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ABSTRACT

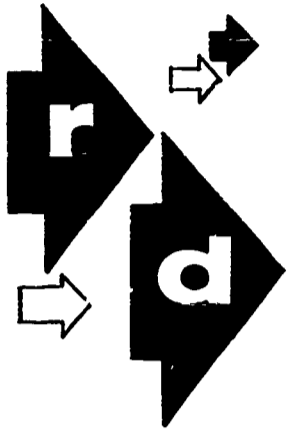
The status of one-teacher schools in 1959 is described in this nationwide study by the National Education Association. Information for the study was gathered from 2,376 one-teacher schools in the 48 states (Alaska and Hawaii were not included), and data obtained from a 52-item questionnaire are grouped into 6 sections: (1) number of one-teacher schools, (2) personal characteristics of the teachers, (3) professional status of the teachers, (4) school plant and facilities, (5) pupils in one-teacher schools, and (6) instructional supplies, equipment, and services. In addition, trends in the development of one-teacher schools in the 4 decades preceding the study, along with comparisons of the one-teacher schools with all graded elementary schools, are presented. A summary of the findings and a tabular description of the questionnaire data are also included. (TL)

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One-Teacher Schools Today

RESEARCH DIVISION

National Education Association of the United States
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FOREWORD

The one-teacher schools, once occupying a dominant place in American education, are now almost forgotten, although 23,695 such schools are still operating in the United States.

This study makes three significant contributions to our limited knowledge of the nation's one-teacher schools.

First, this is the only detailed nationwide study of the current status of one-teacher schools. It describes the personal and professional characteristics of the teachers, the school sites and buildings, the pupils in the schools, available supplies and equipment, and the help available from central agencies.

Second, it presents trends in the development of the schools during the past four decades.

Third, it compares the one-teacher schools with graded elementary schools in general.

The value of this study will depend largely on the extent to which it is used by state and local-school administrators, teachers associations, and teachers in one-teacher schools. There are many possibilities of making comparative studies on the state and local levels. The findings in this report show how seriously the one-teacher schools lag behind the graded elementary schools in nearly all respects. Such findings should help professional leaders in rural areas in their efforts to arouse public opinion in favor of appropriate action. For the almost 400,000 pupils attending one-teacher schools, such schools should be made as good as possible.

The report of this study was written by David Iwamoto, research assistant.

SAM M. LAMBERT
Director, Research Division

I. INTRODUCTION

Many people believe that the day of the one-teacher school has passed. Yet 1 of every 4 public elementary schools in the United States was a one-teacher school in 1958-59.^{1/}

An examination of the number and types of articles on one-teacher schools published during the past 30 years shows that the great interest and concern for such schools has gradually waned until today the one-teacher schools are almost forgotten. The January 1929-June 1932 volume of The Education Index listed 25 articles; the June 1955-May 1957 volume, only six. In the earlier volume, the titles were dynamic, positive, and aggressive: "Quit Knocking the One-Teacher Schools"^{2/} and "Improvement of Our One-Teacher Schools."^{3/} In the later volume, the titles are nostalgic: "Memories Are Made of This"^{4/} and "Little School Gives Up."^{5/}

Despite the rapidly decreasing number, the one-teacher schools have not disappeared from the American scene. For the sake of hundreds of thousands of children still depending on these schools, the remaining one-teacher schools must be made as good as possible.

Purpose of the Report

The main purpose of this study was to refocus attention on the job the one-teacher school is doing. The means employed was the gathering of certain selected information about these schools in 1958-59 by questionnaire. Aside from the number of schools compiled periodically by the U. S. Office of Education and the NEA Division of Rural Service, there is a dearth of current information about one-teacher schools.^{6/} The few comprehensive studies available on this subject date back 25 to 30 years.^{7/}

^{1/} There were 23,695 one-teacher schools, with a total enrollment of about 400,000.

^{2/} Guhin, M. M. "Quit Knocking the One-Teacher Schools." Journal of Education 113: 91-93; January 1931.

^{3/} Moore, M. C. "Improvement of Our One-Teacher Schools." Kansas Teacher 30: 12-14; December 1929. Same: Pennsylvania School Journal 78: 201-202; December 1929. Ohio Schools 8: 195; May 1930.

^{4/} Clute, Glen C. "Memories Are Made of This." Peabody Journal of Education 36: 288-90; March 1959.

^{5/} Life. "Little School Gives Up, York County." Life 38: 61-62; June 6, 1955.

^{6/} U. S. Department of Health, Education, and Welfare, Office of Education. "Statistical Summary of Education: 1955-56." Biennial Survey of Education in the United States: 1954-56. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1959. Chapter 1, 96 p.

National Education Association, Rural Service. Status of School Districts in the United States, 1957-58. Washington, D. C.: the Association, 1958. 5 p.

Gaumnitz, Walter H., and Blose, David T. The One-Teacher School--Its Midcentury Status. U. S. Office of Education, Federal Security Agency, Circular 318. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. 30 p.

National Education Association, Research Division. "Rural Teachers in 1951-52." Research Bulletin 31: 3-63; February 1953.

^{7/} Monahan, Arthur C. Status of Rural Education in the U. S. U. S. Department of the Interior, Bureau of Education, Bulletin 1913, No. 8. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1913. 72 p.

Gaumnitz, Walter H. Salaries and Salary Trends of Teachers in Rural Schools. U. S. Department of the Interior, Bureau of Education, Bulletin 1929, No. 6. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1929. 54 p.

Gaumnitz, Walter H. Availability of Public-School Education in Rural Communities. U. S. Department of the Interior, Office of Education, Bulletin 1930, No. 34. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1931. 53 p.

Covert, Timon. Educational Achievements of One-Teacher and of Larger Rural Schools. U. S. Department of the Interior, Bureau of Education, Bulletin 1928, No. 15. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1928. 23 p.

Gaumnitz, Walter H. Status of Teachers and Principals Employed in the Rural Schools of the United States. U. S. Department of the Interior, Office of Education, Bulletin 1932, No. 3. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1932. 122 p.

Gaumnitz, Walter H. Are the One-Teacher Schools Passing? U. S. Department of the Interior, Office of Education, Pamphlet No. 92. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1940. 17 p.

National Education Association, Research Division. "The Rural Teacher's Economic Status." Research Bulletin 17: 3-61; January 1939.

National Education Association, Research Division. "Progress in Rural Education." Research Bulletin 18: 131-81; September 1940.

A related purpose, equal in importance, was to find out the general trends in the one-teacher schools over the past four decades. For example, 36 years ago the U. S. Office of Education published the following description of the one-teacher school.

The building in which it is housed is usually the meanest type of school building; the supplies furnished rural children are the scantiest; the school term is usually the shortest; rural teachers represent the most inexperienced, the least adequately trained, and the least skilled group of teachers; community support of the school is usually less enthusiastic than the support accorded any other type of school in the State....

One-room rural schools are too often in an impoverished condition so far as textbooks, library books, and other necessary equipment are concerned.... One book, a reader, is too often the only material provided for occupying the six-hour school day of first and second grade children. Libraries, maps, globes, sufficient blackboard space, window shades, a covered water container, and other necessary equipment may be altogether lacking. The interior quite as frequently as the exterior of the one-room school building gives evidence of conditions similar to those that were prevalent in pioneer days.^{8/}

Generally speaking, this description remains in the minds of people discussing one-teacher schools today. This report attempts to describe these schools as they really are.

The third purpose of this study was to find out how one-teacher schools compared with all elementary schools in general. For this purpose, the NEA Research Division's report, "The Status of the American Public-School Teacher"^{9/} was used extensively.

Finally this study was made to reawaken interest and initiate action. The Research Division received many comments from teachers answering the questionnaire. After giving a detailed description of her school, a teacher in Nebraska asked, "Just what is this 'research' going to do about it?" A teacher in Kentucky wrote, "I am answering this questionnaire in the hope that it will help our school plus many others. Let's try real hard."

What is "research" going to do? It can but gather, evaluate, and disseminate facts and urge

^{8/} Newbury, Maud C. Supervision of One-Teacher Schools. U. S. Department of the Interior, Bureau of Education, Bulletin 1923, No. 9. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1923. p. 1, 47-48.

^{9/} National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 1-63; February 1957.

^{10/} Connecticut had no one-teacher school, and Hawaii was not included because it was not a state when this study was begun.

the proper authorities to use these data as a basis for improving the quality of education for the approximately 400,000 children attending 23,695 one-teacher schools in 1958-59.

Definition of Terms

In this report, the one-teacher school is a public elementary school with only one teacher. It may be located in a rural or urban area. It may include one or more grades. The school building may have one or more rooms. The term one-teacher school does not include the one-teacher school organized specifically for special instructional services, such as instruction of the physically, mentally, or emotionally handicapped, for remedial reading, or for teaching other special skills.

The term teacher refers to a teacher in a one-teacher school unless otherwise designated.

Procedure

The first phase of this study consisted of a thorough review of the literature in this field. The few research studies and basic reports are listed in the footnotes.

Constructing the questionnaire--The construction of a questionnaire was the next phase of the study. The questionnaire comprised 52 questions grouped into eight sections: (a) personal information; (b) professional information; (c) school site and location; (d) school building; (e) pupils in school; (f) service, equipment, and teaching aids; (g) central supervision and services; and (h) school curriculum and organization.

The Research Division received valuable criticisms and suggestions from the following specialists in rural and elementary education before the final draft of the questionnaire was completed: Dr. Walter H. Gaumnitz, U. S. Office of Education; Dr. Robert M. Isenberg and Miss Lois M. Clark, NEA Division of Rural Service, and Dr. Ethel M. Thompson, NEA Consultant in Elementary Education.

Obtaining a list of one-teacher schools--The list of names and addresses of almost all the one-teacher schools in 48 states,^{10/} which the Research Division compiled, came from three sources:

1. The 1958-59 state education directories. Those of 19 states listed the names and addresses of all school personnel and their schools.

2. Chief state school officers. In response to the Research Division's request, 19 sent a list of names and addresses of all or of a 10-percent sample of their one-teacher schools.

3. County and local superintendents of schools. Eleven state departments of education, which did not have the names and addresses of their one-teacher schools, sent a list of all the school systems that operated one or more such schools.

Selecting a sample of one-teacher schools-- Table 1 shows the number of one-teacher schools by state in 1958-59, a total of 23,695 operating in 48 states. Every tenth name on the list of one-teacher schools provided by the states was selected. Every state (except Connecticut), even those with fewer than 10 schools was represented by at least one school. The nationwide total was 2376. Table 2 shows the result of the selection by region.

Number of responses--The 2376 questionnaires were mailed on April 2, 1959. There were three follow-ups: a post-card reminder, a letter with another copy of the questionnaire, and a second post-card reminder. Seventy percent of the questionnaires were returned to the Research Division by June 25, 1959.

Reliability of data--Although the total percent of return was high, the regions varied significantly in percent of response. When the returns were weighted according to the known proportion of the teachers in each region, the differences between them and the unweighted totals were slight. The Appendix, which is basic to most of the text tables and discussion, presents unweighted totals. Certain weighted tables were prepared, however, when it was desirable to project the figures of the study to the national total of teachers in one-teacher schools. These tables with weighted totals are in each case clearly identified.

Under the assumption that the nonrespondents would not materially affect the recorded percentages, for those national projections involving percentages, the sampling error does not exceed ± 0.02 with a confidence of 90 percent.

Organization of the Report

This report is divided into eight sections. Section I explains the purposes of the study and the research techniques employed. Each of the next six sections states the findings in a certain area and, wherever appropriate, compares the findings with the current status of elementary schools in general. When trend data are

TABLE 1.--NUMBER OF ONE-TEACHER SCHOOLS,
BY STATE, 1958-59

State	Number of schools
1	2
Alabama	278
Alaska	41
Arizona	50
Arkansas	150
California	300
Colorado	203
Connecticut	0
Delaware	21
Florida	27
Georgia	16
Idaho	70
Illinois	176
Indiana	74
Iowa	1,117
Kansas	1,007
Kentucky	1,347
Louisiana	38
Maine	230
Maryland	35
Massachusetts	14
Michigan	1,291
Minnesota	1,433
Mississippi	426
Missouri	1,357
Montana	820
Nebraska	2,812
Nevada	41
New Hampshire	45
New Jersey	2
New Mexico	43
New York	79
North Carolina	29
North Dakota	2,075
Ohio	23
Oklahoma	350
Oregon	86
Pennsylvania	274
Rhode Island	1
South Carolina	14
South Dakota	2,338
Tennessee	568
Texas	62
Utah	19
Vermont	208
Virginia	290
Washington	81
West Virginia	1,032
Wisconsin	2,415
Wyoming	287
Total	23,695

Source:

1958-59 state education directories and state superintendents of schools.

TABLE 2.--NUMBER AND PERCENT OF QUESTIONNAIRES SENT AND RETURNED

Region ^{a/}	Number of questionnaires sent	Questionnaires returned		Number of usable returns
		Number	Percent	
1	2	3	4	5
New England	52	41	78.8%	40
Middle Atlantic	144	102	70.8	100
Southeast	321	169	52.6	161
Middle states	791	622	78.6	602
Southwest	50	38	76.0	38
Northwest	964	649	67.3	626
Far West	54	43	79.6	43
Total	2,376	1,664	70.0%	1,610

^{a/} New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Middle Atlantic: Delaware, Maryland, New Jersey, New York, Pennsylvania, and West Virginia. South-east: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Middle states: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. Southwest: Arizona, New Mexico, Oklahoma, and Texas. Northwest: Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming. Far West: Alaska, California, Nevada, Oregon, and Washington.

available, the changes in the characteristics of one-teacher schools are discussed.

Section II reports the number of one-teacher schools in 1958-59. It discusses the nationwide and state-by-state changes in the number of one-teacher schools since 1918. It examines the changes in the proportions of one-teacher schools in the total number of schools in the United States.

Section III reports the findings on the personal status of the teachers. It answers such questions as: (a) In what size community was the teacher born and reared? (b) What was the occupation of his father, mother, and spouse? (c) What is the proportion of men and women teachers? (d) How old is the typical teacher? Is he married? (e) What is the average number of children of the married teachers? (f) Where do the teachers live while teaching? What sorts of accommodations do they have? (g) What distance do they travel to get to school? By what means do they travel?

Section IV reports findings on the professional status of the teachers. This section discusses such items as (a) the number of years of college education completed, the highest college degree held, the major field of concentration, and the type of institution attended; (b) the recency of college attendance; (c) the adequacy of the teaching certificate; (d) the number of years of teaching experience; (e) the teacher's salary; (f) the number of hours per week devoted to school duties and activities inside and outside school hours; and (g) the teacher's satisfaction with teaching.

Section V reports the findings on school plant and utilities. Here are some questions it attempts to answer: (a) Where is the school located? Is it easily accessible? Are there other schools in the same district? (b) When was the school building constructed? Is the building adequate? (c) Are the classroom space, fixtures, and facilities adequate and satisfactory? (d) Are the school utilities, such as drinking water, heating system, lighting system, and toilet facilities adequate? (e) Who does the custodial work? (f) Is the school equipped to serve a hot lunch? (g) What is the teacher's opinion of school consolidation?

Section VI reports the findings on pupils in one-teacher schools. It attempts to answer these questions: (a) How many children attend? (b) In what grades are they? (c) How long is their school year? (d) How do they get to and from school? (e) What is the teacher's evaluation of the educational program offered?

Section VII reports the findings on adequacy of instructional supplies and equipment and the services of central agencies. It attempts to answer these questions: (a) What instructional supplies and equipment are available and how adequate are they? (b) What help is available from central agencies such as the office of the county superintendent of schools and the county health office?

Section VIII consists of a summary of the findings, mostly in the form of a picture of the typical teacher or school.

The report is concluded with an Appendix of detailed data.

II. NUMBER OF ONE-TEACHER SCHOOLS

This section discusses the number of one-teacher schools operating in 1958-59, as reported by 48 state superintendents of education. It analyzes national and state-by-state trends from 1918 to 1959. It seeks out significant relationships between the number of one-teacher schools and geographic region, community size, and number and type of operating and nonoperating school districts. It includes teacher opinion on school consolidation.

Nationwide Changes

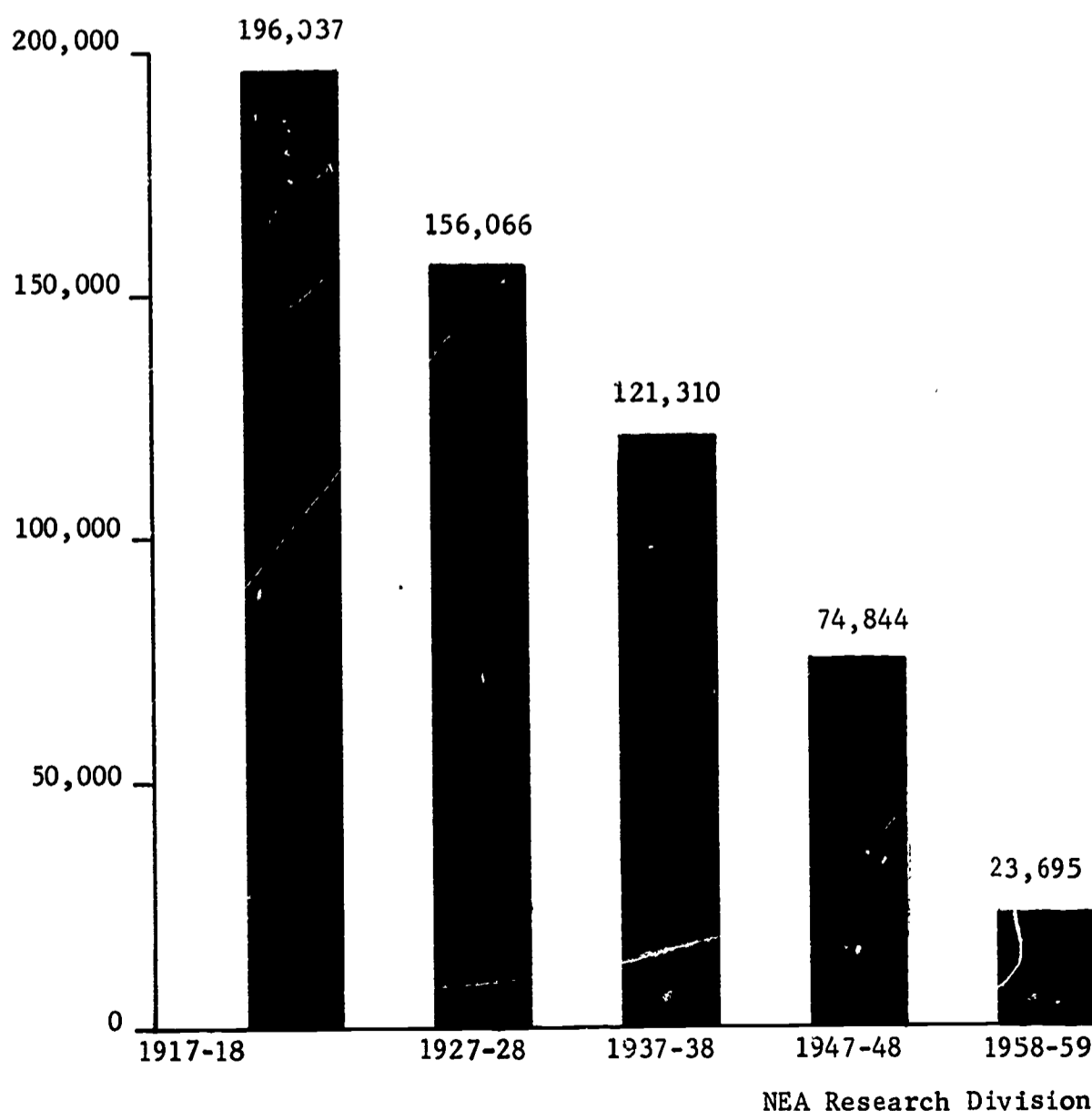
The number of one-teacher schools decreased 88 percent from 1918 to 1959: Figure I illus-

trates this decrease of 172,342 one-teacher schools during these 41 years.

Figure II illustrates the percent that the number of one-teacher schools is of all public schools and the percent that the number of teachers in one-room schools is of all public-school teachers. In 1917-18, there were 196,037 one-teacher schools in the United States, 70.8 percent of all public schools. These one-teacher schools were staffed by 31.0 percent of all classroom teachers, and were attended by about 5 million or one-fourth of all school children.^{1/}

^{1/} Gaumnitz, Walter H., and Blose, David T. The One-Teacher School--Its Midcentury Status. U. S. Office of Education, Federal Security Agency, Circular 318. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. p. 6.

FIGURE I.--NUMBER OF ONE-TEACHER SCHOOLS, 1917-18 TO 1958-59



The percents have changed radically in 41 years. In 1958-59, there were 23,695 one-teacher schools in the United States, 19.5 percent of all public schools. These one-teacher schools were staffed by 1.8 percent of all classroom teachers, and were attended by about 392,390 children, or 1.1 percent of all school

children. The schools and their teachers represented 25 percent of all public elementary schools and 3 percent of all elementary-school teachers that year.

Table 3 shows that in 1958-59, almost 41 percent of all one-teacher schools were located in the Northwest. The smallest percent of one-teacher schools in any region was in New England--2.1.

Table 3 also shows the regional changes from 1947-48. The Southwest showed the greatest change; the number of one-teacher schools reported in 1958-59 was 82.4 percent less than the figure reported in 1947-48. The Northwest showed the least change, with a decrease of 38.1 percent.

Most one-teacher schools are located in open areas. Figure III shows that of the number of teachers reporting, 51.6 percent were located in open areas, 38.3 percent in towns under 150 in population, and 10.1 percent in towns 150 and over in population. The 10.1 percent located in towns 150 and over in population was divided thus: 7.8 percent in towns of 150-449 population, 1.2 percent in towns of 450-749 population, and 1.1 percent in towns of 750 or more population.

Table 4 gives the percent distribution of one-teacher schools among three population areas by region. New England and the Northwest present the extremes: In New England, 44.4 percent of the reporting schools were located in towns 150 and over in population and only 25.0 percent in open areas. New England thus reported the highest percent of schools in the largest towns and the smallest percent of

FIGURE II.--TRENDS IN ONE-TEACHER SCHOOLS AND TEACHERS AS PERCENTS OF ALL PUBLIC SCHOOLS AND TEACHERS

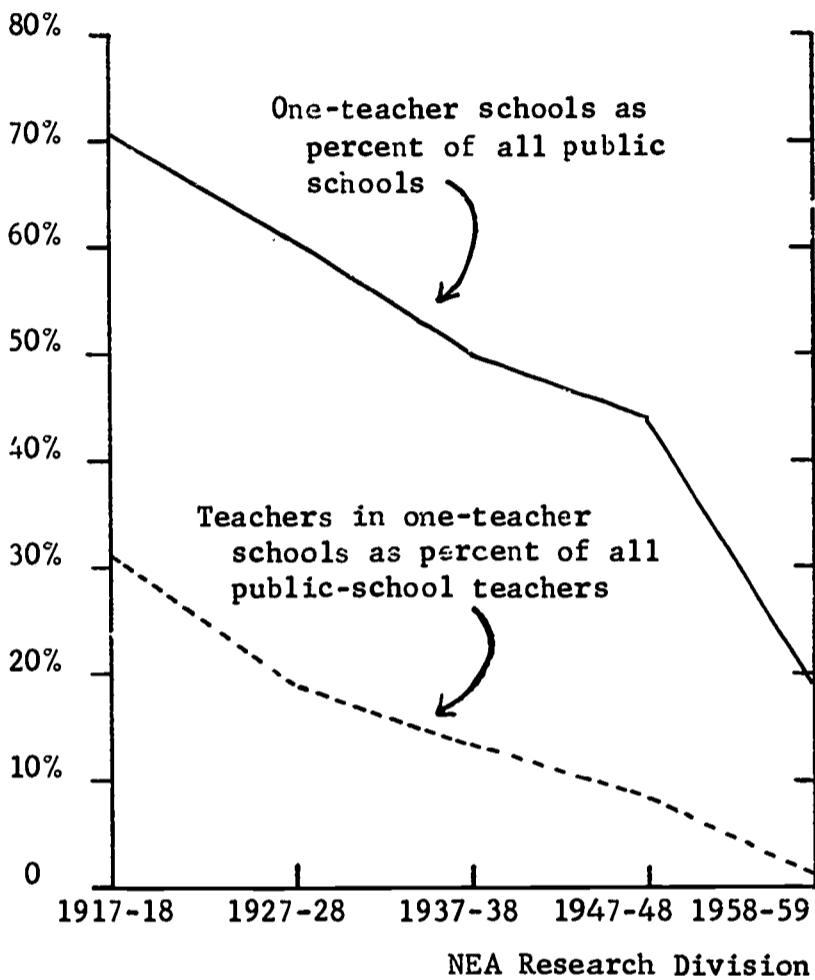


TABLE 3.--DISTRIBUTION OF ONE-TEACHER SCHOOLS, BY REGION, 1947-48 AND 1958-59

Region	1947-48 ^{a/}		1958-59 ^{b/}		Decrease, 1947-48 to 1958-59	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
New England	1,700	2.3%	498	2.1%	1,202	70.7%
Middle Atlantic	7,068	9.4	1,443	6.1	5,625	79.6
Southeast	15,593	20.8	3,183	13.4	12,410	79.6
Middle	30,584	40.9	7,886	33.3	22,698	74.2
Southwest	2,874	3.8	505	2.1	2,369	82.4
Northwest	15,563	20.8	9,631	40.7	5,932	38.1
Far West	1,462	2.0	549	2.3	913	62.4
Total	74,844	100.0%	23,695	100.0%	51,149	68.3%

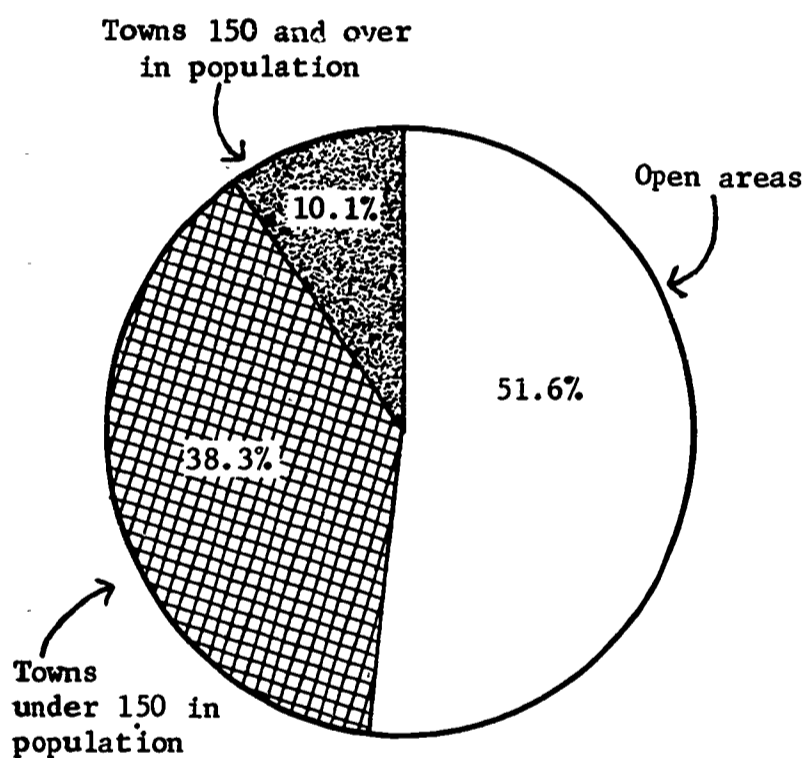
a/ Based on: Gaumnitz, Walter H., and Blose, David T. The One-Teacher School--Its Midcentury Status. U. S. Office of Education, Federal Security Agency, Circular 318. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. p. 19.

b/ Based on information from state superintendents of education and state education directories.

TABLE 4.--DISTRIBUTION OF ONE-TEACHER SCHOOLS, BY AREA
AND BY REGION, 1958-59

Region	Area, by population			Total number reporting
	Open area	Towns under 150 in population	Towns 150 and over in population	
1	2	3	4	5
New England	25.0%	30.6%	44.4%	36
Middle Atlantic	38.5	42.8	18.7	91
Southeast	30.6	46.9	22.5	147
Middle	52.6	36.6	10.8	527
Southwest	37.5	46.9	15.6	32
Northwest	61.5	35.7	2.8	569
Far West	41.5	53.6	4.9	41

FIGURE III.--MOST ONE-TEACHER SCHOOLS ARE LOCATED IN OPEN AREAS



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schools in open areas. On the other hand, 61.5 percent of the reporting schools in the Northwest were located in open areas and only 2.8 percent in towns 150 and over in population. Thus, of the seven regions, the Northwest reported the highest percent of schools in open areas and the smallest percent of schools in towns 150 and over in population.

State-by-State Changes

Table 5 gives the state-by-state trend in the number of one-teacher schools from 1917-18 to 1958-59. In the school year 1917-18, 38 states reported more than 1000 one-teacher

schools each; 30 states, more than 2000 such schools each; and 17 states, more than 5000. The four states reporting the largest numbers of one-teacher schools were Iowa, 11,340; Illinois, 11,000; Pennsylvania, 9846; and Missouri, 9000. The four states reporting the smallest numbers of one-teacher schools in 1917-18 were Rhode Island, 112; Utah, 138; Arizona, 287; and Nevada 314.

In 1958-59, only 11 states reported more than 1000 one-teacher schools each. Only four states had more than 2000 each: Nebraska, 2812; Wisconsin, 2415; South Dakota, 2338; and North Dakota, 2075. Connecticut was the only state with no one-teacher schools in 1958-59, having consolidated or abolished all 751 one-teacher schools it had in 1917-18. The four states with the smallest number of one-teacher schools in 1958-59 were Rhode Island, 1; New Jersey, 2; and Massachusetts and South Carolina, 14 each.

Table 5 shows that the total number of one-teacher schools dropped from 196,037 to 23,695 between 1917-18 and 1958-59, a decrease of 172,342 schools in 41 years. In each of 36 states the number of one-teacher schools decreased by more than 1000. In each of 13 states the number decreased more than 5000: Georgia, 5295; Illinois, 10,824; Indiana, 5322; Iowa, 10,223; Kansas, 6723; Kentucky, 5858; Michigan, 5915; Minnesota, 6798; Missouri, 7643; New York, 8721; Ohio, 8303; Pennsylvania, 9572; and Texas, 5811. These 13 states eliminated a total of 97,008 one-teacher schools or 56.3 percent of all one-teacher schools consolidated or abolished in the past 41 years.

Table 6 shows the percent of schools reported in 1917-18 that remained in 1958-59. In 43 states the number of one-teacher schools was reduced more than 75 percent; in 20 states, more than 95 percent; and in eight states, more than 99 percent. These eight states were Connecticut, Georgia, New Jersey, New York, North

TABLE 5.--NUMBER OF ONE-TEACHER SCHOOLS, BY STATE, 1917-18 TO 1958-59

State	1917-18	1927-28	1937-38	1947-48	1958-59
1	2	3	4	5	6
Alabama	3,561	3,015	2,124	1,088	278
Arizona	287 ^{a/}	204	136	87	50
Arkansas	5,120	3,758	2,667	1,450	150
California	2,374	1,649	1,528 ^{b/}	820 ^{c/}	300
Colorado	2,222	1,910	1,385	561 ^{c/}	203
Connecticut	751	536	271	115	...
Delaware	331	232	96	48	21
Florida	1,978	824 ^{a/}	722	420	27
Georgia	5,311	3,557	2,632	1,758	16
Idaho	1,295 ^{a/}	926	638	270	70
Illinois	11,000 ^{a/}	10,105	9,967	7,126	176
Indiana	5,396	2,518	1,192	411 ^{c/}	74
Iowa	11,340	9,585	8,850	5,631	1,117
Kansas	7,730	7,200	6,364	3,090	1,007
Kentucky	7,205	6,256	4,387	3,462	1,347
Louisiana	1,941	1,513	972	778	38
Maine	2,283	1,868	1,560	728	230
Maryland	1,676	1,206	558	165 ^{c/}	35
Massachusetts	801	570	238	128	14
Michigan	7,206	6,372	4,770	2,952	1,291
Minnesota	8,231	6,997	6,559	4,418	1,433
Mississippi	4,371	2,930	1,989	1,850	426
Missouri	9,000	7,393	7,208	5,125	1,357
Montana	2,793	2,425	2,227	915	820
Nebraska	6,638	6,081	5,772	4,434	2,812
Nevada	314	212	186	88	41
New Hampshire	950 ^{a/}	608	388	133	45
New Jersey	760	430	176	89	2
New Mexico	748	722 ^{a/}	533	263	43
New York	8,800 ^{a/}	8,066 ^{a/}	4,998	1,494	79
North Carolina	4,681	1,907	1,220	595	29
North Dakota	4,400	4,361	3,802	2,677	2,075
Ohio	8,326	4,910	1,426	446	23
Oklahoma	4,805	3,426	2,456	1,324 ^{c/}	350
Oregon	1,950	1,536	1,121	399	86
Pennsylvania	9,846	7,821	5,350	2,744	274
Rhode Island	112 ^{a/}	97	48	25	1
South Carolina	3,313	1,905	1,099 ^{a/}	1,019	14
South Dakota	4,617 ^{a/}	4,796	4,101	3,203	2,338
Tennessee	4,977	3,471	2,684	2,095	568
Texas	5,873 ^{a/}	3,899	2,795	1,200	62
Utah	138	95 ^{a/}	47	28	19
Vermont	1,250	1,087	893	571	208
Virginia	4,128	3,015	2,168	1,078	290
Washington	1,761	1,313	681	155	81
West Virginia	5,566	4,979	3,494	2,528	1,032
Wisconsin	6,731	6,665	6,081	4,475 ^{c/ d/}	2,415
Wyoming	1,150 ^{a/}	1,115	781	385	287
United States	196,037	156,066	121,310	74,844	23,695 ^{e/}

Sources:

Columns 2-5 from: Gaumnitz, Walter H., and Blose, David T. The One-Teacher School--Its Midcentury Status. U. S. Office of Education, Federal Security Agency, Circular 318. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. p. 19.

Column 6 from state superintendents of education and state education directories.

a/ Partially estimated.

b/ Statistics 1935-36.

c/ Data from: Council of State Governments. The Forty-Eight State School Systems. Chicago: the Council, 1949. p. 194.

d/ 1946-47 data.

e/ Includes 41 in Alaska.

TABLE 6.--PERCENT OF ONE-TEACHER SCHOOLS IN 1917-18 REMAINING, BY STATE,
1927-28 THROUGH 1958-59^{a/}

State	1917-18	1927-28	1937-38	1947-48	1958-59
1	2	3	4	5	6
Alabama	100%	84.6%	59.6%	30.5%	7.8%
Arizona	100	71.3	47.4	30.3	17.4
Arkansas	100	73.4	52.1	28.3	2.9
California	100	69.4	64.4	34.5	12.6
Colorado	100	85.9	62.3	25.2	9.1
Connecticut	100	71.5	36.1	15.3	...
Delaware	100	70.2	29.0	14.5	6.3
Florida	100	41.6	36.5	21.2	1.4
Georgia	100	67.0	49.5	33.1	0.3
Idaho	100	71.5	49.3	20.8	5.4
Illinois	100	91.8	90.6	64.8	1.6
Indiana	100	46.6	22.1	7.6	1.4
Iowa	100	84.5	78.0	49.6	9.9
Kansas	100	93.1	82.3	40.0	13.0
Kentucky	100	86.8	60.8	48.0	18.7
Louisiana	100	77.9	50.1	40.1	2.0
Maine	100	81.8	68.3	31.9	10.1
Maryland	100	71.9	33.3	9.8	2.1
Massachusetts	100	71.2	29.7	16.0	1.7
Michigan	100	88.4	66.2	41.0	17.9
Minnesota	100	85.0	79.6	53.7	17.4
Mississippi	100	67.0	45.5	42.3	9.7
Missouri	100	82.1	80.1	56.9	15.1
Montana	100	86.8	79.7	32.8	29.4
Nebraska	100	91.6	86.9	66.8	42.4
Nevada	100	67.6	59.2	28.0	13.1
New Hampshire	100	64.8	40.8	14.0	4.7
New Jersey	100	56.8	23.1	11.7	0.3
New Mexico	100	96.9	71.2	35.1	5.7
New York	100	91.7	56.8	17.0	0.9
North Carolina	100	40.7	26.1	12.7	0.6
North Dakota	100	99.1	86.4	60.8	47.2
Ohio	100	58.9	17.1	5.4	0.3
Oklahoma	100	71.3	51.1	27.6	7.3
Oregon	100	78.7	57.5	20.5	4.4
Pennsylvania	100	79.5	54.3	27.9	2.8
Rhode Island	100	86.7	42.9	22.3	0.9
South Carolina	100	57.5	33.2	30.8	0.4
South Dakota	100	109.9	88.8	69.4	50.6
Tennessee	100	69.7	53.9	42.1	11.4
Texas	100	66.4	47.6	20.4	1.1
Utah	100	68.8	34.1	20.3	13.8
Vermont	100	86.9	71.4	45.7	16.6
Virginia	100	73.0	52.5	28.5	7.0
Washington	100	74.5	38.7	8.8	4.6
West Virginia	100	89.5	62.8	45.4	18.5
Wisconsin	100	99.0	90.3	66.5	35.9
Wyoming	100	96.9	67.9	33.5	25.0
United States	100%	79.6%	61.8%	38.2%	12.1%

^{a/} Percents based on data presented in Table 5.

Carolina, Ohio, Rhode Island, and South Carolina.

In five states the percent of decrease in the number of one-teacher schools was not as spectacular: In South Dakota the decrease was 50.6 percent; in North Dakota, 47.2 percent; in Nebraska, 42.4 percent; in Wisconsin, 35.9 percent; and in Montana, 29.4 percent.

Eighty percent of all one-teacher schools are located in 12 states: Nebraska, 2812; Wisconsin, 2415; South Dakota, 2338; North Dakota, 2075; Minnesota, 1433; Missouri, 1357; Kentucky, 1347; Michigan, 1291; Iowa, 1117; West Virginia, 1032; Kansas, 1007; and Montana, 820.

Table 7 shows that in 1957, 60.9 percent of all school districts were located in these 12 states. These same states had 70.4 percent of all nonoperating school districts and 70.4 percent of all school districts providing elementary grades only.

One-Teacher Schools as Percent of All Schools

Table 8 shows the percent that one-teacher schools are of all public schools in each of 48 states. In 1917-18, this percent was more than 50 in 40 states and less than 50 in only eight states. In 19 states more than 75 percent of all public schools were one-teacher schools and in three states, more than 90 percent were. These three states were Vermont, 95.3 percent; Minnesota, 90.6 percent; and Montana, 90.2 percent.

The eight states, in which in 1917-18 less than half the public schools were one-teacher schools, were Arizona, California, Massachusetts, New Jersey, Rhode Island, Texas, Utah, and Washington.

In 1958-59, the one-teacher schools as a percent of all public schools ranged from zero in Connecticut to 72.9 percent in North Dakota. In seven states more than one-third of all public schools were one-teacher schools: North Dakota, 72.9 percent; South Dakota, 69.7 per-

TABLE 7.--TYPES OF SCHOOL DISTRICTS IN 12 SELECTED STATES, 1957

State	Number of school districts	Districts providing elementary grades only	Districts providing secondary grades only	Districts providing both elementary and secondary grades	Nonoperating districts
1	2	3	4	5	6
Iowa	3,665	1,483	...	821	1,361
Kansas	3,140	2,285	310	278	265
Kentucky	221	9	...	212	...
Michigan	3,214	2,215	5	609	385
Minnesota	3,479	2,029	...	536	914
Missouri	3,234	1,778	...	662	794
Montana	1,149	787	8	166	188
Nebraska	4,942	3,498	27	441	975
North Dakota	1,998	1,299	...	360	339
South Dakota	3,288	2,082	5	334	867
West Virginia	55	...	...	55	...
Wisconsin	3,848	3,346	94	345	63
Total, 12 states ...	32,233 ^{a/}	20,811	449	4,819	6,151
Total, 48 states ...	52,913 ^{b/}	29,542	1,203	13,419	8,743
Percent (12 of 48 states)	60.9%	70.4%	37.3%	35.9%	70.4%

Source:

U. S. Department of Commerce, Bureau of the Census. Governments in the United States, 1957 Census of Governments. Vol. I, No. 1. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1957. p. 25-27.

a/ Includes 2 university districts in Kansas and 1 in Nebraska.

b/ Includes 2 university districts in Kansas, 1 in Nebraska, and 3 in Texas.

TABLE 8.--ONE-TEACHER SCHOOLS AS PERCENT OF ALL PUBLIC SCHOOLS, BY STATE, 1917-18 TO 1958-59

State	1917-18	1927-28	1937-38	1947-48	1958-59
1	2	3	4	5	6
Alabama	52.4%	50.0%	30.9%	25.7%	7.1%
Arizona	43.4	38.1	20.0	17.7	9.5
Arkansas	79.1	60.7	49.6	39.0	6.7
California	42.6	23.7	27.6	20.1 ^{a/}	6.2
Colorado	71.9	60.0	45.8	27.3 ^{a/}	17.1
Connecticut	50.8	36.9	21.4	13.1	...
Delaware	71.2	52.3	35.6	20.3	13.4
Florida	74.0	37.1	25.8	17.7	1.6
Georgia	66.4	54.7	44.7	58.4	0.6
Idaho	74.7	56.8	42.3	28.2	10.7
Illinois	82.0	71.0	64.1	74.6	3.4
Indiana	67.2	50.4	28.3	12.4 ^{a/}	2.4
Iowa	87.1	79.0	74.5	70.5	17.6
Kansas	81.9	77.5	76.9	64.3	29.7
Kentucky	86.3	78.9	58.9	55.5	30.5
Louisiana	60.1	47.3	32.4	27.4	1.9
Maine	69.5	69.6	61.9	39.2	17.2
Maryland	66.4	54.9	36.4	14.1 ^{f/}	3.5
Massachusetts	26.7	19.5	8.5	5.6	0.6
Michigan	80.6	71.3	51.9	53.3	22.9
Minnesota	90.6	76.3	73.1	70.5	28.2
Mississippi	60.7	48.6	34.1	36.2	13.9
Missouri	82.7	73.0	67.5	67.0	33.5
Montana	90.2	67.7	91.8	58.5	66.2
Nebraska	86.4	79.8	76.8	79.3	57.3
Nevada	78.9	65.8	57.4	37.3	17.4
New Hampshire	60.3	59.3	20.4	21.5 ^{b/}	8.7
New Jersey	34.8	18.7	6.1	4.9	0.1
New Mexico	54.0	48.8	42.4	32.2	5.4
New York	74.4	67.3	42.1	20.8	1.5
North Carolina	57.8	30.4	23.8	12.7	0.9
North Dakota	84.5	84.8	78.7	72.2	72.9
Ohio	72.6	58.2	21.7	10.2	0.6
Oklahoma	70.0	57.2	40.9	38.9 ^{a/}	10.7
Oregon	78.5	57.3	53.0	27.5	6.6
Pennsylvania	64.1	56.5	45.4	32.8	5.0
Rhode Island	20.1	19.8	9.6	6.5	0.3
South Carolina	69.4	45.0	26.4	26.2	0.8
South Dakota	84.8	88.7	78.1	86.1	69.7
Tennessee	75.7	56.0	41.8	38.8	16.0
Texas	38.4	31.7	23.3	14.9	1.1
Utah	20.0	16.2	8.1	5.5	3.6
Vermont	95.3	78.8	57.0	57.3	29.5
Virginia	61.2	50.8	46.9	29.1	10.9
Washington	49.7	44.6	29.9	9.9	5.3
West Virginia	84.8	69.5	62.0	55.9	29.7
Wisconsin	81.9	80.3	71.1	70.6 ^{a/}	47.0
Wyoming	88.8	74.4	61.9	58.6	42.6
United States	70.8%	60.9%	50.0%	44.0%	18.2%

Sources:

Columns 2-5 from: Gaumnitz, Walter H., and Blose, David T. The One-Teacher School--Its Midcentury Status. U. S. Office of Education, Federal Security Agency, Circular 318. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. p. 21.

Column 6 based on number of one-teacher schools reported by state superintendents of education and state directories of education, and on total number of schools in 1955-56 as reported in: U. S. Department of Health, Education, and Welfare, Office of Education. "Statistics of State School Systems: 1955-56." Biennial Survey of Education in the United States--1954-56. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1959. Chapter 2, p. 42-43.

a/ From: Council of State Governments. The Forty-Eight State School Systems. Chicago: the Council, 1949. p. 194.

b/ Increase due to change in definition of school.

cent; Nebraska, 57.3 percent; Montana, 66.2 percent; Wisconsin, 47.0 percent; Wyoming, 42.6 percent; and Missouri, 33.5 percent.

In eight states less than 1 percent of the public schools were one-teacher schools: Connecticut, none; New Jersey, 0.1 percent; Rhode Island, 0.3 percent; Georgia, 0.6 percent; Massachusetts, 0.6 percent; Ohio, 0.6 percent; South Carolina, 0.8 percent; and North Carolina, 0.9 percent.

Teachers in One-Teacher Schools as Percent of All Teachers

The percent that the teachers in one-teacher schools are of the total number of classroom teachers is shown in Table 9 for five school years. In 1917-18, the number of teachers in one-teacher schools represented more than 5 percent of all classroom teachers in 44 states; in 1958-59, this was true in only 10 states. In only four states in 1917-18 was the number of teachers in one-teacher schools less than 5 percent of the teaching force: Massachusetts, New Jersey, Rhode Island, and Utah. In eight states the number of teachers in one-teacher schools was more than 50 percent of the total teaching staff: Arkansas, Kentucky, Nebraska, Nevada, North Dakota, South Dakota, West Virginia, and Wyoming.

In 1958-59, Connecticut had no one-teacher schools, and North Dakota had the highest percent of teachers in one-teacher schools--30.7. The national proportion was 1.8 percent. The number of teachers in one-teacher schools was more than 5 percent of the total teaching staff in 10 states: North Dakota, South Dakota, Nebraska, Montana, Wisconsin, Wyoming, Vermont, West Virginia, Kentucky, and Minnesota.

Teacher Opinion of School Consolidation

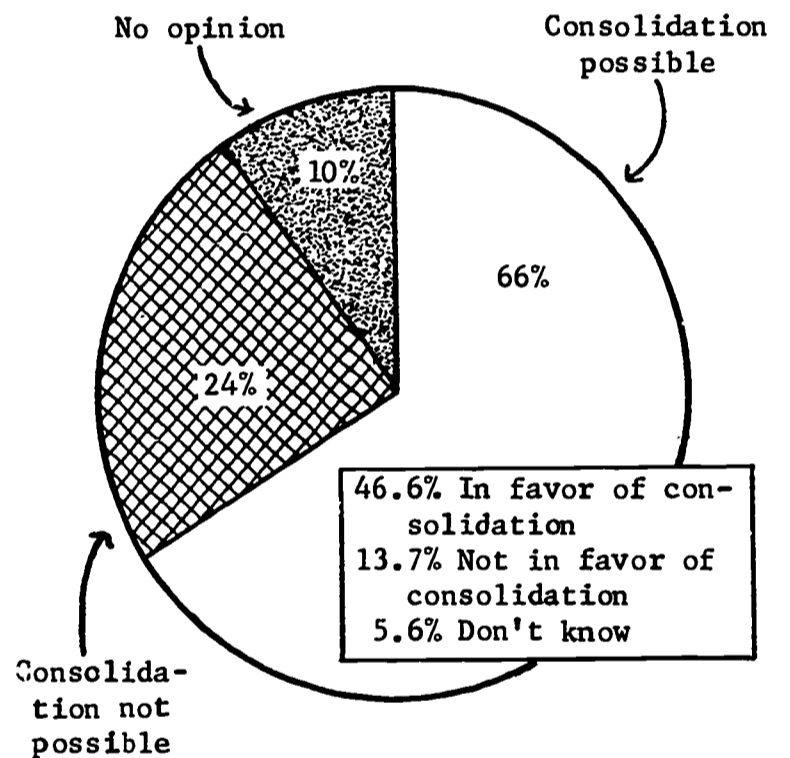
Many persons believe that the remaining one-teacher schools should be replaced with centrally located, larger, graded schools. Those who hold this view say that only a large, well-equipped plant can effectively and economically provide the various educational services required to meet the needs of children today. They claim that the majority of the schools have already been consolidated and that the few remaining schools should be quickly closed.

Opposing this view are those who are convinced that under certain circumstances it is better to keep the one-teacher school than to subject children to the fatigue and hazards of transportation to distant centers. They believe that the small schools, if well equipped, can provide as good an educational experience for the rural child as can a large school. They say, also, that these schools help keep the

function of education in the community, help maintain a community center within easy reach of every farm, and because the classes are small, are more conducive to quality education.

In this study when the teachers were asked if it were possible to consolidate their schools with another in their area, about 66 percent said it was possible, 24 percent said it was not possible, and 10 percent had no opinion. Figure IV shows that the 66 percent who said school consolidation was possible comprised 46.6 percent who favored consolidation, 13.7 percent who did not favor consolidation, and 5.6 percent who had no opinion.

FIGURE IV.--TEACHER OPINION OF POSSIBILITY OF SCHOOL CONSOLIDATION



NEA Research Division

A tabulation of teacher responses by population area showed that as communities increased in size, the percent of teachers indicating possibility of school consolidation and favoring such action increased.

Why do some teachers oppose consolidation? Here are a few selected statements from those teachers.

● Difficulty in transportation:

Horseback road only, in winter season.
(West Virginia)

There are times when they can't get to school here. It would be impossible to get to school in event of storm. (Nebraska)

TABLE 9.--TEACHERS IN ONE-TEACHER SCHOOLS AS PERCENT OF TEACHERS IN ALL PUBLIC SCHOOLS, BY STATE, 1917-18 TO 1958-59

State	1917-18 ^{a/}	1927-28 ^{a/}	1937-38 ^{a/}	1947-48 ^{a/}	1958-59 ^{b/}
1	2	3	4	5	6
Alabama	28.3%	18.5%	11.2%	5.2%	1.1%
Arizona	14.0	7.2	4.3	1.9	0.5
Arkansas	51.7	30.2	20.9	11.5	1.1
California	13.7	4.7	4.0	1.7	0.3
Colorado	32.1	19.5	15.3	6.7 ^{c/}	1.4
Connecticut	10.9	5.7	2.8	1.1	0.0
Delaware	31.2	16.8	5.9	2.7	0.6
Florida	33.5	7.4	5.6	2.8	0.1
Georgia	35.3	18.9	11.6	7.7	0.1
Idaho	33.7	20.3	14.9	6.8	1.3
Illinois	32.7	22.7	21.9	16.5	0.3
Indiana	31.8	11.7	5.6	1.7 ^{d/}	0.2
Iowa	48.1	40.4	36.4	26.9	4.1
Kansas	47.1	37.6	36.8	21.1	4.9
Kentucky	54.0	39.3	25.0	19.4	6.0
Louisiana	23.2	13.2	6.9	5.5	0.2
Maine	39.1	30.3	25.2	11.9	3.0
Maryland	30.1	14.7	6.5	1.7 ^{e/}	0.2
Massachusetts	4.2	2.3	0.9	0.6	0.0
Michigan	33.2	20.6	14.5	8.7	2.2
Minnesota	43.9	32.6	30.9	23.2	5.4
Mississippi	36.3	19.5	12.8	12.0	2.6
Missouri	43.5	29.7	27.8	22.3	4.7
Montana	48.3	40.9	40.7	19.3	12.0
Nebraska	52.0	42.8	41.6	37.4	20.8
Nevada	54.7	25.8	21.7	9.2	1.8
New Hampshire	30.4	20.9	13.6	4.8	1.2
New Jersey	4.8	1.8	0.7	0.3	0.0
New Mexico	29.5	22.7	14.4	6.2	0.5
New York	16.7	11.4	5.7	2.0	0.1
North Carolina	30.7	8.1	5.1	2.4	0.1
North Dakota	61.5	51.0	46.8	41.9	30.7
Ohio	27.0	11.9	3.4	1.1	0.0
Oklahoma	27.6	17.9	12.2	8.7	1.8
Oregon	31.7	19.3	15.5	4.7	0.6
Pennsylvania	22.2	14.1	9.0	4.9	0.4
Rhode Island	4.2	2.6	1.2	0.7	0.0
South Carolina	39.2	14.6	7.6	6.5	0.1
South Dakota	61.6	59.4	49.6	47.6	28.9
Tennessee	38.4	19.9	13.3	10.1	2.2
Texas	20.3	9.8	6.3	2.7	0.1
Utah	3.8	2.9	1.1	0.6	0.3
Vermont	43.3	41.9	34.7	24.3	7.1
Virginia	29.7	18.5	12.8	6.7	1.0
Washington	19.1	12.8	6.7	1.2	0.4
West Virginia	50.7	33.5	23.5	18.5	6.8
Wisconsin	40.2	33.4	28.3	22.1 ^{d/}	8.9
Wyoming	60.8	36.0	28.2	15.3	8.2
United States	31.0%	19.0%	13.8%	8.7%	1.8%

a/ From: Gaumnitz, Walter H., and Blose, David T. The One-Teacher School--Its Midcentury Status. U. S. Office of Education, Federal Security Agency, Circular 318. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. p. 22.

b/ Based on Table 1 and on total number of teachers as reported in: National Education Association, Research Division. Estimates of School Statistics, 1959-60. Research Report 1959-R23. Washington, D. C.: the Association, December 1959. p. 21.

c/ Data for total number of teachers, 1946; for one-teacher schools, 1948.

d/ Data for total number of teachers from: Council of State Governments. The Forty-Eight State School Systems. Chicago: the Council, 1949. p. 202.

e/ Partly estimated.

Patrons object--such young children leave home too early on buses and return too late. (Missouri)

A river with no bridge separates the two schools. (South Dakota)

There are many small children. Our winters are too severe. Fathers can get the children to school now via tractor, horseback, or even team and wagon nearly all the time. (North Dakota)

Not feasible because of dangerous bridge for primary children. (West Virginia)

Bus transportation is dangerous, expensive, and inconvenient for parents and children. (Kentucky)

Only Forest Service road; is too dangerous in winter. (Montana)

Children would have to cross a river in small boats. (Kentucky)

● Instructional advantages of small schools:

Children get more individual attention in a small school. (Minnesota)

Most parents don't favor consolidation. "Johnny" has a better chance to learn to read in his own home school. (Minnesota)

Many of our outstanding people attended one-room schools. Why destroy them? Spend a little money on them, and with a good teacher they are better than crowded buses and rooms. (Kentucky)

It is my sincere belief that the children in this little school are doing much better than the ones I taught in the crowded larger schools. (Missouri)

● Community interest as a reason for opposition:

The people are not willing to give up their one community interest. (Missouri)

Many times these consolidations create overcrowded conditions and long rides on buses

over rough roads, and parents live too far from school to take active part in PTA activities. (Kansas)

The parents wish to keep the school because it is considered one of the oldest one-room schools in the country, and is the center of community activity for this particular area. (West Virginia)

Parents wish very strongly to keep the school. (Maine)

Voted down each time it came up. (California)

Most of the people are going to move if the school is consolidated. The school could be repaired, and electricity could be furnished easily. (New Mexico)

Friction between this and the closest school has prevented consolidation. (Oklahoma)

● Financial reason for opposition:

It has been voted down twice--takes too much money. (New Hampshire)

The adjoining districts are in bad shape financially. (South Dakota)

● Social, religious, or political reason for opposition:

All Amish--they do not want to go to school with the English. The Elders do not want "worldly" things stressed. (Pennsylvania)

I have all Indians and they want their own school. (Oklahoma)

The little democracies seem to be doing all right as is. (South Dakota)

The people are backward and do not wish to lose the school. (Illinois)

Selfish interests and jealousy have prevented this for 50 years. (Wyoming)

Has been a touchy subject for years though I don't know all the reasons. (Arizona)

III. PERSONAL CHARACTERISTICS OF THE TEACHERS

This section reports findings on the personal characteristics of the teachers: family background, sex, age, marital status, number of children, place of residence while teaching, and living arrangements and accommodations.

A Glimpse of the Past

Brief descriptions of the typical teacher in 1914-15, 1929-30, 1937, and 1951-52 are presented as a backdrop to the 1958-59 status report.

The teacher in 1914-15--The University of Nebraska studied the status of rural teachers in its state and described the typical teacher as follows:

The rural teacher was a young woman 21 years of age, who had lived approximately an equal number of years in both country and town.... Her education...consisted of one summer beyond eight years of elementary and four years of high school training. She held a county second-grade certificate.... Her expectancy in the teaching profession was 1.85 terms. She hoped to become a grade teacher in town.

This teacher's yearly income was \$445.28. She paid \$114.80 for board, did her own janitor work without extra pay, and spend her vacation at home or attending summer school. She would have been glad of an opportunity to add to her income through some commercial pursuit. Her institute expenses and teacher's periodicals amounted to \$15.28 per year. She lived in a family of two children. She occupied a room by herself, but it was not heated, and there were no bath conveniences.... She took some part in the organizations of the community. The organizations that appealed to her most were community and self-improvement clubs and religious societies.^{1/}

The teacher in 1929-30--On the basis of data from the U. S. Office of Education and from

other contemporary publications the NEA Research Division described the median teacher as follows:

The typical one-room rural teacher of the United States is a young woman about twenty-three years of age, of native American stock, and of farm or small-town background. Her preparation includes four years of high-school education with approximately one year of professional training, secured frequently in summer sessions or in the graduate year of high-school training classes. She teaches from twenty to twenty-five children through the eight grades of the elementary curriculum for a school term of eight months, and remains only one or two years in the same school. Her median annual salary is \$883 and her total service in rural schools averages about three years, after which she marries or transfers to grade teaching or continues her education, usually in a state teachers' college.^{2/}

The teacher in 1937--The typical rural teacher in 1937 was a young single woman. (Only 15.8 percent of the rural teachers were men, and only 26.6 percent of all the teachers were married.) She had five years' teaching experience, of which three years had been spent in her present school. Six in 10 teachers had two years of college training; only 1 in 10 had a four-year college degree. Her annual salary was about \$668. Only 31.0 percent maintained homes, and only 14.6 percent owned or were buying them. About 39 percent had heated bedrooms, 33.3 percent had running water, and 28.2 percent had a bathtub or shower in their homes. Almost 62 percent of the teachers owned or were buying automobiles.^{3/}

The teacher in 1951-52--The typical teacher in a one-room school in 1951-52 was a married woman 42.5 years old. (About 12 percent of the teachers were men, and 63.1 percent of all the teachers were married.) She had an average of 13.8 years of teaching experience, and had about two years of college training.^{4/}

^{1/} University of Nebraska, School of Education. The Rural Teacher of Nebraska. U. S. Department of the Interior, Bureau of Education. Bulletin No. 20, 1919. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1919. p. 65.

^{2/} National Education Association, Research Division. "The Outlook for Rural Education." Research Bulletin 9: 230-302; September 1931. p. 272.

^{3/} National Education Association, Committee on the Economic Status of the Rural Teacher. Teachers in Rural Communities. Washington, D. C.: the Association, 1939. p. 76.

^{4/} National Education Association, Research Division. "Rural Teachers in 1951-52." Research Bulletin 31: 3-63; February 1953. p. 53-58.

Family Background

The teachers in the 1958-59 study were asked only two questions about their family background: the size of the community in which the teacher was reared and the occupations of the teacher's father, mother, and spouse.

Teacher's childhood community--Over 90 percent of the teachers grew up in rural areas. The majority spent the largest part of their early life in open country. About four-fifths spent their early life in communities of less than 500 population. Only 9.3 percent of the teachers grew up in urban areas, most of them in communities of 2500 to 29,999 population. See Table 10.

TABLE 10.--SIZE OF TEACHER'S CHILDHOOD COMMUNITY

Size of community	Men	Women	Total	
	teach- ers	teach- ers	Number	Percent
1	2	3	4	5
Open country ...	64.6%	66.4%	1,032	66.2%
Town of less than 100	8.5	4.2	71	4.6
100-499	9.2	7.9	125	8.0
500-999	6.2	7.4	114	7.3
1,000-1,499	1.5	1.6	25	1.6
1,500-1,999	1.5	1.5	23	1.5
2,000-2,499	2.3	1.4	23	1.5
2,500-29,999 ...	5.4	7.5	114	7.3
30,000 and over	0.8	2.1	31	2.0
	100.0%	100.0%	...	100.0%
Number reporting	130	1,428	1,558	...

Almost all one-teacher schools are located in rural areas, and almost all their teachers were reared in rural areas. But only 28 percent of the reporting teachers said they were teaching in the same community in which they grew up. The size of the community in which they were teaching made little difference in the percent who had changed communities, but there was a difference between men and women. About 36 percent of the men teachers said that they were teaching in the same community in which they were reared, but only 27 percent of the women teachers were in that category. See item 5 in the Appendix.

It has always been difficult to recruit urban teachers to teach in one-room schools. The major problems still are salaries, living accommodations, and the primitive school plant and utilities of the one-room school.

Occupations of fathers--Table 11 shows the percents of teachers by their fathers' occupations. More than two-thirds of the teachers came from families in which the father was a farmer. This was expected since almost all one-room schools are located in rural areas. It is interesting to note, however, that the percent of teachers from managerial or self-employed, or professional or semiprofessional homes is larger than the percent of all gainful workers from such families in 1910, the year in which most of these teachers were children. The percent of teachers coming from families of unskilled workers, and clerical and sales workers was lower than the percent of all gainful workers so employed.

Tabulation by sex of the teachers shows that a larger percent of the men teachers than of women teachers had fathers engaged in managerial and professional work and a smaller percent of men teachers than women teachers had fathers who were farmers. For details see item 7 in the Appendix.

Figure V compares the occupations of the fathers of teachers in one-room schools with occupations of the fathers of classroom teachers in general. The percent of one-room school teachers coming from farm families was more than twice the percent of all public-school teachers coming from farm families. The percent of fathers engaged in managerial work and self-employment is almost three times as high among all public-school teachers as among one-room school teachers, and the percent of fathers engaged in professional or semiprofessional work is more than twice as high among all public-school teachers as among one-room school teachers.

Occupations of mothers--As was expected, 89.1 percent of the mothers were housewives; however, 10.9 percent of the teachers reported that their mothers were gainfully employed, as follows: 7.0 percent in professional or semiprofessional work; 2.6 percent in clerical, sales, and services; 0.9 percent in managerial work or self-employment; and 0.4 percent in skilled or semiskilled work. For details see item 8 in the Appendix.

Occupations of spouses--Almost half, 48.6 percent, of the married women teachers reported that their husbands were farmers. About 22 percent of the husbands were engaged in skilled or semiskilled work; 11.2 percent, in managerial work or self-employment; 9.4 percent, in unskilled labor; and 9.3 percent, in professional or semiprofessional work.

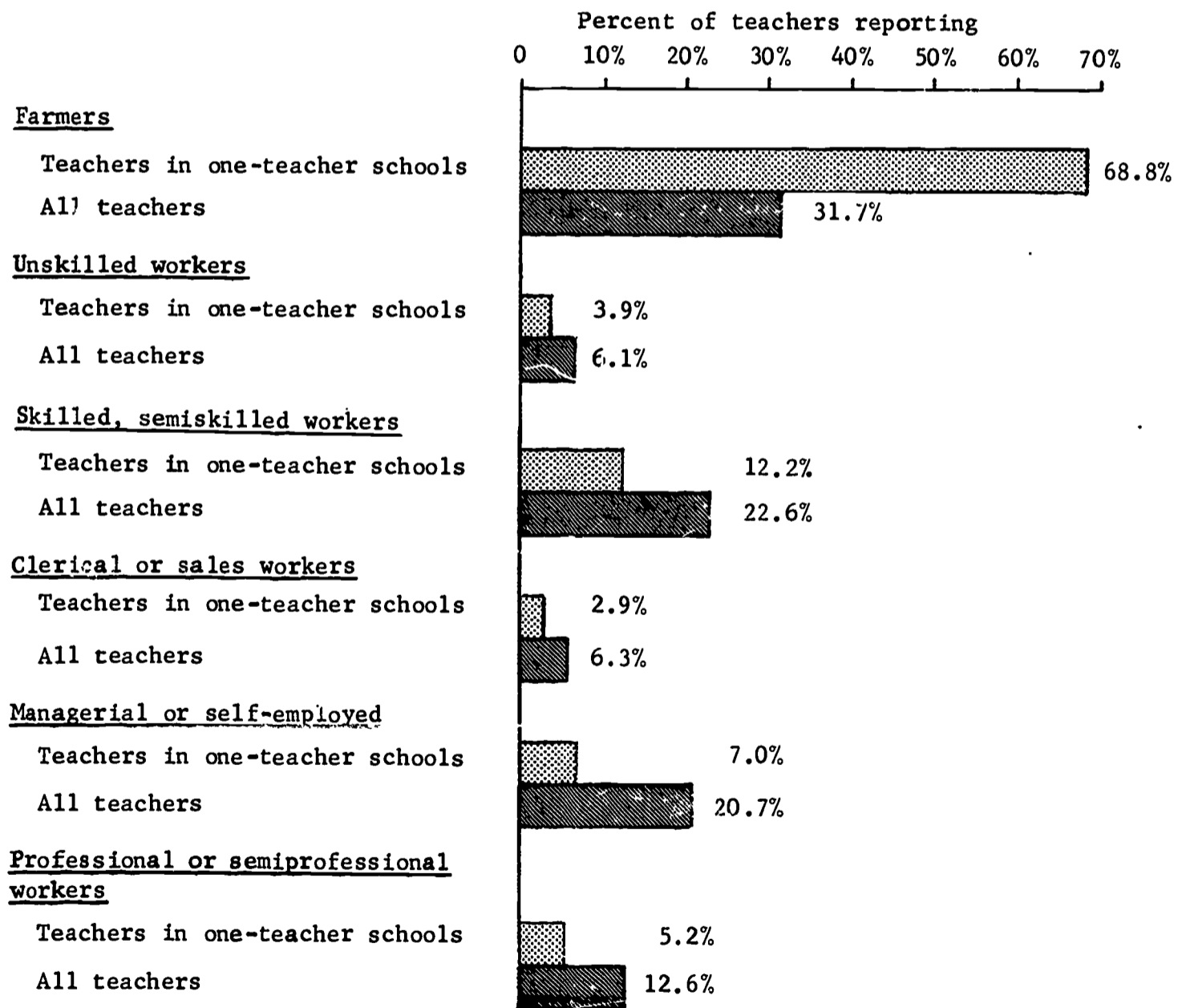
Over half of the married men teachers, 54.9 percent, reported that their wives were housewives; 23.5 percent, that their wives were engaged in professional or semiprofessional work;

TABLE 11.--FATHER'S OCCUPATION

Occupation	Men teach- ers	Women teach- ers	All teachers reporting		All gainful workers, 1910 ^{a/}
			Number	Percent	
1	2	3	4	5	6
Farmers	55.9%	70.0%	1,034	68.8%	16.4%
Unskilled workers	5.5	3.7	58	3.9	35.9
Skilled and semiskilled workers	16.5	11.8	183	12.2	26.5
Clerical or sales workers	1.6	1.6	24	1.6	10.2
Service workers	1.6	1.2	19	1.3	...
Managerial or self-employed	10.2	6.7	105	7.0	6.7
Professional or semiprofessional workers	8.7	5.0	79	5.2	4.3
	100.0%	100.0%	...	100.0%	100.0%
Number reporting	127	1,371	1,502	...	...

^{a/} U. S. Department of Commerce, Bureau of the Census. Historical Statistics of the United States: 1789-1945. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949. p. 65. The year 1910 was chosen because it approximates the year in which most one-room school teachers were children.

FIGURE V.--FATHER'S OCCUPATION, TEACHERS IN ONE-TEACHER SCHOOLS AND ALL CLASSROOM TEACHERS



Data for all classroom teachers from: National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 43; February 1957.

NEA Research Division

TABLE 12.--MOTHER'S OCCUPATION

Occupation	Teachers reporting	
	Number	Percent
1	2	3
Housewife	1,409	89.1%
Skilled or semiskilled worker	7	0.4
Clerical, sales, service worker	41	2.6
Managerial worker or self-employed	14	0.9
Professional or semi-professional worker	110	7.0
Total	1,581	100.0%

16.7 percent, in clerical, sales, and services; 3.9 percent, in skilled or semiskilled work; and 1.0 percent, in managerial work or self-employment. Figure VI shows the large percent of wives engaged in professional and semiprofessional work.

The data in item 9 of the Appendix are for all teachers reporting, including those who were not married and those who did not report their marital status.

5/ National Education Association, Committee, on the Economic Status of the Rural Teacher, *op. cit.*, p. 15 and 86.

6/ National Education Association Research Division. "Rural Teachers in 1951-52." *Research Bulletin* 31: 3-63; February 1953. p. 8.

Sex

In 1958-59 only 8.3 percent of the teachers were men. Thus, the women outnumber the men 11 to 1. The proportion of men teachers among all public-school teachers was 27.3 percent.

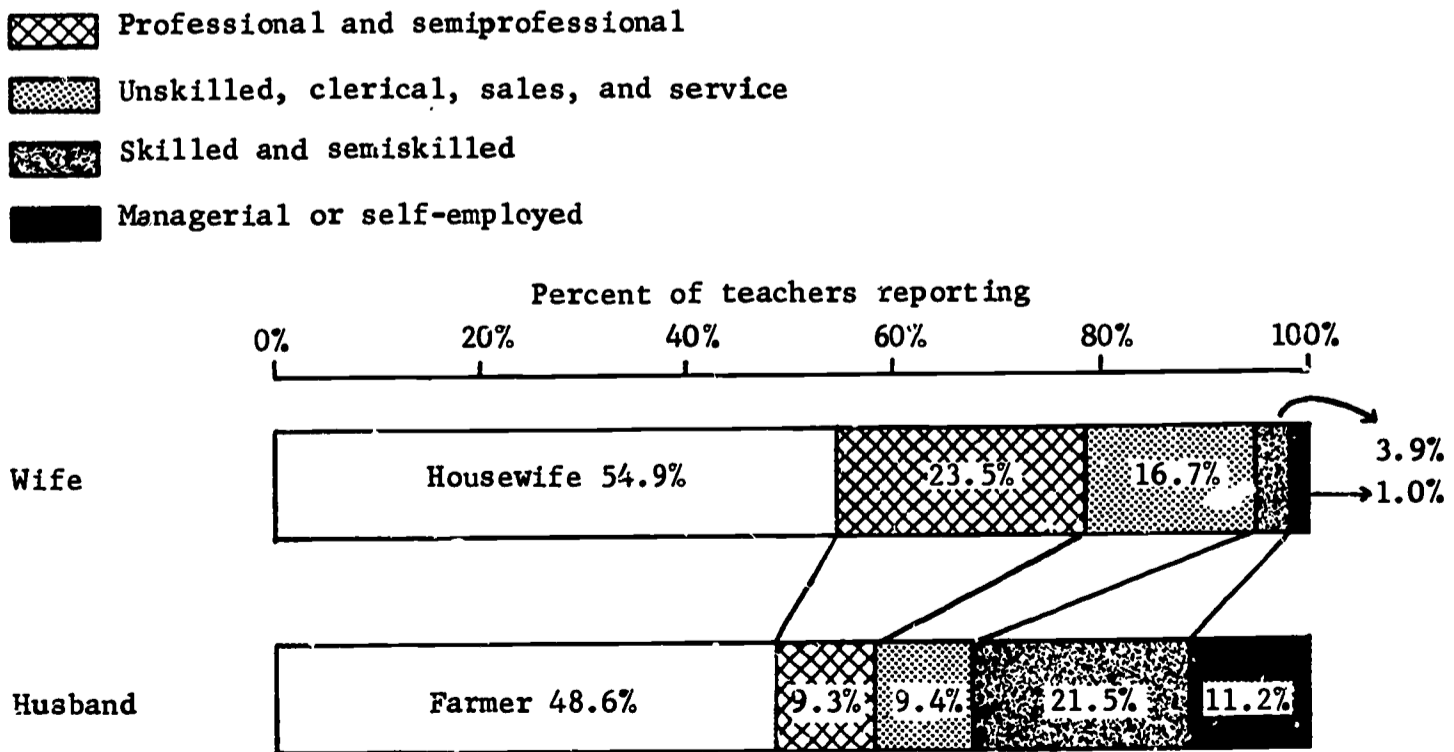
The men teachers are leaving the one-room schools. A study in 1937 reported that 14.6 percent of one-room school teachers were men.^{5/}

Fifteen years later, in 1951-52, another study showed that only 12.0 percent of all one-room school teachers were men.^{6/} In 1958-59, the percent of men dropped further to 8.3 percent. The men are leaving the one-room schools at an accelerating pace. The proportion of men teachers dropped 2.6 percentage points in 15 years from 1936-37 to 1951-52, but 3.7 percentage points in the seven years from 1951-52 to 1958-59.

Age

It is no longer true that the one-room schools are staffed by young unmarried women just out of high school. In 1958-59, the median age of the teachers was 45 years, two years older than the median teacher in all public schools.

FIGURE VI.--OCCUPATION OF SPOUSE



NEA Research Division

TABLE 13.--AGE OF TEACHERS IN ONE-ROOM SCHOOLS, 1958-59
(weighted figures)

Age	Percent of teachers, by size of district			Men teachers	Women teachers	Total ^{a/}	
	Open areas	Towns under 150 in population	Towns 150 and over in popula- tion			Number	Percent
1	2	3	4	5	6	7	8
Under 21 years	5.3%	3.5%	2.6%	8.4%	3.6%	962	4.0%
21-25 years	13.0	9.9	11.9	20.2	10.6	2,718	11.5
26-30 years	7.8	8.4	12.5	20.7	7.0	1,935	8.2
31-35 years	6.7	8.0	3.0	7.6	7.0	1,682	7.1
36-40 years	11.0	8.1	7.1	8.4	9.7	2,284	9.6
41-45 years	11.9	11.3	9.1	6.9	11.3	2,578	10.9
46-55 years	30.6	33.0	34.1	18.2	34.1	7,745	32.7
56-65 years	12.1	16.6	19.7	8.2	15.4	3,490	14.7
66 and over	1.6	1.2	...	1.4	1.3	301	1.3
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Weighted total	10,920	8,269	2,215	2,079	21,616	23,695	...
Median age ^{b/}	43.7	46.2	47.1	31.6	46.2	45.1	...
Average age ^{b/}	41.3	43.2	42.9	36.1	43.0	42.4	

^{a/} Includes replies not indicating size of area.

^{b/} Calculated on the basis of a complete distribution, not on the grouped distribution shown in column 1.

On the average the men teachers were much younger than the women teachers. As shown in Table 13 the median age of the men teachers was 31.6 years, and the median age of the women teachers was 46.2 years.

Almost 50 percent of the men teachers were not over 30 years of age, about 23 percent were from 31 to 45 years of age, and about 28 percent were 46 years of age or older. In contrast, only about 21 percent of the women teachers were not over 30 years of age. About 28 percent were from 31 to 45 years of age, and about 51 percent were 46 years of age or older. These characteristics in teachers' age levels are similar to those of all public-school teachers.

A large part of the decrease of men in the upper age brackets is due to the men leaving classroom teaching for more profitable work. The larger percent of married women above age 40 represents a return to teaching after a break in service for marriage and maternity.

Teachers in the larger communities were slightly older than teachers in the small communities and open areas. The median age of teachers employed in open country was 43.7

years; in towns of less than 150 population, 46.2; and in towns of 150 or more, 47.1.

Item 2 in the Appendix shows the ages of the teachers; Table 13 gives the weighted data.

The median teacher in the one-room school, 45 years old, was only about one year older than the median elementary-school teacher. The median woman teacher in a one-room school was about 8 months older than her counterpart, and the median man teacher in a one-room school was nearly 4 years younger than his counterpart.

The median ages of teachers in one-room schools, as found in the present study and in the three earlier studies are as follows:

<u>Year</u>	<u>Median age</u>
1915	21 years
1930	23 years
1952	42.5 years
1959	45 years

Thus, it can be seen that in the 22-year period between 1930 and 1952, the typical teacher in a one-room school became much older. The

nation experienced economic depression, war, rapid school consolidation, and increased state aid to rural schools during this 22-year period. This change in median age from 21 to 45 was aided also by younger teachers leaving and older teachers entering or re-entering the profession. The U. S. Office of Education, pointing out the rapid turnover in the teaching staff, stated that of the approximately 140,000 public-school teachers new to their position as of October 15, 1942, 102,000 were employed by rural school systems.^{7/}

Marital Status and Number of Children

The typical teacher is married: 73.9 percent of the men and 74.0 percent of the women. Since 11.6 percent of the women and 3.0 percent of the men are widowed or divorced, the percent of men teachers who never married is greater than the percent of women teachers who never married. This is the reverse of the situation for the nation's public-school teachers in general. Details for teachers in one-room schools are given in Table 14 (weighted figures) and in item 3 of the Appendix.

TABLE 14.--MARITAL STATUS
(weighted figures)

Status	Men		Women		Total reporting	
	teach- ers	teach- ers	teach- ers	teach- ers	Number	Percent
1	2	3	4	5		
Single	23.7%	14.6%	3,638	15.3%		
Married	73.1	74.0	17,517	73.9		
Widowed, di- vorced, etc. .	3.2	11.4	2,540	10.8		
	100.0%	100.0%	...	100.0%		

Teachers in one-room schools, who have families, have the same number of children, on the average, as do public-school teachers in general who have families--two children each. As shown in Table 15, about one-third of the teachers had no children, 15.6 percent had four or more children, and 1.7 percent had seven or more. Item 4 in the Appendix gives the data as reported by the teachers in this study.

Residence While Teaching

About one-third of the teachers live in the district in which they are employed; 2.0 per-

cent do so only during the coldest winter months. A higher percent of men teachers than of women teachers reported that they live in the school district that employs them: 50.0 percent, and 32.2 percent, respectively. See Table 16.

TABLE 15.--NUMBER OF CHILDREN
(weighted figures)

Number of children	Men		Women		Total reporting	
	teach- ers	teach- ers	teach- ers	teach- ers	Number	Percent
1	2	3	4	5		
No children ...	41.9%	33.2%	8,049	34.0%		
1 child	17.5	14.9	3,593	15.2		
2 children	14.9	22.2	5,121	21.6		
3 children	10.1	14.0	3,235	13.6		
4 children	8.2	8.2	1,933	8.2		
5 children	2.1	4.5	1,009	4.3		
6 children	2.8	1.3	329	1.4		
7 or more chil- dren	2.5	1.7	426	1.7		
	100.0%	100.0%	23,695	100.0%		
Median	2	2		2		

TABLE 16.--PLACE OF RESIDENCE
WHILE TEACHING

Place of residence	Men		Women		Total reporting	
	teach- ers	teach- ers	teach- ers	teach- ers	Number	Percent
1	2	3	4	5		
Live in district in which em- ployed	50.0%	32.3%	539	33.7%		
Live in district in which em- ployed, only during coldest winter months	1.5	2.1	32	2.0		
Live outside the district in which employed	48.5	65.7	1,028	64.3		
	100.0%	100.0%	...	100.0%		
Number reporting	132	1,467	1,599	...		

^{7/} Foster, Emory M., and Frazier, Benjamin W. Some Early Effects of the War upon Public Schools. U. S. Office of Education, Federal Security Agency, Circular 218. Washington, D. C.: Superintendent of Documents, Government Printing Office, July 1943. p. 6.

Teachers employed by school districts in sparsely settled areas tend to live outside the district. As the employing districts increase in population, the percent of teachers reporting that they lived in the district increases: 32.3 percent of those employed in open areas; 34.5 percent, in towns under 150 in population; and 45.8 percent, in towns of 150 or more population. See item 11 in the Appendix. Whereas in 1958-59, 64.3 percent of the reporting teachers indicated that they lived outside the district which employed them, in 1951-52, 48.6 percent so reported.

Distance from school--The median teacher lived 6.2 miles away from the school in which he taught in 1958-59. See Table 17.

TABLE 17.--DISTANCE BETWEEN TEACHER'S HOME AND SCHOOL

Distance	Men	Women	Total	
	teach- ers	teach- ers	Number	Percent
1	2	3	4	5
Less than 1 mile	27.8%	13.1%	228	14.4%
1-4 miles	21.0	28.5	442	27.8
5-8 miles	17.3	26.1	402	25.3
9-12 miles	15.8	15.7	250	15.8
13-16 miles	6.8	8.8	137	8.6
17-20 miles	4.5	3.6	59	3.7
21 or more miles	6.8	4.2	70	4.4
	100.0%	100.0%	...	100.0%
Number reporting	133	1,455	1,588	...
Median	5.3	6.3	6.2	

The size of the community in which the school is located affects the distance between the teacher's home and school. The median teacher teaching in a school in an open area traveled 6.8 miles to school, the median teacher teaching in a town of less than 150 population traveled 6.0 miles to school, and the median teacher teaching in a town of 150 or more population traveled only 4.2 miles to school.

The typical woman teacher lived a mile farther away from school than the typical man teacher--6.3 miles as against 5.3 miles.

More than half of the reporting teachers lived five or more miles away from school.

Only 14.4 percent of the teachers lived less than one mile from school. See item 10 in the Appendix.

Teachers in one-teacher schools in 1959 lived at least three times as far away from school as did teachers in one-teacher schools 22 years ago. The median one-room school teacher lived about 2 miles from school in 1936-37.^{8/} In 1951-52, the average distance was 5.3 miles,^{9/} and in 1958-59 the median was 6.2 miles. Means of transportation and country roads have been improved since 1936-37, and more of these teachers have cars. Thus, they have a wider choice of a place to live.

The median teacher in a one-teacher school lived twice as far from school as the median elementary-school teacher who lived about three miles from school. About 68 percent of all elementary-school teachers lived less than five miles from school, but only 42.2 percent of the teachers in one-teacher schools lived within this distance from school.

Transportation to and from school--Teachers were asked about means of transportation used to get to and from school. Of the 1583 teachers responding, 80.3 percent said that they drove their own car to school. About 13 percent reported that they walked to school or lived in or next to the school; and 4.2 percent, that they rode to school in a friend's private car. The others reported that they used the school bus or public transportation. Details are given in item 12 of the Appendix.

Living Arrangements and Accommodations

The picture of the teacher boarding and rooming with an isolated farm family, sharing a dimly lighted, meagerly furnished room with one of the smaller children is no longer true. The great majority, 76.7 percent, of the teachers reported that they lived in their own homes which they owned or were buying, or renting. This is similar to the living arrangements of the total force of elementary-school teachers, about 82 percent of whom were buying, owning, or renting the homes in which they lived.

About 12 percent of the teachers reported that they lived with relatives on a rent or rent-free basis; 3.4 percent, that they lived with a nonrelative and paid rent. A substantial proportion, 5.5 percent, lived in teacherages. Nearly 2 percent lived in trailers.

^{8/} National Education Association, Committee on the Economic Status of the Rural Teacher, *op. cit.*, p. 76 and 83.

^{9/} National Education Association, Research Division, *op. cit.*, p. 58.

TABLE 18.--LIVING ACCOMMODATIONS WHILE TEACHING

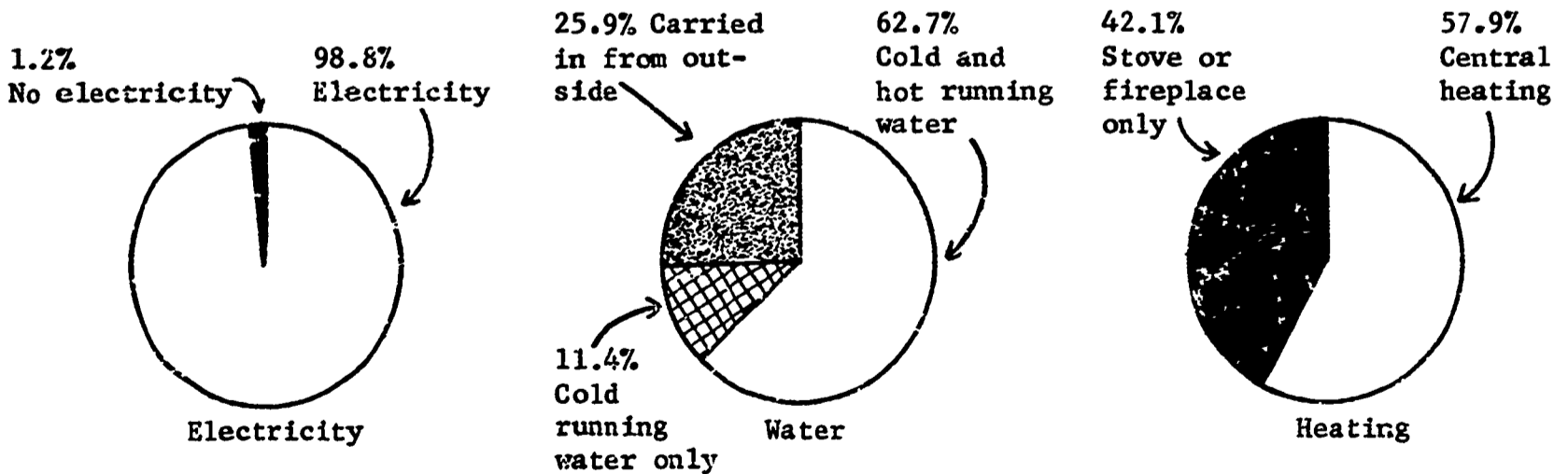
Accommodations	Men	Women	Total reporting	
	teachers	teachers	Number	Percent
1	2	3	4	5
Own or buying the place	36.1%	61.6%	949	59.5%
Rent the place .	24.1	16.5	274	17.2
Room with relatives rent-free	15.8	7.3	128	8.0
Room with relatives but pay rent	4.5	4.5	71	4.4
Room with non-relative and pay rent	6.0	3.2	55	3.4
Teacherage	9.0	5.2	88	5.5
Trailer	3.0	1.4	25	1.6
Other	1.5	0.3	6	0.4
	100.0%	100.0%	...	100.0%
Number reporting	134	1,463	1,596	...

TABLE 19.--ELECTRICITY, WATER, AND HEATING FACILITIES IN TEACHER'S PLACE OF RESIDENCE DURING SCHOOL YEAR

Item	Percent 1951-52 ^{a/}	Percent 1958-59
1	2	3
Electricity		
Available	92.8%	98.8%
Not available	7.2	1.2
Number reporting	1,287	1,609
Water supply		
Piped into the house...	74.4%	74.1%
Carried from outside...	25.6	25.9
Number reporting	1,263	1,604
Heating		
Central heating	49.2%	57.9%
Stoves or fireplace ...	50.8	42.1
Number reporting	1,226	1,603

^{a/} National Education Association, Research Division. "Rural Teachers in 1951-52." Research Bulletin 31: 59; February 1953.

FIGURE VII.--ELECTRICITY, WATER, AND HEATING FACILITIES IN TEACHER'S PLACE OF RESIDENCE, 1958-59



NEA Research Division

Table 18 and item 13 in the Appendix show significant differences in living accommodations of men and women teachers. While 61.6 percent of the women teachers reported that they either owned or were buying the home in which they lived, only 36.1 percent of the men teachers did. The reasons for this difference may be found in the teacher's age, mobility, and marital status. The average man teacher is younger than the average woman teacher. The men teachers have less teaching experience and are more likely to leave the profession permanently. And, too, more of the men teachers are single. Other figures in Table 18 seem to support this observation: (a) The percent of men teachers living with relatives on a rent or rent-free basis is almost twice as high as the percent of women teachers who do. (b) The percent of men teachers living in teacherages was almost twice as high as for women teachers. (c) The percent of men teachers living in trailers is almost three times as high as for women teachers.

The teachers were asked to indicate the types of electricity, water, and heating facilities available to them at their places of residence. Item 19 in the Appendix summarizes the replies.

Of the 1609 teachers replying, 98.8 percent reported that they had electricity at home, 1.9 percent saying that the electrical facilities were not adequate. The few teachers without electricity taught in schools located in open areas or in towns of less than 150 population.

In 1951-52, electricity was less widely available in rural areas: 7.2 percent of the responding one-room school teachers said their homes did not have it.

About three-fourths of the teachers reported that water was piped into their houses, but about 11 percent of the teachers had cold running water only. Almost 30 percent of the teachers said they had to carry water into the house from the outside. As could be expected, the smaller the school district, the greater the chances that the teachers had to carry water in from the outside. It is interesting to note that 39.6 percent of the men teachers reported that they had to carry water in from the outside but 24.6 percent of the women teachers were in this category.

About 58 percent of the teachers reported that they had central heating at home, 1.8 percent reporting that it was inadequate. About 42 percent of the teachers used stoves or fireplaces for heating, 3.2 percent reporting that they were inadequate. Men teachers fared less well than the women teachers: 67.2 percent of the men teachers had only stoves or fireplaces for heating, but only 39.8 percent of the women teachers did.

Table 19 shows that, although the availability of piped in water in the teachers' homes has improved little since 1951-52, heating facilities and the availability of electricity have improved.

IV. PROFESSIONAL STATUS OF THE TEACHERS

This section reports the findings on the professional status of the teachers. Here are some questions asked: How many years of college education have you had? What is your highest academic degree and what is your major field of concentration? In what type of educational institution did you receive the larger part of your college education? How recent is it? Do you hold a teaching certificate? How many years have you taught school? What is your present salary? How many hours per week do you devote to school duties and activities inside and outside the regular school day? What are your plans for the future?

Level of Education

Figure VIII shows that in 1958-59, 83.2 percent of the teachers had less than four years of college education, 13.6 percent had four years, and only 3.2 percent had more than four years. Table 20 and item 15 in the Appendix give this information by sex and by population of the school districts in which these teachers were employed. The 83.2 percent of those with less than four years of college comprise 58.0 percent who had two years of college but less than four years, 25.0 percent who had some college but less than two years, and 0.2 percent who were only high-school graduates.

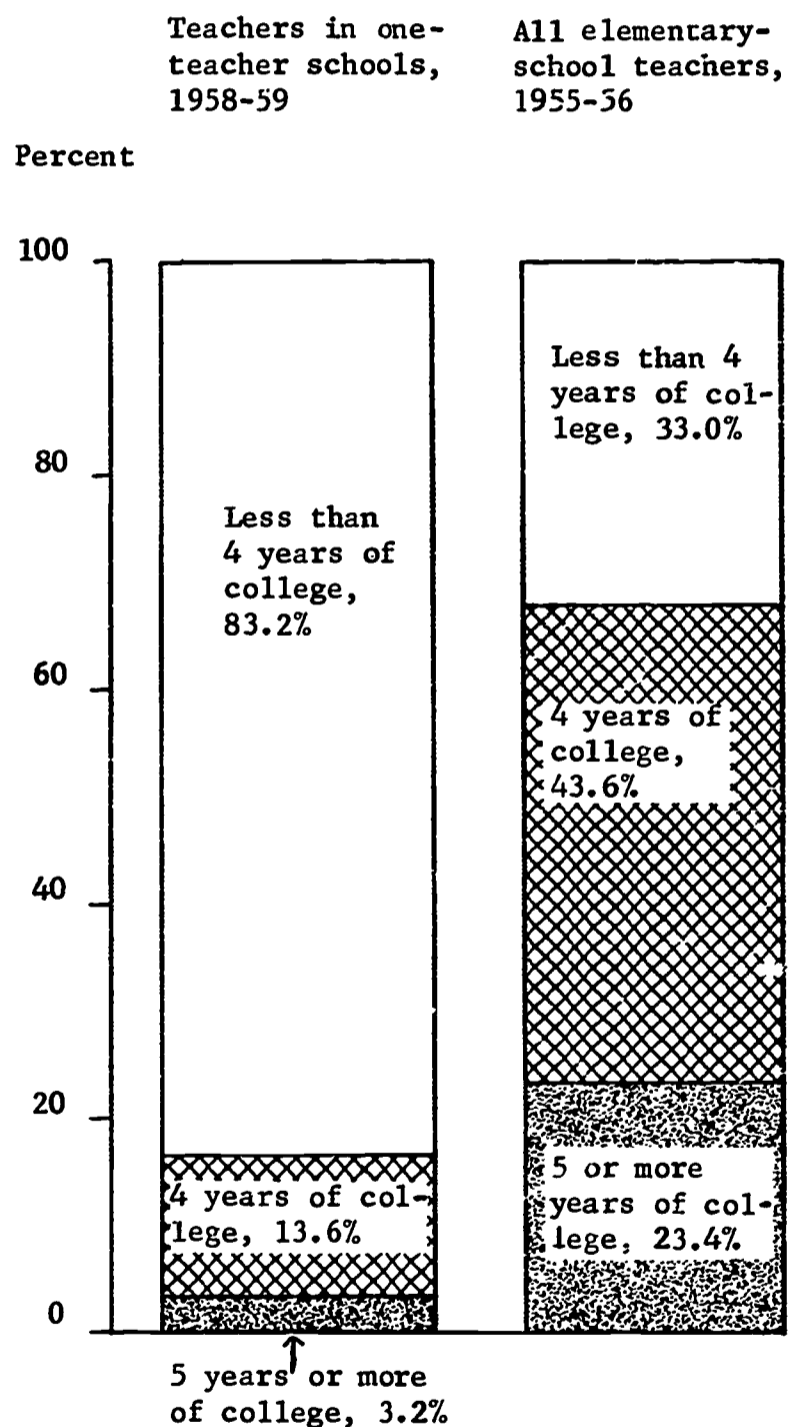
Men teachers had more years of college education than women teachers. Twenty-two percent of the men teachers had four years of college but less than five; only 12.8 percent of the women teachers were in this category. About 11 percent of the men teachers had five years of college or more; only 2.4 percent of the women teachers were in this category.

Teachers in larger school communities reported more academic preparation than teachers in smaller communities. About 15 percent of the teachers in open areas, 16.7 percent of those in towns under 150 in population, and 28.1 percent of those in towns of 150 or more population reported having at least four years of college preparation.

Figure VIII compares the academic preparation of teachers in one-room schools with that of teachers in all elementary schools. In 1955-56, a little over two-thirds of all elementary-school teachers had four years of college or more. About 23 percent had five years or more of college preparation. Only 33.0 percent of all elementary-school teachers had less than four years of college. These levels are considerably above those of the one-room school teachers.

The percent of teachers in one-room schools with less than four years of college preparation is more than three times the percent of teachers in all elementary schools in that category. The percent of teachers in all elementary schools with five years or more of college preparation is more than seven times the percent of teachers in one-room schools in that category.

FIGURE VIII.--PREPARATION OF ELEMENTARY-SCHOOL TEACHERS



Data for all elementary-school teachers from: National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 44; February 1957.

Although the present educational level of one-room school teachers is not high, it is an improvement over the educational status in 1929-30 when 44.1 percent of the 60,854 white one-room school teachers reporting had only a high-school education or less. Almost all the teachers at that time, 96.7 percent, had less than four years of education beyond high school. Only 3.3 percent had four or more years of college, and only 1.5 percent had five years or more.^{1/}

Highest degree earned--Eighty-three percent of the teachers said they held no degree of any kind; 2.0 percent held only a two-year degree or certificate; 13.6 percent, a bachelor's as their highest degree; and 1.4 percent, a master's degree. See item 16 in the Appendix.

The one-room schools located in towns of 150 or more population had the highest percent of teachers with degrees. The percent of teachers holding bachelor's degrees is almost twice as high in towns of 150 or more population, 21.9 percent, as in open areas, 11.4 percent. Only 1.3 percent of the teachers in open areas held a master's degree, and 2.7 percent of the teachers in towns of 150 or more population did.

A greater proportion of men teachers, 32.8 percent, than of women teachers, 13.4 percent,

held degrees. About 27 percent of the men teachers and 12.4 percent of the women teachers reported having a bachelor's degree, and 6.0 percent of the men teachers but only 1.0 percent of the women teachers reported having a master's degree.

The academic preparation of one-room school teachers is not as high as that of teachers in the elementary schools or persons in other professional work. The U. S. Bureau of the Census reported in 1957 that 55.6 percent of the professional, technical, and kindred workers had four or more years of college.^{2/} Sixty-seven percent of all teachers in elementary schools had four or more years of college training in 1955-56.^{3/} But the one-room school teachers stood high when compared with the general population in the United States: 9.3 percent of workers 18 years of age and older had four years of college,^{4/} but 16.2 percent of the teachers in one-teacher schools had four years of college.

Field of concentration--Item 17 in the Appendix shows the major fields of study of the teachers who held degrees.

The fields of study of teachers holding the bachelor's degree include 14 areas of concentration: agriculture, art, business education, English, foreign languages, health and physical

1/ Gaumnitz, Walter H. Status of Teachers and Principals Employed in the Rural Schools of the United States. U. S. Department of the Interior, Office of Education, Bulletin 1932, No. 3. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1932. p. 73.

2/ U. S. Department of Commerce, Bureau of the Census. Educational Attainment of Workers: March 1957. Current Population Reports, Labor Force, Series P-50, No. 78. Washington, D. C.: Superintendent of Documents, Government Printing Office, November 1957. p. 12.

3/ National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 44; February 1957.

4/ Ibid.

TABLE 20.--LEVEL OF EDUCATION COMPLETED
(weighted figures)

Amount of education	Percent of teachers, by size of district			Men teach- ers	Women teach- ers	Total	
	Open area	Towns under 150 in pop- ulation	Towns 150 and over in population			Number	Per- cent
1	2	3	4	5	6	7	8
High-school graduate	0.1%	0.2%	0.7%	...	0.2%	54	0.2%
Some college, but less than 2 years	29.9	23.3	9.9	16.2%	25.9	5,936	25.0
Two years of college, less than 4 .	55.4	59.8	61.3	50.5	58.7	13,734	58.0
Four years of college, less than 5.	11.5	14.2	21.3	22.0	12.8	3,218	13.6
Five or more years of college	3.1	2.5	6.8	11.3	2.4	750	3.2
	100.0%	100.0%	100.0%	100.0%	100.0%	23,692	100.0%

education, home economics, mathematics, music, science, social studies, general elementary education, general secondary education, and general education. The fields with the three highest percents were general elementary education, 34.7 percent; general education, 19.4 percent; and social studies, 16.1 percent.

Type of institution attended--More than two-thirds of the teachers received their college education in teachers colleges or normal schools; 30.8 percent, in liberal arts colleges or universities. Details are given in item 18 in the Appendix.

A higher percent of men teachers than of women teachers attended liberal arts colleges and universities: 44.9 percent of the men teachers and 29.6 percent of the women teachers.

The difference in the type of institution attended, according to size of community in which teachers were teaching, is significant. A higher percent of teachers in the larger communities attended liberal arts colleges: 30.3 percent of the teachers in open areas, 32.2 percent of the teachers in towns under 150 in population, and 36.5 percent of the teachers in towns of 150 or more population. The rest attended teachers colleges or normal schools.

The percent of elementary-school teachers reporting in 1955-56 who attended liberal arts colleges is larger than the percent of teachers in one-teacher schools who did: 44.2 percent and 30.8 percent, respectively.

The majority of one-room school teachers, 87.9 percent, received their training in public institutions: public universities or colleges, 20.5 percent, and public teachers colleges or normal schools, 67.4 percent. Of the teachers who attended private institutions, 10.3 percent attended a private college or university, and 1.8 percent attended a private teachers college or normal school.

The percent of men teachers who attended private institutions was higher than that of women teachers: 22.0 percent and 11.3 percent, respectively.

Recency of training--Although the teachers in one-teacher schools are short on academic preparation, they have not ceased growing academically. Thousands of them each year attend summer school to earn their college degrees. Almost two-thirds reported that the most recent college course for which they received college credit was taken in 1958 or in 1959. About 87 percent of the teachers received credit for college courses taken some time during the past five years. See item 19 in the Appendix.

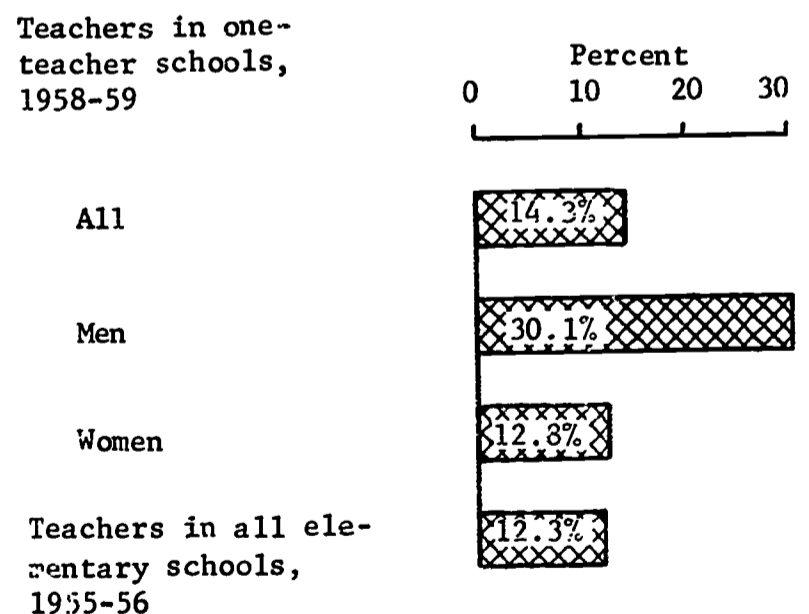
Teaching Certificate

Practically all the teachers hold some kind of teaching certificate; 85.7 percent reported that their certificates represented full qualifications for the position held; 11.3 percent, that they held temporary or emergency certificates not recognized as full certification; 2.2 percent, that their certificates did not represent full qualifications for the position held; and 0.8 percent, that they held no certificate. That such a large proportion of these teachers met certification requirements is related to the minimum professional requirements for certificates being far below the national average in many states where one-teacher schools are numerous.

The percent of women teachers holding a certificate representing full qualifications is higher than that of men teachers: 87.2 percent and 69.9 percent, respectively.

About 14 percent of the teachers have no certificate or have certificates which represent less than full qualifications for the position held; by way of comparison, 12.3 percent of the teachers in elementary schools so reported in 1955-56.

FIGURE IX.--TEACHERS NOT MEETING CERTIFICATION REQUIREMENTS



Data for all elementary-school teachers from: National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 45; February 1957.

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Length of Service

As shown in Table 21, the teachers had a median of 11 years of teaching experience. More than one-fifth, 21.8 percent, had 20 or more years of teaching experience. Teachers with the most experience are usually employed by the larger school communities. Teachers employed in open country had a median of 9.8 years of teaching experience; those employed in towns under 150 in population, a median of 11.2 years; and those employed in towns of 150 or more population, a median of 14.2 years.

Figure X shows that women teachers in one-room schools reported more teaching experience than did men teachers. The median teaching experience for women teachers in 1958-59 was 11.3 years; for men teachers, 6.4 years.

The median number of years of teaching experience of the teachers has risen in the past two decades. A study of rural teachers employed in 1936-37 reported a median of 5.3 years for white teachers.^{5/} In 1958-59 the median was 11.3 years.

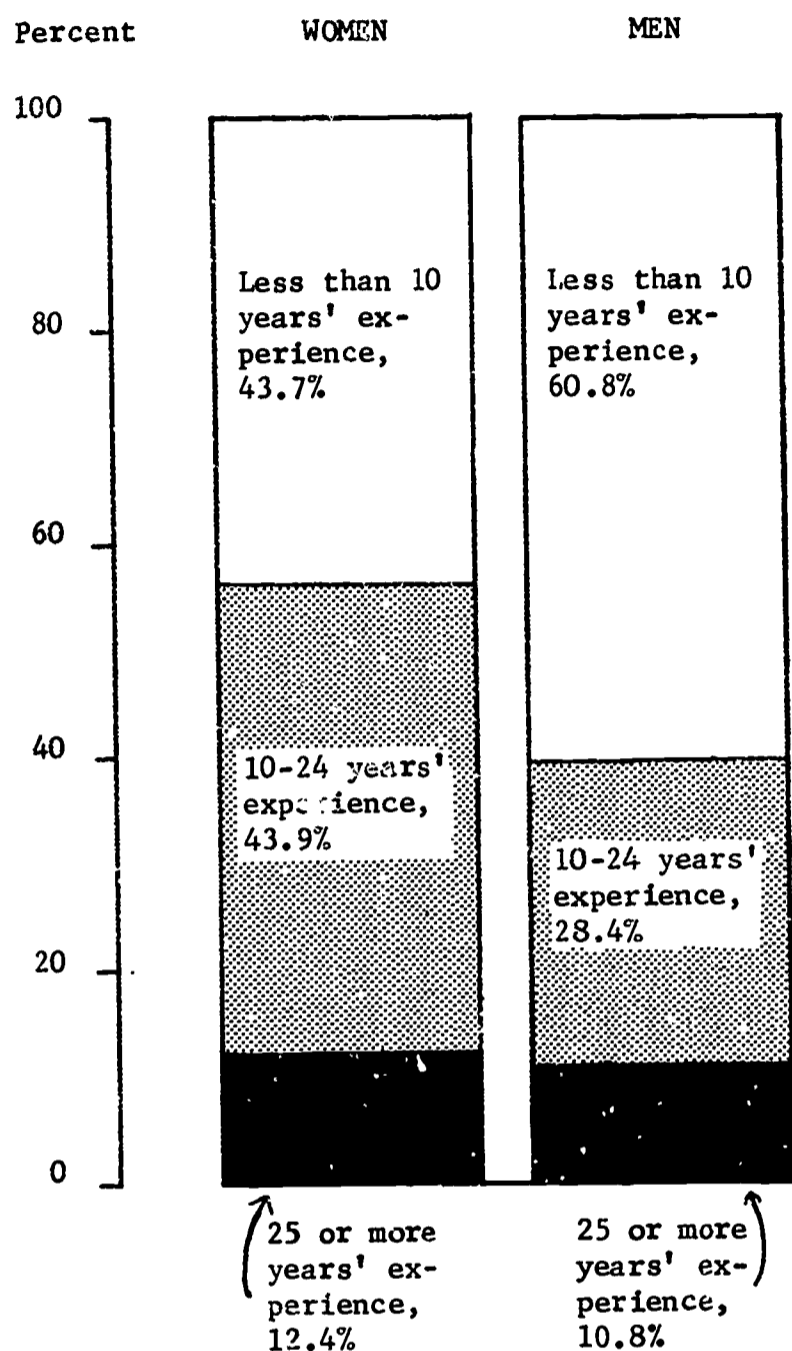
Teachers in elementary schools in 1955-56 reported having more experience than teachers in one-teacher schools in 1958-59--a median of 13.5 years as against 11 years; for men elementary-school teachers, 6.2 years and 6.4 years, respectively; and for women elementary-school teachers, 14.8 years and 11.3 years, respectively.^{6/}

Mobility--The typical teacher had 11 years of teaching experience, but only three of those years were spent in her present school. Item 21 of the Appendix shows that the typical teacher began her first full-time teaching position in 1937. Thus, the length of service shows both mobility and gaps.

Figure XI shows that the typical teacher began teaching 22 years ago, but since the number of years of teaching experience was only 11, another 11 years must have been spent in other occupations.

Item 23 in the Appendix shows the total years of full-time teaching the teacher spent in the school where now teaching. For all teachers the median was 2.3 years. The men teachers spent a median of 2.3 years in the present school; women teachers, 3.0 years. There is little difference in the number of years spent in the present school according to the size of community in which the school is located.

FIGURE X.--WOMEN TEACHERS IN ONE-TEACHER SCHOOLS HAVE MORE TEACHING EXPERIENCE THAN MEN TEACHERS



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Work Week

The typical teacher spent 53.7 hours a week on school duties in 1958-59, the men spending a little less time in school than the women, but a little more time outside school hours. By community size there was little difference in the median total number of hours spent on school duties. See Tables 22 and 23 and items 25 and 26 in the Appendix.

^{5/} National Education Association, Committee on the Economic Status of the Rural Teacher. Teachers in Rural Communities. Washington, D C.: the Association, 1939. p. 76.

^{6/} National Education Association, Research Division, op. cit., p. 16.

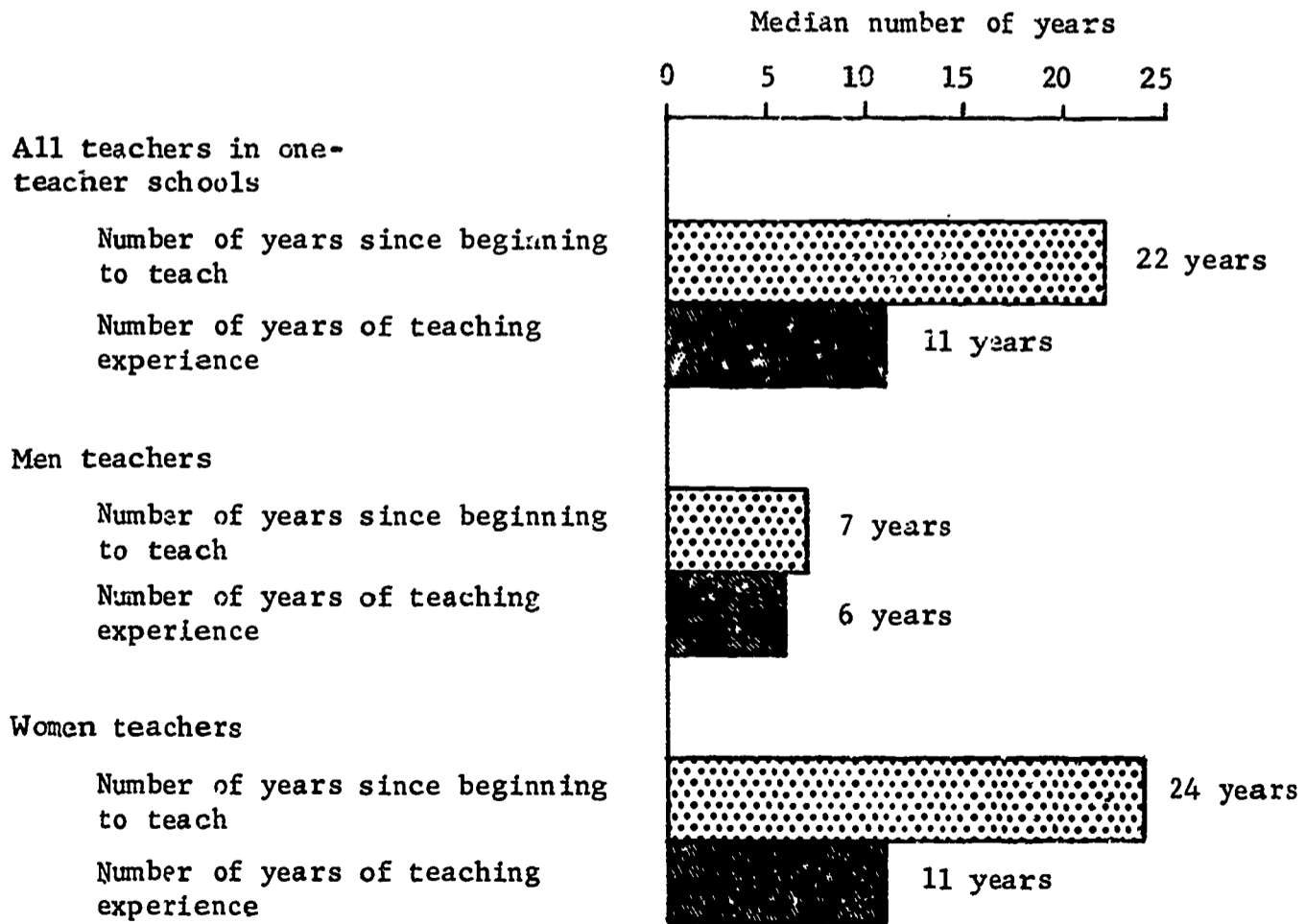
TABLE 21.--TOTAL TEACHING EXPERIENCE
(weighted figures)

Amount of education	Percent of teachers, by size of district			Men teachers	Women teachers	Total ^{a/}	
	Open area	Towns under 150 in population	Towns 150 and over in population			Number	Percent
1	2	3	4	5	6	7	8
1-2 years	13.0%	9.3%	11.0%	27.6%	9.3%	2,579	10.9%
3-4 years	12.7	10.1	11.4	16.9	10.7	2,670	11.3
5-9 years	25.1	23.7	14.2	16.3	23.7	5,471	23.1
10-14 years	20.7	19.2	17.4	16.1	20.4	4,745	20.0
15-19 years	10.7	14.5	13.8	5.2	13.6	3,057	12.9
20-24 years	8.2	10.4	12.1	7.1	9.9	2,285	9.6
25-34 years	8.0	9.9	16.4	9.4	10.1	2,367	10.0
35 or more years	1.6	2.9	3.7	1.4	3.2	521	2.2
	100.0%	100.0%	100.0%	100.0%	100.0%	23,695	100.0%
Median ^{b/}	9.8	11.2	14.2	6.4	11.3	11.0	
Average ^{b/}	11.3	13.0	15.0	9.6	12.8	12.5	

a/ Includes replies not indicating size of area.

b/ Medians and averages calculated from the complete distributions.

FIGURE XI.--TEACHING EXPERIENCE LACKS CONTINUITY



NEA Research Division

TABLE 22.--TIME SPENT IN SCHOOL EACH DAY
(weighted figures)

Hours	Percent of teachers, by size of district			Men teach- ers	Women teach- ers	Total	
	Open area	Towns under 150 in population	Towns 150 and over in population			Number	Percent
1	2	3	4	5	6	7	8
Less than 6	0.4%	1.0%	...	2.3%	0.4%	126	0.5%
6 but less than 7 ...	2.2	5.1	6.6%	7.4	3.2	851	3.6
7 but less than 8 ...	15.1	17.1	19.4	23.8	14.5	3,621	15.3
8 but less than 9 ...	43.8	36.5	42.1	39.7	41.6	9,821	41.5
9 but less than 10 ..	28.7	30.8	23.7	21.1	30.2	6,971	29.4
10 but less than 11 .	8.6	8.0	7.2	4.4	8.5	1,926	8.1
11 but less than 12 .	1.1	0.3	1.0	1.3	1.0	253	1.1
12 or more	0.1	1.2	...	...	0.6	126	0.5
	100.0%	100.0%	100.0%	100.0%	100.0%	23,695	100.0%
Median	8.7	8.7	8.6	8.4	8.8	8.7	

TABLE 23.--TIME SPENT OUTSIDE SCHOOL EACH WEEK
(weighted figures)

Hours	Percent of teachers, by size of district			Men teach- ers	Women teach- ers	Total	
	Open area	Towns under 150 in population	Towns 150 and over in population			Number	Percent
1	2	3	4	5	6	7	8
None	0.4%	0.8%	0.6%	...	0.7%	147	0.6%
Some, but less than 5 hours	16.6	12.4	15.9	18.4%	14.8	3,592	15.2
5-9 hours	36.3	31.1	32.0	24.4	34.2	7,895	33.3
10-14 hours	25.1	33.7	30.0	25.7	29.7	6,954	29.4
15-19 hours	8.9	8.6	10.8	9.4	9.0	2,133	9.0
20-24 hours	7.0	5.7	7.0	11.4	5.8	1,503	6.3
25 or more hours	5.7	7.7	3.7	10.7	5.8	1,471	6.2
	100.0%	100.0%	100.0%	100.0%	100.0%	23,695	100.0%
Median	9.5	10.9	10.2	11.4	10.1	10.2	
Average	10.6	11.6	10.0	12.4	10.8	10.9	

Annual Salary

The average salary of these teachers in 1958-59 was \$2921, or only 60.9 percent of the U. S. average for all classroom teachers. As shown in Table 24, 56.6 percent of the teachers received salaries below \$3000 in 1958-59, and 5.5 percent received salaries below \$2000. On the other end of the scale, only 8.1 percent of the teachers received salaries of \$4000 or more.

Although men teachers have fewer years of teaching experience and fewer of them hold full certification, their average salary was slightly higher than the average salary of women teachers--\$2964 for men and \$2917 for women. It must be remembered, however, that, on the average, the men teachers have had more academic preparation than the women teachers, and the

salary schedules may be geared to years of college education.

The size of community was important: The average salary of teachers teaching in open country was \$2869; of teachers in towns of less than 150 population, \$2901; and of teachers in towns of 150 or more population, \$3146. See Table 24 and item 24 in the Appendix.

As shown in Table 25, geographic region was also important. The highest average salary, \$4812, was paid in the Far West and the lowest average salary, \$2452, was paid in the Southeast.

Although the average salary nationwide was only 60.9 percent of the average salary of all school teachers in 1958-59, the differences

TABLE 24.--DISTRIBUTION OF SALARIES PAID TO TEACHERS IN ONE-ROOM SCHOOLS, 1958-59
(weighted figures)

Salary intervals	Percent of teachers, by population of district			Men teach- ers	Women teach- ers	Total	
	Open area	Towns under 150 in population	Towns of 150 or more population			Number	Per- cent
1	2	3	4	5	6	7	8
Below \$1,500	0.7%	1.6%	2.7%	3.4%	0.9%	273	1.1%
\$1,500-1,999	3.0	6.2	7.3	8.7	4.0	1,044	4.4
2,000-2,499	22.3	17.8	10.4	19.0	18.9	4,473	18.9
2,500-2,999	34.6	31.3	19.1	25.5	32.9	7,645	32.2
3,000-3,499	24.4	24.9	27.9	22.2	25.1	5,883	24.8
3,500-3,999	9.2	9.7	16.3	7.0	10.8	2,481	10.5
4,000-4,499	3.2	4.7	6.5	2.8	4.1	940	4.0
4,500-4,999	2.1	2.1	6.2	8.2	2.1	636	2.7
5,000-5,499	0.2	0.7	1.3	0.6	0.6	138	0.6
5,500 and over ..	0.3	1.0	2.3	2.6	0.6	182	0.8
	100.0%	100.0%	100.0%	100.0%	100.0%	23,695	100.0%
Median ^{a/}	\$2,838	\$2,904	\$3,168	\$2,888	\$2,906	\$2,905	
Average ^{a/}	\$2,869	\$2,901	\$3,146	\$2,964	\$2,917	\$2,921	

^{a/} Based on a complete distribution.

among the regions ranged from 95.4 percent in the Southwest to 53.7 percent in the Middle Atlantic region.

Salary differences, by years of teaching experience, were small, ranging from an average salary of \$2580 being paid teachers with one to four years of experience, to an average salary of \$3217 being paid to teachers with more than 35 years of teaching experience. See Table 26.

Level of education completed made some difference: Teachers with less than two years of college were paid an average of \$2349; with two years but less than four, \$2780; with four

TABLE 25.--AVERAGE ANNUAL SALARY,
BY REGION, 1958-59

Region	Average salary		As a per- cent of av- erage sal- ary of all classroom teachers
	All classroom teachers	One-room school teachers	
1	2	3	4
New England	\$4,880	\$3,223	66.0%
Middle Atlantic	5,541	2,978	53.7
Southeast	3,764	2,452	65.1
Middle	4,938	2,951	59.8
Southwest	4,531	4,321	95.4
Northwest	4,084	2,831	69.3
Far West	5,799	4,812	83.0
United States	\$4,797	\$2,921	60.9%

TABLE 26.--AVERAGE SALARY PAID, BY YEARS
OF TEACHING EXPERIENCE, 1958-59

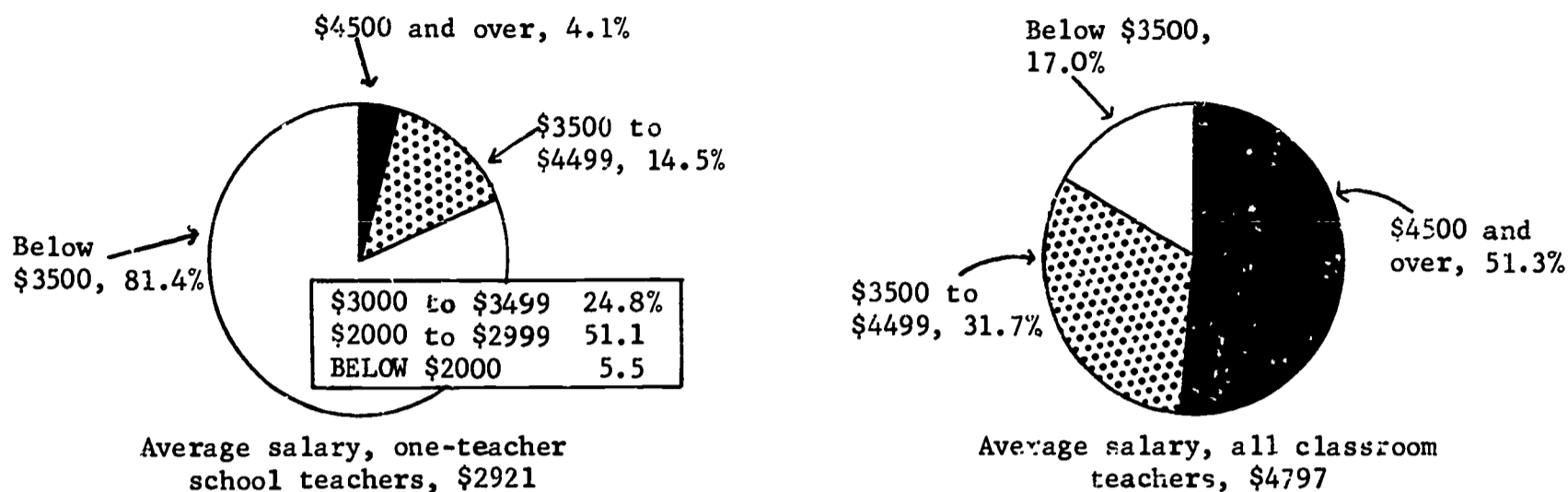
Years of teaching experience	Average salary paid	
	1	2
1 to 4 years	\$2,580	
5 to 14 years	2,692	
15 to 24 years	2,898	
25 to 34 years	3,004	
35 years and over	3,217	

years, but less than five, \$3215; and with five or more years, \$3582.

In 1924-25, the average salary paid these teachers, \$761, was only 43.3 percent of the average salary paid all urban classroom teachers. In 1958-59, the average salary paid these teachers, \$2921, was 55.0 percent of the average salary paid all urban classroom teachers. The average salary increased \$2160 in this period. When salary figures are adjusted for inflation, the gains are more moderate. In terms of adjusted value, the average salary of the teachers increased \$1648 or 129 percent. This gain was larger than the gain in the average salary of all urban classroom teachers whose adjusted gain was \$2374 or 81 percent.

The increase in the average salary of teachers in one-teacher schools was larger than the increase in the national income per capita during this same period. The adjusted personal income was \$1069 in 1925 and \$2149 in 1959, a gain of \$1080 or 199 percent.

FIGURE XII.--AVERAGE SALARY OF TEACHERS IN ONE-TEACHER SCHOOLS IS LESS THAN AVERAGE SALARY OF ALL CLASSROOM TEACHERS IN 1958-59



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Figure XII compares the 1958-59 distribution of salaries paid one-room school teachers with an estimated distribution of salaries paid all classroom teachers. Over 81 percent of the one-room school teachers were paid less than \$3500. This 81.5 percent comprised 24.8 percent paid \$3000 to \$3499, 51.1 percent paid \$2000 to \$2999, and 5.5 percent paid less than \$2000. Only 17 percent of all classroom teachers were paid less than \$3500. Whereas 51.3 percent of all classroom teachers were paid \$4500 or more, only 4.1 percent of the one-room school teachers were paid \$4500 or more.

A Preferred Career

When the teachers were asked whether they would choose teaching if they could start over again, 84.2 percent of the teachers said, Yes; 11.9 percent were uncertain; and 3.9 percent answered No.

Figure XIII and item 28 in the Appendix show that a higher percent of women teachers than of men teachers would teach if they could start over again. Eighty-six percent of the women teachers said that they would teach if they

TABLE 27.--AVERAGE SALARIES OF ONE-ROOM SCHOOL TEACHERS AND OF URBAN CLASSROOM TEACHERS, 1924-25 THROUGH 1958-59

Years	One-room school teachers	Urban classroom teachers ^{a/}	Percent of salary of urban classroom teachers
1	2	3	4
1924-25	\$ 761 ^{b/}	\$1,757	43.3%
1929-30	788 ^{b/}	1,898	41.5
1951-52	2,208 ^{c/}	3,683	60.0
1958-59	2,921	5,313	55.0

^{a/} Estimated from: National Education Association, Research Division. Salaries and Salary Schedules of Urban School Employees, 1958-59. Research Report 1959-R16. Washington, D. C.: the Association, October 1959. p. 9.

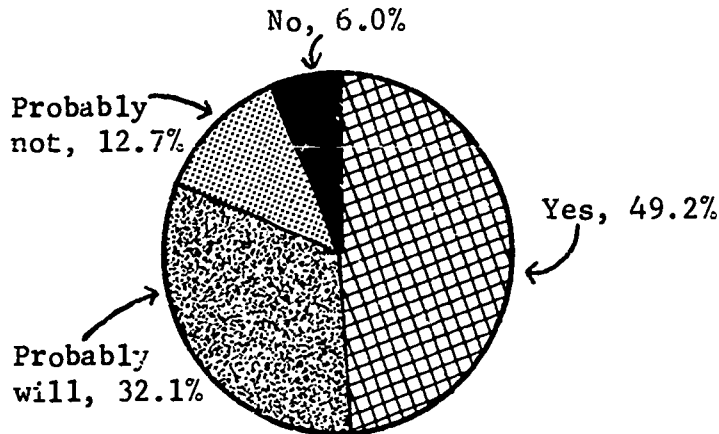
^{b/} From: Gaumnitz, Walter H. Status of Teachers and Principals Employed in the Rural Schools of the United States. U. S. Department of the Interior, Office of Education, Bulletin 1932, No. 3. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1932. p. 57.

^{c/} From: National Education Association, Research Division. "Rural Teachers in 1951-52," Research Bulletin 31: 40; February 1953.

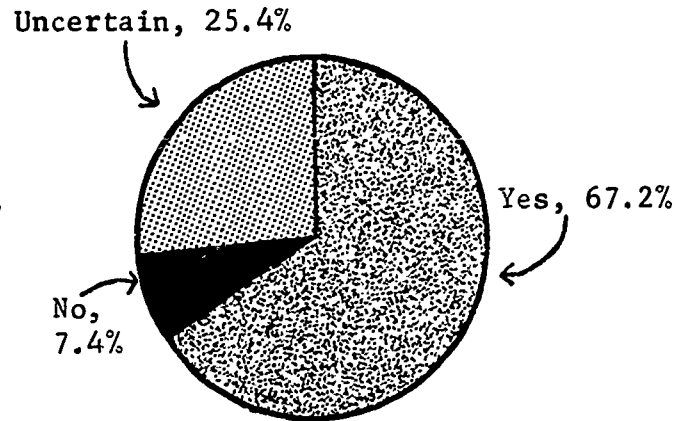
FIGURE XIII.--ONE-ROOM SCHOOL TEACHERS AND THEIR PROFESSION

MEN

Do you plan to continue teaching until retirement?

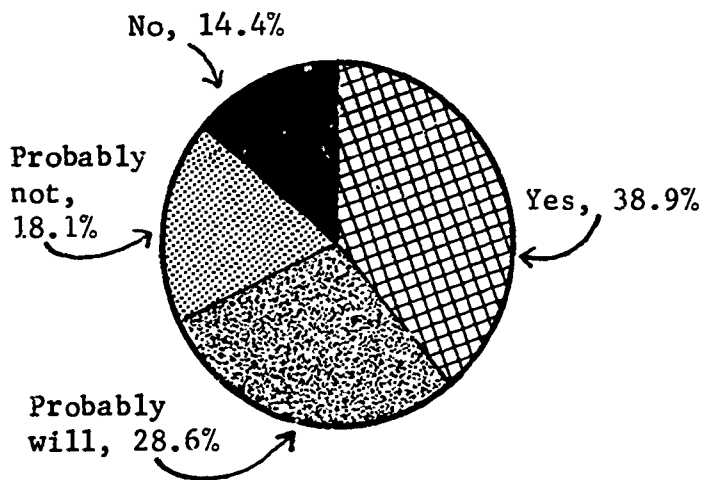


If you could start over again, would you teach in a one-room school?

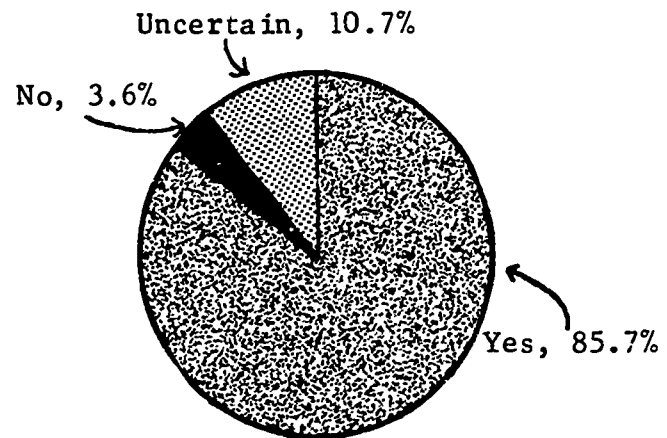


WOMEN

Do you plan to continue teaching until retirement?



If you could start over again, would you teach in a one-room school?



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could start over again, while 67.2 percent of the men teachers said they would. Only 3.6 percent of the women teachers said they would not teach again if they could start over again, while 7.4 percent of the men teachers said they would not.

As shown in Figure XIII, a higher percent of women teachers than of men teachers plan to continue teaching until retirement.

The larger the community the more likely it was that the teacher would teach again. Eighty-

two percent of the teachers in open areas said they would teach again if they could start over again--84.3 percent of those in small towns would, and 90.9 percent of those in towns of 150 or more population said they would.

The size of community made a difference in the teacher's plan to continue teaching until normal retirement age. Only 35.2 percent of the teachers in open country planned to continue teaching until retirement--41.6 percent of those in small towns, and 54.5 percent of those in towns of 150 or more population.

V. SCHOOL PLANT AND FACILITIES

This section reports the findings on the kinds of communities in which the schools are located; the accessibility of the school; the age of the school building; the adequacy of classroom space, water supply, and lighting and heating systems; lunch services; toilet facilities; and custodial work.

In 1930, the U. S. Office of Education reported that among the greatest needs of the rural schools of the United States was better housing. The following is a description of a one-teacher school building in 1930.

In many instances the buildings are so old and so poorly constructed that they are unsafe for the children during storms and severe weather.

Classrooms have windows on two, three, and sometimes on four sides which, even then, are insufficient in number to give half as much light as should be furnished from one side only;...the window shades are torn, broken, or missing altogether....

The floors, ceilings, and walls are often so defective that the room could not be evenly heated and ventilated with a large basement furnace and fan, much less with the old open box stove which is still quite generally used....

Everywhere young, well-trained, and enthusiastic teachers enter rural communities to

work in school buildings which have no extra rooms such as workrooms, libraries, or teachers' rooms; nor such built-in features as bookcases, lunch cupboards, etc., about which they learned at the teachers colleges. The ambitious rural youths enter these buildings with unsightly nails of all kinds and sizes on the walls, on which they may hang their garments. They have no safe and sanitary place for their lunch baskets, and quite frequently they are supplied with unsafe water. Innocent children are forced to use toilets that are both indecent and totally insanitary, and they have no facilities for washing and drying their hands after the use of the toilets.^{1/}

The rest of this section describes the school plant and facilities of one-room schools in 1958-59.

School Site

Over one-half of the one-teacher schools, 51.6 percent, are located in open country; 38.3 percent, in towns under 150 in population; and 10.1 percent, in towns of 150 or more population.

Most one-teacher schools are located in a school district that has no other school of any kind. As Table 28 shows, 85.1 percent of the reporting teachers said that there were no secondary schools in their school districts; 83.9 percent, that there were no graded elementary

^{1/} Dresslar, Fletcher B., and Haskell, Pruett. Rural Schoolhouses, School Grounds, and Their Equipment. U. S. Department of the Interior, Office of Education, Bulletin 1930, No. 21. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1930, p. 1-2.

TABLE 28.--NUMBER AND PERCENT OF TEACHERS IN ONE-TEACHER SCHOOLS REPORTING OTHER SCHOOLS IN THEIR DISTRICTS

Number of schools 1	Secondary schools		Graded elementary schools		Other one-teacher schools	
	Number 2	Percent 3	Number 4	Percent 5	Number 6	Percent 7
None	1,370	85.1%	1,351	83.9%	1,058	65.7%
1	194	12.0	178	11.1	192	11.9
2	46	2.9	77	4.8	128	8.0
3 .....	...	...	4	0.2	114	7.1
4 .....	...	...	...	...	98	6.1
5 and over .....	...	...	...	...	20	1.2
Total reporting	1,610	100.0%	1,610	100.0%	1,610	100.0%

schools; and 65.7 percent, that there were no other one-teacher schools. It is interesting to note that 22.4 percent of the teachers said that there were two or more other one-teacher schools in their school districts; 7.3 percent, that there were four or more.

About 16 percent of the teachers reported that there were one or more graded elementary schools in their school district; 5.0 percent, that there were two or more.

Fifteen percent of the teachers reported that there were one or more secondary schools in their district; a few, 2.9 percent, reported two or more.

As was to be expected, the possibility of having one or more graded elementary schools and one or more secondary schools is greater in the more thickly populated districts. Item 29 in the Appendix shows that the possibility of not having another one-teacher school in the district is greater in larger population districts than in the small population districts.

Table 29 shows that in the districts that had other schools, the nearest secondary school was 7.9 miles away; the nearest graded elementary school, 6.5 miles; and the nearest one-teacher school, 4.2 miles. See also item 30 in the Appendix.

The distance to the nearest school--whether secondary, graded elementary, or one-teacher--decreased as the population of the community increased.

According to 1607 teachers reporting, the roads to the majority of one-teacher schools were usually good: 85.4 percent that they were usually good; 12.5 percent, that they were usu-

ally poor; and 2.1 percent, that there were no roads.

Item 31 of the Appendix bears out the expected situation that the more thickly populated the districts were the better the roads were. The percent of schools with no road leading to them was twice as high in the open country as in towns of 150 or more population.

School Building

The typical one-teacher school building was 43 years old (built around 1916). Table 30 and item 33 in the Appendix show that a little over half of the school buildings were built between 1900 and 1929. Over one-fifth of them were built before 1900. Some early dates reported by teachers were 1820 and 1834, Vermont; 1836, New Hampshire; and, 1830, Maine.

Women teachers taught in older school buildings than the men did. The median age of buildings in which women teachers taught was 44 years; and of the buildings in which men teachers taught, 34 years.

Although the median one-teacher school building was 43 years old in 1958-59, 83.5 percent of the teachers said that the building was generally satisfactory despite the fact that school buildings were formerly country stores, saloons, or dance halls.

Although men teachers taught in relatively newer school buildings, a higher percent of the men teachers (31 percent) than of the women teachers (15 percent) reported their school buildings generally not satisfactory. See item 34 in the Appendix.

TABLE 29.--NUMBER AND PERCENT OF TEACHERS IN ONE-TEACHER SCHOOLS REPORTING DISTANCE OF NEAREST SECONDARY, GRADED ELEMENTARY, AND OTHER ONE-TEACHER SCHOOL

Number of schools	Secondary schools		Graded elementary schools		Other one-teacher schools	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Less than 1	16	1.4%	24	2.1%	32	2.5%
1-5	377	33.4	502	44.2	960	74.0
6-10	440	39.0	408	35.9	210	16.2
11-15	146	12.9	103	9.1	45	3.5
16-20	66	5.9	48	4.2	50	3.8 ^{a/}
21-25	35	3.1	21	1.8	...	...
Over 25	49	4.3	31	2.7	...	...
Total reporting	1,129	100.0%	1,137	100.0%	1,297	100.0%
Median	7.9	...	6.5	...	4.2	...

^{a/} Over 15 miles.

TABLE 30.--ONE-TEACHER SCHOOL BUILDINGS, BY YEAR CONSTRUCTED

Year constructed	Open country	Town less than 150 population	Town over 150 population	Total reporting ^{a/}	
				Number	Percent
1	2	3	4	5	6
Before 1870	3.3%	4.5%	9.8%	61	4.4%
1870 to 1899	18.8	19.2	16.5	254	18.3
1900 to 1929	52.9	50.9	50.3	716	51.8
1930 to 1959	25.0	25.4	23.4	352	25.5
Number reporting	100.0%	100.0%	100.0%	...	100.0%
Median age ^{b/}	633	491	133	1,383	...
	42	43	44	43	...

^{a/} Includes replies not indicating size of area.

^{b/} Medians calculated from a complete distribution.

About 84 percent of the one-teacher school buildings were of wood frame construction; 15.9 percent were built of masonry; and the remainder, of logs or other material.

A higher percent of schools in open country than in towns of 150 or more population were built of wood, and a smaller percent were built of masonry. See item 35 in the Appendix.

Classroom Space, Fixtures, and Facilities

Seven types of room facilities were listed in the questionnaire, and as Table 31 shows, only two--cloak room and library corner--were reported as adequate by more than half the respondents. More than half the schools did not

have a work room, a general activity room, a kitchen, or a science corner.

As was to be expected, the smaller the school community the fewer the facilities furnished and the more inadequate were those that were furnished. Details are given in item 36 in the Appendix.

In spite of the inadequate facilities of the one-room schools in 1958-59, conditions were an improvement over 1951-52. In that year only 46 percent reported adequate library facilities as compared with 56 percent in 1958-59. The percent reporting an adequate general activity room rose from 19 percent to 32 percent. Other facilities showed similar improvement.^{2/}

^{2/} National Education Association, Research Division. "Rural Teachers in 1951-52." Research Bulletin 31: 37; February 1953.

TABLE 31.--FACILITIES AVAILABLE IN ONE-ROOM SCHOOLS, 1958-59

Facilities	Condition		None available
	Adequate	Not adequate	
1	2	3	4
Cloak room	69.8%	11.3%	18.9%
Library corner	56.3	26.2	17.5
Store room	46.7	12.3	41.0
General activity room	32.2	6.9	60.9
Work room	30.5	4.8	64.7
Science corner	24.5	16.8	58.7
Kitchen	18.0	4.2	77.8

As item 37 in the Appendix shows, 21.7 percent of the classrooms had less than 500 square feet of floor space. On the other hand, 17.5 percent of the classrooms had 1000 or more square feet. The median classroom had 696 square feet for an average of 16 pupils.

The smaller the community, the smaller the classroom: The median classroom in schools in open country contained 655 square feet of floor space; in towns of 150 or more population, 783 square feet.

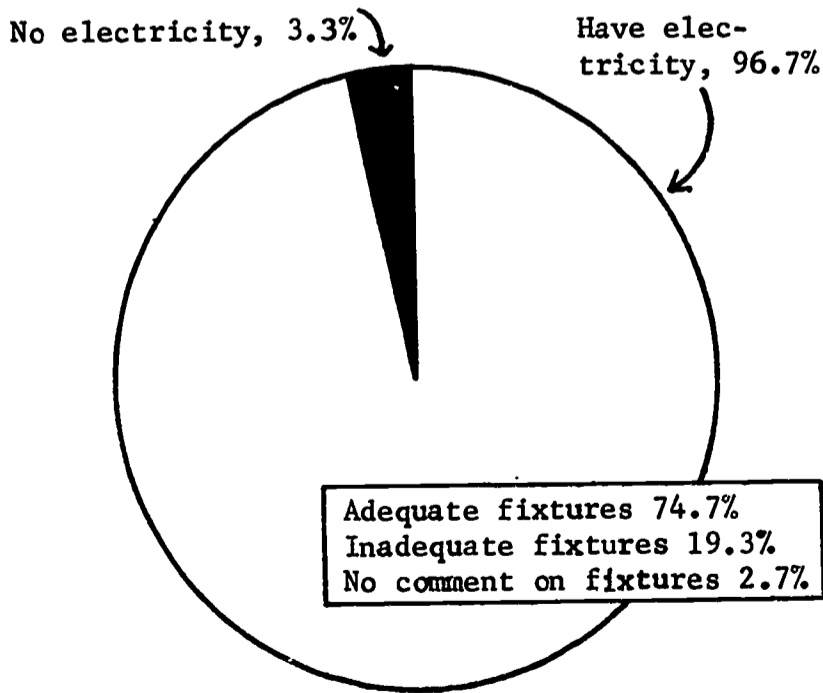
Water Supply, Lighting, and Heating Systems

Only about one-third of the teachers reported that they had running water in the school building (item 41 in the Appendix); a little over 40 percent had to get water from a well, cistern, or pump; 10.2 percent carried water from their homes; 1.4 percent used a stream, river, or spring; 5.0 percent used a neighbor's well or faucet; 5.3 percent had other sources of water; and 3.6 percent of the teachers did not describe their source of drinking water.

As was to be expected, only 26.2 percent of the schools in open country had running water in the building, but 57.9 percent of the schools in towns of 150 or more population did.

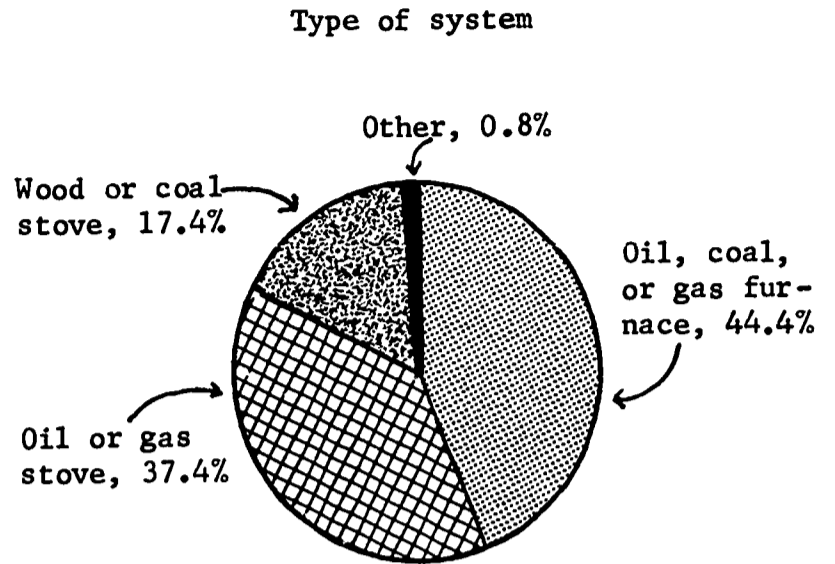
Almost all teachers reporting, 93.5 percent, indicated that they had enough windows in the school.

FIGURE XIV.--ELECTRICAL FIXTURES IN ONE-TEACHER SCHOOLS, 1958-59

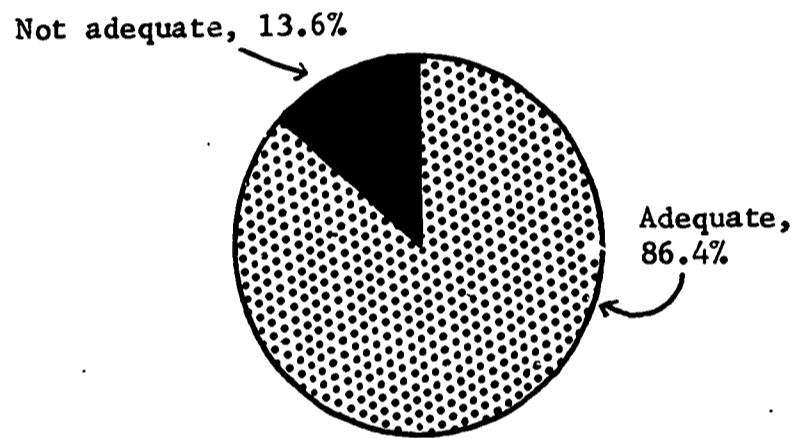


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FIGURE XV.--HEATING SYSTEMS IN ONE-TEACHER SCHOOLS, 1958-59



Condition of heating system



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Figure XIV shows that 96.7 percent of the schools had electricity. About 75 percent reported that the fixtures were adequate for school purposes. The size of the community in which the schools were located made little difference in the availability of electricity and the adequacy of the fixtures. Details are given in item 38 in the Appendix.

About 86 percent of the teachers said that they had an adequate heating system in their schools; 13.6 percent said their heating system was not adequate. Details are given in item 40 of the Appendix.

Over half of the schools use some type of stove to heat the classroom. Figure XV shows that 37.4 percent use an oil or gas stove and 17.4 percent, a wood or coal stove. A large percent of the schools, 44.4 percent, said they had an oil, coal, or gas furnace.

Furnaces were slightly more prevalent in schools in towns of 150 or more population than in schools in open country--45.5 percent and 41.8 percent, respectively. More schools in open country used oil or gas stoves than used any other type of heating system--41.8 percent. Only 25.5 percent of the schools in towns of 150 or more population used such a system of heating. It was surprising to find that the percent of schools in towns of 150 or more population using wood or coal stoves was higher than the percent of schools in open country doing so--26.9 percent as against 15.0 percent.

Toilet Facilities and Custodial Work

A majority of the one-room schools still have outdoor toilets only. Item 42 of the Appendix shows that only one-third of the 1604 schools reporting had indoor toilets, 67.7 percent had outdoor toilets only.

Size of community makes a significant difference in toilet facilities. A large proportion, 72.5 percent, of the schools located in open country had outdoor toilets only, whereas about half, 51.7 percent, of the schools in towns of 150 or more population had outdoor toilets only. The outhouse is still one of the trade-marks of the one-room school.

Less than half, 43.7 percent, of the teachers reporting indicated that toilet facilities were good; 41.3 percent said they were fair;

and 15.0 percent, that they were bad or very bad.

Nearly 60 percent of the teachers do their own custodial work, 20 percent get help from pupils, and in 10 percent of the schools, pupils do this work. Parents do this work in less than 1 percent of the schools. Custodians are hired in 10 percent of the schools.

Size of school community and the sex of the teacher make significant differences in who does the custodial work. The percent of teachers who do their own is more than twice as high in open country as in towns of 150 or more population--63.3 percent as against 30.0 percent. The percent of schools employing custodians is more than five times as high in towns of 150 or more population as in open country--32.9 percent as against 6.1 percent. The percent of schools in which the pupils do the custodial work is a little higher in large communities (12.1 percent) than in small communities (9.5 percent). The distance between home and school may account for this difference; the pupils in open country live farther away from school than pupils in larger communities.

A smaller percent of men teachers (44.5) than women teachers (58.3) do the custodial work; the percent of men teachers (23.4) having pupils do it is almost three times as high as the percent of women teachers (8.8) having such service; and a higher percent of the men teachers (16.4) than of women teachers (11.3) had the services of an employed custodian.

VI. PUPILS IN ONE-TEACHER SCHOOLS

This section reports the findings on the number of children attending one-teacher schools in 1958-59, the length of the school year, transportation, school lunch facilities, and teachers' opinions of their school program.

Number of Pupils

Nearly 400,000 children, 1.1 percent of all children enrolled in public schools and 1.6 percent of all public-school children in grades 1 through 8, attended one-teacher schools in 1958-59. These are not large figures considering that only 41 years ago, about 5 million, or one-fourth of all public-school children attended one-teacher schools.

Class size--The average class in a one-teacher school comprised 17 pupils in 1958-59. Item 46 in the Appendix shows the class size in 1595 schools. Twenty-one percent of the teachers reported that they had fewer than 10 pupils in class; 47.5 percent, 10-19 pupils; 22.3 percent, 20-29 pupils; and 9.2 percent, 30 or more pupils.

The size of the community in which the school was located made a difference in class size. The average class size for schools in open country was 15 pupils; for schools in towns under 150 in population, 17 pupils; and for schools of 150 or more population, 23 pupils. Almost 30 percent of the schools in open country had classes of fewer than 10 pupils,

while only 4.1 percent of the schools in towns of 150 or more population did.

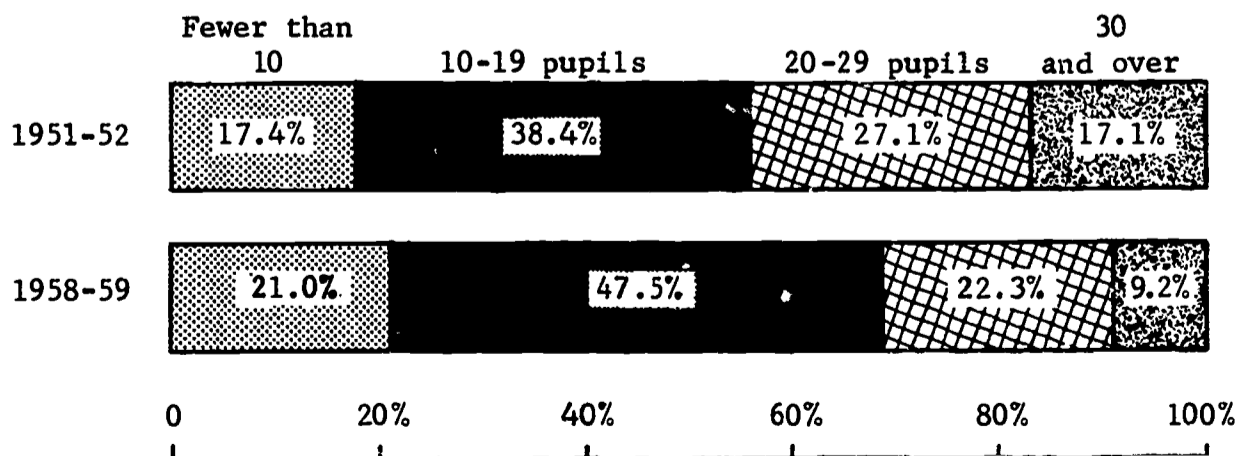
Men teachers reported having larger classes than women teachers. The average class size for the men teachers reporting was 19 pupils for the women teachers reporting, 16 pupils.

Classes in one-teacher schools are getting smaller (see Figure XVI). In 1951-52 the average enrollment of one-teacher schools was 20 pupils; 7 percent of the schools had fewer than 10 pupils. In 1958-59, the average enrollment was 17 pupils, and 21 percent reported classes of fewer than 10 pupils. In 1951-52, 17.1 percent of the schools had 30 or more pupils;^{1/} in 1958-59, only 9.2 percent of the teachers reported 30 or more pupils in class.

The median class size of all elementary schools in 1955-56 was 31 pupils, or more than twice the median class in one-teacher schools in 1958-59. Table 32 shows that while only 2.2 percent of all elementary-school teachers reported classes of fewer than 10 pupils, 21.0 percent of the teachers in one-teacher schools did. On the other hand, 55.2 percent of the nation's elementary-school teachers reported classes of 30 or more pupils, and only 9.2 percent of the teachers in one-teacher schools did.

^{1/} National Education Association, Research Division. "Rural Teachers in 1951-52." Research Bulletin 31: 11; February 1953.

FIGURE XVI.--CLASS SIZE IN ONE-TEACHER SCHOOLS, 1951-52 AND 1958-59



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TABLE 32.--CLASS SIZE REPORTED BY TEACHERS
IN ONE-TEACHER SCHOOLS AND BY ALL
ELEMENTARY-SCHOOL TEACHERS

Class size	Percent of	Percent of all
	teachers in one-teacher schools, 1958-59	elementary-school teachers, 1955- 56 ^{a/}
1	2	3
1-9 pupils ...	21.0%	2.2%
10-19 pupils .	22.3	7.5
20-29 pupils .	47.5	35.1
30 and over ..	9.2	55.2
	100.0%	100.0%
Number report- ing	1,595	...
Median	15 ^{b/}	31

a/ From: National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 55; February 1957.

b/ Calculated on the basis of a complete distribution.

Grade levels--The typical one-teacher school had pupils in six different grades. Item 45 in the Appendix shows that 22.9 percent of the teachers taught seven grades; and 21.2 percent, eight grades. At the end of the scale, 5.8 percent of the teachers taught three or fewer grades. Only 0.1 percent of the teachers reported teaching only one grade.

The median number of grades caught was six in all categories of community size. The median man teacher taught seven grades, and the median woman teacher six.

Table 33 shows the percent of pupils in each grade. The range is from 17.6 percent in the first grade to 7.9 percent in grade 8. A noticeable drop occurs between the first and second grades. Then, although the percents of pupils in each higher grade generally drop, there is a larger drop between grades 6 and 7.

The size of the community in which the one-teacher school is located makes some difference in the percent of pupils in each grade. In open country the range is from 16.5 percent in grade 1 to 8.7 percent in grade 8; in towns of 150 or more population, from 22.7 percent in grade 1 to 0.1 percent in grade 9 and above. All sizes of districts show sharp drops between grades 1 and 2 and between grades 6 and 7. In towns of 150 or more population 53.7 percent of the pupils are in grades 1 through 3; in these comparatively large communities, a large number of schools have only the first few grades.

Pupil Transportation

The teachers were asked to note the distance traveled one way to school by the pupil living nearest the school. As item 47 in the Appendix shows, 10 percent of the teachers reported that this pupil lived next door; 49.6 percent, that he lived about a quarter of a mile away; 18.5

TABLE 33.--DISTRIBUTION OF PUPILS IN ONE-TEACHER SCHOOLS, BY GRADE

Grade	Population of district			Taught by men teach- ers	Taught by women teachers	Total
	Open areas	Towns under 150 in pop- ulation	Towns of 150 or more pop- ulation			
1	2	3	4	5	6	7
Grade 1	16.5%	17.3%	22.7%	16.0%	17.8%	17.6%
Grade 2	13.7	13.9	15.2	13.7	14.0	14.0
Grade 3	13.4	13.1	15.8	13.2	13.7	13.7
Grade 4	13.2	13.0	13.1	13.4	13.0	13.0
Grade 5	12.8	12.6	11.1	12.6	12.4	12.4
Grade 6	12.4	13.2	11.1	12.7	12.5	12.5
Grade 7	9.3	9.1	5.7	9.6	8.8	8.9
Grade 8	8.7	7.8	5.2	8.8	7.8	7.9
Grade 9 and above	*	*	0.1	...	*	*
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number of teachers reporting	734	549	144	131	1,460	1,591

* Less than 1/10 of 1 percent.

TABLE 34.--DISTRIBUTION OF PUPILS IN ONE-TEACHER SCHOOLS, BY METHOD OF TRANSPORTATION

Method of transportation	Open areas	Towns under 150 in population	Towns of 150 or more population	Total ^{a/}
1	2	3	4	5
Walk	25.3%	34.9%	43.1%	30.8%
Bicycle	4.2	6.0	5.2	4.9
School bus	19.2	15.9	32.9	20.1
Private car	50.3	42.4	18.5	43.4
Public transportation	0.5	0.5	0.3	0.5
Horseback	0.5	0.2	...	0.3
Other .....	...	0.1	...	<u>b/</u>
	100.0%	100.0%	100.0%	100.0%
Number reporting	602	427	109	1,242

a/ Includes replies not indicating size of area.

b/ Less than 1/10 of 1 percent.

percent, that he lived 1 to 3 miles away; and 0.1 percent, that he lived 4 to 6 miles away. The median distance was about a quarter of a mile. Generally, more teachers reported the nearest pupil living close to school in large communities, than in small communities.

The median distance the pupil living farthest away from school had to travel to school was 2.6 miles. That the pupil farthest from school lived less than 1 mile away was reported by 3.4 percent of the teachers, but the majority of the teachers, 56.6 percent, reported that this pupil lived 1 to 2 miles away. Only 3.8 percent of the teachers reported that a pupil lived more than eight miles away. Item 48 in the Appendix gives further details.

The teachers were asked to note how pupils usually got to school. About 43 percent travel by private car, 30.8 percent walk, 21.1 percent ride the school bus, 4.9 percent ride a bicycle, 0.5 percent use public transportation, and 0.3 percent ride horseback.

The largest proportion of pupils in towns of 150 or more population (43.1 percent) walk to school, but most pupils in open country (50.3 percent) go by private car. The school bus serves 32.9 percent of the pupils in the largest communities and only 19.2 percent of the pupils in open country. Horses are used by a small number of pupils and then only in open areas or communities under 150 in population.

Length of School Year

The typical one-teacher school was in session a median of 36 weeks or 180 days in 1958-59. The distribution in item 49 in the Appendix does not permit the computation of an average, but it shows that the average would be less than the median of 180 days. The average school year for one-teacher schools in 1924-25 was reported to be 150 days.^{2/}

The percent of teachers reporting school sessions of less than 33 weeks was higher in open country (13.1 percent) than in towns of 150 or more population (4.3 percent). The percent of schools reporting school sessions of 38 weeks or more was higher in towns of 150 or more population (3.5 percent) than in open country (1.1 percent).

Teacher Evaluation of School Program

The teachers were asked to evaluate the program of education as excellent, good, fair, and poor. Since many of these teachers lacked the experience to critically evaluate their programs, their replies are of interest in revealing their attitudes toward their teaching positions. As shown in Figure XVII and item 50 in the Appendix, 7.2 percent of the teachers said that they had an excellent program (better than that of most larger schools); 58.9 percent, that they had a good program (equal to that of many larger schools); 31.4 percent, that they had a fair program (but not as good as that of

^{2/} Gaumnitz, Walter H. Salaries and Salary Trends of Teachers in Rural Schools. U. S. Department of the Interior, Office of Education, Bulletin 1929, No. 6. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1929. p. 37.

most larger schools); and only 2.5 percent, that they had a poor program far below that of nearly all larger schools.

Only 5.7 percent of the teachers in open country and 9.7 percent of the teachers in towns of 150 or more population reported their program to be excellent. While only 2.5 percent of the teachers in open country reported that their program was poor, 4.2 percent of the teachers in towns of 150 or more population so reported.

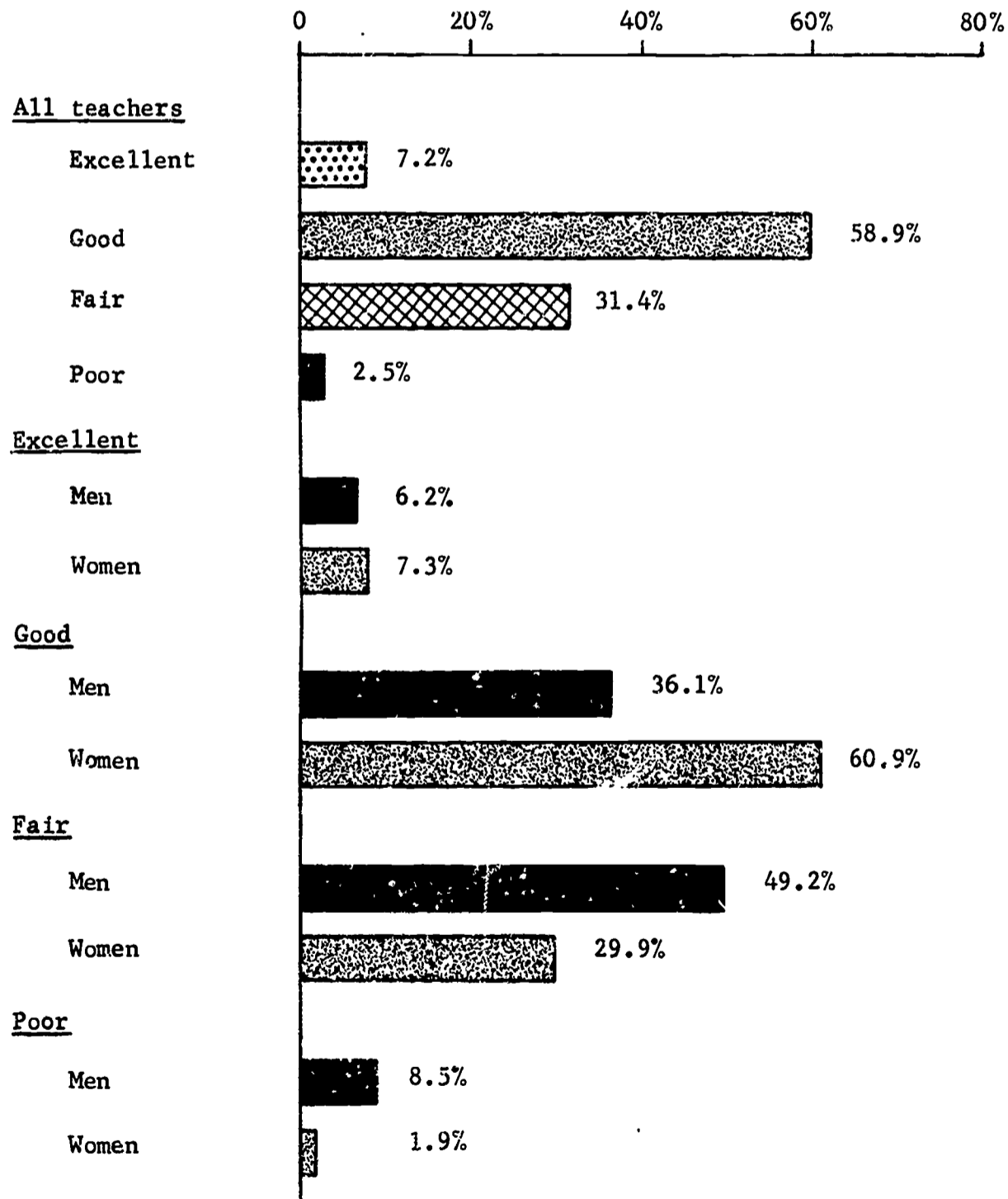
Men teachers seem to be far more critical of their educational programs than women teachers. Whereas 68.2 percent of the women teachers said their school program was excellent or good,

only 42.3 percent of the men teachers did. Almost half, 49.2 percent, of the men teachers said their program was fair. The percent of men teachers who said their programs were poor was almost five times as high as that of women teachers, 8.5 percent and 1.9 percent, respectively.

School-Lunch Facilities and Service

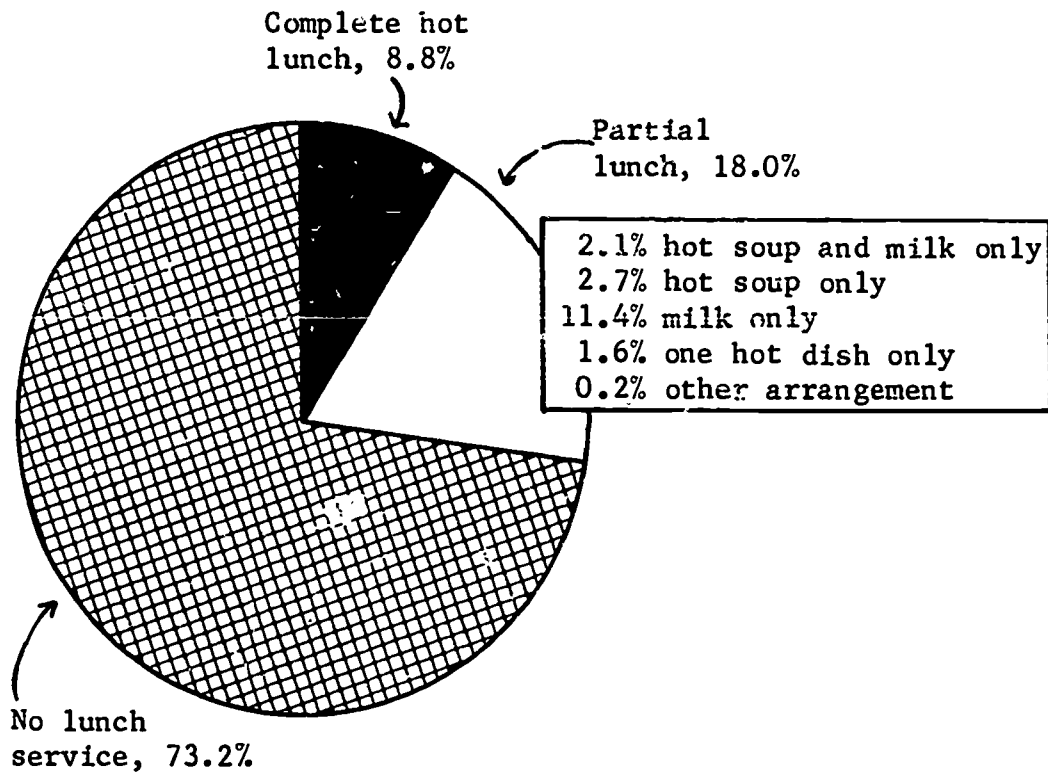
Almost three-fourths of the teachers reported that their schools provided no lunch or food service of any kind (see item 55 in the Appendix). Only 8.8 percent of the schools had complete hot lunch service. About 18 percent served a partial lunch such as hot soup only, hot soup and milk only, milk only, or one hot

FIGURE XVII.--TEACHER OPINION OF QUALITY OF PROGRAM



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FIGURE XVIII.--LUNCH SERVICE IN ONE-TEACHER SCHOOLS, 1958-59



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dish only. A few teachers reported other food arrangements, such as a hot lunch provided by the PTA, lunch prepared in a neighbor's kitchen, and having the teacher heat whatever food the children brought to school on the school's hot plate.

Schools in larger communities were a little more likely to offer a complete hot lunch than schools in smaller communities. About 8 percent of the schools in open country and 11.1 percent of the schools in towns of 150 or more population served a complete hot lunch.

VII. INSTRUCTIONAL SUPPLIES, EQUIPMENT, AND SERVICES

This section reports the findings on the extent to which common instructional supplies and equipment, available in most graded elementary schools, were found in one-teacher schools; the adequacy of these supplies and equipment; and the specialized services of outside agencies available.

Instructional Supplies and Equipment

The various teaching supplies and equipment were divided into three groups: (a) items not directly related to instruction although available in most graded elementary schools, (b) the pupils' desks, and (c) 18 common teaching aids and their availability and adequacy.

Items not directly related to instruction--The teachers were asked to check the availability of a first-aid kit, a room thermometer, a fire extinguisher, and a telephone.

About 92 percent of the teachers reported that they kept a first-aid kit in the classroom. Item 51 in the Appendix shows little difference in the percent on the basis of community size.

Perhaps women teachers are a little more concerned about the minor scratches and bruises that are almost everyday occurrences in schools with elementary-grade children: 93.0 percent of the women teachers, as compared with 83.5 percent of the men teachers, reported that they kept a first-aid kit in school.

When it is recalled that the median one-teacher school was 43 years old in 1958-59, that it was most likely to be constructed of wood, and that it probably was heated by a stove, a fire extinguisher is recognized as an important item. But, as item 53 in the Appendix shows, only 67.9 percent of the schools had a fire extinguisher.

More teachers reported having a room thermometer than reported having a fire extinguisher. About 85 percent of the schools had a room thermometer.

Few one-teacher schools have telephones--about one-third in 1958-59. Schools in smaller communities were more likely to have a telephone than schools located in larger communities--37.0 percent of the schools in open country as compared with 26.0 percent of the schools in towns of 150 or more population. The percent of women teachers having a telephone in school

(35.0 percent) was almost twice as high as the percent of men teachers having one (18.2 percent).

Pupils' desks--The teachers were asked several questions about the pupils' desks. Are there enough desks? Can most of them be raised or lowered? Are most of them attached to the floor? Are most of them fairly modern? Are they of different sizes? Details of the replies are given in item 52 in the Appendix.

Almost all schools, 96.6 percent, had enough desks for the pupils, the percent decreasing slightly with size of community.

A little over half of the teachers, 55.8 percent, reported that most of their desks can be raised or lowered.

Only 12 percent of the teachers reported that most of the desks are attached to the floor. The percent of teachers reporting screwed-down desks varied but little with size of community.

A little over two-thirds of the teachers (67.3 percent) said that most of their desks were fairly modern. Differences by size of community were small. But a higher percent of women teachers (68.0) than of men teachers (59.5) reported most of the desks fairly modern.

Ninety-seven percent of the teachers reported having desks of different sizes, a provision that is highly necessary in a classroom which has to accommodate pupils in six different grades.

Common teaching aids--Eighteen instructional aids used most commonly by teachers in elementary schools were listed, and the teachers were asked to check if such supplies and equipment were available to them, and, if available, whether they were up to date and in good condition.

Table 35 shows that only nine items were considered good or up to date by more than 50 percent of the reporting teachers: textbooks for pupils, chalkboards, library books, encyclopedia, world globe, bulletin board, large wall maps, work table, and record player.

About 88 percent of the teachers reported that they did not have a movie projector; 11.4 percent said the machine they had was good or up to date, and 0.7 percent said the machine they had was poor or out of date. Schools in the largest communities were most likely to

own such equipment. About 91 percent of the schools in open country and 84 percent of the schools in towns of 150 or more population had no movie projector.

About 31 percent of the teachers reported having a filmstrip or slide projector: 29.9 percent that it was in good condition, and 0.6 percent that it was in poor condition or out of date.

About 48 percent of the teachers reported that they had some kind of duplicating equipment. This percent comprised 33.3 percent who said it was good or up to date and 15.1 percent who said that it was poor or out of date.

About 17 percent of the teachers reported having a typewriter: 15.5 percent, good or up to date; and 1.3 percent, poor or out of date.

TABLE 35.--PRESENCE AND ADEQUACY OF TEACHING AIDS

Teaching aids	Good or up to date	Poor or out of date	Do not have
1	2	3	4
Textbooks for pupils	90.4%	4.3%	5.3%
Chalkboards	84.7	14.2	1.1
Library: free reading books	83.4	11.3	5.3
Encyclopedia	75.0	15.1	9.9
World globe	74.1	17.7	8.2
Bulletin board	73.2	13.9	12.9
Large wall maps	70.0	20.1	9.9
Work table	68.2	15.5	16.3
Record player	52.1	11.4	36.5
Tackboard	47.5	6.9	45.6
Radio	38.4	4.8	56.8
Duplicating equipment	33.3	15.0	51.7
Cooking equipment ..	30.6	8.3	61.1
Filmstrip or slide projector	29.9	0.6	69.5
Typewriter	15.5	1.3	83.2
Movie projector	11.4	0.7	87.9
Opaque projector ...	1.9	0.5	97.6
Television receiver	1.9	0.4	97.7

Only 2.3 percent of the teachers reported having a television receiver in the school, but 43.2 percent reported having a radio in the school. The percent of schools having television sets was about the same regardless of community size.

About 40 percent of the schools reported having some kind of cooking equipment. More women teachers than men teachers reported having cooking equipment: 40.0 percent of the

women teachers and 26.9 percent of the men teachers.

It is disturbing that many schools do not have instructional equipment considered most vital by most teachers. About 26 percent of the teachers reported having no world globe or having one that was out of date; the larger the school community the less likely it was to have a world globe.

Thirty percent of the teachers reported having no large wall maps in the school or having maps that were out of date. The percent of teachers reporting no large wall maps was higher in large communities than in small communities. About 10 percent of the schools in open country and 14.8 percent of the schools in towns of 150 or more population had no wall map.

One-fourth of the teachers reported that they had no encyclopedia or that their encyclopedia was out of date. The larger the community the less likely it was that the school had an encyclopedia. About 8 percent of the schools in open country, and 14.8 percent of the schools in towns of 150 or more population had no encyclopedia.

About 10 percent of the teachers reported that they had no textbooks for the children or that their textbooks were poor and out of date. About 17 percent of the teachers reported that they had no library in the school.

More than half the teachers reported that they had a record player: 52.1 percent that it is up to date and in good condition, 11.4 percent that it was out of date or in poor condition. The percent of teachers reporting having a record player was about the same in all size districts.

Services Available

The teachers were asked to indicate the help available to them from central agencies such as the county superintendent of schools, the board of health, and welfare agencies. Table 36 is a tabulation of the responses. Many schools are offered help of various types, but only three services were reported as available to more than 50 percent of the reporting schools: a special teacher for the physically handicapped, regular health examinations for pupils, and audio-visual and other instructional material.

Regular health examinations for pupils was available in 57.8 percent of the one-teacher schools. The schools in large communities were more likely to have this service available than were schools in small communities. Only 53.6 percent of schools in open areas and 62.9

percent of schools in towns of 150 or more population were offered this service in 1958-59.

Services providing audio-visual and other instructional materials and equipment were available to 50.2 percent of all the schools, a greater percent in the smaller school communities than in large. About 50 percent of the schools in open areas and 40.6 percent of the schools in towns of 150 or more population reported having audio-visual instructional material and equipment available in some central agency.

TABLE 36.--SERVICES OFFERED BY OTHER AGENCIES IN 1958-59

Items	Open area	Towns under 150 in population	Towns of 150 or more population	All areas
1	2	3	4	5
Regular health examinations for pupils	53.6%	61.0%	62.9%	57.8%
Audio-visual and other instructional materials center	50.3	50.9	40.6	50.2
Special teacher for:				
Physically handicapped ...	67.3	65.1	58.0	66.0
Music instruction	18.6	25.6	23.1	21.5
Art instruction	12.5	17.5	18.2	15.1
Mentally handicapped ...	10.4	13.6	17.5	12.6
Guidance and counseling	10.1	13.1	18.2	12.6
Remedial reading ..	6.3	11.6	13.3	9.9
Speech therapy	2.5	2.2	3.5	2.5
Other	3.3	4.2	2.1	3.7

Almost two-thirds of the teachers reported having available a special teacher for the physically handicapped, the percent being higher in small school communities than in large school communities. About 67 percent of schools in open country and 58.0 percent of the schools in towns of 150 or more population reported having such help available in 1958-59.

A special teacher for music instruction was available to 21.5 percent of the reporting

teachers. This percent was higher than the percent reporting the availability of teachers for the mentally handicapped, guidance and counseling, remedial reading, art instruction, and speech therapy. Teachers in larger communities were more likely to have a special music instructor available than were teachers in smaller communities: about 19 percent of the teachers in open country and 23.1 percent of the schools in towns of 150 or more population.

A special art instructor was available to 15.1 percent of the reporting teachers. Here again the percent of teachers having an art instructor available was higher in large communities than in small ones: about 13 percent of the schools in open country and 18.2 percent of the schools in towns of 150 or more population.

The percent of teachers reporting the availability of a special teacher for the mentally handicapped children was not as high as the percent of teachers reporting the availability of a special teacher for the physically handicapped children. Only 12.6 percent of the teachers reported such a teacher in 1958-59. Unlike services for the physically handicapped children, services for the mentally handicapped seem to be more generally available in large communities than in small ones: only 10.4 percent of the schools in open country and 17.5 percent of the schools in towns of 150 or more population.

Having available a special teacher for guidance and counseling was reported by only 12.6 percent of the teachers. Special guidance and counseling personnel are more likely to be available in large communities than in small ones: only 10.1 percent of the schools in open country and 18.2 percent of the schools in towns of 150 or more population.

About 10 percent of the teachers had a special teacher for remedial reading available. The percent of teachers so reporting was about twice as high for schools located in towns of 150 or more population as for schools located in smaller communities. About 13 percent of the schools in towns of 150 or more population reported having available a special remedial reading teacher and 6.3 percent of the schools in open country reported such help.

A special teacher for speech therapy was available to 2.5 percent of the teachers. Only 0.7 percent of the men teachers reported having such a teacher available, while 2.6 percent of the women teachers so reported.

The instructional supplies, equipment, and special services offered one-room school teachers are inadequate by any standard; by comparison, regular elementary schools are better equipped and serviced. In 1955-56, only 15.3

percent of the rural elementary-school teachers reported their books, supplies, laboratories, and the like to be entirely satisfactory in

contrast to the 28.9 percent of urban elementary-school teachers who judged these items to be entirely satisfactory.^{1/}

^{1/} National Education Association, Research Division. "The Status of the American Public-School Teacher." Research Bulletin 35: 57 February 1957.

VIII. SUMMARY

This section lists some of the high lights of this study of one-teacher schools.

In 1958-59, one-teacher schools numbered 23,695--19.5 percent of all public schools and 25 percent of all public elementary schools. The number of one-teacher schools decreased 88 percent from the 196,037 such schools in 1918. Since 1950, the number has been decreasing at the average annual rate of about 4000.

In 1958-59, the one-teacher schools were staffed by 1.8 percent of all classroom teachers, or 3 percent of all elementary-school classroom teachers.

In 1958-59, the one-teacher schools were attended by 392,390 children, 1.1 percent of all school children and 1.6 percent of all elementary-school children.

The Typical Teacher

Family background--The typical teacher comes from a farming family. She spent the largest part of her early life in a small rural community. Seventy-nine percent of the teachers were reared in communities under 500 in population. Only 2.0 percent grew up in urban communities 30,000 and over in population.

The proportions of farmers and of managerial and professional workers were greater among the teachers' fathers than among all gainful workers in 1910.

Age and marital status--The median teacher in 1959 was 45 years old, two years older than the average public-school teacher. Men teachers, on the average, were much younger than the women teachers: the median age of men teachers was 31.6 years while the median age of the women teachers was 46.2 years.

Only 8.3 percent of the teachers are men. In contrast, 13.1 percent of the total elementary-school teaching staff are men.

The typical teacher is married and has two children. The percent of men teachers who never married is greater than the percent of women teachers who never married. This is the reverse of the situation in the nation's public schools in general.

Place of residence--About 66 percent of the teachers live outside the school district in which they teach.

A typical teacher lives 6.2 miles away from the school in which she teaches. She drives to and from her school in her own automobile. About 3 percent of the teachers drove over 50 miles per day in getting to and from school in 1958-59.

Living accommodations--The great majority, 76.7 percent, of the teachers live in their own homes or in rented houses. It is interesting to note that 5.5 percent of the teachers live in teacherages and 1.6 percent live in trailers.

Almost 99 percent of the teachers had electric current in their homes, but 26 percent had to carry their water from the outside and 42 percent had to use stoves and fireplaces to keep warm during winter.

College education--About 83 percent of the teachers have had less than four years of college and only 3.2 percent have had five or more years of college preparation.

Less than one-fifth of the teachers held academic degrees: 83.0 percent held no degree, 2.0 percent held a two-year degree or certificate, 13.6 percent held a bachelor's degree, and 1.4 percent held a master's degree.

A great interest in professional growth is indicated by the 63 percent of the teachers who had completed their most recent college course for which they received a college credit in either 1958 or in 1959. About 87 percent of the teachers received credit for college courses in the past five years.

Length of service--The teachers had an average of 11 years of teaching experience, but only three of those years were spent in their present school. A typical teacher began full-time teaching 22 years ago. Thus, length and time of service indicate both mobility and gaps.

Work load--The typical teacher spent 54 hours a week on school duties, the men teachers spending a little less time in school than women teachers but a little more time outside school hours.

Salaries--The average teaching salary was \$2921, only 60.9 percent of the U. S. average for all classroom teachers. Although men teachers had fewer years of teaching experience and fewer of them hold full certification, their average salary (\$2964) was slightly higher than the average salary of women teachers (\$2917). Teachers in towns over 150 in population were

paid \$3146, on the average; and teachers in open areas, \$2869. Average salaries by region range from \$4812 in the Far West to \$2452 in the Southeast.

The average salary of teachers in one-teacher schools is below the average salary of all classroom teachers generally, the difference varying with the region. In the Southwest the average salary of teachers in one-teacher schools is 95.4 percent of the average salary of all classroom teachers; in the Middle Atlantic region it was only 53.7 percent.

A preferred career--When the teachers were asked whether they would choose teaching in one-teacher schools if they could start over again, 84.2 percent of the teachers said Yes, 11.9 percent were uncertain, and 3.9 percent answered No.

School Plant and Facilities

School site--Over one-half of the schools, 51.6 percent, are located in open country; 38.3 percent, in towns under 150 in population; and 10.1 percent, in towns of 150 or more population.

According to the teachers reporting, the roads to the majority of the schools are usually good: 85.4 percent reporting that they are usually good; and only 2.1 percent that there are no roads.

School building--The typical school building was 43 years old (built around 1916). A little over half of the buildings were constructed between 1900 and 1929; over one-fifth of them, before 1900.

About 84 percent of the school buildings were of wood frame construction; 15.9 percent were built of masonry; and the remainder, of logs or other material.

About 84 percent of the teachers said that the buildings they occupied were generally satisfactory.

Classroom space, fixtures, and facilities--Of the seven types of room facilities listed in the questionnaire, only two--cloak room and library corner--were reported as adequate by more than half the respondents. More than half the schools did not have a work room, a general activity room, a kitchen, or a science corner.

About 22 percent of the classrooms had less than 500 square feet of floor space. On the other hand, 17.5 percent of the classrooms had 1000 or more square feet of floor space. The

median classroom had 696 square feet of floor space for an average of 16 pupils.

Water supply, lighting, and heating systems--Only about one-third of the teachers reported that they had running water in the school building. A little over 40 percent had to get water from a well, cistern, or pump; 10.2 percent carried water from their homes; 1.4 percent used a stream, river, or spring; 5.0 percent used a neighbor's well or faucet; 5.3 percent had other sources of water; and 3.6 percent of the teachers did not describe their source of drinking water.

About 97 percent of the schools had electricity, and 74.7 percent of the teachers reported that their electrical fixtures were adequate for school purposes.

Over half of the schools used some type of stove to heat the classroom; 44.4 percent, an oil, coal, or gas furnace.

About 86 percent of the teachers said that they had an adequate heating system in their schools; 13.6 percent said their heating system was not adequate.

Toilet facilities and custodial work--A majority of the schools still have outdoor toilets only. Only one-third of the reporting schools had indoor toilets.

Nearly 60 percent of the teachers do their own custodial work, 20 percent get help from pupils; in 10 percent of the schools, pupils do this work, and in 10 percent, hired custodians do. Parents do the work in less than 1 percent of the schools.

Pupils

Class size--Nearly 400,000 pupils attended one-teacher schools in 1958-59. The average class had 17 pupils. Twenty-one percent of the teachers reported that they had fewer than 10 pupils in class; 47.5 percent had 10-19 pupils; 22.3 percent had 20-29 pupils; and 9.2 percent had 30 or more pupils.

Grade levels--The typical school had pupils in six different grades. About 23 percent of the teachers reported that they taught seven grades; and 21.2 percent, eight grades. At the other end of the scale, 5.8 percent of the reporting teachers taught three or fewer grades.

Pupil transportation--The median pupil, of the pupils living nearest the school, had to travel a quarter of a mile. The median pupil,

of the pupils living farthest from the school, had to travel 2.6 miles.

About 43 percent of the pupils travel to school by private car, 30.8 percent walk, 20.1 percent ride the school bus, 4.9 percent ride a bicycle, 0.5 percent use public transportation, and 0.3 percent ride horseback.

Teacher evaluation of school program--About 7.2 percent of the teachers said that they had an excellent program (better than that of most larger schools); 58.9 percent, that they had a good program (equal to that of many larger schools); 31.4 percent, that they had a fair program (but not as good as that of most larger schools); and only 2.5 percent, that they had a poor program far below that of nearly all larger schools.

Instructional Supplies, Equipment, and Services

Only nine of the 18 common instructional aids listed in the questionnaire were reported available and considered good or up to date by more than 50 percent of the reporting teachers. These items were textbooks for pupils, chalkboards, library books, encyclopedia, world globe, bulletin board, large wall maps, work table, and record player.

Many schools had available help of various types, but only three services were reported as available to more than 50 percent of the schools: a special teacher for the physically handicapped, regular health examinations for pupils, and access to audio-visual and other instructional material.

APPENDIX

TEACHERS IN ONE-TEACHER SCHOOLS

Item	Percent of teachers, by size of district							
	Towns 150 and over in population				All areas ^a			
	2	3	4	5	6	7	8	Total
Open areas	1.2%	2.0%	11.0%	0.7%	2.7%	40	2.5%	
Towns under 150 in population	4.7	7.1	11.6	16.4	5.3	100	6.2	
New England	6.0	12.5	22.6	20.2	9.1	161	10.0	
Middle Atlantic	37.2	34.9	39.0	23.1	38.7	602	37.4	
Southeast	1.6	2.7	3.4	6.0	2.0	38	2.3	
Middle	47.0	36.8	11.0	26.1	40.0	626	38.9	
Southeast	2.3	4.0	1.4	7.5	2.2	43	2.7	
Northwest	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Far West	745	552	146	134	1,476	1,610	...	
Number reporting								

1. NUMBER OF TEACHERS BY REGION

2. AGE OF TEACHERS

Under 21 years	5.2%	3.3%	2.8%	8.4%	3.6%	62	4.0%
21-25 years	12.9	9.2	11.8	18.9	10.5	176	11.2
26-30 years	7.7	8.7	11.8	21.1	6.9	127	8.1
31-35 years	6.7	7.7	3.5	8.4	7.0	111	7.1
36-40 years	11.3	8.1	7.0	8.4	9.8	152	9.7
41-45 years	11.8	11.3	9.0	6.8	11.3	171	10.9
46-55 years	30.6	33.4	33.3	18.1	34.1	514	32.8
56-65 years	12.1	17.0	20.8	8.4	15.5	234	14.9
66 years and over	1.7	1.3	...	1.5	1.3	21	1.3
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Median age in years ^b	728	542	144	132	1,436	1,568	...
Average age in years ^b	43	46	47	31.5	46	45	...
Number reporting	41.4	43.5	43.2	36.3	43.1	42.6	...

3. SEX AND MARITAL STATUS

Men	1.9%	2.0%	2.7%	23.1%	...	31	1.9%
Single	5.2	8.2	6.2	73.9	...	99	6.1
Married	0.1	0.5	...	3.0	...	4	0.3
Widowed; divorced	7.2%	10.7%	8.9%	100.0%	...	134	8.3%
Women	13.4%	13.8%	15.1%	...	14.4%	212	13.2%
Single	68.1	66.6	63.7	...	74.0	1,093	67.9
Married	11.3	8.9	12.3	...	11.6	171	10.6
Widowed; divorced	92.8%	89.3%	91.1%	...	100.0%	1,476	91.7%
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	745	552	146	134	1,476	1,610	...

4. NUMBER OF CHILDREN OF TEACHERS

No children	32.1%	33.8%	38.9%	40.3%	32.9%	537	33.6%
1 child	14.7	16.4	16.7	17.9	14.8	241	15.1
2 children	23.0	20.5	18.7	14.9	22.4	348	21.8
3 children	13.5	13.9	13.2	10.5	14.2	222	13.9
4 children	7.8	8.6	7.6	9.0	8.2	132	8.2
5 children	4.6	4.2	3.5	2.2	4.5	69	4.3
6 children	2.0	1.3	0.7	3.0	1.3	23	1.4
7 children or more	2.3	1.3	0.7	2.2	1.7	28	1.7
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%

Number reporting 742 547 144 134 1,466 1,600 ...

Median number of children (teachers having children) 2 2 2 2 2 2

5. TEACHERS REARED IN THE COMMUNITY IN WHICH THEY NOW TEACH

Reared in community where teaching	28.8%	26.1%	29.5%	35.8%	27.4%	450	28.1%
Not reared in community where teaching	71.2	73.9	70.5	64.2	72.6	1,150	71.9
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%

Number reporting 744 545 146 134 1,466 1,600 ...

6. POPULATION OF COMMUNITY IN WHICH TEACHER SPENT LARGEST PART OF HIS EARLY LIFE

Open country	68.5%	67.0%	53.5%	64.6%	66.4%	1,032	66.2%
Under 100	4.2	5.3	2.8	8.5	4.2	71	4.6
100-499	7.2	8.6	11.3	9.2	7.9	125	8.0
500-999	7.5	6.4	7.8	6.2	7.4	114	7.3
1,000-1,499	1.9	0.9	3.5	1.5	1.6	25	1.6
1,500-1,999	1.2	1.3	2.1	1.5	1.5	23	1.5
2,000-2,499	1.2	1.7	1.4	2.3	1.4	23	1.5
2,500-29,999	6.4	6.9	14.8	5.4	7.5	114	7.3
30,000-499,999	1.1	1.9	1.4	0.8	1.5	22	1.4
500,000 and over	0.8	...	1.4	...	0.6	9	0.6
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%

Number reporting 723 534 142 130 1,428 1,558 ...

a/ Includes replies not indicating size of area.
b/ Medians and averages calculated from a complete distribution, not on the grouped distribution shown in column 1.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district						
	Open areas			Towns 150 and over in population		All areas ^a	
	2	3	4	5	6	7	8
7. OCCUPATION OF TEACHER'S FATHER							
Farmer	70.0%	70.8%	52.2%	55.9%	70.0%	1,034	68.8%
Unskilled worker	3.2	4.4	6.7	5.5	3.7	58	3.9
Skilled or semiskilled worker	12.5	10.5	19.4	16.5	11.8	183	12.2
Clerical or sales worker	1.6	1.3	3.0	1.6	1.6	24	1.6
Service worker	0.9	1.1	2.2	1.6	1.2	19	1.3
Managerial or self-employed	6.6	6.5	9.0	10.2	6.7	105	7.0
Professional or semiprofessional worker	5.2	5.4	7.5	8.7	5.0	79	5.2
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	694	523	134	127	1,375	1,502	...
8. OCCUPATION OF TEACHER'S MOTHER							
Skilled or semiskilled worker	0.5%	0.4%	0.7%	...	0.5%	7	0.4%
Clerical or sales worker	1.1	0.4	...	1.5%	1.0	16	1.0
Service worker	1.1	1.8	4.2	2.3	1.5	25	1.6
Managerial or self-employed	0.5	0.9	1.4	0.7	0.9	14	0.9
Professional or semiprofessional worker	7.0	7.7	6.3	8.3	6.8	110	7.0
Housewife	89.8	88.8	87.4	87.2	89.3	1,409	89.1
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	733	543	143	133	1,448	1,581	...
9. OCCUPATION OF TEACHER'S SPOUSE							
Student	0.8%	0.7%	1.4%	2.2%	0.7%	13	0.8%
Farmer	36.7	33.7	13.7	3.7	36.3	540	33.5
Unskilled worker	2.4	2.7	1.4	0.8	2.4	37	2.3
Skilled or semiskilled worker	12.6	14.8	24.0	3.0	16.1	241	15.0
Clerical or sales worker	2.3	4.0	3.4	5.2	2.7	47	2.9
Service worker	2.4	1.8	2.1	3.0	1.9	32	2.0
Managerial or self-employed	7.9	6.2	11.6	0.8	8.3	124	7.7
Professional or semiprofessional worker	6.7	7.1	8.2	15.6	6.2	113	7.0
Housewife	3.2	4.3	3.4	41.8	...	56	3.5
Have no spouse	15.2	15.8	17.8	23.1	14.3	242	15.0
Not indicated	9.8	8.9	13.0	0.8	11.1	165	10.3
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	745	552	146	134	1,476	1,610	...

	1	2	3	4	5	6	7	8
10. DISTANCE, ONE WAY, TEACHER TRAVELS TO SCHOOL								
Less than 1 mile		13.1%	16.6%	17.2%	27.8%	13.1%	228	14.4%
1-4 miles		25.7	26.8	40.7	21.0	28.5	442	27.8
5-8 miles		24.8	26.5	21.4	17.3	26.1	402	25.3
9-12 miles		16.7	15.4	9.6	15.8	15.7	250	15.8
13-16 miles		9.2	7.7	6.9	6.8	8.8	137	8.6
17-20 miles		4.6	3.7	1.4	4.5	3.6	59	3.7
21-24 miles		1.8	1.8	0.7	1.5	1.5	24	1.5
25-28 miles		1.4	0.9	1.4	2.3	1.1	19	1.2
29 or more miles		2.7	0.6	0.7	3.0	1.6	27	1.7
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	544	145	145	133	1,455	1,588	...
Median number of miles	6.8	6.0	4.2	4.2	5.3	6.3	6.2	...
11. RESIDENCE IN EMPLOYING SCHOOL DISTRICT								
Live in employing school district		32.3%	34.5%	45.8%	50.0%	32.2%	539	33.7%
Live in employing district only in winter ..		2.3	2.4	0.7	1.5	2.1	32	2.0
Do not live in employing district		65.4	63.1	53.5	48.5	65.7	1,028	64.3
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	744	547	144	144	132	1,467	1,599	...
12. HOW TEACHER USUALLY GETS TO AND FROM SCHOOL								
Walk		4.9%	9.6%	14.1%	16.0%	6.6%	117	7.4%
Drive personal car		82.6	78.6	71.1	67.2	81.5	1,271	80.3
Ride with someone in private car		3.7	3.9	5.6	1.5	4.4	66	4.2
School bus		1.8	1.8	7.1	3.8	2.0	34	2.1
Public bus .....		...	...	0.7	...	0.1	2	0.1
Live in or next to school		6.9	5.9	1.4	11.5	5.3	91	5.8
Other		0.1	0.2	...	...	0.1	2	0.1
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	736	542	142	142	131	1,452	1,583	...
13. LIVING ARRANGEMENTS								
Own or buying the place		57.2%	58.2%	67.1%	36.1%	61.6%	949	59.5%
Rent the place		16.4	18.9	15.1	24.1	16.5	274	17.2
Room with relatives rent-free		8.2	7.9	9.6	15.8	7.3	128	8.0
Room with relatives, but pay rent		5.4	4.0	2.7	4.5	4.5	71	4.4
Room with nonrelatives and pay rent		3.7	3.8	2.7	6.0	3.2	55	3.4
Teacherage		6.9	5.5	2.1	9.0	5.2	88	5.5
Trailer		1.8	1.3	...	3.0	1.4	25	1.6
Other		0.4	0.4	0.7	1.5	0.3	6	0.4
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	739	545	146	146	133	1,463	1,596	...

a/ Includes replies not indicating size of area.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district						Total
	Towns 150 and over in population		Towns 150 and over in population		All areas ^a		
	1	2	3	4	5	6		7	8

14. FACILITIES AVAILABLE WHERE TEACHER LIVES MOST OF THE SCHOOL YEAR

Electric lights									
Adequate	97.2%	96.6%	95.9%	91.8%	97.4%	1,560	96.9%		
Inadequate	1.7	1.6	4.1	4.5	1.6	30	1.9		
None	1.1	1.8	...	3.7	1.0	19	1.2		
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
	745	552	146	134	1,475	1,609	...		
Water supply									
Cold running water only	9.8%	12.7%	12.3%	13.4%	11.2%	183	11.4%		
Cold and hot running water	62.0	61.7	65.8	47.0	64.2	1,006	62.7		
Carried in from outside	28.2	25.6	21.9	39.6	24.6	415	25.9		
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
	744	550	146	134	1,470	1,604	...		
Heating									
Adequate central system	55.7%	53.4%	55.5%	29.8%	58.6%	900	56.1%		
Inadequate central system	1.7	1.6	2.7	3.0	1.6	28	1.8		
Adequate stoves or fireplaces	40.3	40.3	38.4	59.0	37.1	624	38.9		
Inadequate stoves or fireplaces	2.3	4.7	3.4	8.2	2.7	51	3.2		
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
	744	549	146	134	1,469	1,603	...		

15. YEARS OF COLLEGE EDUCATION COMPLETED

High-school graduate	0.1%	0.2%	0.7%	...	0.3%	4	0.2%		
Less than 2 years of college	29.3	23.0	10.3	15.7%	25.5	398	24.7		
2 years of college, but less than 4	56.4	60.5	63.0	50.8	59.6	948	58.9		
4 years of college, but less than 5	11.1	13.8	19.8	21.6	12.2	209	13.0		
5 years of college or more	3.1	2.5	6.2	11.9	2.4	51	3.2		
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
	745	552	146	134	1,476	1,610	...		

16. HIGHEST COLLEGE DEGREE HELD

No degree	85.1%	82.4%	73.3%	62.7%	84.8%	1,336	83.0%		
2-year degree	2.2	2.0	2.1	4.5	1.8	32	2.0		
Bachelor's degree	11.4	14.1	21.9	26.8	12.4	219	13.6		
Master's degree	1.3	1.5	2.7	6.0	1.0	23	1.4		
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
	745	552	146	134	1,476	1,610	...		

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district						
	Towns 150 and over in population			All areas ^a		Total	Percent
	Open areas	Towns under 150 in population	Men	Women	Number		
1	2	3	4	5	6	7	8

14. FACILITIES AVAILABLE WHERE TEACHER LIVES MOST OF THE SCHOOL YEAR

Electric lights								
Adequate	97.2%	96.6%	95.9%	91.8%	97.4%	1,560	96.9%	
Inadequate	1.7	1.6	4.1	4.5	1.6	30	1.9	
None	1.1	1.8	...	3.7	1.0	19	1.2	
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	...
	745	552	146	134	1,475	1,609	...	...
Water supply								
Cold running water only	9.8%	12.7%	12.3%	13.4%	11.2%	183	11.4%	
Cold and hot running water	62.0	61.7	65.8	47.0	64.2	1,006	62.7	
Carried in from outside	28.2	25.6	21.9	39.6	24.6	415	25.9	
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	...
	744	550	146	134	1,470	1,604	...	...
Heating								
Adequate central system	55.7%	53.4%	55.5%	29.8%	58.6%	900	56.1%	
Inadequate central system	1.7	1.6	2.7	3.0	1.6	28	1.8	
Adequate stoves or fireplaces	40.3	40.3	38.4	59.0	37.1	624	38.9	
Inadequate stoves or fireplaces	2.3	4.7	3.4	8.2	2.7	51	3.2	
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	...
	744	549	146	134	1,469	1,603	...	...

15. YEARS OF COLLEGE EDUCATION COMPLETED

High-school graduate	0.1%	0.2%	0.7%	...	0.3%	4	0.2%	
Less than 2 years of college	29.3	23.0	10.3	15.7%	25.5	398	24.7	
2 years of college, but less than 4	56.4	60.5	63.0	50.8	59.6	948	58.9	
4 years of college, but less than 5	11.1	13.8	19.8	21.6	12.2	209	13.0	
5 years of college or more	3.1	2.5	6.2	11.9	2.4	51	3.2	
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	...
	745	552	146	134	1,476	1,610	...	...

16. HIGHEST COLLEGE DEGREE HELD

No degree	85.1%	82.4%	73.3%	62.7%	84.8%	1,336	83.0%	
2-year degree	2.2	2.0	2.1	4.5	1.8	32	2.0	
Bachelor's degree	11.4	14.1	21.9	26.8	12.4	219	13.6	
Master's degree	1.3	1.5	2.7	6.0	1.0	23	1.4	
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	...
	745	552	146	134	1,476	1,610	...	...

	1	2	3	4	5	6	7	8
17. MAJOR FIELD OF STUDY, BY DEGREES HELD								
2-year degree held, major field								
Art	6.3%	...	33.3%	...	7.7%	2	6.3%	
Household economics .....	...	9.1%	...	...	3.8	1	3.1	
Social studies	6.3	...	...	...	3.8	1	3.1	
General elementary education	37.5	54.5	66.7	50.0%	50.0	16	50.0	
General education	12.5	18.2	...	16.7	11.6	4	12.5	
Not indicated	37.5	18.2	...	33.3	23.1	8	25.0	
	100.1%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	16	11	3	6	26	...	...
Bachelor's degree held, major field								
Agriculture	1.1%	1.2%	...	9.1%	...	4	1.7%	
Art	2.1	2.3	...	2.3	2.0%	5	2.1	
Business education .....	...	...	2.8%	...	0.5	1	0.4	
English	13.6	4.7	11.1	...	12.1	24	9.9	
Foreign languages	1.1	4.7	...	...	2.5	5	2.1	
Health and physical education	2.1	...	...	...	1.0	2	0.8	
Household economics	1.1	3.5	...	...	2.0	4	1.7	
Mathematics	1.1	...	...	...	0.5	1	0.4	
Music	1.1	...	...	...	0.5	1	0.4	
Science	4.2	3.5	...	4.5	3.6	9	3.7	
Social studies	17.9	16.2	16.7	38.7	11.1	39	16.1	
General elementary education	28.4	43.0	38.9	18.2	38.4	84	34.7	
General secondary education	1.1	...	...	...	0.5	1	0.4	
General education	16.8	17.4	25.0	13.6	20.7	47	19.4	
Other	3.1	1.2	...	9.1	...	4	1.7	
Not indicated	5.2	2.3	5.5	4.5	4.6	11	4.5	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	95	86	36	44	198	...	...
Master's degree held, major field								
English	20.0%	...	25.0%	...	26.7%	4	17.4%	
Mathematics	10.0	...	...	...	6.7	1	4.3	
Social studies	20.0	37.5%	...	37.5%	13.3	5	21.8	
General elementary education	10.0	37.5	50.0	...	40.0	6	26.1	
General education	30.0	25.0	25.0	50.0	13.3	6	26.1	
Not indicated	10.0	...	...	12.5	...	1	4.3	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	10	8	4	8	15	...	...
18. TYPE OF INSTITUTION IN WHICH THE LARGER PART OF COLLEGE EDUCATION WAS TAKEN								
Public university or college	19.8%	20.8%	27.9%	26.0%	20.0%	312	20.5%	
Public teachers college or normal school ..	67.6	66.4	61.4	52.0	68.7	1,023	67.4	
Nonpublic college or university	10.5	11.4	8.6	18.9	9.6	157	10.3	
Nonpublic teachers college or normal school	2.1	1.4	2.1	3.1	1.7	27	1.8	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	721	509	140	127	1,392	1,519	...	

a) Includes replies not indicating size of area.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Open areas	Towns under 150 population	Towns 150 and over in population	Men	Women	All areas ^a	Number	Percent
1	2	3	4	5	6	7	8	

19. YEAR IN WHICH TEACHER COMPLETED MOST RECENT COLLEGE COURSE FOR WHICH HE RECEIVED COLLEGE CREDIT

Before 1925	0.5%	0.4%	0.7%	0.8%	0.5%	8	0.5%
1925-1934	2.4	2.1	3.5	3.1	2.3	37	2.4
1935-1944	2.6	2.1	4.9	3.1	2.6	40	2.6
1945-1949	1.7	2.9	2.8	2.3	2.5	38	2.5
1950-1954	6.4	5.8	8.3	10.1	6.0	97	6.4
1955-1956	10.2	10.0	11.8	12.4	9.9	155	10.1
1957	13.0	13.3	6.9	7.0	12.8	188	12.3
1958	40.9	40.2	31.2	38.7	39.6	604	39.5
1959	22.3	23.2	29.9	22.5	23.8	362	23.7
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	717	518	144	129	1,400	1,529	...
Median year	1958	1958	1958	1958	1958	1958	...

20. ADEQUACY OF TEACHING CERTIFICATE HELD BY TEACHER

No certificate held	0.8%	0.9%	0.7%	1.5%	0.8%	13	0.8%
Temporary or emergency certificate	10.1	13.2	14.4	26.3	9.9	180	11.3
Certificate representing full qualifications for position held	86.5	83.7	83.5	69.9	87.2	1,363	85.7
Certificate not representing full qualifications for position held	2.6	2.2	1.4	2.3	2.1	34	2.2
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	741	540	146	133	1,457	1,590	...

21. YEAR IN WHICH TEACHER BEGAN FIRST FULL-TIME TEACHING POSITION

Before 1915	1.9%	2.6%	1.4%	1.5%	2.4%	36	2.3%
1915-1924	15.8	20.7	25.2	6.8	19.8	295	18.7
1925-1934	24.8	26.9	25.2	15.0	27.2	413	26.1
1935-1939	11.7	7.9	7.7	3.0	10.0	148	9.4
1940-1944	9.8	9.3	7.0	3.0	10.4	154	9.7
1945-1949	7.0	7.7	6.3	15.0	6.4	113	7.2
1950-1954	10.1	10.3	7.0	16.6	8.9	151	9.6
1955-1956	7.8	4.9	9.1	12.0	6.2	106	6.7
1957-1958	10.7	9.7	11.1	26.3	8.6	160	10.1
1959	0.4	0.4	0.8	0.8	0.1	3	0.2
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	733	546	143	133	1,446	1,579	...
Median year	1938	1934	1934	1952	1935	1937	...

	1	2	3	4	5	6	7	8
22. YEARS OF FULL-TIME TEACHING EXPERIENCE, INCLUDING PRESENT YEAR								
1-2 years		12.8%	9.2%	11.0%	27.3%	9.3%	172	10.8%
3-4 years		12.7	9.5	11.7	16.7	10.6	177	11.1
5-9 years		25.2	23.9	13.8	16.7	23.9	371	23.3
10-14 years		20.8	19.6	17.3	16.7	20.5	322	20.2
15-19 years		10.7	14.7	14.5	4.5	13.8	207	13.0
20-24 years		8.2	10.5	11.7	6.8	9.3	153	9.6
25-34 years		8.0	9.7	15.9	9.8	9.8	157	9.8
35 years or more		1.6	2.9	4.1	1.5	2.3	36	2.2
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting		741	545	145	132	1,463	1,595	...
Median number of years ^{b/}		9	11	14	6	11	11	...
Average number of years ^{b/}		11.3	13.0	15.1	9.6	12.8	12.5	...
23. YEARS OF FULL-TIME TEACHING IN SCHOOL WHERE NOW TEACHING								
1 year		35.5%	26.6%	23.3%	44.0%	28.8%	480	30.1%
2 years		21.9	19.5	13.7	17.2	20.9	329	20.6
3 years		14.7	13.7	13.0	11.2	14.4	225	14.1
4-5 years		12.4	16.4	13.7	10.5	14.2	222	13.9
6-7 years		4.6	7.3	7.6	2.2	6.4	97	6.1
8-9 years		3.4	5.3	6.2	4.5	4.5	72	4.5
10-14 years		4.3	5.8	13.7	6.0	6.0	96	6.0
15-19 years		1.8	2.4	2.7	2.2	2.4	38	2.4
20-24 years		0.4	1.3	3.4	0.7	1.0	15	0.9
25 years or more		1.0	1.7	2.7	1.5	1.4	22	1.4
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting		740	548	146	134	1,462	1,596	...
Median number of years		2.7	3.3	3.0	2.3	3.0	3.0	...
24. ANNUAL SALARY FOR TEACHING								
Below \$1,500		0.6%	1.4%	2.2%	3.2%	0.7%	14	0.9%
\$1,500-1,999		2.5	4.9	5.7	7.1	3.2	53	3.5
2,000-2,499		21.9	17.2	9.3	17.5	18.4	275	18.3
2,500-2,999		34.6	31.8	20.9	24.6	33.4	490	32.6
3,000-3,499		24.5	25.2	28.0	23.0	25.3	377	25.1
3,500-3,999		9.5	10.1	17.3	7.9	11.1	163	10.9
4,000-4,499		3.4	5.1	6.5	3.2	4.3	63	4.2
4,500-4,999		2.3	2.3	6.5	9.5	2.2	43	2.9
5,000-5,499		0.3	0.8	1.4	0.8	0.7	10	0.7
5,500 and over		0.4	1.2	2.2	3.2	0.7	13	0.9
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting		706	512	139	126	1,375	1,501	...
Median salary ^{b/}		\$2,859	\$2,927	\$3,185	\$2,957	\$2,921	\$2,923	...
Average salary ^{b/}		\$2,892	\$2,946	\$3,192	\$3,059	\$2,944	\$2,954	...

a/ Includes replies not indicating size of area.
b/ Medians and averages calculated from a complete distribution, not on the grouped distribution shown in column 1.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district					Total
	Open areas	Towns under 150 population	Towns 150 and over in population	Men	Women		All areas^{a/}
1	2	3	4	5	6	7 8

25. ESTIMATED NUMBER OF HOURS PER DAY DEVOTED TO SCHOOL DUTIES AND ACTIVITIES DURING SCHOOL HOURS

Less than 6 hours	0.4%	0.9%	...	2.3%	0.4%	8	0.5%
6 hours, but less than 7	2.2	4.1	5.6%	6.0	2.9	49	3.1
7 hours, but less than 8	14.4	16.1	17.5	24.1	13.4	226	14.3
8 hours, but less than 9	44.0	37.1	42.6	39.8	42.0	659	41.8
9 hours, but less than 10	29.2	32.1	25.9	21.8	31.2	480	30.4
10 hours, but less than 11	8.6	8.0	7.7	4.5	8.5	129	8.2
11 hours, but less than 12	1.1	0.4	0.7	1.5	1.0	17	1.1
12 hours or more	0.1	1.3	...	...	0.6	9	0.6
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Median number of hours	732	539	143	133	1,444	1,577	...
	8.8	8.8	8.6	8.4	8.8	8.8	...

26. ESTIMATED NUMBER OF HOURS PER WEEK DEVOTED TO SCHOOL DUTIES AND ACTIVITIES OUTSIDE SCHOOL HOURS

None	0.4%	0.8%	0.7%	...	0.7%	9	0.6%
Some, but less than 5 hours	16.6	12.3	16.9	18.4%	14.9	229	15.2
5-9 hours	36.4	30.6	31.7	24.8	34.0	500	33.2
10-14 hours	25.1	33.7	29.6	24.8	29.7	441	29.3
15-19 hours	9.1	8.7	10.6	9.6	9.0	137	9.1
20-24 hours	6.9	5.8	6.3	12.0	5.8	95	6.3
25 hours or more	5.5	8.1	4.2	10.4	5.9	95	6.3
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Median number of hours	694	519	142	125	1,381	1,506	...
Average number of hours ^{b/}	9.5	10.9	10.1	11.4	10.1	10.2	...
	10.6	11.8	9.9	12.3	10.8	10.9	...

27. DOES TEACHER PLAN TO CONTINUE TEACHING UNTIL RETIREMENT?

Yes	35.2%	41.6%	54.5%	49.2%	38.9%	637	39.8%
Undecided, probably will	28.7	28.8	27.6	32.1	28.6	462	28.8
Undecided, probably will not	19.1	19.0	8.3	12.7	18.1	283	17.7
No	17.0	10.6	9.6	6.0	14.4	219	13.7
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
	742	548	145	134	1,467	1,601	...

	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---

28. IF TEACHER COULD START OVER AGAIN, WOULD HE BECOME A TEACHER?

Yes	82.0%	84.3%	90.9%	67.2%	85.7%	1,345	84.2%
No	4.6	4.6	...	7.4	3.6	63	3.9
Uncertain	13.4	11.1	9.1	25.4	10.7	190	11.9
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	741	549	143	134	1,464	1,598	...

29. NUMBER OF SCHOOLS, OTHER THAN TEACHER'S OWN, LOCATED IN COMMUNITY

Secondary	
None	84.6%
1	12.5
2	2.9
	100.0%
Number reporting	745
Graded elementary	
None	83.2%
1	11.6
2	4.8
3 or more	0.4
	100.0%
Number reporting	745
One-teacher schools	
None	61.8%
1	11.1
2	9.7
3	8.3
4	7.9
5 or more	1.2
	100.0%
Number reporting	745

None	86.4%	80.1%	91.0%	84.5%	1,370	85.1%
1	11.6	16.5	7.5	12.5	194	12.0
2	2.0	3.4	1.5	3.0	46	2.9
	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	552	146	134	1,476	1,610	...
Graded elementary						
None	87.7%	71.2%	88.1%	83.5%	1,351	83.9%
1	8.7	20.6	6.7	11.5	178	11.1
2	3.4	8.2	4.5	4.8	77	4.8
3 or more	0.2	...	0.7	0.2	4	0.2
	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	552	146	134	1,476	1,610	...
One-teacher schools						
None	69.2%	65.1%	73.9%	65.0%	1,058	65.7%
1	13.1	14.4	11.9	11.9	192	11.9
2	6.3	5.5	3.0	8.4	128	8.0
3	5.8	6.8	4.5	7.3	114	7.1
4	4.7	6.2	6.0	6.1	98	6.1
5 or more	0.9	2.0	0.7	1.3	20	1.2
	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	552	146	134	1,476	1,610	...

30. DISTANCE TO NEAREST SCHOOLS

Secondary	
Less than 1 mile	0.2%
1-5 miles	30.3
6-10 miles	39.3
11-15 miles	14.8
16-20 miles	6.7
21-25 miles	2.5
Over 25 miles	6.2
	100.0%
Number reporting	519
Median number of miles	
Number reporting	8.5
Median number of miles	7.9
	100.0%
Number reporting	393
Median number of miles	7.9
	100.0%
Number reporting	115
Median number of miles	5.9
	100.0%
Number reporting	107
Median number of miles	10.6
	100.0%
Number reporting	1,022
Median number of miles	7.7
	100.0%
Number reporting .....	...
Median number of miles .....	...
	100.0%
Number reporting	16
Median number of miles	377
	33.4
Number reporting	440
Median number of miles	146
	12.9
Number reporting	66
Median number of miles	35
	5.9
Number reporting	49
Median number of miles .....	...
	3.1
Number reporting .....	...
Median number of miles .....	...
	100.0%

a/ Includes replies not indicating size of area.
b/ Medians and averages calculated from a complete distribution, not on the grouped distribution shown in column 1.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Towns un-der 150 in population				Towns 150 and over in population			
	2	3	4	5	6	7	8	Total
	Open areas	Towns un-der 150 in population	Towns 150 and over in population	Men	Women	Number	Percent	
30. DISTANCE TO NEAREST SCHOOLS (Continued)								
Graded elementary	1.0%	1.7%	10.2%	0.9%	2.2%	24	2.1%	
Less than 1 mile	41.4	41.5	62.0	37.4	44.9	502	44.2	
1-5 miles	35.7	41.0	13.9	31.8	36.3	408	35.9	
6-10 miles	10.3	7.7	11.1	13.1	8.6	103	9.1	
11-15 miles	5.7	3.7	...	7.5	3.9	48	4.2	
16-20 miles	1.7	2.2	2.8	2.8	1.8	21	1.8	
21-25 miles	4.2	2.2	...	6.5	2.3	31	2.7	
Over 25 miles	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	524	403	108	107	1,030	1,137	...	
Median number of miles	7.1	6.8	4.2	7.8	6.4	6.5	...	
One-teacher school								
Less than 1 mile	2.1%	1.4%	5.9%	2.6%	2.5%	32	2.5%	
1-5 miles	72.5	76.5	70.6	61.4	75.2	960	74.0	
6-10 miles	18.3	15.1	11.8	21.9	15.6	210	16.2	
11-15 miles	3.8	2.9	3.9	5.3	3.3	45	3.5	
Over 15 miles	3.3	4.1	7.8	8.8	3.4	50	3.8	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	632	438	102	114	1,183	1,297	...	
Median number of miles	4.3	4.2	4.1	4.9	4.2	4.2	...	
31. CONDITION OF ROADS LEADING TO SCHOOL								
Usually good	82.8%	86.2%	89.0%	65.4%	87.2%	1,373	85.4%	
Usually poor	14.5	11.8	9.6	26.3	11.2	200	12.5	
Not on any road	2.7	2.0	1.4	8.3	1.6	34	2.1	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	745	550	145	133	1,474	1,607	...	
32. TEACHER'S OPINION OF SCHOOL CONSOLIDATION								
Consolidation possible and teacher favorable toward it	46.5%	44.4%	55.5%	45.5%	46.7%	750	46.6%	
Consolidation possible but teacher unfavorable toward it	11.8	16.1	15.1	14.2	13.6	220	13.7	
Consolidation possible but teacher noncommittal	6.3	5.6	3.4	2.2	5.9	90	5.6	
Consolidation impossible	24.4	24.1	19.2	32.8	23.4	389	24.1	
No opinion	11.0	9.8	6.8	5.2	10.4	161	10.0	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
Number reporting	745	552	146	134	1,476	1,610	...	

33. YEAR IN WHICH SCHOOL BUILDING WAS CONSTRUCTED

Before 1870	3.3%	4.5%	9.8%	1.6%	4.7%	61	4.4%
1870-1879	3.8	4.5	4.5	4.1	4.1	57	4.1
1880-1889	5.8	5.9	5.2	1.6	6.3	82	5.9
1890-1899	9.2	8.8	6.8	5.7	8.6	115	8.3
1900-1909	17.1	16.3	15.0	11.4	17.2	230	16.6
1910-1919	15.9	17.7	17.3	15.5	17.0	233	16.9
1920-1929	19.9	16.9	18.0	19.5	18.2	253	18.3
1930-1939	14.1	13.4	8.3	20.3	12.6	184	13.3
1940-1949	5.2	6.7	8.3	8.1	6.4	91	6.6
1950-1959	5.7	5.3	6.8	12.2	4.9	77	5.6
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	633	491	133	123	1,260	1,383	...
Median age of school	42	43	44	34	44	43	...

34. GENERAL CONDITION OF SCHOOL BUILDING

Generally satisfactory	83.0%	83.4%	81.3%	69.2%	85.2%	1,337	83.8%
Generally unsatisfactory	17.0	16.6	18.7	30.8	14.8	258	16.2
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	736	548	144	133	1,462	1,595	...

35. TYPE OF CONSTRUCTION OF SCHOOL BUILDING

Wood frame	86.0%	82.3%	80.7%	75.6%	84.2%	1,337	83.5%
Log	0.5	0.5	0.0	1.5	0.3	7	0.4
Masonry	13.5	16.8	19.3	21.4	15.4	254	15.9
Other	...	0.4	...	1.5	0.1	3	0.2
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	740	549	145	131	1,470	1,601	...

36. ADEQUACY OF ROOM FACILITIES

Cloak room							
Adequate	68.5%	70.9%	68.0%	56.8%	71.0%	1,117	69.8%
Inadequate	12.5	8.9	16.0	12.1	11.2	180	11.3
Do not have one	19.0	20.2	16.0	31.1	17.8	302	18.9
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	738	550	144	132	1,467	1,599	...
Store room							
Adequate	42.0%	50.2%	53.5%	40.1%	47.3%	747	46.7%
Inadequate	14.5	11.3	9.0	15.2	12.1	197	12.3
Do not have one	43.5	38.5	37.5	44.7	40.6	655	41.0
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	738	550	144	132	1,467	1,599	...

a) Includes replies not indicating size of area.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Towns 150 and over in population				All areas ^a			
	1	2	3	4	5	6	7	8

36. ADEQUACY OF ROOM FACILITIES (Continued)

Work room									
Adequate	26.3%	36.2%	29.8%	27.3%	30.7%	487	30.5%		
Inadequate	4.5	4.7	4.9	2.3	5.1	77	4.8		
Do not have one	69.2	59.1	65.3	70.4	64.2	1,035	64.7		
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
Number reporting	738	550	144	132	1,467	1,599	...		
General activity room									
Adequate	29.0%	35.3%	29.2%	27.3%	32.6%	515	32.2%		
Inadequate	7.6	6.0	7.6	7.6	6.9	111	6.9		
Do not have one	63.4	58.7	63.2	65.1	60.5	973	60.9		
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
Number reporting	738	550	144	132	1,467	1,599	...		
Kitchen									
Adequate	15.6%	20.7%	16.7%	19.7%	17.8%	288	18.0%		
Inadequate	4.3	4.2	4.8	2.3	4.4	67	4.2		
Do not have one	80.1	75.1	78.5	78.0	77.8	1,244	77.8		
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
Number reporting	738	550	144	132	1,467	1,599	...		
Science corner									
Adequate	21.1%	26.9%	27.1%	22.0%	24.7%	392	24.5%		
Inadequate	17.1	16.6	19.4	9.8	17.5	269	16.8		
Do not have one	61.8	56.5	53.5	68.2	57.8	938	58.7		
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
Number reporting	738	550	144	132	1,467	1,599	...		
Library corner									
Adequate	52.4%	58.5%	56.9%	50.0%	56.8%	900	56.3%		
Inadequate	29.8	22.9	27.8	28.8	26.0	419	26.2		
Do not have one	17.8	18.6	15.3	21.2	17.2	280	17.5		
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%		
Number reporting	738	550	144	132	1,467	1,599	...		

37. SIZE OF CLASSROOM

Less than 400 square feet	15.6%	6.6%	3.8%	9.6%	10.2%	135	10.2%
400-499 square feet	12.9	10.9	10.0	4.3	12.2	153	11.5
500-599 square feet	10.9	11.8	7.7	8.7	11.4	149	11.2
600-699 square feet	19.4	16.3	16.9	15.6	18.0	236	17.8
700-799 square feet	15.1	14.5	13.9	14.8	14.7	195	14.7
800-899 square feet	8.3	15.2	14.6	7.8	12.2	157	11.8
900-999 square feet	4.6	5.6	5.4	9.6	4.9	70	5.3
1,000-1,099 square feet	2.0	3.0	2.3	7.0	2.2	35	2.6
1,100-1,199 square feet	0.8	2.6	...	2.6	1.3	19	1.4
1,200 square feet and over	10.4	14.1	25.4	20.0	12.9	180	13.5
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Median area in square feet	614	467	130	115	1,214	1,329	...
	655	735	783	779	690	696	...

38. ADEQUACY OF LIGHTING

Windows							
School has enough	92.1%	95.6%	91.0%	88.0%	94.0%	1,489	93.5%
School does not have enough	7.9	4.4	9.0	12.0	6.0	193	6.5
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Electricity							
Adequate fixtures	74.8%	73.8%	72.4%	65.9%	75.5%	1,193	74.7%
Inadequate fixtures	18.8	20.2	22.0	25.8	18.8	309	19.3
No comment	3.0	2.0	2.8	...	2.9	43	2.7
No electricity	3.4	4.0	2.8	8.3	2.8	52	3.3
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
	737	549	145	132	1,465	1,597	...

39. TYPE OF HEATING SYSTEM

Oil, coal, or gas furnace	41.8%	44.5%	45.5%	31.6%	45.5%	710	44.4%
Wood or coal stove	15.0	19.2	26.9	41.4	15.2	278	17.4
Oil or gas stove	42.4	35.8	25.5	26.3	38.4	598	37.4
Other	0.8	0.5	2.1	0.7	0.9	14	0.8
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
	739	551	145	133	1,467	1,600	...

40. ADEQUACY OF HEATING SYSTEM

Adequate	87.7%	83.8%	82.8%	72.2%	87.7%	1,383	86.4%
Inadequate	12.3	16.2	17.2	27.8	12.3	217	13.6
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
	740	549	145	133	1,467	1,600	...

a) Includes replies not indicating size of area.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Open areas				All areas ^{a/}			
	1	2	3	4	5	6	7	8
41. SOURCE OF DRINKING WATER								
Running water in building	26.2%	57.9%	35.0%	33.0%	35.3%	33.0%	532	33.2%
Well, cistern, pump	45.0	24.1	41.0	41.1	44.4	41.1	663	41.3
Carried from home	13.1	2.8	8.4	10.5	6.8	10.5	164	10.2
Stream, river, spring	1.1	2.1	1.8	1.4	1.5	1.4	23	1.4
Neighbor's well or faucet	5.6	4.8	4.9	4.9	6.0	4.9	80	5.0
Other	5.6	5.5	5.6	5.4	3.8	5.4	85	5.3
Not indicated	3.4	2.8	3.3	3.7	2.2	3.7	57	3.6
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	1,604	100.0%
	743	145	551	1,471	133	1,471	...	...
42. TOILET FACILITIES								
Indoor only	23.6%	42.8%	26.3%	27.3%	22.5%	27.3%	431	26.9%
Outdoor only	72.5	51.7	67.0	67.3	72.2	67.3	1,086	67.7
Indoor and outdoor	3.9	5.5	6.7	5.4	5.3	5.4	87	5.4
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	1,604	100.0%
	741	145	551	1,471	133	1,471	...	...
43. CONDITION OF TOILET FACILITIES								
Good	37.8%	50.0%	45.8%	45.1%	28.8%	45.1%	699	43.7%
Fair	46.6	36.8	38.5	40.8	47.7	40.8	661	41.3
Bad	10.7	6.9	11.3	9.5	18.2	9.5	164	10.3
Very bad	4.9	6.3	4.4	4.6	5.3	4.6	75	4.7
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	1,599	100.0%
	740	144	548	1,467	132	1,467	...	...
44. PERSON WHO DOES JANITOR WORK								
Teacher	63.3%	30.0%	56.2%	58.3%	44.5%	58.3%	879	57.2%
Student	9.5	12.1	10.5	8.8	23.4	8.8	154	10.0
Teacher and student	20.2	24.3	19.4	20.9	14.9	20.9	314	20.4
Parents	0.3	...	...	0.1	...	0.1	2	0.1
Employed janitor	6.1	32.9	13.1	11.3	16.4	11.3	180	11.7
Other	0.6	0.7	0.8	0.6	0.8	0.6	9	0.6
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	1,538	100.0%
	717	140	525	1,410	128	1,410	...	...

45. NUMBER OF GRADES TAUGHT IN SCHOOL

1 grade	0.1%	...	...	...	0.1%	1	0.1%
2 grades	1.8	1.1%	2.8%	...	1.7	25	1.6
3 grades	5.3	2.4	7.0	1.5%	4.3	65	4.1
4 grades	9.7	9.1	13.2	8.4	9.7	152	9.5
5 grades	15.1	14.9	7.0	10.7	14.0	219	13.8
6 grades	24.1	24.0	24.3	22.9	24.3	384	24.1
7 grades	20.7	23.9	20.8	29.0	22.3	364	22.9
8 grades	21.4	20.8	20.8	23.7	21.0	338	21.2
9 grades	1.8	3.8	4.1	3.8	2.6	43	2.7
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	734	549	144	131	1,460	1,591	...
Median number of grades	6	6	6	7	6	6	...
Average number of grades	6.1	6.3	6.1	6.6	6.2	6.2	...

46. NUMBER OF PUPILS TAUGHT IN SCHOOL

Fewer than 5	4.8%	1.6%	...	0.8%	3.0%	45	2.8%
5-9	24.6	15.3	4.1%	11.4	18.9	251	18.2
10-14	28.4	25.8	15.2	23.7	25.0	411	25.8
15-19	18.7	25.6	18.6	19.8	21.9	346	21.7
20-24	10.2	12.5	21.4	13.0	12.8	205	12.9
25-29	7.5	9.3	16.6	16.8	8.7	150	9.4
30-34	4.3	6.2	18.6	9.9	6.4	107	6.7
35-39	0.9	2.5	4.8	3.1	1.7	29	1.8
40-44	0.3	0.6	...	...	0.3	5	0.3
45 and over	0.3	0.6	0.7	1.5	0.3	6	0.4
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	736	550	145	131	1,464	1,595	...
Median number of pupils ^{b/}	13	16	22	18	15	15	...
Average number of pupils ^{b/}	15	17	23	19	16	17	...

47. DISTANCE, ONE WAY, TRAVELED BY THE PUPIL LIVING NEAREST SCHOOL

Across the street, next door	5.3%	12.3%	24.1%	9.2%	10.0%	157	10.0%
About 1/4 mile	2.7	56.2	55.2	61.8	48.5	782	49.6
About 1/2 mile	20.0	14.8	9.6	13.0	16.8	260	16.5
About 3/4 mile	6.0	3.7	2.1	3.8	4.9	76	4.8
1-3 miles	25.0	12.8	6.3	12.2	19.1	292	18.5
4-6 miles	1.0	...	0.7	...	0.6	8	0.5
More than 6 miles .....	...	0.2	...	...	0.1	1	0.1
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	733	539	145	131	1,445	1,576	...

a/ Includes replies not indicating size of area.
b/ Medians and averages calculated from a complete distribution shown in column 1.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Towns 150 and over in population				All areas			
	2	3	4	5	6	7	8	Total
Open areas	1.7%	4.8%	7.8%	7.9%	3.0%	53	3.4%	
Towns un-der 150 in population	53.1	60.0	51.4	55.1	56.8	880	56.6	
Less than 1 mile	25.6	19.8	21.1	20.5	23.0	354	22.8	
1-2 miles	10.8	9.0	10.6	8.6	9.8	151	9.7	
3-4 miles	4.2	3.4	3.5	3.1	3.7	57	3.7	
5-6 miles	2.5	1.7	2.1	2.4	2.0	32	2.1	
7-8 miles	0.7	0.9	1.4	0.8	0.8	12	0.8	
9-10 miles	0.4	0.2	...	...	0.3	4	0.2	
11-12 miles	1.0	0.2	2.1	1.6	0.6	11	0.7	
13-14 miles	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
15 miles or more	721	535	142	127	1,427	1,554	...	
Number reporting	2.8	2.5	2.6	2.5	2.7	2.6	...	
Median number of miles								

48. DISTANCE, ONE WAY, TRAVELED BY THE PUPIL LIVING FARTHEST FROM SCHOOL

49. NUMBER OF WEEKS SCHOOL WAS IN SESSION, 1958-59

Less than 33 weeks	13.1%	10.6%	4.3%	10.6%	11.3%	175	11.2%
33 weeks	...	0.4	0.7	...	0.3	5	0.3
34 weeks	1.0	1.3	0.7	2.3	0.8	15	0.9
35 weeks	2.3	2.2	3.6	4.5	2.2	37	2.4
36 weeks	79.7	79.9	78.7	77.3	79.9	1,245	79.7
37 weeks	2.8	2.4	8.5	1.5	3.5	52	3.4
38 weeks	0.5	1.3	2.8	1.5	1.0	16	1.0
39 weeks	...	0.2	...	...	0.1	1	0.1
40 weeks	0.3	1.3	0.7	2.3	0.6	11	0.7
41 weeks or more	0.3	0.4	...	...	0.3	5	0.3
Number reporting	724	536	141	132	1,430	1,562	...
Median number of weeks	36	36	36	36	36	36	...

50. TEACHER'S EVALUATION OF EDUCATIONAL PROGRAM OFFERED

Excellent	5.7%	7.4%	9.7%	6.2%	7.3%	114	7.2%
Good	59.6	59.1	48.6	36.1	60.9	929	58.9
Fair	32.2	30.9	37.5	49.2	29.9	496	31.4
Poor	2.5	2.6	4.2	8.5	1.9	39	2.5
Number reporting	730	543	144	130	1,448	1,578	...

51. SERVICE EQUIPMENT PROVIDED

First-aid kit	93.2%	91.3%	89.0%	83.5%	93.0%	1,479	92.2%
Number reporting	743	549	146	133	1,471	1,604	...
Room thermometer	85.3%	84.9%	82.2%	70.7%	86.7%	1,369	85.3%
Number reporting	742	550	146	133	1,471	1,604	...
Fire extinguisher	66.9%	68.0%	65.8%	55.6%	69.0%	1,088	67.9%
Number reporting	740	550	146	133	1,469	1,602	...
Telephone	37.0%	31.1%	26.0%	18.2%	35.0%	539	33.6%
Number reporting	741	550	146	132	1,470	1,602	...

52. PUPILS' DESKS

There are enough desks	97.4%	95.7%	94.5%	94.0%	96.9%	1,553	96.6%
Number reporting	743	552	145	133	1,474	1,607	...
Most of them can be raised or lowered	57.1%	55.4%	45.1%	42.4%	57.0%	894	55.8%
Number reporting	741	552	144	132	1,471	1,603	...
Most of them are attached to the floor	13.1%	11.9%	11.1%	13.6%	11.9%	193	12.1%
Number reporting	740	548	144	132	1,467	1,599	...
Most of them are fairly modern	66.5%	66.4%	68.3%	59.5%	68.0%	1,073	67.3%
Number reporting	735	551	145	131	1,464	1,595	...
They are of different sizes	97.4%	96.4%	96.6%	94.7%	97.2%	1,557	97.0%
Number reporting	742	551	145	132	1,473	1,605	...

53. ADEQUACY AND CONDITION OF CERTAIN INSTRUCTIONAL AIDS AND EQUIPMENT

Movie projector							
Good or up to date	9.1%	12.2%	16.2%	10.4%	11.5%	181	11.4%
Poor or out of date	0.4	1.6	...	...	0.8	12	0.7
Do not have	90.5	86.2	83.8	89.6	87.7	1,398	87.9
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Filmstrip or slide projector							
Good or up to date	27.7%	31.3%	27.5%	31.3%	29.7%	475	29.9%
Poor or out of date	0.7	0.6	0.7	0.8	0.6	10	0.6
Do not have	71.6	68.1	71.8	67.9	69.7	1,106	69.5
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Opaque projector							
Good or up to date	0.8%	2.7%	0.7%	0.7%	2.0%	30	1.9%
Poor or out of date	0.4	0.4	0.7	...	0.5	8	0.5
Do not have	98.8	96.9	98.6	99.3	97.5	1,553	97.6
Number reporting	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...

a/ Includes replies not indicating size of area.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Towns 150 and over in population				All areas ^a			
	1	2	3	4	5	6	7	8
	Open areas	Towns under 150 in population	Towns 150 and over in population	Men	Women	Number	Percent	
	74.0%	74.1%	70.4%	60.4%	75.4%	1,179	74.1%	
	19.2	15.9	17.6	23.9	17.1	281	17.7	
	6.8	10.0	12.0	15.7	7.5	131	8.2	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
	735	549	142	134	1,457	1,591	...	
	67.5%	71.9%	68.3%	63.4%	70.6%	1,114	70.0%	
	22.8	18.4	16.9	23.9	19.7	319	20.1	
	9.7	9.7	14.8	12.7	9.7	158	9.9	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
	735	549	142	134	1,457	1,591	...	
	74.8%	75.8%	66.9%	56.6%	76.7%	1,194	75.0%	
	17.7	12.0	18.3	21.7	14.5	240	15.1	
	7.5	12.2	14.8	21.7	8.8	157	9.9	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
	735	549	142	134	1,457	1,591	...	
	30.2%	34.1%	38.0%	26.1%	33.9%	529	33.3%	
	17.0	13.8	12.7	14.2	15.1	239	15.0	
	52.8	52.1	49.3	59.7	51.0	823	51.7	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
	735	549	142	134	1,457	1,591	...	
	14.7%	16.4%	15.5%	18.7%	15.2%	246	15.5%	
	1.2	1.5	2.1	1.5	1.3	21	1.3	
	84.1	82.1	82.4	79.8	83.5	1,324	83.2	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
	735	549	142	134	1,457	1,591	...	
	37.9%	37.5%	35.9%	30.6%	39.1%	611	38.4%	
	5.6	4.7	5.6	2.2	5.1	77	4.8	
	56.5	57.8	58.5	67.2	55.8	903	56.8	
	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%	
	735	549	142	134	1,457	1,591	...	
	Number reporting	Number reporting	Number reporting	Number reporting	Number reporting	Number reporting	Number reporting	
	Good or up to date	Good or up to date	Good or up to date	Good or up to date	Good or up to date	Good or up to date	Good or up to date	
	Poor or out of date	Poor or out of date	Poor or out of date	Poor or out of date	Poor or out of date	Poor or out of date	Poor or out of date	
	Do not have	Do not have	Do not have	Do not have	Do not have	Do not have	Do not have	

53. ADEQUACY AND CONDITION OF CERTAIN INSTRUCTIONAL AIDS AND EQUIPMENT (Continued)

World globe	74.0%	74.1%	70.4%	60.4%	75.4%	1,179	74.1%
Good or up to date	19.2	15.9	17.6	23.9	17.1	281	17.7
Poor or out of date	6.8	10.0	12.0	15.7	7.5	131	8.2
Do not have	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Large wall maps	67.5%	71.9%	68.3%	63.4%	70.6%	1,114	70.0%
Good or up to date	22.8	18.4	16.9	23.9	19.7	319	20.1
Poor or out of date	9.7	9.7	14.8	12.7	9.7	158	9.9
Do not have	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Encyclopedia	74.8%	75.8%	66.9%	56.6%	76.7%	1,194	75.0%
Good or up to date	17.7	12.0	18.3	21.7	14.5	240	15.1
Poor or out of date	7.5	12.2	14.8	21.7	8.8	157	9.9
Do not have	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Duplicating equipment	30.2%	34.1%	38.0%	26.1%	33.9%	529	33.3%
Good or up to date	17.0	13.8	12.7	14.2	15.1	239	15.0
Poor or out of date	52.8	52.1	49.3	59.7	51.0	823	51.7
Do not have	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Typewriter	14.7%	16.4%	15.5%	18.7%	15.2%	246	15.5%
Good or up to date	1.2	1.5	2.1	1.5	1.3	21	1.3
Poor or out of date	84.1	82.1	82.4	79.8	83.5	1,324	83.2
Do not have	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...
Radio	37.9%	37.5%	35.9%	30.6%	39.1%	611	38.4%
Good or up to date	5.6	4.7	5.6	2.2	5.1	77	4.8
Poor or out of date	56.5	57.8	58.5	67.2	55.8	903	56.8
Do not have	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	142	134	1,457	1,591	...

	1	2	3	4	5	6	7	8
53. ADEQUACY AND CONDITION OF CERTAIN INSTRUCTIONAL AIDS AND EQUIPMENT (Continued)								
Television receiver								
Good or up to date	1.8%	1.8%	1.8%	2.8%	...	2.1%	30	1.9%
Poor or out of date	0.3	0.7	0.7	...	0.7%	0.3	6	0.4
Do not have	97.9	97.5	97.5	97.2	99.3	97.6	1,555	97.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...
Record player								
Good or up to date	49.1%	52.8%	52.8%	54.2%	36.6%	53.5%	829	52.1%
Poor or out of date	13.3	10.6	10.6	8.5	16.4	11.0	182	11.4
Do not have	37.6	36.6	36.6	37.3	47.0	35.5	580	36.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...
Cooking equipment								
Good or up to date	27.6%	32.8%	32.8%	26.8%	20.9%	31.5%	487	30.6%
Poor or out of date	10.3	6.9	6.9	8.4	6.0	8.5	132	8.3
Do not have	62.1	60.3	60.3	64.8	73.1	60.0	972	61.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...
Bulletin board								
Good or up to date	68.8%	76.1%	76.1%	74.6%	63.4%	74.1%	1,165	73.2%
Poor or out of date	15.7	12.6	12.6	14.1	19.4	13.4	221	13.9
Do not have	15.5	11.3	11.3	11.3	17.2	12.5	205	12.9
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...
Tackboard								
Good or up to date	44.4%	50.5%	50.5%	51.4%	47.0%	47.6%	756	47.5%
Poor or out of date	7.2	6.9	6.9	5.6	11.2	6.4	109	6.9
Do not have	48.4	42.6	42.6	43.0	41.8	46.0	726	45.6
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...
Work table								
Good or up to date	64.8%	71.6%	71.6%	63.4%	56.7%	69.3%	1,085	68.2%
Poor or out of date	19.0	10.7	10.7	19.7	20.2	15.0	246	15.5
Do not have	16.2	17.7	17.7	16.9	23.1	15.7	260	16.3
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...
Textbooks for pupils								
Good or up to date	90.3%	90.5%	90.5%	87.4%	86.6%	90.7%	1,438	90.4%
Poor or out of date	4.8	3.5	3.5	6.3	8.9	3.9	69	4.3
Do not have	4.9	6.0	6.0	6.3	4.5	5.4	84	5.3
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%
Number reporting	735	549	549	142	134	1,457	1,591	...

a/ Includes replies not indicating size of area.

TEACHERS IN ONE-TEACHER SCHOOLS (Continued)

Item	Percent of teachers, by size of district							
	Towns 150 and over in population				All areas ^a			
	2	3	4	5	6	7	8	Total
Open areas								
Towns under 150 in population								
Men								
Women								
Number								
Percent								
83.4%	84.0%	83.8%	71.6%	84.5%	1,327	83.4%		
13.3	9.6	11.3	19.4	10.5	179	11.3		
4.9	6.4	4.9	9.0	5.0	85	5.3		
100.0%	100.0%	100.0%	100.0%	100.0%	1,591	100.0%		
735	549	142	134	1,457	1,591	100.0%		
Number reporting								
Chalkboards								
Good or up to date	83.4%	85.8%	78.9%	81.3%	1,348	84.7%		
Poor or out of date	15.5	12.9	19.7	17.9	225	14.2		
Do not have	1.1	1.3	1.4	0.8	18	1.1		
100.0%	100.0%	100.0%	100.0%	100.0%	1,591	100.0%		
735	549	142	134	1,457	1,591	100.0%		
Number reporting								

53. ADEQUACY AND CONDITION OF CERTAIN INSTRUCTIONAL AIDS AND EQUIPMENT (Continued)

Library: free reading books	
Good or up to date	83.8%
Poor or out of date	11.3
Do not have	4.9
100.0%	100.0%
735	142
Number reporting	1,591
Chalkboards	
Good or up to date	85.0%
Poor or out of date	13.8
Do not have	1.2
100.0%	100.0%
735	1,457
Number reporting	1,591

54. SPECIAL SERVICES OFFERED BY DISTRICT OR OTHER AGENCIES

Regular health examination for pupils	53.6%	62.9%	56.0%	58.0%	908	57.8%
Number reporting	730	143	134	1,437	1,571	...
Audio-visual and other instructional materials center	50.3%	40.6%	44.8%	50.7%	788	50.2%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for physically handicapped	67.3%	58.0%	67.9%	65.8%	1,037	66.0%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for mentally handicapped	10.4%	17.5%	10.4%	12.8%	198	12.6%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for guidance and counseling	10.1%	18.2%	19.4%	12.0%	198	12.6%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for remedial reading	6.3%	13.3%	14.2%	9.5%	155	9.9%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for music instruction	18.6%	23.1%	18.7%	21.8%	338	21.5%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for art instruction	12.5%	18.2%	16.4%	15.0%	238	15.1%
Number reporting	730	143	134	1,437	1,571	...
Special teacher for speech therapy	2.5%	3.5%	0.7%	2.6%	39	2.5%
Number reporting	730	143	134	1,437	1,571	...
Other special teachers	3.3%	2.1%	6.0%	3.5%	58	3.7%
Number reporting	730	143	134	1,437	1,571	...

	1	2	3	4	5	6	7	8
55. TYPE OF SCHOOL-LUNCH SERVICE								
No school-lunch service		75.3%	72.5%	70.8%	77.6%	72.8%	1,160	73.2%
Complete hot lunch		7.7	9.5	11.1	13.4	8.4	140	8.8
Hot soup only		2.5	2.9	2.1	...	2.9	42	2.7
Hot soup and milk only		2.5	1.3	1.4	...	2.3	34	2.1
Milk		9.7	12.1	13.9	9.0	11.6	180	11.4
One hot dish prepared at school (teacher cooks)		2.0	1.5	0.7	...	1.8	26	1.6
Other		0.3	0.2	...	...	0.2	3	0.2
Number reporting		734	545	144	134	1,451	1,585	...
		100.0%	100.0%	100.0%	100.0%	100.0%	...	100.0%

a/ Includes replies not indicating size of area.