DOCUMENT RESUME

ED 141 051 RC 009 997

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TITLE Are the One-Teacher Schools Passing? 18 Years of History. Pamphlet No. 92.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE 40
NOTE 11p.; Not available in hard copy due to small print size of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Comparative Analysis; *Educational Trends; Elementary Secondary Education; Enrollment; History; *One Teacher Schools; Ratios (Mathematics); *Rural Schools; *Small Schools; *State Surveys; *Statistical Data; Students; Teachers

ABSTRACT

Based upon data derived from U.S. Office of Education biennial reports, this pamphlet presents statistical information on the changing status of the one-teacher school (1918-36) for purposes of determining the extent to which these schools have been eliminated, the rate of that elimination in recent years, and the trends of the future. Specifically, this publication documents: (1) the number of one-teacher schools by states; (2) percentages of one-teacher schools by states for successive bienniums based upon the number of such schools in 1918; (3) the number and percentage of public school children estimated to be attending one-teacher and two-teacher rural schools in 1934-35 by state; (4) percentages showing the ratios of the number of teachers in one-teacher schools to the total number of teachers in all schools; and (5) percentages showing the ratios of the number of one-teacher schools to the total number of schools. Among the more significant statistics presented are: for the nation as a whole, the number of one-teacher schools was reduced by 68,000 between 1918-36, having decreased in all states; by 1936 the national percentage of one-teacher schools had dropped to 19.2% as compared to 31% in 1918; for the nation as a whole, nearly 10.9% of the children were attending one-teacher schools in 1934-35 and 5.1% attending two-teacher schools. (JC)

ARE THE ONE-TEACHER SCHOOLS PASSING?

18 YEARS OF HISTORY

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

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Pamphlet No. 92

Are the One-Teacher Schools Passing?

18 Years of History

By

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Senior Specialist in Rural Education Problems

Pamphlet No. 92

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Out of Print

3

Foreword

There are many reasons for compiling and disseminating State or local statistics on the status of one-teacher schools in the United States, and the rate at which such schools are disappearing. Many leading educators and laymen believe that the chief hope of solving the problems of rural education lies in discontinuing as rapidly as possible the one-teacher schools by larger graded schools, centrally located. Persons belonging to this school of thought say that only a large school with several teachers and a large supervised plant can effectively and economically provide the diversified educational services demanded of a balanced program of education and keep pace with the growing complexity of modern society. Those advocating the abolition of these small rural schools in favor of large centrally located schools naturally wish to know what progress is being made toward their objective, the rate at which the one-teacher schools are being eliminated, in which States and in what regions of the Nation the greatest progress is being made in that direction, and how much still remains to be done. Information is presented by this study concerning all these points.

There is a second school of thought which is not so eager to see the passing of the one-teacher schools. Persons holding this view are convinced that the smaller rural schools can provide as good an educational experience for the rural child as a large school. They point out, moreover, that these smaller schools are the chief means of keeping the vital function of education near to the rural homes and of maintaining a community center within easy reach of every farm. For those who would retain these small schools, the statistics presented should constitute a peculiar challenge. For if the education provided in the one-teacher schools is to serve well the needs, both of the rural child and of the rural community, it is obvious that a great deal needs yet to be done. There is still a vast number of these schools. Much effort is needed before there will be placed in these smaller rural schools well-trained, well-paid, mature, and permanent teachers who will be competent to deal realistically with rural education problems. Besides, such teachers must have the equipment, the freedom of action, and a school term long enough to carry through a vitalized program of education in rural communities.

Bess Goodykoontz,
Assistant U. S. Commissioner of Education.

Are the One-Teacher Schools Passing?—18 Years of History

Purpose, Scope, and Source of Study

IN MANY CIRCLES of American life, especially among the urban groups, the one-teacher school is regarded as a thing of the past—an institution of pioneer days which need no longer be of any serious concern to present-day educators. Many of our educational leaders counsel that the remaining schools of this type be abandoned as quickly as possible and that the energies of those seeking to improve rural education be devoted chiefly to the problem of establishing and equipping fairly large graded schools in rural communities. Such leaders maintain that only through large schools and school districts can such communities obtain adequate financial resources, attract and develop staffs of well-trained teachers, make available the necessary professional, administrative, and supervisory leadership, and provide the medical, dental, guidance, and other services demanded of a modern school system.

But what are the statistical facts concerning this type of school? Has the one-teacher school, indeed, passed from America's educational scene? To what extent has consolidation achieved its goal of placing a larger, graded school within reach of every farm home? If the "little red school" still plays a part in America's school system, how great is that part? If the schools of this type are being eliminated, at what rate is this being accomplished? What seems to be the future of the one-teacher schools? What is the recent statistical history of this institution in the several States or the various sections of the United States? Which States have been most active or most successful in displacing these small schools with larger ones? Answers to these questions and many others will be found in the statistics to be presented in this document.

The purpose of this study, then, is to show statistically the present status of the one-teacher schools in the various States and to provide information which will not only indicate the extent to which these schools have been eliminated but will reveal the rate at which such elimination has taken place in recent years. Barring unforeseen developments, these statistics will also suggest future trends.

The data upon which this study is based were compiled from the printed reports of the Biennial Surveys of Education by the Office of Education, United States Department of the Interior. The earliest year for which State-by-State data on one-teacher schools

were gathered and published in a form comparable to those available for succeeding biennials is 1918. The period of time covered by the major section of this study is, therefore, the 18 years from 1918 to 1936.

In addition to the fact that wholly comparable data were not available for an earlier date, 1918 would seem to be a good year from which to begin a study of the recent trends in the statistical history of the one-teacher schools in this country because by coincidence it falls within, or at least near, the year in which the number of schools of this type reached its highest peak. Both the history of the number of schools of all types, in which the total number of one-teacher schools has always bulked large, and such statistics prior to 1918 as are available on the number of one-teacher[1] schools point to this conclusion. This is not to say that none of these small schools had been abandoned before 1918.

Efforts had been made almost from the beginning of public education in the United States not only to keep the new areas settled from being subdivided into too many small independent school districts but to enlarge those already established. But distances were great, road conditions were poor, the population was sparse, the desire to have a school within walking distance from every home and to control its support and its activities locally was insistent. The number of local districts uniting with other districts and the small schools replaced through union with large schools was, no doubt, considerable long before the beginning date of the study, but the reductions in the total number of one-teacher schools thus achieved were more than offset by the establishment of new ones in the newly settled communities of our expanding country, as well as by some further subdivision of many of the larger existing districts.

The statistical history of the one-teacher school prior to 1918 can, therefore, be summarized by saying that these schools increased rather than decreased, that these increases became smaller and smaller with the advance of the twentieth century, and that the highest point was reached and the decline in the number of these schools was begun somewhere within the decade from 1910 to 1920. Indeed, it would appear from the available statistics that this downward trend began between 1914 and 1918. Thus it must be concluded that during the decade from 1910 to 1920, despite "the awakened interest in rural education" accompanying the country-life movement described by students of rural education as a time when a "united effort in bringing about consolidation, determining its value, and working out the best ways to make it most effective"[2] was made,

[1] United States Department of the Interior, Bureau of Education. The status of rural education in the United States. By A. C. Monahan. (Bulletin 1913, No. 8) pp. 25-26.

[2] United States Department of the Interior, Office of Education. Consolidation of schools and transportation of pupils. By J. F. Abel (Bulletin 1923, No. 43), p. 5.

little definite progress was achieved in reducing the number of one-teacher schools until after 1918.

Origin and Purpose of One-Teacher Schools

But first of all how did the one-teacher school come into being? Why was this unit of the educational system, now so frequently the object of criticism, so popular in our early history? When and why did the opposition to these small schools begin? And what are the landmarks in the rise and fall of the one-teacher school?

For answers to these questions it will be necessary to make a brief excursion into the history of education in this country. In the struggle for democratic equality it was early recognized that equality of educational opportunity was of prime importance. But how could schools be provided for isolated farm families living in pioneer outposts? The problem was different from that of the town or from that of the communal life of rural Europe. It called for an educational institution geared to low costs, to small numbers of pupils, and to walking distances. The one-teacher school and the local school district seem to have been the logical answer to the demands of the day.

Evidence of the need of the local school district and its small school as a means of making public educational opportunities available to farm families is found in the very beginning of the life of the United States under the National Constitution. In 1789 the General Court of Massachusetts, for example, enacted the following into law:

> And whereas, by means of the dispersed situation of the inhabitants of the several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, it has thus become expedient that the towns and districts, in circumstances aforesaid, should be divided into separate districts for purposes aforesaid, be it enacted * * *[1]

This law is credited by historians as being the first legal basis for the extreme decentralization of public education, which has become a unique, as well as a baffling, characteristic of the American school system. It is generally recognized that the local districts with their small one-teacher schools had been splitting off from the towns and other civic units of which they were parts, for a long time before the practice was recognized by law. But laws of the type quoted, copied in one form or another by many of the States, gave impetus to such subdivision. The practical minds of the pioneers apparently followed the simple policy of taking the school into the country to the children when it became evident that the children would not be able to go from the scattered farms to the central schools of the towns.

[1] Laws of Massachusetts, 1789, Ch. XIX, Sec. 2.

If these small schools were early recognized as a means of bringing the rudiments of an education within the reach of farm children, their weaknesses, too, early impressed the school authorities of the young Republic. Fifty years after the enactment of the law cited above Horace Mann declared it to be "the most unfortunate law on the subject of common schools ever enacted by the State of Massachusetts."[3] While Horace Mann was thinking chiefly of the small unit of school administration resulting from this law, it is clear that he and his contemporaries found the small schools maintained by the weak local districts poor and inefficient. As early as 1844, Superintendent Dix, of the State of New York, condemned these schools in the following terms and promulgated an order to curb their multiplication:

> In feeble districts cheap instructors, poor and ill-furnished schoolhouses, and a general lowness of the cause of education are almost certain to be found. * * * The superintendent deems it due the common-school system that no new district shall be formed with a smaller number than children between 5 and 16 years of age; unless peculiar circumstances render it proper to make an exception to the general rule.[4]

The history of education in the United States is replete with illustrations of the conflict between those who accepted and even lauded the one-teacher school as a means admirably fitted in a democracy to its important purpose of bringing educational opportunities to farm people and those who looked upon this institution as an evil which might be temporarily necessary but the growth of which should be as far as possible restricted. The latter group advocated that larger and more efficient schools should displace these small schools at the earliest possible time.

It was, therefore, only logical, on the one hand, that the desire to retain this American institution and to resist its abandonment should be strong and, on the other hand, that campaigns for the consolidation of these small schools should be persistent and often intense. The efforts to reduce the number of small-school units and to centralize rather than decentralize the control of public education have in their composite taken on the proportions of a movement during the last 25 years, finding expression in various forms at different times and in the various States. The growing powers given to county and State departments of education, the increasing tendency to support the schools through county and State rather than local taxation, and the emergence of a coordinated system of education from the kindergarten through the high school, all have played important roles in transforming the small independent, one-teacher schools of America's

[3] Webster, William C. Recent centralizing tendencies in State educational administration. New York, Columbia University, 1897. p. 21.

[4] Randall, S. S. A digest of the common-school system of New York, with forms, instructions, and decisions of the superintendent. Albany, N. Y., 1844. p. 105.

early history into systems in which the administrative and other functions of the schools are centralized and specialized. By 1860 these developments had given rise in some States to laws encouraging the development of union districts both in urban and rural communities.

While school consolidation, as indicated above, was carried on in various ways and has been going on from the beginning of public education in the United States, it was not until 1869, according to Monahan,[1] when again in Massachusetts, a question came before the legislature on whether or not children from an abandoned school district might be transported to another district at public expense. The result was a law authorizing the school trustees to pay for such transportation out of school funds. In that year, the first consolidation involving the reorganization of school districts and the transportation of pupils appears to have occurred in Greenfield, Mass.[2] In this case three "district" schools were abandoned and a new brick building erected at a central location to which the children from the abandoned districts were transported at public expense. A few years later a similar consolidation was effected in the town of Montague, Mass. With these as beginnings the idea of rural school consolidation spread until by 1900 half of the States had laws to facilitate the union of certain school districts. Also 18 States had laws permitting the use of school funds for the transportation of pupils.[3] Indeed, many of these early laws provided special grants to encourage school consolidation and to help in defraying the resulting costs of transportation, similar in character to financial aids now widely employed to effect the centralization of rural education.

From these beginnings the movement to displace the 1-teacher and other small schools has gone forward with tremendous strides. The number of schools designated by the several States as consolidated schools increased from about 5,000 in 1916 to 17,531 in 1936. But the number of schools reported as consolidated does not completely show

	Number of one-teacher schools	Number of consolidated schools	Number of pupils transported	Amount spent for pupil transportation
	1	2	3	4
1915–16	220,758	5,000	187,000	$7,000,000
1919–20	197,422	11,500	360,000	16,500,000
1923–24	168,218	12,000	500,000	20,000,000
1927–28	149,000	15,000	1,000,000	32,000,000
1931–32	136,000	15,500	1,250,000	42,000,000
1933–34	131,240	17,245	1,375,000	45,000,000
1935–36	131,500	17,531	1,500,000	48,000,000

[1] Partially estimated.

[1] United States Department of the Interior, Bureau of Education. Consolidation of rural schools and transportation of pupils at public expense. By A. C. Monahan. (Bulletin, 1914, No. 30, pp. 7-8.)

[2] Abel. Op. cit., p. 15.

Status and Trends of One-Teacher Schools, 1918 to 1936 [1]

The recent history of the role played by the one-teacher school in the United States can be quite definitely traced in statistics. The biennial reports of the Office of Education have been sufficiently complete on this point to make possible the tracing of accurate statistical pictures of the status and trends of these schools both for the Nation as a whole and for the several States. For a few of the States occasional gaps in the data had to be filled in with estimates, but in each such case these approximations were checked by definite reports either before or after the dates for which gaps existed. Occasionally the data reported were obviously erroneous necessitating minor adjustments.

Table 1 shows by States the status and trends of these schools in actual numbers. The data presented reveal not only that for the Nation as a whole the number of one-teacher schools has been reduced by nearly 63,000 during the period from 1918 to 1936 but that without exception these schools have decreased in number in every State. States in which such schools were very numerous and which made great progress toward their elimination obviously contributed much more heavily toward the national total than other States which had few such schools or which have made comparatively little progress toward consolidation. For example there are 5 States—Ohio, Pennsylvania, Indiana, New York, and North Carolina—in each of which the total number of one-teacher schools has been reduced by 3,000 to 5,000 during the 18 years in question. These 5 States alone, therefore, account for about 21,000 of the 63,000 schools eliminated, or nearly one-third of the national total.

While the number of one-teacher schools in the Nation as a whole and in the several States is significant in indicating the numerical importance of the one-teacher schools, as well as the magnitude of the task of displacing them with larger ones still remaining, the rapidity with which these schools are passing cannot be fully evaluated until the data are reduced to percentages. Such percentages were, therefore, computed. (See table 2.) They indicate (1) the rates at which these small rural schools have been reduced in the various States during the 18 years in question and (2) the proportions of these schools still remaining. The number of one-teacher schools in 1918 is in each case regarded as 100 percent, the percentages for successive bienniums being computed from data for that year as a base.

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[1] This part of this study is confined to a consideration of the one-teacher schools [illegible] reported as one-teacher schools. There are always a few school buildings [illegible] in which but one teacher is employed. Such schools were sometimes not reported as one-teacher schools and for that reason had to be omitted from this study. Occasionally also, the States reported all their one-room buildings as one-teacher schools, disregarding the fact that some of these buildings were temporarily not in use. These discrepancies, while unavoidable, were very small when considered in the light of the large number of schools involved.

[illegible]

The trend toward the Nation as a whole may be summarized as follows for the several States. It would appear from these data that in a number of the States—Illinois, Montana, Nebraska, North Dakota, South Dakota, Wisconsin, and Wyoming—little rural school consolidation took place during the 10 years in question. A few of these actually record increases in the number of one-teacher schools during the first half of the period. The fact to study most of the consolidation which did take place was offset by the establishment of new one-teacher schools, especially in States of relatively sparse population. Other States, for which the data also recorded little or no reduction during the early part of the period—Connecticut, Rhode Island, Nevada, and New Mexico—showed rapid reductions in these small schools during recent years. Still other States—Florida, Indiana, Ohio, and Pennsylvania—showed very great reductions in one-teacher schools immediately after 1920 and continued at a somewhat lower rate throughout the period.

The greatest progress in reducing the number of one-teacher schools was made in North Carolina and Indiana. These States had respectively only 24.9 and 20.2 percent as many of these small schools in 1928 as in 1918. There were four other States—viz, Florida, Ohio, New Jersey, and Delaware—in which these schools were reduced by two-thirds or more, and five others—viz, South Carolina, Utah, Maryland, Connecticut, and Massachusetts—in which reductions of three-fifths or more were effected. While each of the States showing such large proportionate reductions in one-teacher schools are located in the more thickly populated eastern section of the country, the progress made in Utah demonstrates the possibility of consolidating these schools even in the sparsely settled Northwest, when the ad-

ministrative organization of rural schools and other factors are favorable. The success achieved in Indiana in eliminating nearly three out of every four of the one-teacher schools during the period is also significant. It indicates that even in the agricultural States of the Midwest, where the farms are comparatively large and the climate rigorous, one-teacher schools can be successfully eliminated by consolidation and the transportation of pupils.

There are, on the other hand, many States in which comparatively little has been accomplished during the 18 years in reducing the number of one-teacher schools. In two States—Wisconsin and South Dakota—there were within 5 percent as many of these schools in 1936 as in 1918; in five others—North Dakota, Montana, Illinois, Nebraska, and Wyoming—reductions of approximately 10 percent were effected.

As may be seen from table 1, the States just listed are especially important to a study of the statistical history of the one-teacher schools because so many of these small schools are to be found in them. Five of the seven States last named have at the present time more than 4,000 of such schools each; one of them, Illinois, still reporting nearly 10,000 of them in 1936, has more schools of this type than any other State.

The data already discussed show the numerical distribution of the one-teacher schools among the various States and the rates at which schools of this type were eliminated during recent years. It will now be the purpose of this study to examine the available facts showing the relationship of these small schools to all of the public schools. Only in relation to the total situation can a clear picture be obtained of the place which the one-teacher school has held and is now occupying in the educational systems, either of the Nation taken as a whole or of any given State.

Preferably such a comparison should be made in terms of the number of pupils involved, because the education of children is the school's only reason for being. Unfortunately, no statistics showing the number of pupils enrolled in the one-teacher schools are available by States for the various bienniums in question. The best that can be done in this regard is to examine some estimates from data available for the school year 1934–35. For that year more than half of the county and other rural superintendents of schools filed reports with the Office of Education on the number of pupils attending the rural schools of various types. Using these data as bases, estimates were computed for the one-teacher and two-teacher schools of each State. Percentages were then found to show the relationship of the number of pupils enrolled in these schools to the pupils attending all of the public schools, both those located in the cities and those in the rural communities.

Data presented in table 3 show that for the Nation as a whole there still were nearly three million children attending one-teacher schools in 1934–35; about a million and a third more were attending two-teacher schools. These numbers are 10.9 percent and 5.1 percent, respectively, of all of the children in the public schools.[9] In South Dakota more than two out of five and in North Dakota one out of three of the children attending the public schools during that year were receiving their education in the one-teacher schools; in six States—Kentucky, Iowa, Minnesota, Nebraska, Vermont, Montana—a fourth of all children were attending these small

In many of the States, on the other hand, comparatively small percentages of the children were found attending these small schools. In 5 of the States 1 percent or fewer, and in 7 others between 1 and 3 percent of the pupils were enrolled in these schools; and in 11 more between 5 and 10 percent were attending one-teacher schools. Thus in terms of the proportion of children affected; approximately half of the States have reduced the one-teacher-school problem to a point where fewer than 1 pupil in 10 is found in these schools.

The low percentages found in some of the States, however, should not be understood to mean that numerically there are not a great many children attending these small schools. A State having a large population, with perhaps one or more large cities within its boundaries, may have a comparatively small proportion of its children enrolled in the one-teacher schools, and still the number of children attending them may run to many thousands. For example, the following four States alone—California, New York, Ohio, and Texas—in none of which as many as 5 percent of the public-school enrolment was found to be attending the one-teacher schools, still showed a total of more than a quarter million children attending the one-teacher schools in 1934–35.

In the absence of detailed historic data showing the number and percentage of the children affected, the approach to the problem which best shows the relationship of one-teacher schools to the total picture is the number of teachers or classroom units involved. A teacher represents a ratio to the number of children which, although varying somewhat with the size of the school, is more constant and equal in value than a comparison of schools would be.[10] In any event, it is important to know in terms of the number of classroom units involved the progress made in the several States in centralizing the one-teacher schools.

[9] Kentucky, Indiana, and in two years were approximately [illegible] children, or 3.5 percent of all pupils attending public schools, enrolled in one-teacher schools. (See Montana, Op. cit.)

[10] The number of pupils per teacher in city and in one-teacher schools does not vary widely from the average of 30 and 20, respectively; the average enrollments in city schools and in one-teacher schools are, respectively, 31 and 20, and especially in the case of the city schools there are wide deviations from the average.

For the Nation as a whole 31 percent of all of the teachers in the elementary and secondary schools were employed in the one-teacher schools in 1918 (table 4). In four States—Utah, Rhode Island, New Jersey, and Massachusetts—these teachers constituted less than 5 percent of the total at the beginning of the 18-year period; in three States, however—South Dakota, North Dakota, and Wyoming—more than 60 percent, and in five others—Nevada, Kentucky, Nebraska, Arkansas, and West Virginia—between 50 and 55 percent of the teachers were in schools of this type in 1918.

By 1936 the national percentage had dropped to 15.2, or less than half of what it had been 18 years earlier. States in which fewer than 5 percent of the teachers had been in these small schools in 1918 showed the proportion of these teachers to be approaching the vanishing point by 1936. On the other hand, States located chiefly in the Central Northwest and showing large percentages of the teaching staff in the one-teacher schools in 1918 effected comparatively little change during the period. In the following States the 1918 percentages were reduced by approximately four-fifths during the 18-year period: Florida, North Carolina, New Jersey, Indiana, South Carolina, Ohio, and Delaware. It is of interest to note that in each of these States, except New Jersey and Ohio, the teachers of one-teacher schools had been 30 percent or more of all of the teachers at the beginning of the period in question.

Generally speaking, the percentages for the Nation and for the several States show a gradual decline when 1 biennium is compared with the succeeding biennium. However, the data for 21 States reveal increases rather than reductions when the proportions of teachers in one-teacher schools in 1934 are compared to those for the previous biennium. For the most part such increases were small, but they indicate that during the depths of the depression the usual trend in eliminating these small schools was interrupted or slowed up. In some cases—Kansas, Nevada, Oregon, South Carolina, and Virginia—some of the one-teacher schools formerly closed were apparently reopened during this period. (See table 1 for differences in the number of teachers in one-teacher schools.) However, in most of the States the total number of teachers employed in the larger schools was reduced. The percentages of teachers found teaching in the one-room schools were consequently greater than they would have been if this factor had remained constant. In some States—Oregon, for example—both factors were responsible for the increase noted.

As already suggested, variations in the size of schools are so great that the data showing the relationship of the one-teacher schools to the total number is not as meaningful as those showing the relationship of the teachers in one-teacher schools to those in all schools. Nevertheless, it might be of interest to some to see what proportion the

schools of this type are of the total schools in a given State. Percentage relationships for the various bienniums are, therefore, presented in table 5.

It will be seen that in 1918 these small schools constituted 70.8 percent of all of the schools of the Nation, ranging from 85 percent or more in Vermont, Minnesota, Montana, Wyoming, Iowa, Nebraska, Kentucky, South Dakota, West Virginia, and North Dakota to about 20 percent in Utah and Rhode Island. In 1936 the one-teacher schools constituted 55.3 percent of the schools of the Nation, South Dakota, Minnesota, Wisconsin, and Montana reporting the largest percentages, with 88.5, 79.4, 79.2, and 79.1, respectively; by contrast, Utah, New Jersey, Rhode Island, and Massachusetts showed the lowest, with 8.3, 11, 12.2, and 12.6 percent, respectively. Since it should be noted that the data for 1936 revealed on the States in which two-thirds and more of all the public of the one-teacher type, and on the other 11 States in third or fewer of the schools were of this type.

It should be pointed out that the changes revealed by table 5 for successive bienniums reflect the changes in the bases upon which the percentages were computed as well as the changes in the actual number of one-teacher schools. However, the number of schools other than one-teacher schools remains fairly constant year after year. Through changes in the pupil-teacher ratios and in the number of subjects taught per teacher, increases or decreases in the total number of teachers needed are much more common adjustments than changes in the number of schools. Because of this fact the trends indicated in table 5 have a greater degree of validity than those shown in table 4.

TABLE 1.—*The number of one-teacher schools by States, 1918–36*

State	1918	1920	1922	1924	1926	1928	1930	1932	1934	1936
1	2	3	4	5	6	7	8	9	10	11
Continental United States	198,037	192,852	183,782	168,715	169,736	158,668	148,782	143,209	129,168	121,191
Alabama	3,561	3,587	3,577	3,605	3,783	3,615	2,694	2,809	2,739	2,436
Arizona	1 287	281	273	235	238	201	172	159	150	145
Arkansas	3,120	3,211	1,911	1,695	1,360	3,738	2,741	2,707	2,621	2,650
California	2,374	2,266	2,071	1,783	1,795	1,649	1,625	1,538	1,383	1,358
Colorado	2,222	2,132	2,026	1,779	1,672	1,910	1,855	1,809	1,738	1,691
Connecticut	751	1 699	647	603	578	536	421	401	360	305
Delaware	331	299	271	251	235	227	178	150	134	111
Florida	1,374	1,230	1,258	945	1,005	1,024	1,031	1,002	940	1,032
Georgia	3,311	3,147	3,030	2,853	3,104	2,837	3,022	3,268	3,120	2,972
Idaho	1,295	1,102	1,061	1,001	961	925	855	879	1,039	735
Illinois	11,000	10,145	10,115	10,205	10,118	10,005	10,057	10,011	9,050	9,021
Indiana	5,000	4,939	4,115	3,672	3,900	3,581	3,054	1,859	1,628	1,663
Iowa	11,350	11,053	11,000	9,958	9,310	9,345	9,158	9,259	9,213	9,113
Kansas	1,730	1,621	1,613	1,378	1,278	1,320	1,120	0,983	7,127	6,777
Kentucky	7,365	6,950	6,794	6,127	6,122	6,256	6,069	5,812	5,597	5,257

1 Data partially estimated.

TABLE 1.—*The number of one-teacher schools by States, 1918–34*—Continued

State	1918	1920	1922	1924	1926	1928	1930	1932	1934	1936
1	2	3	4	5	6	7	8	9	10	11
Louisiana	1,961	1,837	1,714	1,681	1,533	1,513	1,351	1,351	1,329	1,317
Maine	2,253	2,209	2,202	2,163	2,091	1,954	1,747	1,690	1,642	1,612
Maryland	1,278	1,202	1,134	1,152	1,176	1,106	1,021	833	710	651
Massachusetts	931	787	733	706	657	550	478	405	390	378
Michigan	7,205	7,001	6,909	6,854	6,696	6,752	6,350	6,141	5,957	5,824
Minnesota	8,231	7,956	7,644	7,339	7,319	6,997	6,995	6,859	6,763	6,797
Mississippi	1,371	1,377	1,086	1,042	3,309	2,939	2,837	2,830	2,763	2,750
Missouri	9,199	9,149	9,251	9,030	8,940	8,593	8,352	8,226	7,853	7,837
Montana	3,793	3,679	3,614	3,451	3,479	3,425	3,433	3,327	3,193	3,036
Nebraska	6,635	6,261	6,455	6,192	6,193	6,041	6,087	6,158	6,028	5,956
Nevada	311	320	320	353	237	212	183	198	208	192
New Hampshire	1,020	903	757	701	693	628	559	533	476	451
New Jersey	720	654	631	579	514	430	397	371	325	328
New Mexico	748	745	752	832	825	1,122	814	814	611	1,078
New York	5,800	5,699	5,482	5,431	5,257	5,007	4,814	4,709	4,391	4,365
North Carolina	1,681	1,174	1,209	2,909						
North Dakota	1,930	1,772	1,726					1,688	1,502	1,166
Ohio	5,926	5,699	5,961					1,754	1,693	1,677
Oklahoma	4,805	4,421	3,944					471	3,121	2,651
Oregon	1,930	2,250	1,766	1,[illegible]				4,105	2,945	2,761
Pennsylvania	10,846	10,284	9,909	9,552	8,226	7,821	7,969	1,187	1,312	1,121
Rhode Island	112	102	107	101	105	97	84	8,311	8,095	8,855
South Carolina	1,316	1,262	1,250	2,561	2,089	1,935	1,721	78	64	52
South Dakota	4,617	4,561	4,573	4,503	4,533	4,356	4,244	1,637	1,461	1,117
Tennessee	4,977	4,758	4,567	4,426	3,992	3,471	3,091	6,231	4,258	4,411
Texas	13,873	13,400	12,227	8,019	4,365	3,992	3,525	4,096	2,987	2,799
Utah	136	137	125	93	92	103	91	3,100	2,904	2,707
Vermont	1,250	1,190	1,145	1,125	1,093	1,057	1,013	60	65	51
Virginia	4,182	3,795	3,630	3,461	3,256	3,015	2,793	1,030	992	919
Washington	1,761	1,747	1,739	1,614	1,524	1,318	999	2,607	2,613	2,400
West Virginia	1,566	1,415	1,264	1,013	1,007	1,029	1,000	902	874	794
Wisconsin	6,731	6,606	6,398	6,172	6,053	5,953	5,892	5,602	5,528	5,396
Wyoming	1,119	1,150	1,103	1,139	1,154	1,115	1,047	5,572	5,529	5,429
								904	859	827

[1] Data partly estimated.
[2] Data for previous year or biennium.

TABLE 2.—*Percentages of one-teacher schools for successive bienniums, based upon the number of such schools in 1918*[1]

State	1920	1922	1924	1926	1928	1930	1932	1934	1936
1	2	3	4	5	6	7	8	9	10
Continental United States	97.3	93.2	88.6	83.0	78.8	78.2	73.2	71.6	68.0
Alabama	102.8	104.1	91.5	91.1	84.6	81.3	78.6	77.1	68.1
Arizona	92.5	88.3	82.1	72.6	71.3	69.1	52.3	52.4	53.7
Arkansas	101.3	95.9	89.9	84.0	73.1	61.3	59.8	51.1	51.6
California	99.7	85.1	71.3	73.6	69.4	67.7	54.7	56.5	64.3
Colorado	95.5	91.0	89.0	83.8	83.9	83.4	81.0	79.2	74.8
Connecticut	93.2	88.3	83.5	76.9	71.5	61.5	53.0	48.8	46.4
Delaware	99.6	93.6	83.6	78.0	70.2	53.9	45.5	41.6	33.7
Florida	92.5	86.7	77.5	64.7	61.6	58.6	35.5	32.3	32.9
Georgia	97.0	85.3	81.0	71.7	67.8	66.3	61.9	59.7	58.0
Idaho	93.1	91.9	77.3	71.1	71.3	64.7	64.7	64.7	56.6
Illinois	92.2	91.9	91.6	92.2	91.7	91.5	91.2	90.8	90.2
Indiana	98.4	98.3	89.9	88.1	86.6	86.0	85.0	85.5	85.2
Iowa	102.6	105.0	96.2	94.1	94.5	92.3	91.7	91.3	90.1
Kansas	98.6	93.9	91.1	93.5	93.1	93.9	93.3	92.7	91.7
Kentucky	96.2	97.3	91.9	91.9	90.4	88.1	86.6	76.5	76.8

[1] Data for 1918 were used as a base and are in each case recorded as 100 percent. Estimates occurring in the basic figures given in table 1 are reflected in these percentages.

TABLE 2.—*Percentages of one-teacher schools for successive bienniums, based upon the number of such schools in 1918*—Continued

State	1920	1922	1924	1926	1928	1930	1932	1934	1936
1	2	3	4	5	6	7	8	9	10
Louisiana	94.6	90.6	85.5	77.5	72.2	71.1	67.1	65.2	67.6
Maine	101.1	93.1	93.3	86.7	81.5	78.0	74.0	71.9	70.6
Maryland	95.6	91.7	86.5	80.9	71.9	61.1	59.7	57.3	55.8
Massachusetts	88.3	84.3	78.1	72.0	71.3	62.3	62.2	60.8	61.0
Michigan	97.2	94.5	91.6	90.3	88.1	85.2	85.2	82.7	71.1
Minnesota	93.2	91.7	92.1	88.8	85.0	85.0	83.7	82.2	82.6
Mississippi	100.0	98.5	97.0	93.5	92.0	86.5	84.7	83.2	82.9
Missouri	101.5	102.1	95.6	88.8	82.1	81.6	81.0	82.1	82.0
Montana	110.0	107.9	95.6	88.5	86.7	86.1	91.1	88.9	90.9
Nebraska	95.6	96.6	97.8	92.2	91.6	91.1	92.4	91.4	89.6
Nevada	79.6	82.9	80.7	69.2	67.6	59.0	60.2	66.4	61.3
New Hampshire	85.4	80.1	74.6	72.7	64.4	59.9	53.7	50.9	45.5
New Jersey	98.2	93.5	78.4	67.9	56.8	33.8	33.9	29.8	29.6
New Mexico	109.6	106.3	111.6	110.9	96.9	84.0	82.5	82.1	77.4
New York	96.2	97.9	95.8	93.6	91.1	88.6	85.6	82.1	81.0
North Carolina	89.7	70.5	63.6	53.6	40.7	41.7	34.0	32.1	31.9
North Dakota	99.4	103.7	97.5	96.2	99.1	97.8	94.9	102.1	93.7
Ohio	95.2	71.6	66.3	62.6	56.4	[illegible]	37.1	37.1	39.4
Oklahoma	92.1	93.1	75.8	74.9	71.1	[illegible]	64.6	61.3	57.9
Oregon	117.0	98.6	94.5	82.7	79.1	[illegible]	56.3	57.2	57.5
Pennsylvania	101.2	90.3	87.0	84.3	79.5	72.0	66.2	62.0	59.4
Rhode Island	95.6	95.6	93.6	90.3	86.7	73.0	67.0	57.2	46.3
South Carolina	95.1	85.9	77.3	69.5	57.5	51.0	49.4	50.1	34.6
South Dakota	99.3	101.1	103.2	102.9	101.9	102.1	102.5	95.3	95.4
Tennessee	95.8	87.3	80.9	71.2	68.1	62.1	61.9	60.0	58.1
Texas	95.5	88.9	85.9	78.7	66.4	60.0	52.6	49.9	47.6
Utah	89.3	90.6	82.3	71.1	68.5	65.9	57.9	47.1	38.6
Vermont	95.2	91.6	90.0	85.4	84.2	86.0	80.8	78.5	73.9
Virginia	91.1	87.9	83.5	74.6	72.0	65.4	63.1	61.8	59.1
Washington	99.2	98.0	91.6	84.8	71.6	54.5	51.0	49.6	45.1
West Virginia	97.3	91.6	90.6	89.1	89.5	77.1	79.1	79.6	74.6
Wisconsin	98.2	93.1	96.2	93.6	93.7	96.1	96.1	97.3	96.1
Wyoming	112.0	104.3	101.7	100.9	96.9	91.0	84.1	81.1	81.1

TABLE 3.—*Number and percentage of public-school children estimated to be attending one-teacher and two-teacher rural schools in 1934–35*

State	All public schools[1]	Pupils enrolled in—					
		1-teacher schools[2]		2-teacher schools[2]		1- and 2-teacher schools[2]	
		Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8
Continental United States	26,127,791	2,863,347	10.9	1,331,363	5.1	4,194,710	16.1
Alabama	677,062	112,235	16.6	83,196	12.3	195,431	28.9
Arizona	90,796	2,891	3.2	3,350	3.7	6,241	6.9
Arkansas	493,809	91,257	18.5	42,493	8.6	133,750	27.1
California	1,140,427	32,328	2.8	25,847	2.3	58,175	5.1
Colorado	329,747	19,153	5.8	10,291	3.1	29,444	8.9

[1] Reports from State school systems for 1935–36.
[2] Estimates for 1934–35 from data furnished by county and other superintendents of rural schools.

TABLE 3.—*Number and percentage of public-school children estimated to be attending one-teacher and two-teacher rural schools in 1934–35*—Continued

State	All public schools [1]	Pupils enrolled in—					
		1-teacher schools [2]		2-teacher schools [2]		1- and 2-teacher schools [2]	
		Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8
Connecticut	320,898	2,819	.9	1,400	.4	4,219	1.3
Delaware	48,100	2,800	5.8	1,600	3.3	4,400	9.1
Florida	353,763	15,009	4.1	15,727	4.4	31,736	8.9
Georgia	703,537	104,866	14.9	81,543	10.9	186,409	24.9
Idaho	121,045	7,706	6.4	9,738	8.0	17,444	14.4
Illinois	1,327,289	102,726	12.8	21,204	1.6	123,930	14.4
Indiana	691,444	36,449	5.3	20,820	3.0	57,269	8.3
Iowa	538,003	140,536	26.1	5,337	1.0	145,873	27.1
Kansas	414,275	89,949	21.7	14,529	3.5	104,478	25.2
Kentucky	628,101	170,057	26.1	65,227	10.4	235,284	37.5
Louisiana	465,594	35,160	7.5	27,239	5.9	65,399	14.1
Maine	160,607	26,445	17.1	13,726	8.7	40,171	25.3
Maryland	338,137	21,401	7.2	18,092	6.1	40,206	13.6
Massachusetts	778,289	3,791	.5	5,401	.7	9,165	1.2
Michigan	963,227	123,610	12.8	26,917	2.8	150,527	15.6
Minnesota	568,129	141,012	23.7	16,174	2.8	160,186	28.5
Mississippi	498,038	55,409	9.3	62,413	10.3	118,262	19.6
Missouri	711,256	158,761	22.2	19,224	2.6	178,008	24.9
Montana	113,702	27,931	24.6	4,113	3.6	32,091	28.2
Nebraska	362,973	79,937	22.7	9,709	2.7	88,976	24.9
Nevada	19,729	1,903	9.7	574	2.9	2,477	12.6
New Hampshire	78,441	8,227	10.5	6,492	8.3	14,709	18.8
New Jersey	892,076	8,943	1.1	8,718	1.1	17,661	2.2
New Mexico	99,207	5,709	5.8	6,871	6.9	15,640	15.7
New York	2,288,642	99,816	4.4	25,559	1.1	125,375	5.5
North Carolina	888,775	52,459	5.9	71,665	8.1	124,215	14.0
North Dakota	150,935	37,043	24.5	5,811	3.7	62,854	40.5
Ohio	1,269,337	57,502	4.5	22,606	1.8	80,108	6.3
Oklahoma	634,049	80,816	12.7	67,808	10.3	151,701	23.9
Oregon	196,361	19,078	10.4	13,199	7.0	32,872	17.4
Pennsylvania	2,066,995	158,373	7.9	43,131	2.1	201,504	10.0
Rhode Island	121,543	1,342	1.1	320	.3	1,662	1.4
South Carolina	477,915	70,737	14.8	85,903	18.0	156,640	32.8
South Dakota	153,703	63,791	41.6	2,826	1.8	66,617	43.4
Tennessee	653,211	96,440	14.8	122,431	18.7	218,871	33.5
Texas	1,364,627	96,417	7.1	101,877	7.5	198,294	14.1
Utah	193,963	1,219	.6	5,150	2.7	6,369	3.1
Vermont	68,000	17,259	25.4	5,649	8.3	22,929	33.7
Virginia	592,038	74,059	12.5	58,222	9.8	132,281	22.3
Washington	235,229	12,791	5.4	13,528	5.8	26,319	11.2
West Virginia	448,732	91,127	20.3	31,342	7.0	122,471	27.3
Wisconsin	577,343	124,792	21.6	24,839	4.3	149,631	25.9
Wyoming	56,364	8,561	15.2	1,382	2.4	9,943	17.6

[1] Reports from State school systems for 1935–36.
[2] Estimates for 1934–35 from data furnished by county and other superintendents of rural schools.

TABLE 4.—*Percentages showing the ratios of the number of teachers[1] in one-teacher schools to the total number of teachers in all schools, 1918–30*

State	1918	1920	1922	1924	1926	1928	1930	1932	1934	1936
1	2	3	4	5	6	7	8	9	10	11
Continental United States	31.0	28.9	25.8	23.5	20.3	18.0	17.8	16.7	16.6	15.2
Alabama	2.8	2.6	2.3	2.2	1.9	1.7	1.6	1.5	1.5	1.3
Arizona	16.6	13.6	12.1	9.9	8.1	7.1	6.4	5.9	5.1	4.1
Arkansas	34.7	32.5	31.1	30.1	28.5	26.1	25.9	24.9	23.7	21.7
California	12.7	12.2	9.1	6.4	5.6	4.7	4.4	3.9	3.9	3.4
Colorado	32.1	30.4	25.3	19.9	16.6	13.5	12.9	12.4	12.8	12.0
Connecticut	10.9	7.8	8.5	7.3	6.2	5.7	4.7	4.1	3.8	3.1
Delaware	12.2	26.1	21.7	20.7	18.6	16.8	12.5	8.9	8.5	6.8
Florida	25.5	24.0	20.3	17.1	9.9	7.4	7.2	6.4	6.0	4.8
Georgia	35.3	32.4	27.7	24.6	20.1	18.9	18.2	16.8	15.8	14.3
Idaho	33.7	27.7	24.2	23.6	22.3	20.3	19.2	18.3	18.1	16.3
Illinois	32.1	29.7	25.7	23.5	22.8	23.1	21.1	21.2	22.1	21.3
Indiana	16.4	15.4	14.7	14.0	13.9	11.7	9.4	8.1	7.4	6.6
Iowa	18.1	17.6	16.9	16.4	15.8	14.4	13.1	12.4	12.5	12.1
Kansas	47.1	44.9	41.5	40.0	38.1	32.6	30.8	32.5	31.6	29.1
Kentucky	34.0	34.7	33.3	32.2	30.8	30.3	29.7	33.1	33.0	31.9
Louisiana	22.2	20.5	16.9	15.6	13.7	13.1	11.3	10.5	9.8	10.0
Maine	32.4	30.9	31.0	34.1	32.1	30.1	28.8	26.7	26.8	25.0
Maryland	10.1	14.0	20.9	20.5	17.3	15.3	12.1	9.8	8.6	7.7
Massachusetts	2.3	1.1	3.6	3.1	2.7	2.3	1.9	1.8	1.6	1.2
Michigan	30.7	29.5	28.6	26.7	24.5	20.6	18.4	17.7	18.0	17.0
Minnesota	41.4	39.2	36.8	37.6	33.3	31.6	31.4	32.7	32.7	32.1
Mississippi	35.5	36.3	34.5	36.0	33.7	31.3	29.1	28.2	29.2	29.1
Missouri	25.5	26.2	24.1	23.8	23.0	21.7	20.1	20.2	20.3	19.6
Montana	43.5	42.6	42.4	42.5	42.7	40.9	41.6	41.3	41.0	43.5
Nebraska	52.0	49.1	46.0	44.3	42.6	42.8	41.1	41.7	42.9	42.6
Nevada	30.1	31.0	31.1	32.7	27.3	26.4	21.2	22.1	21.4	21.0
New Hampshire	30.1	31.0	27.5	24.5	25.6	20.9	18.9	16.9	16.6	14.5
New Jersey	2.4	2.2	2.1	2.0	2.1	1.9	1.6	1.6	1.6	1.5
New Mexico	27.3	27.2	26.7	25.5	25.1	22.7	18.7	17.5	19.3	16.7
New York	10.7	12.9	11.8	13.3	13.3	11.1	10.1	9.3	9.2	8.5
North Carolina	9.7	9.8	10.7	11.9	11.6	8.1	6.9	7.5	6.7	5.9
North Dakota	49.7	44.3	38.3	35.9	32.2	30.6	30.6	36.4	34.2	32.9
Ohio	21.6	21.8	19.7	18.6	18.0	15.9	14.5	13.2	13.7	13.9
Oklahoma	37.6	36.9	32.9	30.2	29.6	27.9	26.5	25.1	25.9	24.2
Oregon	31.7	29.7	26.6	23.7	21.6	19.2	21.0	19.4	17.1	16.0
Pennsylvania	22.3	22.2	18.9	17.2	15.3	14.1	12.3	11.0	10.7	10.9
Rhode Island	4.2	3.8	3.6	3.5	3.2	2.6	2.3	1.9	1.6	1.3
South Carolina	19.2	22.6	26.5	23.1	15.3	14.6	13.4	12.3	12.5	11.6
South Dakota	61.6	58.5	60.1	54.9	53.1	49.9	48.0	44.1	45.2	41.5
Tennessee	18.4	21.0	20.3	20.7	22.1	19.9	17.5	16.3	16.0	14.5
Texas	20.2	18.9	16.3	14.2	11.9	9.8	9.9	7.1	7.0	6.4
Utah	3.4	3.6	3.1	3.1	2.9	2.6	2.6	1.9	1.6	1.2
Vermont	43.3	41.3	39.6	39.1	37.5	36.9	35.1	35.3	35.1	33.9
Virginia	29.7	28.5	25.2	20.9	18.7	16.5	16.8	15.6	16.3	14.5
Washington	19.1	16.2	16.8	16.9	16.6	12.9	9.6	9.1	8.5	7.5
West Virginia	23.7	18.3	16.9	12.5	11.0	10.5	22.1	26.9	29.1	31.9
Wisconsin	40.2	40.8	36.9	37.0	37.9	36.4	32.8	31.8	32.3	31.2
Wyoming	40.9	38.1	37.9	32.7	31.1	30.0	33.1	31.9	30.0	33.7

[1] Estimated elsewhere in the United States given in table 1 are reflected in these percentages.

TABLE 5.—*Percentages showing the ratios of the number of one-teacher schools[1] to the total number of schools, 1918–30*

State	1918	1920	1922	1924	1926	1928	1930	1932	1934	1936
1	2	3	4	5	6	7	8	9	10	11
Continental United States	70.9	70.1	67.1	64.4	63.1	60.9	60.1	58.8	57.7	55.3
Alabama	52.4	50.1	48.3	52.1	52.0	50.0	50.3	50.7	50.4	45.8
Arizona	63.4	61.2	61.1	62.0	58.5	58.1	52.6	49.6	51.4	50.4
Arkansas	79.1	78.5	74.1	69.6	65.7	60.7	58.5	56.2	55.1	54.4
California	42.6	42.1	37.6	33.7	32.7	23.1	21.7	17.6	17.6	17.5
Colorado	71.9	62.2	64.7	66.1	64.5	60.0	52.8	52.9	54.6	52.7
Connecticut	36.8	39.4	41.0	41.1	38.5	36.9	33.3	31.0	27.1	25.9
Delaware	71.2	66.1	63.2	63.6	56.5	52.3	49.0	52.1	53.4	45.9
Florida	74.0	69.9	62.5	58.9	58.7	57.1	55.4	53.3	50.7	47.3
Georgia	66.1	64.7	58.9	54.2	52.3	54.7	52.1	50.9	50.6	49.5
Idaho	71.4	62.3	60.0	58.6	56.9	56.8	57.4	53.1	53.4	45.0
Illinois	82.0	73.1	72.5	71.9	72.3	71.0	70.9	70.5	70.3	71.1
Indiana	77.7	71.1	65.1	62.7	61.9	59.4	61.2	44.3	39.3	39.1
Iowa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	29.9	29.2	28.6	28.0	27.0
Kansas	[illegible]	1.7	79.0	80.7	78.6	77.7	80.7	73.4	76.2	72.1
Kentucky	[illegible]	[illegible]	[illegible]	[illegible]	78.9	78.9	74.0	73.2	69.7	69.7
Louisiana	60.0	54.6	50.5	48.5	46.6	47.3	46.2	44.1	41.9	45.2
Maine	69.4	70.7	70.7	71.8	71.4	69.6	69.0	65.4	70.0	67.4
Maryland	55.4	62.8	59.0	59.0	55.2	54.9	54.9	49.8	45.9	43.7
Massachusetts	26.7	26.6	23.3	23.8	22.2	19.5	17.5	16.9	14.6	12.6
Michigan	80.0	78.3	76.0	75.4	73.1	71.3	70.9	69.7	69.4	62.0
Minnesota	69.6	71.5	71.9	71.7	72.5	74.3	76.9	76.8	75.8	79.1
Mississippi	69.7	69.4	71.5	69.7	72.9	68.6	68.7	69.1	68.2	67.9
Missouri	82.1	83.5	81.7	85.5	79.0	73.0	72.4	71.6	71.7	71.8
Montana	90.2	85.1	82.3	69.2	69.9	67.1	74.1	77.8	75.0	79.1
Nebraska	80.1	82.1	83.9	87.3	80.8	79.8	79.9	80.5	80.3	75.3
Nevada	75.2	72.1	71.7	69.7	57.0	65.8	59.7	61.5	61.2	63.8
New Hampshire	60.3	66.0	67.1	63.1	63.7	59.3	56.5	53.6	55.1	49.9
New Jersey	31.8	31.1	29.0	26.2	23.6	18.7	17.5	12.6	11.0	11.0
New Mexico	54.0	52.3	51.1	50.0	54.9	48.5	46.1	46.0	46.9	42.0
New York	74.4	73.1	72.1	71.3	69.1	67.5	66.3	63.2	63.5	48.9
North Carolina	57.8	53.2	48.3	46.6	47.1	39.4	36.0	32.9	31.3	25.6
North Dakota	84.5	87.1	89.1	91.2	84.8	86.8	83.6	83.6	81.8	75.1
Ohio	72.6	73.3	71.7	69.8	67.3	65.2	64.3	59.4	46.7	39.8
Oklahoma	70.0	69.2	67.7	66.2	66.8	67.2	66.1	65.6	64.6	61.7
Oregon	78.5	85.3	82.9	80.2	80.3	77.3	73.0	72.2	70.7	61.7
Pennsylvania	64.1	62.0	64.8	62.6	60.2	56.3	53.7	52.9	51.2	50.1
Rhode Island	20.1	21.1	21.2	21.1	21.5	19.8	17.6	16.2	14.6	12.2
South Carolina	58.4	62.4	60.3	58.7	57.4	45.0	43.8	42.4	43.9	33.3
South Dakota	81.8	83.6	84.1	87.0	86.6	88.7	88.5	88.9	88.4	88.5
Tennessee	75.7	70.6	64.5	60.2	56.9	54.0	51.3	52.0	49.7	46.9
Texas	48.4	42.4	42.8	41.1	36.3	31.7	28.4	25.1	23.6	22.2
Utah	32.0	20.1	18.3	12.1	13.7	15.3	13.8	11.1	9.8	8.3
Vermont	85.3	80.6	80.2	78.6	78.5	76.2	74.1	74.3	72.9	68.8
Virginia	61.2	58.0	55.3	53.7	52.3	50.5	49.2	48.4	52.1	49.2
Washington	49.7	51.6	51.8	51.8	49.1	44.9	46.3	45.5	39.1	34.9
West Virginia	81.8	80.9	71.4	68.7	69.7	69.5	67.2	66.5	64.5	62.1
Wisconsin	81.9	80.2	81.1	78.2	80.1	80.3	79.5	79.1	62.1	59.2
Wyoming	88.6	87.3	78.6	78.2	79.1	71.4	68.5	63.1	61.9	62.1

[1] Estimates occurring in the basic figures given in table 1 are reflected in these percentages.