DOCUMENT RESUME

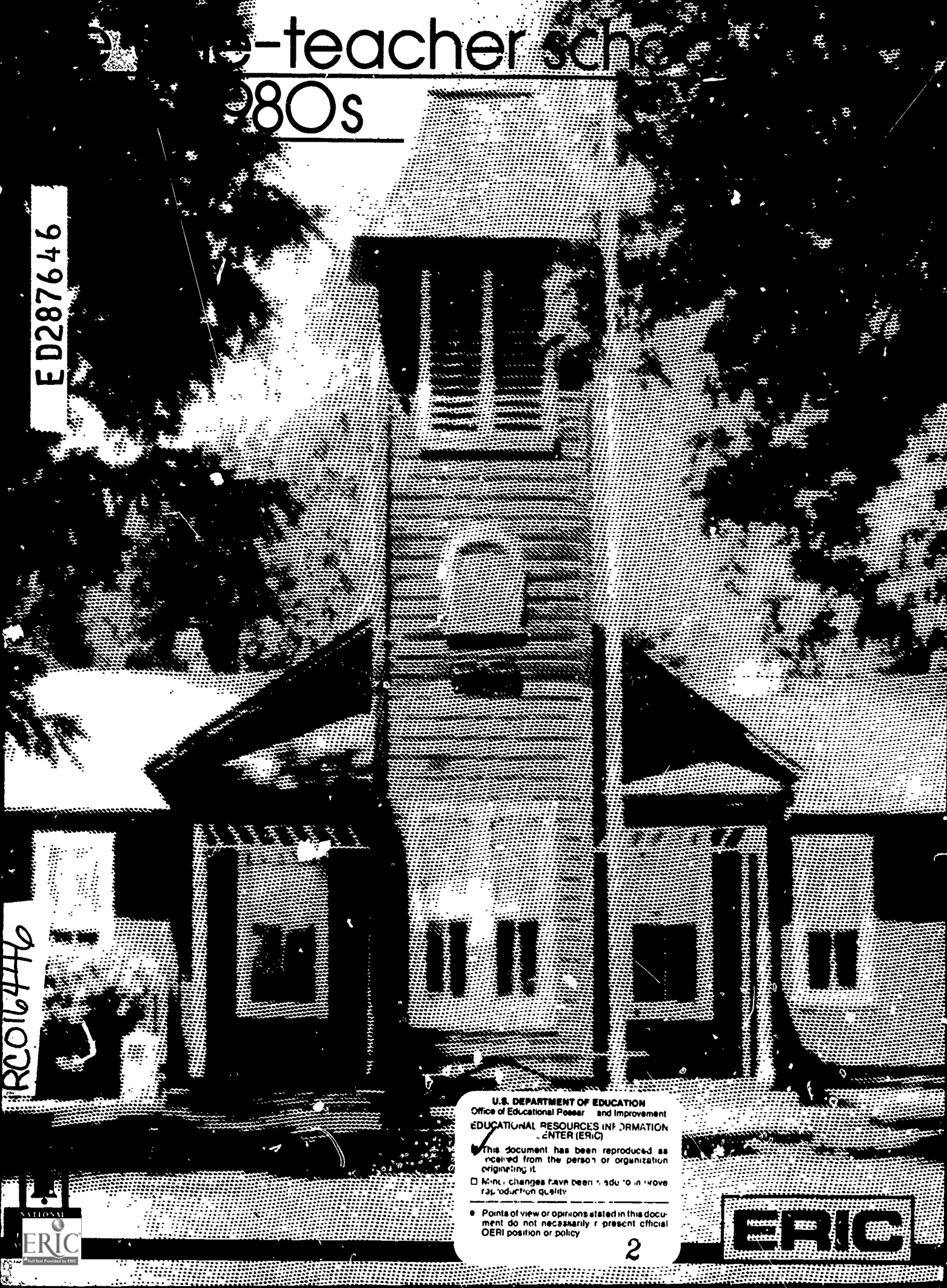
ED 287 646 RC 016 446

AUTHOR Muse, Ivan; And Others
TITLE The One-Teacher School in the 1980s.
INSTITUTION ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; National Rural Education Association, Fort Collins, CO.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 87
CONTRACT 400-86-0024
NOTE 87p.
AVAILABLE FROM ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($6.50).
PUB TYPE Reports - Research/Technical (143) -- Information Analyses - ERIC Information Analysis Products (071)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; Comparative Analysis; Demography; Educational Facilities; *Educational History; Elementary Education; *One Teacher Schools; Quality of Life; *Rural Education; Rural Schools; School Community Relationship; *School Demography; *School Effectiveness; School Location; Small Schools; Social Values; *Teacher Characteristics; Teacher Qualifications; Teacher Responsibility

ABSTRACT

Written for educators, legislators, and the general public, this monograph is a resource for better understanding the strengths and weaknesses of the one-teacher school. The material is designed to inspire more confidence in the quality of education possible in rural America and to reinforce recognition that most schools--regardless of size--can be educationally effective. The first chapter considers the one-teacher school within the framework of American education during the present century. This brief overview includes information about the effects of consolidation on rural education, the difficulties of attempting to compare rural and urban schools, and some of the techniques used by small schools to overcome the problems of isolation and small enrollment. Chapter 2 describes and presents information about one-teacher schools today based on studies conducted over the past 3 years. Chapter 3 compares today's one-teacher schools with those of 1960 and charts their progress. Chapter 4 affords an opportunity to "visit" one-teacher schools through descriptions of selected schools. Chapter 5 details the evolution of primitive, log cabin schoolhouses to current, well-constructed buildings. The final chapter offers reflections on material in earlier chapters and makes recommendations about the future of one-teacher schools. (JHZ)



The One-Teacher School in the 1980s

Ivan Muse
Ralph B. Smith
Brigham Young University

with

Bruce Barker
Texas Tech University

A Cooperative Publication of

ERIC Clearinghouse on Rural Education and Small Schools
Las Cruces, New Mexico 88003-0001

and

National Rural Education Association
Fort Collins, Colorado 80523

1987

Sponsored by the Office of Educational Research
and Improvement

Cover photo of Ballard School, Solvang, California, by Ivan Muse.

Cover design by Joe Barela.

This publication is based on work sponsored wholly or in part by the Office of Educational Research and Improvement, U.S. Department of Education, under contract number 400-86-0024. Its contents do not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

Table of Contents

Photographs

Tables

Preface

Rural America has increasingly regained national attention in recent years. The rural landscape has become a mosaic of public concerns on issues ranging from the sale of farm commodities, farm foreclosures, and the decline in the number of family farms to the conservation of national resources and the effectiveness of education in small schools. Two significant occurrences now call attention to rural education. For the first time since 1945, rural areas have moderately increased in population as many urban residents have decided life in the country is more satisfying. Today, many small towns are having a renaissance, regaining some of their former popularity.

A second development involves the growing concern for and an interest in the educational needs of rural youth. For many years, legislators have attempted to improve the quality of rural schools, but have done so primarily by using "one best model" to serve as the standard for all schools, be they rural, urban, or suburban. Unfortunately, the model has usually been based on standards appropriate for large schools, rather than for schools in rural areas. Thus, larger schools were often thought to be effective, while rural schools were considered ineffective, instead of different.

In their study of this issue, Sher and Tompkins (1976) concluded that consolidation was the most frequent and successful policy implemented over the preceding 50 years and that it had a profound effect on rural school districts. In particular, the one-room, multigraded elementary school was most affected by consolidation.

For over 200 years the one-teacher school was the dominant educational institution in American education. In 1930 there were 149,000 of these schools dotting the landscape in all 48 states. Due primarily to consolidation efforts, however, only about 1,000 one-teacher schools remained in operation by 1980. The prevalent idea during this time was that small schools were inherently ineffective, and schools were closed, regardless of nostalgia, community feelings, diversity of location and, most importantly, the quality of education. Many one-teacher schools were closed, and rightly so,

because of untrained teachers and lack of community support. However, countless other one-teacher schools were forced to discontinue without any evaluation as to how well they functioned, their educational strengths, and their unique differences.

The rapid decline in the number of one-teacher schools over the past 80 years seems to have stabilized with about 800-900 remaining. In fact, an awareness of their importance has developed across the country. One-teacher schools, as well as small school districts, seem to be holding steady and are successfully resisting further consolidation efforts. The American Association of School Administrators (1981) suggests that rural schools' new vigor reflects a long-delayed acceptance of the idea "that small can be beautiful" and that small schools can and do meet the educational needs of rural youth. To many who have close ties to rural communities, the one-teacher school is a symbol of older, more traditional values about life and education. The schoolhouse was the place where much of rural culture was forged; without it an important part of the rural community vanished.

Evidence supporting the quality of education in rural schools is found in publications by the National Rural Education Association, state education associations, educational clearinghouses, and other reports. Small schools are noted for individualized instruction, peer tutoring, friendly atmosphere, active participation in school activities and peer disciplinary procedures. We hope that presenting the work of these groups and information gathered from research on rural schools will assist legislators in making informed judgments about the quality of small schools based on individual merit, rather than on a general standard applied to all schools.

We are convinced that small schools have distinctive characteristics and values that make them essential to the vitality of rural America. Following a study of one-teacher schools over the past 3 years, we submit that these schools, properly maintained and supported, do provide challenging educational experiences for students.

In the chapters that follow, three major themes about one-teacher schools will be addressed:

1. What the present status of one-teacher schools in America is.
2. How today's one-teacher schools compare with similar schools in 1960, as described by the National Education Association.
3. Why recommendations about one-teacher schools will help legislators and school district administrators make better, informed decisions about them.

To this framework of themes is added information describing selected current one-teacher schools. An appendix also lists one-teacher schools that responded to our 1984 survey.

The first chapter considers the one-teacher school within the framework of American education during the present century. This brief overview includes information about the effects of consolidation on rural education, the difficulties of attempting to compare rural and urban schools, and some of the techniques used by small schools to overcome the problems of isolation and small enrollment. Chapter Two describes and presents information about one-teacher schools today based on studies we have conducted over the past 3 years.

Chapter Three compares today's one-teacher schools with those of 1960 and charts their progress. Chapter Four affords an opportunity to "visit" one-teacher schools through descriptions of selected schools. Chapter Five details the evolution of primitive, log cabin schoolhouses to current, well-constructed buildings. The final chapter offers reflections on material in earlier chapters and makes recommendations about the future of one-teacher schools.

We hope educators, legislators and the public will find this monograph valuable as a resource for better understanding the strengths and weaknesses of the one-teacher school. We hope the material will inspire more confidence in the quality of education possible in rural America and will reinforce recognition that most schools—regardless of size—can be educationally effective, can have the capacity to improve, and can be of value to the children they serve.

Acknowledgements

The authors readily acknowledge the support of state educational agencies, school districts and teachers of one-teacher schools for their cooperation in collecting data for this publication. With gratitude, we thank the College of Education, Brigham Young University, for a continuing commitment to rural education and for funds in support of research efforts. Special acknowledgement is due to the National Rural Education Association and the ERIC Clearinghouse on Rural Education and Small Schools for their enthusiastic support and deep concern for America's rural schools. With encouragement from these groups, the study of one teacher schools has been a satisfying and enriching experience.

Introduction

The major sources of information for this publication were three research studies. Two studies were conducted at Brigham Young University in 1984 and 1985. The third involved a comprehensive review of one-teacher schools undertaken by the National Education Association (NEA) in 1960. NEA's report was then compared with the 1984 study to determine the extent of change in these schools over a quarter century. Additional resource materials came from a growing number of researchers, historians, and rural school advocates who are convinced that there is much to be learned from our surviving one-teacher schools.

A brief overview of the three research studies provides background on the studies and the topics they considered.

One-Room Schools in America: A Descriptive Study, 1984.
Brigham Young University and Texas Tech University.

During the spring of 1984, the authors contacted each of the 29 state offices of education reporting one-teacher schools in a 1981 National Center for Education Statistics report. Each state responded; approximately 837 one-teacher nationwide schools were operative in 1984. This estimated total occurred because some schools opened and closed from year to year—and even during the school year—to accommodate changes in population. Also, in some states the precise number of one-teacher schools was not known. For example, in Nebraska education is very decentralized and state officials were uncertain as to the exact number of one-teacher schools operating. Each of the 93 county superintendents in Nebraska had to be surveyed to obtain a more accurate figure.

Once the number of schools had been determined nationwide, a 135-item questionnaire was designed and mailed to each school for which an address had been obtained. The questionnaire was to be completed by the teacher in the school. A total

of 402 responses were received. The research instrument posed questions relating to the teacher, students, the community, and the history and operation of the school. The researchers' definition of one-teacher schools did not include specialty, continuation, alternative, or private schools. The listing of schools by states is found in Table 1 on page xvii, and a complete listing of schools is found in the Appendix.

A Study of the Performance of Students from Small, Country, Elementary Schools When They Attend High School, 1985. Brigham Young University.

This study charted the academic progress of one-teacher school graduates when they entered high school. Data were gathered from both the students and the high schools in which they were enrolled.

The academic and social aspects of the students' high school performance were the primary areas of inquiry.

The states with largest numbers of one-teacher schools—Nebraska, South Dakota and Montana—were selected for the study. High schools enrolling the graduates of one-teacher schools were identified in each of the three states. From this list, 13 high schools were identified for scrutiny.

Three different questionnaires were administered. One questionnaire was to be completed by those high school students who had attended one-teacher schools. The others sought information about the performance of the students in high school and the attributes of the school. Information from the latter two queries was gathered from school administrators or counselors. The total number of students surveyed in the 13 high schools was 204. This represented 90 percent of the students who had attended one-teacher schools. The following demographic information was obtained from items on the student questionnaire:

1. Fifty-five percent of the students came from rural elementary schools enrolling fewer than 13 students.
2. Seventy-five percent of the students had brothers and sisters attending elementary schools at the time they were in the school.
3. Fifty-nine percent of students planned to attend college following high school graduation.

One-Teacher Schools Today, 1960. A Research Monograph prepared by the National Education Association.

This study determined how well one-teacher schools were functioning in the late 1950s. At that time, little information about one-teacher schools existed. A related purpose determined whether these schools had shown improvement since a U.S. Office of Education study had been published 36 years previously. The earlier study reported one-teacher schools to be inferior in most respects to larger schools.

Table 1: Number of One-Teacher Schools by State, 1958-59, 1980, 1984

State	1958-59	1980	1984	State	1958-59	1980	1984
Arizona	50	10	12	Nebraska	2,812	403	385
Alabama	278	4	0	Nevada	41	14	12
Alaska	41	31	28	New Hampshire	45	5	7
Arkansas	150	0	0	New Jersey	2	3	0
California	300	54	41	New Mexico	43	2	3
Colorado	203	0	3	New York	79	3	3
Connecticut	0	0	0	North Carolina	29	0	0
Delaware	21	0	0	North Dakota	2,075	31	25
Florida	27	1	1	Ohio	23	2	2
Georgia	16	0	0	Oklahoma	350	0	0
Idaho	70	11	23	Oregon	86	19	15
Illinois	176	0	1	Pennsylvania	274	0	0
Indiana	74	0	0	Rhode Island	1	0	0
Iowa	1,117	0	0	South Carolina	14	0	0
Kansas	1,007	0	1	South Dakota	2,338	132	87
Kentucky	1,343	2	1	Tennessee	568	1	0
Louisiana	38	0	0	Texas	62	0	4
Maine	230	6	13	Utah	19	3	3
Maryland	35	1	1	Vermont	208	8	9
Massachusetts	14	0	0	Virginia	290	0	0
Michigan	1,291	13	17	Washington	81	5	8
Minnesota	1,433	0	0	West Virginia	1,032	2	2
Mississippi	426	1	1	Wisconsin	2,415	0	0
Missouri	1,357	0	0	Wyoming	287	42	31
Montana	820	111	99				
Totals					**23,695**	**921**	**837**

Sources for Data

1958-59 Number of Schools: NEA Research Monograph, *One Teacher Schools Today*, June 1960.

1980 Number of Schools: National Center on Education Statistics. Washington, DC: Government Printing Office, 1981.

1984 Number of Schools: Research study by authors of this publication.

Names and addresses of almost all one-teacher schools in the 50 states were obtained by consulting state school directories and by contacting state school officers; 23,695 one-teacher schools existed in 1958-59. From a sample, a number of schools was selected to receive a questionnaire requesting information about their activities. Seventy percent of the questionnaires were returned. The study outlined the research techniques employed and the findings regarding teachers, school facilities and utilities, students, instructional supplies and equipment, and the services of central agencies.

Chapter 1

The One-Teacher School: The Past

Sometimes called *country schools, district schools, one-room schools, little red schoolhouses, old field schools,* or *neighborhood schools,* these small, one-teacher schools have served rural communities for over 2 centuries and are considered the foundation of the nation's educational program. There were 196,037 one-teacher schools in 1917-18, representing 70.8 percent of all public schools in the United States. These small resources, found in all 48 states, were staffed by one-third of the nation's classroom teachers and were attended by about five million (25 percent) school children (Gaumnitz and Blose, 1950). By 1980, less than 1,000 of these public schools remained operative and were found in only 29 states. Nearly 750 (75 percent) of these schools were found in Nebraska, Montana, South Dakota, California and Wyoming.

Until recently, few people cared that small rural schools were fast disappearing. The few articles published about one-teacher schools from 1950 to 1970 referred to them nostalgically as if they had already vanished (Clute, 1959; Swanson, 1984).

Despite their dramatic reduction, one-teacher schools neither disappeared nor were they forgotten The NEA reported in 1983 that America's one-teacher schools "were still going strong." The *Denver Post* headlined a 1985 article on one-teacher schools, "One teacher, six students: that's quality education." The *Spokane Spokesman* detailed the 1981 happenings in a one-teacher school in Munay, Idaho, noting that the teacher—a former educator in a large school district in the East—referred to his new assignment as "the best move that he ever made."

The Christian Science Monitor and *Time Magazine* also gave small rural schools some well deserved attention. A recurring theme appeared throughout the articles—one-teacher schools were "alive and well," staffed by professionally trained teachers, and populated with students proud of what they and their schools were accomplishing.

During research on the legacy of country schools, Gulliford (1981-82) listed as one of his objectives a revival of interest in one-teacher schools. He hoped to en-

courage others to know more about the values of rural education. These values are characterized as including the importance of family, community pride, patriotism, self-reliance and helpfulness.

The time between the turn of the century and World War I marked Indian Summer for the old one-room schoolhouse. The number of one-room schools peaked in 1918. Nebraska numbered 6,638 such schools, California 2,374, and South Dakota 4,617 (National Education Association, 1960). By 1959, some 40 years later, less than 24,000 schools remained nationwide. Swanson (1984) reported that in midwestern states where large numbers of schools were abandoned, many went on the auction block or were simply returned to the farms from which the land had originally been donated years before. Many buildings became residences, while hundreds stood empty, in tribute to what was once a flourishing activity.

The values taught in the schools and the desires of community residents were simply not enough to keep the schools open. Many of the thousands of small rural schools had been built to provide a readily accessible education for the children of farmers. In 1910, the nation's farm population had grown in size to approximately 31.4 million people. The close of World War I marked the beginning of the end for rural America and rural education as they had been known. The exodus to the city began as thousands of returning soldiers who had grown up on farms migrated to the cities where growing factories paid better wages than agriculture.

Photo 1: The One-Room Schoolhouse

From Marvin Summers Pittman, *Successful Teaching in Rural Schools* (1922)

From the 1940s on, the development and large-scale production of farm pesticides and the scientific procedures practiced to increase animal production and crop yield encouraged larger farm owners to expand at the expense of the small family farm. Large farm cooperatives came into existence, and these groups rapidly bought out numerous small farmers who did not have enough land or capital to keep ahead of costs. In 1954, the 4.8 million farms in existence in the United States averaged about 242 acres per farm. However, the number of farms of over 260 acres were increasing in number, while those of from 30 to 80 acres were decreasing at a rapid rate.

As the farm population decreased, so did school enrollments. Rural school districts, especially the thousands of one-teacher school districts in farm areas, could not afford to maintain and keep schools operating. In a number of instances, abandoned school districts covered sizable land areas. The few students living in these abandoned school districts were bussed or driven by parents to schools in nearby districts. In some sections of the West, the nearest operating school might be many miles away, requiring students to board in the new community or live with relatives. In a few instances, isolated students received their education by mail rather than board away from home.

Other serious problems plagued the small rural school. Cubberly (1922) was alarmed at the excessive number of school board members who managed the thousands of small school districts. He reported that these schools could not be operated in an efficient manner when, in some counties, 150 to 500 school officials controlled the operations of rural schools and the management of from 50 to 175 teachers.

Before and after World War II, rural schools were criticized for economic and social deficiencies. The differences between a modern urban school and the one-teacher rural school were readily apparent. A sod, log, or seldom-painted rural school of wood siding could not compete cosmetically with the much larger, well-cared for brick or cement urban school. The broader tax base of the city and the money available for larger schools made employing professionally-trained teachers possible, while rural counterparts often settled for teachers not yet graduated from college or having little professional training. Cubberly (1922) summed up in very direct language the condition of many of America's rural schools:

> The result is a collection of small schools, a horde of school officials, short school terms, cheap teachers, poor buildings, poor teaching equipment, schools behind the times, and a general lack of interest on the part of the people in the schools maintained.

The realities of education in rural America were seen as obvious deficiencies by a growing number of policymakers from the 1920s to the present day. The typical characteristics of "rurality" that led legislators to categorically associate the rural school with poor schooling were:

1. sparsity of population
2. isolation from information, resources and assistance
3. smallness in size, number and units
4. limitations of the economic base. (Hearn, 1981)

These conditions created less than encouraging conditions for rural schools. Regardless of local initiatives to upgrade rural schools and their programs, policymakers accepted them as inferior to urban models; efforts were made to abandon such schools rather than seek solutions to the difficult problems to be faced. Policymakers took the easy way out—consolidation became the answer to the problem.

Educational reformers prior to the 1970s considered urban education superior to rural schooling. The intent of these reformers to improve rural schools and to overcome the rural school "blight" was to seek answers by looking at urban models. Tyack (1974), commenting on the efforts of reformers, noted that:

> With certain modifications dictated by rural conditions, they [the reformers] wished to create in the countryside the one best system that had been slowly developing in the cities.

It was reasoned that for rural schools to become better, it would be necessary to restructure or consolidate small schools and small school districts into larger units. Sher (1977) noted that the policy affecting rural school and school district consolidation was implemented successfully simply because it represented a way of solving a number of long-standing problems indigenous to rural education. To many reform-minded educators, consolidation was indeed the panacea, and considerable effort was expended in convincing policymakers to accept consolidation and, in effect, to close small schools. The arguments for consolidation proved effective: from 1930 until 1980 the number of public school districts, small schools and, in particular, one-teacher schools declined dramatically. Table 2 indicates the decline in the numbers of school districts and schools over the 50-year period.

Table 2: Number of School Districts and Schools, 1930-1980

Year	School Districts	Elementary Schools		Secondary Schools
		Total	One-Teacher	
1930	128,000	238,000	149,000	24,000
1940	117,000	185,000	114,000	25,000
1950	84,000	128,000	60,000	24,500
1960	40,000	92,000	20,000	25,700
1970	18,000	66,000	2,000	25,400
1980	15,912	61,069	921	24,362

More recently, however, consolidating school districts has become a less desirable strategy for improving education. Most small school districts want to remain as they are and feel that they perform satisfactorily considering the rural setting. Rural educators and parents who live in small school districts question policies regulating all schools by using standards established for urban schools. Most parents and educators are satisfied with the education their children receive and are proud of the schools. They feel that students receive a quality education despite isolation and small enrollment conditions. Policymakers may need to redefine rural education and

weigh the strengths of small schools, rather than apply standards established for larger schools (Lewis et al., 1981).

A number of studies conducted over the past few years strongly suggest that small school districts (those under 500 students) are capable of providing quality education. Sher and Tompkins (1976) argue convincingly that small districts made into larger ones do not necessarily become more economical, efficient, or provide more equal educational opportunities. Gump (1979) and Lindsay (1982) found a negative relationship between school size and student participation in a variety of extracurricular school activities. They found that students in smaller schools more often took advantage of opportunities to participate in school events than did students in larger schools.

Jones (personal communication, 1985) sought information regarding the relationship between school district size and student scores on state achievement tests from three midwestern state departments of education and testing centers. In Minnesota, he learned that researchers could not confirm that the size of school district alone is a critical factor in scores achieved on tests. Jones did note that students from small districts in Minnesota generally performed well on tests and displayed the usual strengths and weaknesses found among students in any school.

In Iowa, the Iowa Testing Programs Center reported differences among various enrollment categories used to compare the performance of students. The Iowa Basic Skills Test was used, and the differences among students from the several school systems was of little consequence. Students from the small school districts scored at the state average. The quality of the school program, not the size of the school, seems to determine achievement levels.

An Illinois report on student achievement (Illinois State Board of Education, 1985) suggested that small enrollment in rural Illinois schools is related to lower achievement. This study gave rise to recommendations calling for the reorganization and/or consolidation of small school districts. However, growing citizen concern and the antagonism against consolidation and school reorganization have forced state policymakers to question the procedures followed in reporting and interpreting test data. Many factors that have little to do with the ability of a child may cause differing scores on achievement tests.

While test scores have not provided conclusive evidence that rural schools are inferior to urban ones, there have been other notable deficiencies. As late as 1960, education in one-teacher schools would have been difficult to defend. Many of the school buildings were in poor or run-down condition, and important instructional material was dated or lacking altogether. Most importantly, rural teachers were educationally and pedagogically less prepared for teaching than were urban teachers.

Today's one-teacher schools, on the other hand, are better equipped, have better facilities, and use updated instructional materials. Further, teachers are as professionally prepared and educated as are their urban counterparts. Ultimately, evidence indicates that students from one-teacher schools perform well academically and are successful in high school and college.

There were, and are, of course, inherent advantages for students attending the historic and contemporary one-teacher school. Gulliford (1984) reports that certain

rural educators feel the remoteness of the school is a blessing because the children can socialize at their own level, draw on their own talents, have time to think, and use their imaginations. In one rural school in Nebraska, the teacher gives all six of her students (ages 6 through 11) piano lessons in addition to regular studies. This group also sings and provides programs for many of the service clubs in the area. In Battle Rock, Colorado, students learn about business by maintaining a large garden near the school. The money earned from the gardening efforts is often used for field trips. Many students play instruments and perform for various groups throughout the state.

In the authors' study of one-teacher schools, it was evident that school children were involved in educational activities that often took them outside the school. In addition to field trips, teachers frequently involved students in community service projects, school district and county school educational contests (spelling bees, poster themes, essay topics, etc.), and physical education field days. Students feel as if they belong to an extended family, developing self-confidence and independence. In a more practical sense, children care about the schools because they are part of a unique educational experience, one in which they play an important role. The authors also discovered that those students who graduated from one-teacher schools were serious about school, and rarely dropped out of school or became discipline problems.

Rural schools maintain a strong emphasis on basic skills. One-third of all one-teacher schools rely heavily on peer teaching. Individualized instruction is necessary in every school, and students from all grade levels work together. The common practice is for all students to receive direct contact with the teacher during the day on a one-to-one basis.

Regional educational service agencies, now found in most states, provide services that rural schools and districts could not otherwise afford—from cooperative purchasing of school materials to the employment of certain school specialists. Specialists provide instructional service in speech, art, mathematics, computers, counseling, health, and other needed fields.

Strong parent and community support for rural schools is evident from attending school functions, assisting with school maintenance, serving as chaperones on field trips, and in taking turns preparing and serving hot lunches. Parents with children in one-teacher schools are more likely to be interested in what is happening in school each day.

Some one-teacher schools in remote locations simply cannot be abandoned or closed. Others, nearer to urban centers, continue to operate because of the determination of parents and others in the community. On occasion, parents have willingly paid expenses to maintain the rural school because they want their children near home. One-teacher schools will continue to flourish, and their students continue to achieve, because of the unique cooperative spirit among parents, educators, and children.

Chapter 2

The One-Teacher School: The Present

Over the past decade, the term "rural" has taken on more positive connotations than had been true in the past. In 1981 the American Association of School Administrators noted a growing interest in and appreciation for nonmetropolitan areas and spoke of a "rural renaissance," or a long-delayed and welcome acceptance of the idea "that small can be beautiful." The first noticeable indication of a preference for the rural lifestyle was movement to rural areas by urban residents. Before the 1970s, people in rural areas tended to move to larger, more urban, communities. During the 1970s and 1980s, many rural communities across the country experienced population increases, some of them substantial.

Although there is no single explanation for the sudden increase in rural population, there are a number of contributing factors. Businesses and industrial plants located or relocated in rural settings, offering new employment opportunities and attracting workers from urban communities. By 1978 approximately 75 percent of the new residents in rural areas were engaged in work associated with these institutions, indicating that new opportunities were available.

Another factor contributing to the move to rural areas is the rapidly expanding network of interstate and state highways that provide easy access to many parts of the country once considered inaccessible or difficult to reach in short periods of time. With improved highways and transportation, people are increasingly able to live where they want, commuting over longer distances to work (Dillman and Hobbs, 1982).

Rural communities are also perceived as more desirable places to live than was true 10, 20, or more years ago. For many city dwellers, residential preferences have steadily changed in favor of smaller community and open rural settings. Many small communities now feature attractive urban assets such as new residential areas, shopping facilities, health services, and governmental agencies capable of handling the concerns and needs of a varied population.

For some people, being afforded ample "elbow room," an escape from traffic snarls, and relief from the unpleasant and sometimes unsafe conditions found in the urban community are worth changing to a different lifestyle. A number of appealing benefits associated with rural living make it easier to consider a move. Jess (1980) suggests a few such benefits:

- living in an uncrowded and uncluttered neighborhood
- working and playing in a safe neighborhood
- experiencing close, interpersonal relationships with neighbors
- possessing a sense of security and belonging
- sharing and caring about community pride
- appreciating living in a place where children are given an opportunity to grow into healthy, ambitious, creative, and productive adults.

Rural schools have not escaped the growing interest in education evident throughout the country. Sher (1977) reports a "renaissance" in issues relating to education in rural areas. While the origins of this interest are unclear, some signs point to a new appreciation of cultural pluralism, a growing skepticism about the use of urban models of education as standards for rural schools, and the current push for "back-to-the-basics" in all the nation's schools. In the last instance, larger urban schools are now embracing a number of traditional classroom procedures used extensively in rural schools for decades (individualized instructions, peer tutoring, cross-age grouping, teacher counseling).

There is no uniform definition for what comprises rural education. Rural education encompasses everything from a one-room elementary school in eastern Nebraska which by itself is a complete school district enrolling only 9 students, to a district in Utah encompassing several hundred square miles and enrolling three or four thousand students in widely scattered, small elementary and secondary schools. In the East and parts of the Midwest, it is not uncommon to find small, rural school districts located near urban centers. In the West, rural schools may be a hundred miles or more from any city.

The diversity of schools in rural America is a reflection of the diversity found in rural America itself. The school is often considered the heart of the community in smaller communities where, in some instances, it is an extension of the family. A wide variety of community activities are frequently held in the school, bringing parents, educators, and other community members together.

Central to the success of any school is its teacher. In our 1984 study we sought information about teachers in the one-teacher school. We were interested in their personal characteristics, their professional qualifications for teaching, teaching responsibilities, and other professional assignments. Rural pupils, too, were of interest—who they were, what their achievements were, and what problems they encountered in school. Finally, the study sought to ascertain something of school-community relations in the rural community.

Photo 2: Nye School, Fishtail, MT *Photo by Ivan Muse*

Personal Characteristics of Teachers

We inquired about the personal characteristics and habits of teachers in one-teacher schools, including gender, marital status, age, residence, living arrangements, distances traveled for necessities, and the occupation of spouses. In addition, teachers were asked to indicate particular difficulties they faced in the rural community. A total of 402 teachers responded to the survey.

A general description revealed that the rural teacher was a woman (89 percent), was married (65.1 percent), and was 39 years old. The study also found that 20 percent of the teachers were in the 50-59 year age group, while 6 percent were over 60. This information is in marked contrast to earlier data indicating that teachers were women, single, and in their late teens or early twenties (National Education Association [NEA], 1960).

Rural Experience

Our interest in any previous rural experience of teachers was pertinent to the 1984 study. What was the rural background of teachers? Why were they teaching in rural schools? Did they plan to stay in the rural community? Information was also

sought about the population of the community in which teachers had spent the "largest part" of their lives.

The study revealed that approximately one-third of the teachers grew up in "open country," while an additional 25 percent were raised in communities of under 2,500 population. Another 25 percent of the teachers spent much of their lives in communities with populations in excess of 25,000.

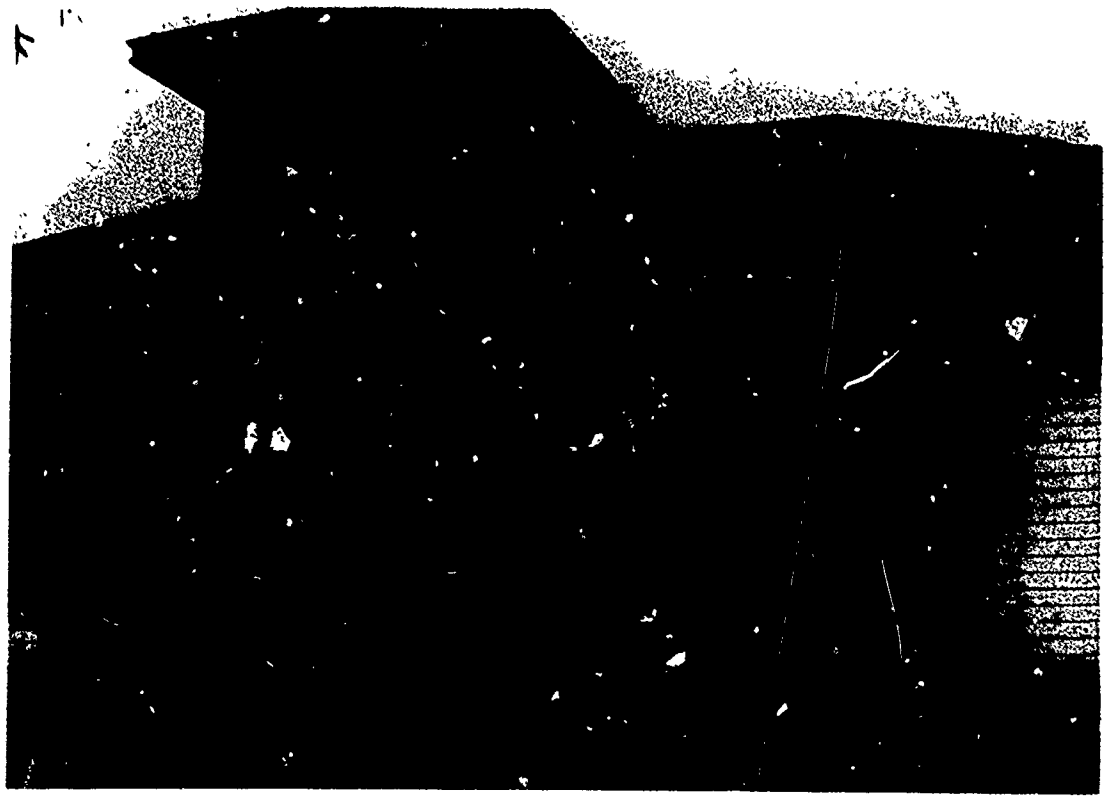


Photo 3: Damman Elementary School, Ellensberg, WA *Photo by Ivan Muse*

Teachers gave a variety of responses for teaching in small rural schools. Foremost was "a desire to teach in a small school." Seventy-two percent considered this their single most important motive. Other reasons cited by teachers included "limited employment opportunities elsewhere," "reasonable salary and benefits," "spouse works in the area," "family and relatives in the area," and "nearby recreational areas." Although salary was here cited as a positive motive for teaching in the rural school, the 1960 NEA study showed that teachers in rural areas were paid substantially less than the national average. Conditions today are more favorable to rural teachers, and many have salaries more in line with living costs in their areas.

Occupation of Spouse

As might be expected, teachers in one-teacher schools were married to spouses whose primary vocation is farming (31.6 percent). Managerial or self-employed occupations (13.1 percent), skilled or semiskilled work (12.7 percent), professional or semiprofessional work (10.2 percent), and homemaking (5.5 percent) were other common occupations. Although we expected a higher percentage of spouses to be engaged in farming, improvements in transportation over the past 25 years and economic changes in American agriculture have made it possible or necessary for spouses to commute to larger communities and cities to work in other occupations.

Housing Arrangements

We also sought to learn something of the housing conditions of teachers. Data revealed that over half (54.2 percent) of the teachers lived in the school district, while the rest lived outside the district. Factors affecting location included the availability of housing in rural communities, the willingness of school boards to provide housing (teacherages), and board policy regarding where teachers "ought to live." With respect to the last, most school boards preferred that teachers live in the school district or community.

Living conditions for most teachers appeared to be quite satisfactory. Fully one-fourth of the teachers lived in teacherages provided by the school district, while another 20 percent rented homes near the school. A substantial number (45 percent) either owned or were buying a home. A mere 6 of the 402 teachers reported that they rented rooms while 26 teachers had made "other" arrangements for housing, including mobile homes or staying with relatives.

Geographic Proximity

Most rural teachers in the study traveled a few miles to school, with nearly one-third living next door or in housing attached to or adjoining the school. Nearly two-thirds of the teachers lived within 10 miles of school. On the other hand, approximately 5 percent lived 30 miles or more from school. One teacher noted that she traveled 60 miles each way to school.

We were also concerned about the availability of health care for teachers in rural areas. Approximately one-fourth of the teachers lived within 6 miles of a hospital, while an additional one-fourth lived within 20 miles. Many teachers, however, lived great distances from health centers. For them (25 percent), distances ranged from 45 to 700 miles, with the greatest distances traveled reported by teachers in Alaska.

A third center of interest in our study was the commuting distance to major shopping centers. For one-fourth of the teachers, access to shopping facilities was of little concern, since they were located 4 or fewer miles from the teacher's home. For an additional fourth, shopping centers were within 20 miles. Distances for the more isolated teachers were in excess of 50 miles, with the longest distance just under 1,000 miles for Alaskan teachers.

The distance to the nearest university was also of interest to us. Opportunities for inservice experiences with university faculty as well as opportunities for renewal and upgrading of teachers in one-teacher schools is important. Commuting to major universities was reasonable, except for teachers in Alaska. The study found that one-fourth of the teachers lived within 40 miles of a university, while another one-fourth traveled from 160 to just under 1,000 miles.

The distance to the county seat—a nominal center for various social, political, and economic activities—provided further insight into the isolation of the teacher in the one-teacher school. Approximately one-fourth of the teachers lived within 5 miles of the county seat, while another one-fourth lived within 18 miles. The farthest distances to be traveled ranged from 40 to 237 miles. For most teachers, the distance to the county seat was not excessive.

Finally, how far did teachers have to travel to visit their parents? For nearly 20 percent, it was a matter of walking next door or across the street. For over half of the teachers, the distance was under 60 miles. Yet, one-fourth would travel from 300 to 1,000 miles. Again, the longest distances were traveled by those teaching in Alaska.

Professional Qualifications

What are the professional qualifications of teachers in one-teacher schools? It has been charged historically that such teachers were not well qualified, either in terms of academic preparation or professional experience.

Qualifications

The study found well-prepared teachers in the rural schools: fully 94 percent of the teachers had a baccalaureate degree and many had done additional graduate work. Nine percent of the teachers held a master's degree, while others were working to attain the degree. Only 6 percent of the teachers were teaching without a baccalaureate, though they possessed a valid state certificate. Moreover, 71 percent of the teachers in one-teacher schools received their pedagogical preparation in the state in which they were teaching.

Teaching Experience

Teachers in the one-teacher schools tended to be early in their teaching career, with nearly 25 percent having 3 or fewer years of classroom experience. Over half the teachers had taught for fewer than 9 years, while one-fourth had been in the school setting between 20 and 43 years.

The study further found that 25 percent of the teachers were in their first year of teaching, while another one-fourth were in their second year. In contrast, another 25 percent of the teachers had been teaching in the same school from 6 to 31 years.

Over 60 percent of the teachers in one-teacher schools planned to teach in the same school the following year. An additional 15 percent were undecided about their

plans for the coming school year. Thus, slightly more than 20 percent of the teachers indicated they would not continue teaching in the current setting following the closing of school. A number of those leaving noted school board policies which discouraged permanency in the one-teacher school for more than 2 or 3 years. Clearly, a good number of teachers had found their niche, liked what they were doing, and liked living in the rural community.

Among the respondents to the survey, 30 percent of the teachers had taught in other states, but most (60 percent) gained all their experience (including preparation) in the state in which they were presently teaching.

Teaching Responsibilities and Support

The roles and responsibilities of the teacher in the one-teacher school extend beyond those normally performed by elementary teachers elsewhere.

A Day in the Classroom

The typical day for teachers is long (8.9 hours); most of the time is spent in class instruction (5.8 hours) and the rest in grading papers (2.3 hours), supervising extracurricular activities (0.4 hours), and making contacts with parents (0.4 hours). Most teachers got little assistance with classroom responsibilities. Some had full-time (16 percent) or part-time aides (19 percent), usually the parents of children who attended the one-teacher school. For a few teachers, assistance was available through part-time teachers. Others secured occasional assistance from regular teachers.

Instructional Activities

In an effort to learn something of the classroom activities in the one-teacher schools, we inquired into the frequency of occurrence of various activities—those normally found in the elementary classroom—and particular instructional approaches used by teachers.

First, information was sought on the frequency of field trips for children. In view of the isolation of most one-teacher schools, field trips would seem to be especially appropriate. The study found that one-half of the teachers (50.6 percent) did not normally take students on local field trips. This lapse may be due, in part, to extreme distances. Few teachers (17.1 percent) made "frequent" use of this instructional practice. About 85 percent of the teachers took no field trips to urban centers as part of instructional practice. While such field trips might be deemed important in educating children experientially, distance seemed to preclude such trips for most one-teacher schools.

Second, we sought to determine the use of television, computers, and guest speakers as part of the instructional program. Teachers used television moderately, approximately 40 percent using this medium "often" and "sometimes." However, 60 percent used television "infrequently" or not at all (46.8 percent). Approximately 36

percent used computers "often" or "sometimes," but 64 percent employed computers "infrequently" (usually in demonstrations) or not at all (48.7 percent). As with television and computers, teachers in one-teacher schools made little use of guest speakers. Fully three-fourths invited guest speakers "infrequently" or not at all.

Many factors limit the use of television, computers, and guest speakers in the rural classroom. These include the isolation of the school, insufficient budget, state office of education directives and curriculum guides, and the lack of available equipment and resource people.

Finally, teachers in one-teacher schools extensively used peer tutoring (70 percent) and individualized instruction (95 percent). Such approaches originated with and were perfected by the one-teacher school; they were later successfully adopted by larger elementary schools.

Only 11 percent of the teachers in one-teacher schools used parents as aides "often," and 5 percent used them "sometimes." A substantial 84 percent used parents only "infrequently" or not at all.

Parent-teacher conferences were held by all but 2 percent of the teachers. For these few teachers, parents were either used as aides or were strong supporters of the school that brought them into frequent contact with the teacher; therefore, formal conferences were not considered necessary. Slightly more than half the teachers scheduled parent-teacher conferences "often" (19 percent) or "sometimes" (32.6 percent). For 47 percent of the teachers, parent-teacher conferences were scheduled "infrequently."

Instructional Services

Our study sought to identify services provided to students by the teacher and by other educational agencies—services for remedial reading, special education, testing of students, media and supplies, and special instruction in art, music, and physical education.

Teachers, as expected, provided most of the services. Teachers taught remedial reading (73.4 percent), tested students (78.1 percent), provided media and supplies (69.7 percent), and also conducted physical education activities (92.3 percent), taught art (94.0 percent), and gave music lessons (77.9 percent). Special education programs (providing services to handicapped children) were generally not a responsibility of the teachers. In this instance, only 35.3 percent of the teachers reported that they provided such services to students. We did not inquire whether rural teachers had been professionally trained in special education.

We also investigated the role of other educational agencies in providing support for teachers, such as traveling teachers, school district specialists, county or regional service centers, and parents, or whether these services were available at all.

The traveling teacher provided support in music (12.5 percent), in remedial reading (6.5 percent), and in special education (7.7 percent). Traveling teachers also provided service in testing, media, physical education, and art, though such support was minimal.

School district specialists provided services in special education (12.2 percent), testing (13.2 percent), and media (9.0 percent). There was minimal support in remedial reading, physical education, art, and music.

County and regional service centers provided *strong* support in special education, *moderate* support in media, supplies, and testing, and *good* support in remedial reading. Minimal support was provided in physical education, art, and music.

Parents were only slightly involved in the services provided students; the strongest support was found in music instruction (4.8 percent). Parents also aided teachers in remedial reading, special education, physical education, and art. Though such support was minimal, it enabled the teacher to vary instruction and to incorporate the experience of others.

For most one-teacher schools, support services were simply not available through any of the educational agencies. For example, support in remedial reading was not available in 72.4 percent of the cases. Similarly, services were not available for physical education (93.8 percent), art (90.0 percent), music (77.2 percent), testing and media (60.7 and 62.7 percent), and special education (43.6 percent). Quite clearly, if the teacher in the one-teacher school did not provide the service, no one else would have. While some one-teacher schools provide strong support for such services, most do not.

Grades Taught and Enrollments

Teachers in one-teacher schools were faced with the task of teaching children in several different grades. Teachers mostly taught kindergarten through grade 6 (K-6), while others taught nine grades (K-8). Table 3 reports grades taught and the range of enrollments.

Table 3: Grades Taught and Enrollment Range

Grades	Enrollment range in each grade (Average of all schools)
K	1 - 25
1	1 - 14
2	1 - 12
3	1 - 9
4	1 - 9
5	1 - 10
6	1 - 9
7	1 - 6
8	1 - 8

More specifically, grade levels taught in one-teacher schools were as follows: kindergarten (60 percent); first grade (70 percent); second grade (64 percent); third

grade (66 percent); fourth grade (58 percent); fifth grade (55 percent); sixth grade (55 percent); seventh grade (42 percent); and eighth grade (40 percent).

Enrollments for 1983-84 in one-teacher schools ranged from 1 to 65 children. Over half the schools enrolled less than 10 children, while 90 percent of the schools enrolled less than 20 students. Ten percent of the one-teacher schools enrolled from 21 to 65 students. Schools with substantial numbers of children were assisted by part-time teachers and teacher aides. Most one-teacher schools have few students, yet may include students in as many as nine grades, including kindergarten.

Ethnic Enrollments

Ethnic enrollment in one-teacher schools is minimal. The overwhelming number (92.4 percent) of children enrolled in one-teacher schools are white. Other ethnic enrollments are as follows: Native Americans make up 4.7 percent of the school population; Hispanics, 1.9 percent; Asians, 0.4 percent; while Blacks constitute only 0.2 percent of school enrollments. Since most farms and ranches in rural areas are owned by Whites, the children who attend school are predominantly White.

Classroom Problems

The study also found that teachers in one-teacher schools face few problems in the classroom. Teachers reported "little or no difficulty" with student discipline (81.4 percent), while 71.6 percent reported "little or no difficulty" with the attitude of parents toward the school; 83.8 percent noted that absenteeism was not a problem.

Non-Instructional Responsibilities

Finally, teachers in one-teacher schools assumed additional responsibilities as part of their employment. Some undertook custodial and secretarial responsibilities, while others maintained the building and grounds, prepared lunch, and drove the school bus.

Table 4 lists additional responsibilities of classroom teachers and extra compensation received, if any.

Table 4: Additional Responsibilities for Teachers

Responsibility	Regularly Performed	Added Compensation
Custodial	68.2	8.7
Secretarial	62.4	5.5
Bldg/grounds	30.6	3.2
Lunch preparation	16.2	0.8
Drive school bus	7.0	1.7

There is the expectation, if not the necessity, that teachers in one-teacher schools will assume added responsibilities. Custodial and secretarial responsibilities

were somewhat common, with maintenance of buildings and grounds being assumed by approximately one-third of the teachers. Some were expected to prepare lunch for children, and others were expected to drive the school bus. Clearly, teachers in one-teacher schools assume responsibilities not usually assigned to those in other elementary schools.

Pupils in One-Teacher Schools

Families' and Teachers' Children

A few families contributed to the total enrollment of many one-teacher schools. For example, in 11 schools, one family accounted for all children enrolled in the school. In 20 percent of the schools, three families comprised the total enrollment of the school. Table 5 lists the number of families responsible for children in one-teacher schools.

Table 5: Number of Families Sending Children to School

No. of Families	No. of Schools	Percentage
1	11	2.8
2 - 3	72	18.0
4 - 5	108	27.1
6 - 10	147	36.8
11 - 15	40	10.0
16 - 20	13	3.3
21+	8	2.0

Few teachers (6.0 percent) had their own children in the school in which they taught. Twelve teachers (3.0 percent) had one child in the same school, eight teachers (2.0 percent) had two, while four (1.0 percent) had three children attending the school in which they taught. Most teachers (94.0 percent) had no children in their school. Fifteen percent of the teachers with children enrolled them in different elementary schools.

Distances Traveled by Children

Inquiry was made as to the longest one-way distance which children had to travel to school. Table 6 on page 18 details distances children traveled to school.

A few children (3.0 percent) were within walking distance, while most required transportation of some kind. Over half the children lived between 1 and 6 miles from school; others (44.5 percent) lived rather substantial distances away. Most of this latter group traveled 15 miles or less, while some traveled up to 50 miles one way to school. Transportation and good roads have made such travel increasingly possible.

Table 6: Longest One-Way Distance Traveled by Children

Distance	No. of Schools	Percentage
Less than 1 mile	12	3.0
1 - 2	64	15.9
3 - 4	80	19.9
5 - 6	67	16.7
7+	179	44.5

Student Achievement

Teachers reported that 34.9 percent of the students were "high achievers," 50.6 percent reported students as "average," while only 14.5 percent regarded students as below average in achievement. The study did not seek criteria other than teachers' perceptions to assess the achievements of children.

Performance in Secondary Schools

In order to more carefully assess the achievement of students in one-teacher schools, a related study in 1985 sought information on the performance of graduates of one-teacher schools identified in our 1984 work. High schools in the three states where we had found the greatest number of one-teacher schools—Montana, Nebraska, and South Dakota—were selected as part of our collateral study. Among the secondary schools in the three states, four each were selected from Montana, Nebraska, and South Dakota.

In assessing the performance of graduates of one-teacher schools enrolled in secondary schools, the study analyzed the results of standardized achievement tests administered to all students. Since the secondary schools participating in the related study used a variety of achievement tests, aggregating test results was difficult. Tests varied from school to school and state to state. Efforts were made to obtain mean scores for children from one-teacher (1-T) schools and class means as a basis for comparison. Although we were not entirely successful in this endeavor, definite conclusions can be made from the data collected about the 204 high school students. Our findings are reported in Table 7 on page 19.

While class means were not available in all instances, mean scores for children from one-teacher (1-T) schools were available and are reported in Table 8 on page 19.

Performance of students from one-teacher schools on the various tests was not consistent. Variations were noted within and among states and among grades within schools. Ninth graders performed well on NDET and SRA, and less well on the SAT. Tenth graders did well on SRA and Stanford tests, while on the STEP, Iowa, and SRA they did less well. Eleventh graders performed well on PSAT, Iowa, SRA, and CAT, and less well on the SRA, Stanford, and the SAT. Twelfth graders did well on the ACT and CAT, but had difficulty with the Iowa, SRA, and TASK.

Table 7: Standardized Tests, 1-T, and Class Means by Grades

Ninth Grade			Tenth Grade			Eleventh Grade			Twelfth Grade		
Test	1-T Mean	Class Mean	Test	1-T Mean	Class Mean	Test	1-T Mean	Class Mean	Test	1-T Mean	Class Mean
NDET	73	67	STEP	78	89	PSAT	55.4	45	ACT	27	17
SRA	66.8	67	IOWA	53.3	68	IOWA	66.4	55	IOWA	36.5	43
SRA	67	55	SRA	71	70	SRA	66	48	SRA	31.3	50
SAT	8.2	8.8	CAT	82	81	SRA	37	50	CAT	78.3	76
			STAN	11.1	9.8	CAT	83	78	STAN	11.6	11.8
			SAT	9.1	9.8	STAN	9.2	10.8	TASK	9.7	11.8
			SRA	44	66	SAT	9.0	9.8	ACT	24.5	19.2
						SRA	74.7	61	SRA	70.5	69

Table 8: Standardized Tests and 1-T Means by Grades

Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
Test	1-T Mean	Test	1-T Mean	Test	1-T Mean	Test	1-T Mean
ITBS	14.8	ITBS	15.6	ASVAB	57.8	ITBS	14.5
IOWA	64.2	CTBS	77.3	CTBS	64.3	ACT	20.3
OTIS	90.7	SRA	69.7	SRA	55.5	CTBS	71.7
SRA	62.6	SRA	80	SRA	42	ACT	27
SRA	66					SRA	56.2
						ACT	25
						SRA	54
						ACT	17

These data suggest that students who completed their early years of schooling in one-teacher schools were neither better nor less prepared for secondary schools than were students from larger elementary schools. Students from one-teacher schools clustered around the average for all students in the several grades. Thus, students from one-teacher schools seemed to perform as well as their counterparts from other schools.

Secondary School Experiences

The 1985 study included interviews with teachers and principals in the secondary schools enrolling students from one-teacher schools. In addition, students

from one-teacher schools were also questioned as to their experiences and preparation in the elementary grades. The results of the interviews are summarized below:

1. Students tend to encounter difficulty in adjusting to the first year in the secondary school; thereafter, there is no difference in their behavior from other students.
2. The drop-out rate among students from one-teacher schools is less than that found among other students in the secondary school.
3. Students tend to be less disruptive; their behavior is good.
4. Students reported their experiences in the one-teacher school worthwhile and their preparation for secondary school good.
5. A number of students would have preferred more students enrolled in the one-teacher school in order to participate in sports and other school activities.
6. Teachers and principals alike were of the opinion that students from one-teacher schools were as successful and well-adjusted as other students in the school.

These findings suggest that students from one-teacher schools are no different than other students. Their experiences and education in the one-teacher school leave them neither advantaged nor disadvantaged. Like students everywhere, some came from very good schools, while others had less desirable educational experiences. Quality education, it would seem, depends on the teacher, whether in a one-teacher school or in a large urbar school.

The One-Teacher School and the Community

An essential element in the success of any school is the level of community support and the extent of parental involvement in school programs and activities. The active support of parents and community, their participation in the activities of the school, and the extent to which they are willing to provide resources determines the school's effectiveness and vitality.

Community Support

Most rural communities are homogeneous, traditional, and stable. One finds in such communities schools which are an expression of community life. Community support of one-teacher schools, then, can be said to be positive. In the 1985 survey, parental and community support of the schools was rated "high" (52 percent), while an additional 38 percent rated community support as "average." Only 10 percent of the teachers reported "little or no support" for the schools. Lack of support was characterized by parents not attending school activities or not encouraging their children to be responsible students. Given the importance of the school in the rural commu-

nity, we expected a higher percentage of teachers reporting more favorable community support. One fact was clear: the longer the teacher's tenure at the school, the greater the likelihood that community support would be high. It would seem that such support was one of the factors which persuaded teachers to remain in the one-teacher school.

For teachers who indicated "high" community support, evidence suggested such support. Teachers cited as evidence of "high" parental or community support building upkeep, fund-raising activities, and parents serving as aides, providing financial support for school activities, supervising children's homework, volunteering in physical education programs, providing transportation, assisting in the support and supervision of school activities, and being willing to help with school problems

The items above suggest favorable community and parental attitudes regarding the school. Nevertheless, it was evident from the comments of a number of teachers that attempts are still being made to close the small rural school. Teachers cited the response of parents in protesting such action to local school boards, as well as to county and state educational agencies, and, when matters looked bleak, with initiating direct contact with the state legislature. Any move to close the one-teacher school typically results in community efforts to vigorously fight such measures. Efforts to consolidate one-teacher schools with larger education units also bring the community together.

The role of the teacher in nurturing the attitudes and feelings of the community in support of rural schools cannot be taken lightly. The teacher often makes the difference in determining how much community support will be displayed toward the school. Teachers have historically enjoyed a position of influence in the community. They live near the school, often come from areas similar to that in which they teach, and are perhaps from the very county in which they teach. Thus, the role of the teacher remains important to the community outside the classroom as well as in it. The active, professional educator with an abiding interest in young children can elicit much enthusiasm from the community to improve school programs and to promote the school.

Use of the School Building

In an effort to determine the nature of community support and parental involvement, we examined the way the school was used by the community, the purpose of such use, and the existence of parent organizations in the schools.

Schools were used for a variety of activities in 48 percent of the cases, but no extracurricular use was made of buildings in over half the cases. Distance, the availability of other facilities, or school board policies may account for this lack of use.

The community used the school buildings on a regular basis for a variety of purposes, specifically on evenings and weekends for activities such as parties, Bible study, various programs, plays, church services, dances, films, funerals, a library for children, meetings of all kinds for all purposes, adult and continuing education classes, voting, television watching, weddings, and receptions. Quite clearly, some

communities made extensive use of school buildings for aerobics, potluck parties, and as a voting location.

Parent Organizations

Formal Parent-Teacher Organizations existed in only 7 percent of the schools. Other parent organizations were found in 6 percent of the schools. Thus, in 87 percent of the schools no formal or informal parent organizations existed. The absence of parent organizations does not suggest poor school-community relations since many of the schools have only six or fewer parents with children in school. Informal networks do exist, providing most of the necessary interaction.

Where organizations operated, schools were more likely to be used by the community. Concomitantly, community support for the schools was higher than in schools where no such organizations existed.

Where parent organizations were found in the schools, certain advantages accrued to students. More likely than not, field trips would be made, television and computers would be used in instruction, guest speakers would be invited to talk to children, peer tutoring would take place in the classroom, parents would participate as aides, and individual instruction would occur in the classroom.

Parent-Teacher Conferences

Whether or not a school was supported by a parent organization, parent-teacher conferences were an infrequent occurrence for teachers in one-room schools. Parent-teacher conferences, in fact, were least likely to be held where there was a formal parent organization. As indicated earlier, the teacher having only a few parents to confer with can report the progress of children without convening a formal conference. The teacher might also see most of the parents during the week at school, while shopping, at church meetings, on social occasions, or at school functions. In the rural community, concerned parents find time to discuss their children's welfare on numerous occasions (Muse, Parsons and Hoppe, 1977).

Where community support for the schools was considered "high," the study found teachers less likely to perform custodial duties, drive the school bus, prepare lunch, or provide maintenance services. Secretarial duties were a responsibility common to all teachers, regardless of the degree of community support.

Parent Support

Parents supported the school in various ways: maintaining the building, improving playgrounds, purchasing playground equipment, buying instructional materials and supplies, taking children on field trips, planning fund-raising ventures, and many other similar activities. Certainly, children benefit in such an atmosphere and, in many instances, participate with their parents in most of the activities described. Such a situation is highly desirable and everyone benefits—parents, teachers, and children. Unfortunately, what has been described here occurs in too few schools, rural or urban.

Chapter 3

The One-Teacher School: Yesterday and Today

To gain perspective about the relative situation of one-teacher schools in the 1980s, it is necessary to find some basis for making comparisons. Although the Department of the Interior conducted six studies on one-teacher schools from 1913 to 1940 and the National Rural Education Association conducted studies in 1939 and 1940, it is a 1960 study that provides excellent data for comparison with 1980's schools. This is "One-Teacher Schools Today," which was done by the Research Division of the National Education Association. The 24-year gap between that study and our 1984 data makes it possible to compare information about one-teacher schools over time.

The number of one-teacher schools has declined steadily since 1960. In 1960, a total of 23,965 one-teacher schools were operating compared with 837 in 1984. This decline in the number of one-teacher schools is largely attributable to their closing and to bussing of children to larger, nearby school districts. Responses to the present study regarding the consolidation of one-teacher schools found respondents generally opposed to such changes because of distances required for transportation, instructional advantages of small schools, loss of the community's "heart," and dilution of social values held by the community. These reasons are consistent with views expressed in the 1960 NEA study.

Characteristics of Teachers

As with the 1960 NEA study, in 1984 we also sought information about the personal characteristics of teachers in one-teacher schools.

Teacher Gender

The typical educator in a one-teacher school is still a woman (89.0 percent) as has been true throughout the history of the rural school. The statistic in 1960 was 91.7 percent, suggesting a slight increase in the percentage of men teaching in one-teacher schools—from 8.3 percent in 1960 to 11.0 percent in 1984. The change is slight; women are still the mainstay of the rural school.

Marital Status

The thousands of one-teacher schools in operation at the turn of the century were typically staffed by single women just out of high school. Today, the majority of teachers in one-teacher schools are married (65.1 percent), while others have either never married (21.7 percent) or are separated, divorced or widowed (13.2 percent).

Occupation of Spouse

Nearly one-third (29.8 percent) of the teachers were not married in 1984. The primary occupation of spouses was farming (31.6 percent), followed by managerial or other self-employed occupations (13.1 percent), skilled or semiskilled work (12.7 percent), professional or semiprofessional (10.2 percent), and housewife (5.8 percent). Comparable figures from the 1960 study were: farming (33.5 percent), managerial or other self-employed (7.7 percent), skilled or semiskilled (15.0 percent), professional or semiprofessional (7.0 percent), and housewife (3.5 percent). Farming is still the predominant occupation of spouses, though less so today. Similarly, skilled and semiskilled work has decreased, while managerial and other self-employment occupations have increased.

Age of Teachers

The average age of today's teachers in one-teacher schools is 39. The median age of teachers in the present study and in four earlier studies is in Table 9. Since the 1960 study, the average age of teachers in rural schools decreased from 45 to 39. Today's rural teachers are, however, much older than those in earlier years.

Table 9: Median Ages of Teachers in One-Teacher Schools

1915	21 years
1930	23 years
1952	42.5 years
1959	45 years
1984	39 years

Distances Teachers Travel

The table below notes the one-way distances teachers traveled to school.

Table 10: One-Way Distance To School

Distance	1960	1984
Less than 1 mile	14.4	28.4
1 - 8 miles	53.1	30.8
9 - 16 miles	24.4	18.2
17 - 24 miles	5.2	11.2
25+ miles	2.9	11.4

In the 1984 study, nearly one-third of the teachers reported traveling less than one mile to school, with some teachers reporting the distance in feet since they lived in housing adjoining or attached to the school. Clearly, more teachers lived in the same community or an adjacent community, but an increasing percentage traveled more than 25 miles to school. Improved roads and the automobile have made such travel increasingly possible.

Rural Experience

Knowledge about where teachers of one-teacher schools have spent the largest part of their lives may reveal something about the background of the teachers who are attracted to the rural areas. The table below provides some insight into the rural experience of teachers.

Table 11: Population of Community in Which the Teacher Spent a Large Part of Life

Population	1960	1984
Open country	66.2	31.3
Less than 2,500	24.5	25.1
Over 2,500	9.3	43.0

Today's teachers in one-teacher schools have spent much of their lives in rather large communities, more so than was true in the past. The present study found that 11.2 percent of the teachers spent the largest part of their lives in communities of more than 25,000 people, while 8.2 percent came from communities with populations over 100,000. The number of teachers who spent a large part of their lives in "open country" decreased dramatically, while nearly half come from communities of over 2,500.

The 1960 study found that 33.7 percent of the teachers lived in the employing district, while 64.2 percent lived outside the district. Comparable data for 1984 showed

54.2 percent (an increase) living in the employing school district and 45.7 percent living outside the district. Teachers cited board policies and the availability of teacherages in some school districts, as well as expanded school district boundaries, for living within their districts.

Living Arrangements

As noted in Table 12, changes have occurred in the living arrangements of teachers in one-teacher schools.

Table 12: Living Arrangements of Teachers

Arrangements	1960	1984
Own or buying home	59.5	44.8
Renting home	17.2	20.4
Renting rooms	15.8	1.5
Teacherage	5.5	26.8
Trailer/other	2.0	6.5

Fewer teachers own or are buying homes, and fewer are renting rooms in homes. The number of teachers renting homes increased slightly and the number of teachers living in teacherages or homes provided by the school districts rose substantially. Increasingly, boards of education are providing teacherages as a means of attracting teachers to rural schools. There was also a slight rise in "other" living arrangements; the availability of house trailers/mobile homes accounted for much of this increase.

Professional Status of Teachers

Preparation of Teachers

Today, most teachers in one-teacher schools (93.5 percent) hold a baccalaureate degree—about one-third have completed additional study beyond the baccalaureate. Only 6.5 percent hold special certificates as the only qualification to teach. This is in marked contrast to the findings of the 1960 study which reported that only 16.8 percent of the teachers held a baccalaureate degree, while more than 83 percent had no college degree whatsoever. It was often difficult for school officials to hire college-trained teachers to work in isolated small schools. Also, states such as Texas and Colorado did not require a college degree for public school teaching until the late 1950s. Colorado permitted teaching without a college degree as recently as 1961 (Gulliford, 1984).

In addition, 36.7 percent of the 1984 teachers had completed work beyond the baccalaureate degree and were working toward a master's degree. Further, 9.7 percent

of the teachers held a master's degree, while 1.5 percent had an education specialist degree. None of the respondents reported having a doctorate. This increase in professional preparation represents one of the more significant developments in one-teacher schools over the past 25 years and corresponds to the preparation found among teachers in elementary schools elsewhere. Table 13 notes the dramatic improvement in the educational preparation of teachers in one-teacher schools.

Table 13: Level of Education Completed by Teachers in One-Teacher Schools

Level of Education	1960	1984
Certificate only	83.0	6.5
Two year degree/certificate	2.0	---
Bachelor's degree	13.6	46.6
Bachelor's + 15 hours	---	35.7
Master's degree	1.4	9.7
Master's degree plus	---	1.5

It is interesting to note, though not unusual, that today's teachers attended college in the same state in which they were teaching (71.0 percent).

Teaching Experience

Today's typical teacher has an average of 12 years professional teaching experience and has taught for two and a half years in the current school. Most teachers (61.7 percent) indicated that they would continue teaching in the same school the following school year. Some teachers (15.4 percent), however, were undecided about continuing to teach the following year. Nearly 23 percent indicated they would not be teaching in the same school next year, some noting that school board policy or practice only permitted employment for 2 years—a practice which warrants attention.

The teaching experience of educators in one-teacher schools in 1984 is compared to the 1960 study in Table 14.

Table 14: Total Teaching Experience

Years	1960	1984
1 - 2	10.8	17.7
3 - 4	11.1	12.5
5 - 9	23.3	20.9
10 - 14	20.2	14.5
15 - 19	13.0	9.2
20 - 24	9.6	10.2
25 - 34	9.8	13.2
35+	2.2	1.7

Only slight changes are noted. Teachers with 1-2 years of experience increased rather substantially, while other categories of experience saw some decreases. Increases among more experienced teachers occurred in the 20-34 year experience range.

Table 15 reflects slight changes in teaching experience at the present school.

Table 15: Teaching Experience in Present School

Years	1960	1984
1 - 2	50.7	46.6
3 - 5	28.0	29.9
6 - 9	10.6	10.6
10 - 19	8.4	10.6
20 - 24	0.9	1.3
25+	1.4	1.0

Clearly, teachers in one-teacher schools have not stayed very long at the same school. In 1960, for example, 78.7 percent of the teachers had taught in the same school from 1 to 5 years, while the 1984 study determined that 76.5 percent had the same length of experience. About one-fourth of the teachers had been teaching in the same school for more than 6 years, while at the upper end (20 years or more) the percentages were small (2.3 percent) and had not changed from 1960 to 1984.

The 1960 study detailed the number of hours spent on "school duties and activities," both during and outside school hours. Similarly, the 1984 study described time spent on class instruction, extracurricular activities, grading papers, preparation for class, and calling parents. While the information requested is similar in some respects, there are differences that do not provide opportunity for comparison. Table 16 below (and continued on page 29) reports the information that is comparable.

Table 16: Hours Spent on School Duties and Activities

During School Hours	1960	1984 - Class Inst.	X-Curr.	Grad/Prep
Less than 6 hours	0.5	25.4	100.0	98.3
6 hours	3.1	56.0	—	0.7
7 hours	14.3	15.4	—	0.5
8 hours	41.8	2.7	—	0.3
9 hours	30.4	0.5	—	0.3
10 hours	8.2	—	—	—
11 hours	1.1	—	—	—
12+ hours	0.6	—	—	—

Table 16: Hours Spent on School Duties and Activities (cont.)

Outside School Hours	1984 - Calling Parents
Parents not called	65.2
1 hour	33.6
2 hour.	1.2

Although the data are not equivalent, it would appear that teachers in today's one-teacher schools spend less time on school duties and activities than teachers in 1960. In 1960 as much as 30 percent of the teachers spent 9 hours or more in such work, while the 1984 study records less than 1 percent of the teachers spending an equivalent time. The number of teachers spending 7 hours a day was approximately equal in the two studies. Quite clearly, the 1984 study noted a rather substantial number of teachers restricted their efforts to fewer than 6 hours a day.

District and School Characteristics

School District Structure

There are more schools today in the same district as the one-teacher school than there were 20 years ago. Consolidation, expanding school district boundaries, and increases in population have contributed to the rise in numbers. Table 17 reflects the number of other elementary and secondary schools operating in the same district as the other school.

Table 17: Schools Located in the School District

Secondary			Elementary		
Number	1960	1984	Number	1960	1984
None	85.1	69.9	None	83.9	55.5
1	12.0	12.4	1	11.1	14.9
2	2.9	6.5	2	4.8	3.5
3 or more	---	11.2	3 or more	0.2	26.1

Almost 70 percent of the school districts include no secondary schools. However, it is clear that the number of secondary schools has increased due primarily to consolidation. The 1984 data suggests something about the increased size of schools districts; approximately 18 percent of the districts have two or more secondary schools.

The results are similar for elementary schools. The percent of school districts reporting no other elementary schools in the district reduced substantially from 1960

to 1984, and there was a corresponding dramatic increase in the number of elementary schools included in districts with one-teacher schools over the same period. The data again suggest an increased size of school districts between 1960 and 1984.

Clearly, consolidation has expanded school districts and, in some instances, has included one-teacher schools in larger school communities. This plan allows for increased professional interaction with other teachers and other support services not readily available to teachers in more remote, one-teacher school districts.

Distance to Secondary Schools

Distances to nearby secondary schools provide some perspective on the availability of secondary education for children who complete the elementary grade in one-teacher schools. Table 18 compares how far children from one-teacher schools have had to travel to attend a secondary school in 1960 and 1984.

Table 18: Distance to Nearest Secondary School

Distance	1960	1984
Less than 1 mile	1.4	14.2
1 - 5 miles	33.4	27.1
6 - 10 miles	39.0	11.4
11 - 15 miles	12.9	6.5
16 - 20 miles	5.9	6.5
21 - 25 miles	3.1	5.7
25+ miles	4.3	28.6

"Less than 1 mile" suggests the close proximity of secondary schools to one-teacher schools, while "25+ miles" makes clear that increased numbers of pupils must be transported to the secondary school.

Distance to One-Teacher Schools

Table 19 illustrates the dramatic changes that have occurred in the distances traveled by children to attend one-teacher schools.

Table 19: Distances Traveled by Students to Attend School

Distance	1960	1984
Less than 1 mile	3.4	3.0
1 - 2 miles	56.6	15.9
3 - 4 miles	22.8	19.9
5 - 6 miles	9.7	16.7
7+ miles	7.5	44.5

Twenty years ago, 60 percent of the students lived less than 3 miles from school, whereas today only 19 percent live this distance. The 1984 study found that 61 percent of the students lived more than 5 miles from school, while others traveled considerable distances, some up to 40 and 50 miles. Improved roads and transportation make such travel increasingly possible.

Number of Grades Taught

The number of grades the teacher taught in one-teacher schools in 1960 and 1984 is compared in Table 20.

Table 20: Number of Grades Taught in One-Teacher Schools

Grades	1960	1984
K	—	11.6
1	0.1	13.8
2	1.6	12.5
3	4.1	13.0
4	9.5	11.4
5	13.8	10.8
6	24.1	10.8
7	22.9	8.3
8	21.2	7.9
9	2.7	—

The 1960 study reported no kindergarten classes and few schools with only one, two, or three grades. Further, the 1960 study noted substantial numbers of 1-6, 1-7, and 1-8 grades, while few one-teacher schools offered nine grades. Our 1984 study found a more even distribution, with slight decreases in the number of schools offering grades six, seven, and eight, and with none offering grade nine. Kindergarten was taught in 11 percent of the schools, a finding which is consistent with such practices generally found in school districts.

The even distribution possibly reflects the effects of consolidation and state policy regarding one-teacher schools; clearly, one-teacher schools are now more uniform in grade organization and tend to be primarily K-6 schools.

Enrollments

Table 21 on page 32 reports the number of children enrolled in all grades in one-teacher schools.

Substantial increases occurred in the number of one-teacher schools having "fewer than 5" children as well as those in the "5-9" range. The number of schools with enrollments of over 15 children declined dramatically. The effect of fewer schools and consolidation are again evident. Although the number of children taught in the one-teacher school is somewhat more manageable now than in the 1960s, it is a

wonder how teachers manage teaching six to eight grades with from 10 to 25 children, to say nothing of the challenges facing teachers in K-8 arrangements with 35 to 40 children.

Table 21: Number of Children Taught

Number	1960	1984
Fewer than 5	2.8	12.8
5 - 9	18.2	40.6
10 - 14	25.8	24.8
15 - 19	21.7	11.8
20 - 24	12.9	5.0
25 - 29	9.4	1.8
30 - 34	6.7	1.3
35 - 39	1.8	0.3
40 - 44	0.3	0.8
45+	0.4	0.8

Instructional Support, Supplies, and Equipment

Both studies sought information about the availability of instructional support services. In 1960, interest focused on those services available through the school district and other agencies, while the 1984 study concerned itself with the provider of such services. Information was gathered as to the role of travelling teachers, school district specialists, service centers, and parents. Thus, only rough comparison between studies can be made.

Twenty years of technological and educational advancement have affected what teachers do in today's classroom. Teachers in today's one-teacher schools are better prepared to teach and use readily available equipment. They find increased parental interest in their schools. These factors and the drive toward equal educational opportunity have influenced much of what happens in the classroom.

The 1984 study also found television and computers used substantially in the instructional programs of today's one-teacher schools. Teachers are held responsible for securing audio-visual equipment and instructional materials. Teachers are expected to teach reading, art, physical education, and music as well as the rest of the curriculum. They do student testing. Only in the area of special education do teachers tend to rely on others for assistance.

Summary

The improvements in one-teacher schools since 1960 are impressive. Of greatest importance is the fact that teachers today are better prepared to teach, have at their disposal much of the equipment and supplies found in most elementary schools, and can call on other agencies within the school district or region for specific instructional services.

Although one-teacher schools are better today than they were 20 years ago, their teachers still face the same difficult challenge of instructing six to eight grades and must rely almost entirely on their own creative abilities to provide adequate instruction for all children in the school.

Chapter 4

The Rural Schoolhouse

As It Was

It is easy to visualize the old one-room school. These schools were unmistakable—standing alone from other buildings in the community they were often square and tall, and could be majestic when decked with a high belltower on the roof. A trademark was the front porch—or at least steps—leading up to the school entryway. It was not uncommon for the school to have a cupola or small belltower at the apex of the roof near the front of the building. The belltower—similar to those found on some churches—was not only attractive, but the bell was used to summon the children to school or signaled that recess or lunchtime was over. Inside, the early schools were often little more than a room with an entryway for hanging coats and contained a pot-bellied stove, tables or homemade desks, and a blackboard.

The familiar pot-bellied stove warmed nearby areas of the classroom in the harsh winter weather. Many pioneer schools in the plains states were heated by cow chips (often called prairie coal), which teachers, students, and parents collected and stacked by the school (Gulliford, 1982). Wood, however, was by far the favorite fuel.

The earliest one-teacher schools were generally made of logs, but characteristics of the area might dictate other materials, such as adobe, sod, or stone. As late as 1934 a sod school was constructed by one community in the sandhill area of Nebraska.

Over the years the older school buildings were replaced by newer and more modern structures. It was not uncommon to decide to build a new school because the old one had burned to the ground. When the school caught fire in one school district in the West, the teacher attempted to extinguish the blaze, found her clothes on fire, was severely burned, and died a few days later. Communities without schools were a great handicap to youngsters, and most often the townspeople would immediately raise the money and provide materials and labor for a new school. In a few instances, school was held outside until the new building was completed.

The log cabin school building was slowly phased out when lumber mills sprang up close by and money was available to purchase materials for the more spacious and attractive frame buildings. Interestingly, the 1859 census noted 459 log cabin schools in use, along with 297 wood frame schools and almost 100 schools constructed of brick and stone. By the late 1800s, one-room schools were constructed of materials other than logs.

In 1930, the U.S. Office of Education expressed concern about the general condition of rural school buildings housing children. The following description of a one-room school building more than 50 years ago creates a haunting and vivid picture of an undesirable educational environment:

> 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 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 unsanitary, and they have no facilities for washing and drying their hands after the use of the toilets. (Dresslar & Pruett, 1930)

Comparisons, 1960 and 1984

The 1960 NEA report on rural one-teacher schools was more positive than the 1930 report, but pointed to a number of continuing inadequacies. As buildings became older, it was often more difficult to provide adequate maintenance. In 1960 the average one-teacher school building was found to be 43 years old, and over one-fifth of the schools had been built before 1900. The typical schoolhouse was constructed of wood (84 percent) or masonry (15 percent), with the rest constructed of logs, bricks or other materials.

The 1984 study indicates that fewer school buildings are built of wood than in 1960. In 1960, approximately 84 percent of the buildings were constructed of wood as compared to 74 percent in 1984. Today, 11 percent of the schools are constructed of brick, while another 11 percent are cement. Slightly over 6 percent of the school buildings today are trailers.

The buildings that house today's remaining one-teacher schools vary from the historic and classic one-room frame box made of wood to the multi-roomed building constructed of cement, logs, steel or brick. Schools built after 1960 are typically spacious and as modern as their counterparts in urban areas.

Today's children most often go to school in a building specifically designed as a one-teacher school. Approximately 73 percent of the schools are of this type. Twenty percent of the schools were at one time larger schools having multiple classrooms, but because of decreasing enrollments they now serve as one-teacher schools. Five percent of the schools were buildings constructed for something else—a store, a house, a bar, a barn—but were now used as a school. In only six instances was school conducted in private residences.

Twenty-seven percent of teachers reported in 1984 that they lived in teacherages provided by the district. In only a few instances were these homes connected directly to the school. The teacherage was generally situated on the school ground or in the nearby community. In most instances the housing provided teachers was well maintained and proved adequate for the teacher and family members.

Renovations or modifications of existing schools have been extensive. Approximately 295 schools (74 percent) have been modified or renovated to some extent since being constructed. While major renovations are generally controlled by the school district, it is not unusual to find teachers and parents painting and performing minor repairs.

Teachers responding to the 1960 study were asked to assess the adequacy of the schools regarding seven types of room facilities: cloakroom, library room, storeroom, general activity room, workroom, science corner, and kitchen. Of the seven facilities, only two—the cloakroom and library—were reported as adequate by more than half the teachers. More than half the schools were without workrooms, general activity rooms, kitchens, and science corners.

The 1984 study showed considerable improvement in facilities. The study reported that 266 schools (68 percent) had adequate cloakrooms, while only 58 reported no cloakrooms. There were 66 schools (17 percent) reporting available but inadequate cloakrooms.

Over half the schools (51 percent) reported adequate storage rooms in the 1984 study, while 72 schools (18 percent) reported no space available for storage. In 1984, a total of 214 survey participants (55 percent) reported no kitchens in the schools. In 1960, 78 percent of the schools did not have kitchen facilities. The lack of kitchen facilities need not be considered a negative factor in school life. In one Montana school which seems typical of others, the teacher has a small refrigerator to keep lunches cool and a hot plate to warm soup and cocoa. In many schools, parents take turns bringing hot lunches for the children.

The availability of activity rooms has not improved markedly since 1960. In 1984, a total of 223 schools (60 percent) reported that activity rooms were not available, while in 1960, 61 percent of the schools were without them. The negligible increase of this particular room may be attributed to the high costs associated with constructing large rooms for the few pupils in the school. However, it is a credit to those school districts (40 percent) that do provide this type of activity facility.

In 1960, 56 percent of the schools reported adequate library areas, while in 1984 only 49 percent of the respondents reported adequate library facilities.

In 1960, oil, coal, or gas furnaces were in use in 44 percent of the schools, 17 percent used wood or coal stoves, and 37 percent burned oil or gas in stoves. In 1984, 86 percent of the teachers reported that school heating systems were adequate. Natural gas was by far the most common method of heating schools in 1984. Electricity was a distant second, followed by oil.

In 1984, 13 percent of the schools had air conditioning units.

Outdoor play areas and playground facilities were perceived as adequate by most teachers in 1984; over 73 percent had adequate play areas and 63 percent had adequate equipment for playgrounds. However, 136 schools (34 percent) reported insufficient playground equipment. Only 11 schools had no playground equipment.

Sanitary facilities in one-teacher schools changed dramatically between 1960 and 1984. In 1960, most one-room schools maintained outdoor facilities; in fact, only one-third of the schools had indoor facilities. By contrast, 95 percent of the schools had indoor facilities in 1984. Approximately 5 percent of the schools surveyed were still using outdoor facilities.

Information on one-room school facilities is summarized in Table 22.

Table 22: Facilities Availabie in One-Room School Buildings, 1960 and 1984

Facilities	Condition				Not Available	
	Adequate		Not Adequate			
	1960	1984	1960	1984	1960	1984
Science corner	24.5	*	16.8	—	58.7	—
Cloak room	69.8	68.2	11.3	16.9	18.9	14.8
Library corner	56.3	49.3	26.2	26.8	17.5	23.7
Storage room	46.7	51.3	12.3	30.4	41.0	18.1
Activity area	32.2	34.8	6.9	7.4	60.9	57.6
Workroom	30.5	—	4.8	—	64.7	—
Kitchen	18.6	36.9	4.2	8.2	77.8	54.8
Air conditioning	—	13.2	—	1.8	—	84.9
Indoor bathroom	32.3	92.2	—	3.2	67.7	4.5
Play area	—	72.9	—	17.2	—	9.7
Play equipment	—	63.3	—	33.9	—	2.7

* Indicates that data were not available for that year regarding the particular facility

Preservation Efforts

When schools were forced to close through consolidation of school districts or lack of enrollment, they were often boarded up and left idle, sold, moved to a new location, and converted to other uses. Over 100 years ago in farm or ranch areas, it

was not unusual for a district to construct a schoolhouse on private property. The land was often offered free by a farmer or landholder because most students might belong to only one or two families who owned the land. These schools also met the needs of children whose parents were ranchhands or employees. When school-age children grew up, the school would close frequently due to a lack of students and the district would be forced to sell or move the building off the land. At times, the farmer or rancher would purchase the school to use as a barn or storage unit.

Many well-built old schools have now been converted into family dwellings. The owners have repaired the broken boards, sanded the worn spots, and applied fresh coats of paint inside and out. These historic and attractive structures are often recorded by the county or state as historical landmarks, and owners are often pleased to show the buildings when asked by interested individuals.

Fortunately, far-sighted civic leaders in many states which cherish educational traditions of the past have worked diligently to preserve and restore a number of old, historically rich schools. Local historical societies have been instrumental in preserving many of the older one-teacher schools. These successes are important because many schools have been abandoned and become eyesores through neglect. Histories of old and restored schools have been completed in various states, but these publications are not generally known.

One excellent source for locating schools in the plains states is the Country School Legacy, a collection of histories published by the Mountain Plains Library Association. In particular, the *Country School Legacy in Western Nebraska* (1981), written by Sandra Schofield of Chadron State College, provides specific information regarding locations of restored one-room schools. Swanson's (1984) delightful book, *Rural One-Room Schools of Mid-America*, mentions school restoration projects in a number of states. This publication includes pictures of a few early schools in Illinois, Iowa, and Wisconsin.

In Marin County, California, the County Superintendent of Schools in 1976 initiated a program of written and photographic records of old schools in the district. Many educators as well as civic-minded patrons contributed research on the project, resulting in a pictorial history of 100 years of Marin County's schools. This publication is available for those who appreciate the heritage of the early schools in the West. Numerous old school buildings in Marin County became private residences. Most often, the owners of these old school buildings have restored them to their original beauty.

A number of one-room functioning schools have been designated as historical sites. These schools are classically designed, and have been so well constructed that their charm and beauty have endeared them to the community. A few exceptional school buildings in this category are the Santa Clara School in Santa Paula, California, the Ballard School in Solvang, California, and the Benedict School in Ionia, Michigan.

A living history program exists at Norland District #17 School in Livermore Falls, Maine. The school has been restored to its original condition and features a working outhouse.

Chapter 5

The School Setting

The one-teacher school is more than just American myth. It conveys a rich and vital legacy accented by its architecture, often picturesque setting and its dedicated teachers.

One-teacher schools are unique in many ways, including their intriguing and interesting names. People have wanted to name schools even when state laws have dictated otherwise. For instance, in Nebraska all schools have county numbers that legally serve to identify a school's operation and location. Over the years, however, many schools have adopted names they've inherited or been given because they seemed fitting.

Often a school's name came from the surname of an early settler or benefactor. In addition, it is not uncommon to find names of schools reflecting Indian culture, famous places in history, important national figures, cities and townships, animals and birds, natural settings, or unusual circumstances. Some of the more descriptive school names identified in the 1984 study were Bull Frog Basin, Plum Center, Hanging Woman, Yellowknife, Strange, Cactus, Spotted Tail, Nikolski (a Russian name for a school in Alaska), Duckwater, Desert Bloom, and Searchlight. The Faranuf School in Montana accurately describes its location: far enough from the nearest town (if any farther away the school would be in the middle of a large reservoir).

Many one-teacher schools have operated continuously for over a hundred years. It is not uncommon to find printed histories centering the schools among historical events. Approximately 25 percent of all teachers responding to the 1984 survey indicated that some form of written community history existed which included their school. School children under the direction of a teacher occasionally researched and wrote the history of the school from its beginnings to the present.

The architectural design of many school buildings adds to their charm. For example, the recently constructed Chinese Camp School in California is attractively de-

signed in a traditional Chinese style. The distinctive, traditional, one-room, red schoolhouse edifice comprising the Santa Clara School (California) is over 100 years old and features an unusually tall belltower that serves as a landmark. The school has been designated as an historic site by the state of California.

Photo 4: Chinese Camp School, Chinese Camp, CA *Photo by Ivan Muse*

Architecture and nomenclature aside, it is the teacher who has contributed most to the success of the historical and modern one-teacher school. The rural schoolteacher enjoys a prestige not commonly found in urban communities. Respected and treated as a professional, the teacher is usually one of the few college-trained individuals in the community. Those with extensive tenure in one-room schools are often recognized and cited for their devoted service and teaching excellence. Many of them can boast of having taught children, the children's parents, and even their grandparents. The reward for such service is often strong community support for the schools' instructional program.

Several schools have been selected to highlight the descriptive naming, unusual architecture, and quality of educators associated with the best one-teacher schools.

Champie School (Morristown, Arizona)

The Champie School is named after one of the first settlers and enjoys the dubious distinction of having burned to the ground before being occupied. During the winter of 1928, the new school built to serve approximately 40 children in Castle Springs was finally completed. The entire community was invited to a "house-warming" in the schoolyard to celebrate its opening. During the evening picnic a youngster inside the school lit a candle and unintentionally ignited the wood frame building. The resulting blaze demolished the school in minutes. The spirit of the community was not dampened as guests and friends readily contributed the necessary funds on the spot to erect a new school on the same location.

All grades, kindergarten through grade eight, are taught in the one-room school. The teacher lives in a three-room apartment adjoining the school. Lunches are prepared in the kitchen and the living room serves as a study area and library. At last count, nine students attended the school.

Crown King School (Crown King, Arizona)

Crown King Elementary School enrolled 13 children during the 1983-84 school year. The teacherage provided by the district is located near the school. The school and the entire community of Crown King are situated on the side of a mountain.

The area around Crown King at one time contained valuable ore deposits and in the 1880s boasted a population of about 2,000. The gold in the mines ran out about the turn of the century, and the community became little more than a ghost town of about 80 residents.

The present school building was erected in 1916. In the 1890s, the schoolhouse and a two-story saloon were constructed down the mountain at another site; in 1915 they were dismantled, placed on wagons, and moved up the mountain to the present location. Both the school and saloon have operated at the present location since 1916. The dirt road leading to Crown King is still difficult to travel, having been at one time an old railroad bed.

The consensus of the community is that the quality of education at the school is exceptionally high, reflected in its overwhelming support of the school. The school includes kindergarten through grade eight, and is used as a community center in the evenings.

Santa Clara School (Santa Paula, California)

Originally built in 1896, the school has since been operated continuously. The school district provides the teacher with an aide, while a gardener and custodian take care of grounds and building maintenance. Approximately 27 students were enrolled in grades one through six in 1983-84.

The Santa Clara School is state-supported and enjoys a number of advantages. The school serves as a community center and receives strong support from parents and community citizens. The achievement scores of students are considered high compared to students in schools throughout the state of California. Parents provide

strong support for the school, even though the community is relatively close to a metropolitan area having a number of larger schools.

Photo 5: Santa Clara School, Santa Paula, CA *Photo by Ivan Muse*

Winton School (Leavenworth, Washington)

Winton School was featured in the *Northwest Edition Magazine* (Volume 1, Number 2, February 1984) under the title "Little Red Schoolhouse." Only the belltower is missing from the bright red schoolhouse. The building, originally constructed in the mid-1920s, still services the children of families employed in the nearby logging camp and at the U.S. Forest Service station. Because it is so remote, located high up on the east side of Stevens Pass in the Cascade Mountain Range, Washington State aids in its operation. The community assumes responsibility for the school's upkeep.

The teacher also directs Winton's outdoor education programs in the wilderness area, conducting hiking and cross-country skiing trips in the fall and winter.

Poss School (Garfield County District #52, Idaho)

The Ross School, constructed in the early 1930s, is probably the only "in use" one-room log structure in existence today. There was no indoor plumbing in the school until 1982. The teacher lives in a nearby teacherage furnished by the school district. Isolation is a problem; the nearest hospital or shopping area is 75 miles dis-

tant. The school is well-equipped, and the teacher enjoys her relationship with the four students who attend.

Pilot Point School (Lake and Peninsula School District, Pilot Point, Alaska)

Pilot Point is distinctive because it is located on a glacial moraine on the north coast of the Alaskan peninsula. The predominantly native settlement is composed of about 45 men, women, and children. During the 1983-84 school year, seven children were enrolled in school; they ride to school on three-wheeled vehicles, regardless of the weather. The original school first opened in 1909, burned to the ground in 1935, and was replaced by a new building in 1940 which has a large classroom, a darkroom, kitchen, and a teacherage attached to the school. The teacher is required to record births and deaths, supervise the reindeer herding, provide medical assistance, and act as postmaster.

Bridge School District #69 (Big Timber, Montana)

Bridge School has operated since 1920 when the school district was created from parts of four other districts. The schoolhouse, constructed in 1921, was considered one of the best in the country. After 60 years of service, the building still remains sturdy and is well-maintained. Built along classic lines, the school features a front porch trimmed in white and an attractive cupola above the porch.

The teacher "loves the rural atmosphere" and notes that her nine students always score well on achievement tests. The Christmas program, including a play, carols, poetry recitations, and piano solos, is the highlight of the school year.

Dermont School (Rolla Unified District 217, Rolla, Kansas)

Dermont School is the last one-teacher school operating in Kansas. The present teacher has been associated with the school for 31 years, and is one of the outstanding "grandmother" teachers in one-room schools in the nation. Alumni include a lawyer, many teachers, farmers, nurses, and other distinguished citizens. The 15 students in 1984 represented five different religious preferences; the teacher noted that "we learn to appreciate and respect different beliefs."

The school has been featured frequently by the news media because of its uniqueness and special programs. The school's adjacent gym serves for plays, music training, and other curricular and community functions. Major school activities include an annual box supper, Christmas program, Valentine tea, Easter egg hunt, hayrack ride to the river, and "the last day of school" picnic. The school building is used often for 4-H meetings, aerobics, Bible study, community suppers and reunions.

Hanging Woman School (Sheridan County School District, Wyoming)

Hanging Woman School is unique for more than just its name. Organized in 1981, the school meets the educational needs of the children of ranchhands. Its setting is the sprawling Kendrick Ranch, located some 40 miles from the nearest town. The Kendrick family offered to build the school and provide a teacher's aide if the

school district would furnish the teacher. The school district agreed, and school began with three students.

The school is located near Hanging Woman Creek which derived its grisly name when an early settler and his wife moved to the area where harsh winters and solitude were routine. As the story goes, when the rancher left his wife at home to work the distant range, a blizzard blew in, and his wife, lonesome and frightened awaiting the return of her husband, hanged herself.

Full community support is given the school. At the 1983 Christmas program, 42 parents and friends attended. Because cattie are present everywhere, a sturdy fence surrounds the building to keep the herd from becoming too friendly with the teacher and students.

Battlerock Elementary (Montezuma-Cortez School District, Cortez, Colorado)

One of the best-known teachers in the nation, Audrey Allmon, teaches at Battlerock Elementary School and has done so for the past 27 years. She was recently selected the "teacher of the year" in Colorado and has also received numerous other awards for service to school and community. Allmon keeps her 25 students busy with field trips, Christmas programs, Valentine parties, Easter egg hunts, and community picnics, as well as the Harvest Supper and community bingo. She also organizes a western dance band (she plays all the instruments), a school garden, and a singing group for funerals and weddings.

The isolated and old (1915) one-room sandstone building nestled beneath the rim of the McElmo Canyon near Cortez, Colorado, has served canyon settlers for a number of generations.

The entire outdoors of the canyon is Allmon's classroom as students learn from a living, natural environment. Allmon's many achievements suggest that her "desire to help every child achieve a positive self-image" has become a reality.

School District #1 (Butler County, near Schuyler, Nebraska)

School District #1, Butler County's oldest established district, sponsors this one-room schoolhouse serving children from kindergarten through eighth grade. The school has been in its present location for the past 104 years. Before 1880, children in the area attended school in a log cabin on the prairie, some 2 miles from the current school site.

The current teacher has been instructing in District #1 for 7 years. Energetic and devoted to her children, she cites as strengths of the one-room school the family atmosphere and reciprocal love. The teacher reports that students score high on achievement tests.

In 1983-84, 13 children were enrolled with at least one student in each of the nine grades. In support of the "Keep Nebraska Beautiful" project, the children cleaned a 2-mile stretch of road by the school in 1983.

The school receives strong support from the community and school district. The school has its own computer, television, and ample library materials. Special school programs include the Christmas program, Mother's Day program, spelling bee,

Father's fun nite, field trips, and guest speakers. The facility is mostly maintained by the teacher and students.

District #34 School (Wisner, Nebraska)

Since 1873, the Cuming County School Distr .. #34 has sponsored the oldest, continuously operating one-room school in the state of Nebraska—and maybe the nation. In 1983-84, 11 children enrolled, including two non-English-speaking Koreans. Three students are fifth-generation descendants of Wilhelm Blanbius, who helped organize the school district.

The original school building, constructed in 1874, was a frame wood schoolhouse 16 feet wide, 24 feet long, and 10 feet high, lined with tar paper, clapboarded, and had a shingled roof. The first teacher was paid $35 per month. Since the school first opened, a total of 64 teachers have served it. The present teacher, Ilene Hornback, has taught in Wisner for the past 11 years in a building constructed in 1917.

The students in #34 are "super," according to the teacher. They take numerous field trips and regularly win top honors in various competitions. Recent awards include "Keep Nebraska Beautiful," a District Talent Contest, Elementary Grand Champion, five regional awards from the Education Service Unit sponsoring an annual science fair, and fourth grade contest winner in the Fire Prevention Week Poster Contest sponsored by the Wisner Fire Department.

Mennonite #16 (Aberdeen School District #4820, Aberdeen, Mississippi)

The Aberdeen School District operates a one-teacher school serving a small Mennonite community. Although 41 students in grades one through eight seems excessive, the teacher still likes the challenge of a one-teacher school. The school district provides textbooks and pays the teacher's salary, while a full-time Mennonite aide paid by the community assists. One advantage, though, is that the mostly Mennonite children are well-behaved, quiet, and orderly.

Mennonites attend school from 6 to 13. Thus, the eighth grade is the last year of schooling for their children. Students attend school all day for 8 months each year, first and second graders attending only until noon. Girls wear ankle-length dresses, generally khaki, gray, or slate-blue in color, while boys wear blue jeans or overalls and long-sleeved shirts made of the same material the girls wear. All clothing is homemade.

The teacher feels comfortable in the Mennonite community since students and parents appreciate her dedication. Where else might 100 percent parental attendance at all parent-teacher meetings occur?

Roxand District #12 (Loucks Public School, Mulliken, Michigan)

Having taught at Loucks School for 5 of her 19 years of teaching, the present teacher enjoys working with children and parents in a slower-paced environment. The 18 enrollees and the teacher keep the 55-year-old school building clean and ready for school each day.

The half-acre school site in Roxand Township was purchased for $30 in 1878 from Sarah Loucks, after whom the school is named. Since both the first log and second wood-frame buildings burned, everyone in the current wood edifice is very "careful with matches and anything that burns."

Community support for the school is high. Last year the community raised money from bake, rummage, and craft sales to send the entire school on a field trip to Niagara Falls. Parents accompanied the teacher and children. Students score consistently high on state assessment tests and achieve well as high school students.

Brookline Elementary School (Windham Central School District, Brookline, Vermont)

The teacher for the past 10 years at Brookline School notes that one-teacher schools "are great as long as the teachers love to be in this type of situation—and I love it!" She and the children keep busy with school work, library trips, the science lab, poetry workshop, movies and filmstrips, and a downhill ski program. One special accomplishment has been the school's publication of a booklet recounting the history of the Brookline area and school. The booklet contains photos, drawings, and stories by the children about various aspects of living in the valley, past and present.

Photo 6: Brookline Elementary School, Brookline, VT *Photo by Ivan Muse*

School enrollment for 1983-84 totaled 33 students, representing 20 families living in the valley. The school was originally constructed in the late 1800s, moved to its current site, and a new addition completed in 1950. The building is round, making for a very distinctive design.

Billings County School District (Medora, North Dakota)

This school district was recently featured in *The Philadelphia Inquirer* (Thursday, March 6, 1986) in an article titled "Little School on the Great Plains." Billings County is 47 miles long from top to bottom, and 24 miles across at the widest point. The county school system has no high school, and grades one through eight enroll only 92 students. Five one-teacher schools operate in this county.

The Little Missouri School, supported by the county, is situated on a ranch some 22 miles from Medora, North Dakota. The teacher who asked for this assignment and who lives in the back of a trailer that doubles as the school has only three students, all from the same family. The county rotates teachers every 2 years.

The school has a computer and each student receives individual instruction. Absenteeism is almost nonexistent, except when the oldest student had to miss a day to help two sows deliver 42 baby pigs. The school district office reports that students from one-teacher schools in the district always perform well on tests and in high school.

Baker School District #5 (Keating, Oregon)

The Baker School District has three one-teacher schools. The Keating School, featured in *Rural Education Review* (Eastern Oregon State College, Spring 1986), began in 1884 as a log building nestled in the pines of Oregon.

There are 18 students at Keating, and the head teacher has an assistant who helps with the instruction and gives individualized attention to the students during the school day. Students come from ranches in the area, and most are highly skilled in handling cattle, lambing, and building wood fires. Among academic skills, the teacher stresses courtesy to others as the heart of a good school program. This school serves only grades one to three.

Trementina Elementary School (West Las Vegas School District, New Mexico)

The Trementina Elementary School, cited in *Women's World Weekly* (February 14, 1984) in an essay titled "Little Schoolhouse on the Prairie," is modern, but also old-fashioned. A computer offers a number of educational experiences for all 12 students grades one through seven. In addition, a language specialist drives 50 miles once a week to teach Spanish as well as English grammar. Once a month, a mobile library visits and students return books and check out new ones.

Trementina, however, lacks many modern conveniences. An outhouse is detached from the school and drinking water is carried in daily from Las Vegas, New

Mexico, 50 miles away. Inconveniences do not seem to bother the teacher or children who consistently pass statewide school examinations each year.

Closeness and cooperation are Trementina trademarks. Students help one another during class instruction and play together during recess. In order to keep the school operating, the teacher and students engage in a number of fund-raisers.

Chapter 6

The One-Teacher School: The Future

What makes a good school? A number of educators suggest that good schools have well-qualified teachers, ample courses to meet the needs of students, modern school buildings, and sufficient students for social interaction and involvement in school activities. These conditions are often thought to occur more readily in larger schools located in or near metropolitan centers. Over the years, hundreds of school districts and thousands of school buildings have been closed in an attempt to increase school enrollments through consolidation and to make schools more effective. Size, however, does not always insure quality education. Small, one-teacher schools can and do compete effectively with their larger, more diverse counterparts.

Large and small schools are not without their shortcomings. Complaints about educational programs in many urban schools center around a high student-teacher classroom ratio, poor teaching, lack of discipline, and too many frill courses. While critics of small and one-teacher schools still complain of too few students, isolation, inadequate modern amenities, and poor teacher preparation, these arguments have diminished considerably. Many writers and educators are now recognizing the inherent values of the small school. In *America's Country Schools*, Andrew Gulliford (1984) claims that "Out of necessity country schools have been practicing for more than a century what the most sophisticated education systems now encourage—smaller classrooms, programs that allow students to progress at their own rate and students who help each other to learn." Studies have shown that rural students develop independence, individuality, resourcefulness, and strong ties to the communities in which they live.

As late as 1960, however, the National Education Association study of one-teacher schools depicts these schools as largely inadequate and seriously lagging behind larger, urban elementary schools. Their findings fueled those school reformers who believed small schools should be closed and children bussed to larger, urban centers. Shortcomings revealed in this study included teachers without college train-

ing, inadequate buildings, poor instructional practices and equipment, minimal support services, and a lack of supplies.

Since the NEA study, one-teacher schools decreased from 23,965 in 1960 to 837 in 1984. The dramatic decline is largely due to consolidation. Few, if any, investigative or evaluative studies examined the quality of schools, and there were few comprehensive follow-up studies to indicate how successful some of these schools really were. Apparently it was easier to close schools than to reinvigorate them. Only since 1980 have the special and unique qualities of small schools been recognized as having desirable elements for good schooling. It has been rediscovered that students who attend small rural schools develop qualities of independence, resourcefulness, and a sense of personal worth as individuals and as members of the communities in which they live.

Reasons cited for closing one-teacher schools in 1960 are no longer valid in the 1980s. Where teachers were once mostly high school graduates, they now have college degrees and teaching certificates. Where outdoor plumbing was once the rule, it is now the exception. Today's school buildings are largely self-contained, newer, and structurally sound. School supplies and teaching materials are also available. New information technologies compensate for the size and isolation of many one-teacher schools.

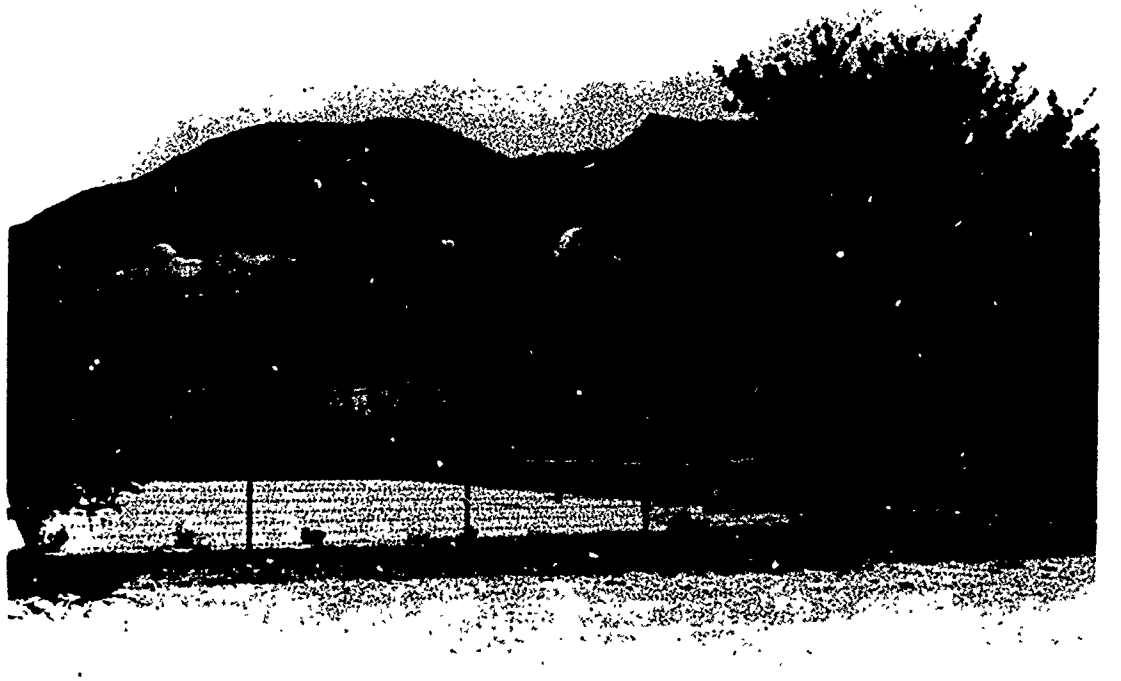


Photo 7: Hackberry Elementary School, Hackberry, AZ *Photo by Ivan Muse*

Students from small schools benefit from being taught in a family atmosphere. Teachers live in the community, know the children and families well, and expect to teach in the school over an extended period of time. These conditions make stable, warm, and long-lasting friendships possible in an educational environment. Students of various ages progress at their own rate. Generally each can not only count on the teacher for individual help, but also on older students to help in the teaching process.

In 1939, the American Association of School Administrators noted the value of small country schools in *Schools in Small Communities*:

> The relationship of the schools to the national community and the closeness of the school to the people are of first-rate educational significance and are not to be sacrificed in the interest of "efficiency." If such a sacrifice is made to establish economical districts, we wi.. find in a generation that something of deep significance which money cannot buy has been destroyed.

Almost prophetically, the small one-teacher school then all but disappeared from the American landscape. Out of necessity, and perhaps out of perseverance, the remaining 800 or so one-teacher schools resist closing or consolidation. We found in our 1984 and 1985 studies that some one-teacher schools need more active state and community support. Schools are more than aggregates of students, textbooks, and teachers. If one-teacher schools are to realize their full potential into the twenty-first century, they must continue to change, adapt, and employ advanced educational strategies and equipment. We offer the following solutions for sustaining these improvements:

1. Teachers in one-room schools must remain up-to-date and employ innovations increasing the probability of student success. Curriculum should be well-planned and sequential. Teachers should be encouraged to continue their schooling and be offered incentives for personal and professional growth.

2. The community should be closely involved with the school program. Some options for involving parents in schooling in order to benefit the educational program include:
   - A PTA-like organization to focus on school needs, lobby for higher teacher salaries, maintain school buildings, and participate more fully in instructional activities.
   - The use of parents to provide special skills that enhance instruction and add variety to curricular offerings. Most communities have talented individuals who on an ad hoc basis might instruct in art, music, dance, health, home economics, career exploration subjects, and other useful topics.
   - Parents can help the teacher with learning problems students experience. Teachers can also provide parents with valuable insights and techniques for helping their children learn.

3. The school district should provide a learning environment in which education is valued. Our 1984 study indicated a surprisingly positive attitude among teachers regarding their role in the classroom. However, teacher salaries are generally lower in rural areas. The teacher in the one-teacher school has more difficulty and expense in obtaining school supplies and personal necessities than do those in metropolitan areas.

4. The county superintendent with one-teacher schools must recognize their importance and ensure that legislative policies and procedures focus upon all schools equally, regardless of location and size of the school. The district should regularly evaluate the progress of students in all schools and reward excellent teachers. The superintendent must regularly approach state officials to support and maintain one-teacher schools since they are an integral part of the community. With state support for worthy programs, small schools can be productive.

5. Legislators and educators should seek options to consolidation. They might even apply different standards to small rural schools offering quality education.

The few remaining one-teacher schools are too much a part of our educational heritage to be arbitrarily dismissed, closed, or consolidated. They not only serve their communities in a practical way, but they also remind the nation as a whole of its agrarian roots, its commitment to equal education as the primary way to prepare its youth for the responsibilities of citizenship.

Appendix

One-Teacher Schools Responding to 1984 Survey

ALASKA

Denaina School
Lake & Pen School District
Alaska

ARIZONA

Apache Elementary District #42
P.O. Box 1118
Douglas, AZ 85607

Blue Elementary District #22
Blue, AZ 85922

Champie Elementary District #14
Star Route
Morristown, AZ 85342

Crown King Elementary District #41
P.O. Box 428
Crown King, AZ 86343

Hackberry Elementary District #3
P.O. Box 22
Hackberry, AZ 86411

Littlefield Elementary
District #9
Littlefield, AZ 86432

Valentine Elementary District #22
Star Route - Box 50
Peach Springs, AZ 86434

Vicksburg Elementary District #3
P.O. Box 208
Salome, AZ 85348

Walnut Grove Elementary
District #7
Star Route
Kirkland, AZ 86332

CALIFORNIA

Amboy Elementary
P.O. Box 66
Amboy, CA 92304

Ballard Elementary
2425 School Street
Solvang, CA 93463

Bear Valley Elementary
P.O. Box 95
Bear Valley, CA 95223

Blake Elementary
P.O. Box 53
Woody, CA 93287

Bogus Elementary
Star Route, Box 95
Montague, CA 96064

Capell Elementary
1191 Capell Valley Road
Napa, CA 94558

Chinese Camp Elementary
Red Hills Road
P.O. Box 251
Chinese Camp, CA 95309

Essex Elementary
Essex, CA 92332

Etterburg Elementary
Star Route, Etterburg
Whitehorn, CA 95489

Fall Creek Elementary
Hornbrook, CA 96044

Flournoy Union Elementary
Osborne and Paskenta Roads
Flournoy, CA 96029

Jefferson Elementary
221 Old Hernandez Road
San Benito, CA 95023

Kirkwood Elementary
Route 1, Box 250 A
Corning, CA 96021

La Grange Elementary
P.O. Box 66
La Grange, CA 95329

Laguna Joint Elementary
3286 Chileno Valley Road
Petaluma, CA 94952

Lincoln Elementary
1300 Hicks Valley Road
Petaluma, CA 94952

Little Shasta Elementary
Route 1, Box 105
Lower Little Shasta Road
Montague, CA 96064

Maple Creek Elementary
Maple Creek Route
Korbel, CA 95550

Panoche Elementary
31441 Panoche Road
Paicines, CA 95043

Platina Elementary
P.O. Box 6
Platina, CA 96076

Pleasant Valley Joint Union Elementary
P.O. Box 4390
San Miguel, CA 93451

Reservation Elementary
P.O. Box 2
Stewarts Point, CA 95480

Santa Clara Elementary
20030 E. Telegraph Road
Santa Paula, CA 93060

Union Joint Elementary
5225 Red Hill Road
Petaluma, CA 94952

Wooden Valley Elementary
1340 Wooden Valley Road
Naspa, CA 94558

COLORADO

Basin Elementary
P.O. Box 448
Norwood, CO 81423

Browns Park Elementary School
Greystone Route
Maybelle, CO 81640

IDAHO

Avery Elementary School
Avery, ID 83802

Clarkia Elementary School
Clarkia, ID 83812

Clayton Elementary School
Kinnickinic Creek Road
Clayton, ID 83227

Grangemont Elementary School
Grangemont Road, Route 2
Orofino, ID 83544

Howe Elementary School
Howe, ID 83244

Patterson Elementary School
May, ID 83253

Peck Elementary School
212 Main, Box 48
Peck, ID 83545

Powell #241
Powell, ID

Prairie Elementary School
c/o Prairie Stage, Box 56
Mountain Home, ID 83647

Stanley Elementary School
Stanley, ID 83278

Tendoy Elementary School
Tendoy, ID 83468

Three Creek Elementary School
Rogerson, ID 83302

Yellow Pine Elementary School
Yellow Pine, ID 83677

MAINE

Frenchboro Elementary School
Frenchboro, ME 04635

Islesford ElementarySchool
Islesford, ME 04646

Longfellow School
Cranberry Isles, ME 04625

Long Island Elementary School
Fern Avenue
Long Island, ME 04050

Monhegan Island School
Monhegan Island, ME
04852

Wellington Elementary School
Main Street
Wellington, ME 04990

MICHIGAN

Adams Elementary School
Sigel Township
Bad Axe, MI 48413

Becking School
Rural Route 2
Bad Axe, MI 48413

Benedict School
State Road
Ionia, MI 48846

Bois Blanc Pines School
Eastern UP Intermediate
Michigan 49020

Eccles Sigel No. 4 School
Section Line Road
Harbor Beach, MI 48441

Grant Township School
Copper Harbor, MI 49918

Loucks Elementary School
Route 1
Mulliken, MI 48861

Rapson Elementary School
Verona Road
Bad Axe, MI 48432

Red School
Rural Route 2
Bloomfield #1
Port Hope, MI 48468

Strange School Oneida District #3
Route 2
Grand Ledge, MI 48837

Verona Mills School
RFD
Bad Axe, MI 48413

MARYLAND

Tylerton Elementary School
Tylerton, MD 21866

MISSISSIPPI

The Mennonite School
c/o John M. Curlee
Superintendent
P.O. Drawer 607, Bulldog Dr.
Aberdeen, MS 39730

MONTANA

Ada School
Lloyd, MT 59535

Albion School
Alzada, MT 59311

Alzada School
Alzada, MT 59311

Ayers Colony School
District #222
Grass Range, MT 59032

Benzien School
Sand Springs, MT 59077

Biddle School
Biddle, MT 59314

Big Bend School
Busby, MT 59016

Big Dry School
Jordan, MT 59337

Billup School
Otter, MT 59062

Blackfoot School
Brusett, MT 59318

Bridge School
Big Timber, MT 59011

Carter Grade School
#56 Chouteau County
Carter, MT 59420

Cat Creek School
Jordan, MT 59337

Cooke City School
District #9
Cooke City, MT 59020

Corral Creek School
R.R.
Lodge Grass, MT 59050

Cottonwood School
Bozeman, MT 59715

Cottonwood School
Ismay, MT 59336

Elmos School
Elmo, MT 59915

Fertile Prairie School
Baker, MT 59313

Garland School
Tongue River Stage
Miles City, MT 59301

Guildford Colony School
District #89
Box 141
Guildford, MT 59525

Glasgow #1
Glasgow, MT

Gold Creek School District #33
Gold Creek, MT 59733

Hammond School
Hammond, MT 59332

Hockett Basin School
Powderville, MT 59345

Jackson School District #9
Red Lodge, MT 59068

Johnston School
Hammond, MT 59332

Kester School
Jordan, MT 59337

King Colony School
Route 2, Box 1143
Lewistown, MT 59457

Landusky School
Dodson, MT 59524

Lloyd School
Lloyd, MT 595335

Lone Tree Bench School
Blaine County #14
Route 73, Box 25
Lloyd, MT 59535

Luther School
Luther, MT 59051

Malmborg School
Gallatin #47
Bozeman, MT 59715

Mineral Bench School
#9 Roosevelt County
Poplar, MT 59255

Moon Creek School
District #43
Miles City, MT 59301

Nickol School
Ledger, MT 59456

North Harlem Elementary
District #6
Blain. Co., MT

Nye School
Nye, MT 59061

Ovando School
Ovando, MT 59854

Plainview School
Elalaka, MT 59324

Polaris School #21
Polaris, MT 59746

Powderville School #2
Powderville, MT 59345

Ross School
Mosby MT 59058

Salmon Prairie School #73
Swan Lake, MT 59911

Second Creek School
Malta, MT 59538

South Stacey School
School District #90
Volborg, MT 59351

Spring Creek Colony School
Lewistown, MT 59457

Springhill School #20
Belgrade, MT 59714

Sunset School #30
Greenough, MT 59836

Sutherland School
Tree Cowlee District #18
Angela, MT 59312

S Y School
Miles City, MT 59301

Tallow Creek School
Malta #14
Malta, MT 59538

Three Buttes School
Richland #28
Lambert, MT 59243

Trail Creek School
District #13
Miles City, MT 59301

Trinity School
Canyon Creek, MT 59633

Twin Buttes School
Miles City, MT 59301

Two Dot School
Two Dot, MT 59085

Union School
Lindsay, MT 59339

Van Norman School
Jordan, MT 59337

NEBRASKA

Antelope District #44
Nebraska

Austin School District #2
RR 1, Box 207
Loup City, NE 68853

Beaver Valley District
#13 & 18
Beaver Valley, NE

Beaver Valley #69
HC-74-Box 74
Chadron, NE 69337

Bignell
District #98
1511 West 4th
North Platte, NE 69101

Birdwood, District #36
Route 1, Box 350
Hershey, NE 69143

Buffalo District #52
Buffalo, NE

Buffalo County #71
Redwing, NE

Cache Creek Valley #6
NE

Calamus, District #50
Star Route 2, Box 42A
Taylor, NE 68879

Carr - Buffalo County
District #52
Route 3
Ravena, NE 68869

Carver School #170
Cherry County, NE

Cedar Valley District #18
Cedar Valley, NE

Centennial School
School District #73
RFD 3
York, NE 68467

Cherry County #114
NE

Christian Community Schools
RR
Spencer, NE 68777

Cordova School
Cordova, NE 68330

Fairview School
Dawes County, District #47
Box 13A
Marsland, NE 69354

Dodge County District #12
Dodge, NE

Dodge #25
Dodge (Co.), NE

District #004
Marion, NE

District #1
Route 2
Nebraska City, NE 68410

Wyoming School
District #1
Route 2
Nebraska City, NE 68410

District #1
Newport, NE 68759

Pleasant View #1
Newport, NE 68759

District #2
Santon, NE 68779

District #2
Chapman, NE 68827

District #4
Opportunity Route
O'Neill, NE 68763

Dorsey District #4
O'Neill, NE 68763

District #4
Pacific Plains, NE

District #5
Simeon, NE

District #5
Wayne, NE 68787

Frog Pond
Wayne, NE 68787

District #7
Arthur, NE 69121

District #7
Ashby, NE 69333

District #7
Boyd Co., NE

Highland Grove
Highland Grove, NE

District #7
Jefferson County, NE

Endicott School
NE

District #9
1105 East H
Ogallala, NE 69153

District #9
1404 N. 7th Street
O'Neill, NE 68763

District #10
608 E. Walnut
Norfolk, NE 68701

Stanton County School
NE

District #11
Box 184
Syracuse, NE 68446

Smallfoot District #11
Otoe County
Dunbar, NE

District #13
Hoskins, NE 68740

District #14
Star Route #4
Atkinson, NE 68713

District #14
Route 1
Bancroft, NE 68004

Cummings County School
NE

District #14
Brown County
Moon Lake, NE

District #15
Pleasant Hill, NE

District #16, Cumming Co.
607 N. 10th, Box 241
Wisner, NE 68791

District #17 Liberty
Springview, NE 68778

District #17
201 E. Benton, Apt. 1
O'Neill, NE 68763

District #17, Cuming Co.
Box 82
Wisner, NE 68791

District #18
Valley View, NE

District #18
320 East B
Ogallala, NE 69153

District #18
504 Market St.
Talmage, NE 68448

District #18 1/2
Elgin, NE 68636

Deloit, NE

District #19
Chain Lakes, NE

District #19
Route 2
West Point, NE 68778

District #21
Harmony, NE

District #21
Springview, NE 68778

District #21
522 Main
West Point, NE 68778

District #22
Star Route
Stuart, NE 68780

Pleasant View School
Stuart, NE 68780

District #22
Route 2
West Point, NE 68778

District #24
Seward, NE 68434

District #25
Evergreen
Saline Co., NE

District #28
Glenwood, NE

District #28
Riverside School
Silver Creek, NE 68663

District #30
Route 2
Clarkson, NE 68629

District #30
Route 2
Nebraska City, NE 68410

District #30
Box 1112
Stanton, NE 68779

District #30
Gooselake School
Gordon Co., NE

District #31
Glandt School, NE

District #31
Route 1
Stanton, NE 68779

District #32
1015 S. 10th
Lyons, NE 68038

District #33
Arthur, NE 69121

District #34
Spannuth School
NE

District #34
711 North 10th
Wisner, NE 68791

District #35
Box 89 Star Route
Stuart, NE 68780

District #35
Pilger, NE 68768

District #35
Canfield, NE

District #36
HC56
Hay Springs, NE 69347

District #36
Sandridge, NE

District #36
Route #1
Pierce, NE 68767

District #36
Pleasant View, NE

District #36
Stanton, NE 68779

District #38
Ash Creek School
Lewellen, NE 69147

District #39
RR #1, Box 91 B
O'Neill, NE 68763

District #39
Cream Ridge, NE

District #40
1200 Avenue E
Wisner, NE 68791

District #41
Pleasant Ridge, NE

District #45
Laurel, NE 68745

District #45
Mt. Hope, NE

District #47
Wayne, NE 68787

District #49
Star Route Box 59
Lynch, NE 68746

District #49
Starview, NE

District #49
Springview, NE 68778

District #49
Kenya Paha Cty.
Lost Creek, NE

District #51
Willow Creek
Box 135
Prague, NE 68050

District #52
Route 1, Box 2
Brock, NE 68320

#52 Otoe County
Lincoln Grove, NE

District #52
Brownlee, NE

District #53
Phoenix, NE

District #54
Nebraska City, NE 68410

District #54
Camp Creek School
Nebraska City, NE

District #54
Saunders Co., NE

District #55
RFD
Pierce, NE 68767

District #55
Whitney, NE

District #55
Route 2
Stanton, NE 68779

District #55
Duffy School
Stanton, NE 68779

District #56
Rogers, NE 68659

District #57
Saline Co., NE

District #57
Fairview, NE

District #58
West Grove, NE

District #61
Cherry, NE

District #64
Riverview School
NE

District #64
Springview, NE 68778

Burton School
District #64
Springview, NE 68778

District #65
Brown Co., NE

District #65
Cherry Co., NE

District #69
RFD 4
Endicott, NE 68350

District #71
Sparks, NE

District #72, Box 188
Inland Public School
Inland, NE 68954

District #74
Saunders Co., NE

District #75
HC64 Box 34
Gordon, NE 69343

HC90 Box 8
Gordon, NE 69343

District #77
P.O. Box 125
Atkinson, NE 68713

Holt Co. #77
NE

District #78
Irwin, NE

District #79
College Hill, NE

District #81
Happy Valley, NE

District #81
102 E. Third
Atkinson, NE 68713

#81 - Holt Co.
"Windy Meadow"
NE

District #81
Newport, NE 68759

Spotted Tail School
NE

District #83
Cherry Co.
NE

Rural School District #87
357 N. Sycamore
Wahoo, NE 68066

District #88
NE

District #88
RR
Clearwater, NE 68726

District #88 - Holt Co.
Emporia, Near Orchard,
NE

District #88
Heil School
NE

District #90
119 N. 8th St.
O'Neill, NE 68763

District #91
Riverside, NE

District #92
Marsland School
NE

District #92
Box 29, Appt. Rt.
O'Neill, NE 68763

District #96
Hickory Route
Alliance, NE 69301

District #96
Route 1, Box 93
Mason City, NE 68855

District #96
Flatbottom, NE

District #97
Happy Hallow, NE

District #100
Maple Route
Alliance, NE 69301

District #100
Roadside, NE

Tioga-Burge School
District #100
Box 175
Cody, NE 69211

District #101
Burr Elementary School
Burr, NE 68324

District #101
Elsmere, NE 69135

District #107
Lone Pine, NE

District #109
Wild Horse Valley, NE

District #111
Touhy, NE

District #114
Pleasant Valley, NE

District #117
Lackey, NE

District #119
Amherst, NE

District #119
Ellsworth, NE 69340

District #122
HC 62
Gordon, NE 69343

District #128
North Valley 128N
NE

District #141
HC 84 Box 112
Gordon, NE 69343

Hinchley District #141
NE

District #146
Box 95A
Ewing, NE 68735

District #158
NE

District #169
Route 2, Box 197
Broken Bow, NE 68822

District #169
Box 11
Stuart, NE 68780

District #190
Motherlake, NE

District #228
Box 267
Chambers, NE 68725

District #231
RR #1
Amelia, NE 68711

District #238
Amelia, NE 68711

District #256
Star Route Box 7
Arnold, NE 69120

District #256
Oconto Public School
NE

Fairview District #88
Route 2
Madison, NE 68748

Grand Co. District #9
Steven's School
NE

Garfield
Butter Co. District #3
NE

Gosper Co. District #4
Gosper Co., NE

Grace
Grace Luthern, NE

Hazel Green School District #41
RFD 1
Tecumseh, NE 68450

Hawk School #4
Loup City, NE 68853

Horace District #28
Scotia, NE 68875

Manley #96
Manley Public School
NE

Malmo District #36
Malmo, NE 68040

District #36
Saunders Co.
NE

Moon Creek #14
Loup City, NE 68853

North Star
District #115
Valparaiso, NE 68065

District #13
Oak Valley
RFD 5
Lincoln, NE 68508

Pioneer #26
Cherry County
NE

Pioneer
Route #1
Martell, NE 68404

District #61
Martell, NE 68404

Pleasant View
District #31
Route 2, Box 364
North Platte, NE 69101

Sand Creek, District #34
Cedar Bluffs, NE 68015

Sanders Co. #34
NE

Sander Co. #5
Sander Co. NE

Schaupps School #73
Ashton, NE 68817

Seneca Attendance Center
Box 127
Mullen, NE 69152

Spring Creek District #19
RFD 3
Tecumseh, NE 68450

Star School District #1
RFD 2
Crete, NE 68333

Taylor District #12
Taylor, NE

Zion District #18
Saunders Co., NE

West Olive #24
West Olive, NE

District #32
Hazard School District
NE

Banner School
District #35
Sheridan Co., NE

Wilson School
District #1
NE

#76 Paramount School
NE

NEW HAMPSHIRE

James M. Faulkner
Elementary School
Supervisory Unit #24
NH

Village School
Hebron, NH 03241

NEW MEXICO

Conchas Dam Elementary School
Garita, NM 88416

Trementina Elementary School
West Las Vegas School District
179 Bridge Street
Las Vegas, NM 87701

NEVADA

Denio
Denio, NV 89404

Duckwater School - #25
Nye Co. School District
NV

Francis C. Keller School
P.O. Box 1708
Elko, NV 89801

Elko Co. School District
Independence Valley School
Elko, NV

Jackson Mountain School
Humboldt Co., NV

Keller School
Elko Co., NV

Kings River School
Orovada, NV 89425

Humboldt, NV

O'Neil School
O'Neil via Wells, NV 89835

Elko Co. School District
NV

Searchlight
Clark Co.
Searchlight, NV 89046

NORTH DAKOTA

Grass Lake School #3
Wilton, ND 58579

Leland School
Sidney, ND 59270

Earl District #18
ND

Leland #5206
ND

Mud Butte School #30
Rhame, ND 58651

Springbrook School #2
Hannover, ND 58543

District #14
Hannover, ND 58543

Squaw Gap School
Sidney, ND 59270

Earl School District #18
ND

Sundale Colony School
Milnor, ND 58060

Milnor #2
Milnor, ND

OREGON

Andrew School
Andrew Star Route
Burns, OR 97720

District #29
OR

Antelope School
P.O. Box 66A
Antelope, OR 97001

Lincoln School
OR

Ashwood School
P.O. Box 2
Ashwood, OR 97711-0002

Ashwood #8
Ashwood Elementary
Ashwood, OR 97711

Brogan School
Brogan, OR 97903

Brogan #1
Brogan, OR 97903

Keating School
Keating, OR 97847

Baker 5-J
OR

Lawen School
Lawen, OR 97740

Lawen #18
Lawen Elementary
Lawen, OR 97740

Mehama School
Mehama, OR 97384

Stayton 77J
Mehama, OR 97384

Plush School
Plush, OR 97637

Plush Elementary School
District #18
Plush, OR 97637

Troy School
HC 62, Box 76
Enterprise, OR 97828-960

Troy School District #54
OR

SOUTH DAKOTA

Atall Elementary
Meade School District #46-1
1230 Douglas Street
Sturgis, SD 57785

Beaver Creek Elementary
Winner School District #59-2
P.O. Box 231
Winner, SD 57580

Big White Elementary
White River School
District #47-1
P.O. Box 273
White River, SD 57579

Bijou Elementary
Winner School District #59-2
P.O. Box 231
Winner, SD 57580

Brunson Elementary
Winner School District #59-2
P.O. Box 231
Winner, SD 57580

Carroll Elementary
Platte Community School
District #11-3
P.O. Box 157
Platte, SD 57369

Castalia Elementary
Platte Community School
District #11-3
P.O. Box 157
Platte, SD 57369

Cedar Grove Colony Elementary
Platte Community School
District #11-3
P.O. Box 157
Platte, SD 57369

Como Elementary
Miller School District #29-1
P.O. Box 257
Miller, SD 57362

Cottonwood Elementary
Faith School District #46-2
P.O. Box 619
Faith, SD 57626

Cox Elementary
Harding Co. School
District #13-1
P.O. Box 367
Buffalo, SD 57311

Fairpoint Elemementary
Meade School District #46-1
1230 Douglas Street
Sturgis, SD 57785

Greenwood Elementary
Winner School District #59-2
P.O. Box 231
Winner, SD 57580

Hutterische Colony Elementary
Bon Homme School District #4-2
P.O. Box 97
Tyndall, SD 57066

Illinois Elementary
Hyde School District #34-1
Box 416
Highmore, SD 57345

Keystone Elementary
Hill City School District #51-2
P.O. Box 659
Hill City, SD 57745

King Elementary Teacher
Haakon School District #27-1
P.O. Box 730
Philip, SD 57567

Lincoln Elementary
Haakon School District #27-1
P.O. Box 730
Philip, SD 57567

Lincoln Elementary
Harding Co. School
District #31-1
P.O. Box 367
Buffalo, SD 57311

Govert School
Harding Co. School
District #31-1
P.O. Box 367
Buffalo, SD 57311

Ludlow Elementary
Harding Co. School
District #31-1
P.O. Box 367
Buffalo, SD 57311

Maitland Elementary
Hot Springs School
District #23-2
1910 Jennings Avenue
Hot Springs, SD 57747

Mentor Elementary
Pierre School District #32-2
302 East Dakota
Pierre, SD 57502

Norbeck Elementary
Harding Co. School
District #31-1
P.O. Box 367
Buffalo, SD 57311

North Creighton Elementary
Wall School District #51-5
P.O. Box 414
Wall, SD 57790

Plainview Elementary
Winner School District #59-2
P.O. Box 231
Winner, SD 57580

Pleasant Ridge Elementary
Wall School District #51-5
P.O. Box 414
Wall, SD 57790

Raber Elementary
Pierre School District #32-2
302 East Dakota
Pierre, SD 57502

Running Bird Elementary
White River School
District #47-1
P.O. Box 273
White River, SD 57579

Sanner Elementary
Hoven School District #53-2
P.O. Box 128
Hoven, SD 57450

Torrey Lake Elementary
Platte Community School
District #11-3
P.O. Box 157
Platte, SD 57360

Union Elementary
Bison School District #52-1
P.O. Box 9
Bison, SD 57620

Union School
Box 105
Prairie City, SD 57649

TEXAS

Juno Common School
Box 1266
Del Rio, TX 78840

UTAH

Antimony Elementary School
Antimony, UT 84712

Ibapah Elementary School
Ibapah, UT 84034

VERMONT

Baltimore School
Baltimore (Chester Depot)
VT 05144

Windsor Southwest
Baltimore, VT 05144

Belvidere Central School
Belvidere, VT 05442

Lamaillo North Sup. Union
Belvidere, VT 05442

Brookline Union School
Brookline (Newfane), VT
05345

Windham Central
RD #1 Box 187F
Newfane, VT 05345

Granville Village School
Granville, VT 05747

Windsor Northwest
Granville, VT 05747

Norton Village School
Norton, VT 05907

Essex-North Super Union
Norton, VT 05907

WASHINGTON

Damman Elementary
Route 6, Box 1740
Ellensburg, WA 98926

Shaw Island Elementary
Shaw Island, WA 98286

Star Elementary
Box 100
Connell, WA 99326

Winton Elementary
Star Route
Leavenworth, WA 98826

Vernita Elementary
Vernita Star Route 37
Sunnyside, WA 98944

Richland #400
Vernita Star Route #37
Sunnyside, WA 98944

WEST VIRGINIA

Ritchie Co. School
Auburn, WV

WYOMING

Arvada School
Arvada, WY 82831

Sheridan #3
Sheridan, WY

Arvada-Clearmont
Sheridan County School
District #3
WY

Atlantic City School
Freemont School District #1
Atlantic City, WY 82520

Billy Creek School
Johnson County School
District #1
P.O. Box 29, Kaycee Route
Buffalo, WY 82834

Boxelder School
School District #2
Boxelder Route
Glenrock, WY 82637

Cactus School
Campbell County School District
Savageton Route
Gillette, WY 82716

Cottonwood School
Albany County School
District #1
Harris Park Route
Wheatland, WY 82201

Crowheart School
Wind River School District #6
Crowheart, WY 82512

Gas Hills School
Riverton-Gas Hills #25
121 North 5th West
Riverton, WY 82501

Hamilton Dome School
Hot Springs City School
District District #1
Hamilton Dome, WY
82427

Ogalala School
Converse County #2
Rural Route 3
Douglas, WY 82633

River Bridge School
Albany County School
District #1
Garrett Route
Rock River, WY 82083

Seven Mile School
Niabrara County School District
Route 3
Newcastle, WY 82701

Shell School
Big Horn County #3
Shell, WY 82441

Slack School
Sheridan School District #1
Parkman, WY 82838

Valley School
Park County School District
South Fork, WY 82414

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About the Authors

Bruce Barker, Assistant Professor of Education at Texas Tech University, has been involved in rural education for several years. Dr. Barker has been a public school teacher and leader in continuing education at the university level and has conducted major research efforts in American rural schools. Dr. Barker is a member of the National Rural Education Association Research Committee and is affiliated with the Texas Tech University National Center for Smaller Schools. He is a member of the National Advisory Board of the ERIC Clearinghouse on Rural Education and Small Schools.

Ivan Muse, the Director of Rural Education at Brigham Young University, has been a long-term member of the National Rural Education Association. Dr. Muse has been a high school teacher, principal and university professor in Hawaii and Utah. He is currently a member of the Utah Rural Schools Association. Dr. Muse has written extensively on rural education topics and has been a consultant on rural education in numerous states.

Ralph Smith is the Dean of the College of Education at Brigham Young University. Previously, he was a teacher, counselor and administrator in a California community college. Dr. Smith combines his administrative responsibilities with an interest in rural research and writing. He is a member of the National Rural Education Association.