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BUREAU OF EDUCATION

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THE RURAL TEACHER OF  
NEBRASKA

By A COMMITTEE  
FROM THE GRADUATE SCHOOL OF EDUCATION  
UNIVERSITY OF NEBRASKA



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## CONTENTS.

	Page.
Introduction.....	7
Chapter I.—Movements in Nebraska's educational development.....	11
Historical beginnings.....	11
Early schools.....	12
Territorial organization and school interests.....	12
The district board in early days.....	13
The township unit adopted.....	13
School changes on admission to statehood.....	14
School funds.....	15
School taxes.....	16
Minimum terms of school.....	16
Training of teachers.....	16
Junior normal schools.....	17
Normal training in high schools.....	18
State normal schools.....	18
Chapter II.—Response, sex, age, and nationality.....	21
Response.....	21
Sex.....	21
Age.....	23
Nationality.....	25
Summary.....	29
Chapter III.—Education.....	30
Elementary education.....	30
Secondary education.....	31
Education beyond the high school.....	31
Where education was received.....	32
Subjects studied.....	33
Proficiency and preference of subjects.....	33
Experience in agriculture.....	34
Experience in domestic science.....	35
Experience in manual training.....	35
Experience in social settlement.....	36
Certificate held.....	36
Months taught in rural schools.....	37
Summary.....	38
Chapter IV.—Experience.....	39
Total number of terms taught.....	39
Total number of months taught.....	40
Experience—Village and town schools.....	41
Experience—Grades in village and town schools.....	42
Tenure in position.....	42
Continuance in teaching profession.....	43
Summary.....	44

	Page.
Chapter V.—The boarding place.....	45
Months upon which board was paid.....	46
Private rooms and heat.....	47
Bath facilities.....	48
Children in the homes.....	49
Evolution of the teacherage.....	50
Summary.....	51
Chapter VI.—Income.....	53
Yearly income.....	53
Months upon which salary was received.....	53
How the vacation was spent.....	54
Commercial pursuits.....	55
Professional expenses.....	56
Summary.....	56
Chapter VII.—Industrial conditions and suggestions of teachers.....	57
Teaching on home economics and manual training.....	57
Welfare leagues and other organizations.....	58
Hot lunches and school gardens.....	59
Residence in country and city.....	60
Janitor service.....	62
The week end.....	62
Suggestions for betterment of rural schools.....	63
Summary.....	63
Chapter VIII.—A recapitulation.....	65
Appendix.—Questionnaire on the status of the rural teacher in Nebraska.....	66

### ILLUSTRATIONS.

PLATE 1. <i>A</i> , Typical rural teacher of Nebraska. Twenty-one years old; high-school graduate; one summer in normal school; two years' experience; <i>B</i> , A new rural building, standard in all respects. In Colfax County.....	32
2. A well-kept schoolhouse in Dodge County.....	33
3. <i>A</i> , Playground apparatus in a rural-school yard in Merrick County; <i>B</i> , Janesville rural school and teacherage, 4½ miles northwest of Ansley, Custer County.....	32
4. <i>A</i> , A Merrick County schoolhouse. Built in 1912, heated by a furnace, and furnished with adjustable seats; <i>B</i> , A Clay County schoolhouse. Built in 1873; 30 years ago it was also the social and religious center of the neighborhood.....	33

## LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, November 2, 1918.*

SIR: I am submitting herewith for publication as a bulletin of the Bureau of Education the report of a survey of the status of the rural teachers of Nebraska, made under the direction of the graduate school of education in the University of Nebraska. The survey was undertaken to ascertain the exact status of the rural teachers of the State in regard to their academic and professional preparation; their teaching experience and length of service; their sex, age, and nationality; and such contributory factors in teaching efficiency as salary, living conditions, and the like. The survey is, in fact, a study of the preparation and efficiency of rural-school teachers, which may be considered typical of similar studies which might be made in other States.

The work was done with the cooperation of the graduate school of education in the University of Nebraska by a group of graduate students, working under the direction of Dr. G. W. A. Luckey, dean of this school. Much reliable material was procured on the education, experience, and general character of the teaching force of the State, together with first-hand knowledge of the conditions that contribute much to the home and school environment of the teachers. The collection and classification of the data are based upon scientific methods and should be of real value to the teaching profession of the country.

Respectfully submitted.

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

# THE RURAL TEACHER OF NEBRASKA.

## INTRODUCTION.

*Purpose of the study.*—The main object of making this study was to procure reliable information on the education, experience, and general character of the rural teaching force of Nebraska, together with first-hand knowledge of some of the conditions contributing to the home and school environment of these teachers. This knowledge was obtained by means of a questionnaire. It in no way represents theory or generalization, but is an array of facts on the rural teaching force of the State as given by the teachers themselves.

Practically no attempt has been made to compare conditions in Nebraska with those in other States or to offer suggestions for improvement. With both time and space limited, it has seemed best to give the facts as they were found and to omit comparisons and suggestions for reconstruction.

*Method of procedure.*—The survey is based on the six congressional districts of the State, and includes a study of all except the west half of the sixth congressional district. It represents 71 of the 93 counties of the State. The first, second, third, fourth, and east half of the fifth congressional districts belong to the loess region of Nebraska and represent the thickly settled, rich agricultural portion of the State.<sup>1</sup>

Due to the lack of sufficient rainfall for successful farming, the west half of the fifth congressional district is sparsely settled. Topographically the portion of the sixth district surveyed comprises three distinct regions. Its northern portion is a part of the Great Plains region, its central part belongs to Sand Hill Nebraska, and the loess region extends into the southern part. The 22 counties of the sixth district which were not surveyed belong to the Sand Hills, High Plains, and Bad Lands regions.<sup>2</sup> With the exception of the North Platte Valley, where irrigation is practiced, these counties represent the most sparsely settled portion of the State. The accompanying map shows the congressional districts and the number of teachers responding from each district.

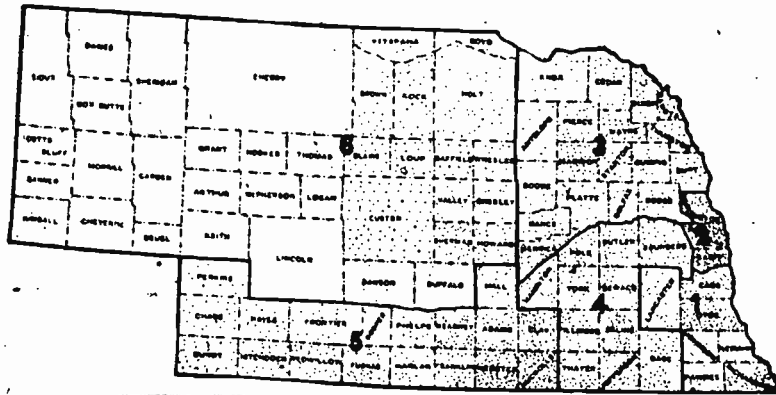
The material was collected during the school year of 1914-15, and the results of the study represent the teaching status for that year. The tabulations and discussions of the portions of the State assigned

<sup>1</sup> Condra. Geography of Nebraska. Pages 83-84.

<sup>2</sup> Condra. Geography of Nebraska. Plate II.

the various members of the committee were completed in 1916. The initial step of each member of the committee was a letter to the county superintendents in the various congressional districts, explaining the purpose of the study, inclosing one of the questionnaires, and requesting a list of the names and addresses of the rural teachers of the county. With but few exceptions the county superintendents were prompt in response with the roll of teachers. A personal letter, a copy of the questionnaire, and a return stamped envelope were then sent to every rural teacher, whose name and address had been furnished by the county superintendents. A few county superintendents mailed circular letters to the teachers of their counties urging their cooperation with the graduate school of education in this field of research. A still greater number lent their interest and encourage-

## NEBRASKA



Map showing congressional districts. The dots represent teachers replying to questionnaires.

ment in some other way, such as by giving the investigation publicity at local teachers' gatherings. In some cases cooperation was sought of a few city superintendents, whose graduates from normal training courses were teaching in rural districts adjacent to the city districts.

Aside from the introduction, the historical sketch, and the recapitulation, the chapter heads correspond to the main divisions of the questionnaire. The tables and graphs accompany the discussions. The tables are numbered, and references to them are indicated in the body of the composition. The graphs are self-explanatory. Considerable variation will be noted between the total number of teachers replying to the questionnaires and those responding to each separate item. The context indicates these differences. Percentages are made on the number of teachers replying to the questions concerned rather than on the entire number of teachers reporting. The median was used as a measure more often than the average, since in so many

instances there was such a wide variation in the series of measurements.

*Personnel of the survey staff.*—This study was made by a committee from the graduate school, department of education, of the University of Nebraska. The personnel of the committee selected by Dr. G. W. A. Luckey, dean of the graduate school of education, included the following: Edith A. Lathrop, rural school inspector, chairman; Supts. A. Crago, of Central City; W. M. Simons, of Friend; E. M. Colbert, of Crawford; F. E. Weyer, of Atkinson; and R. T. Fosnot, teacher of mathematics, Hastings High School.

Mr. Simons withdrew late in 1915 and his place was filled by M. C. Lefler, who at that time was principal of the model high school at the State Normal School, Fair, Nebr. The portion of the study undertaken by Mr. Colbert was never completed.

The collection of material and tabulation of results were divided as follows: First and second congressional districts, Edith A. Lathrop; third congressional district, A. Crago; fourth congressional district, M. C. Lefler; fifth congressional district, R. T. Fosnot; the east half of the sixth congressional district, F. E. Weyer.

The final assembly of the studies of the various congressional districts into a connected whole represents the product of four of the five members of the committee. The chapter on Age, Sex, and Nationality is the composition of Mr. Weyer; that of Education, Mr. Crago; and Experience and the Movements of Nebraska's Educational Growth, Mr. Lefler. The remaining chapters, tables, graphs, and editing of the bulletin are the contribution of Miss Lathrop. She was chairman of the committee and was appointed assistant in rural education in the Bureau of Education in August, 1916. Since her appointment she has continued this work as a specialist of the bureau, during which time she has had the continued cooperation of Dr. Luckey and the committee.



## CHAPTER I.

### MOVEMENTS IN NEBRASKA'S EDUCATIONAL DEVELOPMENT.<sup>1</sup>

#### HISTORICAL BEGINNINGS.

More than three centuries ago civilization first took root in this country, and yet it has been scarcely more than 50 years since much of the great Middle West lay without permanent settlement. Adventurers and explorers penetrated now and then into the interior, but the scattering trading points and mission stations were usually limited to the well-beaten paths that followed the natural trails or near the waterways of the country.

Pioneer Nebraska embraced a large area of this territory, extending at one time from the north line of what is now the State of Kansas to Canada on the north and "all the way \* \* \* from the top of the Rocky Mountains on the west to Minnesota and Iowa" on the east.

Bellevue, the oldest town in Nebraska, was only a "little village of fur traders and missionaries" when thousands of emigrants traveled the great California-Oregon trails across the territory in their rush for gold along the Pacific. Situated on the Great Muddy, Bellevue has much historical significance, since here the early pioneers made their first permanent settlement, and it was "expected that Bellevue would be the capital of the State."

As the Territory opened, it was only natural that Iowa should furnish a large quota of the first settlers. Lands could be had for the mere coming into them, and the Iowans had little distance to travel in order to make such occupation. Many of these "picked out the land that suited them, built a log cabin to hold it," and then returned to their former homes where they continued to earn their livelihood.

But Iowa was not alone in contributing her best stock to the newer country. Missouri, Illinois, Michigan, Ohio, New York, Massachusetts, and Indiana, all sent men and women of courage whose coming meant the—

surrender of good homes and the endearments of kindred and friends in other communities. The privations of frontier life were voluntarily sought \* \* \* by men and women who had the courage and spirit, \* \* \* the best types of mankind physically and mentally. The dependent, the habitually gregarious, never strike out from parents, kindred, and comfortable circumstances of settled social life to challenge the hardship of the wilderness. Only civilization and those breeds of men capable of developing strong individuality and self-reliance can establish and maintain settlements remote from population centers.

<sup>1</sup> References consulted and quoted from: Morton, *History of Nebraska*; Spaldon, *History and Statistics of Nebraska*; Reports of State Superintendents; Statutes of Nebraska.

## EARLY SCHOOLS.

Even before the coming of the first settlers there is indication that schools had been thought necessary, and that some such opportunity had been given to the children that were said to be at old Fort Atkinson prior to its abandonment as a United States fort in 1827. In the missionary undertakings at Bellevue there is little doubt that education received special attention, and that these bearers of the Gospel message brought the school and its privileges, primitive as they were, to the Indians and half-breeds whom they sought to evangelize. The Mormons, too, as they journeyed from Illinois to their Utah home, spent the winter en route, at or near the present sites of Florence and Bellevue, during which time schools were ordered and instruction given to their children.

## TERRITORIAL ORGANIZATION AND SCHOOL INTERESTS.

When the new Territory came to set up its own governmental machinery it found it expedient to incorporate into its own body of governing laws a large part of that which had been successfully tried in States already established. Settlers from Iowa were in substantial majority in the first Territorial Assembly of Nebraska, and as a result many of her provisions were adopted without change. As the later growth of the Commonwealth has brought new conditions in the life of its people, slowly the laws have been amended and modified to partially meet their needs, and what is true of progress in the general affairs of the State is equally true in matters of educational interest. The institution of the school and its principles has always been stoutly maintained in Nebraska. The first settlers believed in intelligence as an essential in good government and leadership, and were quick to provide for the common-school system, whereby free educational advantages might be secured.

To Brownville, Nemaha County, belongs the distinction of having the first public school in the Territory. The first school at what is now the city of Omaha is chronicled in the Records of the State Historical Society as being held in the basement of a brick church in the school year 1854-55.

At the initial session of the General Assembly of the Territory of Nebraska, which met at Omaha, January 16, 1855, definite law was enacted for the establishment of the "common school system." State supervision was here provided by giving to the State librarian an additional salary of \$200 per annum. The original compensation of the librarian was \$100 annually. The first schools were housed in the cabin homes, and oftentimes taught by the mothers since it was difficult to secure qualified teachers.

The first buildings set aside for school purposes were made of logs, while the rude benches and other furniture were hewn from the

native trees. As the population pushed into the prairie interior, where timber was not available, sod became the chief material used in construction. According to the last report of the State superintendent, issued in 1916, 104 sod schoolhouses still dot the plains of western Nebraska.

In these early days books were few and terms usually short, the winter months affording the customary season. Teachers could not afford to spend their meager wages, and were accordingly received into the homes of the different families where they "boarded round."

#### THE DISTRICT BOARD IN EARLY DAYS.

To the district board was given the power to "employ all teachers necessary for the schools of the district, and to pay them by draft on the treasurer," although they were not permitted to overdraw the teachers' funds, and if the amount of this fund were insufficient, the balance was to "be paid by the persons sending pupils." The funds from which the "teachers were paid were no part of the county or district taxes, but were raised by voluntary subscriptions among the school patrons."

The district board was comprised of three members, viz: President, secretary, and treasurer, "elected in each organized district at the regular district meeting." These officers were often "hunters and trappers, having little knowledge of books." However, before employing any teacher the board was empowered to "examine all applicants in spelling, reading, arithmetic, geography, history of the United States and English grammar, and if the applicant is found qualified \* \* \* may employ him." The examinations were oral and not infrequently provoked heated argument between the candidate and the board as to the "right answer to a (given) question."

"At the first election of county officers" a county superintendent was provided, but the compensation did not attract many to the office. Two dollars per day "for the time actually spent in the performance of his duty," and payment at the rate of \$2.50 for each quarter section of school land which he could sell were specific provisions of the statute for his remuneration. The latter provision had the immediate tendency to direct the chief activities of the county superintendent from professional and supervisory functions to those of a legalized land agent. Thus local jurisdiction and control were quite supreme, and schools were operated very largely to suit the wishes peculiar to each neighborhood.

#### THE TOWNSHIP UNIT ADOPTED.

In 1858 the assembly deviated from the district plan by modeling the school organization after that of the Iowa township unit. The change provided that "every township in any organized county in

the Territory shall compose but one school district for all purposes connected with the general interests of education in the township \* \* \* and shall be subject to the control and management of the board of education," but "territory within the limits of any city or incorporated village" was excluded from the jurisdiction of the township board, and placed under a governing board of its own.

The "several (existing) school districts" continued to be regarded as "subdistricts" under the direct control of the school directors, who had authority over local affairs, the employment and dismissal of teachers, the supervision and inspection of schools, the taking of the census, and the provision of sites and buildings. They could not, however, exceed the amount "distributable to (each) subdistrict in proportion to the enumeration of scholars resident therein, without the consent of a majority of the township board of education."

The township board was composed of a director from each subdistrict, and it was specifically provided that this member should be the one "who had been appointed clerk in his subdistrict." It was not the purpose that the township board should take over the duties peculiarly local, but rather that it should be "entrusted with the title, care, and custody of schoolhouses, sites, libraries, apparatus, or other property." They had the power to change or alter subdistricts at any regular session, two of which must be held each year according to the law in the months of April and October. No subdistrict could contain within its limits, except in cases where the township board might reduce the number, "less than 60 scholars by enumeration."

#### SCHOOL CHANGES ON ADMISSION TO STATEHOOD.

The township plan continued until the admission of the Territory as a State in 1867, when the district policy, modeled after the Ohio law, was reinstated. This has continued as the unit of organization up to the present time, although several attempts have been made to change to other units. While there were well-recognized objections to the district plan at the time of its adoption, yet the sparsely settled condition of the State made the general features of the plan well suited to early conditions. In addition it was argued that the "number of school officers would act as a stimulus on the people" and thus interest many who would otherwise have little concern for things educational.

The law created a board of three members for each district, the personnel being denominated, "moderator, director, and treasurer," the powers and duties of each being definitely prescribed.

This same session passed an act "to locate, establish, and endow a State normal school at Peru," being the first State educational institution authorized within the jurisdiction of the new Common-

wealth. About 70 students were enrolled during the first term which opened October, 1867. There were three departments: Normal, seminary, and primary. Tuition and room rent were the only sources of income in the first school. There were but two teachers and an assistant.

Changes in school legislation have for the most part been conservative, and oftentimes inadequate to meet the rapidly changing needs of the State. In 1915 a drastic revision of the statutes as affecting education was proposed in the form of a "school code," but the bill was defeated, except as a number of its less radical provisions were attached in the form of amendments to already pending measures.

#### SCHOOL FUNDS.

Nebraska, like Minnesota, Texas, and other newer States, is especially favored in having a large State school fund, which, in addition to local taxation and special State appropriations, give ample means for promoting the cause of education. It is probable that no one foresaw clearly the latent possibilities for school welfare which the policy of the United States Government, initiated in the Ordinance of 1787, offered in its donation of thousands of acres of land "known as sections number 16 and 36 in every township." Some, however, had true vision that the future offered much for educational enterprise and progress.

Those who had administration of affairs and the handling of these funds were duly cautioned lest generations yet unborn should be deprived of privileges and opportunities within the reach of all, if resources were only properly conserved. A section of the superintendent of public instruction's report to the Fourth Territorial Assembly, 1857, is in point. It reads:

If the school lands are held intact; not sold too early or exchanged for others of less value. \* \* \* this Territory will possess a school fund \* \* \* which will give to every son and daughter \* \* \* a good practical common-school education. As the school lands are the basis of this prospective fund \* \* \* every citizen should be deeply interested in their preservation, and legislators will not hesitate to throw around them that protection which shall preserve them for all time to come.

In this spirit the Federal Government made its grant of nearly three millions of acres for school purposes upon the admission of the Territory to statehood. For the most part the trust has been faithfully kept, but a defalcation, the one great blot on the history of Nebraska school funds, caused a loss amounting to about one-half million dollars, none of which has ever been returned to the State. Over a million acres of this land have been converted into cash through sale, the first appraised value being "not less than \$1.25 per acre." The total amount derived from all sales now exceeds \$8,000,000, the interest of which is used for maintaining the public schools. This,

together with rentals accruing from the 1,800,000 acres remaining unsold, makes no mean fund. Incomes from rentals have constantly increased. The following figures indicate the growth:

1870.....	\$6,727.87
1880.....	127,341.72
1890.....	225,554.31
1900.....	210,274.72
1910.....	321,958.90

The amount derived from the sales of lands was gradually increased from \$64,964.87 in 1867-68 to \$8,482,142.76 in 1912. By legislative enactment in 1897 all school lands were withdrawn from further sale.

The total income from lands, bonds, warrants, interest on loans, peddler, game, and fish licenses and taxes collected for the biennium 1910-1912 amounted to \$1,298,054.24.

#### SCHOOL TAXES.

The first taxes for school purposes were small, the law giving the county superintendent authority to levy the county school tax amounting to not less than 3 nor more than 5 mills on the assessed valuation of all property, real and personal. These funds were collected as other taxes and were "apportioned together with fines, sales of watercraft, lost goods, and estrays to the several districts on the basis of the school census, providing each district had raised locally a tax of not less than 3 mills."

The levy has steadily increased until now an amount not exceeding "in any one year three and one-half dollars on the one hundred dollars valuation as assessed and equalized" may be made available for school purposes. Prior to the annual meeting in each school district the law provides that the trustees shall prepare an estimate of the amount sufficient to maintain school for the coming year. This amount, which is limited by certain provisions of the laws, must be voted on by the electors at the annual meeting, certified by the district board to the county clerk, and the levy made by the county board on the assessed valuation of the district property.

#### MINIMUM TERMS OF SCHOOL.

In districts having "less than 20 pupils of school age" four months of school is imperative; in districts having "between 20 and 75 pupils, inclusive," eight months is the minimum; and in "districts having more than 75 pupils" nine months is required by law.

#### TRAINING OF TEACHERS.

From the earliest days attention has been given to securing duly qualified and prepared teachers. The district board, the county superintendent, and finally the State, through its system of uniform

examinations, have, in turn, been entrusted with the power to examine candidates and indicate their fitness for teaching. But the training of teachers in the sense of a special teacher for a special task, as applied to rural schools, may be truly regarded as an innovation too little tested and tried to fully predict what the ultimate plan will be in this respect. Doubtless many of the means now employed will prove but evolutionary steps toward more comprehensive and effective method of training.

#### JUNIOR NORMAL SCHOOLS.

In 1903 the Nebraska Legislature, for the encouragement of rural teacher training, authorized the establishment of "not less than three nor more than five junior normal schools."

Three of these schools were placed by law "in the school districts of Alliance, McCook, and Valentine," while Holdredge and North Platte were designated by the State superintendent of public instruction as the other points for establishment.

No entrance charges were made, and anyone of "good moral character and good physical health" could enroll, if "14 years of age," and possessing a "fair degree of knowledge of the common school branches \* \* \* obtained in the country schools, or the lower eight grades of well-organized city schools."

Terms were originally "not less than ten weeks," held during the vacation period "between the first day of June and the first day of September of each year." In 1907 the law was amended changing the term "from not less than six nor more than eight weeks," and providing that the number of schools should not be "less than five nor more than eight." In accordance with this new law, schools not already located by the terms of the statute were placed at "Alma, Broken Bow, Geneva, North Platte, and O'Neill."

The course of study was designed to parallel the work offered in the elementary curriculum of the State normal schools. Satisfactory marks earned upon attendance at any junior normal could be offered in lieu of requirements of similar rank in the senior normals. The following subjects are typical: Arithmetic, United States history, theory and art, music, grammar, physiology, geography, reading, and methods.

In 1913 the Geneva Junior Normal was closed, but the seven other schools continued on the work which they had been doing until they were deprived of the State allowance. Upon recommendation of the State superintendent the 1915 legislature did not make appropriations for further maintenance, and all were discontinued.

## NORMAL TRAINING IN HIGH SCHOOLS.

While the organization of additional State normal schools at Chadron and Wayne probably lessened somewhat the need for the continuance of junior normal schools, the rapid rise of normal training classes in duly approved high schools of the State was the real disintegrating force. Normal training in the secondary schools was not a new idea when it was recommended for adoption in Nebraska. The academies of New York State had very early proved the principal agency in providing teachers for the common schools; where as early as 1834 the "first direct act of \* \* \* any legislative body in the New World, providing for the professional training of teachers" was enacted.

Nebraska's first law relative to normal training in authorized high schools was passed in 1905, as a part of a law initiating a new system of certification of all classes of teachers. The following is the provision for normal training:

On and after September 1, 1907, no person shall be granted a first-grade county certificate who has not had at least 12 weeks' normal training in a college, university, or normal school of approved standing in this or in another State, or in a State junior normal school of Nebraska, or in a high school of Nebraska approved by the State superintendent of public instruction as being equipped to give such instruction.

Section 8 of the same law is identical with that quoted above, except that it deals with the granting of "second-grade" certificates, and specifies "at least 8 weeks' normal training" instead of 12.

At the 1907 session of the legislature, normal training high schools were duly provided "for the purpose of giving teachers an opportunity to meet the requirements in normal training" as made mandatory in the certification law of 1905, already cited. This act gave the "superintendent of public instruction" the power to "designate the high schools in which such instruction shall be given" and to "prescribe the conditions of admission to the normal training classes, the course of instruction, and the rules \* \* \* and regulations." State aid is given in the "sum of \$700 for the biennium \* \* \* to each school in which a class of not less than 10 is organized and instructed in accordance with the provisions of this act." The report of the State superintendent for the year ending July, 1917, shows 142 normal training high schools, with an enrollment of 4,560 pupils, drawing money from the State.

## STATE NORMAL SCHOOLS.

When normal schools were first introduced into this country they were intended solely to prepare teachers for the common schools. Very early, however, in the history of Nebraska's normals practically all of the graduates began to find places in the elementary depart-



ments of village and city schools, where the demand for normal trained teachers has constantly exceeded the supply. The result has been that a very small number of persons have returned to the rural communities to teach; and the establishment of new normal schools has only added to the stream of teachers entering the city and town positions.

In recent years the rural-life movement throughout the Nation has brought a feeling among the country folk that the State normals should send a reasonable proportion of their finished product back into the rural schools with a training that fits them especially for solving the problems of agricultural and farm life.

In 1915 the first distinct legislation was effected making it obligatory for all Nebraska State normals to furnish definite rural-teacher preparation. The law is entitled "An act to provide a course in the State normal schools of Nebraska for the training and the proper certification of rural teachers." It specifies that "there shall be established in the State normal schools of Nebraska a course of study for rural teachers" that—

shall contain thorough instruction in the common-school subjects, rural sociology, management, and organization of rural schools, observation, consideration of how to organize a rural school and make a schoolhouse a social center, manual training, sanitary sciences, household economics, agriculture, and vocal music. The course shall cover two years, and mature students may enter directly from the tenth grade, and upon completion of said course may be granted county certificates under the rules to be prescribed by the State superintendent of public instruction.

All Nebraska normals have established courses in accordance with this law. At Chadron, Peru, Kearney, and Wayne special rural school departments have been created and placed in charge of experts along lines of rural life and education.

Nebraska's latest step toward rural-teacher training was taken by the last regular session of the legislature when a law was enacted which makes possible the certification of certain classes of teachers upon two-years' training above the completion of the eighth grade. This act is regarded by many prominent school people as a distinctly backward step in the maintenance of standards for a more efficient teaching body for the rural schools of the State. The specific bill is House roll 350, entitled "An act relating to courses in State normal schools of Nebraska for the training of teachers for rural schools." The provisions of the law as finally enacted are as follows:

There may be established in the State normal schools of Nebraska two courses of study for the training of rural teachers—an elementary course and an advanced course. The elementary course shall be two years in length and shall include thorough instruction in the common-school subjects, rural sociology, the management and organization of rural schools, manual training, domestic science, and such other subjects as the board of education of normal schools may deem necessary to equip the student for

rural-school service. To enter the course the student shall be at least 16 years of age and have completed the eighth grade or its equivalent. On completion of the elementary course he shall receive a rural elementary certificate good for three years. This certificate may be renewed by such further advanced study as may be prescribed by the board of education of State normal schools.

The advanced course shall be two years in length. To enter this course the student must have completed the elementary rural-school course or its equivalent. This course shall contain such subjects as may be prescribed by the board of education of State normal schools. On completion of the advanced course the student shall receive a first-grade rural-school certificate, and after three years of experience shall be entitled to a professional rural State certificate good for life.

Teachers of experience and graduates of four-year high-school course may complete the advanced rural course and receive the certificate upon passing such work as may be prescribed by the board of education of State normal schools. The advanced certificate shall also be valid in village and town schools as contemplated under the school laws of Nebraska.

Each of the four normal schools of the State has established rural school courses in accordance with the provisions of law just recited.

## CHAPTER II.

### RESPONSE, SEX, AGE, AND NATIONALITY.

#### RESPONSE.

Of the ~~5,252~~ Nebraska rural teachers included in this study 3,278 responded to the questionnaire. Table 1 indicates the totals and percentages of teachers responding from each district. The best record was made in the second congressional district, where 82.7 per cent responded. Good records were made in the fifth and first congressional districts, where the responses were 77.3 and 71.7 per cent, respectively. Some counties made excellent records in the percentage of replies. Sarpy and Webster, 100 per cent; Kearney, 99.6 per cent; Saline, 90.2 per cent; Adams, 90.1 per cent; Otoe, 89 per cent; and Brown, 88 per cent. The response from the State as a whole was 62.4 per cent.

As the Nebraska study is based upon replies from 62.4 per cent of all the rural teachers in the Territory included in the survey, the data may be considered representative of the State as a whole. Some reader may urge that those who answered the questionnaire were, by virtue of that fact, a selected group and that the data do not represent the lower range of distribution. A study of the various counties where replies ranging from 100 per cent to 39 per cent were received do not indicate that such is the case. It may be reasonably assumed, then, that the data do not include any considerable constant errors.

TABLE 1.—*Response and sex.*

Congressional district.	Teachers employed.			Teachers responding.			Per cent responding.	Rank.
	Male.	Female.	Total.	Male.	Female.	Total.		
First.....	41	574	615	36	405	441	71.7	Second.
Second.....	9	130	139	4	115	115	82.7	First.
Third.....	100	1,177	1,277	55	495	550	43.6	Sixth.
Fourth.....			970	55	543	598	61.6	Fourth.
Fifth.....			1,201	117	811	928	77.3	Third.
Sixth (east half).....	109	942	1,051	72	574	646	61.4	Fifth.
Total.....			8,253	339	2,939	3,278		
Per cent.....			100			62.4		

#### SEX.

Of the 3,278 teachers reporting 339, or 10.3 per cent, were males. There was no important sex variation between the congressional

districts, though there was often a decided variation among the counties of each district. The following gives the maxima and minima variations of male teachers in each district:

*Male teachers in each congressional district.*

Congressional districts.	Counties.	Per cent.	Counties.	Per cent.
First.....	Pawnee.....	16.4	Cass.....	2.3
Second.....	Washington.....	9.0	Sarpy.....	3.0
Third.....	Knox.....	13.6	Burt.....	1.5
Fourth.....	Jefferson.....	22.2	Polk.....	0
Fifth.....	Frontier.....	25.0	Kearney.....	3.4
Sixth.....	Rock.....	20.4	Blaine.....	4

Or, considering the first five of the lower seven Missouri River counties, it was found that Burt County had 1.5 per cent male teachers; Washington, 9 per cent; Douglas, 6.3 per cent; Sarpy, 3 per cent; and Cass, 2.3 per cent. In some cases the variation, especially in the western section, may be explained by the fact that

### COMPARATIVE NUMBER OF MEN AND WOMEN TEACHERS

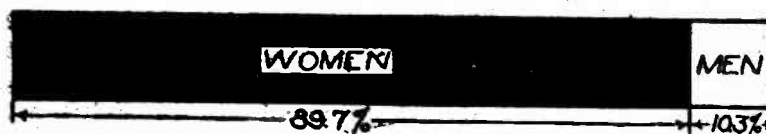


Fig. 1.

many young men have within recent years gone there to take a "Kinkaid homestead," and during the winter months these young men have found it possible to teach in a near-by school.

Concerning the permanency of these men as rural teachers, the report from the first and second congressional districts is representative of conditions in the State.

Of the 39 reporting on the subject of a life work (a question asked later in the questionnaire) only 15 men said that they expected to continue teaching and only 7 expected to continue their work in the rural schools. Of the 40 men teachers responding to the blanks, 27, or 67 per cent, were 21 years of age or younger. Since so large a per cent of these rural men teachers were little more than boys of high-school age, it is quite probable that those who answered in the affirmative, relative to their life work, would change their minds after a few years.<sup>1</sup>

The following statistics show the history of the percentage of men teachers in Nebraska since 1870. Allowance must be made for these figures as they include both rural and city teachers. The increase

<sup>1</sup> Lathrop. Status of the Rural Teacher in the First and Second Congressional Districts of Nebraska. Page 13.

of male teachers since 1910 may be explained by the introduction of more vocational work in the high school which requires more men.

	Per cent male.	Per cent female.
1870.....	49	51
1880.....	39	61
1890.....	27	73
1900.....	21	79
1910.....	11	89
1914.....	12	88
1915.....	14	86

Since America's advent into the World War the number of men teachers has greatly decreased. When statistics on this point for Nebraska are made available for 1917 and 1918 the percentage of male teachers will probably be far below those cited in the above investigations.

One member of the committee made a comparison of the number of married and single teachers in his district.

Only 11 out of the entire group of 598 teachers reported that they were married, and of the 11, four were men. The majority of the women who were married indicated that they were teaching because it had been made necessary by force of circumstances, usually the death or sickness of the husband. The rural school made it possible for them to return to the "old home" and there receive the touch of sympathy and the share of thoughtful regard so much needed. One of the four men said he had a family of 12 children and that in addition to his salary of \$85 per month he operated a farm of about 40 acres.<sup>1</sup>

#### AGE.

A comparison of the age tables, found in the studies of the various congressional districts, indicated that the ages ranged from 16 to 60 years, and that in this range every age except 52 was represented. Table 2 shows that 3,143 of the 3,278 teachers responded to the question of age. The groupings show that 50 per cent of the teachers were between 16 and 20 years of age and 38 per cent were between 16 and 25 years. The median age was 21.01 years.

There was little variation in the age of the teachers over the State, the medians being as follows: First and second congressional districts, 20.48 years; third, 21.01 years; fourth, 20.95 years; fifth, 21.1 years; sixth, 20.97 years.

The fifth district had the widest range of ages, and every age from 16 to 60 was represented except 48, 53, 55, and 56. The following counties did not report any teachers over 25: Colfax, Pierce, and Butler.

Miss Lathrop made a study of the comparative ages for men and women teachers in the first and second districts.

Fifty-six per cent of the men were between 17 and 20 years; 31 per cent between 21 and 25 years; making a total of 87 per cent between 17 and 25 years. Forty-nine per

<sup>1</sup> Biennial Report of State Superintendent, 1914, and Nebraska Educational Directory, 1915-16.

<sup>2</sup> Lathrop, Status of the Rural Teacher in the Fourth Congressional District of Nebraska. Page 67.

cent of the women were between 17 and 20; and 39 per cent between 21 and 25, making a total of 88 per cent between 17 and 25.

Mr. Löffler made a study of the age of teachers who were teaching their first year. The following statistics based on the fourth district indicate his findings:

One hundred and ninety of the 198 beginners reporting indicated their ages. The range of ages was from 17 to 25 years. Median age for beginners, 19.6 years. Per cent 17 years old at beginning, 6.8; per cent 18 years old at beginning, 22.1; per cent 19 years old at beginning, 30.5; per cent 20 years old at beginning, 18.3; all others, i. e., 21 or over, 24.3.

When it is remembered that the beginning class constitutes 36.1 per cent of the entire rural teaching force in the fourth district, it becomes at once apparent how really amateurish and inexperienced rural teachers are.<sup>1</sup>

No movement for rural-life improvement and rural-school betterment can be logically pursued which does not keep ever in mind the facts concerning the ages of teachers employed. This qualification is inseparably associated with preparation and experience, answers in very large part the feasibility of the teacher's cottage as a means of solving the problems of the boarding place, gives a strong point to the apostle of consolidation, denies in large measure the probability that the teacher can become a real social leader in her community, explains in no small degree the reason for lonesomeness, homesickness, and impatience, partially accounts for absence from the districts over Saturdays and Sundays, shows how difficult will be the introduction and extension of agriculture and vocational courses, is an index to the salary dilemma—in short, it enters vitally into every consideration which seeks the rejuvenation and reconstruction of the rural school in the interests of the country folk. While it is not a complete and sufficient answer in itself, it is always a large and important factor and needs constantly to be remembered.<sup>1</sup>

This part of the report should be studied in connection with that on education as well as that on salary. The teacher, first of all, must be well prepared for her special field of work. Because of the many problems arising the rural teacher must be especially well prepared, for even under the best supervisory systems, she is left largely to her own resources. For the teacher who makes the right kind of preparation for her rural work, the age limit will largely take care of itself, and will be over and not under the 20-year mark.

TABLE 2.—Age of teachers.

Number of districts	Teachers reporting on age	Age								
		16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60
First.....	427	222	159	30	7	9				
Second.....	114	47	31	7	4	1	3	1		
Third.....	516	267	203	37	10	4	3	2		
Fourth.....	873	294	217	41	8	6	7	2	1	
Fifth.....	901	442	339	58	21	11	15	4	5	6
Sixth (east half).....	659	307	226	32	12	5	3	3		4
Total.....	3,148	1,569	1,195	215	62	36	36	14	6	10
Per cent.....	100	50	38	7	2	1	1			

Median age, 21.51 years.

<sup>1</sup> Löffler. Status of the Rural Teacher in the Fourth Congressional District of Nebraska. Pages 150-159.

## NATIONALITY.

Only 2,357 of the 3,278 teachers reporting replied to the question asked on nationality. The low percentage of replies on this item is explained by the fact that the word nationality was omitted on a large percentage of the blanks mailed. Table 3 shows that of the 2,357 teachers reporting, 1,119, or 47 per cent, stated that they were Americans. The following assertion of Miss Lathrop relative to the absence of a definite standard for the term "American," in the

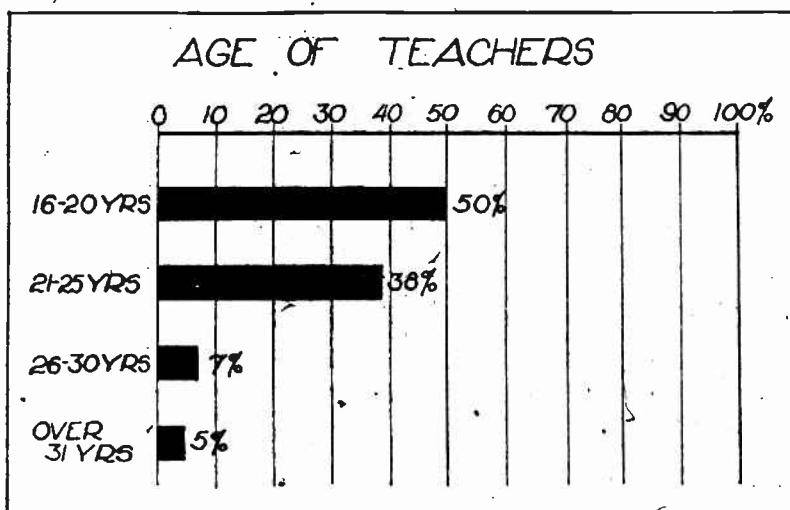


Fig. 2.

answers received from the first and second congressional districts, is probably characteristic of all of the replies received on nationality:

In answer to a later question in the survey, on where the elementary education was received, several teachers named countries in Europe. The conclusion was that these were foreign born, while the remainder were of foreign lineage. There was nothing to indicate whether the individual was one or more generations removed from this foreign lineage. The probability is that there was considerable overlapping in the answers, some answering "American" where the foreign blood was close and others calling up a remote ancestry.

The term "mixed" in the table includes those whose ancestry was represented by more than two nations and includes 13 per cent of all the teachers. The ranking for the first five nationalities in representation was (1) American, 47 per cent; (2) German, 13 per cent; (3) English, 7 per cent; (4) Swedish, 5 per cent; (5) Irish, 5 per cent.

Of the total white stock of foreign origin (in Nebraska), which includes persons born abroad and also natives having one or both parents born abroad, Germany contributed 37.5 per cent; Austria,

11.7 per cent; Sweden, 10.9 per cent; Ireland, 7 per cent; Denmark, 6 per cent; England, 5.7 per cent; Russia, 4.6 per cent; Canada, 4.5 per cent; Scotland, 1.6 per cent; Norway, 1.4 per cent; Switzerland, 1.2 per cent.

Of the total population of Nebraska, 53.9 per cent are native whites of native parentage; 30.4 per cent are native whites of foreign or mixed parentage; 14.8 per cent are foreign-born whites; and 0.6 per cent are Negroes.<sup>1</sup>

In seven of the ninety counties foreign-born whites constitute as much as one-fifth of the population, the proportion being highest (23.6 per cent) in Colfax County. In 54 counties, however, more than one-fourth of the population are native whites of foreign or mixed parentage, the maximum (52.9 per cent) being that for Cuming County.<sup>1</sup>

*Composition of Colfax and Cuming Counties in 1910.*

Lineage.	Colfax County.		Cuming County.	
	Number.	Per cent.	Number.	Per cent.
Total population.....	11,610	100	13,782	100
Native white of native parentage.....	3,253	28	3,415	24.8
Native white of foreign or mixed parentage.....	5,807	48.3	7,284	52.9
Foreign-born whites.....	2,738	23.6	3,056	22.2

Computations made from statistics in the Thirteenth Census show that in Colfax County 28 per cent of the population are native white of native parentage; 36 per cent are of Austro-Hungarian birth or lineage; 13 per cent of German; 2 per cent of Irish; 0.07 per cent Danish; and 0.04 per cent Swedish. In Cuming County there are 24.8 per cent native white of native parentage; 37 per cent of German birth or lineage; 6 per cent of Austro-Hungarian; 5 per cent Swedish; 2 per cent of Danish; 1 per cent of Irish.<sup>2</sup>

Of those teachers reporting in Colfax County, 51 per cent were Americans, 21 per cent German, 11 per cent Bohemian, and 3 per cent Irish. In Cuming County, 39 per cent were American, 29 per cent German, 5 per cent Danish, 5 per cent Irish, and 4 per cent Swedish.<sup>3</sup>

The figures on foreign-born white population in the Thirteenth Census of the United States for 1910 for the first and second congressional districts show that those of German birth outranked other nationalities in all the 10 counties of the two districts except Pawnee and Lancaster. About 8 per cent of the entire population of Lancaster County are Russian, either foreign born or natives of foreign or mixed parents of Russian extraction. This is due to the large Russian settlement in the city of Lincoln. The table (for the first and second districts) indicates an absence of teachers of Russian lineage. This can be explained by the fact that a very small percentage of the Russian population in Lincoln enter the high school. Thirty-seven per cent of the teach-

<sup>1</sup> Thirteenth Census of the United States, 1910. Vol. 3, page 43.

<sup>2</sup> Thirteenth Census of the United States, 1910. Vol. 3, page 52, Table 1.

<sup>3</sup> *Craig. Status of the Rural Teacher in the Third Congressional District of Nebraska.* Page 58.



ers in Washington County were of Danish extraction. A comparison of figures in the Thirteenth Census of the United States (1910) indicates 14 per cent of the population were either born in Denmark or were of Danish extraction. The Thirteenth Census shows quite a large per cent of foreign-born population from Austria, Greece, and Turkey in the 10 counties. The absence of teachers from these lineages is noted in the table. This would indicate that, with the exception of Russia, children from parents of the north European countries rather than from south European are entering the teaching profession.<sup>1</sup>

It is interesting to note that some nationalities seem to be grouped in counties or localities. For example, Phelps County has 25 Swedish teachers, or a total of 4 per cent of all the Swedes in the entire district, while five counties (Chase, Frontier, Hall, Nuckols, and Red Willow) failed to report any.<sup>2</sup>

Of the 10,442 whites in Phelps County, according to the Thirteenth Census, there were: Native American whites, 3,986, or 38.1 per cent; foreign born or foreign parentage (excluding Swedes), 2,176, or 20.8 per cent; Swedes or Swedish parentage, 4,280, or 40.9 per cent.<sup>3</sup> Fifty-two teachers in all reported for Phelps County, and of these 25, or 48 per cent, were Swedes; 14, or 27 per cent, were Americans; and the rest were distributed among the remaining nationalities.

These data are quite inadequate to warrant generalizations, but they are at least suggestive and point to an interesting research study to determine whether or not the foreign elements of our population go into the teaching profession in greater numbers than do the native-born Americans. It is highly probable that the tendency for certain European nationalities to turn to teaching in larger numbers than do Americans is the result of the removal in this country of rigid extension qualifications that make the position of teacher so desirable in Europe and give it true professional significance. Foreigners look upon the calling as one of honor and are quick to take advantage of the freedom that America offers to the teaching ranks.<sup>4</sup>

All nationalities that are represented in the State were represented among the teachers except the following: Greeks, Italians, Russians, Turks, Orientals, and Negroes.

It is interesting in connection with a study of nationality to compare with answers showing the reasons given for the difference between census and enrollment. It is found here that 27.6 per cent of the answers given refer to parochial schools.<sup>5</sup>

A very significant fact in this study is that over half of the rural teachers in Nebraska were of foreign extraction. In the present world crisis it is important to note that 13 per cent of the teachers were German and 3 per cent were Bohemian. But the problem is even of greater importance in that the present conflict is revealing to us that we have been lacking in national spirit. It is difficult to have it in a Commonwealth where there is an infusion of the language and blood of many nations unless there is a very strong effort made to

<sup>1</sup> Lathrop. Status of the Rural Teacher in the First Congressional District of Nebraska. Page 32.

<sup>2</sup> Fennel. Status of the Rural Teacher in the Fifth Congressional District of Nebraska. Page 31.

<sup>3</sup> Thirteenth Census of United States. Vol. 3. Page 62.

<sup>4</sup> Laffer. Status of the Rural Teacher in the Fourth Congressional District of Nebraska. Pages 184-185.

<sup>5</sup> Orago. Status of the Rural Teacher in the Third Congressional District of Nebraska. Page 126.

socialize the different elements and weld them into a unified whole. In this America has so far partially failed.

The American public school is the one institution that can socialize the many varied elements of our population. But unless the teacher, the center of the school life, is filled with a practical patriotism, the pupils will fail to catch the spirit of our national ideals and a love for our national traditions. It therefore becomes evident how important it is that the teacher be an American in sympathy, ideals, training, and loyalty.

TABLE 3.—Nationality.

Number of district.	Number re- spond- ing.	Amer- ican.	Mixed.	Ger- man.	En- glish.	Swed- ish.	Irish.	Bohe- mian.	Dan- ish.	Scotch.	Nor- wo- gian, etc. <sup>1</sup>
First.....	352	100	42	52	23	5	13	12	1	5	9
Second.....	113	50	16	19	8	7	7	7	12	1	1
Third.....	432	161	76	72	23	23	21	28	12	2	14
Fourth.....	149	55	15	22	8	15	10	17	2	2	3
Fifth.....	801	448	28	97	66	55	34	4	17	26	25
Sixth.....	510	215	125	87	38	19	36	16	10	3	11
Total.....	2,357	1,119	302	299	158	125	121	77	54	38	64
Per cent.....	100	47	13	13	7	5	5	3	2	2	3

<sup>1</sup>And so forth included French, Dutch, Welsh, Swiss, and Flemish.

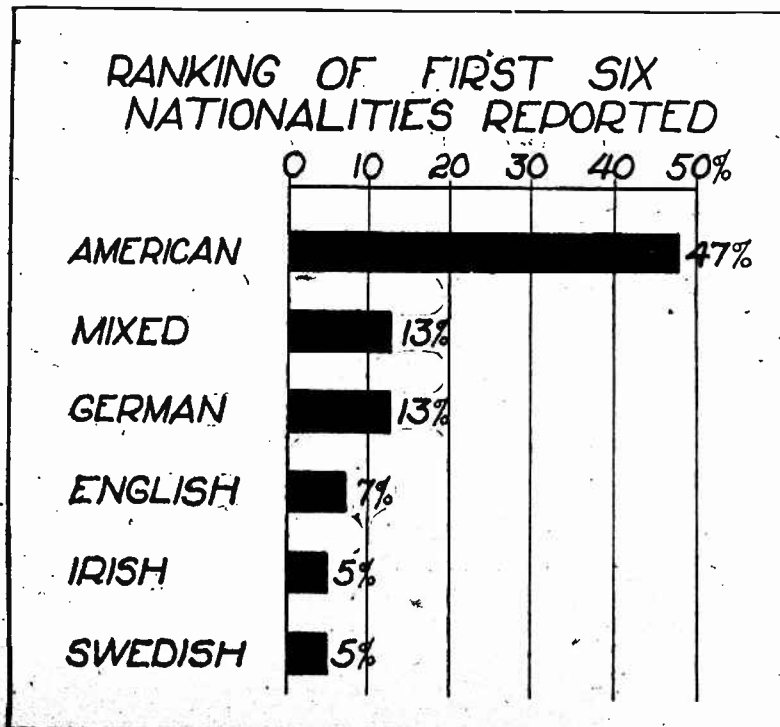


Fig. 3.

## SUMMARY.

The response for the State was 62.4 per cent. The women comprised 89.7 per cent. The median age was 21.01 years. The number of responses on nationality was small. From the data given, 47 per cent reported that they were Americans. The highest four percentages of nationalities were as follows: German, 31 per cent; English, 7 per cent; Swedish, 5 per cent; Irish, 5 per cent; while 13 per cent reported several nationalities. These were classed under the term "Mixed."

## CHAPTER III.

### EDUCATION.

In the study of a school system, one of the first items for consideration is the preparation and experience of teachers. The discussion that follows indicates the educational preparation and, to a certain extent, the social preparation of the rural teachers of Nebraska.

#### ELEMENTARY EDUCATION.

In the accompanying table, showing elementary education, it is evident that 41 per cent of the 2,874 teachers reporting had less than 72 months of work in the elementary school. As the question called for "actual number of months spent below the high school," this number may include some who made satisfactory preparation in the elementary work, as eight years of eight months each would still place a person in this list. And many pupils, in small classes, doing almost individual work, would satisfactorily complete the work in less than 72 months. The 41 per cent also included many of the older teachers whose elementary work was very irregular. The studies made in the different districts of the State show reports as low as 17 months in elementary work. Thirty-four per cent reported that they had 72 months in elementary work; 25 per cent reported that they had 72 or more months in elementary work or had completed the eighth grade. The studies made in the districts covering the eastern part of the State, where four-year high schools are more accessible, indicated that 70 per cent had completed the elementary school preparation.

TABLE 4.—Elementary education of teachers.

Number of district.	Teachers reporting on education.	Had less than 72 months.	Had 72 months.	Had more than 72 months.	Completed eighth grade.
First.....	392	150	156	86	
Second.....	104	27	45	31	1
Third.....	508	191	130	109	76
Fourth.....	540	195	221	108	18
Fifth.....	792	356	270	166	
Sixth (east half).....	540	256	168	92	29
<b>Total.....</b>	<b>2,874</b>	<b>1,175</b>	<b>985</b>	<b>600</b>	<b>124</b>
<b>Per cent.....</b>	<b>100</b>	<b>41</b>	<b>34</b>	<b>21</b>	<b>4</b>

SECONDARY EDUCATION.

Two thousand eight hundred and forty teachers reported on secondary education. Of this number, 56 per cent spent 36 or more months in the work beyond the elementary school. This does not necessarily mean graduation from a high school or academy, but does represent four years of training beyond the elementary work. Here, too, the per cent is higher in the districts comprising the eastern half of the State.

TABLE 5.—Secondary education of teachers.

Number of district.	Teachers reporting.	Had no secondary education.	Had less than 9 months.	Had 9 months or less than 18.	Had 18 months or less than 27.	Had 27 months or less than 36.	Had 36 months.	Had more than 36 months.
First.....	380	5	4	13	54	67	221	16
Second.....	100	1	3	4	11	5	45	31
Third.....	433	25	.....	36	65	64	232	11
Fourth.....	533	11	1	16	87	94	321	22
Fifth.....	813	.....	19	65	130	119	461	29
Sixth (east half).....	561	60	9	78	106	85	208	15
Total.....	2,840	102	36	212	443	434	1,488	125
Per cent.....	100	4	1	8	16	15	52	4

EDUCATION BEYOND THE HIGH SCHOOL.

The following table shows the replies of the teachers with reference to education beyond the high school:

TABLE 6.—Education beyond the high school.

Number of district.	Teachers reporting.	No education beyond high school.	Normal school.			Colleges and universities.			Business and correspondence schools.	
			One summer.	Not graduated.	Graduated.	One summer.	Not graduated.	Graduated.	Not completed.	Completed.
First.....	305	103	75	78	.....	15	32	.....	3	1
Second.....	107	43	19	33	.....	6	7	.....	.....	.....
Third.....	418	253	107	45	.....	1	11	.....	.....	.....
Fourth.....	486	153	154	65	3	27	52	3	20	.....
Fifth.....	313	164	70	10	1	23	30	2	3	.....
Sixth (east half).....	478	179	120	118	.....	.....	27	.....	34	.....
Total.....	2,107	894	545	348	4	92	159	4	60	1
Per cent.....	100	42	26	17	.....	4	7	.....	3	.....

The significant facts about the table are that 42 per cent of the teachers reported no education beyond the high school; and that one summer represented the maximum normal school education. If this is compared with the table showing age and also with the table showing number of terms taught, it will be seen that a large number of the teachers were immature, with practically no professional training other than the one semester of pedagogy offered in the normal training course of the high school, and with no training

or experience that would help them to adapt the work of the school to the needs of the pupils or to do constructive work in the community.

WHERE EDUCATION WAS RECEIVED.

The following table shows the normal schools where the teachers had received their education. None of these schools, at the time the teachers attended them, offered courses especially fitting teachers for rural work.

TABLE 7.—Normal schools attended.

Number of district.	Teachers reporting.	Peru.	Kearney.	Fremont.	Junior normal. <sup>1</sup>	Wayne.	Outside State.	Chadron.	St. Paul.
First	176	167	2	4			2	1	
Second	50	28	2	15		4	1		
Third	151	25	31	24	3	68			
Fourth	232	118	47	36	27	1	2		1
Fifth	211	54	116	4	60	2	5		
Sixth (east half)	151	25	48	32		35	9	2	
Total	1,001	417	246	115	90	110	19	3	1
Percent	100	42	25	11	9	10	2		

<sup>1</sup> Abandoned.

EDUCATIONAL PREPARATION OF RURAL TEACHERS

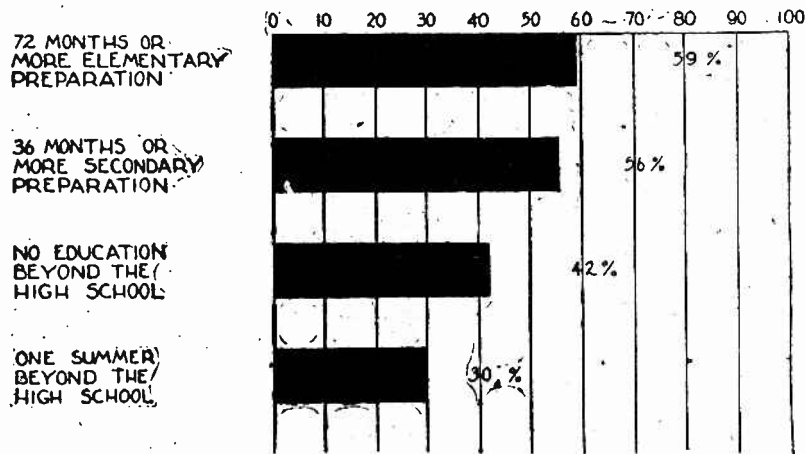


FIG. 4.

It is evident from a study of the above table that the selection of a normal school was determined by residence. The teachers in the first district usually attended Peru; those in the third, Wayne; and those in the fifth, Kearney; etc.

Two hundred seventy-two teachers reported attendance at colleges or universities. Eleven per cent reported colleges outside the State. The remaining 89 per cent included practically every col-

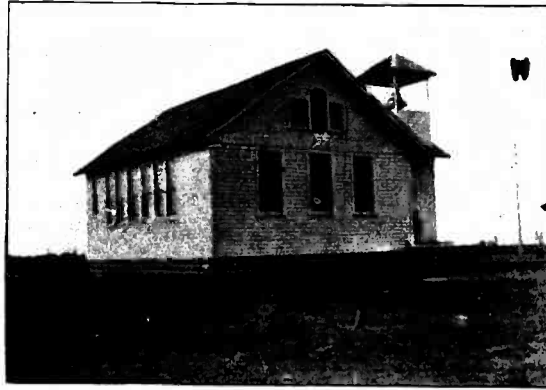


A. TYPICAL RURAL TEACHER OF NEBRASKA.

Twenty-one years old; high-school graduate; one summer in normal school; two years' experience.



B. A NEW RURAL BUILDING STANDARD IN ALL RESPECTS. IN COLFAX COUNTY.



A. A MERRICK COUNTY SCHOOLHOUSE.

Built in 1912; heated by a furnace, and furnished with adjustable seats.



B. A CLAY COUNTY SCHOOLHOUSE.

^ Built in 1873; 30 years ago it was also the social and religious center of the neighborhood.



lege within the State. The following are rankings for the highest five:

	Num-ber.	Per-cent.
Wesleyan.....	83	30
State University.....	83	30
York.....	28	10
Hastings.....	13	5
Cotner.....	8	3

It was clear, then, that these teachers were Nebraska products so far as their normal and college education was concerned. The data also verified the same condition relative to their secondary and elementary education.

SUBJECTS STUDIED.

Nine hundred fifty-three teachers reported on the subjects they had studied. These represented the first, second, and third congressional districts. The answers were very incomplete in most instances. The tendency was to report high-school and college subjects rather than the subjects taught in the elementary school. One interesting feature of the tabulation was the great number of subjects listed. The following quotation is from Miss Lathrop's study of the first and second districts:

These rural teachers had "studied at" about every subject mentioned in a university catalogue. There were the five essentials, the vernacular, foreign languages, natural and physical sciences, mathematics, history, the Bible, music, art, manual training, domestic science, stenography, electricity, law and medicine. One hundred and twenty-two subjects were reported in Douglas County alone. Lancaster County teachers enumerated 97 branches. Both of these counties reported 19 kinds of history.

PROFICIENCY AND PREFERENCE OF SUBJECTS.

Replies upon proficiency and preference were tabulated from all but the third congressional district. The range of subjects was as comprehensive as the list of subjects studied. The results of the tabulation are assembled below for the first 10 rankings of subjects in both proficiency and preference.

*Proficiency and preference of subjects.*

Proficiency.			Preference.		
Subject.	Number.	Per cent.	Subject.	Number.	Per cent.
Arithmetic.....	1,934	24	Arithmetic.....	1,913	23
Grammar.....	1,587	19	Grammar.....	1,440	18
History.....	978	12	Reading.....	1,205	15
Reading.....	840	10	History.....	1,007	12
Physiology.....	695	9	Geography.....	693	9
Geography.....	651	8	Physiology.....	574	7
Spelling.....	433	5	Agriculture.....	332	4
Agriculture.....	256	3	Spelling.....	317	4

The data above warrant the statement that these teachers felt most proficient in arithmetic and liked to teach it best.

It is significant that 114 reported proficiency in Latin, 108 in all subjects, 74 in modern languages, 21 in professional subjects, 9 in nature study, and 115 in civics.

The teacher from Otoe County, who felt most proficient in zoology, had studied the subject 5 hours a week for one semester. The one most proficient in German was 17 years old and had studied the subject one year in a high school that maintained a three-year course. Similar conditions were found for those who felt proficient in psychology, pedagogy, and other professional subjects.<sup>1</sup>

In preference to teach, it is also significant that 87 reported all subjects, 29 home economics, 28 Latin, 12 modern languages, 27 nature study, and 87 civics. In making a choice of subjects beyond the rural school, teachers may have in mind the subject they hoped to teach later.

#### EXPERIENCE IN AGRICULTURE.

In judging the preparation of teachers for rural work it is necessary to consider the experiences of these teachers in the industrial activities pertaining to the farm. If rural children are to be taught in terms of rural life activities, teachers must have an experience of these activities rather than a superficial textbook knowledge of them. If the work of the rural school is to be vital in the life of the children, it must first be vital in the life of the teacher, and this condition can become true only through experience.

Table 8 shows the experience in agriculture. Of the 3,278 teachers reporting, only 1,343 were impressed with the importance of this question to such an extent as to make a report. Of this number, only 21 per cent said that they had actual experience in agriculture, and only 51 per cent of the number reporting "yes," mentioned actual work on the farm. The answers indicated that the teachers had only a limited amount of training for work in agriculture. This data should be compared with that showing sex of the teachers, in Chapter II; with that showing years lived in the country, in Chapter VII; and with the data, in Chapter IV, telling those who expected to continue teaching in rural schools. Ninety per cent of the teachers were women; 36 per cent had lived from 1 to 20 years in the country, and 43 per cent stated that they expected to continue teaching in the country, and only 21 per cent said that they had actual experience in agriculture. These are the teachers who are to vitalize the work in the rural schools, and to teach boys and girls in terms of country life.

<sup>1</sup> Lathrop, Status of the Rural Teacher in the First and Second Congressional Districts. Page 70.

TABLE 8.—*Experience in agriculture.*

Number of district.	Have you had actual experience in agriculture?		
	Teachers reporting.	Yes.	No.
First.....	161	27	134
Second.....	46	8	38
Third.....	355	43	312
Fourth.....	221	67	154
Fifth.....	306	73	233
Sixth (east half).....	254	66	188
Total.....	1,343	294	1,059
Per cent.....	100	21	79

## EXPERIENCE IN DOMESTIC SCIENCE.

Only 1,593 teachers, out of 3,278, answered this question. The table indicates that only 28 per cent reported any experience in this line. From a study of the answers the nature of the work seemed to be largely in the home. Thirty-four per cent, or 154 teachers, of those answering "yes" reported that they had studied the subject. About one-third of this number gave the amount of school time spent in the preparation of the subject. This was one year or less for 74 per cent of the teachers reporting.

TABLE 9.—*Experience in domestic science.*

Number of district.	Teachers reporting.	Yes.	No.
First.....	228	50	178
Second.....	43	15	28
Third.....	347	55	292
Fourth.....	279	113	166
Fifth.....	394	129	265
Sixth (east half).....	302	91	211
Total.....	1,693	453	1,140
Per cent.....	100	28	72

## EXPERIENCE IN MANUAL TRAINING.

In Table 10, showing experience in manual training, it is not surprising, when the sex table in Chapter I is kept in mind, to find that only 10 per cent reported experience in this line of work. Here, again, the amount of training and experience is seen to be very limited. It is interesting to compare this and the preceding table with those in Chapter VII, showing the number who do work in their schools in manual training and home economics, the number who serve hot lunches, and the attitude of the teachers toward these subjects as a part of the rural-school work. These tables indicate that a very small per cent of the boys and girls in the intermediate and grammar grades have an opportunity to do work in these practical subjects. It is evidently more important that they should be prepared to pass the eighth-grade examinations in the academic subjects.

TABLE 10.—*Experience in manual training.*

Number of district.	Teachers reporting.	*Yes.	No.
First.....	300	30	264
Second.....	70	7	63
Third.....	525	30	495
Fourth.....	330	50	330
Fifth.....	356	65	491
Sixth (east half).....	347	39	348
Total.....	2,218	227	1,991
Per cent.....	100	10	90

Seventy-one per cent of those who reported experience in manual training stated that this experience was in school. Ninety-one per cent of those reporting "yes" stated that this instruction was one year or less.

## EXPERIENCE IN SOCIAL SETTLEMENT.

Table 11 shows that 92 per cent have had no experience in social settlement work, and replies to this question show quite a general failure to grasp the meaning of the term.

From every platform of rural life conferences and from the printed page offering suggestions for the betterment of the country is heard the call for rural leadership. Exploiters and ill-informed persons are going up and down the country urging that the rural teacher become this community leader, without taking into consideration who the real rural teacher is.<sup>1</sup>

TABLE 11.—*Experience in social settlement work.*

Number of district.	Teachers reporting.	No.	Yes.
First.....	315	291	24
Second.....	72	65	7
Third.....	550	537	12
Fourth.....	396	348	48
Fifth.....	563	513	50
Sixth.....	394	347	47
Total.....	2,200	2,201	189
Per cent.....	100	92	8

The nature of the experience was through churches, clubs, settlements, and study.

## CERTIFICATE HELD.

Table 12 shows the kind of certificate held. It will be seen from this that 68 per cent did not have a certificate better than the county second grade. The following subjects are required by law for a second-grade certificate: Orthography, reading, penmanship, geography, arithmetic, physiology and hygiene, English composition, English grammar, United States history, civil government, book-keeping, blackboard drawing, theory and art of teaching, and agri-

<sup>1</sup> Lathrop. *Status of the Rural Teacher in the First and Second Congressional Districts.* Page 95.

culture. As a professional requirement the law specifies that a teacher must have eight weeks' normal training or one year of teaching experience. In many of the counties of the State, the third-grade certificate is not accepted, so that the second-grade certificate virtually represents the minimum requirement. It is significant that 61 per cent do not have more than the minimum requirement. In this number, however, are many high-school graduates who are teaching their first school. It will be seen by looking over the requirements for this second-grade certificate that the academic training is really the least possible that will fit for the subjects taught in the rural schools, the professional training is very meager indeed, and is very ineffective when given to girls as immature as the age table in Chapter II.

#### MONTHS TAUGHT IN RURAL SCHOOLS

The first, second, and fourth congressional districts only are included in the returns for this item, with a total of 1,010 teachers reporting. Of this number, 385, or 38 per cent, show from one to 10 months of rural teaching experience; 227, or 23 per cent, show from 11 to 20 months of such experience; 164, or 16 per cent, 21 to 30 months; 96, or 10 per cent, 31 to 40 months; 64, or 6 per cent, 41 to 50 months; 22, or 2 per cent, 51 to 60 months; 14, or 1 per cent 61 to 70 months; 13, or 1 per cent, 71 to 80 months; and 25 teachers, approximately 3 per cent, show from 81 to more than 121 months of rural teaching experience.

When the results of this inquiry are compared with those of the following table, which indicates the number of rural teachers who have had teaching experience in the grades of village or town schools, it seems clear that the country is the "training camp" for town and city teachers. In the first and second districts 419 teachers said they had had more or less rural teaching experience, but only 71 teachers in those two districts have had any "grade school" experience in village or town. In the fourth district only 54 teachers, 9 per cent, said that they have had village or town experience. According to the data 61 per cent of all teachers reporting rural experience show that this is gained in one or two terms of country school teaching, ranging from 1 to 20 months in time. The median number of months taught in rural schools was 16.28 months, for the first, second, and fourth districts.

TABLE 12.—Certificate held.

Number of districts.	Teachers reporting.	Emergency.	County.			City.			State.		
			Third.	Sec-ond.	First.	Pri-mary.	City grade.	Kind not design-ated.	Ele-men-tary. <sup>1</sup>	First grade.	Pro-fes-sional.
First.....	436		12	302	90				19.	10	3
Second.....	114		1	74	28				6	3	2
Third.....	550		21	312	190				20		7
Fourth.....	597		25	362	174	1	1		27		7
Fifth.....	911	5	85	539	226	1		5	35	4	11
Sixth (east).....	633	6	90	404	121	1			4	2	5
Total.....	3,241	11	234	1,992	829	3	1	5	111	19	35
Per cent.....	100		7	61	26				3	(1)	2

<sup>1</sup> Almost 1 per cent.

## SUMMARY.

The data given in the chapter are summarized as follows: Forty-one per cent of the teachers had less than 72 months' preparation in the elementary schools; 56 per cent had 36 months or more in the secondary schools; and 42 per cent had no preparation beyond the high school. Thirty per cent had attended normal schools or college one summer, and 23 per cent had attended from six months to three years. Four had been graduated from normal school and four from colleges or universities. The teachers had received their education in Nebraska institutions. The list of subjects studied, for the most part, comprised those of the high school and college rather than the elementary school. The list was very comprehensive, containing about every subject listed in a university catalogue. The teachers felt most proficient in arithmetic and also liked to teach it best. Twenty-one per cent reported experience in agriculture, 28 per cent experience in domestic science and 10 per cent experience in manual training. Ninety-two per cent had no experience in social service. Sixty-one per cent held a county second-grade certificate.

## CHAPTER IV.

### EXPERIENCE.

The movement to secure a more efficient and better qualified teaching corps for the rural schools of the Nation has, in the main, stressed the need for a more adequate and extensive academic fitness. A scholastic preparation, adapted especially to the demands of rural life and the country school has afforded the center about which most training-school programs have been made. There are schools, however, where actual "experience in teaching" has been accorded a real and vital place in the modern scheme of rural-teacher training. Doubtless the future will find normal schools, normal training high schools, and other training agencies making larger use of the affiliated rural school as a laboratory, where actual school problems may be experienced at first hand by teachers in training, under the expert guidance of those specially qualified and fitted to give such direction.

Experience, however, as comprehended in the present chapter, implies little or no expert supervision, but, on the contrary, represents the efforts of the teacher as measured in point of "time spent," to work out alone in the school of "hard knocks" the multitudinous problems with which she finds herself confronted. Here, indeed, is necessity, again, the mother of invention.

#### TOTAL NUMBER OF TERMS TAUGHT.

Out of a total of 3,278 teachers who made response to the questionnaire for this study, 2,926, or 89 per cent, indicated the total number of terms taught. Of this number, 58 per cent, or 1,700 teachers, had taught from one to two terms. The data are not clear, however, relative to length of terms. The beginners were 988 of all the teachers reporting, and represented 33 per cent of the total. Six hundred and seventy teachers, or 23 per cent, gave three or four terms, while 10 per cent, or 293 teachers, showed five or six terms of experience. The remaining 9 per cent were classified as follows: 121 persons, 4 per cent, with 7 or 8 terms; 76 persons, 3 per cent, with 9 or 10 terms; and 66 persons, 2 per cent, ranging from 11 to 35 terms. Five teachers reported long-time experience, two answering that they had taught 28 terms, two 30 terms, and one 35 terms.

As already pointed out, there was nothing to indicate just the amount of time actually included in a "term." Some doubtless had in mind short school periods of three months or more, while some doubtless made the word "term" synonymous with a "year." Miss Lathrop notes in her portion of the study on the status of the rural teacher in Nebraska that "some years ago it was very common

for the school year in the country to be divided into three terms, designated spring, fall, and winter. Quite likely most of the teachers past 40 had experienced the three terms per year schools. The custom of dividing the rural school year into separate terms has practically disappeared in Nebraska."

The median number of terms, for all teachers reporting, was 1.85.

Mr. Weyer's study of the sixth district, a typical section of western Nebraska, points out that most of the teachers who had taught more than 10 years were either holding homesteads or had gone back to teaching as a means of livelihood after marriage. In this same part of the State school terms are increasing in length, made possible through State aid to the weaker districts and a demand that the school term be lengthened.

Table 13, which follows, shows the distribution of teachers by congressional districts, relative to the number of terms taught:

TABLE 13.—Total number of terms taught.

Number of district.	Teachers reporting.	Number of terms.														
		1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23 and over. <sup>1</sup>			
First.....	322	181	78	32	8	14	5	3	1							
Second.....	82	35	18	13	8	5		2								
Third.....	550	303	126	64	20	21	5	5	2	2		1				2
Fourth.....	598	343	138	60	24	17	5	4	4			1	1			1
Fifth.....	812	503	197	87	30	7	4	3	1							2
Sixth (east half).....	582	335	113	57	31	12	5	2	4							2
Total.....	2,926	1,700	670	293	121	76	24	19	12	2	2	2	2	2	2	5
Per cent.....	100	58	23	10	4	3	2									

Median, 1.85 terms.

<sup>1</sup> Two, 28 terms; two, 30 terms; one, 35 terms.

TOTAL NUMBER OF MONTHS TAUGHT.

A total of 7,126 terms was returned by all teachers, exclusive of those in the third congressional district. For the same number of teachers, the total number of months taught was 51,320, making an average term length of 7.2 months.

Table 14 gives the returns, tabulated by congressional districts.

TABLE 14.—Total number of months taught.

Number of district.	Total number of terms taught by all teachers.	Total number of months taught by all teachers.
First.....	1,054	7,232
Second.....	342	1,646
Fourth.....	1,536	14,533
Fifth.....	2,110	16,026
Sixth (east half).....	1,784	11,883
Total.....	7,126	51,320
Average.....		7.2



TABLE 15.—Months taught in rural schools.

Number of district.	Teachers reporting.	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	101-110	111-120	121 and more.
First and second	419	162	92	72	42	27	6	7	1	2	2	3	1	2
Fourth	591	223	135	92	54	37	16	7	12	4	4	2	2	3
Total	1,010	385	227	164	96	64	22	14	13	6	6	5	3	5
Per cent	100	38	23	16	10	6	2	1	1			5		

Median, 16.28 months.

EXPERIENCE—VILLAGE AND TOWN SCHOOLS.

It is apparent on the face of the returns that villages, towns, and cities do not send their teachers in any considerable numbers to the rural school. Out of a total of 3,278 teachers responding to the questionnaire, only 193 for the entire State reported village school teaching experience. This is slightly less than 6 per cent. Out of this number, 26 teachers, or 14 per cent, gave less than one year of village experience; 130 teachers, or 67 per cent, had the advantage of from one to two years of such experience; and 23 teachers, or 12 per cent, reported three to four years. The remaining 6 teachers, 3 per cent of the total, gave village and town experience ranging from 5 to 12 years.

Eighty-eight persons, somewhat less than 3 per cent of the total, claimed town or city teaching experience. The distribution for the number of years of such experience was as follows: 14 teachers, 16 per cent, less than one year; 47 teachers, 54 per cent, from one to two years; 14 teachers, 16 per cent, from three to four years; and 8 teachers, 9 per cent, from five to six years. The remaining five teachers had town or city experience ranging from 7 years to a maximum of 13 years.

TABLE 16.—Experience—village and town schools.

Number of district.	Villages.								Towns.							
	Number reporting.	Years.						Teachers reporting.	Less than 1.	1-2	3-4	5-6	7-8	9-10	11 or over.	
		Less than 1.	1-2	3-4	5-6	7-8	9 or over.									
First	37	3	21	8	1	3	1	16	1	10	2	1	1	.....	1	
Second	14	2	9	2	1	.....	.....	4	1	3	.....	.....	.....	.....	.....	
Third	13	7	11	1	1	.....	.....	17	.....	9	4	4	.....	.....	.....	
Fourth	30	7	19	3	1	.....	.....	24	9	11	1	2	.....	1	.....	
Fifth	75	14	46	9	2	3	1	18	3	6	6	1	1	1	.....	
Sixth (east half)	24	.....	24	.....	.....	.....	.....	9	.....	8	1	.....	.....	.....	.....	
Total	193	26	130	23	6	6	2	88	14	47	14	8	2	2	1	
Per cent	100	14	67	12	3	3	1	100	16	54	16	9	2	2	1	

1 One 10 years, one 12 years. \* One 13 years.

Instances are few, indeed, which show that teachers have gone from the town and city schools to the country because of the con-

viction that the rural school afforded larger opportunity for service and development. There is evidence, however, to point to the fact that such movement in a rural direction as is found is largely the result of circumstances, following failure in village or town schools, farm demands on the home place, retirement on account of sickness, or death in the family, etc.

#### EXPERIENCE.—GRADES IN VILLAGE AND TOWN SCHOOLS.

Out of the 57 teachers for the first, second, third, and sixth (east half) congressional districts who reported that they had had teaching experience in the grades of village or town schools, only 44 indicated the exact nature or level of this experience. The primary grades were credited with 11 teachers, or 25 per cent of all those making reply. Twelve persons, 27 per cent, gave intermediate grade experience; 16 persons, or 37 per cent, grammar-grade experience; and 3 persons, 7 per cent, high-school experience. One teacher had been a "principal," and another indicated previous teaching in a university position.

In the fourth district there were 19 teachers who gave the grades in which they gained their "town or city experience," the most of these saying "intermediate" or "grammar" grades. One teacher in this district counted experience in a "normal practice school," while another gave the answer "high-school teacher of German." In the fifth district, Mr. Fosnot found that—

two had had primary work; two the second primary; one the elementary work; three had had grades four, five, and six; one had taught grades five and six, four had taught the grammar or seventh and eighth grades; one had had work in the high school; one had been with the Northwestern Business College at Beatrice; and one had been a supply teacher in New Mexico.

TABLE 17.—Experience—grades in village and town schools.

Number of district.	Teachers reporting.	Grades.					
		Primary.	Inter-mediate.	Gram-mar.	High school.	Prin-cipal.	Univer-sity.
First.....	9	1	2	4	1	1	
Second.....	3	1	1				1
Third.....	17	7	4	6			
Sixth (east half).....	12	2	5	3	2		
Total.....	44	11	12	16		1	1
Per cent.....	100	25	27	37	7	2	2

#### TENURE IN POSITION.

It has been pointed out that one-third of the teachers of Nebraska were beginners and were therefore teaching their first schools. A total of 1,061 teachers showed a teaching experience in the same school district ranging from 2 to 11 terms. The distribution was as follows: Six hundred and thirty-seven, or 60 per cent, of the teachers had

taught 2 terms in the same district; 261, or 25 per cent, of the teachers, 3 terms; 98 teachers, or 9 per cent, 4 terms; 37 teachers, or 3 per cent, 5 terms; 16 teachers, or 2 per cent, 6 terms; and the remaining 1 per cent, from 7 to 11 terms.

In the sixth district (east half) the average number of terms in the same school district was 1.1 terms; in the fifth district it was 10 months; in the fourth district the average was 2.1 terms; in the third district it was 12.14 months; and in the first and second congressional districts "nearly 33 per cent had taught in consecutive districts, including a period of from 2 to 10 terms. Sixty-seven per cent had changed locations every year."

TABLE 18.—Number of teachers in each county who have taught in the same district the following terms.

Number of district.	Teachers reporting.	Two terms.	Three terms.	Four terms.	Five terms.	Six terms.	Seven terms.	Eight terms.	Nine terms.	Ten terms.	Eleven terms.
First.....	134	81	34	11	3	3				2	
Second.....	32	18	7	4	1	1		1			
Third.....	126	86	36	4							
Fourth.....	251	187	37	20	4	2				1	
Fifth.....	403	192	117	48	28	10	4	1	3		
Sixth (east half).....	115	73	30	11	1						
Total.....	1,061	637	261	98	37	16	4	2	3	2	1
Percent.....	100	60	25	9	3	2					

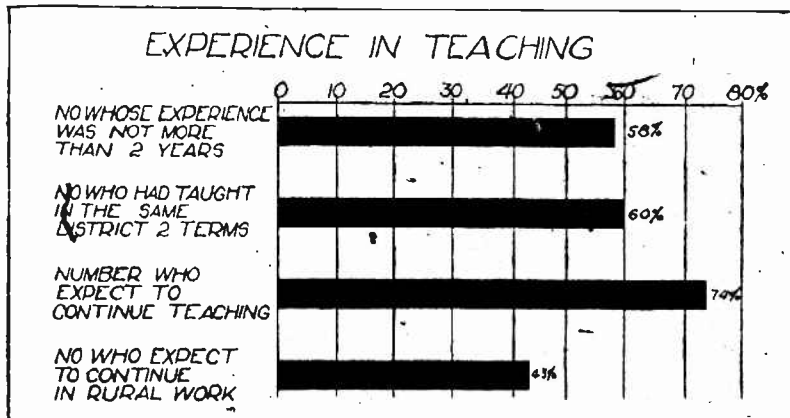


Fig. 5

CONTINUANCE IN TEACHING PROFESSION.

Out of a total of 3,134 teachers in the State, there were 2,322 who expressed their purpose to continue in the work of teaching. This was 74 per cent of those replying. Another 10 per cent, representing 299 persons, were "undecided," while 513, or 16 per cent, indicated their intention to discontinue teaching. There is nothing in the information given by those answering the query in the affirmative to show how long a continuance of the work of teaching was anticipated.

Of the teachers reporting on "purpose to continue" in teaching, 2,290 made clear the kind of work anticipated. Only 43 per cent, 984 teachers, elected the rural school; 2 per cent said "undecided." The remaining 55 per cent looked forward to positions in the grades, or special departments of village and city schools. The following tabulation indicates the distribution of work sought:

984 teachers, 43 per cent—rural.  
 364 teachers, 16—grades (not differentiated).  
 335 teachers, 16—primary.  
 91 teachers, 4—intermediate.  
 68 teachers, 3—grammar.  
 181 teachers, 8—high school.  
 165 teachers, 7—special subjects.  
 49 teachers, 2—undecided.

One teacher looked forward to college teaching and another to becoming a special supervisor of music.

TABLE 19.—Continuance in teaching.

Number of district.	Teachers reporting.			Purpose.											
	Yes.	No.	Undecided.	Teachers reporting.	Rural.	Grades	Primary.	High school	Special sub-jects.	Intermedi-ate.	Grammar.	Undecided.	Supervisor	College.	
First.....	434	319	58	57	304	123	76	52	13	25	.....	.....	13	2	.....
Second.....	414	91	11	12	102	43	18	17	4	15	.....	.....	5	5	.....
Third.....	527	398	108	21	396	191	76	74	47	1	.....	.....	5	2	.....
Fourth.....	577	432	87	58	441	181	51	82	27	49	23	13	5	10	.....
Fifth.....	898	680	147	71	622	251	51	94	50	65	44	39	21	3	4
Sixth (east half).....	584	402	102	80	425	195	92	36	40	10	24	15	.....	.....	12
Total.....	3,134	2,323	513	299	2,290	984	364	355	181	165	91	68	49	17	10
Per cent.....	100	74	16	10	100	43	16	16	8	7	4	3	2	1	.....

## SUMMARY.

The median number of terms taught was 1.85. The average length of term, computed for all districts, except the third, was 7.2 months. The median number of months taught in rural schools (computed for three districts) was 16.28. Only 281 of 3,278 teachers reported experience in village and town schools. The maximum length of time for both village and town schools was from one to two terms. Only 44 teachers reported the grade of experience in village or town. Twenty-five per cent of this experience was in the primary grades, 27 per cent in the intermediate grades, and 37 per cent in the grammar grades. Of the 1,061 teachers who reported teaching in the same district more than one year, 60 per cent had taught two terms in the same district. On their purpose of continuance in the profession 3,134 teachers reported. Of this number 74 per cent expressed a desire for continuance. Forty-three per cent of those reporting on the line of work to be followed selected the rural school.

CHAPTER V.  
THE BOARDING PLACE.

COST OF BOARD AND ROOM.

Table 20 shows a compilation of the data secured from the various congressional districts on the cost of board and room. The reports for the first, second, third, and fourth congressional districts are grouped together and form Division A of the table. This was done for the reason that these districts reported the yearly cost of board and room. The results from the fifth and sixth congressional districts gave the monthly cost of board and room. These tabulations are grouped in Division B of the table. The total number of teachers responding from the first, second, third, and fourth congressional districts was 1,704; 1,643 of these reported on board and room. This was 96 per cent. Three hundred and twenty, or 20 per cent, of these teachers lived with parents or relatives where board and room cost nothing. One interesting feature in the tabulation of this item was the great variety of prices paid for board. The extremes were a minimum of \$5 and a maximum of \$300. Often explanations followed where the amount was unusually low or unusually high. Sometimes the small cash value was increased by an addition of labor. Often the small amount paid for board represented board paid during the winter months when it was impossible to drive back and forth from school and home. A teacher who paid \$54 for board added: "Help milk and get supper." The teacher paying \$300 supported two children. One said: "Give my mother \$5 a month." The median for the year for those paying board was \$114.80. (Table 20, Division A.)

TABLE 20.—Division A.—Yearly cost of board and room (four districts).

Number of district.	Teachers reporting on cost of board.	Nothing Board at home.	\$96 or less.	\$97-\$106.	\$107-\$116.	\$117-\$126.	\$127-\$136.	\$137-\$146.	\$147-\$156.	\$157-\$166.	Over \$166.
First and second.....	543	104	91	10	129	83	54	45	5	8	14
Third.....	529	81	134	1	151	79	25	45	2	6	6
Fourth.....	571	135	96	8	132	89	36	51	18	8	8
Total.....	1,643	320	321	19	412	251	115	141	25	17	22
Per cent.....	100	20	20	1	25	15	7	9	1	1	1

Median for those paying board—\$114.80.

TABLE 20.—Division B—Monthly cost of board and room (two districts).

Number of district.	Number reporting on cost of board.	Nothing Board at home.	\$8 or less.	\$9-\$10.	\$11-\$12.	\$13-\$14.	\$15-\$16.	\$17 and over.
Fifth.....	887	220	8	48	221	100	174	56
Sixth (east half).....	611	99	17	85	197	114	87	18
Total.....	1,498	319	19	133	418	274	261	74
Per cent.....	100	21	1	9	28	18	18	5

Median for those paying board—\$14.42.

Of the 1,574 teachers from the fifth and sixth congressional districts 1,498, or 98 per cent of the entire number, responded on monthly amount paid for board. (Table 27, Division B.) The monthly amount paid for board for these teachers ranged from \$7 to \$24. The median was \$14.42. In the studies from the various congressional districts the average was computed rather than the median except in the fourth congressional district, where both an average and median were derived.

According to the studies on the separate congressional districts, the yearly average for the first and second congressional districts was \$111.88; for the third, \$112.88; the fourth, \$114.60; the fifth, \$109.51; and the sixth, \$98.15. Mr. Laffer found the median for the fourth congressional district to be \$112. It would seem, then, that the median of \$114.80 found on four congressional districts is a representative estimate for the State as a whole.

#### MONTHS UPON WHICH BOARD WAS PAID.

In the first and second congressional districts the tabulations were given on the number of months upon which board was paid as well as the aggregate number of months. The results are indicated below.

TABLE 21.—Months upon which board was paid.

Districts.	Total teachers reporting.	Total teachers replying on months.	Three months.	Five months.	Six months.	Seven months.	Eight months.	Nine months.
First and second.....	550	425	5	2	12	10	22	374

Median, 8.4 months.

In the fifth and sixth congressional districts the aggregate number of months as well as the average was given. These were as follows:

TABLE 22.—Monthly board for fifth and sixth districts.

District.	Total number of teachers replying to the blanks.	Teachers replying on months board was paid.	Aggregate.	Average.
Fifth.....	928	637	5,074	5.47
Sixth (east half).....	646	495	3,762	7.80

In the third and fourth congressional districts the number of months upon which board was paid was not given. The median for the first and second districts exceeds the averages for the fifth and sixth districts. Two factors account for this. First, the extreme cases represented, and second, the districts upon which the averages were found are less sparsely settled than the first and second districts, and consequently contain more short-term schools. The results indicate that the majority of teachers paying board were paying this board on the entire school term, which from the median given in the first and second congressional districts and the averages given in the fifth and sixth congressional districts is approximately eight months. The median number of months upon which income was received, based on four districts (Chapter VI), was 8.4. The median yearly income on these same four districts, as given in the same chapter, was \$445.28; the median yearly board of \$114.80 is also for these same four districts. The balance of \$330.48 must be used to pay board for four months, when out of employment, to pay for clothing and professional upkeep, as well as other minor items that make up the sum total of "living expenses." When an attempt is made to estimate all these points, the difference is infinitesimal if not zero or minus zero, and only those teachers whose support is complemented by parents or relatives or those who seek other employment during vacation can afford to teach in the country. Former chapters in this study show the rural teacher of Nebraska to be limited both in educational qualifications and experience. The amount she receives is probably all her education and experience merit. The status on this point is well expressed in the words of the Tennessee farmer school officer who said: "I am willing to pay more salary, but not for what we get."

## PRIVATE ROOMS AND HEAT.

Of the 3,278 teachers reporting on the questionnaires, 2,987, or 91 per cent, indicated whether they occupied rooms by themselves. Of this number, 2,256, or 76 per cent, indicated that they had a room

by themselves. Table 30. The percentage of teachers having rooms by themselves was higher in the more thickly settled portions of the State than in the sparsely settled districts. In the first, second, and fourth districts the percentage was 80; in the third, 77; the fifth, 75; and in the sixth, only about 66. Privacy, rest, and physical comfort are important factors in determining the efficiency of the teacher's service.

The heating of this high percentage of rooms must be considered before it can be determined whether these teachers had a place for quiet study during the evening. Nebraska lies between parallels 40° and 43° north latitude. It has a yearly average temperature of 46° for its northern part and between 50° and 52° for its southern part.<sup>1</sup> School is in session during the colder portion of the year, and with the exception of a few weeks in the fall and spring artificial heat must be supplied in dwelling houses. Table 23 shows that 2,940 of the 2,987 teachers reporting on rooms by themselves told whether those rooms were heated. In 67 per cent of the cases the rooms were not heated. Sometimes the only heat was that which came from the room below by means of a register in the floor. One teacher qualified her statement of heat by saying that it was furnished by a stove-pipe which passed through the room. Some of the rooms were heated by oil stoves, and in a few cases these stoves were furnished by the teachers themselves. Mr. Lefler found 1.6 per cent of the teachers reporting in the fourth congressional district using oil stoves. The tabulations in Table 23 indicate that the majority of teachers had no place for study and relaxation.

TABLE 23.—Private rooms and heat.

Number of district.	Private room for self.			Rooms with heat.		
	Teachers reporting on rooms.	No.	Yes.	Teachers reporting on heat.	No.	Yes.
First.....	413	80	733	404	249	155
Second.....	110	24	86	110	57	53
Third.....	537	121	406	521	235	186
Fourth.....	544	106	438	540	323	217
Fifth.....	824	202	622	826	575	251
Sixth (east half).....	569	198	371	539	418	121
Total.....	2,987	731	2,256	2,940	1,947	993
Per cent.....	100	24	76	100	67	33

## BATH FACILITIES.

In tabulating the answers on bath facilities "good" and "splendid" were interpreted as "modern." The replies were varied and in many instances indicated why so many teachers did not spend the week end in the district. The following are some of the answers

<sup>1</sup> Condra, Geography of Nebraska. Page 13.



that might appear humdrum if they were not so real: "Washbowl," "washtub," "tin washbasin in the kitchen," "soap and water," "teacup and handkerchief," "unheard of," "go home to bathe." Table 24 indicates that 2,438 of the teachers reported on bath facilities. This is 89 per cent. Of this number, 68 per cent were classed as "not modern." Three reported a private bath in connection with the room. The 32 per cent living in modern homes can not be considered as meaning that so high a per cent of rural homes are modern so far as bath facilities are concerned. Allowances must be made for teachers who drove back and forth from their homes in town. Mr. Lefler made a study in the fourth congressional district of a comparison of the number of children in different families and the distribution of bath facilities. He found the following:

In homes with no children, 53 have some bathing facilities while 85 have none; in homes with one child, 38 some; 53 none; with two children, 35 some, 56 none; three children, 23 some, 45 none; four children, 19 some, 43 none; five children, 10 some, 14 none; six children, 10 some, 9 none; seven children, 4 some, 3 none; and eight children, 4 some, 7 none. In each of the five families reporting nine children, the bath queries were answered in the affirmative, but two out of the three families with 10 children do not have bathing facilities. The one family with 11 children and likewise the one with 12 children do not have modern conveniences in this respect.

In commenting on this fact, he says:

One might conclude in a priori manner that home conditions will be gradually improved as the children of newer generations grow to manhood and womanhood and establish living conditions for themselves. A comparison of the number of children in different families and the distribution of both facilities do not seem to justify such decision. It is probable that young people just setting up housekeeping either occupy the old home place, with the house as their parents have used it, or build only enough to meet their immediate needs, looking to the future for the installation of modern conveniences.<sup>1</sup>

TABLE 24.—Bath facilities.

Number of district.	Teachers reporting on bath.	Not modern.	Modern.
First.....	268	242	126
Second.....	192	72	29
Third.....	391	442	169
Fourth.....	475	292	183
Fifth.....	730	496	233
Sixth (east half).....	172	101	71
Total.....	2,438	1,649	789
Per cent.....	100	68	32

## CHILDREN IN THE HOMES.

On this item 2,936 teachers reported. This was more than 89 per cent of the entire number reporting. Of this number, 72 per cent of the teachers boarded in homes where there were children. Twenty

<sup>1</sup> Lefler, Status of the Rural Teacher in Nebraska. Pages 229-230.

seven per cent of the homes had one child; 24 per cent, two children; 19 per cent, three children; 13 per cent, four children; and in the remaining 17 per cent, the number of children ranged from 5 to 12. The median was two children. The significant fact of this is apparent only when considered with the results found on heat in the homes. These teachers, having no place for privacy, must spend their evenings in the family living room. There they are not only associated with the parents and hired help, but very often with children enrolled in school.

TABLE 25.—Children in homes.

Number of district.	Teachers reporting on children.	Homes with children.	Homes without children.	Number where teacher board.										Total number of children in homes.
				1	2	3	4	5	6	7	8	9 and over.		
First.....	407	277	120	89	73	52	28	16	10	2	1	6	277	
Second.....	111	64	27	21	21	22	4	6	6	1	2	1	34	
Third.....	526	287	138	103	94	67	53	35	11	7	12	5	357	
Fourth.....	539	403	136	103	94	69	65	25	18	20	4	5	403	
Fifth.....	803	607	236	143	154	116	74	32	16	20	8	4	547	
Sixth (east half).....	551	409	142	103	78	84	55	33	24	12	12	7	409	
Total.....	2,636	2,127	809	562	514	410	279	147	85	62	40	28	2,127	
Per cent.....	100	72	28	27	24	19	13	7	4	3	2	1	100	

Median—2 children.

THE BOARDING PLACE

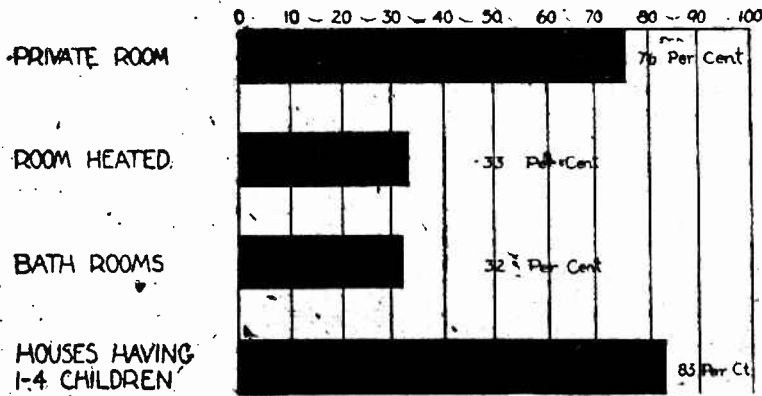


Fig. 6.

EVOLUTION OF THE TEACHERAGE.

In the early history of public education a home for the teacher was solved by "boarding round." Records show that the custom existed in Europe as early as 1648 and continued late into the nineteenth century. It still exists in the Old World in the case of peripatetic teachers of Scandinavia. The practice was transplanted, by

the early colonists, upon the American soil and flourished here until about the middle of the nineteenth century.<sup>1</sup> It is characteristic of frontier conditions and practically disappeared in both Europe and America as wealth and population increased. The custom existed in Nebraska in frontier days.<sup>2</sup> With the increase of teachers' salaries came the extinction of "boarding round." The next step was that the teacher provide her own bed and board with some family in the neighborhood. This practice, as has been pointed out in this chapter, is practically universal in the rural schools of Nebraska. The same is true for the United States in general. Reports from all parts of the United States show that it is becoming more and more difficult for rural teachers to get satisfactory boarding places.<sup>3</sup> The same is true in Canada according to a recent investigation.<sup>4</sup> To meet this exigency the teacher's cottage has been born in America. Homes for teachers are provided at public expense in most European countries. Investigations made by the United States Bureau of Education show that such homes exist in one form or another in most of the States of the United States. The States of Texas and Washington rank among the first.

One teacher's home has existed in a rural district in Hall County, Nebr., since 1894. The last report from the State superintendent's office reports nine teachers' cottages in the State.<sup>5</sup> The teacher's cottage has been most successful in Europe, where the majority of the teachers are married men. It is proving most successful in this country as a necessary adjunct of the consolidated school plant. In a State where 90 per cent of the teachers are women with a median age of 21, it can hardly become a very effective remedy to the boarding problem in rural districts. The outgrowth of frontier conditions, the increase in teachers' salaries, the changes in standards of living, the present-day awakening along the lines of public health, and the consolidated school are the factors that have contributed to this evolution from "boarding round" to the teacherage.

## SUMMARY.

Reports from 96 per cent of the teachers in the first, second, third, and fourth congressional districts indicated that the median of \$114.80 was a fair estimate, for the State as a whole, of the amount paid per school year for board. The number of months upon which board was paid was given for the first, second, fifth, and sixth districts. A median of 8.4 months was computed for the first and

- <sup>1</sup> Monroe. *Cyclopedia of Education*. Vol. 1, pp. 403-4.
- <sup>2</sup> Sheldon. *History and Stories of Nebraska*. Page 244.
- <sup>3</sup> Kellogg, R. B. *Teachers' Cottages*. Pages 23-53.
- <sup>4</sup> Miller. *Rural Schools in Canada*. Page 66.
- <sup>5</sup> Thomas. *Biennial Report of State Superintendent, 1916*. Pages 42-43.

second districts, and an average of 7.97 and 7.6 months, respectively, for the fifth and sixth districts. From these data it is clear that board was paid for approximately 8 months. Computations from the data indicate that \$330.48 represented the residue of the teacher's yearly salary after paying board for 8.4 months. This balance was left for clothing, board during the vacation months, professional upkeep, and incidentals. Seventy-six per cent of the teachers occupied rooms by themselves, 33 per cent had heated rooms, and 68 per cent reported no bathing facilities other than the washbowl. The last report of the State superintendent's office indicates nine teachers' cottages in Nebraska.

CHAPTER VI.  
INCOME.

YEARLY INCOME.

The yearly income was given in the first, second, third, and fourth districts, 1,684, or 97 per cent, of the teachers responding. The median yearly salary based on the four districts above was \$445.28. (Table 26, Division A.) The average salaries for the individual districts are as follows: First and second, \$513.78; third, \$458.25; fourth, \$441.

TABLE 26.—Division A—Yearly salary (four districts).

Number of district.	Teachers reporting.	Less than \$400.	\$401-410.	\$411-420.	\$421-430.	\$431-440.	\$441-450.	\$451-460.	\$461-470.	\$471-480.	\$481-490.	\$491-500.	Over \$500.
First and second (men).....	38	7	5	2	2	10						5	7
First and second (women).....	497	83	88	2	13	8	157	1	2	8	1	63	71
Third.....	535	81	49	6	4	4	228			8		73	82
Fourth.....	584	115	84	3	2	17	195	1	2	17		76	72
Total.....	1,654	288	226	11	21	31	590	2	4	33	1	217	282
Per cent.....	100	17	14	1	1	2	36			2		13	14

Median yearly income. \$445.28.

TABLE 26.—Division B—Monthly salary (two districts).

Number of district.	Teachers reporting on monthly salary.	\$40 or less.	\$41-45.	\$46-50.	\$51-55.	Over \$55.
Fifth.....	899	73	202	390	149	95
Sixth (east half).....	578	67	182	252	57	20
Total.....	1,477	140	384	632	206	115
Per cent.....	100	9	26	43	14	8

Median, \$47.69.

In the individual studies for the fifth and sixth districts the monthly salary rather than yearly salary was computed. The tabulation in Table 26, Division B, indicates this to be \$47.69.

MONTHS UPON WHICH SALARY WAS RECEIVED.

The number of months upon which salary was received was tabulated for the first, second, third, and fourth districts. Of the 1,704 teachers responding to the questionnaires from these districts,

1,643, or 96 per cent, reported. Eighty-five per cent of these teachers received an income for 9 months. The median was 8.4 months. The details are given in the table below.

TABLE 27.—Income—Number of months salary was received.

Number of district.	Teachers reporting.	3	4	5	6	7	8	9
First and second (males).....	38			1		2	2	33
First and second (females).....	803				5	9	34	455
Third.....	840	1	1		2	8	79	449
Fourth.....	562		2		7	15	80	458
Total.....	1,643	1	3	1	14	34	195	1,295
Percent.....	100				1	2	12	85

Median, 8.4 months.

### YEARLY INCOME OF TEACHERS

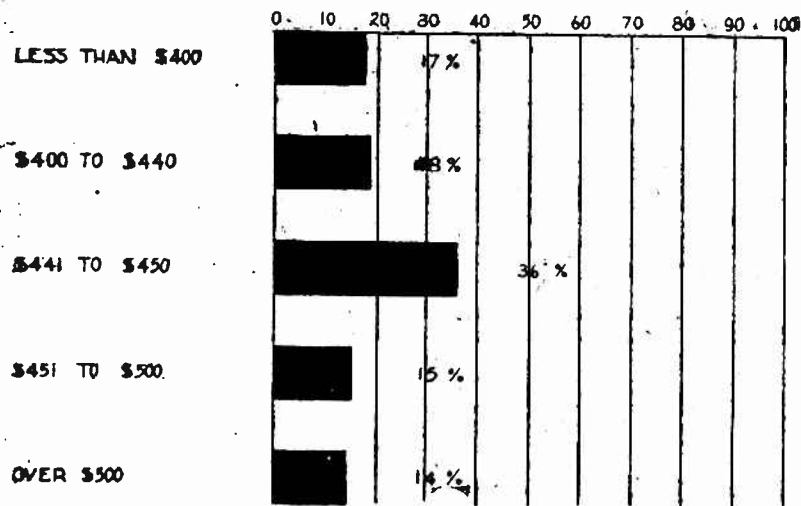


Fig. 7.

### HOW THE VACATION WAS SPENT.

The total number of teachers answering this question can not be given, for the reason that the number was not reported for the fifth district. Some teachers enumerated several ways in which the vacation was spent. In all, 3,267 ways were reported by all the teachers; 44 per cent said that they remained at home; 30 per cent spent the time in school or study; 15 per cent in travel; and 11 per cent worked. It is probable that this work meant, in most cases, remunerative labor. The results are tabulated in the following table:

TABLE 28.—How do you spend your vacation?

Number of district.	Teachers reporting.	Home.	School and study.	Traveling and recreation.	Work.	Total number of ways reported by all teachers.	
First.....	496	209	115	93	57	474	
Second.....		62	48	25	9	144	
Third.....		249	166	59	25	499	
Fourth.....		514	246	164	60	35	514
Fifth.....		397	344	165	145	106	1,051
Sixth (east half).....		585	267	146	66	106	885
Total.....		1,430	983	477	377	3,267	
Per cent.....		44	30	15	11	100	

COMMERCIAL PURSUITS.

Relative to whether they engaged in commercial pursuits to add to their income, 2,702 teachers reported. This represented 82 per cent of all the teachers responding to the questionnaires. From the table given it seems that 16 per cent of the 2,702 teachers did engage in some remunerative pursuits to add to their incomes.

TABLE 29.—Teachers engaged in commercial pursuits.

Number of district.	Teachers reporting.	Number engaged.
First and second.....	496	84
Third.....	403	73
Fourth.....	520	66
Fifth.....	741	118
Sixth (east half).....	543	108
Total.....	2,702	442
Per cent.....	100	16

Two hundred and forty-five of the 442 teachers engaged in commercial pursuits stated the amount earned. Only those instances where the entire amount was given are indicated in the table. The column "not definitely stated" includes those who gave the amount per month or such indefinite answers as these: "Get rental from a farm"; "In business with my brother"; "Operate a farm." The amounts ranged all the way from \$15 to \$2,500. The median was \$86 +.

TABLE 30.—Amount earned in commercial pursuits.

Number of district.	Teachers reporting.	Amount earned definitely stated.							Not definitely stated.
		\$50 or less.	\$51-100.	\$101-150.	\$151-200.	\$201-250.	\$251-300.	Over \$300.	
First and second.....	37	12	8	2				2	12
Third.....	36	16	19	2	2				15
Fourth.....	45	11	13				1	1	28
Fifth.....	73	18	16	2	4	1	2	3	28
Sixth (east half).....	62	14	16	7	4	1		3	8
Total.....	245	71	72	13	9	3	3	9	62
Per cent.....	100	29	29	5	4	1	1	4	27

Median: \$86 +.

It was interesting to note what was done to earn this extra money. Some of the occupations were farming, truck gardening, poultry raising, stenographic work, clerking in a store, agency work, teaching music, and subletting rooms. One man earned \$500 in agency work. The man with \$2,500 income was a bachelor farmer, who taught school in the winter months. His salary for teaching was \$65. He was a university graduate, holding the degree of bachelor of arts.<sup>1</sup> That the teachers welcomed a chance to add to their teaching income was evidenced by such answers as these: "I would if I could"; "No opportunity"; "If possible."

## PROFESSIONAL EXPENSES.

Eighty-five per cent of the teachers responding to the questionnaires estimated their professional expenses. This represented attendance at teachers' associations and institutes; and the amount paid for reading circle books and teachers' papers. The median amount paid was \$15.28.

TABLE 31.—Professional expenses.

Number of district.	Teachers reporting on professional expenses.	\$8 or less.	\$9-10.	\$11-12.	\$13-14.	\$15-16.	\$17-18.	\$19-20.	\$21-22.	\$23 and over.
First and second.....	485	129	98	10	3	82	3	42	5	104
Third.....	523	92	91	15	8	75	12	57		173
Fourth.....	518	121	85	19		100		54	2	177
Fifth.....	782	191	158	39	7	109	18	69	8	182
Sixth (east half).....	485	151	88	19		79		48		100
Total.....	2,793	684	521	111	18	445	33	270	15	609
Per cent.....	100	24	19	4		16	1	10		25

Median, \$15.28.

## SUMMARY.

The median yearly income based upon four districts was \$445.28. This represented 97 per cent of all the teachers responding for the four districts. The median number of months upon which income was received, based upon the same four districts, was 8.4 months. This was 96 per cent of the teachers responding for the four districts. "At home" represented 44 per cent of the ways vacation was spent, 30 per cent was spent in school and the rest in travel, recreation, and work. Of 2,702 teachers reporting on commercial pursuits to add to their income, 16 per cent replied in the affirmative. Less than half of this 16 per cent stated definitely the total amount earned. Eighty-six dollars represented the median amount earned for those reporting. A median of \$15.28 was found to be the amount paid out for professional expenses. This was based upon 2,793 replies.

<sup>1</sup> Laffer. Status of the Rural Teacher in the Fourth Congressional District. Page 246.



## CHAPTER VII.

### INDUSTRIAL AND SOCIAL CONDITIONS AND SUGGESTIONS OF TEACHERS.

The topics discussed in this chapter include the information derived from the list of questions grouped under the general head of "miscellaneous" in the questionnaire.

#### TEACHING OF HOME ECONOMICS AND MANUAL TRAINING.

The following statement of Mr. Lefler relative to the status of instruction in home economics and manual training, for the fourth district, is representative of the State as a whole:

The introduction of these phases of instruction into Nebraska rural schools can scarcely be said to be even in the experimental stage, if the status of the fourth congressional district is to be taken as an index.

Teachers are frank to admit that they can not handle manual training or domestic science because they are not especially prepared, and feel that their general knowledge is insufficient when applied to instruction needed to revitalize and enrich the rural school curriculum.

Three thousand and fifteen, or 98 per cent, of the teachers indicated whether or not they were teaching home economics and manual training. Table 32 shows that only 21 per cent were making any attempt to teach these subjects. The full force of this small percentage can best be comprehended when interpreted in the light of the next question, the object of which was to ascertain whether the introduction of these subjects was overburdening to the teacher. Table 32 indicates that 2,547 teachers responded to this question. This was 78 per cent of all the teachers returning the questionnaires. Seventy-one per cent of these teachers did find the additional subjects overburdening.

The following quotation from Mr. Crago's study is characteristic of the attitude of those teachers who felt the burdensomeness of these industrial subjects:

One teacher answers "Yes, indeed, I think most rural teachers are or would be satisfied were it not that they are overburdened, having 30 or more recitations to hear a day, from seven to eight grades; the sweeping, dusting, firing to do; a great many papers to correct; the lessons to plan for too many grades; going to a boarding place tired and finding no comforts there, children hanging about you; supper at 8.30 to 9; poor light, a kerosene lamp, a chilly room, destitute of any comforts whatever.

<sup>1</sup> Lefler. Status of the Rural Teacher in the Fourth Congressional District. Page 250.

Then this same teacher takes upon herself, besides all this, the work of training the boys in carpenter work, farming, etc., and the girls in sewing, cooking. Where will she find the time?"<sup>1</sup>

The remarks from those who did not find the subjects burdensome seemed to indicate that these teachers possessed some training in the subjects as well as ability to organize them in such a way that they correlated with other subjects.

TABLE 32.—Teaching of home economics and manual training.

Number of district.	Do you teach home economics and manual training?			Is their introduction overburdening to the teacher?				
	Number reporting.	Yes.	No.	Number reporting.	Yes.	Remarks.	No.	Remarks.
First.....	412	99	313	353	254	With all grades.....	99	If school is not too large.
Second.....	109	33	76	90	65	Except in combination.	25	If there is proper equipment.
Third.....	523	102	421	436	305	For 1 teacher.....	131	If teacher and pupils are interested.
Fourth.....	543	118	425	458	359	In 1-room building without texts.	99	A splendid incentive.
Fifth.....	850	180	660	724	520	When parents object.	195	Not the way I teach it.
Sixth (east).....	578	106	472	496	296	No time. Ridiculous. Yes! yes! Unless more help.	190	If teaching is prepared.
Total.....	3,015	648	2,367	2,547	1,808		739	
Per cent.....	100	21	79	100	71		29	

#### WELFARE LEAGUES AND OTHER ORGANIZATIONS.

It is not possible to give the entire number of teachers responding to welfare leagues and other organizations for the reason that reports are not complete for all the districts. A combination of the reports from all the districts indicates that there were 157 community leagues, 852 districts without any organizations, and 1,053 different organizations reported outside of community leagues. It seems probable from an examination of the list of organizations discussed in the next paragraph that 60 organizations are all that could properly be placed under the general head of clubs for community activities. It is evident that some teachers did not understand what was meant by civic and welfare leagues. The significant thing in the study is that so many districts were without a community organization of any sort. Only 55 per cent of the teachers reported activity in existing organizations.

<sup>1</sup> Crago. Status of the Rural Teacher in the Third Congressional District. Page 144.

TABLE 33.—*Welfare leagues and community organizations.*

Number of districts.	Welfare leagues.		Other organizations.			Teachers taking part in community organizations.
	Teachers reporting.	Civic and welfare league in community.	Teachers reporting.	None.	Organizations reported.	
First and second.....		36			217	100
Third.....	508	37	430	225	199	67
Fourth.....	517	20	336	178	149	99
Fifth.....	803	41		191	346	209
Sixth (east half).....	555	23	400	258	142	113
Total.....		157		852	1,053	578
Per cent.....					100	55

The 1,053 organizations were classified, under general heads. Their distribution and number and percentage of teachers taking active part in them are given below.

TABLE 34.—*Teachers taking active part in organizations.*

Group.	Number.	Number teachers active in—	Per cent active in—
Religious organizations.....	458	330	72
Farmers' organization.....	321	41	13
Clubs for self-improvement.....	151	140	93
Clubs for community activities.....	60	58	97
Juvenile clubs.....	23	6	26
Fraternal organizations.....	14	2	14
Miscellaneous.....	26	1	4
Total.....	1,053	578	
Per cent.....	100	55	

It is refreshing to note that teachers' activities were noted in 97 per cent of the community clubs. The second highest percentage was in clubs for self-improvement. These included Kensingtons, sewing clubs, music clubs, and culture clubs. A German club was reported in one district. The third highest group in which teachers were active was in churches and allied religious societies.

#### HOT LUNCHES AND SCHOOL GARDENS.

The responses on hot lunches and school gardens were excellent—approximately 96 per cent in each instance. From the accompanying table it is evident that school lunches were not a very tangible part of the school program, since only 8 per cent of the teachers served them. Nineteen per cent reported school gardens.

TABLE 35.—Hot lunches and school gardens.

Number of district.	Do you serve hot lunches?			Do you have a school garden?		
	Number reporting.	Yes.	No.	Number reporting.	Yes.	No.
First.....	423	41	382	418	121	297
Second.....	115	14	101	112	40	72
Third.....	539	46	493	539	113	426
Fourth.....	571	46	525	560	109	451
Fifth.....	890	86	804	882	146	736
Sixth (east half).....	624	28	596	621	73	551
Total.....	3,162	261	2,901	3,135	602	2,533
Per cent.....	100	8	92	100	19	81

SHOWING ATTEMPTS AT REVITALIZATION  
AND REDIRECTION OF THE COURSE OF STUDY

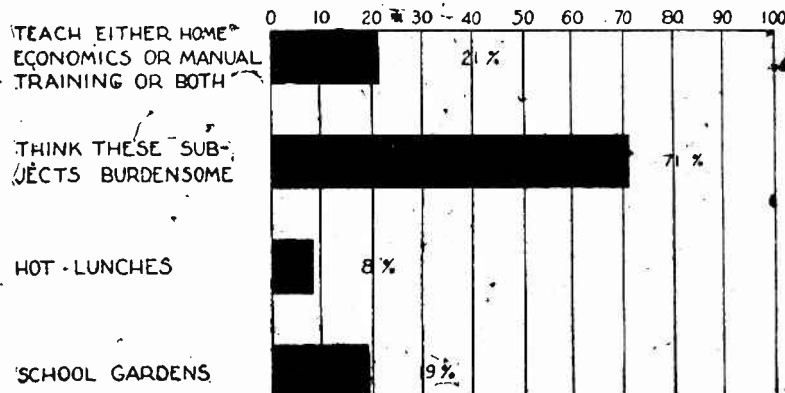


Fig. 8.

## RESIDENCE IN COUNTRY AND CITY.

Ninety-two per cent of all the teachers responding to the questionnaires had lived from one to 60 years in the country; and 89 per cent had lived the same range of years in the city. Only 8 per cent stated they had never lived in the country. (Table 36.) The 11 per cent in Table 37 represents those who had spent all their lives in town. The statement is frequently made that the rural teacher is town bred. From the data given in Tables 36 and 37 it is evident that the Nebraska rural teachers of 1914-15 were not city bred. An examination of the tables indicates that these teachers had lived about an equal number of years in both city and country.

TABLE 36.—Years lived in the country.

Number of district.	Time definite.						Time indefinite.		
	Teachers reporting.	1-10 years.	11-20 years.	21-30 years.	31-40 years.	41-50 years and over.	All my life.	All, except when in high school.	None.
First and second.....	427	92	186	103	10				34
Third.....	519	110	116	6	1	2	185		90
Fourth.....	549	118	224	113	9	2			83
Fifth.....	745	138	357	223	19	8			
Sixth (east half).....	448	91	75	6		2	128	146	
Total.....	2,688	549	960	451	39	14	313	146	216
Per cent.....	100	20	36	17	1	1	12	5	8

TABLE 37.—Years lived in town and city.

Number of district.	Time definite.						Time indefinite.	
	Teachers reporting.	1-10 years.	11-20 years.	21-30 years.	31-40 years.	41-50 years and over.	All my life.	None.
First and second.....	367	116	173	62	4		12	
Third.....	521	128	102	5	1	1	99	185
Fourth.....	490	160	154	42	1			136
Fifth.....	524	235	226	55	6	2		
Sixth.....	307	84	84	9	1	1	128	
Total.....	2,209	723	736	178	13	4	239	321
Per cent.....	100	32	33	8			11	15

SOCIAL ACTIVITIES IN THE COUNTRY

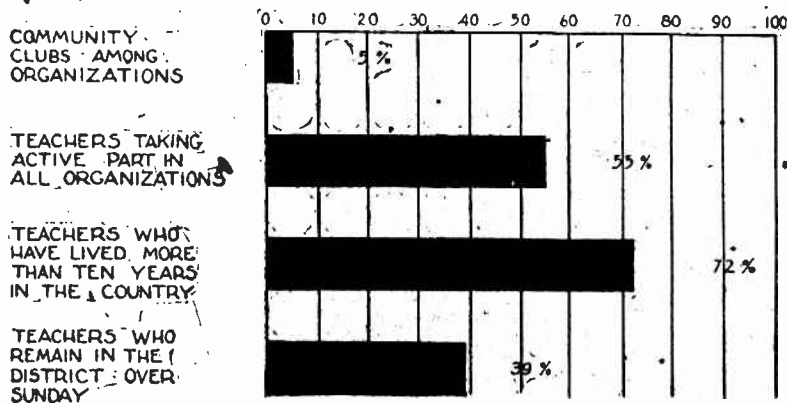


Fig. 9.

## JANITOR SERVICE.

As to whether they did their own janitor work, 3,238 teachers, or 99 per cent reported; 3,123, or 95 per cent, reported upon extra pay for such services. Table 38 indicates that 94 per cent did their own janitor work and 3 per cent were paid for their services. On the next question: "If you hire it done, do you pay for it?" One thousand six hundred and sixty teachers reported. This number greatly exceeds the number who did their own janitor work. It is accounted for by the fact that the teachers interpreted the question to mean: "I would pay for it, if I hired it done." The significant thing is that 91 per cent of the teachers hiring janitors must pay for such service out of their own incomes.

TABLE 38.—Janitor work.

Number of district.	Do you do your own janitor work?			If so, are you paid extra?			If you hire it done, do you pay for it?		
	Teachers reporting.	Yes.	No.	Teachers reporting.	Yes.	No.	Teachers reporting.	Yes.	No.
First.....	431	412	19	417	9	408	283	265	18
Second.....	115	98	17	104	2	102	73	68	5
Third.....	549	535	14	538	9	529	186	180	29
Fourth.....	506	501	35	574	8	566	259	228	31
Fifth.....	924	854	70	877	42	835	358	316	42
Sixth (east half).....	623	594	29	613	21	592	501	478	23
Total.....	3,238	3,054	184	3,123	91	3,032	1,660	1,515	145
Per cent.....	100	94	6	100	3	97	100	91	9

Mr. Crago,<sup>1</sup> in his study for the third district, calls attention to the spirit of annoyance and discontent evidenced in these answers on janitor services.

Mr. Fosnot<sup>2</sup> made a study, in the fifth district, of the amounts paid for janitor work. He found them to vary from one to five dollars per month.

## THE WEEK END.

Reports upon the question relative to the week end were received from 3,182 teachers, or 95 per cent of all the teachers responding to the questionnaires. Of this number 39 per cent remained in the district over Sunday, 36 per cent went home, and 25 per cent remained in the district part of the time. Some who answered "yes" said that they would like to go home, but railroads would not permit. Some who stayed in the district part of the time answered thus: "Only in coldest weather;" "In case of storm." From the returns not all of the 39 per cent, who stayed in the district over Sunday, did it by choice. There was enough in the data to substantiate the fact that these teachers were not an integral part of the social fabric of the community.

<sup>1</sup>Crago. Status of the Rural Teacher in the Third Congressional District. Page 148.

<sup>2</sup>Fosnot. Status of the Rural Teacher in the Fifth Congressional District. Page 147.

TABLE 39.—*The week end.*

Number of district.	Do you remain in the district Saturday and Sunday?			
	Teachers reporting.	Yes.	No.	Sometimes.
First.....	432	119	186	147
Second.....	114	28	46	40
Third.....	521	250	145	126
Fourth.....	563	203	233	158
Fifth.....	896	218	375	302
Sixth (east half).....	627	326	166	133
Total.....	3,182	1,244	1,132	806
Percent.....	100	39	36	25

## SUGGESTIONS FOR BETTERMENT OF RURAL SCHOOLS.

No attempt was made to keep a record of the number of teachers offering suggestions for the betterment of rural schools. Some did not offer any suggestions, while others gave several suggestions. In all 3,312 suggestions were tabulated. These were classified under the following general heads:

TABLE 40.—*Suggestions for betterment of rural schools.*

Heads.	Number.	Per cent.
Consolidation.....	800	24
Better buildings and equipment.....	775	23
Better trained teachers.....	363	12
Better salaries.....	301	9
More cooperation.....	274	8
Improved course of study.....	195	6
Better living conditions.....	181	6
Janitor service.....	147	4
Better supervision.....	114	4
Miscellaneous.....	72	2
More social life.....	35	1
Longer terms.....	25	1
Total.....	3,312	100

Consolidation ranked first place among the suggestions; better buildings and equipment came second. Evidently these teachers were aware of their own lack of training, for the need of better trained teachers ranked third place. These suggestions are wholesome, affording a wealth of material worthy of an exhaustive study. Coming as they do from the teachers themselves they represent the ideas of those nearest the rural-school problem, for these teachers represent "the man behind the gun."

## SUMMARY.

Twenty-one per cent of the teachers gave instruction in either home economics or manual training or both. The objections to teaching the subjects were: "Already crowded programs; lack of room and equipment; and objections on the part of parents. Some thought

it possible to teach the subjects if teachers were prepared and the subjects were properly correlated. One hundred and fifty-seven community leagues were tabulated. However, an examination of the data indicated that many teachers failed to interpret just what community leagues meant, for only 60 of the organizations named could be properly termed community leagues. Fifty-five per cent of the teachers took an active part in the entire number of organizations reported. Although the number of community leagues was small, in comparison with the entire number of organizations, it is refreshing to note that teachers took an active part in 97 per cent of the community organizations. Eight per cent of the teachers served hot lunches; and 19 per cent reported school gardens. These teachers had lived about an equal number of years in town and country. Their own janitor work was done by 94 per cent of the teachers; 3 per cent were paid extra for their services; 91 per cent said that if they hired the janitor work done it would be necessary to pay for it themselves. Thirty-nine per cent of the teachers spent the week-end in the district, and 25 per cent stayed over occasionally. Many confessed that they would go home, if they could. In the suggestions offered for the betterment of the rural school consolidation ranked first.



## CHAPTER VIII.

### A RECAPITULATION.

This study on the status of the rural teacher of Nebraska was made by a committee from the graduate school of education of the University of Nebraska. It is based upon the replies to a questionnaire sent by the committee to all the rural teachers of the State, except the west half of the sixth congressional district, during the school year of 1914-15. Replies were received from 3,278 rural teachers. This represented 62.4 per cent of the entire number of teachers to whom questionnaires were sent. Interpreting the study in terms of medians, averages, and highest percentages, the following may be said relative to the status of the rural teacher for the school year that the study was made:

The rural teacher was a young woman 21 years of age, who had lived approximately an equal number of years in both country and town. From the replies on nationality it was evident that her foreign lineage was near rather than remote. Her education was received in Nebraska and consisted of one summer beyond eight years of elementary and four years of high school training. She held a county second-grade certificate. The list of subjects that she had studied was comprehensive. She felt most proficient in arithmetic and liked to teach it best. She had no preparation for the industrial subjects, did not teach them, and believed that their introduction into the rural-school course was a burden to the already overcrowded program. She had no training in social service work. Her expectancy in the teaching profession was 1.85 terms. She hoped to become a grade teacher in town.

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

## APPENDIX.

A copy of the questionnaire which was sent the teachers is given below:

### THE STATUS OF THE RURAL TEACHER IN NEBRASKA.

In order that the results of this questionnaire may be of the greatest value to the State, you are asked to give the utmost care in answering the questions. Where there is not space enough for answers, use the back of the sheet. This survey is being conducted by a committee from the graduate school, department of education, University of Nebraska, consisting of Edith A. Lathrop, rural-school inspector, chairman; Superintendents A. Crago, of Central City; W. M. Simons, of Friend; E. M. Colbert, of Crawford; F. E. Weyer, of Atkinson; and R. T. Fosnot, teacher of mathematics, Hastings High School. Please send your answers to the member of the committee from your congressional district whose name is stamped upon the blanks.

..... County. Name.....  
Age..... Nationality.....

#### *Education.*

1. (a) Number of actual months spent below the high school and where?  
(b) In high school and where?  
(c) If you have had work beyond the high school, where and how much?  
(d) List of all the subjects you ever studied, including time and week hours (i. e., time in hours of recitations per week) given to each.  
(e) Subjects in which you feel most proficient?  
(f) Subjects you like to teach best?  
(g) Have you had any actual experience in agriculture (nature and amount in each case)?  
(h) Domestic science?  
(i) Manual training?  
(j) Social settlement work?  
(k) What certificate do you hold?

#### *Experience.*

2. (a) Number of terms, including months' experience in teaching?  
(b) As a rural teacher?  
(c) As a village teacher?  
(d) In town or city?  
(e) If city teacher, what grade?  
(f) Give dates of teaching, including districts?  
(g) Is it your purpose to continue in teaching?  
(h) If so, what line?

#### *School census, attendance, and enumeration.*

3. (a) What is the school census enumeration? Give number by ages thus:  
Age 5, males ....., females .....; age 6, males ....., females .....  
.....; age 7, males ....., females .....; etc.  
(b) Give number enrolled in school, including ages and sexes, thus: Age 5,  
males ....., females .....; age 6, males ....., females .....;  
age 7, males ....., females .....; etc.

*School census, attendance, and enumeration—Continued.*

3. (c) Account or give the reasons for the difference between those registered and enrolled?
- (d) Average daily attendance, including ages, thus: Age 5, males . . . . ., females . . . . .; age 6, males . . . . ., females . . . . .; age 7, males . . . . ., females . . . . .; etc.
- (e) How many defective children in your district: Males . . . . ., females . . . . .?
- (f) Blind: Males, . . . . ., females . . . . .?
- (g) Deaf: Males . . . . ., females . . . . .?
- (h) Feeble minded: Males . . . . ., females . . . . .?
- (i) How many of these are being cared for in State or private institutions: Males . . . . ., females . . . . .?

*The boarding place.*

4. (a) What does board and room cost you per year, on how many months in school?
- (b) Do you room by yourself?
- (c) Is it heated?
- (d) How many children in the home?
- (e) What facilities for bathing?

*Income.*

5. (a) What is your yearly salary on how many months of teaching?
- (b) How do you spend your vacation?
- (c) Do you engage in commercial pursuits to add to your income?
- (d) The amount of the latter?
- (e) What does it cost you to attend teachers' institutes and associations and buy reading circle books, etc.?

*Miscellaneous.*

6. (a) Do you teach home economics and manual training?
- (b) Is the introduction of these subjects in the rural school overburdening the teacher?
- (c) Is there an organized civic and welfare league in your community?
- (d) Name other helpful organizations in your community?
- (e) Do you take an active part in any of these? Which?
- (f) Do you serve hot lunches at noon?
- (g) Do you have a school garden?
- (h) How many years have you lived in the country?
- (i) In town or city?
- (j) Do you do your own janitor work? If so, are you paid extra?
- (k) If you hire it done, do you pay for it?
- (l) Do you remain in your district over Saturday and Sunday?
- (m) What suggestions would you offer for the betterment of the rural teacher?