

STATUS OF THE
RURAL TEACHER
OF
PIMA COUNTY, ARIZONA

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STATUS OF THE RURAL TEACHER OF PIMA COUNTY, ARIZONA

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STATUS OF THE RURAL TEACHER OF PIMA COUNTY, ARIZONA

I. INTRODUCTION

Purpose of the Study

The purpose of this study is to learn the true status of the rural teacher of Pima County, Arizona. In order to do this information has been secured as to the education, experience and general character of the teaching force together with first hand information as to some of the conditions contributing to the home and school environment of these teachers.

The most important phases of the problem, each of which will be treated in detail in separate chapters are as follows; (1) the response, age and sex of the teachers; (2) education of the teacher; (3) experience and tenure; (4) the teacher at work; (5) the income; (6) the teacher's home; (7) social conditions.

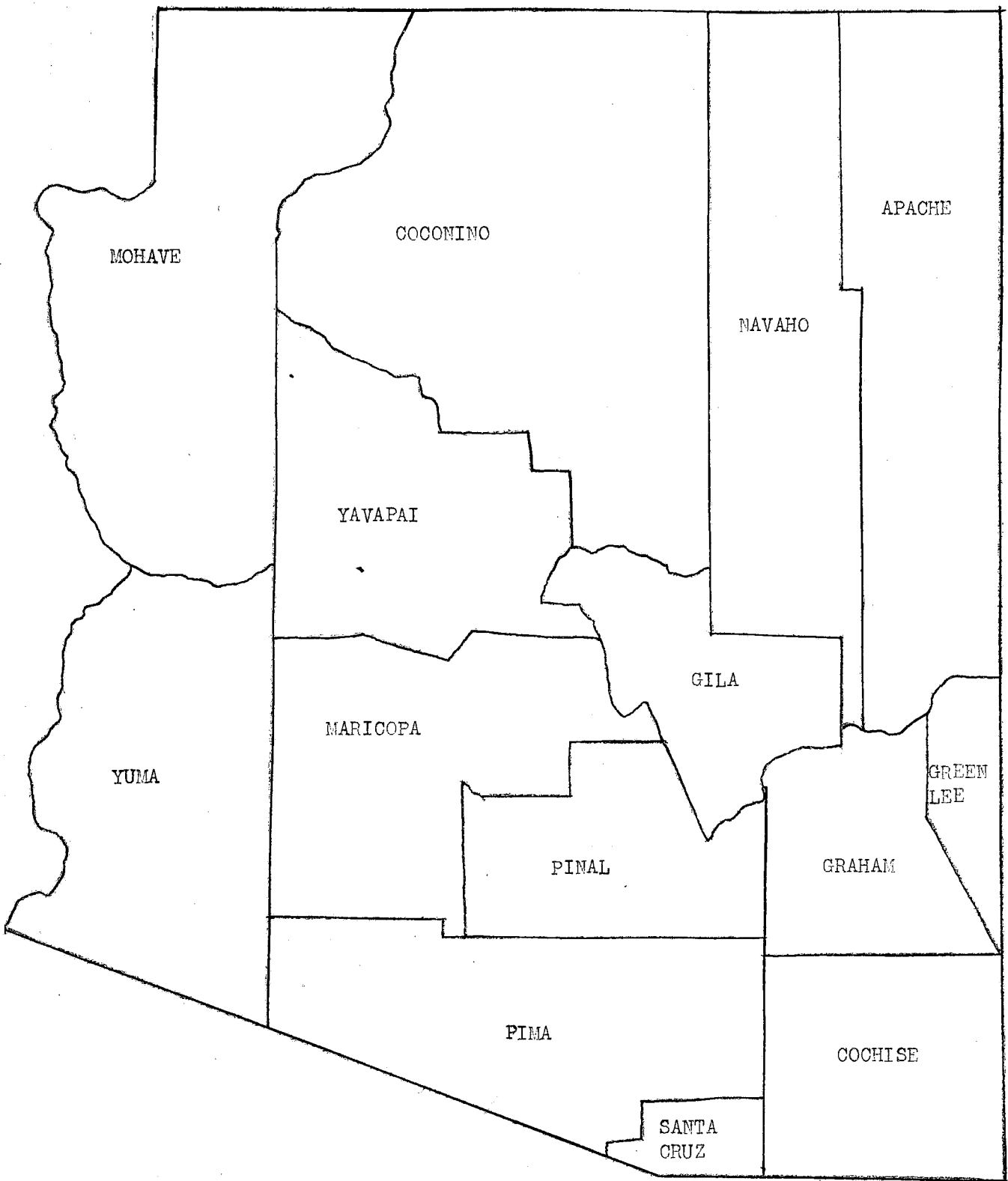
Source of Material and Method Followed

The chief source of material was from questionnaires sent to the teachers of the county. The form used was practically the same as that used in similar studies made of the rural teachers of Nebraska and Pennsylvania with modifications to adapt it to local conditions and the information desired. These were mailed to each teacher of the county together with a letter explaining the purpose and plan of the study. In order to supplement this material several of schools were visited. Information was also secured at the office of the County Superintendent. The secondary sources used were "Survey of The Financial Condition of the Public Schools of Arizona", "The Sixth Biennial Report of The State Superintendent of Public Instruction", "Educational Conditions in Arizona",

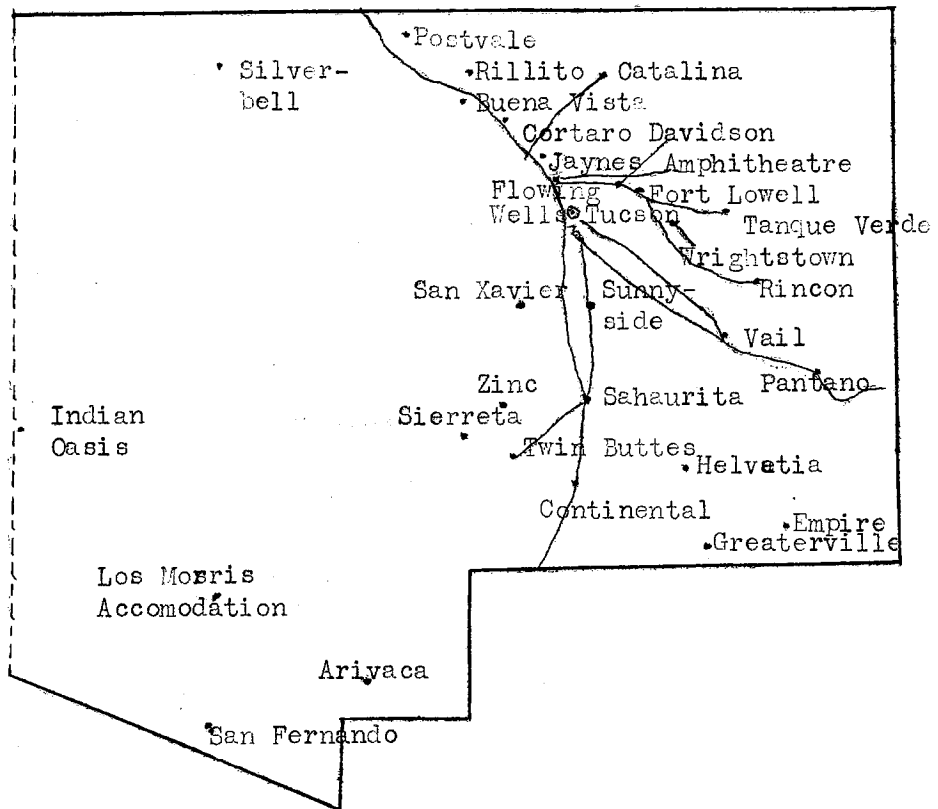
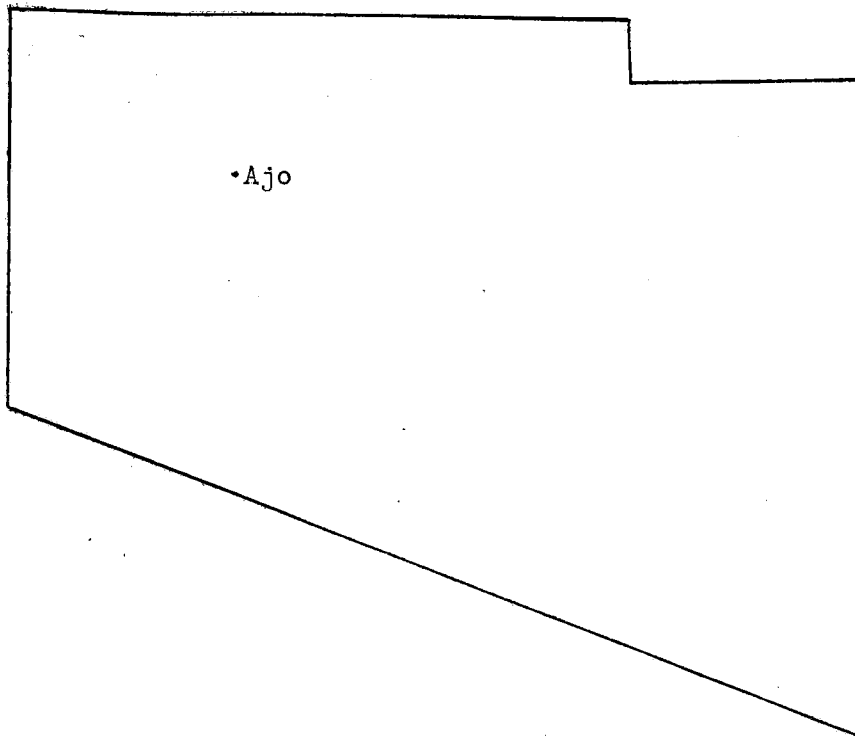
"The Status of the Rural Teacher in Pennsylvania"; "Social Conditions in Arizona" and "The Rural Teacher of Nebraska". Several other sources and references were used to which recognition will be given as they occur.

The Background

Pima County is located in the south central part of the state of Arizona. The area of the county is 9,505 square miles and the rural population is about 30,000. The total number of teachers is 232 and of these 48 are in the rural schools. Three of these are in a high school leaving 45 rural elementary teachers. The rural schools as shown on the map are nearly all in the eastern one fourth of the county. The rest is waste or desert land. The town of Ajo and Silverbell are located in copper mining districts. At Indian Oasis there is a government station and water. The school at Los Morris is an accommodation for the employees of the ranch. This leaves practically all of the schools within an area of 2,209 square miles which makes an average of a school for every 73 square miles and a school for every 1,000 people.



MAP OF PIMA COUNTY SHOWING LOCATION OF PIMA COUNTY



PIMA COUNTY SHOWING LOCATION OF RURAL SCHOOLS

Men and Women Teachers in Pima County

Of the 45 teachers 39 or 87% are women and 6 or 13% are men.

This is about the same as the proportion in the Nebraska schools, the survey showing 89% women and 10% men. The Pennsylvania rural schools have a much larger percent of men as we find 24%. (2) The proportion of men for the whole United states in the rural schools in 1917 was 19.7%. (3)

Age and Beginning Age of the Teachers

Table 2

AGE GROUPS OF TEACHERS OF PIMA COUNTY, ARIZONA

Age groups	Beginning age showing number in each group			Present age showing the number in each group		
	Men	Women	Total	Men	Women	Total
16-20	3	25	28	0	1	1
21-25	2	8	10	2	1	1
26-30	0	3	3	1	7	8
31-35				1	8	9
36-40				1	5	6
41-45				1	5	6
46-50					1	1
51-55					1	1
56-60				1		1
61-65					2	2
66-70				1	1	2

(1) Rural Schools of Nebraska p.21

(2) Status of The Rural Teacher of Pennsylvania p.8

(3) Report of U.S. Commis. of Education, 1916-1918, Vol. III, p.16

The average age of the teachers in the group including both men and women is 35.9 years while the median is 33.8 years. The range is from 20 to 67 years. The upper 25% of the group are all above 41 years of age, and the lower 25% are below 25 years showing that one half of the number are between the ages of 25 and 41. The median is higher than in Nebraska where we find it 21.01 years but the middle 50% show a greater range as they are to be found from 20 to 60. In the 1922 survey of New York the median was found at 23.7 years but the older 25% were 30 years or older and the youngest 25% were 21 or younger. Nearly 10% are not yet 20 and less than 5% are over 50. These were from the one teacher schools. (2). In South Dakota the median was 22.14 and in Pennsylvania 22.8 years. In comparing Pima County with these figures we find the median teacher about 10 years older than that of any of the other states.

Table 2 shows that the median age at which the rural teachers began teaching was 17.33 years and the average age 20.45 years. The range is from 16 to 29 years. This is lower than the median shown in Pennsylvania which is 19.2 years. (3)

- (1) The Rural Teacher of Nebraska, p. 21.
- (2) Rural Survey of New York, p. 43.
- (3) Status of the Rural Teacher in Pennsylvania, p. 9.

— Beginning age
— Present age

No. cases

28
26
24
22
20
18
16
14
12
10
8
6
4
2

16- 21- 26- 31- 36- 41- 46- 51- 56- 61- 66-
20 25 30 35 40 45 50 55 60 65 70
Years of age

III. EDUCATION

In the study of the rural teacher one of the phases of the problem that requires the most careful analysis is the study of the academic and professional training, because of the important part this training has in the conduct of the school. The facts given are based on the replies given by the teachers in the questionnaires.

Elementary Education

Table 3

Number having 6 years of elementary training.....	2
Number having 7 years of elementary training.....	8
Number having 8 years of elementary training.....	27
Number having 9 years of elementary training.....	2
Number having 10 years of elementary training.....	1
Number having 13 years of elementary training.....	1

Table 4. ELEMENTARY EDUCATION IN THE RURAL SCHOOL

	Years										
	1	2	3	4	5	6	7	8	10	11	
Number cases:	1	2	3	5	2	2	2	7	1	1	

Table 5. ELEMENTARY EDUCATION IN VILLAGE AND CITY SCHOOLS

	Years										
	1	2	3	4	5	6	7	8	10		
Number cases:	1	4	2	5	1	5	4	12			

Table 3 shows that 27 or 63% of the teachers reporting received 8 years of elementary training. The average time for the whole group is 7.9 years. The two who reported 10 and 12 years of elementary training were among the older teachers and attended schools where they probably studied higher subjects. Ten, or 24% of the number reporting received all their elementary education in rural schools while 17, or 41% attended only city or village schools. The others as shown by tables 4 and 5 spent part of their time in rural and part in city schools.

Training After the Elementary School

Table 6. NUMBER OF YEARS TRAINING AFTER THE ELEMENTARY SCHOOL

Number of years:	1	2	3	4	5	6	7	8
Number of cases:		2	4	14	4	13	4	4

Chart 4. NUMBER OF YEARS AFTER ELEMENTARY SCHOOL SHOWN BY PERCENT

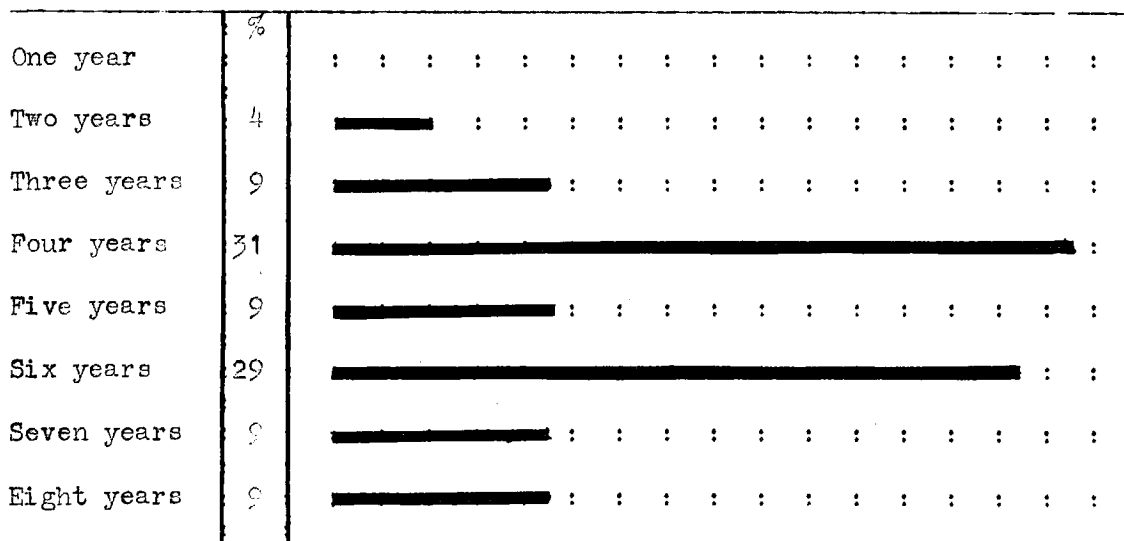


Table 7. GRADUATES OF DIFFERENT SCHOOLS BEYOND THE ELEMENTARY GRADE

	Percent
Three year high school.....	4
Four year high school	60
Two year normal school without high school.....	4
Four year normal school without high school.....	8
Two year normal school beyond high school.	16
Three year normal school beyond high school.....	2
Four year normal school beyond high school.....	4
College or University.....	6

It is rather difficult to classify the training above the elementary school received by the teachers of this county as part of them have had normal school work without any high school training and part of them in addition to their high school work which varies from one year to four. Table 6 and chart 4 show the number of years of training above the elementary grade and table 7 shows the graduates of various schools. The two who report two years above the elementary grade graduated from a two year normal course where high school work was not required. This report shows that there are no teachers in the county with less than 2 years above the elementary school while the survey of Pennsylvania shows that 39% of the rural teachers of the state had no secondary education. (1)

In the New York survey we find that 10% of the rural teachers in the one room schools have had no formal education beyond the eighth grade but those are among the older teachers. Nearly 90% have had high

(1) Status of the Rural Teacher of Pennsylvania. p.33

school work and 85% are graduates of four year high schools while in Pima County we find only 60% who are graduates. However some of these who are not graduates have had from two to four years of normal school work. In comparing the number of high school graduates with other states we find that Alabama has 38%, Colorado 35 %, Virginia 41 %, Nebraska 58 %, South Dakota 58 %. College graduates in New York are less than 1/3 of one percent while in Pima county we have 6 % and 4 % who are graduates of four year normal courses beyond graduation from high school. (1)

Of the elementary teachers in the Tucson schools in 1917, 20 % had less than four years, 9 % four years, 24 % five years, and 47 % six years beyond the elementary school. (2)

In the November 1921 issue of "The American Child" Mabel Carney reports that 50 % of the rural teachers for the whole United States have not completed four years of high school work, 10 % have had no work beyond the seventh or eighth grades, 33 % have had no professional training whatever, less than 2% are normal school graduates and 1/10 of 1 % have had any special training.

In our study of the Pima County Rural teachers we not only find an older more experienced group but that they have had more education and training than the average for other states. This standard will be still higher when the law passed recently goes into effect which will be discussed in relation to the certificates.

New York Survey. p. 51

(2) Educational Conditions in Arizona p. 80

Training During Service

79 % of the teachers reported that they had received training during service. This was mostly received by attending summer school and the time spent varied from 4 to 60 weeks and one teacher reported "many summers." Some had received four and five years of training since they began teaching. The median amount of time spent in summer school was 12 weeks. Of those reporting the subjects taken 77 % had taken some educational subjects, 27 % Psychology, 22 % Music, 27 % English, 14 % Manual Training or Domestic Science, 14 % Spanish and 9 % Americanization. No teacher reported taking any subject that applied directly to her rural school work. In Pennsylvania only 38 % or half as many reported supplementary training during service. (1)

Attendance at Institutes

No local institutes are held in this county but 79 % of the districts pay the railroad fare if the teacher attends the State meeting at Phoenix. 88 % of the teachers attended this year.

Reading Circle Work

The teachers who joined the reading circle this year expect to read three books on educational subjects. The course is conducted by Prof. Greager of the University and if they pass all of the examinations given they will receive three hours credit at the University. 60 % of the teachers reporting are members of the reading circle.

(1) Status of the Rural Teacher of Pennsylvania. p.35.

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Professional Literature

The magazines taken and the number subscribing for each is shown in the following table.

Normal Instructor.....	21
Primary Plans.....	8
Primary Education.....	4
Geographical Magazine.....	3
N.E.A. Magazine.....	2
Primary Instructor.....	2
Pathfinder.....	1
Trades and Industries.....	1

The average amount spent by the teachers for these magazines is \$3.12. The books purchased by the teachers during the year were the books for the reading circle course, reference books and encyclopedias, the average amount being spent for these is \$16.05.

Certification

Table 9. CERTIFICATES HELD BY THE RURAL TEACHERS OF PIMA COUNTY

Certificates	Number of teachers holding
Arizona Life.....	1
Secondary.....	1
Elementary.....	10
Trial.....	11
First Grade.....	18
Second Grade.....	4

There are 6 different kinds of certificates held by the rural teachers of Pima County and as the law regarding the kinds of certificates granted in Arizona has been changed recently an explanation of the method of obtaining, the duration, persistence and the work that may be taught with each is given.

Elementary-

Elementary certificates are granted on evidence of graduation from an Arizona Normal School, or other Normal School on the approved list; or upon the same requirements made for the Secondary certificate. It is valid for four years and entitles the holder to teach in any grade from the first to the tenth, inclusive.

Secondary-

Secondary certificates are granted on the evidence of graduation from the University of Arizona or similar institution of equal rank on the accredited list. The course must include eighteen semester hours of professional subjects, which must include the following: Psychology 3, Philosophy of Education 3, Science of Education 3, Electives 9. This certificate is valid for four years and entitles the holder to teach in any grade from the seventh to the twelfth, inclusive.

Renewals- Either may be renewed for any number of times for four years upon presentation of evidence of successful completion during the preceding four years of two years teaching and an approved course satisfactorily completed, of five semester hours at an accredited school. If desired an approved course of 10 semester hours satisfactorily completed may be substituted for the two years of teaching and the five semester hours.

Trial-

Trial certificates are granted to those who pass an examination in the following subjects:

Mathematics

Language

Science

General Culture

Social Science

Professional Subjects

As a prerequisite for these examinations all candidates must present evidence of having complied with the following requirements:

After July 1, 1921, graduation from an approved four year high school, after July 1, 1923, in addition to graduation from an approved four year high school, evidence of having successfully completed an approved course of ten semester hours of professional training.

After July 1, 1925, in addition to graduation from an approved four year high school, the candidate must present evidence of having satisfactorily completed an approved course of thirty semester hours, at least ten of which shall be in professional subjects.

This certificate is valid for two years and entitles the holder to teach in any grade from one to eight, inclusive. All candidates must be at least 18 years of age and of good moral character.

Renewal-A Trial certificate may be renewed twice, for periods of two years each; the first time upon evidence of one year of teaching, and the satisfactory completion during the life of the certificate of ten semester hours of professional work; the second time upon evidence of the completion satisfactorily of an approved course of at least thirty hours above high school work, at least ten of which shall be in professional work.

Life Certificate-

Life Certificates are granted to graduates of approved Normal Schools and Colleges upon the evidence of twelve years of success

ful teaching, the last four of which have been in Arizona, proof of high professional spirit and good moral character, and the exposition in person before the State Board of Education of a thesis on an approved subject.

First Grade Certificate-Second Grade Certificates-

No more First Grade Certificates will be issued, but those now in existence may be renewed at their expiration for four years, after which the new requirements will apply. The Second Grade is not renewable. The privilege of raising a second to a first grade by taking an examination in Algebra has been withdrawn.

A holder of a second grade certificate, now in force, will be permitted to take an examination for a first certificate upon presenting evidence of two years successful experience during the life of the certificate. The prerequisite of a high school education will in this case be waived. (1)

The certificates held by the teachers in the one, two and three and four room schools are about the same, as the percentage of first and second certificates in the one room and two room schools is 35 % for each and those in the three room is 66% and in the four room is 12 %. If the last two are averaged the percent is 39. The new system of certification will raise the standard of the teaching force as they will not be granted a certificate unless they are high school graduates and have also had professional training in addition. In order to renew their certificates they will have to have some training during service.

(1)

Number years	%	
0 - 2	26	[REDACTED] : : : : : : : : : : : : : :
3 - 5	16	[REDACTED] : : : : : : : : : : : : : :
6 - 8	18	[REDACTED] : : : : ~ : : : : : : : : : : : :
9 - 11	13	[REDACTED] : : : : : : : : : : : : : : : : : :
12 - 14	8	[REDACTED] : : : : : : : : : : : : : : : : : :
15 - 17	8	[REDACTED] : : : : ~ : : : : : : : : : : : :
18 - 20	5	[REDACTED] : : : : : : : : : : : : : : : : : :
21 - 23	2	[REDACTED] : : : : ~ : : : : : : : : : : : : : :
24 - 26	2	[REDACTED] : : : : ~ : : : : : : : : : : : : : :
27 - 29		: : : : ~ : : : : : : : : : : : : : : : : : :
30 - 32		: : : : ~ : : : : : : : : : : : : : : : : : :
33 - 35	2	[REDACTED] : : : : ~ : : : : : : : : : : : : : :

Number years	%
0 - 2	49
3 - 5	25
6 - 8	18
9 - 11	:
12 - 14	10

The total number of years experience in teaching of the teachers of Pima County varies greatly. The range is all the way from beginners to those who have taught for 34 years and one teacher said "many" but was not sure of the exact number of years. If they were arranged in a line according to the number of years they have taught, the middle teacher would be found to be in the 7.25 th year of service. The average is 8.6 years. Only about one half of this time was spent in the rural schools as the median is 3.87 and the average is 3.7 years. Chart 6 shows that 49% of the teachers have had two years or less of work in the rural schools while 10% have had over 12 years. The average number of years of village or city experience is 4.2. The percent who have never taught before is 7.7 while in Pennsylvania it is 23% and in New York 22%.

The median of 7.25 years of experience ranks considerably higher in this county than in other states from which we have the data. For example the median of the rural teachers in Pennsylvania in 1921 was 3.7, for Colorado in 1917 the average was 3, in North Dakota in 1916 the average was 2 and in South Dakota in 1918 was 3.76. In the same year in Virginia the average for the white teachers was 1.4. In New York the 1922 survey shows the median of 3.16 in the one teacher schools and 6.36 in the two teacher schools. The average experience for the rural teachers as a whole in the United States is slightly over three years.

Status of the Rural Teacher In Pennsylvania. p. 54

Rural School Survey Of New York. 45.

Tenure

Table 10. NUMBER OF YEARS IN PRESENT POSITION, IN COUNTY AND IN STATE

Number of year	In present position	In county	In state
	%	%	%
First year	57	29	33
Second year	31	39	16
Third year	4	14	16
Fourth year	6	12	12
Fifth year		4	2
Sixth year			2
Seventh year	2	2	
Eighth year			5
Ninth year			2
Tenth year			5
Twelfth yr.			5
Eighteenth yr.			2

From table 10 we find that 57 % of the teachers are spending their first year in their present position and 31 % their second year which means that 88% have been in their schools two years or less. 68% of these have been in the county two years or less and 65% have been in the state two years or less. 98% have been in their present positions less than 4 years, 94% in the county and 79% in the state four years or less. This indicates that a large number received their training as well as a large part of their experience outside of the state.

Only 62% of the teachers gave the number of places in which they had done their teaching but of this number which is probably typical of the county we find that 34% have taught in as many places as they have had years of experience meaning that they have never taught in the same school for two years. The average number of years in one place for the whole group is 1.6. These figures are for the experience in rural, village and city schools and do not include two teachers who taught in Indian and Government schools for periods of 7 and 14 years. If the tenure had been figured for the rural experience only it would probably have been less than that given.

The report for the whole United States is that 3/10 of all the rural teachers leave the field annually while 2/3 remain not more than 1 year in the same school.(1)

In response to the question as to whether they thought they would return to the same school for next year 37 replies were received. Of these 70% thought they were giving satisfaction so could return if they wished. 13% said that they would not return giving as reasons that the schools were to be consolidated, the population was floating and they would probably not need as many teachers for next year, and that they did not desire to stay. 19% were doubtful, one saying that the school had never had the same teacher for two years at a time.

(1) The American Child. Nov. 1921, p274.

V. THE TEACHER AT WORK

In discussing the working conditions of the rural teacher they will not be considered as elements in the organization of the school but simply as they throw light on the status of the rural teachers and explain to a certain extent the difficulties under which they have to work.

Number of Pupils per Teacher

Table 11. DISTRIBUTION OF PUPILS PER TEACHER OR ROOM

	Number of pupils						
	10-15	16-20	21-25	26-30	31-35	36-40	41-45
Number of schools:	10	11	9	12		2	1
Percent	22	24	20	27		5	2

The median number of pupils per school is 22.5 and the average is 22.1. The range is from 10 to 44 pupils. Only 6.6% of the teachers report more than 30 pupils. However in order to understand the amount of work in a rural school it is necessary to know the number of grades and recitations per day in each room. This information will be given in the two following tables.

Table 12. NUMBER OF GRADES IN EACH ROOM

	Number of grades								
	1	2	3	4	5	6	7	8	9
Number of schools:	5	5	6	14	6	3	2	1	
Percent	12	12	14	33	14	7	5	3	

Table 13. NUMBER OF DAILY RECITATIONS FOR EACH ROOM

	Number of daily recitations					
	5-10	11-15	16-20	21-25	26-30	
Number of schools	4	7	9	11	8	
Percent	10	18	23	29		

The average number of grades for each room is 3.57 and the range is from 1 to 8. Only 14% have over 6 grades. In Pennsylvania the median number of grades was 7 while the median number of pupils was 26, only four more than we find in Pima County. (1) There are two reasons for this difference in the number of grades, in the first place there are more two and three room schools in this county a large proportion of the pupils are Mexicans so most of them are found in the lower grades.

The number of daily recitations varies all the way from 6 to 30 which is not as large as the variation given in Pennsylvania which is from 9 to 50 with a median of 25.6. The average for Pima County is 19.8 and the median is 20. One half of the teachers have 20 or more recitations a day and one third of the number have 25 or more. Since the length of the day is 330 minutes exclusive of intermissions this gives an average of 16 minutes for each recitation in the first case and 13 minutes in the second group. As this does not include any time for personal help and supervision of study it gives some proof of the strenuous work of the rural teacher. In comparison with the limited data we have of other rural schools this county apparently ranks very well as in South Dakota the average number of daily recitations was found to be 26.65 and in Colorado the average including village schools was found to

(1) Survey of Rural Schools of Pennsylvania. p. 20

be 22 but in some cases was reported as high as 37.

Table 14. NUMBER OF PUPILS IN RELATION TO THE NUMBER OF DAILY RECITATIONS

Number of pupils	Number of recitations					Total number of schools
	5 - 10	11-15	16-20	21-25	26-30	
10-15		1	2	3	3	9
16-20		1	4	2	3	10
21-25	2	3	2	1		8
26-30	2	1	2	3	2	10
31-35						
36-40		1		1		2
41-45				1		1
Total number of schools:	4	7	10	11	8	40
			10	11	8	40

Table 14 shows that there is not much relation between the number of pupils and the number of daily recitations as 67% of the schools having 10-15 pupils have from 21-30 recitations a day while 83% of the schools having 21-25 pupils have less than 20 recitations while 50% have more than 20 a day. The two schools having from 5-10 recitations have from 21-30 pupils. One school having 40 pupils has 25 recitations while another with the same number has 12.

Table 15. NUMBER OF DAILY RECITATIONS IN RELATION TO THE NUMBER OF GRADES

Number of grades	Number of recitations					Total number of schools
	5-10	11-15	16-20	21-25	26-30	
1	3	1				4
2	1	3				4
3			4	1	1	6
4		3	6	1	2	12
5				4	3	7
6				3	2	5
7				1	1	2
8					1	1
Total number of schools	4	7	10	10	10	41

Table 15 shows a much closer relationship between the number of grades and the number of recitations than we found between the number of pupils and the number of recitations. All the schools having less than 3 grades have less than 16 recitations. The greatest variation is found in those having 4 grades as we find a range of from 11-30 classes with an average of 19.9. Those having more than 6 grades have more than 21 recitations.

Attempts to Redirect and Revitalize the Work

Modern educators who are working on the rural school problem agree that the traditional form of education is no longer meeting the demands of modern rural life. In order to find how much the teachers

the teachers of the county were doing to redirect and revitalize the school curriculum they were asked if they taught the following subjects. 91% answered the questions and the results are given in the following table.

Table 16. ATTEMPTS TO REDIRECT AND REVITALIZE THE SCHOOL CURRICULUM

Subjects	Schools teaching	%
Agriculture.....	3	7
Domestic Science.....	6	14
Manual Training.....	9	21
Vocational Guidance.....	5	12
Work adapted to industries of community.....	9	21
Physical and Health Training.....	16	39
Citizenship.....	26	63
Music.....	29	70
Hot Lunches.....	3	7
Play ground supervision.....	33	81

School Libraries and Access to other Libraries

In considering the agencies that make the work efficient one of the most important is the library. 97% gave this information and of these 25% report no libraries. Over half of these teachers said they did not have access to any library. 61% of the schools have libraries with the number of books varying from 6 to 236. The average number is 77 and the median is 57 books. Of those who have libraries 1/2 have access to other libraries.

Reference Books in Schools

80% of the teachers reported that they had reference books other than their texts but 20% that they had no reference books at all. Two of these however said that they had libraries but did not give the number of books. The reference books given most frequently were Encyclopedias, School Methods, Histories, Book of Knowledge, Current Literature, Classic Stories and other texts.

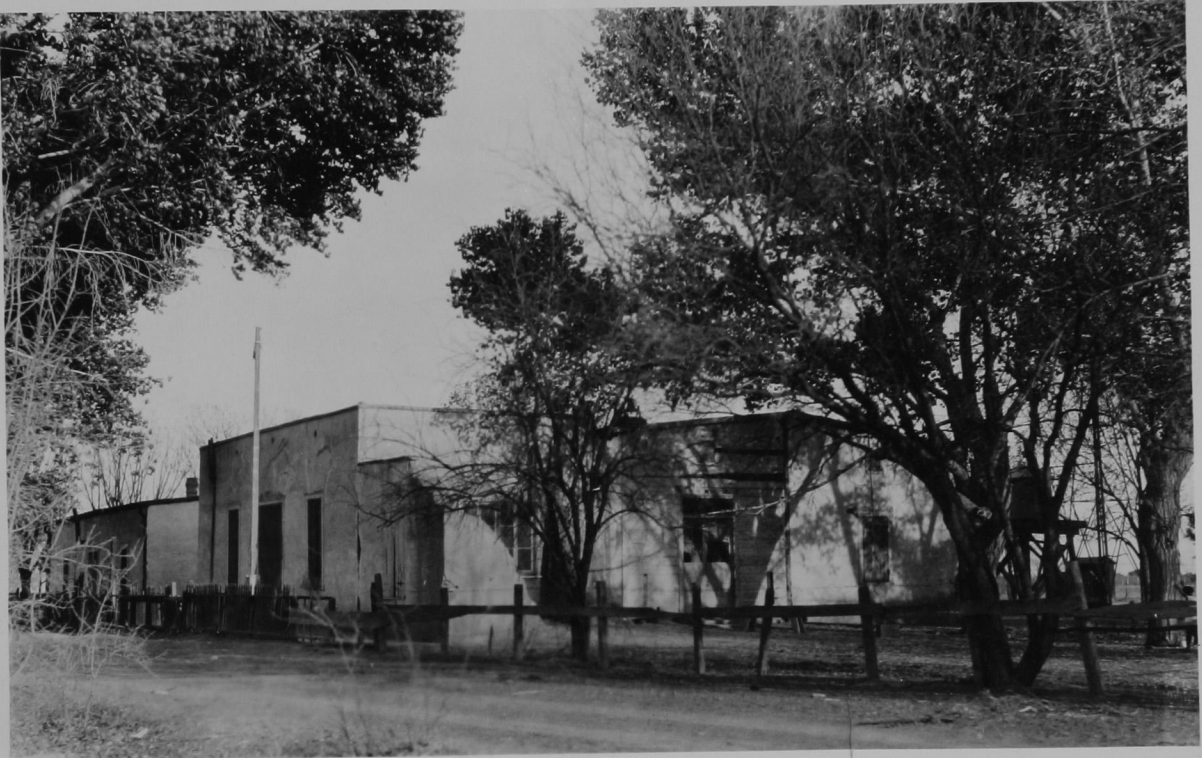
Supervision By County Superintendent

The amount of supervision was rather difficult to get as a large number of teachers were in other places last year and gave the amount they were receiving where they taught. The average number of hours given for the year were 4. As the County Superintendent has the administrative work of the office as well as the entire supervision of all the rural teachers of the county it is impossible to give the individual teacher much help. In this county there is the additional difficulty of getting to some of the schools. It is more than a day's journey to get to some of them and back and as it is impossible to get any accommodations in some of the places it is necessary for her to camp out while on some of the trips.

School Buildings, Condition and Ownership

25% of the school buildings are owned by private individuals and only two of these were reported satisfactory. The reasons given as to why they were not satisfactory were that they had no permanent equipment, were too small, poor ventilation, sanitary conditions terrible, not worth repairing, poor ventilation and poorly constructed. One teacher said that the owner said that he could not afford to put in window panes, repair the well or put any expense whatever on the building. Water for

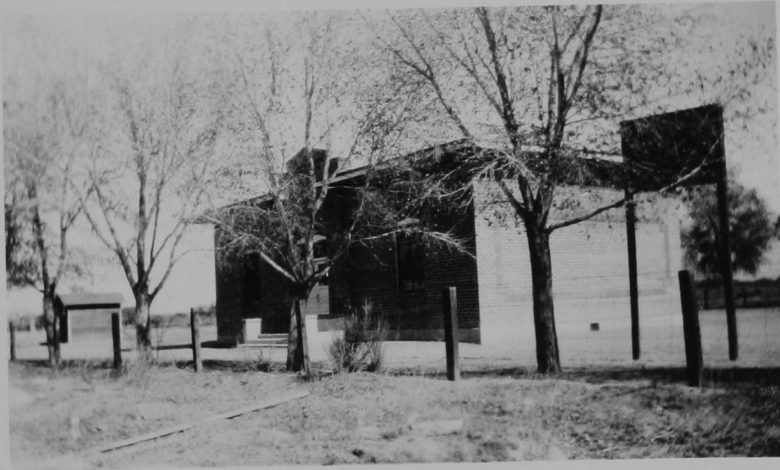
drinking had to be carried for some distance and they have none for washing and other purposes. The district refuses to put repairs on private property. Some of the district owned buildings are in very bad condition. In contrast to these conditions in some parts of the county we find the very best modern rural school buildings with one or two rooms and the very best equipment and playground apparatus. Some of the typical buildings will be described later in connection with the homes of the teachers.



SAN XAVIER SCHOOL AT RIGHT AND TEACHERAGE AT LEFT



REAR VIEW OF SAN XAVIER SCHOOL AND TEACHERAGE



TWO ROOM SCHOOL AT JAYNES



SCHOOL HOUSE AT PANTANO

PLAY TRAINING APPARATUS AT JAYNES



PLAY GROUND APPARATUS AT JAYNES

Table 17. *(Faint text, likely a title or description of the table)*

Salaries *(Faint text, likely a header for a table)*

125-130.00



120-124.99

PLAY GROUND APPARATUS AT FLOWING WELLS

The average salary for the teachers in the one teacher schools is \$145.75, for those in the two teacher schools \$142.63, for the three teacher school \$136.66 and for the four is \$150.87. These averages were taken from the individual salaries while the median and the average for the whole group were taken from the group data. The median for the whole group is \$140.75 and the average is \$149.33. As all the districts have nine months school the yearly average may be secured by multiplying these figures by nine.

VI. THE INCOME

Table 17. DISTRIBUTION OF SALARIES IN THE PIMA COUNTY RURAL SCHOOLS

Salaries	Schools			
	One teacher	Two teacher	Three teacher	Four teacher
\$ 175-180.00		1		1
170-174.99				
165-169.99		2		
160-164.99	3	1		1
155-159.99				
150-154.99	5	6		3
145-149.99		1		
140-144.99	8	1	1	3
135-139.99	2	3	2	
130-134.99				
125-129.99				
120-124.99		1		

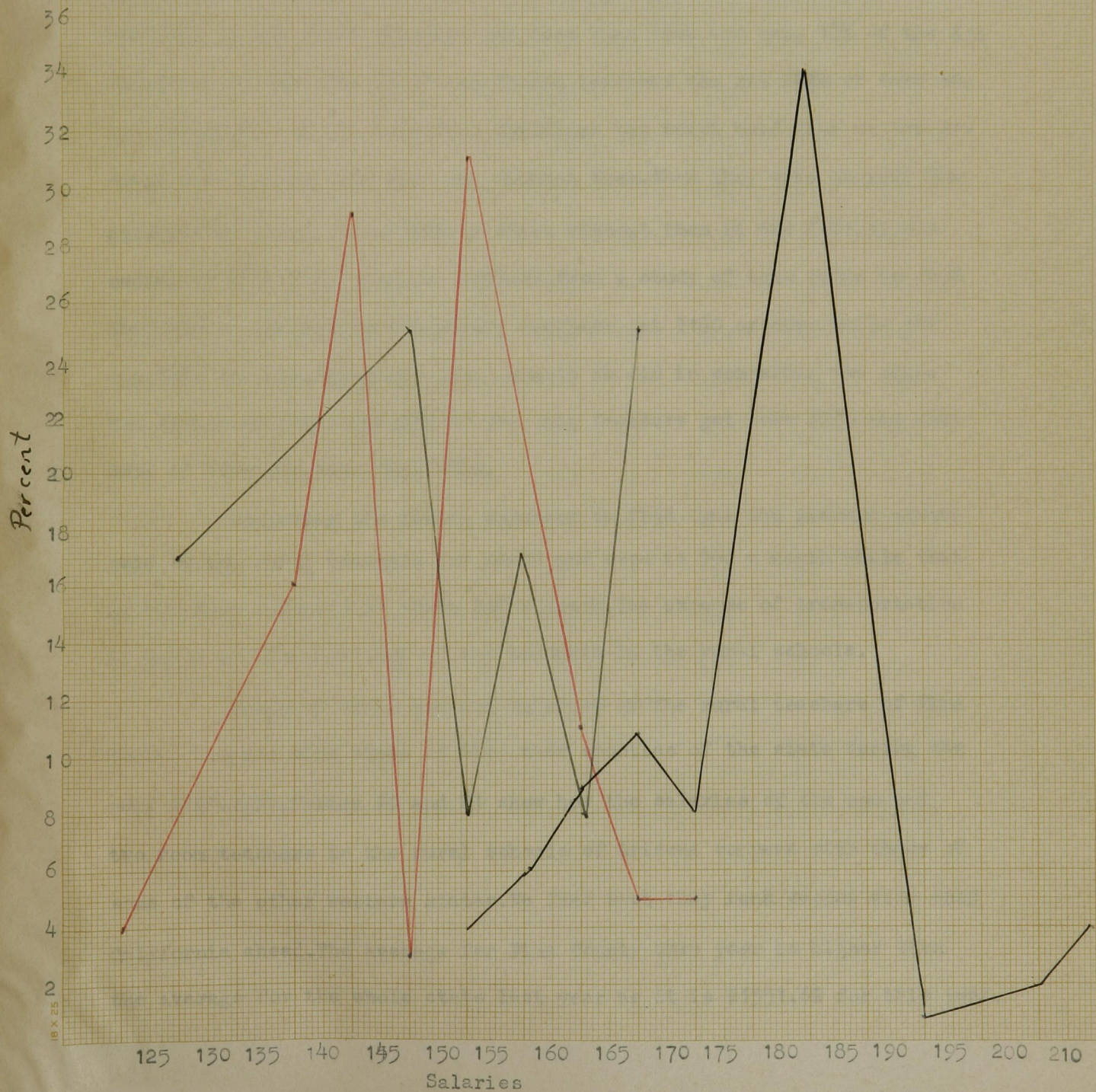
The average salary for the teachers in the one teacher schools is \$145.55, for those in the two teacher schools \$142.63, for the three teacher school \$136.66 and for the four is \$150.97. These averages were taken from the individual salaries while the median and the average for the whole group were taken from the grouped data. The median for the whole group is \$150.18 and the average is \$149.39. As all the districts have nine months school the yearly average may be secured by multiplying these figures by nine.

Table 18. COMPARISON OF SALARIES OF PIMA COUNTY RURAL TEACHERS WITH
THE ELEMENTARY TEACHERS OF THE TUCSON AND AJO SCHOOLS
1922-1923

Salaries	Pima County		Tucson		Ajo	
	Number	Percent	Number	Percent	Number	Percent
\$210-214.99			5	4		
205-209.99						
200-204.99			2	2		
195-199.99						
190-194.99			1	1		
185-189.99						
180-184.99			40	34		
175-179.99	2	5	25	21		
170-174.99			9	8		
165-169.99	2	5	12	11	3	25
160-164.99	5	11	11	9	1	8
155-159.99			7	6	2	17
150-154.99	14	31	5	4	1	8
145-149.99	1	3			3	25
140-144.99	13	29				
135-139.99	7	16				
130-134.99						
125-129.99					2	17
120-124.99	1	4				

All three schools have nine months of school each year and
the teachers are paid for that time.

— Rural teachers' salaries
 — Ajo teachers' salaries
 — Tucson teachers' salaries



In order to compare the salaries of all the elementary teachers of the county table 18 was prepared and also the chart following. The average salary for the rural teachers is \$149.39 and the median is \$150.97. The average for the elementary teachers of Ajo is \$150.33 and the median is \$153.50 showing that the Ajo teachers do not get much more than the rural teachers. However when we compare the percents we find 40% of the Ajo teachers getting \$155 or over and only 21% of the rural teachers, also that 49% of the rural teachers get less than \$140 and only 17% of the Ajo teachers get less. The 6% of the Tucson teachers who get \$220 or over are the principals of the different buildings but teach half time so the average was figured both with and without them. When they were counted the average was found to be \$173.46 while without them it was \$171.33. The median of the whole group is \$177.20. From a study of this table we find that 41% of the Tucson elementary teachers get \$180 or over while 38% get \$170 or less. Using the same amounts we did in comparing the other two groups we find that 96% of the city teachers get over \$155 and that none of them get less than \$140.

Comparing the living expenses we find that the average amount paid by the rural teachers for board and room is \$40 a month while that of the city teachers is about \$60 a month. The expense of transportation is quite an item for some of the teachers in the rural schools.

Table 19 shows how the salaries of the rural teachers of Pima County compare with those of the other counties of the state during the year 1920-1921. Tables 20 and 21 show how the salaries of the one and two room teachers in the rural schools of Arizona compare with those of some of the other western states. We find that they rank second with only California ahead. The average for Pima County this year is higher than the average for the whole state last year as it is \$1351.62 for this year.

Table 19.

AVERAGE MONTHLY SALARIES OF URBAN AND RURAL TEACHERS IN ARIZONA
1920-1921

County	Urban				Rural			
	Men		Women		Men		Women	
	No.	Salary	No.	Salary	No.	Salary	No.	Salary
Apache	..	.....	..	....	11	\$132	36	\$119
Cochise	25	\$240	220	\$184	8	153	127	138
Coconino	1	300	14	158	2	255	32	130
Gila	2	308	111	160	6	188	69	142
Graham	..	...	...	...	13	166	79	129
Greenlee	5	259	95	147	6	158	19	138
Maricopa	20	244	236	182	42	201	342	154
Mohave	..	...	...	...	8	141	35	144
Navaho	3	206	19	152	11	152	42	121
PIMA	4	299	105	165	5	139	42	139
Pinal	3	197	36	152	10	148	63	146
Santa Cruz	2	277	29	156	1	125	24	119
Yavapai	9	278	79	166	8	166	93	123
Yuma	1	250	25	140	6	161	43	126
Arizona	75	\$ 251	969	\$ 169	137	\$ 170	1046	\$ 140

From the Survey of the Financial Administration of the Public Schools
of Arizona. 1922.

Table 20. MEDIAN SALARIES OF ONE ROOM RURAL TEACHERS IN WESTERN STATES
1921-1922

California.....	\$1257
ARIZONA.....	1243
Washington.....	1104
New Mexico.....	1084
Nevada.....	988
Montana.....	966
Idaho.....	918
Colorado.....	874
Oregon.....	862
Utah.....	844
Wyoming.....	755
United States	\$ 744

Table 21. MEDIAN SALARIES OF TWO ROOM RURAL TEACHERS IN WESTERN STATES
1921-1922

California.....	\$1323
ARIZONA.....	1269
Nevada.....	1167
Washington.....	1136
Montana.....	1112
New Mexico.....	1086
Idaho.....	1047
Colorado.....	1023
Oregon.....	972

From Survey of Financial Administration of Public Schools of Arizona.

Salaries in Relation to Age, Sex, Experience, and Education

The average salary for the men is \$157.42 which is \$8.03 higher than the average for the whole group showing that the men get a little higher than the women.

In order to find whether there was any relationship between the age of the teachers and the salaries they received the median salary of \$150 was taken and a study made of the teachers receiving this amount. The range extended from 20 to 50 years and there were just as many above 30 receiving this amount as below. The ages of the 4 receiving the highest salaries were two below 35 and two above, the range being from 26-52. There is just as much variation in the ages of those receiving the lowest amounts, showing that there is no relation between the amount of salary received and the age of the teacher. In the survey of Pennsylvania it was found that there was only a slight tendency for the older teachers to receive the higher salaries. (1)

Table 22. SALARY DISTRIBUTION ACCORDING TO THE CERTIFICATES HELD

Certificate	Salary						
	\$175-	\$165-	\$155-	\$145-	\$135-	\$125-	\$115-
	184.9	174.9	164.9	154.9	144.9	134.9	124.9
Trial		1		3	6		1
Elementary			2	4	4		
Secondary			1	1			
Life	1						
First Grade	1	1	2	6	8		
Second Grade				1	2		

Table 22 shows that there is no relation between the certificates held and the salary received as the trial certificates were held by those receiving the highest and lowest salaries. There is more difference in the salaries received by those who have had a greater amount of education and those who have had less. The six who have had 8 years beyond the elementary school receive an average of \$155.28 per month while the six who have had the least training receive an average of \$145 per month. There seemed to be no relation between the number of years of experience and the salary received as those who received the highest salaries had taught from 5 to 15 years.

80% of the number reported their salaries for last year. The average of these was \$143.91 which is a little less than that received this year. Of the number 53 % had their salaries raised, 22% lowered and 25% remained the same. A number of these however had changed schools which accounted for the change in salary. They were asked on what basis their districts raised salaries and some of the answers received were professional training, experience, amount of cash on hand, ability, when the Superintendent demands it, personal likes and dislikes, none, satisfaction given and the amount of work to be done.

In the questionnaire they were asked they received the first year they taught. The range was all the way from \$25 a month to \$150 and the average was \$65 which shows that the majority have been teaching for several years.

Income in Addition to the Salary

4.7% reported that they had some other income besides their salary which consisted mostly of interest on savings and the range of the amount was from \$40 to \$200.

The New York survey reports that 25% of the teachers in the one room schools report outside earnings, the median amount being \$90. This is earned mainly during summer vacations.

Number Carrying Insurance

75% replied to the question of whether they carried insurance. Of these 71% carried no insurance and 29% did. The average cost per year is \$93.80 with a range of from \$37 to \$200.

Number Supporting Dependents

22% reported that there was some member or members of the family dependent on them for support. This does not include those who are married and are supporting families.

Amount Saved

There were 80% who answered the question as to whether they were able to save any part of their salary. 61% were able to save and the average amount was \$385. In most of these cases the question was answered by giving the amount saved at the end of the school year and did not take into consideration the expenses for the summer. Some said that if they attended summer school they would have none left. The amount saved varied from \$40 to \$720. 73% thought that they would be able to save some this year and the amount estimated averaged \$427.

VII. THE TEACHER'S HOME

In the study of the tenure we found that for the teachers of this county it was 1.6 years while for the United States as a whole we find that $\frac{3}{10}$ of the teachers in the rural schools leave the field annually while $\frac{2}{3}$ remain not more than 1 year in the same school.(1) This is due in part to the living conditions with which they have to put up in the average rural community. Rather than to live in this way they go to the village or city schools or into some other line of work. This condition is a greater problem in this county and state than in some other places as the majority of the people in the rural communities are Mexicans. This problem is being solved to a certain extent in some places by furnishing a home for the teacher or a teacherage.

Teachers Married or Single

One half or the teachers of the county are married but all of these do not make their homes in the community where they teach. 7% own their own homes, two of these being men who own ranches. 9% live with their parents and half of these live in Tucson and drive out to the schools. 24% rent their homes and keep house. The same number or 24% pay board, the average amount being \$40 a month with a range of from \$35 to \$50. The last includes transportation. Half of the number boarding reported the places satisfactory but the others said that they were not, either that there were no white families or that they were unable to secure board in the best homes.

Homes Furnished, Condition and Ownership

The remainder or 36% live in teacherages. A study of the various kinds found in this county is very interesting. Pictures of some of the typical homes furnished will be shown on the following pages.

One teacherage is built of railroad ties donated and built by the railroad company. The room is lined with plasterboard which with the windows and doors was furnished by the district. The teacher brought her own furniture.

In one district it was found necessary to have another room so a box car was secured and fitted up as a school room in one end and a teacherage in the other.

An accomodation school is placed on a large ranch where there are 10 children and no school within 70 miles. The state pays the salary of the teacher and for the equipment. The house was built several years ago by Spanish people for a home and is very large. One room is used for a school room and the teacher has two others and a sleeping porch for her own use and said that there were several other rooms she might use if she wished as the family that lives there occupies only a small part of the house. This serves as a teacherage as her rooms are away from the rest of the family and she does her own housekeeping.

One teacher lives in a room that is joined to the school room and uses it during the day for the children. They warm their dinners on the stove and use the table. She said that it served as a sort of rest room or lobby.

One of the best two room modern school buildings in the county has a teacherage on the grounds a short way from the school building. It has a living room and two porches screened in and with canvas walls. One of these is used as a sleeping porch and the other as a kitchen. Two teachers live in this home and think it is very satisfactory.

In one town the mining company furnish a large six room house where the teacher and her husband live. In another place when the mines were closed the teachers are allowed to use the rooms of the company

without charge. In another place a government building is used as a home for the teacher.

One of the most interesting schools historically is located south of Tucson. About 40 years ago a resident became interested in the school and built the school house and teacherage which he later gave to the district. The school building has two large rooms with a wide hall between them. The teacherage is a large building and both buildings are made of adobe. When built they were probably among the best of the rural schools of the state but are now in a rather dilapidated condition. There were 96 pupils when the building was first made and one teacher taught both rooms going back and forth from one to the other. He was assisted by some of the older pupils who taught some of the lower classes. At present there are only 21 pupils and part of these are brought in automobiles from the mining camps up in the mountains.

In describing the living conditions one teacher said that she was 18 miles from Tucson. There is no railroad, no telephone, no mail service and no source of supplies. It costs her 1/4 of her salary for transportation to Tucson twice a month. She is paying \$8 a month for a small one room adobe house and \$2 for a chore boy as water has to be carried for some distance. She has a little son to support and says that she can save nothing at all. She is receiving \$140 a month. She says that it is impossible to live comfortably so far from supplies.

Another teacher said that she had better living conditions and saved more money when she received \$50-65 a month than she did now at \$140. She said to preach better living conditions for the teachers in the rural schools and then better teachers would be induced to take rural work. She is paying \$50 a month for board and transportation.



TEACHERS' HOME AT FLOWING WELLS



THIS HOME FOR THE TEACHER AT PANTANO
IS BUILT OF RAILROAD TIES



TEACHERAGE AT RIGHT AND SCHOOLHOUSE AT LEFT
JAYNES SCHOOL

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VIII. SOCIAL CONDITIONS

Closely related to the problem just discussed is the social life of the teacher in the community where she teaches. These two factors are in a great part responsible for the dissatisfaction of the rural teacher with her work.

Teachers Born and Raised in Country

Recent literature on rural education has emphasized the fact that one of the main factors in success as a rural teacher is to have



and 7% part of the time. An attempt was made to see whether there was any relation but none. THIS BOX CAR SERVES AS BOTH TEACHERAGE and as to the other and about 1/4 goes to BAND SCHOOL ROOM as to both. In the study of the rural teacher of Pennsylvania 74% of the teachers said that they were born and reared in the open country but only 4% spent their work time in the community where they taught. If the question was not asked but it would be interesting to know how many of those who remained in the community during the work year did so in order to participate in the social activities and life of the people whom they are teaching or because it was impossible to get away.

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Teachers Born and Raised in Country

Recent literature on rural education has emphasized the fact that one of the main factors in success as a rural teacher is to know and be in sympathy with the problems of rural life. As none or at least very few of the rural teachers have had any courses in rural problems they were asked whether they were born and raised in the country or in the city. 50% said that they had lived at least part of their early life in the country.

Spending Week Ends in Community

They were also asked whether they spent their week ends in the community where they taught. 53% said that they did, 40% that they did not and 7% part of the time. An attempt was made to see whether there was any relation but none was found as half answered yes to one and no to the other and about 1/4 yes to both and the others no to both. In the study of the rural teacher of Pennsylvania 74% of the teachers said that they were born and reared in the open country but only 48% spent their week ends in the community where they taught. (1) The question was not asked but it would be interesting to know how many of those who remained in the community during the week ends did so in order to participate in the social activities and life of the people whom they are serving or because it was impossible to get away.

Parent Teacher Associations and Granges

Only 9% of the schools reported Parent Teacher Associations and two of these were three and four room schools. Two schools reported Granges or similar organizations of which one of the teachers was a member and the other was not.

Visits at Homes and by Parents to the School

78% reported that they had visited all or at least a part of the homes of the community and 51% that some of the parents had visited their schools. 37% reported that some member or members of the board had visited them.

Use of the School Building for Outside Activities

As there is usually no place in the rural communities for general gatherings of any kind the school house is often used and 70% of the teachers reported that the school house is used for these purposes. Some of the activities were Church, Sunday School, Christian Endeavor, Boy Scouts, night school, Americanization work, farmers meetings of various sorts, water meetings, parties, dances, socials, elections and entertainments.

Social Recreation Afforded by the Community

They were asked what forms of social recreation their communities provided and 56% reported that there was none at all. The various forms as given by the remaining teachers were Church, Sunday School, socials, parties, dances, Mexican weddings, picnics, literary and musical programs (the last being given by only one teacher) and one gave farm and sewing circle. In one or two places they said that the community spirit was good but in most of the communities there was very little to induce the teacher to return for another year.

In one community where two teachers lived in a teacherage they said that they couldn't ask for better conditions as the people frequently invited them to their homes and often took them places in their cars but they said that they could not have many activities at the school house as the people were too tired after their day's work to attend.

IX. SUMMARY

We find from the study of the rural teachers of Pima County that the typical teacher of the county is a woman who teaches in ^{one} a room school. She began teaching at the age of 17.3 years and is now 33.8 years of age.

She attended a rural elementary school for four years and a village elementary school for four years. She is a graduate of a four year high school and has had 5.4 years of training above the elementary school which makes 1.4 years above her four years of high school work. This education was received at a normal school. None of it however was received in this state. She has attended summer school for twelve weeks since she has been teaching, the work taken being mostly educational subjects. None of the work she has taken has been especially adapted to her rural school work. She attended the State Teachers' Institute, the district paying the railroad fare and giving her full pay for the time spent. She is a member of the Reading Circle and expects to complete three books this year. She is a subscriber for the "Normal Instructor" which in addition to her reading circle books is her only professional literature. She holds a First Grade Certificate.

Her experience in teaching is longer than we find in most states as it is 7.25 years but only 3.87 years of this time has been spent in the rural schools and only 2.9 years in this state. Her average length of time in each school is 1.6 years meaning that in the 7 years she has taught she has moved five times. It is her first year in her present position but she thinks she will remain there for another year.

She has 22 pupils in her room representing four grades and she teaches 20 classes daily which gives her 13 minutes for each. This does not include the personal help and attention she is called to give each day as the majority of her pupils are Mexicans and most of the 22 are in the lower grades.

As her training has been for city rather than rural work she does not attempt to redirect and revitalize her curriculum by adapting it to the needs of the rural children or the community. She does not teach Agriculture, Domestic Science nor Manual Training and does not serve hot lunches. Neither the parents nor the children are organized for any club work. She does teach Music, Citizenship, some physical training and supervises the playground activities.

The school has a library of 57 books and she has a few reference books to use with her school work. These are such books as Encyclopedias and The Book of Knowledge.

The amount of supervision she receives is about four hours a year which is all the County Superintendent has time to give each teacher considering the amount of work she has to do and the distance to the schools. This teacher is about 30 miles from Tucson.

The school building is owned by the district and is an adobe structure with very few conveniences to make her work easier and more efficient.

She teaches 9 months each year and her salary is \$150 a month. She is not sure of the amount she will receive next year as there is no basis on which salaries are raised but depends on the amount of money on hand and what the district wishes to pay. She has no other income in addition to her salary and carries no insurance. She is able to save \$385 a year but out of this has her expenses to pay during the summer and if she attends summerschool does not have any left by fall.

The district furnishes a teacherage so she is able to do her own housekeeping. It is located on the school grounds a short distance from the school building, has one room and a sleeping porch.

She spent part of her early life in the country but most of it in a city or village. Most of the week ends are spent in the community where she teaches. She has visited the homes of most of her pupils and some of the parents have visited her at school. The school building is used for some outside activities but there is very little if any social recreation afforded in the community. They do not have a Parent Teacher Association, Grange or any similar organization.

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In a survey of the educational conditions of Arizona made in 1917 certain recommendations were made for the improvement of the rural schools of the state. The first suggestion was that the state school system should be centralized, placing the responsibility of the administrative system definitely on the State Board of Education and the State Department of Education working in cooperation with the County Boards of Education and the school district trustees. The state should exercise a sufficient degree of administrative control to assure that the schools are maintained wherever needed and are efficient. The organization recommended to best carry this out is:

1. For the state, a state board of education and a state department of education, the State Superintendent of Public Instruction being the executive officer of the state board and the actual head of the department.

2. For each county, a county board of education to assume general control over the schools of the county, with a county superintendent as its executive officer.

3. For each local district, urban or rural, a local board of trustees. The state and county superintendents should be professional officers, selected and appointed by the state and county boards, respectively.

The county board of education should have general management of the schools of the county. They should fix the district boundaries and the location of school houses; and employ or approve the employment of all teachers. They should determine from the estimates made by the county superintendents the amount of money to be levied by the county commissioners for school purposes. It should apportion an equitable portion of the state and county funds to the independent school districts

of the city, and all expenditures for schools in the county except those in such districts should have its approval.

Local school districts should remain as at present, and the county should have the power to consolidate, divide and change the district boundaries at its discretion. Local trustees should be elected as at present to act as custodians of the school buildings, to attend to repairs and upkeep and to be the immediate overseers of the school. They should act as agents of the county board, and as agents of their district to make recommendations to the county board relating to supplies and equipment needed and to the teachers desired. This with the next recommendation made that the county board should pay over to the independent city system their portion of the school funds and use the rest to maintain the schools as nearly equal as possible in the rest of the county where the schools are needed would enable the schools of the county to give equal educational opportunities to all of the pupils.

The study just made of this county shows the need of equalizing or at least of bringing many of the schools up to higher standards as all kinds of buildings are found in the county from box cars, tents and old buildings owned by private individuals who would not repair or even put window panes in the buildings when needed, to the most modern new two room school with piano and all modern equipment. Some of the schools have libraries with as many as 200 books while several have none at all. There is also a great variation in the salaries paid to the teachers as the range is from \$121 to \$177 a month and there is seemingly no difference made in the amount paid in relation to experience and training which gives no incentive to the teachers to get additional training while in service.

The next recommendation is for a higher standard of general and professional training for the teachers and for a revision in the method of certification. This law has already been passed and after 1925 all teachers will be required to have two years of normal training beyond four years of high school. This will mean a total of six years of training beyond the elementary school. The amount of training of the teachers of Pima County is higher than that of the average rural teacher of the United States as the average for the teachers of this county was 5.4 years above the elementary school. The law also requires training during service in order that the certificates may be renewed.

In order to improve the school buildings it is recommended that all plans for buildings to be erected should be submitted to the state department for approval before work is begun. The department should employ a school architect to consider such plans and also to prepare plans and specifications for school authorities anywhere in the state at fees ordinarily charged for such work. The architect should be paid a fixed salary and the fees turned in to the state treasury.

The study of Pima County shows that the course of study should be revised to meet the conditions of the rural schools. Practically all of the schools have more classes than can be taught efficiently by one teacher and the work is not adapted to the needs and industries of the community. The recommendation is that it should be so arranged as to make it adaptable to the one and two teacher schools and to schools with three or more teachers. It should be revised to make it fit more closely the needs or conditions peculiar to the state.

Provision should be made for expert supervision of the rural schools. This should be under the direction of the county superintendent.

He should be an able educator, fitted by education and experience and have adequate office help and assistant supervisors when necessary. The assistant supervisors, when qualified for the work, might be engaged for part of their time and part of their salary paid by the State Agricultural College as leaders in the junior agricultural club work. The club is primarily educational, not agricultural, and in this way can be made a definite part of the school work and of the highest educational value. This study shows that it is impossible for the superintendent to do much supervising under the present system.

TEACHERS QUESTIONNAIRE

Study of Rural Teachers of Pima County, Arizona,

1922-1923

1. Educational and professional training.

(a) Did you attend a one room rural school?-----If so, how long?--

A rural school of more than one room?-----How long?-----

(b) Did you attend a village or city elementary school?--How long?

(c) In the blank spaces below state further educational training.

	Exact length of attendance	Graduate	Diploma or certificate
High School	Years-----Months-----	-----	-----
Academy	Years-----Months-----	-----	-----
Normal School	Years-----Months-----	-----	-----
College	Years-----Months-----	-----	-----
Summer School	Weeks-----	-----	-----

2. Have you had any of the above academic or professional training since you have been teaching?-----Where?-----How long?-----Subjects taken?-----

Does the summer school meet your needs?-----What did you get last year that you were able to apply in your work?-----

What would induce you to get a better academic and professional training for your work?-----

3. What kind of a certificate do you hold?-----

4. Experience in teaching.

Rural one room school-----Number of years-----Number of places-----

Rural, more than one room---Number of years-----Number of places---

Village or city-----Number of years-----Number of places---

5. Are you teaching in a village?---One room rural school?-----

If more than one room, how many?-----

6. How many pupils in your school room?----How many recitations or classes do you teach each day?----How many grades?----What grades?-----
- Are the following subjects taught? Agriculture----Domestic Science----Manual Training----Citizenship----Music----Physical and health training----Vocational Guidance----Is your course of study adapted to the industries of your community?----How----Do you have hot lunches----Supervised play-----
7. When did you begin teaching?----What was your age when you began?----Age?----Sex?----Were you born and reared in the country?-----
8. Are you married?----How many children?----If unmarried, is anyone dependent on you for financial aid?----About what amount per year?-----
- Do you live with parents or relatives while teaching?----Do you stay over Sunday in the community where you teach?-----
9. What is your salary per month this year?----How many months?-----
- Is it satisfactory?-----Why?-----
- What was your salary per month last year?----How many months?-----
- Did you have any other income besides your salary?----How much?-----
10. What was your salary the first year you taught?-----On what basis does your district raise salaries?-----
11. Do you pay board?-----How much per month?-----How many months?---
- Does your district furnish a home?----If so, is it owned by the district or private individuals?----Is it satisfactory?----If not, why?-----
- If home is furnished is it in addition to your salary or do you pay rent?-----If teacherage is not furnished are you able to secure board and room in the better homes?-----
12. Is the school building owned by private individuals or the district? If the building is owned by private individuals is this satisfactory?-----
- If not, why?-----

13. Did you save money on your salary last year?-----Approximately how much?-----Do you think you can save money this year?-----How much?---

Do you carry life insurance?-----Cost per year?-----

14. Are you a subscriber for a pedagogical or professional magazine?----

Name-----Cost-----Do you invest any other money in professional literature?-----Kind?-----Cost?-----Do you have

any reference books besides your regular class texts?-----What kind?---

Do you have a school library?-----Approximately how many books?-----

Do you have access to any other library for books or reference material

Does your district hold local institutes?-----Are you a member of a reading circle?-----Books to be read this year?-----Do you attend the State

Teachers Association?-----Does your district give any financial aid to those who attend?-----If so, how much?-----

15. Do you take part in a Parent Teacher Association or any outside activity held in the school building?-----Kind?-----How many homes of patrons

do you think you visited last year?-----About how many visits of patrons

were made to your school?-----Is there a Grange or similar organization

in your community?-----Are you a member?-----What forms of social recreation

does your community provide?-----

16. How many hours last year did your County Superintendent supervise

your teaching?-----Did your school trustees visit your school?-----

How many?-----How often?-----

17. How much consideration do the school trustees in your district give

the County Superintendent's judgment at the time of the teachers election or reelection?(answer none, little, much)-----Do you believe you

will be retained next year in your district or in other words do you

have a feeling of security in your position?-----Why?-----

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