

THE STATUS OF THE
TEACHERAGE OF THE
RURAL SCHOOLS
IN
PIMA COUNTY
SANTA CRUZ COUNTY
AND
MARICOPA COUNTY

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THE STATUS OF THE TEACHERAGE
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IN
PIMA COUNTY,
SANTA CRUZ COUNTY
AND
MARICOPA COUNTY.

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THE STATUS OF THE TEACHERAGE OF THE RURAL SCHOOLS
IN
PIMA COUNTY, SANTA CRUZ COUNTY AND MARICOPA COUNTY.

I. INTRODUCTION.

These three counties have been chosen to show the development, or lack of development, of a comfortable teacherage for the rural school teachers: First, the development in our own County of Pima; Second, as compared and contrasted with the development in the county with the richest agricultural districts in the state, which is Maricopa County; Third, as compared and contrasted with the development in the county south of us, which is very near the boundary of Mexico, Santa Cruz County was chosen because it is the smallest county in the state. However, it has fourteen rural schools with one teacher and four rural schools with two teachers.

The County of Maricopa with its rich agricultural districts, has thirty-five rural schools, principally schools with one teacher.

The treatment of Pima County is more thorough than that of the other two counties, because I have

been able to visit personally nearly all of the districts that have a teacherage and have obtained pictures of them to show their construction and plan. There are seventeen one-teacher schools, nine two-teacher schools, two three-teacher schools and two four-teacher schools.

Purpose of the Study.

There is a rapidly growing sentiment that the building of homes for teachers in the rural schools is one of the big problems in the educational world. This survey has been made to determine the status of the teacherages in the counties of Pima, Maricopa and Santa Cruz, Arizona. The problem has developed in the State of Arizona since the reform was started by a few progressive rural communities. These communities added to their school equipment a little cottage, comfortably and decently furnished as a home for the teacher. Here she could live in domestic privacy, according to her own inclinations.

The three counties chosen in the survey, furnish an interesting problem of comparison.

The rural school problem is one of the most important problems in the educational world today. And why? Because the city schools have gone far ahead of them in equipment, teachers and efficiency, leaving them so far behind that the contrast is appalling and dismaying, almost frightful to contemplate at close range.

Mabel Carney, in the American Child for November, 1921, has a report which I will give to show some of these conditions:

I. General Statistics - Population.

1. Total population living on farms in the United States - - - - - 38,000,000
2. Number of one and two-room school buildings in the United States 200,000
3. Total number of rural teachers 300,000

JUST ONE-HALF OF THE TEACHING POPULATION OF THE UNITED STATES ARE IN RURAL SCHOOLS.

II. Expenditure for Rural Education.

1. Expenditure per capita per city school child - - - - - \$40.00
2. Expenditure per capita per rural school child - - - - - 24.00

III. In Arizona in 1922:

1. Annual expenditure per city child \$131.00
2. Annual expenditure per rural child 88.00
3. Average annual salary for urban teacher 1600.00
4. Average annual salary for rural teacher - - - - - 1250.00

IV. Educational and Professional Preparation.

1. 50% of 300,000 rural teachers have not completed a High School Course of four years;
2. 10% of 300,000 rural teachers have finished only the Seventh and Eighth grades;
3. 3% 1-3% have no professional training what-

ever;

4. Less than 2% have had Normal training;
5. Only 1-10 of 1% have had special training for rural schools.

V. Tenure.

1. 3-10 of all rural teachers, or 90,000 leave the field annually;
2. 2-3, or 200,000 rural teachers remain not more than one year in the same school;

VI. Rural Illiteracy.

1. Poor attendance and inferiority of schools in rural districts make illiteracy in the rural school twice as great as in urban territory;
2. Ninety percent of rural children never go further than the rural school.
3. Only five per cent of the rural children ever finish High School.
4. Ninety-five percent Never finish High School."

History of the Movement

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 1548 and continued late into the nineteenth century.

The practice was transplanted by the early colonists upon the American soil and flourished here until the middle of the nineteenth century. When the teachers' salaries were increased, the practice of "boarding round" became extinct. The next step was to provide "bed and board" with some family in the neighborhood. Finally, we reached the period in the boarding problem when the farmer's wife protested against boarding the teacher.

Reports from all over the country say that it is growing more difficult every year for teachers to find satisfactory boarding places. The outgrowth of frontier conditions; the increase in teachers' salaries; the changes in standards of living; the present day awakening along lines of public health; and the consolidated rural schools are the factors that have contributed to this evolution from "boarding round" to a teacherage.

To meet this exigency, the teachers' cottage has been born in America. 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.

Laws Enabling.

What has the State of Arizona done in providing teacherages for the rural school teacher? Does she have a law that provides for the expenditure of state money to build and maintain a home for the teacher?

Arizona, together with fourteen other states, has a state law that specifically mentions and permits under certain conditions the school authorities to build, own and control teachers' homes. This law is as follows:

"The Board of Trustees of any school District
 ***** whenever in their judgment it is advisable, and must, upon petition of fifteen per cent of the school electors, as shown by the poll list at the last preceding annual school election, residing in the district, call an election for the following purpose:
 ***** To decide whether the bonds of the district shall be issued and sold for the purpose of raising money for purchasing or leasing school lots, for building school houses, teachers' residences, or teacherages,

and supplying same with furniture and apparatus, and improving grounds, or for the purpose of liquidating any indebtedness already incurred, for such purposes." (School Laws, 1919 pp. 2736-4p.39).

Nebraska, which claims to be the first state to have a teacherage, built in 1894, in district No. 1, in Hall County, at a cost of one thousand dollars, has no law enabling the school boards or trustees to provide teachers' homes. However, Nebraska and twenty-six other states have a clause called the General Welfare Clause, which permits school boards or trustees to act for the welfare of the school in building, owning and controlling homes for teachers.

Washington:- "That school boards in each district of the second class and third class, may provide for the free, comfortable and convenient use of the school property to promote and facilitate frequent meetings and association of the people in discussion, study, improvement, recreation and other community interests.

and provide suitable dwellings and accommodations for teachers, supervisors and necessary assistants." (School Laws, 1917, Sec. 555, p.172).

Texas: - The State of Texas, although no specif-

ic authority is provided in the state school law for school districts to own a teachers' home, takes the lead in the number of teachers' cottages. The State Superintendent in 1922 report 567 teachers' homes in the state. This is by far the greatest number found in the reports of any states in the Union.

II. Reasons For a Comfortable Home For the Rural Teacher Term of Service.

Why should the teacher wish to be any more comfortable than the members of the family in the homes of the community? Because it increases her efficiency and thus increases the term of service in that district, eliminating the dreadful short tenure, as quoted before, of three-tenths of 300,000 teachers, or 90,000 teachers in the rural schools leaving the field annually and two-thirds of them not remaining longer than one year in one place. - Just stop to think, 200,000 rural school teachers staying only one year in a place! Is there any wonder that the attendance in the rural schools is sixty-five per cent - that is, fifteen per cent lower than the eighty per cent in attendance in city schools? Practically no state enforces the compulsory school attendance law. Arizona has a compulsory school attendance law (School Laws pp 48-Par 2802) but the children are often allowed to be excused for very trifling causes.

Need of Qualified, Efficient Teachers.

We have already seen that the attendance of the rural schools is low and the grading is very indefinite. It is indefinite because teachers who are transient, staying only a year, never go to the trouble of keeping a permanent record that might be used by the next teacher. Therefore, a child in the rural school repeats the work of the preceding grade quite often and is not allowed to progress as rapidly as the child in the city school.

Therefore, with a longer term of service and a qualified, efficient teacher, that could be hired to teach in the rural school district, we would be making a stride toward meeting the needs of the rural school district. And how may we hope to acquire an efficient, well qualified teacher in a rural community, unless we provide her with a comfortable home? Is it possible to do that in Pima County, Santa Cruz County and Maricopa County? Let us visit a rural community and see what kind of people live in the community. American farmers live in quite a few of these districts. However, the farming districts are just being developed and farmers are not very well established financially. Their homes are small - just large enough for their own families and there is no

place for the teacher.

From a questionnaire sent out to Pima County teachers asking "How many homes are willing to board and room the teacher?" the answers were as follows:

22 out of 27 said there were none;

1 " " " " " " few;

2 " " " " " was 1 family;

2 " " " " " were two families;

1 Principal of a school in a Mormon community said there were six families that would board the teacher, but that most of the homes were too small to provide a room for the teacher.

Maricopa County. - In answer to the same part of the questionnaire, these answers were received:

14 out of 20 said there were none;

3 " " " " " was 1 family;

3 " " " " " were two families;

Santa Cruz County. - The following answers were received from Santa Cruz County in answer to the same question:

6 out of 14 report none;

3 " " " " 1 family

2 " " " " 2 families;

3 " " " " 3 families.

A conclusion might be drawn from the answers of

the eight teachers in Santa Cruz County that it is not exceptionally hard to find a boarding place in the rural districts, because the one American farmer living there feels it his duty to board the teacher rather than have her live alone in a teacherage in a county so near the border of Mexico.

Increase of Foreign Tenant Farmers Has Closed American Homes.

The counties just mentioned have another problem that hinders the teacher from boarding and rooming with a family in the community. This problem is that all the families in the community are Mexican families. Therefore, the teacher cannot board with a Mexican family. This is not because of the difference in nationality, but because of the difference in food habits and other home habits. One teacher in answering the questionnaire said that no one would room themselves and child - because of lack of room, but that one family would board them. "But" she continued, "we cannot live on beans, bread and 'jerky' so I cook one meal".

Arizona, especially Pima County, has quite a few mining camps where all the laborers are Mexicans employed by an American, who lives in a nearby town. In this case, there is no place for the teacher to room

and board, because the houses in the camp are small and temporary and do not provide for any more than the members of the family of the Mexican laborer. What can the teacher do? Where can she live? She must have a tent house provided, or teacherage or home of some sort. Quite often these camps are large enough to require two teachers.

III. Different Kinds of Homes For Teachers.

Different states have different names for their homes for teachers. Some of these names are manse, double cottage, attic apartment, dominage, teachers' home, lean-to and teacherage. These various titles convey no difference in meaning. All serve the same general purpose, to describe a comfortable residence for the teacher where with quietness and independence she may best serve the school and the community. The teachers' home stands in almost the same relation to the school that the parsonage or manse does to the church.

Manse. - One state called her large home for teachers a "Manse". This is usually built in a consolidated rural district and occupied by the superintendent of the schools in the lower part of the building, with the upper story furnished for the other teachers in the school.

Double-Cottage. - The object of building these double homes is to provide larger accommodations for community social work by using living rooms together, by opening the double folding doors. Both the front and rear entrances have porches and are separated so as to give as much privacy as possible. These cottages are usually two-stories and two bed rooms are provided on the second floor of each house. The bath rooms are directly over the kitchen and the hot-water tank is placed there. The double home will cost about thirty-five hundred dollars.

The Attic Apartment. - The Attic Apartment is used in the middle west states where the one-room rural school has the attic finished and furnished for the teacher. By this means the district is able to use the same floor plan, making it a very inexpensive teachers' home, or rather, an apartment for the teacher.

The Dominage. - The Dominage is used in the south where the teacher is treated in much the same respect as the minister. This name is applied to a small cottage owned by the school district and kept as a special home for the teacher year after year. It is becoming an established

fact that a teacher who is not a local teacher should be assured first of all that he will have a pleasant place to live. The Dominage is a drawing card for many teachers who are married and have a family.

Teachers' Home.- The teachers' home includes everything from a tent-house to a five-room comfortable house. In some states, especially in the south-west, a teachers' home in a mining camp is a combination house and tent, namely, a tent house.

Lean-to. - In some states a lean-to has been built on the school building, affording two rooms in which the teacher might live and do her own house-keeping. They are not an ideal home for a teacher, but are really emergency quarters, built when it is impossible to find a place for a teacher to board.

Teacherage.- The Teacherage is the ideal home for the teacher. It is usually a cottage built on the school ground, often when the school building is erected and planned especially for the teacher. It is equipped comfortably for the one or two teachers employed by the district, or for a man and his family. The living-room is large, usually 15'X 19', sufficiently large enough for the dining table in one end of the room.

The living room is made so that it may be used for receptions, meetings of the school classes, mothers' meetings and all such assemblies in the interest of the domestic, social and educational life of the community.

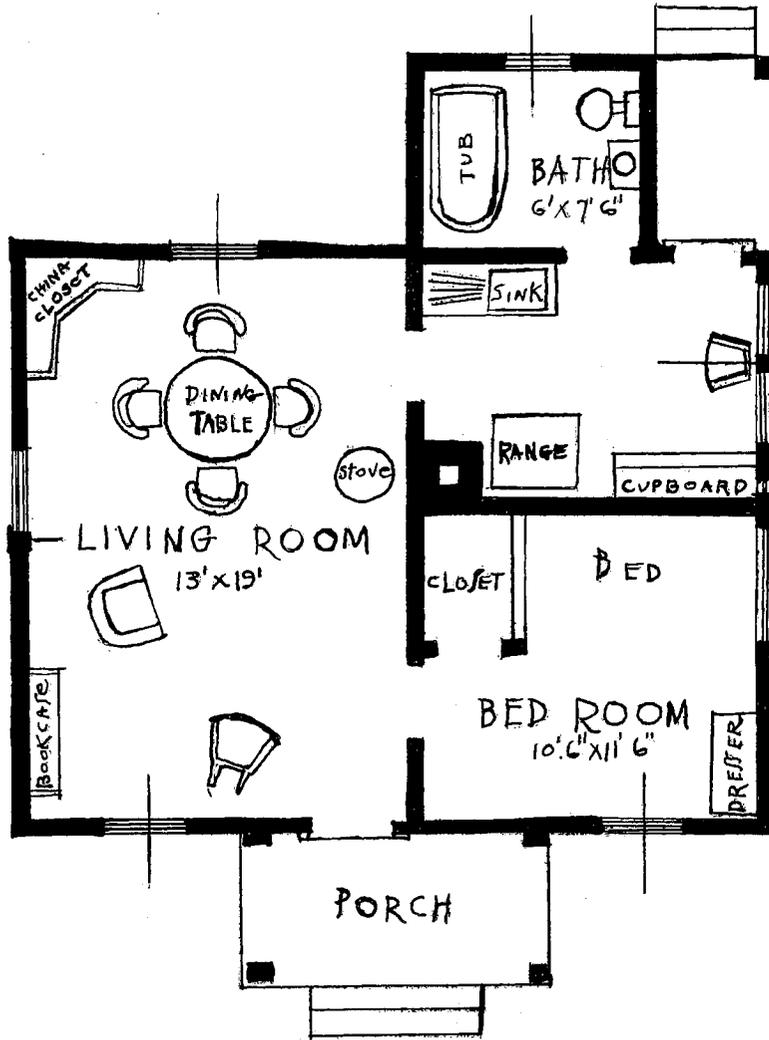
The bed room is quite large, usually 11'X 11', with a large clothes closet provided. When two teachers are in the district, two bed rooms are built.

The kitchen is arranged with a sink covered with shelves, drawers and a cooling closet. A bath room is provided with hot and cold water.

The cost of this cottage complete would be about fifteen hundred dollars. This is a good investment and could be rented to the teachers at a very low rent, or included as a part of her salary. The accompanying picture shows how comfortable and convenient a small teacherage can be built. (See Page 20).

Room in Private Family In the District.- When we look back a few years in the early history of our rural schools we find that the pioneer teacher "boarded round." By boarding around the teacher received payment for some of his services that could not be paid in money. Sometimes the family who boarded the teacher for a particular week had comfortable and sanitary accommodations, together with a house-wife

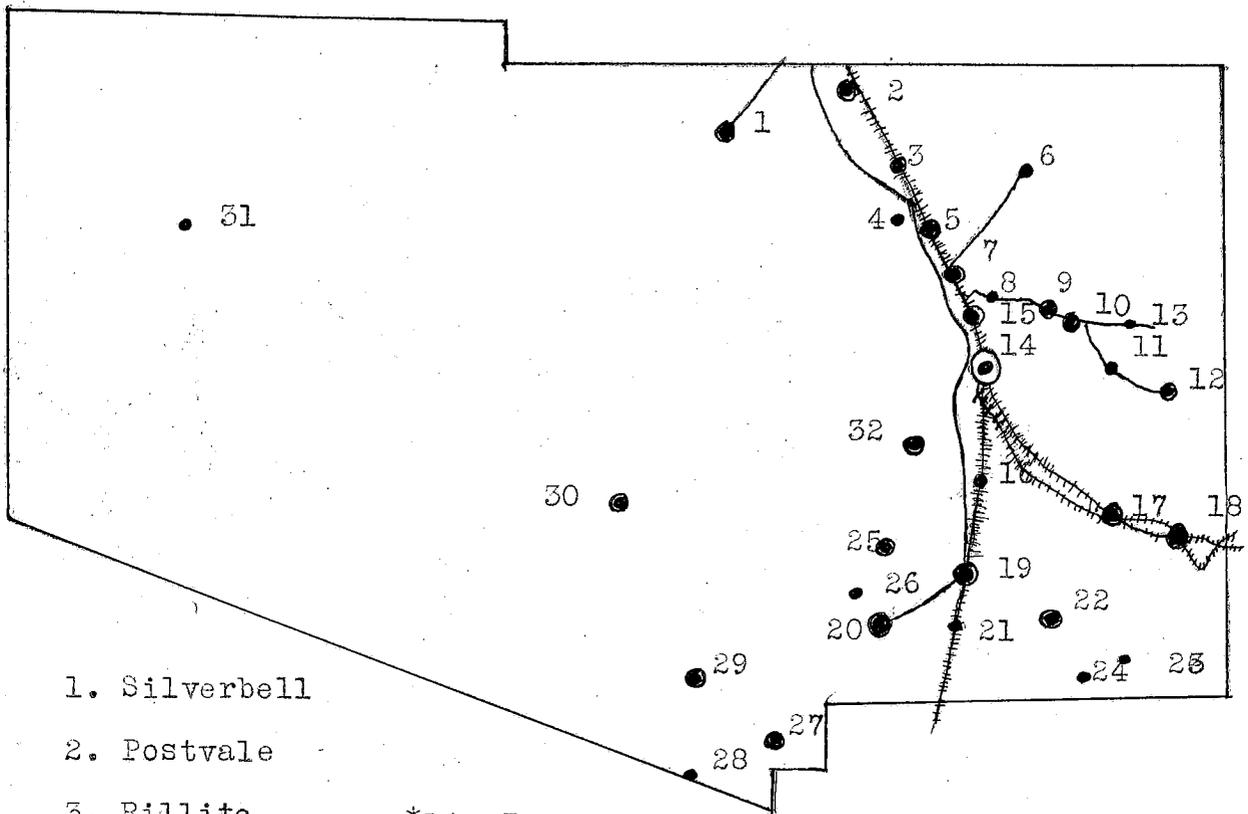
CHART I.



Floor Plan for Small Teacherage in Rural District.

who knew how to prepare excellent meals. The teacher enjoyed her boarding around at this home, but quite often the next home would be where there were crowded quarters and poorly prepared meals. This plan was outgrown and it became the custom for the teacher to board in one place if it were possible throughout the term. When this became the fashion it seemed that every family in the neighborhood wanted to take the teacher to board. It was quite awkward sometimes to decide where to board and after the decision was made trouble was caused in the neighborhood. Then we reached the period where no one had a room for her. What was the teacher to do? The problem had developed into an economic problem, a human problem, a community problem and a social problem.

CHART I. LOCATION OF SCHOOLS IN PIMA COUNTY.



- | | | |
|------------------|--------------------|------------------------------|
| 1. Silverbell | | |
| 2. Postvale | | |
| 3. Rillito | *14. <u>Tucson</u> | |
| 4. Buena Vista | 15. Flowing Wells | 25. Zinc |
| 5. Cortaro | 16. Sunnyside | 26. Sierrita |
| 6. Catalina | 17. Vail | 27. Arivaca |
| 7. Jaynes | 18. Pantano | 28. San Fernando |
| 8. Amphitheatre | 19. Sahuarita | 29. Los Morris Accommodation |
| 9. Davidson | 20. Twin Buttes | 30. Indian Oasis |
| 10. Fort Lowell | 21. Continental | * 31. <u>Ajo</u> |
| 11. Wrightstown | 22. Helvetia | 32. San Xavier |
| 12. Rincon | 23. Empire | |
| 13. Tanque Verde | 24. Greaterville | |

* Tucson and Ajo have city schools. (Districts having teacherages are marked in red.)

KINDS OF TEACHERAGES IN PIHA COUNTY

TYPE of OWNERSHIP	NO.	AVERAGE INITIAL COST	AVERAGE YEARLY RENTAL	
County	9	\$500.00	None	
Individual	7	400.00	\$75.00	- One not Includ- ed.
Mining Co.	4	560.00	85.00	
Rich Rubber Co.	1	2000.00	270.00	- Unusual
Government	2	(a)	None	
TOTAL	23			

(a)- Data Not Available.

IV. Kinds of Teacherages In Pima County.

As stated before, twenty-two out of twenty-seven districts have no families in them who will board the teacher. Pima County, therefore, has a problem. This problem is to provide living quarters for the teachers in the rural schools, or there would be no school. Pima County has solved the problem by providing five kinds of teacherages. These are, first, those owned by the county; second, those owned by an individual in the district; third, those owned by the mining company which built the little rural district; fourth, one very unusual one, owned by a rich rubber company, which started operations at Continental and built an up-to-date little district - almost a little village - there; fifth, those owned by the Government.

Teacherage Owned By the County.

There are nine teacherages owned by the county, built at the initial cost of five hundred dollars, for which teachers do not pay any yearly rent. This is the ideal kind of teacherage, but is not ideally built in this county, because these teacherages are of nine different kinds and of nine different floor plans. They differ from a one-room teacherage, built of railroad ties, to a five-room cottage, built of brick and plaster, which is quite new and convenient.

The county has no definite plan in view when building the teacherage and has not been interested in the style of home for the teacher and has done nothing but complied with the law and levied money asked for by the board of trustees in the rural district. (See the accompanying chart which shows a number of district owned teacherages and their average cost).

Teacherages Owned By the Individual.

This second kind of teacherage is a very unsatisfactory kind of home for a teacher if one may judge from answers on the questionnaire received from districts in Pima County. One questionnaire says that the house provided for the teacher is privately owned by one of the trustees. It is rented to the teacher for eight dollars per month, although the original cost could not possibly have been more than seventy-five dollars. There are no conveniences, no furniture, no privacy and no sanitation. The teacher says, " I should be ashamed to offer a colored maid as poor a home as we are furnished".

There is one individual owned teacherage which provides pleasant and comfortable quarters for its teacher. There are seven of these teacherages in Pima County, built at the average cost of four hundred

dollars and rented to the teachers at the average cost of seventy-five dollars per year. The only exception is one teacherage owned by an individual, which is the school and teacherage combined and was formerly a box-car. One of the accompanying pictures gives one a very good idea of a box-car school and teacherage combination.

Mining Company Teacherage.

There are four of these teacherages in the county, built at the average cost of five hundred and sixty-five dollars and rented to the teacher for eight-five dollars per year. These teacherages are three and four-room cottages with more conveniences and comforts than individual owned teacherages. A mining company superintendent is usually a progressive man and knows that a teacher must be employed in the district and is willing to provide a pleasant home in which she may live. One mining camp in Pima County has a five-room cottage with electric lights and every convenience with the exception of a bath. The smallest teacherage in a mining camp is a two-room cottage with a tap to provide plenty of good water just outside the door.

Rich Rubber Company Owned Teacherage

-Very Unusual -

There is only one of this kind of teacherage in the

county. It was built at the initial cost of two thousand dollars and is rented to the teacher at two hundred and seventy dollars per year. The school is an up-to-date brick structure and the teacherage is a four room cottage with all convenience, including a bath. Of course, the teachers pay rent, which is reasonably high, thirty dollars per month for two teachers, which provides a real home for fifteen dollars per teacher, with all conveniences, but a servant. This district should be especially desirable for a man who has a family. But, strange to say, no man ever taught there and no teacher has been known to stay more than one year. The old axiom "There is no rule but has its exception" is exemplified by this school.

Government Owned Teacherages.

The fifth type of teacherage is very satisfactory, if one may judge from the answers to the questionnaire. There are **two** of them in Pima County, for which no data was available on their initial cost. They are not rented to the teachers, but are given free. One is located very near the border and is an old amusement house used as a school and teacherage. The other is a teacherage at Sells, Arizona, on the Indian Reservation. It is the best equipped and most comfortable furnished of any teacherage in the county. The Federal Government has

furnished it and equipped it with electric lights and all conveniences.

Teachers Who Live in Private Homes In Pima County.

We have already discussed twenty-three teacherages in Pima County. There remain now eight teachers who live in private homes. The average cost of living is forty dollars per month. Two teachers who live in one district, board in a home where they are very comfortable and pleasantly located. These two teachers are the only ones who are well pleased with their living quarters. It would be a difficult task to try to have a board of trustees in that district to apportion money for a teacherage. The problem is so unusual, the only one of the kind in the three counties, that it was necessary to find a reason. And there truly is a reason. An ex-school teacher lives in this district with her husband and children. Having experienced the difficulty of finding a pleasant boarding place, she opened her home to these two teachers.

San Xavier Teacherage

First Teacherage in the United States, Built in
1886.



History of San Xavier Teacherage.

The story sounds like a fairy story, but the teacher who managed the campaign for the funds and helped supervise the building of it, told the story just two weeks before his death. This man was Carlos H. Tully, pioneer of Tucson and the southwest, who died March 26, 1923. He was a scholar, linguist, historian, teacher, newspaper man

and a prominent teacher of Tucson for fifty years.

This teacherage was built in 1886 and according to all records and bulletins, was the first teacherage in the United States. Washington built her first teacherage in 1905 and Nebraska, who claims to have the first one in the United States, built it in 1894.

The San Xavier adobe teacherage was built in Pima County thirty-seven years ago and has a very interesting history. Those who have traveled over the county know that thirty-seven years ago Tucson was the only district large enough to build a teacherage the size of the San Xavier teacherage. Moreover, the state was still a territory and there was no law providing for the expenditure of state money for teachers' homes. Let us grant all these things and read the interesting plan that was followed to make it possible for this district to have a teacherage.

In 1886, the money apportioned for schools and teachers was apportioned according to the *school* census. The population of the San Xavier District was very small at that time because of the boundaries of the district. But Mr. Tully, a school teacher at that time in that district, was a lawyer and also a man who understood human nature perfectly. Together with his legal mind,

his knowledge of people, he had perseverance that would finish a task when once begun, however difficult it grew to be.

He was teaching in San Xavier District and had a wife and children with no place for them to live, except in Tucson, six miles distant. This made it necessary for him to drive back and forth. So he had himself appointed school census marshall and then he began his campaign for a teachers' home. He consulted with a school marshall in the district south of him to find how far the northern boundary of his district extended. He learned that it ended at Tubac, Arizona, a distance forty miles south of San Xavier. This was just exactly what Mr. Tully wanted. He immediately extended his district south forty miles. Then he consulted with the census marshall in Tucson, which was the district north of San Xavier, as to Tucson's southern boundary, which extended to within six miles of his school. Then he extended his district six miles north, making it forty-six miles long and eight miles wide. Now he was ready to take the school census and, indeed, the apportionment was exceedingly large. It amount to three thousand dollars for that year, after taking out his own salary of twelve hundred dollars, there remained eighteen hundred dollars for a teacher-

age and furniture.

In this part of the transaction it was necessary to use his legal mind. He knew he would encounter trouble if he tried to spend the money for a teacherage, because there was no law providing for such a use. He asked the Probate Judge, then the ex-officio county Superintendent, and very quickly received the answer, "No!" Did he stop? He took the matter to the Territorial School Superintendent, whom he knew very well, even to how mulish he was at times. When he told him that the ex-officio county school superintendent had said "No!" he quickly said "Yes! you may use that extra money to build a home for the teacher." Although a high official had given permission to use the money, it was not settled so easily. The ex-officio county school superintendent instituted court proceedings to restrain Mr. Tully from spending the money. After a week of this great law suit, the Judge rendered the verdict that it was altogether legal. So the building was started and finished in a few months and thus the first teacherage in the United States came into existence. Did this increase the attendance? Yes! for Mr. Tully said that his school increased from 16 to 98 pupils that year and he alone taught that many pupils in all the grades. The school building had

two large rooms and he kept the large pupils in one room and the small one in the other and he walked back and forth from one room to another to conduct classes.

SHACK TEACHERAGE

(Built of Railroad Ties)

Teacherage At Pantano, Pima County, Arizona.

This teacherage is owned by the district and built at the initial cost of seventy-five dollars. The railroad company gave the ties as material for the exterior construction. Then the trustees in the district bought the door, windows and beaver board to line the shack. The room is 25 X 18 feet, the furniture is furnished by the teacher and it is necessary to carry water for all purposes a hundred yards distant. No rent is paid for this teacherage, but when the teacher asked for a little larger salary, she was informed that this teacherage was worth ten dollars per month. Would it not have been better to have paid the teacher ten dollars more on the month because she was not able to

find comfortable living quarters in the district and was obliged to live in a shack like this?

BOX CAR TEACHERAGE.



In one of the rural districts of Pima County, the school population increased so rapidly in 1923, that the school building could not accommodate the pupils. So the Southern Pacific Railroad which runs through this little rural district donated a box-car for the school building. Windows were put in and seats added and with a small black board and a supply of books, the teacher was ready for work.

But where could she tuck herself away when not teaching? No homes were open, so she supplied her own bed and furnishings and lives in one small end of the box-car school. She writes that the box-car is nice and clean and she is very comfortably housed.

There is doubt whether there is another school building and teacherage combined in a structure of this kind in the southwest. At any rate, let us admit, this is a very unusual teacherage for a rural school.

KINDS
of
TEACHERAGES IN SANTA CRUZ COUNTY, ARIZONA

TYPE of OWNERSHIP	NUMBER	AVERAGE INITIAL COST	AVERAGE YEARLY RENTAL
County	3	\$75	None
Individual	None	None	None
Government	1	None	None
Railroad	1	None	None
TOTAL	5		

Kinds of Teacherages in Santa Cruz County.

The answers from a questionnaire sent to the teachers in Santa Cruz County reveal that this county has five teacherages, three are owned by the county, built at the initial cost of seventy-five dollars; one is owned by the Government and loaned to the teacher, while one is a deserted Southern Pacific section house, with free rent, but no furniture. The man who lives in this district has taught in a rural school for eight years. In answering my questionnaire, he said, "With the exception of two years, I boarded myself, doing my own housework and several times I did my own washing and ironing." How much better it would be if this district would build a teacherage to which this teacher might bring a wife!

J. A. Saxon, County Superintendent of Santa Cruz County, when he sent the names and addresses of rural school teachers, added, "We have no teacherages, properly speaking."

Santa Cruz County is situated so near the border that her big problem is to provide suitable teacherages for a man and his family and pay this man enough salary to bring into the community a family that would assume leadership and help in many ways to better the community.

Many teachers in this county live in Nogales and drive automobiles daily to their schools.

KINDS
OF
TEACHERAGES IN MARICOPA COUNTY

TYPE of OWNERSHIP	NUMBER	AVERAGE INITIAL COST	AVE. YEARLY RENTAL
County	5	\$570	None
Individual	3	\$300	\$90
TOTAL	8		

Kinds of Teacherages in Maricopa County.

Although this county has rich farming land in the Salt River Valley, and thirty-five rural schools, from answers received from the questionnaire, only eight teacherages were reported. There were five owned by the county, built at the average cost of five hundred and seventy dollars. These five report no conveniences or comforts. Two other were old school buildings, remodeled at a very low figure and partitioned to make living quarters for the teacher. The other was a tent furnished the teacher by the school trustees and for which she was paying five dollars per month rent. She and her little son live in this tent and their living expenses are eighty dollars per month.

V. Advantages of District Owned Teacherages in Pima County.

Reports and records claim that a teacherages increases the efficiency of the teacher; first, because the better teacher will be attracted to the district that has the teacherage; and second, that the teacher does better school work because of comfort and independence. Do we find this true in Pima County? First, let us quote some of the teachers in their answers to this question: "Does the Home attract better teachers?"

District No. 3----- "Yes!"

District No. 5----- "I think so!"

District No. 7----- "Probably!"

District No. 18----- "No! No!"

District No. 8----- "Yes!"

The teachers who answered this question in the affirmative live in comfortable teacherages, furnished by the district, while the one who answered in the negative, lives in the shack made of railroad ties already described. This accounts for her answer.

Some answers from teachers living in teacherages owned by individuals and the Government show opinions similar to those reported:

District No. 27----- "Yes!"

District No. 21-----"Yes! but for some reason the same teacher has never taught here a second term."

District No. 1----- "Probably not! because Silverbell is such a hard place to reach, either by train or auto."

District No. 12--- "No! it is almost intolerable."

Teachers' Answers to Question - "Are Good Teachers Retained Longer Because of the Home?"

District No. 10-----"Yes! it helps to get and keep teachers."

District No. 17--- "Yes!"

District No. 33----- "Probably!"

District No. 30----- "Decidedly Yes!"

District No. 25----- "Am sure an attractive home is an inducement for a teacher to remain in her old position."

These answers show that teachers in Maricopa County appreciate the teacherages that have been provided for them.

Although the County School Superintendent of Santa Cruz County claims that they have no teacherages properly speaking, the teachers in that county who live in the few which are provided appreciate them, as shown by these answers:

District No. 20----- "I am the first teacher to use the teacherage. I would be willing to stay longer on account of it."

District No. 5---- "I should think a teacher would like a nice home and would remain longer if there was a teacherage."

District No. 8---- "There are so few that the teacher is not tempted."

A conclusion might be drawn that comfortable living conditions affect rural teachers greatly, but the study shows that Pima County has made no special effort to improve rural schools to keep pace with the teacherage movement. Very few schools report any outside organization, such as Parent-Teachers' Meetings and community projects. There is very little being done in the rural schools to promote agriculture or Home Economics.

VI. General Development and Present Status of the
Movement in Three States.

Nebraska.

Nebraska claims that she is the pioneer state in providing homes for teachers, but our survey has found that Arizona had the first teacherage. However, in the year 1894, District No. 1, in Hall County, Nebraska, built a teachers' home at a cost to the district of one thousand dollars. It is a frame structure, 22 X 28 feet and has seven rooms, two halls, a screen porch and a cellar.

Although Nebraska built this cottage twenty-nine years ago, the idea evidently has not had a very rapid growth in that state, as the number of homes reported in that state in 1922 was only twenty-nine. This lack of development may be due to the state not having a specific law for the use of school funds for such a purpose.

Texas.

Although the State of Texas has no law providing it with specific authority to provide for school districts to own teachers' homes, she leads all the other states in the Union in the number of teachers' cottages.

Bulletin, 1922, No. 16, published by the Bureau of Education reports thus: "The State Superintendent

reports 567 teachers' homes in the state. This is by far the greatest number found in any of the state's reports. Of this number 478 are in the rural districts for the white teachers and 88 for the colored teachers. In the independent districts 44 homes are provided for the whites and 5 for the colored. In the counties along the border where there is a large floating Mexican population, the teachers' home is a necessity. Without it many would be unable to open their schools."

Washington.

Although the State of Washington does not have as many teacherages as Texas, in 1922 she reports 330 teachers' homes.

The first teachers' cottage built in Washington was in Walla Walla County in 1905. The story of the conditions that brought about the building of this cottage is told by Josephine Preston, Superintendent of Public Instruction, in Bulletin No. 27, 1915. The main facts are as follows:

A teacher humiliated, discouraged and grieved, came to the County School Superintendent in Walla Walla County in the year 1905, on the Saturday night before her school was to open. She said that no one in the district where she was to teach wanted to board her. This district was one of the wealthiest

in the county; there were many good comfortable homes with spare bed rooms. The family that usually boarded the teacher had moved to town, so that their children could attend High School. No door was open to the teacher. In the farm yard across the road from the school house was a portable cook house. It was used during the harvest to accomodate the threshing crew. The teacher requested the use of this cook house and asked that it be placed in the school yard, where she would live in it. The roof was of canvas, the door and upper part of the walls were of screen and the screen was covered with canvas. The walls were covered with boards. The first rain proved very disastrous for the teacher, but she purchased some waterproof roofing which solved the roof problem. Although the rain would persist in coming in the cracks in the side, the teacher lived in it for one school term.

During the summer, the district built on the school ground a comfortable and permanent cottage. It was ready for use and a new teacher and her mother moved in in September, 1905. The teacher remained in the district for three years, which was a long time for a rural teacher to remain. This home for the teacher was at first considered a "fad", but it proved such a success that public sentiment quickly began to

favor it. The school districts in the adjoining counties, not willing to be outdone, followed the good example, until today not more than two or three counties in the State of Washington are without at least one home for the teachers. The cottages were constructed at a cost of the cheapest \$50.00 up to \$3200.00 for the most expensive. They have no general scheme or plan for building them, nor deciding on how much money to appropriate for the teachers' home. The modern homes vary from a modern well-built bungalow to the modest "lean-to" against the side of the school house.

VII. Summary.

From the survey made, it seems that Pima County is more progressive and more willing to furnish teachers' cottages for her rural teachers than the other two counties surveyed. It is evident that the county superintendents have been active in urging district trustees to provide living quarters for their teachers. A conclusion might be drawn that most of the trustees of these districts have realized the need of a comfortable home for their teachers.

From the records examined county superintendents and those who have had the longest experience with teachers' homes claim these advantages:

1. The teachers' home is an essential part of the school plant, providing good homes and a place for board is not easily obtainable in private homes.

2. It attracts more married men and is an inducement for them to remain in the service.

3. It gives teachers a freedom and an independence not possible in the usual boarding place.

4. It retains the better teachers longer in the same district.

5. It can be used as a community center and can serve as a laboratory for the class in domestic science and household arts.

In the last analysis, sites and buildings for schools, especially rural schools, represent the condition of the public sentiment in any district, and are the concrete expressions of the ideals of the people with regard to education.

A marked contrast is shown by referring back to the two groups of pictures, pages 50 and 51. One is the up-to-date brick school building, with its modern and comfortable teacherage provided, in District No. 7, Jaynes Station, Pima County, Arizona; the other is the old-fashioned frame building, with its corresponding teacherage, lacking all modern conveniences, in District No. 5, Cortaro, Pima County, Arizona.

MODERN SCHOOL AND TEACHERAGE, PIMA COUNTY



Modern School Building At Jaynes



Modern Teacherage At Jaynes, Pima County.

OLD FASHIONED SCHOOL AND TEACHERAGE, PIMA COUNTY.



Old Fashioned School Building at Cortaro



Old Fashioned Teacherage at Cortaro, Pima County.

DISTRICT OWNED TEACHERAGES



Teacherage at Rillito



Teacherage at Flowing Wells, Pima County.

INDIVIDUAL OWNED TEACHERAGES.



Teacherage at Rillito



Teacherage at Vail, Pima County

MINING COMPANY OWNED TEACHERAGES



Twin Buttes Teacherage.



Teacherage at Zinc, Pima County.

RICH RUBBER COMPANY OWNED TEACHERAGE.



School Building at Continental



Teacherage at Continental, Pima County.

GOVERNMENT OWNED TEACHERAGE

Teacherage at Indian Oasis, Pima County.

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