Dedham, Massachusetts, between 1644 and 1757, averaging one year and ten months. In Pennsylvania conditions were somewhat similar to those in Dedham until the people finally improved the poor accommodations provided for their teachers, while in Chatham, Georgia, records show that teachers sometimes taught in as many as three schools a year.

In 1887 a committee of the National Education Association made a report on tenure in which they pointed out the evils of the current system and as a result, the lack of permanence in teaching. This report was soon forgotten and in 1905, a report by the Committee on Salaries, Tenure of Office, and Pension Provision, gave a lengthy report, completely omitting any reference to the tenure problem.²

In 1920, the Committee on Teachers Salaries, Tenure, and Pensions decided that tenure was one of the most important problems in American Educational improvement and called

¹Willard S. Elsbree, The American Teacher (1939), p. 81.

²Ibid., p. 475

for more attention by the committee. A few years later, after analysing the current tenure laws, the Tenure Committee of One Hundred was created in 1923.³

Since 1923, nearly every type of teachers organization has officially included tenure among the planks in its platform. One of the leaders in this field has been the American Federation of Teachers. Most of the credit for protective teacher legislation must go to the state teachers associations of New Jersey, California, and Indiana, whose teachers waged a very active campaign in the field.⁴

There has been little if any tendency for any group of states in one section of the United States to pass tenure laws at the same time, nor has there been any tendency for tenure legislation to be passed in response to economic depressions or any other nation wide influence. The development of tenure legislation appears to have been haphazard and sporadic. The first three states to have teacher-tenure laws were New Jersey in 1909, Wisconsin in 1909, and Oregon in 1913.⁵

By 1950 thirty-eight states, as revealed in Table I, had tenure provisions that applied to at least some teachers

³Ibid., p. 476

⁴Ibid.

⁵Ibid., pp. 476-77.

in the state. This does not, however, present a clear picture, as many of these states had entire coverage, while others referred to only one city or county. Some states had ample protection against unfair dismissal; others permitted dismissal without cause, provided that notice was given by a prescribed date.⁶

Kansas Tenure Law. The Kansas legislature first enacted a teacher tenure law in 1937, but this applied only to Kansas City and Wichita. In these two school systems, a teacher has tenure status after he has taught three years and has been reemployed for the fourth year.⁷ Outside of these two cities all public schools are under the Continuing Contract Law, passed by the state legislature in 1951. This law, effective June 30, 1951, states that a teacher must be notified in writing by March 15, if a contract is not to be renewed. If this notice is not given, the teacher is automatically reemployed. The teacher must reply in writing by April 15, if his contract is not satisfactory. The State Board of Education may suspend the certificate of a teacher for the term if the teacher, being a party to one teaching contract, signs another contract.⁸

⁶Teacher Tenure Manual, op. cit., p. 5.

⁷Ibid., p. 26.

⁸Laws of Kansas, Session of 1951, Chapter 413, pp. 673-674.

TABLE I

DATES OF ENACTMENT OF TENURE LAWS

States	Date
California	1900-1925
Colorado	"
Illinois	"
Louisiana	"
Maryland	"
Massachusetts	"
New Jersey	"
New York	"
Oregon	"
Wisconsin	1925-1950
Alabama	"
Arizona	"
Arkansas	"
Connecticut	"
Delaware	"
Florida	"
Georgia	"
Indiana	"
Iowa	"
Kansas	"
Kentucky	"
Michigan	"
Minnesota	"
Missouri	"
Montana	"
Nebraska	"
Nevada	"
New Hampshire	"
New Mexico	"
North Carolina	"
North Dakota	"
Ohio	"
Pennsylvania	"
Rhode Island	"
South Carolina	"
Tennessee	"
Washington	"
West Virginia	"

(Continued on p. 11)

TABLE I
(Continued)

DATES OF ENACTMENT OF TENURE LAWS

States	Date
Idaho	No Tenure
Maine	"
Mississippi	"
Oklahoma	"
South Dakota	"
Texas	"
Utah	"
Vermont	"
Virginia	"
Wyoming	"

Related Studies. The National Education Association and many state teachers associations have been greatly interested in teacher tenure, and have either created or supervised many surveys in regard to the tenure problem. The majority of these surveys, however, have been of a very general nature usually taking other problems into consideration. In his investigation the writer found few previous studies which dealt with the relative importance of various factors affecting teacher tenure.

The generally accepted theory that teachers in small or rural schools have a higher rate of turnover than do

teachers in larger systems, is recognized by Seeder,⁹ Williams,¹⁰ Simon,¹¹ and Andrus,¹² in their studies on teacher tenure in their respective states. Seeder's study of teacher tenure in Minnesota in 1924-1925, revealed that in only the three larger cities, Minneapolis, St. Paul, and Duluth, was the turnover problem not serious. Williams' survey in Illinois, 1921-1931, found that, "In general the small schools have the highest rate of turnover, which decreases as the size of the school increases." Simon, in studying the turnover in the smaller secondary schools of Indiana for 1931, states that the one to four teacher school had a forty-six per cent annual turnover compared to only sixteen per cent for schools employing over thirteen teachers. Andrus, in 1948-1949, concluded after investigating the central high schools in New York that the schools with the highest per cent of

⁹R. I. Seeder, "Aspect of Tenure and Turnover among Minnesota Teachers," American School Board Journal, LXXVII (October, 1928), p. 56.

¹⁰Lewis W. Williams, "Turnover among High School Teachers in Illinois", School Review, XL (June, 1932), p. 423.

¹¹Simon, op. cit., p. 116

¹²Howard Guion Andrus, The Extent and Causes of Turnover among Secondary School Teachers in New York State Central Schools for the Year 1948-1949 (Unpublished Doctor's Thesis, Cornell University, Ithaca, New York, 1951), p. 81.

of turnover were found among the smaller schools.

Comparisons of previous studies are made more difficult because of the variation of scope and method used by investigators. Seeder¹³ covered the rural, elementary, and secondary schools of Minnesota by using, primarily, the reports of superintendents and principals in the state department files. He restricted his survey to the facts relating to tenure and did not attempt to evaluate the factors involved. Williams¹⁴ acquired his data from three sources: directories published by the state department of education, records from the University of Illinois, and responses to questionnaires sent to teachers and principals. This survey covered a period of ten years, 1921-1931, and included only the secondary level. Simon's¹⁵ research covered only the smaller secondary schools of Indiana for the year 1931. His data were obtained from the Indiana State Directory and from questionnaires sent to principals and superintendents. Andrus,¹⁶ who made the most recent study, 1948-1949, contacted every central high school in

¹³Seeder, op. cit., p. 55.

¹⁴Williams, op. cit., p. 416.

¹⁵Simon, op. cit., p. 115.

¹⁶Andrus, op. cit., p. 56.

the state of New York. He sent a questionnaire to the principal, and followed that with a questionnaire to the 656 teachers who were leaving their positions.

The investigations of Seeder and Simon did not delve into the causes of turnover as deeply as the one by Williams; whereas Andrus made a more comprehensive investigation than Williams.

After his study of tenure in Minnesota schools, Seeder¹⁷ concluded:

1. Experience decreases as schools get smaller, except in the Iron-Range cities where more adequate financial support tends to create better teaching conditions.

2. The tenure problem can be solved by paying better salaries and improving teaching and living standards.

3. Turnover is not serious in the larger cities.

A summary of the data compiled by Williams¹⁸ shows:

1. The average for teacher turnover in Illinois for a ten year period was 25.4 per cent.

2. The turnover of teachers improved from 38.8 per cent in 1921 to 18.7 per cent in 1931.

¹⁷Seeder, op. cit., p. 152.

¹⁸Williams, op. cit. pp. 416-428.

3. The greatest reason for teachers leaving their positions was economic instability.

4. The board of directors refused to hire one-sixth of all the teachers who left their positions over the ten year period.

5. Teachers and principals usually agreed upon the causes for teacher turnover.

6. In general, the small schools have the highest rate of turnover.

Simon¹⁹ reports the following in his Indiana study:

1. As the size of the school increases, the rate of turnover decreases.

2. Discipline problems and political reasons create a great percentage of teacher turnover.

Andrus,²⁰ in his very extensive study of the tenure problem in New York State, presents these conclusions:

1. The average rate of turnover in the New York central high schools was 16.09 per cent for the year 1948-1949.

2. Over 50 per cent of the teachers leaving their positions were relatively inexperienced.

¹⁹Simon, op. cit., p. 125.

²⁰Andrus, op. cit., p. 274.

3. Fifty-three per cent of the turnover teachers were under thirty years of age.

4. Turnover of teachers is usually caused by a combination of reasons.

5. Turnover of teachers is usually voluntary.

6. One of the greatest sources of dissatisfaction by teachers was the small community and its lack of conveniences.

7. There was a general agreement between teachers and principals regarding the causes for teacher turnover although the latter were more apt to cover up difficulties involved in cases of resignation and dismissal.

All four of the above authors agree that the size of the community affected the rate of turnover. The smaller the school system, the higher the turnover of teachers. Seeder and Andrus discovered that the majority of the teachers in smaller systems are relatively inexperienced.

Seeder and Williams agree that paying better salaries will tend to solve many of the tenure problems. Williams gives economic instability as the most important factor causing teachers to leave their positions, while Simon reports that discipline problems and political reasons are probably the basic causes for the high rate of turnover.

There was no disagreement on any specific point despite the fact that each writer covered a different state at a different period of time. Seeder, Williams, and Simon made their surveys in mid-western states, while Andrus' study was made in the State of New York.

The results of the questionnaires were...
...of the schools in the 20th century was...
...1934, an average of 1.7 teachers per school...
...smaller schools had only one teacher, while the...
...largest schools had 10 teachers. Table II shows the ratio...
...of teachers to students in the various states.

TABLE II

PERCENTAGE OF SCHOOLS WITH ONE TEACHER

Year	Percentage of schools
1934	100%
1935	100%
1936	100%
1937	100%
1938	100%
1939	100%
1940	100%
1941	100%
1942	100%
1943	100%
1944	100%
1945	100%
1946	100%
1947	100%
1948	100%
1949	100%
1950	100%
1951	100%
1952	100%
1953	100%
1954	100%
1955	100%
1956	100%
1957	100%
1958	100%
1959	100%
1960	100%

CHAPTER III

THE TENURE OF TEACHERS IN SMALL HIGH SCHOOLS IN KANSAS

In March, 1951, the writer mailed a questionnaire on tenure to the administrator of each high school in Kansas with an enrollment of less than eighty students. Two hundred eighty-five, or 81 per cent, of the questionnaires were returned answered.

The total number of teachers in the 285 schools was 1303, an average of 4.57 teachers per school system. The smallest school reporting had only two teachers, while the largest school had nine teachers. Table II shows the number of schools in relation to the number of teachers.

TABLE II

DISTRIBUTION OF SCHOOLS ACCORDING TO NUMBER
OF TEACHERS

Number of teachers	Number of schools
2	15
3	50
4	79
5	72
6	44
7	18
8	6
9	1
Totals 1303	285

In 1925, Seeder¹ discovered that teachers in rural as well as in small graded and high schools in Minnesota had very little experience.

Nearly one-fourth, 23.2 per cent, of the 1303 teachers in the small high schools of Kansas were inexperienced in 1950-1951. The 303 inexperienced teachers were in 192 different schools, with as many as five untried teachers in one school system. There were ninety-three schools, 32 per cent, out of the 285 systems that had no inexperienced instructors in 1950-1951, while 68 per cent of the schools had at least one inexperienced teacher. Table III reveals the distribution of schools according to number of inexperienced teachers.

TABLE III

DISTRIBUTION OF SCHOOLS ACCORDING TO NUMBER
OF INEXPERIENCED TEACHERS

Number of inexperienced teachers	Number of schools
0	93
1	114
2	53
3	18
4	6
5	1
Totals 303	285

¹Seeder, op. cit., p.56.

The average tenure, or length of time in one position, for the 1303 teachers was 2.75 years for 1950-1951. If this average is the norm for all years, 473 teachers will leave their positions every year.

Table IV shows the distribution of the 1303 teachers according to the length of tenure in the positions they held in 1950-1951. Including the 303 inexperienced teachers, there were 516 new teachers in the 285 high schools. This is 39.6 per cent of the total number of teachers in the small high schools. There were 303 teachers, 23.2 per cent, who were serving their second year in the school system, while 175, or 13.4 per cent, were teaching their third year. The number of teachers in their first or second year was 818, 62.8 per cent, while 993 teachers, 76.2 per cent, were in their first, second, or third year. Hence slightly less than one-fourth of the teachers had a tenure of more than three years.

The longest period in one position was thirty-six years, while the second highest was thirty years. Only eight teachers had retained their position for twenty years or more, and only thirty-eight teachers had taught more than ten years in the positions which they held in 1950-1951. Only 149 teachers, 11.4 per cent, had held their positions

more than five years, while 1154 teachers, 88.6 per cent, had established tenure of five years or less.

TABLE IV

DISTRIBUTION OF TEACHERS ACCORDING TO
LENGTH OF TENURE IN THEIR
1950-1951 POSITIONS

Number of years	Number of teachers	Per cent of teachers
1	516	39.6
2	303	23.2
3	175	13.4
4	97	7.4
5	63	4.8
6	38	2.9
7	23	1.7
8	17	1.3
9	13	.9
10	20	1.5
11	5	.3
12	3	.2
13	5	.3
14	3	.2
15	8	.6
16	3	.2
17	2	.1
18	1	.07
19	0	0
20	0	0
21	2	.1
22	1	.07
23	1	.07
24	0	0
25	1	.07
26	0	0
27	0	0
28	1	.07
29	0	0
30	1	.07
31	0	0

(Continued on p. 22)

TABLE IV
(Continued)

DISTRIBUTION OF TEACHERS ACCORDING TO
LENGTH OF TENURE IN THEIR
1950-1951 POSITIONS

Number of years	Number of teachers	Per cent of teachers
32	0	0
33	0	0
34	0	0
35	0	0
36	1	.07
Totals	1303	99.†

CHAPTER IV

THE FACTORS WHICH TEND TO SHORTEN TENURE IN THE SMALL HIGH SCHOOLS OF KANSAS

The second part of the questionnaire¹ that was sent to the 352 administrators pertained to the reasons for a teacher leaving his position and consisted of twenty-six statements relating to these factors. The principals or superintendents were requested to rate each factor as to its importance---"Very important," "Important," or "Of little or no importance."

There were several important features that the writer noted in compiling the data from the questionnaires. The smaller the school, the higher several of the questions were rated as to their importance. Inadequate buildings, housing, transportation, and recreation were ranked especially high in the two, three, and four teacher high schools. The less densely populated areas of western Kansas also ranked transportation and recreation problems far above most of the schools of equal size in central and eastern Kansas.

There were 352 questionnaires mailed to the administrators of the small high schools of Kansas. Two hundred eighty-five, 81 per cent, were returned to the writer.

¹A copy of the questionnaire may be found in the appendix, p. 59.

There were thirty-five principals, 12.2 per cent, who replied that inadequate building and equipment was a very important reason for teachers leaving their positions. Seventy-five, 26.3 per cent, revealed that it was important, while 149, 52.2 per cent, answered that it was of little or no importance. Twenty-six, 9.1 per cent failed to answer the question. Table V reveals the answers of the 285 administrators who answered the questionnaire.

Poor janitor service was marked as very important by only sixteen, 5.6 per cent, of the 285 administrators who answered the questionnaire. Seventy, 24.5 per cent, checked the question as important, while 166, 58.2 per cent, of the principals or superintendents marked it as of little or no importance. Thirty-three, 11.5 per cent, returned their questionnaire with this item unanswered.

Two administrators who failed to answer this item reported to the writer that poor janitor service was the usual rather than the unusual in small high schools, but that this was one of the necessary "evils" of a small system and that a teacher should accept it as such. Table VI reveals the returns of the administrators as to the importance of poor janitor service in relation to teacher tenure in the small high schools of Kansas.

TABLE V

INADEQUATE BUILDING AND EQUIPMENT

Degree of Importance	Number	Per Cent
Very important	35	12.2
Important	75	26.3
Of little or no importance	149	52.2
No answer	26	9.1
Total	285	99.†

TABLE VI

POOR JANITOR SERVICE

Degree of Importance	Number	Per Cent
Very important	18	5.6
Important	70	24.5
Of little or no importance	166	58.2
No answer	33	11.5
Total	285	99.†

Seeder² and Andrus,³ in their investigations in Minnesota and New York respectively, reported that the inexperience of the teacher greatly affects teacher tenure. Thirty-four administrators, 11.9 per cent, reported that the inexperience of the teacher was very important, while 118, 41.4 per cent, replied that it was important as a reason for teachers leaving their positions. One hundred fifteen, 40.3 per cent, school heads said that it was of little or no importance, while eighteen, 6.3 per cent, failed to answer the question. The writer noted that 152, 53.3 per cent, of 285 administrators indicated that the inexperience of the teacher was either important or very important in regard to teacher tenure compared to 133, 46.6 per cent, who marked it as unimportant or failed to mark it. Table VII reveals the opinions of the 285 principals and superintendents as to the importance of experience in regard to teacher tenure.

There were only five, 1.7 per cent, of the administrators who failed to answer the question as to whether teaching in too many fields affected teacher tenure. Sixty-seven, 23.5 per cent, stated this was very important; 103, 36.1 per cent, said it was important, while 110, 38.5 per cent, classed it as of little or no importance. Table VIII reveals the opinions of the 285 school heads.

²Seeder, op. cit., p. 152.

³Andrus, op. cit., p. 274.

TABLE VII

INEXPERIENCE OF THE TEACHER

Degree of Importance	Number	Per Cent
Very important	34	11.9
Important	118	41.4
Of little or no importance	115	40.3
No answer	18	6.3
Total	285	99.†

TABLE VIII

TEACHING IN TOO MANY FIELDS

Degree of Importance	Number	Per Cent
Very important	87	23.5
Important	103	36.1
Of little or no importance	110	38.5
No answer	5	1.7
Total	285	99.†

Many people have asserted that if better salaries were paid to the teachers, teacher tenure would greatly improve. Seeder,⁴ in Minnesota, and Williams,⁵ in Illinois state that many teachers left their positions every year because of economic instability.

Seventy-nine, 27.7 per cent, of the 285 administrators, stated that inadequate salaries were a very important reason for teachers leaving their positions. One hundred, 35 per cent, stated that it was important, while ninety-four, 32.9 per cent, replied that it was of little or no importance. Twelve, 4.2 per cent, failed to answer the question. Table IX reveals the answers of the 285 principals and superintendents as to the importance of inadequate salaries on teacher tenure.

Unpleasant teacher-parent relationship was rated very important by forty-five, 15.7 per cent, of the school heads. Ninety-four, 32.9 per cent, considered this as an important reason, while 123, 43.1 per cent, classified it of little or no importance. Twenty-three, 8 per cent, failed to answer this question. Table X shows the opinions of the 285 administrators on unpleasant teacher-parent relationship.

The problem of discipline in the small high schools of

⁴Seeder, op. cit., p. 152.

⁵Williams, op. cit., p.419.

TABLE IX

INADEQUATE SALARIES

Degree of Importance	Number	Per Cent
Very important	79	27.7
Important	100	35.0
Of little or no importance	94	32.9
No answer	12	4.2
Total	285	99.†

TABLE X

UNPLEASANT TEACHER-PARENT RELATIONSHIP

Degree of Importance	Number	Per Cent
Very important	45	15.7
Important	94	32.9
Of little or no importance	123	43.1
No answer	23	8.0
Total	285	99.†

Kansas appears to be one of the important reasons for some teachers leaving their positions. Several of the 285 administrators that returned the questionnaire, deplored the methods used, or not used, in the teacher training courses on the college level in relation to instruction regarding school discipline. Three administrators stated that it took a year to train the beginning teacher in the field of classroom discipline.

Table XI reports the opinions of the 285 principals and superintendents in regard to the importance of a teacher's ability to maintain discipline. It was considered to be very important by 103, 36.1 per cent, of the administrators and important by ninety-six, 33.6 per cent. Hence, 69.7 per cent of the total number stated discipline was either very important or important in relation to the length of teacher tenure.

TABLE XI

INABILITY TO MAINTAIN DISCIPLINE

Degree of Importance	Number	Per Cent
Very important	103	36.1
Important	96	33.6
Of little or no importance	81	28.4
No answer	5	1.7
Total	285	99.†

Eighty-one of the administrators, 28.4 per cent, checked this item as of little or no importance, while five, 1.7 per cent, failed to rate the item.

The lack of adjustment to the superintendent or principal was marked as very important by twenty-six, 9.1 per cent, of the administrators. Ninety-one, 31.9 per cent, considered this problem to be important, while 136, 47.7 per cent, reported it to be of little or no importance. A rather high number, thirty-two, 11.2 per cent, failed to answer the question. Table XII summarizes the opinions of the 285 school heads as to whether there is a serious problem in adjusting to the superintendent or principal.

Thirty-three administrators, 11.5 per cent, reported that the lack of adjustment of fellow teachers was a very important reason for the short tenure of teachers. There were 115, 40.3 per cent, who reported this as important, while 109, 38.2 per cent, said that it was of little or no importance. Twenty-eight, 9.8 per cent, failed to answer this question. The writer noted that over one-half, 51.8 per cent, of the school heads considered this adjustment problem to be important or very important. Table XIII reveals the answers of the 285 administrators of the small high schools of Kansas concerning the importance of adjustment to fellow teachers.

TABLE XII

LACK OF ADJUSTMENT TO SUPERINTENDENT OR PRINCIPAL

Degree of Importance	Number	Per Cent
Very Important	26	9.1
Important	91	31.9
Of little or no importance	136	47.7
No answer	32	11.2
Total	285	99.†

TABLE XIII

LACK OF ADJUSTMENT TO FELLOW TEACHERS

Degree of Importance	Number	Per Cent
Very important	33	11.5
Important	115	40.3
Of little or no importance	109	38.2
No answer	28	9.8
Total	285	99.†

The plan of this thesis limits the size of towns represented because, generally speaking, there are no high schools with less than eighty students in the larger cities of Kansas. Many school board members in the smaller high schools are men without any special school training, and while they may be very good in their respective occupations, there is always the chance that because of lack of special training, things are not always done in the best interests of the school. This thesis was concerned with the school boards of the small high schools in Kansas only to the extent of their non-professional attitude affecting teacher tenure as revealed by the opinions of the school administrators.

One hundred nine, 38.2 per cent, of the 285 school heads reported that the non-professional attitudes of school board members was very important in regard to teacher tenure. Forty-nine, 17.1 per cent, said it was important, while 123, 43.1 per cent, replied it was of little or no importance. Only four administrators, 1.4 per cent, failed to answer this question. Table XIV reveals the answers of the 285 reporting principals and superintendents as to the importance of non-professional attitudes of school board members in regard to the length of teacher tenure. The writer noted that the number (four) who failed to answer this question was lower than that for any other item in part two of the questionnaire.

TABLE XIV

NON-PROFESSIONAL ATTITUDES OF SCHOOL BOARD MEMBERS

Degree of Importance	Number	Per Cent
Very important	109	38.2
Important	49	17.1
Of little or no importance	123	43.1
No answer	4	1.4
Total	285	99.†

Religious factions in the community was rated as very important by only twelve, 4.2 per cent, of the administrators. Seven of the twelve principals reported that their communities had such religious problems that the school systems were affected and teacher tenure was greatly shortened because of this problem in the community.

Forty-six, 16.1 per cent, rated religious problems as important, while 196, 68.7 per cent, said it was of little or no importance. Thirty-one, 10.8 per cent, failed to answer. Table XV reveals the answers of the 285 administrators.

The idea is often expressed that there is lack of freedom for teachers in the smaller school systems. This was not upheld in the present investigation. If the writer had obtained the opinions of the 1303 teachers as well as of the

administrators, this item might have been rated higher in the scale of importance.

There were only nine, 3.1 per cent, of the administrators that classified undue restrictions on teacher's personal life as very important in teacher tenure. Forty-seven, 16.4 per cent, reported this to be important, while 198, 69.4 per cent, said this was of little or no importance. There were thirty-one, 10.8 per cent, who did not answer this question. Table XVI shows the opinions of the 285 school heads as to the importance of teacher tenure in relation to the restrictions on a teacher's personal life.

The lack of a church of one's affiliation was not ranked very high by the administrators as a factor affecting teacher tenure. Six, 2.1 per cent, said it was very important, forty-eight, 16.8 per cent, said it was important, while 198, 69.4 per cent, reported it as of little or no importance. Thirty-three, 11.5 per cent, failed to answer. Table XVII reveals the distribution of the responses given by the 285 administrators in the small high schools of Kansas who answered the questionnaire.

The county teachers organization and the parent teachers association were both ranked low as to their importance in relation to teacher tenure. There were 76.4 per cent who ranked the county teachers organization of little or no

TABLE XV

RELIGIOUS FACTIONS IN THE COMMUNITY

Degree of Importance	Number	Per Cent
Very important	12	4.2
Important	46	16.1
Of little or no importance	196	68.7
No answer	31	10.8
Total	285	99.†

TABLE XVI

UNDUE RESTRICTIONS ON TEACHER'S PERSONAL LIFE

Degree of Importance	Number	Per Cent
Very important	9	3.1
Important	47	16.4
Of little or no importance	198	69.4
No answer	31	10.8
Total	285	99.†

TABLE XVII

LACK OF CHURCH OF ONE'S AFFILIATION

Degree of Importance	Number	Per Cent
Very important	6	2.1
Important	48	16.8
Of little or no importance	198	69.4
No answer	33	11.5
Total	285	99.†

importance, while 74 per cent ranked the parent teachers organization of little or no importance concerning the length of teacher tenure in their communities.

Thirty-four, 11.9 per cent of the administrators reported the county teachers organization as important or very important concerning teacher tenure, while forty-two, 14.7 per cent, reported the parent teachers association important or very important.

Table XVIII reveals the answers of the 285 administrators as to importance of the county teachers organization in relation to the tenure of teachers, while Table XIV reveals the answers of school heads concerning the parent teachers association.

TABLE XVIII

THE COUNTY TEACHERS ORGANIZATION

Degree of Importance	Number	Per Cent
Very important	4	1.4
Important	30	10.5
Of little or no importance	218	76.4
No answer	33	11.5
Total	285	99.†

TABLE XIX

THE PARENT TEACHER ASSOCIATION

Degree of Importance	Number	Per Cent
Very important	12	4.2
Important	30	10.5
Of little or no importance	211	74.
No answer	32	11.2
Total	285	99.†

Inadequate eating facilities in their communities was checked as very important in regard to length of teacher tenure by forty-eight, 16.8 per cent, of the administrators. Eighty-three, 29.1 per cent, classified it as important, while 139, 48.7 per cent, reported it as of little or no importance. Fifteen, 5.2 per cent, failed to answer the question. Seventeen reported that there was only one cafe in their town and it was not open much of the time. The unmarried teachers usually have to find a place to "board" and some times this is difficult, according to the administrators. Table XX shows the opinions of the principals and superintendents in regard to inadequate eating facilities in their communities.

Sixty-two administrators, 21.7 per cent, reported that the lack of health and sanitation facilities in their communities was very important in relation to the length of teacher tenure. Eighty-three, 29.1 per cent, considered it as important, while 121, 42.4 per cent, considered it as of little or no importance. There were nineteen, 6.6 per cent, who failed to answer the question. One administrator said, "Either we are going to have to modernize all our small towns, or get our teachers from some place rather than the cities where they are used to modern living." Table XXI shows the importance of health and sanitation facilities as reflected by the responses of 285 administrators in the small high schools of Kansas.

TABLE XX

INADEQUATE EATING FACILITIES

Degree of Importance	Number	Per Cent
Very important	48	16.8
Important	83	29.1
Of little or no importance	139	48.7
No answer	15	5.2
Total	285	99.†

TABLE XXI

LACK OF HEALTH AND SANITATION FACILITIES
IN THE COMMUNITY

Degree of Importance	Number	Per Cent
Very important	62	21.7
Important	83	29.1
Of little or no importance	121	42.4
No answer	19	6.6
Total	285	99.†

The lack of medical facilities was checked as very important by sixty-eight, 23.8 per cent, of the administrators and as important by eighty-eight others, 30.8 per cent. There were 116, 40.7 per cent, who considered it to be of little or no importance, while thirteen, 4.5 per cent, failed to answer the question.

The writer noted that the smaller schools in the survey were the ones that checked as very important or important the lack of medical facilities in regard to teacher tenure. Many small towns in Kansas do not have a doctor or medical facilities available without driving several miles. One administrator replied, "We have a fine school system that employs five teachers. We are losing three this year because we have no doctor or nurse in our town." Another said, "Our married teachers refuse to stay in our school system, because we have no medical facilities available. The closest doctor is nearly twenty miles away, while the nearest hospital is over fifty miles away."

Table XXII reports the opinions of the 285 administrators as to the importance of medical facilities in regard to length of teacher tenure in their community.

Inadequate housing for teachers was considered to be very important by 135, 47.3 per cent, of the school heads. There were 112, 39.2 per cent, who said this was important,

TABLE XXII
THE LACK OF MEDICAL FACILITIES

Degree of Importance	Number	Per Cent
Very important	68	23.8
Important	88	30.8
Of little or no importance	116	40.7
No answer	13	4.5
Total	285	99.†

while only thirty, 10.5 per cent, said it was of little or no importance. Eight, 2.8 per cent, failed to answer the question. The writer noted that of the 285 administrators who answered the questionnaire, 247, 86.5 per cent, stated that inadequate housing for teachers was important or very important in regard to teacher tenure in their communities. There were thirty-eight, 13.3 per cent, who considered it to be of little or no importance or who failed to answer the question. Table XXIII shows the distribution of replies from the 285 administrators.

Table XXIV reveals the returns from the 285 school heads as to the importance of the desire for a better position in regard to the length of teacher tenure. There were 153, 53.6 per cent, who replied that the desire for a better position on the part of the teacher was very important in the length

TABLE XXIII

INADEQUATE HOUSING FOR TEACHERS

Degree of Importance	Number	Per Cent
Very important	135	47.3
Important	112	39.2
Of little or no importance	30	10.5
No answer	8	2.8
Total	285	99.†

TABLE XXIV

DESIRE FOR A BETTER POSITION

Degree of Importance	Number	Per Cent
Very important	153	53.6
Important	112	39.2
Of little or no importance	11	3.8
No answer	9	3.1
Total	285	99.†

of teacher tenure in their community. There were 112, 39.2 per cent, who stated it was important, while only eleven, 3.8 per cent, said it was of little or no importance. Nine administrators, 3.1 per cent, failed to answer this question.

The marriage of women teachers was considered as of little or no importance by a majority of the 285 principals and superintendents. Thirty-one, 10.8 per cent, said it was very important; eighty-four, 29.4 per cent, said it was important; while 150, 52.6 per cent, said it was of little or no importance. There were twenty, 7 per cent, who failed to answer the question. Table XXV reveals the opinions of the administrators as to the importance of marriage of women teachers in regard to the length of teacher tenure in their communities.

TABLE XXV
MARRIAGE OF WOMEN TEACHERS

Degree of Importance	Number	Per Cent
Very important	31	10.8
Important	84	29.4
Of little or no importance	150	52.6
No answer	20	7.0
Total	285	99.†

The lack of social life for teachers was checked as very important by fifty-nine, 20.7 per cent, of the small high school administrators and was listed as important by 109, 38.2 per cent. There were eighty-nine, 31.2 per cent, who said that lack of social life was of little or no importance, while twenty-eight, 9.8 per cent, failed to answer the question. By combining the number that listed this problem as important or very important, the writer noted that 168, 58.2 per cent, considered the lack of social life for their teachers to be an important factor in determining the length of tenure. Table XXVI shows the distribution of the opinion of the 285 administrators.

Fifty-one, 17.8 per cent, of the school heads listed as very important the lack of recreational opportunities for teachers and their families. One hundred, 35 per cent, stated that this was important, while 109, 38.2 per cent, replied that it was of little or no importance in regard to the length of teacher tenure in their communities. Twenty-five, 8.7 per cent, of the administrators failed to answer the question. One hundred fifty-one, 52.8 per cent, considered the lack of recreational facilities and opportunities to be important or very important in its influence on teacher tenure. Table XXVII shows the importance given to the problem of recreation by the 285 administrators who answered the questionnaire.

TABLE XXVI

LACK OF SOCIAL LIFE FOR TEACHERS

Degree of Importance	Number	Per Cent
Very important	59	20.7
Important	109	38.2
Of little or no importance	89	31.2
No answer	28	9.8
Total	285	99.†

TABLE XXVII

LACK OF RECREATIONAL OPPORTUNITIES FOR
TEACHER AND FAMILY

Degree of Importance	Number	Per Cent
Very important	51	17.8
Important	100	35.0
Of little or no importance	109	38.2
No answer	25	8.7
Total	285	99.†

Limited transportation facilities was checked as very important in regard to the length of teacher tenure in their communities by fifty-seven, 20 per cent, of the administrators. Ninety-three, 32.6 per cent, reported that limited transportation facilities was important, while 120, 42.1 per cent, replied that it was of little or no importance. Fifteen, 5.2 per cent, failed to answer the question.

The investigator noted that twelve administrators added remarks in relation to their transportation facilities. One principal said, "Transportation problems have affected our school system for the eight years that I have been here. This is one of the most serious problems in keeping our teachers."

Table XXVIII reveals the importance given to limited transportation facilities by the 285 administrators.

TABLE XXVIII

LIMITED TRANSPORTATION FACILITIES

Degree of Importance	Number	Per Cent
Very important	57	20.0
Important	93	32.6
Of little or no importance	120	42.1
No answer	15	5.2
Total	285	99.†

The continuing contract law went into effect in Kansas July 1, 1951.⁶ The writer mailed the 352 questionnaires to the high school administrators in March, 1951, a few months before the law went into effect. Forty-seven, 16.4 per cent, of the 285 administrators, stated that the lack of continuing contracts was a very important reason for teachers leaving their positions. Eighty-five, 29.8 per cent, stated that it was important, while 130, 46.5 per cent, replied that it was of little or no importance. Twenty-three, 8 per cent, failed to answer the question. Table XXIX reveals the answers of the 285 principals and superintendents as to the importance of no continuing contract.

TABLE XXIX

NO CONTINUING CONTRACT

Degree of Importance	Number	Per Cent
Very important	47	16.4
Important	85	29.8
Of little or no importance	130	45.6
No answer	23	8.0
Total	285	99.†

⁶Laws of Kansas, op. cit., p. 673.

Thirty-four administrators, 11.9 per cent, reported that the teacher's load had a very important influence upon teacher tenure in their communities. Eighty-nine, 31.2 per cent replied that it was important, while 144, 50.5 per cent, said it was of little or no importance. Eighteen, 6.3 per cent, failed to answer the question. Table XXX reveals the opinions of the 285 administrators of the small high schools in Kansas concerning the importance of teacher load in regard to the length of teacher tenure in their communities.

TABLE XXX

TEACHER'S TOTAL LOAD TOO HEAVY

Degree of Importance	Number	Per Cent
Very important	34	11.9
Important	89	31.2
Of little or no importance	144	50.5
No answer	18	6.3
Total	285	99.†

A questionnaire was sent to 352 administrators of the small high schools of Kansas in March, 1951. Two hundred eighty-five, 81 per cent, of the administrators returned the questionnaire to the writer. The data used in this thesis were compiled from these questionnaires.

Table XXXI reveals the answers of the 285 school heads in regard to the twenty-six "opinion" statements as to their importance concerning the length of teacher tenure. By using a weighting scale of five points for "Very important," three for "Important," and one for "Of little or no importance," the writer was able to rank in degree of importance the factors that tend to shorten teacher tenure in the small high schools of Kansas.

The desire for a better position was ranked as the most important factor in causing short teacher tenure by the 285 high school principals and superintendents; while the county teachers organization was ranked as the least important by the administrators.

The writer noted that many reasons often heard expressed as causes for short teacher tenure were rated in the lower fifty percentile. No continuing contract was ranked number fifteen by the administrators, and religious factions in the community were ranked number twenty-two. The school heads rated restrictions on teacher's personal life as twenty-three

and the lack of a church of one's affiliation and the parent-teachers association as twenty-four and twenty-five respectively.

TABLE XXXI

DISTRIBUTION OF THE WEIGHTED FREQUENCY OF FACTORS THAT TEND TO SHORTEN TEACHER TENURE IN THE SMALL HIGH SCHOOLS OF KANSAS

Item	Weighted Frequency	Rank
Desire for a better position	1112	1
Inadequate housing for teachers	1041	2
Non-professional attitude of school board members	924	3
Inability to maintain discipline	884	4
Inadequate salaries	789	5
Teaching in too many fields	754	6
Lack of medical facilities	740	7
Lack of social life for teachers	711	8
Limited transportation facilities	684	9
Lack of health and sanitation facilities	680	10
Lack of recreational opportunities	664	11
Inexperience of the teacher	639	12
Inadequate eating facilities	628	13
Unpleasant teacher-parent relationship	625	14
No continuing contract	620	15
Lack of adjustment to fellow teachers	619	16
Teachers total load too heavy	581	17
Marriage of women teachers	555	18
Inadequate building and equipment	549	19
Lack of adjustment to superintendent or principal	539	20
Poor janitor service	456	21
Religious factions in the community	394	22
Restrictions on teacher's personal life	384	23
Lack of church of one's affiliation	372	24
Parent-teachers association	361	25
County-teachers organization	328	26

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There were 352 public high schools in Kansas, in 1951, with fewer than eighty students. The writer sent a questionnaire to the 352 schools and received answers from 285 principals or superintendents, 81 per cent. The following conclusions appear to be justified by the findings of this investigation.

The tenure of teachers in small high schools in Kansas is very short. The average tenure, or length of time in their 1950-1951 positions was 2.75 years. Slightly less than one-fourth of the 1303 teachers had a tenure of more than three years. Almost 40 per cent of the teachers were new in their positions in 1950-1951.

A large number of teachers in small high schools in Kansas have little or no experience. Nearly one-fourth, 23.2 per cent, of the 1303 teachers in the small high schools were inexperienced.

According to the opinions of the 285 school administrators who participated in this study, the ten factors which have the greatest influence toward creating short tenure among teachers in small high schools in Kansas are as follows:

Desire for a better position
 Inadequate housing for teachers
 Non-professional attitude of school board members
 Inability to maintain discipline
 Inadequate salaries
 Teaching in too many fields
 Lack of medical facilities
 Lack of social life for teachers
 Limited transportation facilities
 Lack of health and sanitation facilities

The relative importance of sixteen other factors is indicated in Table XXXI, page 51.

Recommendations for improving tenure in small high schools in Kansas:

1. More training on methods of guiding inexperienced teachers should be given to high school principals and superintendents.

2. More adequate instruction should be given to all prospective teachers on life in a small town, as many of the teachers do start teaching in small communities.

3. Small communities should own or reserve modern living units for their teachers.

4. Many small communities should exercise greater

care in choosing their school board members. School board associations might well give more attention to encouraging ethical conduct on the part of school board members.

5. Small communities should pay higher salaries and hire more teachers, thus creating a "better position" for their teachers.

6. Whenever feasible, very small high schools should be combined to create a larger school and a more adequate school program.

BIBLIOGRAPHY

Unpublished Materials

Andrus, Howard G., "The Extent and Causes of Turnover among Secondary-School Teachers in New York State Central Schools for the Year 1948-1949." Unpublished Doctor's dissertation, Cornell University, Ithaca, New York, 1951. 274 pp.

Published Materials

Beecher, Dwight E., and Janet W. Bump, The Evaluation of Teaching in New York State. New York, 1950. 57 pp.

Court Decisions on Teacher Tenure. National Education Association of the United States, Washington, D. C., 1949. 15 pp.

Court Decisions on Teacher Tenure. National Education Association of the United States, Washington, D. C., 1950. 23 pp.

Court Decisions on Teacher Tenure. National Education Association of the United States, Washington, D. C., 1951. 19 pp.

Court Decisions on Teacher Tenure. National Education Association of the United States, Washington, D. C., 1952. 19 pp.

Court Decisions on Teacher Tenure. National Education Association of the United States, Washington, D. C., 1953. 22 pp.

Elsbree, Willard S., The American Teacher. New York: American Book Company, 1939. 556 pp.

Essentials of a Proper School Board Hearing. National Education Association of the United States, Washington, D. C., 1945. 23 pp.

Laws of Kansas, Session of 1951, Topeka, Kansas: 1951. 934 pp.

- Martin, Lycia O., The Prediction of Success for Students in Teacher Education. The Bureau of Publications, Teachers College, Columbia University, New York, 1944. 110 pp.
- McKenny, Charles, The Personality of the Teacher. Chicago: Row, Peterson and Company, 1910. 192 pp.
- Mursell, James L., Developmental Teaching. New York: McGraw-Hill Book Company, Inc., 1949. 374 pp.
- Porter, Martha Peck, The Teacher in the New School. Yonkers-on-Hudson, New York: The World Book Company, 1931. 312 pp.
- Report of the Committee on Tenure and Academic Freedom. National Education Association of the United States, Washington, D. C., 1950. 22 pp.
- Seeder, R. I., "Aspects of Tenure and Turnover among Minnesota Teachers," American School Board Journal, LXXVII (October, 1928). 55-152.
- Simon, Donald L., "Turnover among Teachers in the Smaller Secondary Schools of Indiana," School Review, XLIV (February, 1936). 114-125.
- Teacher Preparation in Kansas, 1949-50. Kansas State Teachers Association, Department of Professional Relations, Topeka, Kansas, 1950. 5 pp.
- Teacher Tenure: Analysis and Appraisal. National Education Association of the United States, Washington, D. C., 1947. 77 pp.
- Teacher Tenure. National Education Association of the United States, Revised Second Edition, No. I, Washington, D. C.; 1947. 23 pp.
- Teacher Tenure Manual. National Education Association of the United States, Washington, D. C., 1950. 39 pp.
- Tenure Legislation-How to Get It-How to Keep It. National Education Association of the United States, Washington, D. C., 1944. 27 pp.
- Williams, Lewis W., "Turnover among High-School Teachers in Illinois," School Review, XL (June, 1932). 416-428.
- World Almanac, New York: New York World Telegram, 1952. 912 pp.

JAMES E. IRELAND
P. O. BOX 68
HICKS HILL, KANSAS

Dear Sir:

In connection with the completion of my work toward
a doctorate at Wichita University, I am in the process
of preparing a thesis. The title of my research
is "The Factors of Success in the Small High Schools of
Kansas".

APPENDIX

Your assistance in answering the attached
questions would be greatly appreciated.

Yours truly,

James E. Ireland

Enclosed please find the desired copy of the tabulated
results of this questionnaire.

JOHN B. IRELAND
P. O. BOX 63
ROSE HILL, KANSAS

Mr. _____
High School Principal
_____, Kansas

Dear Sir:

As a final step in the completion of my work toward a Master's degree at Wichita University, I am in the process of gathering data for my thesis. The title of my research is, "The Tenure of Teachers in the Small High Schools of Kansas."

Your fullest cooperation in answering the attached questionnaire will be greatly appreciated.

Yours truly,

John B. Ireland

Enclosures 2

_____ Please check if you desire a copy of the tabulated results of this questionnaire.

THE TENURE OF TEACHERS
IN THE SMALL HIGH SCHOOLS OF KANSAS

QUESTIONNAIRE TO
HIGH SCHOOL PRINCIPALS OR SUPERINTENDENTS

(Please do not include yourself in answering the following items.)

1. How many teachers are in your high school system? _____
2. How many high school teachers are new in their positions this year? _____
3. How many teachers have had no previous experience? _____
4. The number of years that your high school teachers have taught in your system, including 1950-1951:

No. of years

No. of teachers

1 yr. _____

2 yrs. _____

3 yrs. _____

4 yrs. _____

5 yrs. _____

6 yrs. _____

7 yrs. _____

8 yrs. _____

9 yrs. _____

10 yrs. _____

Over 10 yrs. (Please state how many)

QUESTIONNAIRE
(Continued)

6. Which of the following factors tend to decrease the length of tenure for high school teachers in your community? Please check degree of importance.

	<u>Very important</u>	<u>Important</u>	<u>Of little or no importance</u>
a. Inadequate building and equipment	_____	_____	_____
b. Poor janitor service	_____	_____	_____
c. Inexperience of the teacher	_____	_____	_____
d. Teaching in too many fields	_____	_____	_____
e. Inadequate salaries	_____	_____	_____
f. Unpleasant teacher-parent relationships	_____	_____	_____
g. Inability to maintain discipline	_____	_____	_____
h. Lack of adjustment to superintendent or principal	_____	_____	_____
i. Lack of adjustment to fellow teachers	_____	_____	_____
j. Non-professional attitudes of school board members	_____	_____	_____
k. Religious factions in the community	_____	_____	_____
l. Undue restrictions on teacher's personal freedom	_____	_____	_____
m. Lack of church of one's affiliation	_____	_____	_____
n. The county teachers' organization	_____	_____	_____
o. The Parent Teacher Association	_____	_____	_____
p. Inadequate eating facilities	_____	_____	_____
q. Lack of health and sanitation facilities in the community	_____	_____	_____
r. The lack of medical facilities	_____	_____	_____
s. Inadequate housing for teachers	_____	_____	_____
t. Desire for a "better" position	_____	_____	_____

QUESTIONNAIRE
(Continued)

	<u>Very important</u>	<u>Important</u>	<u>Of little or no importance</u>
u. Marriage (women teachers)	_____	_____	_____
v. Lack of social life for teachers	_____	_____	_____
w. Lack of recreational opportunities for teacher and family	_____	_____	_____
x. Limited transportation facilities	_____	_____	_____
y. No continuing contract	_____	_____	_____
z. Teacher's total load too heavy	_____	_____	_____
Other factors (Please rate as above)			
_____	_____	_____	_____
_____	_____	_____	_____

