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THE
DISTRICT OWNED OR CONTROLLED
TEACHER'S HOME

J. C. MUERMAN

Specialist in Rural Education, Bureau of Education



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THE DISTRICT OWNED OR CONTROLLED TEACHER'S HOME.

INTRODUCTION.

Various names, such as teacher's home, manse, teacherage, attic apartment, "lean-to," and dominage, are applied to the district-owned buildings or to rooms in the schoolhouse that provide living quarters for teachers.

These various titles convey no differences in meaning. All serve the same general purpose, to describe fittingly a comfortable residence for the teacher, where with quietness and independence he may best serve the school and the community. In this bulletin "home" will be used rather than "teacherage." The teacher's home stands in almost the same relation to the school that the parsonage or manse does to the church.

To consider the teacher's home as part of the school plant is an outgrowth of the almost universal demand for better living conditions for teachers, especially for those who teach in the rural districts. The drift of population from the rural to the urban centers and the remarkable increase in the number of foreign tenant farmers have closed many good American homes to the teacher in the rural communities. In the small towns, on account of the limited number of houses for rent, it is not unusual for two or three families to occupy one house which in normal times would be considered too small for a single family. Teachers frequently find after careful inquiry that no rooms are available for them in the entire district except in the village hotel. School boards, in order to retain their best teachers, have rented furnished dwelling houses and have either given them to the teachers rent free, or charged a nominal monthly rental. Where the homes have been given rent free, it was considered a good investment, for the district received in return the services of a contented, happy corps of teachers, which even an advance in salary does not always make possible.

In the study of the teachers' homes presented in this bulletin, an attempt was made to secure accurate information from each State and county.

The comments made by the State superintendents and county superintendents have been interesting, instructive, and valuable.

It is impossible to give all of these in full, but the ideas they contain have been incorporated in the summary and findings of the bulletin.

The aim of the bulletin is to give the present status of the difficult problem of providing a comfortable home for the teacher and what is being done in the different States toward its successful solution; how the county superintendent or school trustees have met this situation; and what may be done to better our schools by offering homelike conditions for our teachers.

Chapter I.

DEVELOPMENT AND PRESENT STATUS OF THE MOVEMENT.

Just where the first teacher's home was established and when it was built are facts of not so vital importance as are the growth and development of the movement and the purpose it serves.

In the New England States the academies of the early days usually provided dormitories for the pupils. In these dormitories, rooms were frequently set apart for members of the faculty who had supervision over the students who lived in the dormitories. Several of these academies have been purchased by the school committees for use as public-school buildings, and with this purchase a home is provided for the teacher.

In the year 1894 rural school district No. 1, in Hall County, Nebr., built a teachers' home at a cost to the district of \$1,000. This is perhaps the first one built by a school district for this purpose. It is a frame structure 22 by 28 feet and has seven living rooms, two halls, a screened porch, and a cellar. Although Nebraska may be the pioneer State in providing homes for teachers, the idea evidently has not had a very rapid growth in that State, as the number of its homes reported to this date is but 29.

The first teachers' home in the State of Colorado¹ was a five-room cottage built in 1898 in Pueblo County for the Piñon School, which at that time was a one-teacher school.

The State of Texas, although no specific authority is provided in the State school law for school districts to own a teacher's home, takes the lead in the number of teachers' cottages. The State superintendent reports 567 teachers' homes in the State, which is by far the greatest number found in any of the State reports. Of this number, 478 are in the rural districts for the white teachers and 88 for the colored; 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 teacher's home is a necessity. Without it many districts would be unable to open their schools. The city of McAllen, in Hidalgo County, has one of the best teachers' homes in the State. It is called the "Faculty Club."

The first teacher's home in the State of Washington was built in 1903. In a bulletin² (1915), issued by the State department, the superintendent of public instruction is proud of the fact that they have 108 homes in the State of Washington. In 1919 the number had increased to 219, and the 25th annual report, for the biennium ending June, 1920, placed the number at 221. The State superintendent also states in this annual report that—

The value of the teacher's cottage in solving a serious community problem can not be estimated. The proper and adequate housing of teachers is absolutely necessary in securing efficiency in our public-school system, especially in rural communities.

¹ Sargent, E. G. Consolidated Schools of the Mountains, Valleys, and Plains of Colorado.

² Bulletin 27, 1915. Teachers' Cottages in Washington.

The responses to the questionnaires sent to the county superintendents of the State by the United States Bureau of Education gave 209 homes in the counties of Washington, with five counties not reporting. These five counties by a former report to the State superintendent had over 30 homes. The number of homes now in the State is approximately 330.

The first teacher's cottage in Washington was built in Walla Walla County in 1905. The story of the conditions that brought about the building of the first cottage is very interestingly told by the county superintendent at that time, now the State superintendent of public instruction, in a bulletin¹ on teachers' cottages. The main points in the story are as follows:

A teacher, humiliated, discouraged, and grieved, came to the county superintendent of Walla Walla County in that year (1905), on the Saturday night before her school was to open. She said no one in the neighborhood where she was to teach wanted to board her. The district was one of the wealthiest in the county; there were many good, comfortable homes with spare bedrooms. The family that usually boarded the teacher had moved to town, so that their children might attend high school. No door was open to the teacher.

In a farmyard across the road from the schoolhouse was a portable cookhouse or wagon. It was used during the harvest to accommodate the threshing crew. The teacher requested the use of this cookhouse, and asked that it be placed in the school yard, where she would live in it. The roof was of canvas, the doof and upper half of the walls were of screen, and the screen 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. Still the rain would persist in coming through the cracks in the sides. During the summer the district built on the school ground a comfortable and permanent cottage. It was ready for use by the new teacher and her mother in September, 1905. This teacher remained in the district for three years, which was a long time for a teacher in a rural school to remain.

The home in this district, which at first was considered a "fad," was such a success that public sentiment changed greatly in favor of it. The school districts in the adjoining counties followed the good example, and the movement has grown until to-day not more than two or three counties in the State of Washington are without at least one home for the teachers.

The first attempt to provide living quarters for the teachers in Minnesota was made in St. Louis County in 1909. In that year a small room in each of two of the one-room buildings near Embarrass was partitioned off to be used as a home for the teacher.

According to a recent report from the county superintendent of St. Louis County, 9 schools in the organized districts and 35 schools in the unorganized county districts had living quarters in connection with their schools. The following extracts are taken from this report:

The first building with teachers' living quarters in connection was built in 1913 in the unorganized district of St. Louis County, a rural school district covering approximately 3,400 square miles and administered by the county board of education. This was County School No. 40, a two-room building located about 11 miles south of Tower. The teachers' living apartments in this school consist of a kitchen, pantry, living room, bedroom, and closet. The rooms are completely furnished for housekeeping, with an equipment which costs about \$500. During the years 1913 to 1915 the living quarters were generally built separately from the main school building. Since 1915 a new plan has been in use in which the living quarters are built on the second floor.

¹ Bulletin 34, 1919. The Wider Use of the School Plant.

That the question of providing comfortable living conditions for the teachers is a vital one is shown by letters and reports received from county superintendents, city superintendents, and school officials from almost every State.

The idea of a district-owned teachers' home is developing slowly in some States because of a thickly settled population where the teachers can, with very little trouble, still secure good board and rooms at reasonable rates.

This is by no means the general condition, for in many cities and small towns teachers' clubs are proving a benefit not only in reducing the monthly cost of room and board, but in providing more comfortable, convenient, and homelike conditions for the teachers at the usual living rates or even lower.

Stock companies and clubs have considered it so good an investment that several homes have been built by them, the rentals paying not only the interest on the investment but providing a sinking fund that will give the home to the district in 5 or 10 years free from debt.

NUMBER OF TEACHERS' HOMES.

Questionnaires were sent to 2,485 of the 2,874 counties. These questionnaires were addressed to the county school superintendent or to some one in the county who could give the desired information. Teachers' homes were reported in 807 counties. In these counties, 2,400 teachers' homes are buildings separate and apart from the school and owned by the school district, 57 donated, 170 rented, and 180 are rooms in the same building as the school, a total of 2,816. As 568 county superintendents failed to report, the actual number of cottages is easily in excess of 3,000. The States of Indiana, New Jersey, Vermont, and Rhode-Island report no teachers' homes.

Approximately three-fourths of all the homes reported are found in 10 States: Texas, Oklahoma, California, Colorado, Mississippi, Washington, Idaho, North Dakota, Louisiana, and Montana. This seems to indicate that in the Western States and Southern States the idea is received with more favor and has grown more rapidly than in the Eastern States, due possibly to the greater number of sparsely settled communities in the West and increase of farm tenantry in the South. Reports of poor living conditions for teachers in the small New England towns and in the Eastern States might justly lead to the conclusion that teachers' homes may prove a benefit even to their well-established school systems.

Chapter II.

ADVANTAGES AND DISADVANTAGES.

In any attempt to analyze the perplexing problem of providing comfortable living conditions for the teachers, disadvantages as well as advantages must be considered.

The following report from the county superintendent of St. Louis County, Minn., gives some of the advantages:

It is not difficult to secure the services of competent teachers for such schools as have been supplied with teachers' homes, and when good teachers have been hired for these schools there seems to be less difficulty in retaining them for a greater number of years than they would be willing to stay in schools where teachers' homes have not been provided. The teachers who live at these homes are able to do better work; they live at a lower cost; they are happier; they have a place in which to prepare their work undisturbed; they are free from liability to entanglement in neighborhood differences; they are not so apt to make enemies during the school year because

of a change of boarding places; they have a place in which to entertain patrons of the school, who as a rule are inclined to call on the teachers more often than where they are expected to go to the homes of their neighbors in order to do so; they go home less frequently on Friday evenings; in fact they live at home, feel at home, act at home, and are at home at the school. Therefore, teachers of superior ability are attracted to schools of this character.

At one-room schools, where we have furnished living quarters, there have usually been young women who have a sister, brother, or widowed mother who is willing to go to the school to live with them, and we are able to fill many more such schools than we have. No two-room school building in St. Louis County is considered complete unless a teachers' home is built in connection therewith.

In communities where teachers' homes are not provided, increases in salaries have not helped the teacher very much, as the increase has served only as a signal to the boarding house people to raise the board and room to such an extent that frequently the raise in board and room was equal to the increase in salary given to the teacher. We, therefore, think that, in order to control a situation of that kind, a home should be provided for the teacher in which she can live in accordance with her own desires.

During our trials with Spanish influenza or other contagious diseases, it became necessary to close the school for the reason that some one in the home where the teacher boarded would be afflicted with the disease.

We have found that many of the trying cases of discipline of the rural schools originate at the place where the teacher boards. Through long years of experience it has been found that considerably more than one-half of these difficulties come from that particular place. Teachers must always be on their guard when at their boarding places, if they would avoid many of the difficulties which would likely come from that source. At the teachers' home she may live as she desires; in other words, she may be at home. If she desires to rise a little later on Saturday morning than she has during the week, there is no one to question the propriety of her action. If she wishes to stay up a little later at night than some farm wives deem advisable, there is no one to complain. If she wishes something different for dinner than she has had the evening before, she has to consult no one other than the person with whom she is teaching. We can not afford to overlook the important fact that, in order to secure the best services, the employees must have such living conditions as will enable them to be happy in their work. The employee who is not happy is never at his best in his work, and we must learn not to expect too much from him from the standpoint of service. In our estimation the teachers' home has done more to help solve the difficult problems confronting many school employees than any one thing that has been done in a number of years.

A majority of the county superintendents' reports contain opinions of a similar nature, describing the advantages of having a teachers' home. Without the teachers' home in certain districts it would be impossible to have schools, as there is no place for the teacher to secure board or rooms in private homes.

Five county superintendents made the general statement that the teachers' homes increased school efficiency from 20 to 25 per cent. One county superintendent reports seven cottages in use, and, with one exception, teachers who occupied these homes remained from three to four years. Another reports a good teacher was retained for 10 years because a teachers' home was available. The county school superintendent of Nueces County, Tex., sent to 100 county school superintendents of that State the following question: "Do you believe comfortable homes would add to the permanency of efficient teachers?" Eighty-seven answered "Yes."

As this is the first year the teachers' home has been in existence in many districts, no report from these districts could be given of the advantages or disadvantages of having a home. It was interesting to observe, however, that most of the county superintendents maintained a very hopeful attitude.

Approximately 10 per cent of the county school superintendents reported that the teachers' homes made little if any difference in the school conditions.

Briefly stated, and from data submitted by the county superintendents and those who have had the longest experience with teachers' homes, the following are the advantages offered by the teachers' home:

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

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

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

It retains the better teachers longer in the same district.

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

The disadvantages are as follows: (1) Lack of school funds. (2) Teachers do not wish to live alone. (3) Teachers do not always dwell together in harmony.

A teacher states another disadvantage as follows: "I desire to see new faces when I leave the schoolroom. I wish I could lock the schoolhouse door on everything that looks like education when my day's work is done."

Chapter III.

STATE LAWS RELATING TO TEACHERS' HOMES.

State school laws that specifically mention and permit under certain conditions the school authorities to build, own, and control teachers' homes are in operation in 15 States:

Arizona.
Arkansas.
Connecticut.
Iowa.

Michigan.
Minnesota.
Mississippi.
Montana.

New Hampshire.
North Carolina.
North Dakota.
Pennsylvania.

South Dakota.
Washington.
Wisconsin.

Arizona.—"The board of trustees of any school district may * * * whenever in their judgment it is advisable, and must, upon petition of 15 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 purposes:
* * *

"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 schoolhouses, 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.*

Arkansas.—"Said boards (directors of school districts) are empowered to buy, lease, or build teacherages or homes and to select suitable sites for same for the use of the teachers in the regular employ of the district in such a way and under such regulations as they may deem proper, and to pay for all such property or services out of any funds that may accrue to the district."—*School Laws, Act 343, March 22, 1919.*

Connecticut.—"Any town or school district may appropriate such sum as may be necessary to construct, lease, and maintain a home for teachers while employed by such town or school district."—*Public Acts, ch. 177, April 19, 1917.*

Iowa.—"It shall be the duty of the school board of any consolidated independent district to provide a suitable school building within such district, and shall at any regular meeting or at any special meeting called for that purpose submit the question of levying a tax for the building of a suitable building for the needs of the district or for the building of a superintendent's and teachers' house, or for the repairing of any school building where the cost of such repairs exceeds the sum of \$2,000 to the qualified voters of said district, and all moneys

received from such source to be placed in the schoolhouse fund of said corporation and to be used for such purposes only."—*School Laws, 1919, p. 52.*

Michigan.—"Any school district is authorized to vote a tax or issue bonds for the purpose of building and furnishing a house for the teachers employed in the district, and for the purpose of buying a site for such house. The bonds issued for such purpose shall be for such period and for such amount with interest not to exceed 6 per cent per annum as the legal school electors shall determine at any annual or special meeting of the district."—*School Laws, Act 76, 1921.*

Minnesota.—"For the purpose of promoting a better condition in rural schools, and to encourage industrial training, including the elements of agriculture, manual training, and home economics, the board in a consolidated school district is authorized to establish schools of two or more departments * * * locate and acquire sites of not less than 2 acres, and erect suitable and necessary buildings thereon, including a suitable dwelling for teachers when money therefor has been voted by the district."—*School Laws, chap. 238, sec. 8, 1915.*

Mississippi.—"On a petition of a majority of the qualified electors of a consolidated school district containing not less than 10 square miles, and on approval of the county school board, the board of supervisors shall in the same manner as provided for separate school districts annually levy a tax on the property of said district sufficient to pay for fuel, transportation wagons, and other incidental expenses, erect and repair school buildings and teachers' homes for the district."—*School Laws, chap. 180, sec. 3, amended Feb. 26, 1920.*

Montana.—"The board of school trustees of any school district, within this State is hereby vested with the power and authority to issue and negotiate on the credit of the school district coupon bonds for any one or more of the following purposes * * * (d) for the purpose of constructing or acquiring by purchase a teacherage in said district and purchasing land necessary for the same."—*School Laws, 1919, p. 137, sec. 2015.*

New Hampshire.—"School districts may raise money to procure land for schoolhouse lots and for the enlargement of existing lots; to build, purchase, rent, repair, or remove schoolhouses and outbuildings and buildings to be used for occupancy by the teachers in the employ of such school district."—*School Laws, 1915, chap. 72, sec. 3.*

North Carolina.—"The building fund shall include the amount necessary for repairs, erecting new buildings, such as school buildings, dormitories, and teacherages, additions to building sites, interest on borrowed money, repayment of loans to State loan fund, and all other equipment necessary in operating the six months' school."—*Act of General Assembly, March 7, 1921, sec. 3.*

North Dakota.—"The school board in any district where two or more schools have consolidated is hereby empowered to build and equip a dwelling for the use of teachers in such district, the same to be known as a teacherage, and provided that when petitioned by a majority of the voters of the district asking for the erection of such teacherage it shall be the duty of the school board to provide such teacherage without unnecessary delay."—*School Laws of 1917, chap. 215.*

Pennsylvania.—"This act authorizes the purchase and erection of residences for principals, teachers, or janitors by school districts of the fourth class. Said purchases are subject to the approval of the State board of education in manner and form to be prescribed by the State board, and money may be borrowed for the purchase and erection of such buildings in the same manner as for any other school building."—*Art. 4, Act 291, session 1921.*

South Dakota.—"Powers common to all school boards * * * (4) To erect suitable cottages or dwellings for teachers' homes."—*Sec. 7546.*

"Boards of education of independent school districts are authorized and empowered to issue negotiable bonds in the manner hereinafter provided for the following purposes * * * :

"(3) To raise money for the purpose of a site or sites and the erection of suitable buildings for school purposes, and suitable cottages or dwellings for teachers' homes."—*Sec. 7602.*

State aid.—"To any such school district which shall erect a suitable cottage as a teachers' home according to plans and specifications approved by the superintendent of public instruction, the sum of \$500, upon completion of the building."—*Session Laws, 1921, chap. 205.*

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 purposes, and may acquire, assemble, and house material for the dissemination of information of use and interest to the farm, the home, and the community, and facilitates for experiment and study, especially in matters pertaining to the growing of crops, the improvement and handling of live stock, the marketing of farm products, the planning and construction of farm buildings, the subject of household economies, home industries, good roads, and community vocations and industries; and may call meetings for the consideration and discussion of any such matters, employ a special supervisor or leader, if need be, and provide suitable dwellings and accommodations for teachers, supervisors, and necessary assistants."—*School Laws, 1917, sec. 557, p. 172.*

Wisconsin.—"The board of education of any city, excepting cities of the first class, is hereby vested with the same authority with reference to sites and buildings for teacherages that said board possesses with reference to school sites and school buildings."

"Any action heretofore taken by a city board of education or a city council in the matter of purchasing or leasing a site for a teacherage, or building, or hiring, or purchasing a teacherage and keeping the same in repair and furnishing the same with the necessary fuel and appendages, is hereby validated."—*Session Laws, approved May 9, 1921; Ch. 220.*

In the State of New York there are few teachers' homes. The school boards which control these houses evidently act under authority granted to them by subdivision 1, section 467, of the Education Law.

"A majority of the voters of any school district present at any annual or special district meeting, duly convened, may authorize such acts and vote such taxes as they shall deem expedient for making additions, alterations, repairs, or improvements, to the sites or buildings belonging to the district, or for the purchase of other sites or buildings, or for a change of sites, or for the purchase of land and buildings for agricultural, athletic, playground, or social center purposes, or for the erection of new buildings, or for buying apparatus, implements, or fixtures, or for paying the wages of teachers, and the necessary expenses of the school, or for such other purposes relating to the support and welfare of the school as they may, by resolution, approve."

A similar clause permitting school boards or trustees to act for the welfare of the schools is found in the school laws of a majority of the States. The following States seem to apply this general welfare clause in the building, owning, and controlling of homes for the teachers:

Alabama.	Kansas.	Nebraska.	Tennessee.
Colorado.	Kentucky.	Nevada.	Texas.
Delaware.	Louisiana.	New Mexico.	Utah.
Florida.	Maine.	Ohio.	Vermont.
Georgia.	Maryland.	Oklahoma.	Virginia.
Idaho.	Massachusetts.	Rhode Island.	Wyoming.
Illinois.	Missouri.	South Carolina.	

In the States of *California, Oregon, and West Virginia*, the attorney general's office has ruled adversely to the use of public school funds for the purpose of building or purchasing homes for the teachers.

In *Indiana and New Jersey* the laws do not permit the building of teacherages, and attempts to pass bills during the last sessions of the legislatures were failures. In *California* the State legislature of 1921 passed a bill granting authority to school trustees to provide for teachers' cottages, but this bill was vetoed by the governor.

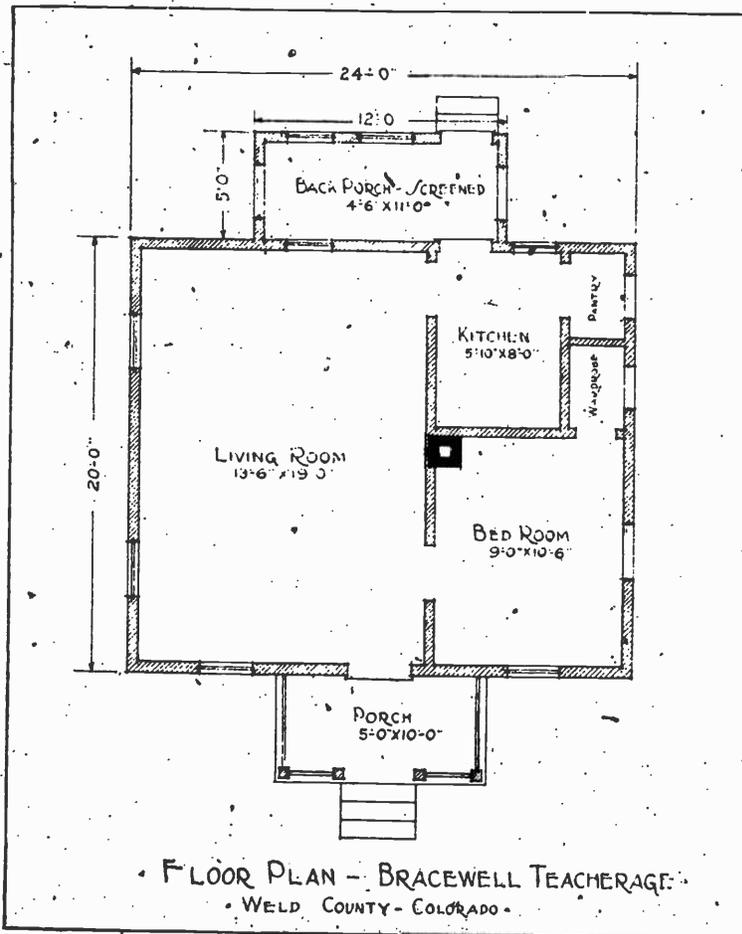
A majority of the State superintendents favor giving school trustees the power to provide homes for the teachers, even if but few districts would ever avail themselves of the privilege. One superintendent remarks, "Our school law is very indefinite. It is very probable that it would permit school boards to build teachers' homes, but unfortunately our finances do not." This seems to be the greatest difficulty.

Chapter IV.

TEACHERS' HOMES AND THEIR EQUIPMENT.

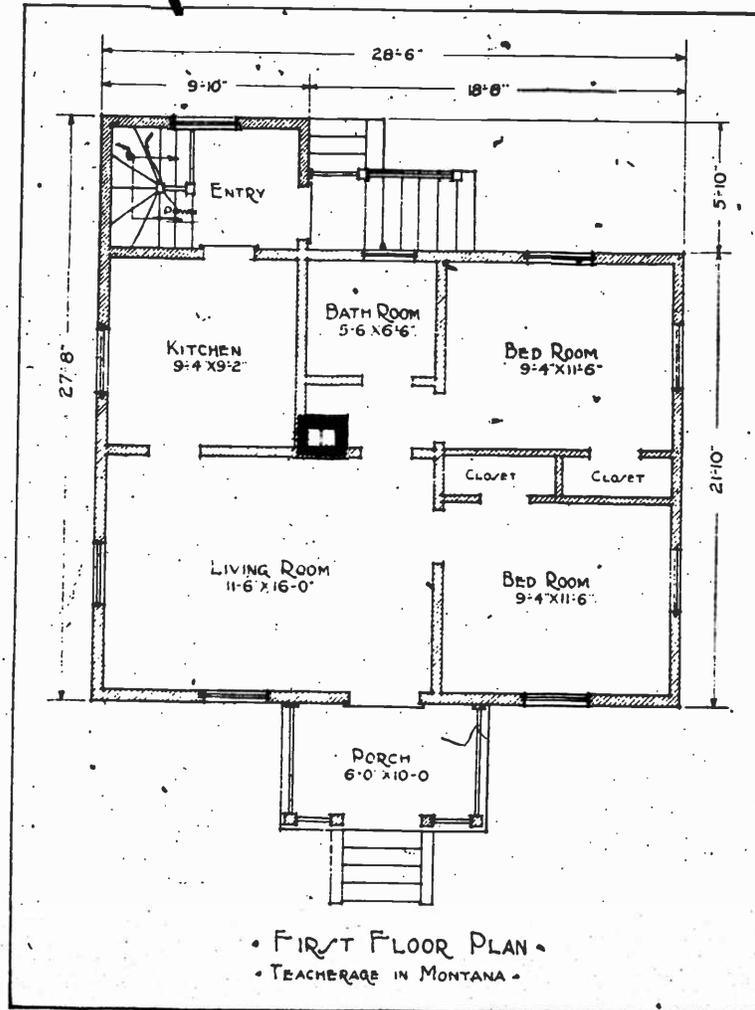
The following suggestions apply to the construction of almost every home for the teacher:

1. It should be beautiful and, as far as possible, should harmonize with the general architectural treatment of the school building. If the latter is a modern type, an architect should be employed and the beautification of the useful be insisted on.



2. It should include a living room, a bathroom, a kitchen, a dining room, and a sleeping porch. The number of bedrooms will probably not exceed two, and these should connect with the sleeping porch. The plans for the kitchen should receive a great deal of care, especially with reference to modern conveniences.
3. The sleeping porches should be models for the neighborhood. They should be carefully screened against flies and mosquitoes and should open from small dressing rooms, capable of being used as bedrooms when necessary.

During vacation if the weeds are removed occasionally the lot will present a more pleasing appearance to the passers-by. Ample protection should be given to the windows, and if necessary, storm doors provided. In the large consolidated districts the two-story building seems to be preferred to the one-story type. In these buildings usually sleeping porches and bedrooms are

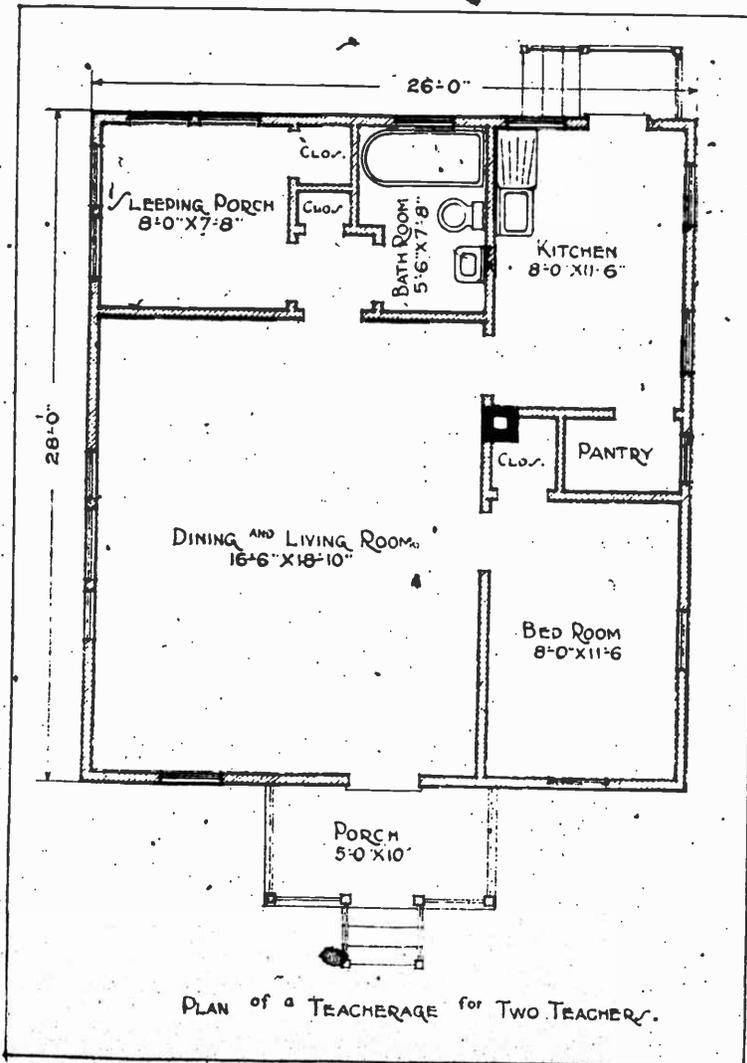


in the second story; the lower story is provided with a convenient reception room large enough to accommodate the patrons of the district should the teachers desire, and they usually do, to hold a reception for them.

The plans presented in this bulletin with one exception are those of homes actually in use. Teachers' homes should not be too small for the convenience of the teacher. The living room should never be less than 12 by 16 feet, the kitchen 8 by 12 feet or larger. The plan of the teachers' home at Nicollet, Minn., is a combination of two separate homes under one roof, one for the

superintendent and his family, the other for the teachers. The plan follows closely the general plan of homes in districts employing two teachers.

Teachers in Arizona and southern California find tent homes convenient and fairly satisfactory.

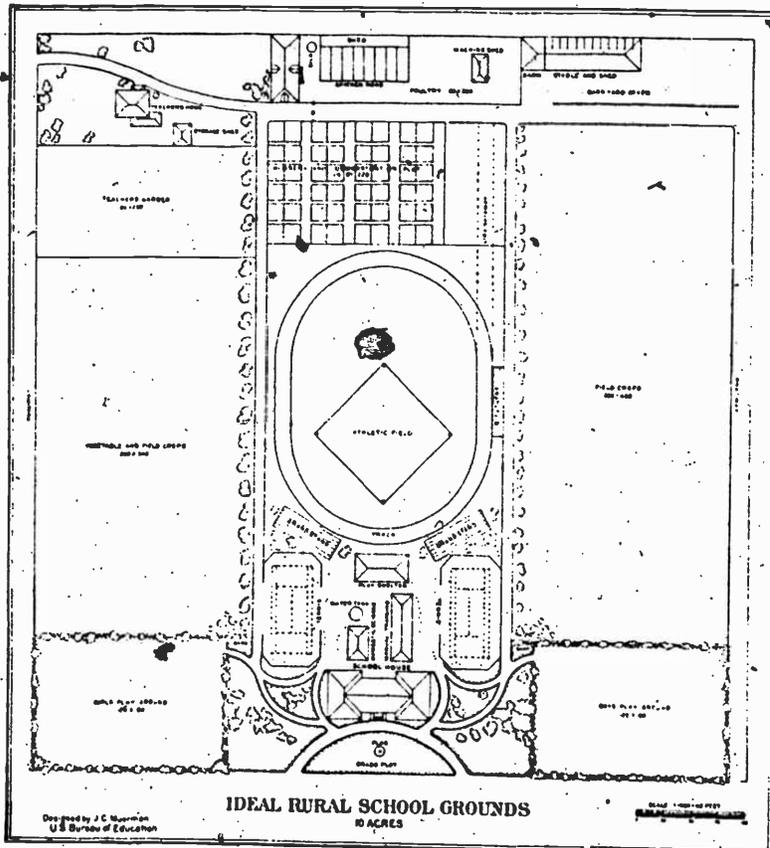


Three log homes, one in each of the States of Idaho, Montana, and Wyoming, offered shelter to three teachers. One of them cheerfully remarked, "After all, there is no place like home."

ABANDONED SCHOOL BUILDINGS AS TEACHERS' HOMES.

The old abandoned school buildings are frequently disposed of by advertising them for sale to the highest bidder; this bid not only includes the purchase

of the school building but its removal from the school grounds. When the cost of schoolhouse construction is as high as it is at present, school trustees should consider the economy of using these old buildings as teachers' homes. One district expended \$500 in moving and converting an old schoolhouse into a dwelling for the teachers. They charged the teachers a nominal monthly rental, which during a period of three years entirely reimbursed the district



Ground plan of an ideal rural community school, prepared in miniature by the Bureau of Education for the Panama-Pacific Exposition. Provision is made for housing the teacher and in other ways making the school a real farmers' school.

for cost of the removal, reconstruction, and repairs. The same teachers in this district remained during the three years. This, the report states, was the greatest benefit derived. In the consolidated districts old school buildings have been combined to make one building to be used as a teachers' home. In one district, where the abandoned school building was quite large, it was reconstructed to serve a triple purpose: The rooms above as a dormitory for the teachers, while the lower floor was converted into two rooms—one room for the teaching of domestic science, the other for manual training.

POSITION OF HOME ON SCHOOL GROUNDS.

Teachers' homes are too often placed upon the school grounds, where they occupy space that should be used for the playground, school garden, or school

yard. The home should be in such a position that every protection can be afforded it from the children at their play and where its privacy will be secured, especially if it is to be occupied by the family of the principal or teacher. It should never be placed too near the school building, nor in front of it. The most convenient position is generally in the rear, to the right, or to the left of the school plat, provided convenient access or outlet is available to a main street or road. This position of the home should not interfere with the playground or school garden, which very properly belongs to the school children. A garden separate and apart from the regular school garden should be provided for the home, and sufficient space allowed for a yard about the home. A suggested position and plan is given in the plat of 10 acres shown in this bulletin. This plan can easily be modified to suit the contour of the land, roads, or streets that border on the school plat. A minimum area of at least 5 acres is suggested for small districts where a home is to be built, and for the consolidated district 10 acres.

BUILDINGS OWNED OR RENTED BY THE DISTRICT.

Approximately 6 per cent of the teachers' homes reported are rented by the district. The most satisfactory plan is for the district to own the home. It is then completely under its control and may be improved or changed to suit conditions. A most unsatisfactory arrangement was reported in those districts where, in order to secure a teacher, it was necessary to build a room and attach it to a private home. This has resulted in litigation and much trouble. Another unsatisfactory plan was to build a home on private grounds either leased or rented in order to be near the home of one of the patrons of the district. Rooms built on to the main school and used as a teacher's home are seldom considered satisfactory.

EQUIPMENT.

Reports from counties show quite a variation in the equipment provided for the cottages. Some have no equipment except a stove, while others are equipped with every modern convenience. Those that are reported most satisfactory contain equipment furnished by the district, except bed linen and towels. Fuel, light, and frequently a telephone in the more modern cottages are provided at cost or free by the district. Complaints were made that teachers were sometimes careless and did not properly protect and care for the equipment. In a few instances the patrons of the district complained that this carelessness on the part of the teachers made it necessary to purchase almost a new equipment annually. As a general rule, however, teachers were careful with the school property found in the home, and left it in as good or even better condition, except for the ordinary wear and tear, as it was when they first entered the home. School improvement, parent-teacher, and similar associations have rendered most valuable service to the districts by providing equipment for these homes. They have usually secured equipment that was good and substantial and have taken care of the furniture during the time when the home was not occupied.

Chapter V.

DIFFERENT PLANS AND THEIR OPERATION.

Two very complete descriptions of the cooperative or club plan were received, one from the Handley schools, Winchester, Va., the other from Delaware City, Del. They are given in order.

HANDLEY SCHOOLS, WINCHESTER, VA.

Last year on account of the scarcity of suitable boarding houses in which the teachers of the Handley schools could secure accommodations, the city school board of the Handley Foundation decided to rent a furnished dwelling and establish a home, or club, for their teachers.

The only available building was a house which accommodated 12 roomers and about 21 table boarders. The club is conducted in just the same manner as a well-regulated private residence, the entire supervision and management being under the direction of the manager. The teachers boarding and rooming in the club pay the entire expense of its maintenance and operation, the school board being at no expense whatever. On account of the smallness of the house and inefficient heating plant, the overhead expenses are very much heavier than if we had a larger and more suitable building; notwithstanding this fact, the operation for the last nine months has demonstrated that the teachers can be housed and boarded at a cost less than they could obtain accommodations at other boarding houses, and at the same time they have the advantages of the home as though they were one large family.

In order that you may know just how the club is operated, I am attaching a copy of my expense statement for the month of March, which is a little higher than the average. The average for board has been between \$25 and \$27 a month, and board and room together between \$38 and \$40 a month.

From this statement you will observe that the school board purchased certain equipment for the club which is being refunded at the rate of 5 per cent a month until this permanent equipment is paid in full.

From my observation, I think the teachers in the club are pleased with the arrangement and they realize that they are afforded privileges they would not have at a private or public boarding house. It is hoped that we can secure a larger and more suitable building for the coming year, in which case we will be able to reduce the overhead expense very materially, as the present force can take care of more people.

I buy all the supplies and everything needed in connection with the club to the very best advantage possible, and it is generally conceded that the table is as good, or better, than can be secured at the average boarding house. In case of a temporary vacancy at a table, a guest is invited to dine with us; as vacancies occur quite frequently, the girls have the opportunity of meeting the people of the town, and also, of entertaining their friends. They also understand that at any time one, more than one, or all of them desire to entertain—at a tea, party, dance, etc.—they have the privilege of using the house as though it were their own, and the assistance of the manager in any way possible, the expense, of course, being borne individually. In other words, we are one big family, and I believe the girls feel that the club is as nearly a home as it is possible for a substitute to be. The teachers this year are all attractive young girls, and we have spent a very pleasant winter.

Report of Lillie B. Maphis, Manager, Teachers' Club, Month of March, 1921.

Items of expense.	Expense of board.	Expense of rooms.
Manager's salary.....	\$37.50	\$37.50
Cook.....	48.00	
First maid.....	14.50	14.50
Second maid.....	9.50	9.50
Furnace man.....	7.50	7.50
Rent.....	37.50	37.50
Fuel.....	31.44	31.44
Light.....	3.88	3.88
Telephone.....	1.00	1.00
Food.....	372.70	
Depreciation, 5 per cent on \$319.30.....	7.98	7.98
Total.....	571.50	150.80
Less board for guest, 5 days at 30 cents a meal.....	4.50	
Average for each boarder or roomer.....	567.00	150.80
	1 28.35	1 13.70

1 Twenty boarders.

1 Eleven roomers.

REPORT FROM DELAWARE CITY, DEL.

This is the first time that this plan has been tried in Delaware City, and I believe it is the first of its kind in the State. The house, with modern conveniences, was rented by the local school board, together with the county superintendent, for the teachers, but the teachers bear all expenses. We have found that it is a much more satisfactory way of living than boarding at different homes in the town.

There are nine teachers in the school, and eight of them live in the home. The other one had made her plans before she knew about the teacherage plan. On an average it does not cost us more than \$25 a month to live. As an example of our expenses, I am quoting this past month's (March, 1921) figures:

Rent	\$50.00
Coal	10.00
Electric light	5.00
Milk	7.40
Table board	92.00
Cook's wages	36.00
Total expenses	200.40
Monthly expense per capita	25.80

We are delighted with the plan.

The success or failure of the club or cooperative plan, as in any business organization, depends almost entirely upon its proper management and the ability to secure and retain the services of a good matron, housekeeper, and cook. In large districts the cooperative club plan is growing in favor. It is less expensive to the teachers and gives them more independence.

TEACHERS' HOMES AND THE CONSOLIDATED SCHOOL.

The inestimable value of teachers' homes in the consolidated districts was recognized by every county superintendent. Without a teachers' home, the consolidation does not seem to be complete.

Ten reports were received from consolidated districts, six from one State. The report from Alberta, Minn., is submitted, as it is called the "pioneer" teachers' home in that State.

We have had but little trouble to get good teachers.

Furthermore, our teachers get along very well together. In their apartment they conduct a club, managed by the high-school principal, an experienced business woman. She keeps books and is general manager. They employ a housekeeper to do all the work, including preparing meals, serving, washing, etc.

The teachers' apartment is completely furnished and ready to move into. It has every modern convenience, including electric light, hot water heating, hard and soft water, hot and cold water, laundry, bath and toilet, kitchen, dining room, study and bed rooms, linen closet, telephone, piano, etc.

The first floor, on which the principal and his family live, is not furnished, but is a full city duplex apartment, as is the second floor. In the basement is housed the home training department, including cooking, laboratory, practice dining room, toilet room, laundry, and storeroom. It is furnished with Blau gas heating and electric light, completely furnished. It is only 75 feet from the school building. It has proved now for four years a social center for various activities.

In the way of financing it is perhaps interesting that the rents from the two apartments are placed in a sinking fund, planned to amortize the debt in 10 years, the time of the bonds. It is therefore a self-paying and supporting business proposition, and costs the taxpayers nothing. Of course, our receiving half of the cost from the Rockefeller Foundation reduces the annuity of the fund.

The total cost of living for each teacher in the club averaged these four years from \$20 to \$35 per month. Last year it averaged \$32.43 per month, and this year about \$34 per month. However, we do not find it necessary to

pay our teachers a higher salary than other schools which do not furnish a modern home to their teachers.

If we had not had this home for our teachers we would not have had college and normal graduates of long experience to teach our country children these years, but would have been glad if we could have normal training department girls to teach our children. It has given us what it was built for—a good school for country boys and girls by securing the best of teachers.

A letter written by a teacher who lived in one of the teachers' homes in Minnesota, and the only one received, is given in full. The data are for the school year 1920-21.

I have taught a number of years, and this is the first time I have ever stayed in a home. The living conditions are the best that I have ever had at any place. Were it not for the home, none of us would be here.

The home is entirely modern and fully furnished in every detail. We tried to do our own work for a time, but it was too much of a strain with our school work too. We secured a matron and find it much better, though we still look after the buying and planning of the meals.

There are eight teachers here. We appointed one to look after the paying of the bills and the ordering. Anyone can suggest meals and can help buy. Our bills are about \$20 a school month apiece. We consider this very reasonable, though, as we live very well.

Supt. J. P. Vaughan, of the Chisholm Schools, Minn., summarized the advantages as follows:

1. Assurance of a place to live at a minimum of cost and maximum of comfort.
2. A comfortable, cheerful home, with good, wholesome food.
3. Independence, with no feeling of intrusion.
4. Congenial surroundings, good fellowship, a friendly bond of common interest uniting all into one big family in work and social life.
5. Privacy without loneliness.
6. A social center of unlimited possibilities.
7. Necessities and privileges provided economically, without friction between landlord and roomer, e. g., hot water, laundering, pressing, sufficient heat and light, entertaining guests without intruding on the privacy of the home, with proper places for entertaining.

Two disadvantages are noted—the first exclusively by teachers new in Chisholm this year—a lack of contact with the community; the second, the danger that interests within the club may be too absorbing, and that outside interests may suffer.

His conclusion is:

Contrary to what seems to be the general belief, I feel that a relatively large number of teachers associated together have more opportunity for isolation, and for the selection of congenial companions, than a very small number restricted in selection and in space.

Other reports were very incomplete, except one from the Sargent Consolidated School in Colorado, which is submitted:

One of these cottages is built for the superintendent and his family; the other, an 11-room cottage, for the teachers. These cottages cost \$12,000 and are modern in every respect. The heat, light, and rent of the cottage are absolutely free to the teacher and superintendent. The county superintendent reports that the teachers hired a woman to serve meals and have general charge of the home. She also acts as chaperon. They pay her \$75 a month. She buys supplies, etc., and at the end of each month she, with a committee of teachers, figures cost and divides it among the teachers. During the year 1918-19 the average cost per month was \$16.78. In 1919-20 it was \$23. In 1920-21 to date it was \$20. They think the average will not be over \$20 per month this year. As school has not yet closed they can not be absolutely sure of this amount. The lady who has charge lives in the house during the summer; puts up fruit, etc., and in the fall the teachers pay for the same. It costs the teachers about \$20 each per month for living expenses. This includes the rent, grocery bill, and meat bill. It includes everything but their personal expenses.

Last year when cooking was taught, the home was used whenever a full meal was prepared. The home is completely furnished, and for that reason is far better for preparing a full dinner than a school dining room. This year sewing is taught to all the girls; so the home is not used very much.

If the teachers' home is to be a success, there must be present teachers with a cooperative spirit. They must have a liking for home work. They must either be willing to learn how to cook or know how. The restaurant teacher has no business to be in a place where there is a teachers' home.

It might also be mentioned that there must be a few regulations in the home concerning the entertainment of the young men. During the school nights 10 o'clock is the time for leaving and on the other nights 11 o'clock is considered the proper hour. This rule was not arbitrarily laid down by the superintendent, but was agreed upon by the entire faculty. It works very well.

THE MATRON.

When a number of teachers occupy the home, and the care and responsibility become too great for any one of the teachers, it is necessary and more economical to employ a matron, housekeeper, or cook to manage the home. All three may be employed, if the number of teachers justifies the expense. The matron, who is usually the purchasing agent and chaperon, should be selected because of her managerial ability, as upon her the success of the home largely depends.

A SOCIAL CENTER FOR THE DISTRICT.

The teachers' home should contain one room of sufficient size to be used as a reception room, a place where patrons can meet socially the teacher or teachers. When connecting rooms have folding doors as partitions, the combined rooms have usually been large enough to accommodate visitors for an evening's social.

Social gatherings at the teachers' home usually result in a closer cooperation of teacher and parent, clear up misunderstandings, and give the teacher a chance to become interested in the district and be a member of the community. In several of the larger teachers' homes social clubs have been instituted, and the membership has included the best citizens of the town or district.

One patron remarked that he did not know how competent and well informed the teachers were until he encountered them in the library club of which he was a member and that met once each week in the teachers' home.

From a county superintendent where 28 teachers' homes are in daily use the following report is interesting:

Because of lack of leadership many communities struggle along without that social and spiritual comradeship that is so essential in the life of the individual as well as of the community.

The best solution to these problems is to build homes for the teachers. The more homelike the place can be made, the surer you are of a satisfied teacher, of a teacher that will settle down and cooperate with the people in a neighborly spirit. Her interests can not help being linked up with that of the community when living there 9 or 10 months out of the year. She will have a splendid opportunity to show what she is capable of outside of the schoolroom. There will be dozens of opportunities to develop every talent she may possess, thus incidentally educating herself in doing something for others. A person who might be lost in a big city may become the leader and promoter of much good in a rural community, because there is so much to be done and so few to do it. In a city school the individual teacher is a cog in a wheel. In the country the efficient teacher is the engineer that runs the whole plant and incidentally grows by it.

The district that is willing to provide its teacher with a home has the best chance to obtain teachers that are able and willing to do things and teachers that will remain till they see the fruits of their efforts.

Chapter VI.

SUMMARY AND CONCLUSIONS.

The data presented in this bulletin are taken from replies received from the following questionnaire:

- Is home owned or rented by school or district? [Indicate by O or R.]
 Cost of teachers' home, if owned by district?
 Number of teachers occupying home.
 Is home equipped with modern conveniences? Running water and bath?
 Electric light or gas?
 If home is rented by the district, what rent does the district pay per month?
 Do teachers pay rent for home owned by district?
 If home is owned by district, what amount of rent is paid each month by teachers for the entire building?
 Does the home attract better teachers?
 Are good teachers retained longer because of the home?

A summary of the replies is as follows:

Total number of questionnaires sent to county superintendents.....	2,485
Replies received from those reporting homes.....	807
Replies received from those reporting no homes.....	1,119
Number of county superintendents who did not reply.....	568
Number of homes owned by the school district.....	2,400
Number of homes rented by the school district ¹	170
Number of school buildings with living rooms for teachers.....	189
Number of homes donated.....	57
Total number of homes.....	2,816

CONDITION OF HOMES.

Number of homes reported "modern" ²	497
Number of homes reported "not modern".....	1,673
Condition not reported.....	646

RENTALS.

Number of homes occupied by teachers rent free.....	2,169
Number of homes owned by district, rent paid by teachers.....	231

The questionnaire was not sent to every county superintendent. The bureau was advised by State superintendents and guided by them in securing information from counties where homes were located. In States where this information was not obtainable, a canvass of that entire State was made. One hundred per cent replies to all requests were received from Arizona, Arkansas, Delaware, Kentucky, Michigan, Minnesota, Nebraska, Nevada, West Virginia, and Wyoming; and 90 per cent or over from Alabama, California, Colorado, Iowa, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, and Utah.

The cost of the house was in many cases given only approximately and varied from a \$50 log cabin to a five-apartment building costing \$50,000.

Not all of the 2,400 district-owned homes were given to the teachers free from rent; 231 were rented at an average monthly rental of from \$5 to \$10. In districts where no money was paid by the teacher the homes were usually considered an inducement for the teacher to accept a salary of from \$5 to \$25 a month less than the customary salary paid.

In no report from the district-owned homes did the amount paid by the teachers for rent, where rent was demanded, seem excessive. As low as \$1.50 a month was charged in mill villages for company-owned teachers' homes.

¹ Of the 170 homes rented by the school district, 84 are given to the teachers rent free.

² Having both running water and bath, electric lights or gas.

The question, "Does the home attract better teachers?" brought from 2,000 county superintendents the reply "Yes"; 252 said "No"; and 504 did not reply. Approximately 90 per cent consider them a help in securing better teachers.

The next question submitted, "Are good teachers retained longer because of the homes?" was a more difficult one to answer. However, 1,979 replied in the affirmative, 280 said "No," and 357 gave no opinion.

A majority of county and State superintendents of public instruction favor a teachers' home owned and controlled by the school authorities. Where county superintendents have been active in urging district trustees to provide living quarters for the teachers, we find the greatest number of teachers' homes.

Among the different methods used to secure the homes are: First, for the county superintendent to present to the school directors the need for a teachers' home in their district, the advantages it would give in securing good teachers, in retaining their services longer, and the benefit to the school.

This method is usually successful if sufficient funds are available and it is permissible to use them for this purpose.

Second, when the financial condition of the district will not permit any increased expenditures, and the great need of a home is universally recognized, private enterprise has come to the rescue: A stock company has been formed, the house built, and the monthly rental charged not only paid the interest on the investment but by creating a sinking fund the building was paid for in a few years and became the property of the school district at practically no cost.

Third, by securing the assistance of a good parent-teacher or similar organization; and through it creating a public sentiment in favor of a teachers' home, sufficient donations have been secured from public-spirited persons to provide the much-needed home.

The demand for teachers' homes is not confined entirely to schools in the sparsely settled rural districts. The town or small city has its problem of offering to the teacher board and room in good, convenient homes at reasonable rates.

In constructing a teachers' home its use as a community center should be considered.

While primarily for the teachers' use, the community should have an interest in the building. It should serve as a connecting social link, a common meeting place of the patrons and the teachers. When teachers are comfortably located in a teachers' home, independent and free in their private life, they are not so anxious to change at the close of each school year.

The worry and uncertainty of finding good rooming and boarding places are eliminated; and they are enabled to take a greater interest in the home life of the district. Sometimes they are very active workers in the community, and by their strong and efficient leadership make community life more wholesome and more socially attractive.



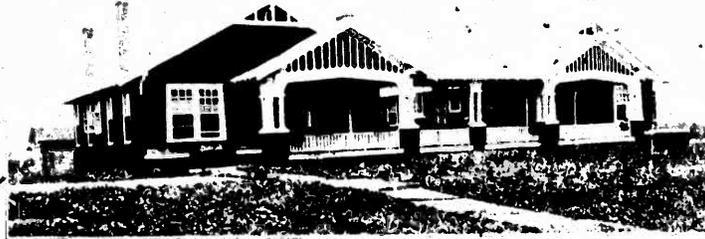
A. SUPERINTENDENT'S OFFICE, SARGENT, CONSOLIDATED SCHOOL,
RIO GRANDE COUNTY, COLO.

A very modern cottage, large and light, and lighted free to the sun and sky.

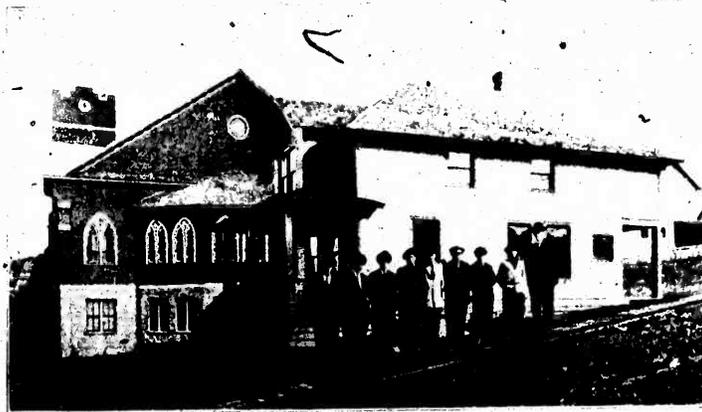


B. TEACHERAGE, SARGENT CONSOLIDATED SCHOOL, RIO GRANDE
COUNTY, COLO.

Modern in every respect, it is not treated and lighted.



1. TEACHERS' HOME, PIKE ROAD, MONTGOMERY COUNTY, ALA.

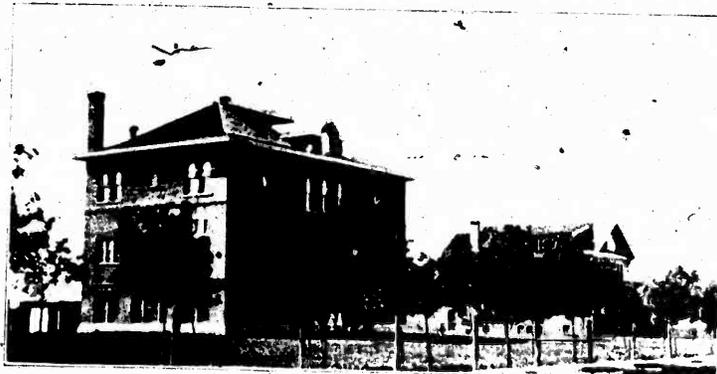


2. TEACHERS' HOME, POTLATCH SCHOOLS, IDAHO.

Built by boys of manual training department.



3. A SCHOOL AND TEACHERS' HOME, SPOKANE COUNTY, WASH.



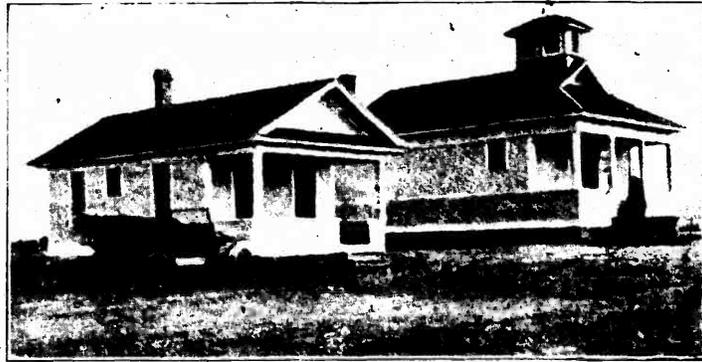
I. ALBERTA CONSOLIDATED SCHOOL AND TEACHERS' HOME, ALBERTA, MINN.



II. TEACHER'S ROOM, ALBERTA, MINN.



III. "FACULTY CLUB" McALLEN PUBLIC SCHOOLS, McALLEN, TEX.



A. A school building in Bolivar County, Miss.



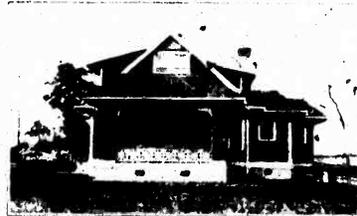
B. Log cabin school in Bolivar County, Miss.



C. Two-story school building in Bolivar County, Miss.



D. A school building in Weld County, Colo.



E. School building in Bolivar County, Miss.