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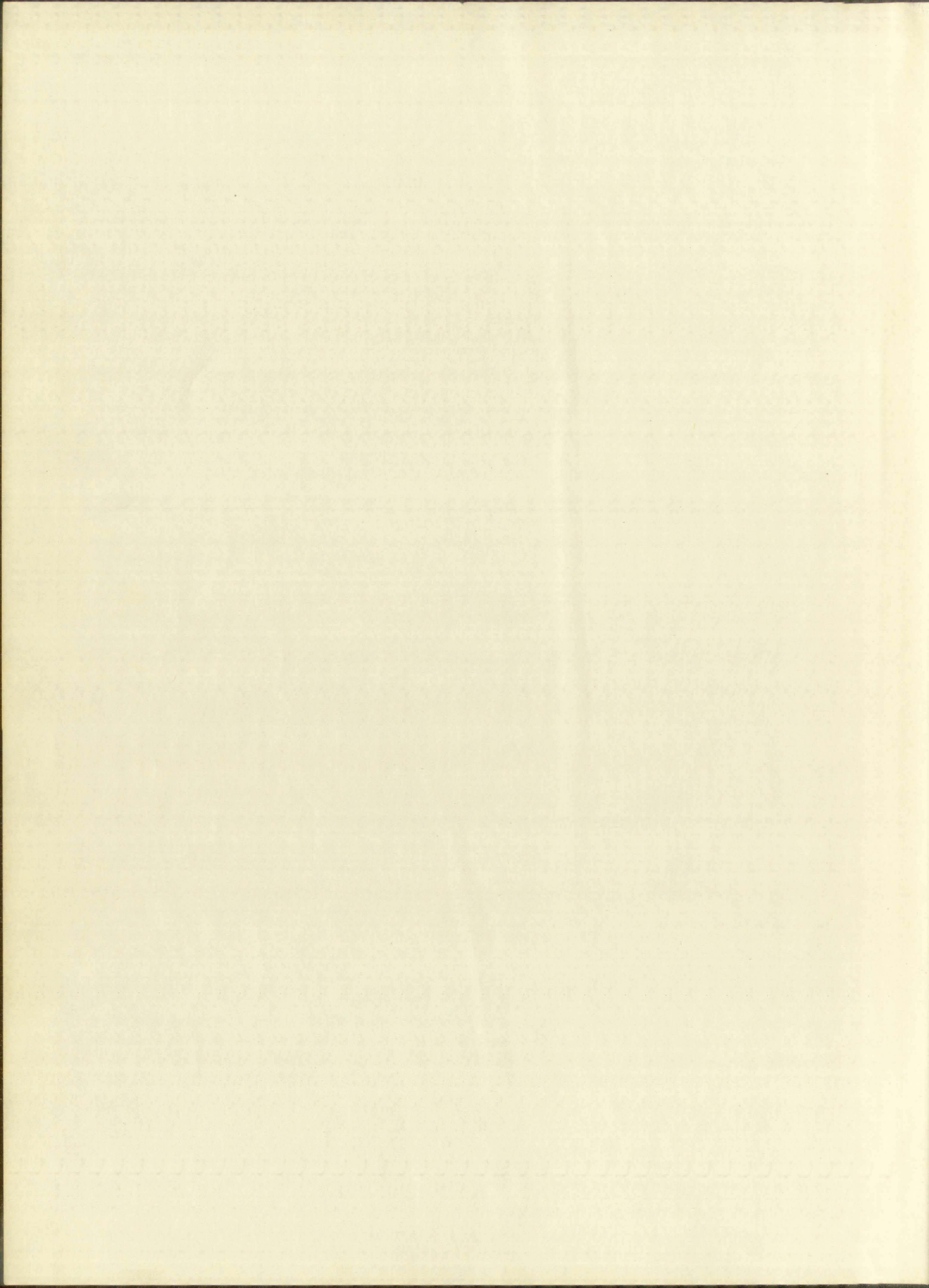
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TEACHERAGES IN NEW MEXICO.

By

Albert Romero

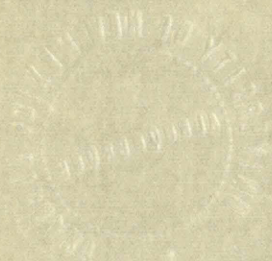
A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education.

University of New Mexico.

1952.

TEACHERS IN NEW MEXICO



By

Albert Romero

A Thesis

Presented in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of New Mexico

1925

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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DEAN

6/2/52
DATE

TEACHERAGES IN NEW MEXICO

By

Albert Romero

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MASTER OF ARTS

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BY
ALBERT J. MORRIS

Thesis committee

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CHAPTER I

INTRODUCTION

Many well-qualified teachers have left good schools simply because housing accommodations were inadequate. A teacher needs an abode built to perform the functions of a home, a place which offers relaxation, a place which permits him to work effectively or to visit with friends at his own discretion.

Administrators, as well as boards of education, are concerning themselves more and more with adequate housing for teachers. They are beginning to realize that communities which do not offer the proper housing facilities for their teachers are the communities that are drawing teachers with the lowest qualifications. Geck states:

Anything instrumental in raising the quality, qualifications, and morale of the teachers in a rural community directly affects the community. It has been said repeatedly, as the teacher is, so is the school. It should be added, and so is the community.¹

Some school boards, because of a shortage of desirable living accommodations, have had to employ local teachers who were already in residence even though their qualifications were sometimes sub-standard. In other instances where the housing of well-qualified married teachers and their families was not possible, the board has often been forced to accept an out-of-

¹Francis J. Geck, "Better Housing, Better Teachers," School Executive, 66:50, September, 1946.

town teacher of less desirable qualifications. Unfortunately, it seems that unqualified and otherwise less desirable teachers are almost always available to fill an unexpected or a temporary vacancy. When a lack of housing exists at a time when good teachers are in short supply, the problems centering around inferior teachers are compounded.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to (1) present evidence concerning the administrative problems of operating teacherages; (2) discover how the present teacherages in New Mexico have been acquired and are being administered; and (3) ascertain the teachers' and administrators' reactions to existing housing supplied by school districts.

Delimitations of the problem. This study is limited to the municipal, independent, and rural public schools of New Mexico maintaining accredited high schools. Private and parochial schools, unless mentioned for comparison or in a casual view of the subject, are not included.

Importance of the study. Attention to the existing conditions of teacher housing is urgent if improvement of student quality is to be expected in the future. The limited knowledge of subject matter evidenced in a great number of high school graduates can in part most certainly be charged to inferior teaching. The highly-qualified teacher who

town teacher of less desirable quality. It seems that unqualified and inferior teachers are almost always available to fill the vacancies. When a lack of better persons exists, inferior teachers are in short supply. The inferior teachers are compensated inferior teachers are compensated.

Statement of the problem. It is the purpose of this study to (1) present evidence concerning the problems of operating teachers; (2) determine how the present teachers in New Mexico are being administered; and (3) determine the reactions of children to the present teachers.

Delimitations of the study. The study is limited to the municipal, independent, and private schools in New Mexico maintaining accredited high schools. The study is limited to the present teachers, unless mentioned for comparison of the casual view of the subject, the present teachers.

Importance of the study. Attention to the conditions of teacher housing is a part of the improvement of student quality is to be expected in the future. The knowledge of subject matter is a part of the improvement of high school graduates can be expected to be expected to inferior teachers. The inferior teachers are

refuses to accept a teaching position because of inadequate housing facilities in the community is a contributing factor.

The housing shortage at the present time is due largely to post-war conditions, both economic and social. But the public has failed to realize the fact that a shortage of adequate teacher housing has existed for years. It is hoped that many school systems may be stimulated to take constructive steps to alleviate the condition by being informed of what some of the more progressive districts have done. In times of teacher shortage this topic is of particular importance.

II. DEFINITION OF TERMS USED

Teacherage. A teacherage will be construed as any housing provided by the district for its teachers, either free or on a rental basis. It may be a dormitory, single unit, or multiple-unit dwelling.

III. SOURCES OF THE DATA

Information concerning the teacherages in New Mexico was secured from twenty-one questionnaires returned by the principals and superintendents of the various accredited high schools of the state which provide housing facilities for their teachers. Related studies in books and periodicals were consulted for comparative data and pertinent suggestions.

IV. METHODS OF PROCEDURE

The data collected by means of the questionnaires were segregated and arranged to reveal such information as how the

22

refuse to accept a teacher's position in a school district
housing facilities in a community in a school district.

The housing facilities in a school district are
to provide housing facilities for teachers and their families.

Public housing facilities are provided for teachers and their families
adequate facilities for teachers and their families.

that many school districts have been unable to provide
steps to eliminate the housing problem of teachers.

some of the more important steps that have been taken
of teacher housing facilities in school districts.

1. The first step is to provide housing facilities for teachers and their families.

Teachers' housing facilities are provided for teachers and their families
free on or a rental basis. It may be provided in a school district.

unit, or multiple-unit building.

2. The second step is to provide housing facilities for teachers and their families.

Information concerning the housing facilities for teachers and their families
was secured from twenty-one school districts in the State of New York.

principals and superintendents of the various school districts
high schools of the State which provide housing facilities for teachers.

for their teachers. The data were obtained in a confidential manner
were consulted for confidential data and for confidential information.

3. The third step is to provide housing facilities for teachers and their families.

The data were obtained from the various school districts in the State of New York
segregated and arranged in a confidential manner for confidential information.

teacherages are administered, what facilities are available for the teachers who reside in them, whether these teacherages have established or fixed charges for room and board, the number of years the teachers have occupied the teacherage, and their opinions of teacherages in general. On the basis of the data presented, conclusions and recommendations were drawn.

V. REVIEW OF RELATED STUDIES

The literature on teacherages is very limited and somewhat sketchy. There has been no continuous sequence of research work in this field as in other educational fields. According to the writer's survey, there seemed to have been more concern with the subject in the 1920's and the 1940's than at any other time. The majority of the literature is found in magazine articles. Very little is presented in textbooks. What literature exists in textbooks is very casually presented and blended with whatever main topic is under discussion in the particular chapter of the book.

In New Mexico, Pi Lambda Theta submitted a research paper to the College of Education, University of New Mexico, on "Teacherages in New Mexico."² It is an investigation into the living conditions of teachers in rural districts and small communities in New Mexico. Their purpose in drafting

²Pi Lambda Theta, "Teacherages in New Mexico," College of Education, University of New Mexico, April 22, 1939, pp. 1-51.

the questionnaire was two-fold: first, to survey existing conditions and, second, to learn the attitude of rural teachers toward living in teacherages. The findings, which coincide with the writer's conclusions in this study, were based upon a total of forty-four teacherages reported by nineteen counties. Twelve counties did not reply to the questionnaire. Among them was McKinley County, yet the county was known to have several teacherages. Possibly others of the twelve non-reporting counties had one or more teacherages. This study gives a vivid picture of the few efforts which New Mexico had made down to that time in trying to promote homes for teachers. It also emphasizes the undesirable and even unsanitary living conditions with which the teachers of New Mexico have had to tolerate through the years.

Muerman,³ in "The District Owned or Controlled Teachers' Home," published in 1922, presents a thorough survey of the teacherage movement in 2,485 of the 2,487 counties in the United States. This survey points out the fact that, even at that educational stage in the United States, there was definitely a good sentiment for teacherages.

In a thesis entitled "Teacherages in Wisconsin," written in 1949, White⁴ states that many communities in Wisconsin were

³J. C. Muerman, The District Owned or Controlled Teachers' Home (Bulletin No. 16, 1922. Washington, D.C.: Office of Education, 1922), pp. 1-19.

⁴George Peter White, "Teacherages in Wisconsin," (unpublished Master's thesis, The University of New Mexico, Albuquerque, New Mexico, 1949), pp. 46-49.

the questionnaire... conditions... teachers... concluded... based upon a study... nineteen countries... questionnaire... was known to have several... the twelve non-representative countries... This study, given a... New Mexico had made... homes for teachers... even unnecessary... of New Mexico have had to tolerate... Meierman, in his study... Teachers' Home," published in 1954... of the teachers' movement in 1953... the United States... even at that educational level... was definitely a good... In a thesis entitled "The... in 1959, which stated that many...

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Education, 1953, pp. 1-10.
George ...
Master's thesis, ...
Mexico, 1951, pp. ...

recognizing the problem of adequate teacher housing. At that time twenty-seven communities had established comfortable living quarters for their teachers and/or administrators. Mr. White's findings agree with the writer's in that there seems to be little demand for teachers' homes in the large towns. It is the small community with a population of less than 5,000 in which the need is greatest. Teacherages are most needed by consolidated and village schools employing several teachers rather than one teacher only. Their greatest area of development is in connection with consolidated schools.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this study will be organized around four chapters: (1) the rise and development of teacherages in New Mexico, together with a historical sketch; (2) the present status of teacherages in New Mexico, emphasizing the administrative and financial phases of the problem; (3) the administrator, the teacher, and the teacherage, stressing life in the teacherage, teacher turnover, restrictions, and advantages and disadvantages; and (4) a summary, conclusions, and recommendations.

CHAPTER II

RISE AND DEVELOPMENT OF TEACHERAGES IN NEW MEXICO

Teacherages have existed in New Mexico since the early days of the Spanish and Mexican rule. At that time, however, teacherages were more prevalent than at any other period of the educational history of the state, largely because they were furnished by the church.

I. EARLY EDUCATIONAL CONDITIONS UNDER SPANISH AND MEXICAN RULE

The first homes for teachers in New Mexico may be said to have been those of the early religious schools which housed the priests, nuns, and the Jesuit Brothers in the convents. The priests and the missionaries were the first teachers in New Mexico. Since there were no public schools at this time, it was the religious sect, through the meager help of the community or communities with which the convent and church were affiliated, that sustained the schools and the teachers.

II. EDUCATIONAL CONDITIONS AT THE BEGINNING OF THE AMERICAN PERIOD

The American period starts after the Treaty of Guadalupe Hidalgo, through which the Territory of New Mexico was transferred from Mexico to the United States in 1848. Educational conditions at this point were at low ebb. Because of the lack of royal funds to support missions during the

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THE HISTORY OF THE TEACHER

Teachers have always been in the position of being early cogs in the machine of the state, and, as such, have, however, teachers were more powerful than in any other period of the educational history of the world, especially because they were trained by the state.

I. EARLY EDUCATIONAL CONDITIONS

The first home for teachers in the United States is said to have been those of the early religious schools which housed the priest, monk, and the early teacher in the convent. The priest and the monk were the first teachers in the United States. These schools were the first schools at this time. The early religious schools, through the messenger help of the convent, or community, the early convent and church were established, and the teacher, and the convent.

II. EDUCATIONAL CONDITIONS IN THE UNITED STATES

The United States provided teachers with the opportunity of teaching in the United States. The United States was transferred from being a state to a nation. Educational conditions at the point of the state. Because of the lack of royal funds to support schools, the state

latter part of the Spanish period and the whole of the Mexican period, the missionaries withdrew, leaving the province without mission schools. According to Governor Vigil's message to the Territorial Legislature Assembly in 1847, there was only one public school, and that was located in Santa Fe. This school was supported by funds from the county and was free to all the children, but there were only funds enough to pay one teacher.¹

According to C. E. Hodgkin, one can very plainly see that, had the churches and individuals failed to come forward and establish schools, New Mexico would have been almost entirely without educational facilities during the first generation under American control.

During the first six or seven years of American control New Mexico was under a semi-military form of government which spent most of its efforts in putting down revolts and protecting the citizens from Indian revolts and raids.

Archbishop Lamy, of the Catholic Church, arrived in Santa Fe in 1851 and established a free English school that same year under a teacher named E. Noel.² The following year Archbishop Lamy went East and secured the services of six Sisters of Loretto to open a school for girls. Four of the sisters arrived in Santa Fe in September, 1852, and opened the Convent of

¹C. E. Hodgkin, The Early School Laws of New Mexico (University of New Mexico Bulletins, Educational Series, Vol. I, Albuquerque: University of New Mexico Press, 1908), p. 3.

²Benjamin M. Reed, A History of Education in New Mexico (Santa Fe, New Mexico: The New Mexican Printing Company, 1911), p. 16.

latter part of the century... period, the... mission schools... Territorial Legislature... public schools... was supported by... children, but there were... According to... had the churches and... Catholic schools... educational... control.

During the first... New Mexico was... spent most of the... the citizens... the... under a... many went... forests... in Santa Fe in September...

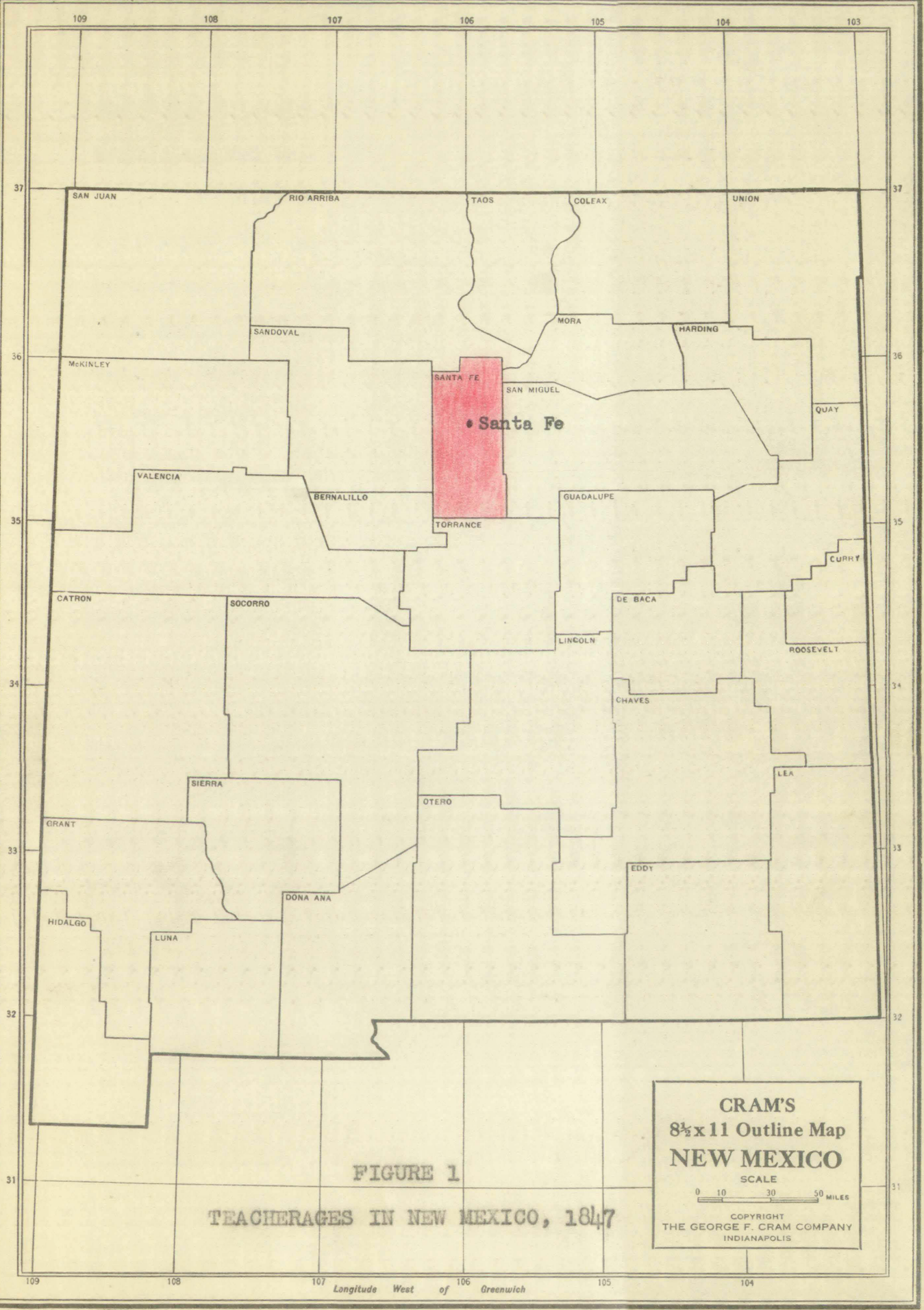


FIGURE 1

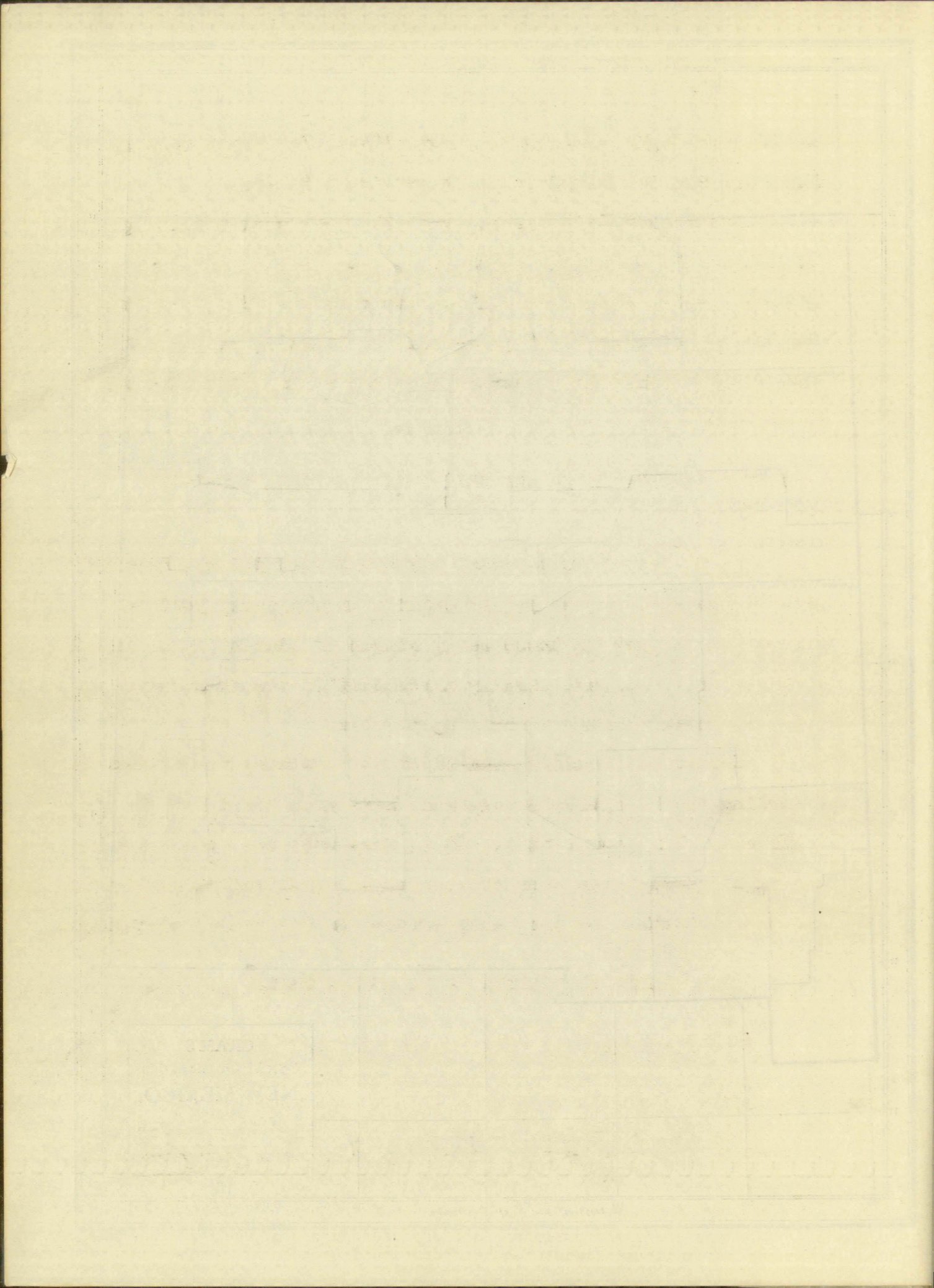
TEACHERAGES IN NEW MEXICO, 1847

CRAM'S
8½ x 11 Outline Map
NEW MEXICO

SCALE
0 10 30 50 MILES

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Longitude West of Greenwich



Our Lady of Light on January first, 1853. The enrollment at the beginning was ten boarding and three day scholars.

Archbishop Lamy, seeing that the boys were being neglected, influenced the Christian Brothers to come to the territory and as a result St. Michael's College was opened in Santa Fe in 1859. This school offered the fundamentals of learning to the poor as well as the rich. The teachers were housed in a building next to the school.

III. TEACHERAGES IN NEW MEXICO IN THE EARLY TWENTIETH CENTURY

It is easy to understand why New Mexico did not have very many teacherages in the public schools in the early period. The reason is that in those early stages of education the teacher of a public school was usually a resident of the community. There was consequently no housing problem.

Inadequate housing conditions for teachers in New Mexico, according to the author's research, have been found both in the rural and urban communities. It is true that the conditions in the rural communities were often almost beyond endurance, but inadequate teacher housing also existed in the urban communities.

IV. ALPHA MU CHAPTER OF PI LAMBDA THETA³

The first general research on teacher housing in New

³ Pi Lambda Theta, "An Investigation into the Living Conditions of Teachers in Rural Districts and Small Communities in New Mexico," College of Education, University of New Mexico, pp. 1262.

Our day of light on January 1, 1951. The enrollment at the beginning was ten boarding and three day scholars. Archbishop Lamy, seeing that the boys were being neglected, influenced the Christian Brothers to come to the territory and as a result St. Michael's College was opened in Santa Fe in 1889. This school offered the fundamentals of learning to the poor as well as the rich. The teachers were housed in a building next to the school.

III. TEACHERS IN NEW MEXICO IN THE EARLY TWENTIETH CENTURY

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IV. ALPHA MU CHAPTER OF PI KAPPA THETA

The first general research on teacher housing in New

Mexico to have been processed and recorded is that conducted by the Alpha Mu chapter of Pi Lambda Theta. The study makes this comment: "In a rural community there are commonly three housing possibilities--board with a private family; housekeeping for self in a rental house if one can be procured; and living in a teacherage, that is, a house provided for the teacher by the school district."

Reports on the questionnaires received by the organization were by no means reassuring to a prospective teacher. Some teachers shared their rooms with children in the family, with very little privacy at any time. They were obliged to eat monotonous and poorly-balanced meals. Some lived in small buildings which they were compelled to furnish either in part or completely. Some of the teachers carried their water from a limited and untested source. Sanitary conditions were often unsatisfactory. The charges for room rent or board and room were, in many cases, considerably higher than those of the urban communities. The people seem to have taken advantage of a situation that left the teacher no alternative.

According to the Pi Lambda Theta study, "Policy and legislation are not always in harmony." At the time of their investigation New Mexico had no specific laws relating to the building of homes for the teachers by the school districts.

V. LAWS OF THE STATE OF NEW MEXICO: SENATE BILL NO. 32

It was not until March 15, 1949, that Senate Bill No. 32 was approved, of which Section 1 reads as follows:

Mexico to have been produced and...
dicted by the Alpha in...
study makes this...
commonly three housing...
family; housekeeping for...
be produced; and living in a...
provided for the teacher by the...
Reports on the...
nation were by no means...
Some teachers shared their...
with very little privacy at...
eat monotonous and poorly-balanced...
small buildings which were...
in part or completely. Some of the...
water from a limited and...
were often unsatisfactory. The...
board and room were, in many...
those of the urban communities. The...
taken advantage of the situation...
alternative.

According to the...
legislation are not...
investigation New Mexico...
building of homes for the...
No. 32 was approved, or which...

V. LAWS OF THE STATE OF NEW MEXICO:...
It was not until...
No. 32 was approved, or which...

Laws of New Mexico, 1949, page 226, Chapter 98.
 An Act Relating to Issuance of Revenue Bonds by County,
 Independent Rural, Union High and Municipal Boards of
 Education and Boards of Regents of Educational Institu-
 tions, Amending Sections 55-2701, 55-2702, 55-2703,
 55-2704, 55-2705, 55-2708, 55-27010, 1941 New Mexico
 Compilation as Amended by Laws of 1947, Chapter 143,
 and Declaring an Emergency.

Senate Bill No. 32; Approved March 15, 1949:

Be It Enacted by the Legislature of the State of New
 Mexico:

Section 1. That Section 55-2701, 1941 New Mexico
 Compilation, as Amended by Chapter 143, Session Laws,
 1947, be and the same is hereby amended to read as
 follows:

55-2701. INCOME PRODUCING BUILDINGS AND IMPROVEMENTS
 ---AUTHORITY TO BORROW FUNDS.---The county, independent
 rural, union high and municipal boards of education and
 the boards of regents of the various and respective
 state educational institutions of this state are hereby
 authorized to borrow money, in conformity with the
 provisions of this act, for the purpose of purchasing,
 erecting, altering, improving, repairing, furnishing
 and/or the equipping of any income-producing dormitory,
 teacherage, auditorium, dining hall, refectory, stadium,
 swimming pool, or any type of building, improvements or
 facilities at and for the use of any such public school,
 state educational institution, or any branch thereof
 already established, or to be established or acquired
 in whole or in part under the provisions of this act,
 and for the acquiring of any necessary and convenient
 lands for that purpose.

The broad coverage of the statute quoted above should
 give added impetus to the movement for teacherages in this
 state.

VI. THE PRESENT TEACHERAGES IN NEW MEXICO IN COMPARISON WITH RELATED STUDIES

The present teacherages in New Mexico, according to
 responses on the twenty questionnaires received by the

Laws of New Mexico, 1949, page 220, Chapter 98.
 An Act Relating to Insurance of Revenue Bonds by County,
 Independent Rural, Union High and Municipal Boards of
 Education and Boards of Regents of Educational Institu-
 tions, Amending Sections 25-2701, 25-2702, 25-2703,
 25-2704, 25-2705, 25-2706, 25-2707, 1941 New Mexico
 Compilation as Amended by Laws of 1947, Chapter 113,
 and Declaring an Emergency.

Senate Bill No. 321 Approved March 15, 1949:

Be it enacted by the Legislature of the State of New Mexico:

Section 1. That Section 25-2701, 1941 New Mexico
 Compilation, as Amended by Chapter 113, Session Laws,
 1947, be and the same is hereby amended to read as
 follows:

25-2701. INCOME PRODUCING BUILDINGS AND IMPROVEMENTS
 ---AUTHORITY TO BORROW FUNDS.---The county, independent
 rural, union high and municipal boards of education and
 the boards of regents of the various and respective
 state educational institutions of this state are hereby
 authorized to borrow money, in conformity with the
 provisions of this act, for the purpose of purchasing,
 erecting, altering, improving, repairing, furnishing
 and/or the equipping of any income-producing dormitory,
 teachers' residence, auditorium, dining hall, cafeteria, stadium,
 swimming pool, or any type of building, improvements or
 facilities at and for the use of any such public school,
 state educational institution, or any branch thereof
 already established, or to be established or acquired
 in whole or in part under the provisions of this act,
 and for the acquiring of any necessary and convenient
 lands for that purpose.

The broad coverage of the statute quoted above should

give added impetus to the movement for teachers in this

state.

VI. THE PRESENT TEACHERS IN NEW MEXICO IN COMPARISON WITH RELATED STUDIES

The present teachers in New Mexico, according to

responses on the twenty questionnaires received by the

writer, are very highly appreciated by the instructors and administrators of the schools where the teacherages are located. All agree that their freedom and private life after school are enjoyed more than would be the case if they were living with a private family of the community. Because of the many schools that have been consolidated and the growth of towns and communities, most of the teachers have been able to obtain better and more satisfactory quarters through the teacherages provided. This situation, however, does not exist in every school. One general complaint concerns the high price for board and room rather than the lack of places to room and board.

The Pi Lambda Theta study further states:

Some teachers have lived in small buildings which they had been compelled to furnish either in part or completely. Some had carried their own water supply from a limited and untested source. Our conviction that a teacher can serve her community best when she is comfortable and happy in her own personal life made us feel that a real service could be rendered to New Mexico by an investigation of the living conditions of teachers in the schools.⁴

Muerman⁵ in his article, "The District Owned or Controlled Teacher's Home," makes the following comment:

The teacher's home stands in almost the same relation to the school that 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 have closed many good American homes to the teachers in the rural communities and

⁴Ibid., p. 4.

⁵J. C. Muerman, "The District Owned or Controlled Teacher's Home" (Bulletin No. 16, 1922. Washington, D.C.: Office of Education, 1922), pp. 1-19.

crowded the teacher's chance for a habitable place in the urban communities.

Geck⁶ echoed the same thoughts many years later when he states:

Luxurious surroundings are not at all implied. What a teacher wants and needs is a place built to perform the function of a home. Needless to say, the small salary of the teacher should be kept in mind so that payments could be scaled in harmony with that small income.

Curtis⁷ in Recreation for Teachers proposes a clubhouse as a teacherage:

If the Teachers' Clubhouse were built with such dormitory facilities as the Y.M.C.A. affords, it might offer a solution for some of the most serious problems of recreation for teachers. It is difficult for women to travel alone with a feeling of safety and propriety, but if there were in each city such a building where they would be welcome, they would have a new independence. Such a club might be self-supporting, even at rates considerably below the ordinary hotel charges. They might thus become acquainted with the city teachers and with the work in the schools, and meet prominent people. The teacherages at the one-room rural school, the teachers' apartment houses at the consolidated school, and the teachers' clubs in the cities might form an ideal system of accommodations for visiting teachers. Teaching is a difficult and wearing profession which is very meagerly paid. The tendency is for the more capable members to leave it early for marriage or for other work. Anything that will make the teacher's life more attractive will draw superior people to it, and will keep them in the profession for a longer time. The cities of California have secured many of the best teachers of America because of their attractiveness as places of residence and because of the high salaries they pay. If one city will furnish such facilities, others will be likely to do the same.

Williams and Abernathy⁸ in their book Health Education

⁶Francis J. Geck, "Better Housing, Better Teachers," School Executive, 66:50, September, 1946.

⁷Henry S. Curtis, Recreation for Teachers or the Teachers' Leisure Time (New York: The Macmillan Company, 1918), pp. 96-98.

⁸Jesse F. Williams and Ruth Abernathy, Health Education in Schools (New York: The Roland Press, 1949), p. 284.

in Schools make the following observations which substantiate the fact that a well-administered teacherage makes life pleasant, wholesome, and fruitful for humanity. They agree with the previous authors mentioned in this chapter when they say:

Teachers are people, too. They have joys and sorrows and problems to solve. Some of them are more mature, brighter, better looking, and happier than others. They differ from each other, as do the youngsters in their classes. Teachers who are physically ill or emotionally disturbed either endanger the health of the children in the classroom by staying in the school or upset the continuity of their work by being absent. The children of today shape the policies of tomorrow. They comprise the true resources of the community, for as they grow---as they believe---and as they do---determines the quality of ongoing living. In this continuous process, teachers are closer to each succeeding generation during a longer period of the march to maturity than are other professional groups. It is for this reason that the health and the welfare of the teacher are or should be of such vital concern, not only to the teacher and other school officials, but to the community at large. Education is truly a public utility, in that it is maintained by the public for the public good. Inadequate schools and inefficient teaching should no more be tolerated than would a leaky gas main or an inadequate sewage disposal plant which endangered the health and safety of the community.

Stuit⁹ in his article, "Mental and Physical Health of Teachers and Administrative Adjustments," states that:

Society's keen interest in the health of teachers is largely prompted by the recognition of the fact that the intellectual and personal growth of pupils is almost certain to be influenced by the quality of the teachers' mental and physical health. As Goldrich pointed out, one

⁹D. B. Stuit, "Mental and Physical Health of Teachers and Administrative Adjustments," Review of Educational Research, 10:226, June, 1940.

in schools were the following conditions which had

attained the last year of the school year

names like these, however, and in the

They agree with the general picture which is

shown when the

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cannot share with others qualities which he himself does not possess. (See Figure 2.)

Inadequate living quarters, according to the majority of authors, are one of the main factors which contribute to the incompetence and dissatisfaction of teachers.

VII. LOCATION AND NUMBER OF TEACHERAGES IN NEW MEXICO

Pi Lambda Theta reported that in 1939 there were forty-four teacherages in the rural schools of New Mexico, with McKinley County making no report, yet the county was known to have several. Some of these teacherages were for one-room rural schools and temporarily rented or borrowed from the community.

According to the best information of the writer, there has not been another survey study of teacherages in New Mexico until now. For the present study, 133 rural, independent, and municipal schools were contacted. Besides the 133 public schools, twenty-seven private schools were also contacted, but data from them have been used for comparative purposes only. (See Figure 3.) The shift of population and the consolidation of small schools in the rural districts has disposed of the problem of teacherages for the one-room teachers, with the exception of Farmington and Artesia; each of the two schools has two teacherages. These are located out in the country.

cannot share with others the same kind of loss
not possible. (See page 2.)

Independent living conditions, according to the
of authors, are one of the main factors which determine
the independence and development of children.

VII. LOCATION AND NUMBER OF SCHOOLS IN THE DISTRICT

It should be noted that in the district
forty-four schools in the district of the district
with McKinley County having no separate school system
known to have several. Some of these schools are
one-room rural schools and some are located
from the community.

According to the findings of the writer,
there are two main types of schools in the district
New Mexico state school. For the purpose of this study,
independent, the schools are divided into two groups.
The first group consists of the one-room schools which
also consist of the two-room schools which are located
perative purposes only. The second group consists of the
tion and the consolidation of small schools in the district.
district has disposed of the problem of consolidation for the
one-room schools, with the exception of the schools which
Artesia each of the two schools has two classrooms. These
are located out in the country.

Good Teachers Are People

We have heard much, perhaps even too much, about the "crisis in education." We've heard about the communities where teachers resigned their jobs because, they said, their salaries were too low. We've heard about the children being taught by unqualified teachers. We've heard about the young people trained for teaching who switched to other occupations which offered more in prestige and pay.

Isn't it about time we heard of a town where the teachers are happy to be teachers? Maybe a town like Byron which is in northern Wyoming's Big Horn Basin country.

When the war ended, the 700 or so folks who live in the Byron school district did something about their school problem. They didn't just wring their hands or send a petition to Washington, either.

They knew that one chief aggravation of the teachers was the lack of good homes. In their town, as in others, teachers had always lived in furnished rooms or in the third-rate, run-down houses they could afford.

And so Byron built six brick homes reserved exclusively for the families of married men teachers. The homes cost \$12,000 each, but are rented for only thirty-five dollars per month. The photograph below shows a Byron teacher and his family in front of their home.

For its unmarried women teachers, the town built a small apartment house. Each of the six teachers living there pays twenty-five dollars per month rent.

The rents are a bargain. But, from Byron's viewpoint, there is more than dollar-value involved. These homes for teachers were planned so that they would be the best homes in the town. Byron's teachers know that they have the community's esteem and respect.

Almost every community in America has a teacher shortage today. But Byron parents believe they never had better teachers than those in their school now.

We aren't urging every town in America to build homes for teachers. Come to think of it, we don't advocate anything.

We just think it's nice to know that one town, and a small one at that, used common sense to solve a problem which seems to baffle the big cities. Nice to know, isn't it?

Teachers rent homes like this in Byron, Wyoming, for \$35 per month. No teacher shortage there.

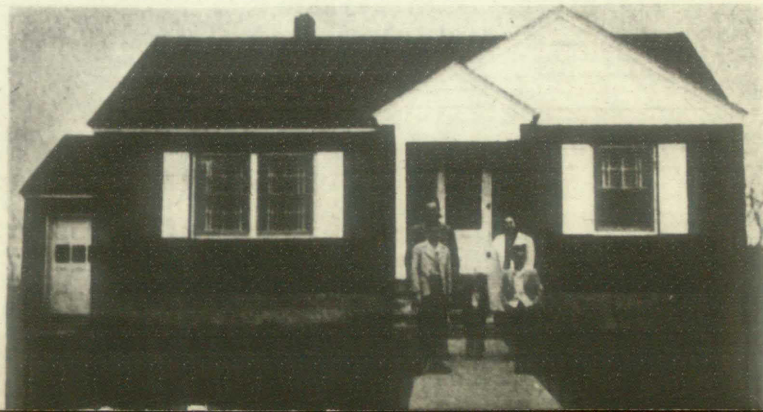
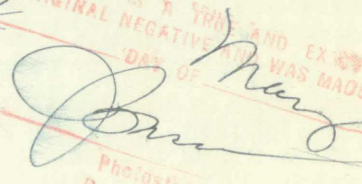
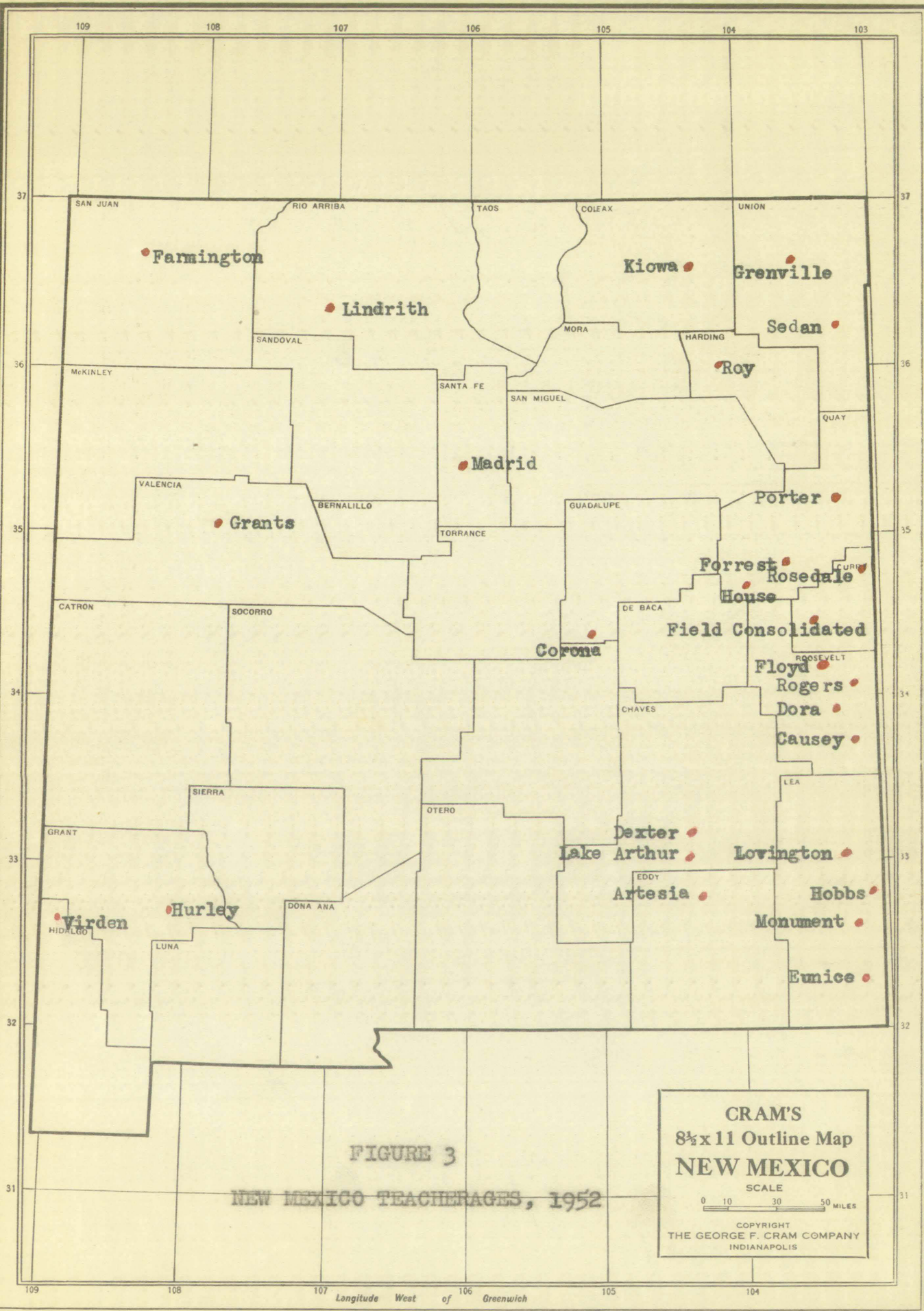


FIGURE 2

I CERTIFY THAT THIS IS A TRUE AND EXACT PHOTO
COPY OF THE ORIGINAL NEGATIVE AND WAS MADE BY ME
THIS 12th DAY OF May 1932



Photostat Operator
R. M. MEDCALFE, INC.
ALBUQUERQUE, NEW MEXICO



NEW MEXICO
34 x 11 Outline Map
CRAMS

CHAPTER III

ADMINISTRATION AND FINANCING OF TEACHERAGES IN NEW MEXICO

Of the 160 schools contacted, twenty-five administrators reported teacherages. Corona, a four-year accredited high school in Lincoln County, has a teacherage, but it was not among the systems returning the questionnaire. If Corona is to be counted with the rest of the teacherages, that makes a total of twenty-six teacherages, according to the author's data, in the state of New Mexico.

Grants, in Valencia County, does not have teacherages owned by the school, but in isolated communities of the county committees appointed by the board see that teachers are housed in the community, either in private homes or in houses provided by and rented to teachers by private individuals. The plan is a very desirable one to continue until such time as districts become fully aware of the extreme importance of providing teacherages in the outlying areas. The writer has included Grants in this study because he feels that this activity on the part of the school board is in a measure a definite attempt to provide proper housing facilities for at least some of its teachers.

I. YEAR ESTABLISHED AND PRESENT VALUE¹

Methods of acquiring teacherages. Not all of the returned questionnaires indicated the year the teacherage was established. Field Consolidated was the first public

¹See Table I, p. 20.

ADMINISTRATIVE AND FINANCIAL RECORDS OF THE STATE

Of the 100 schools... some reported... high school in Lincoln County... not among the... is so be counted with the... a total of twenty... data, in the state of New Mexico.

Grimes, in Volante County, New Mexico... owned by the school... county committee... are housed in the community... houses provided by the... value. The plan is a very... each time as... importance of providing... The writer has included... that this activity on the part of the school... measure a definite attempt to provide... facilities for at least some of the children.

1. THE... Methods of... returned questionnaire... was established. Field... 1936

TABLE I

TEACHERAGES IN NEW MEXICO AS TO PRESENT VALUE, YEAR ESTABLISHED, AND METHOD OF FINANCING

School	County	Present value	Year established	Method of financing
Artesia	Eddy	Not given	No report	District
Dexter	Chaves	\$15,000	1947	Donated
Farmington	San Juan	\$ 5,000	1949	Is part of the school
Grenville	Union	\$ 8,000	No report	Bought for cash on yearly payments
Hurley	Grants	Not given	No report	The Copper Company
Lake Arthur	Chaves	\$25,000	1947	Old building converted
Lovington	Lea	\$25,000	1949-50	Bought for cash on monthly payments
Monument and Hobbs	Lea	\$40,000	1946	No report
Porter	Quay	\$12,000	1937	Cash
Roy	Harding	\$ 6,000	No report	Cash
Virden	Hidalgo	\$75,000	1945	Cash
Dora	Roosevelt	\$ 8,000	1950	Cash
Field Consolidated	Curry	Not given	1935	Cash and bond issue
Floyd	Roosevelt	\$ 8,000	1947	Cash
Forrest	Quay	\$ 2,800	1946	Donated, army surplus
House	Quay	Not given	1943	Out of current funds
Lindrith	Rio Arriba	\$ 2,500	1949-50	Old school house converted
Rogers	Roosevelt	\$ 4,000	1949	Cash
Sedan	Union	Not given	1937	Bond issue
Causey	Roosevelt	Failed to return questionnaire*		
Corona	Lincoln	" " " "	" "	**
Bunice	Lea	" " " "	" "	"
Grants	Valencia	School board appoints a committee***		
Kiowa	Colfax	Failed to return questionnaire*		
Madrid	Santa Fe	Not given	None	Operated by a mining company
Rosedale	Curry	Failed to return questionnaire*		

* Returned self-addressed card stating that they did have a teacherage, but failed to return questionnaire.

** Is known to have a teacherage, but failed to answer.

*** In isolated communities the school board appoints a special committee to help teachers find a place to live.

school to provide a teacherage. It was built in 1935 and has continued to operate since. [See Figure 4.]

Nine of the teacherages were bought for cash on monthly payments. Two of the twenty schools reporting stated that they had made use of a bond issue. Sedan, in Union County, financed its teacherage entirely by bonds. Field Consolidated, in Curry County, used a bond issue to pay part of the expense.

Grenville and Lindrith have teacherages which were converted from old school buildings. At the present time Lindrith houses one married couple and Grenville cares for six teachers,--two married couples and two single women.

Fourteen systems gave estimates of the present value of their teacherages. Lindrith valued its teacherage at \$2,500, the lowest reported. Virden, in Hidalgo County, whose teacherage was established in 1945, was highest with a value of \$75,000. Lindrith, on the other hand, has one of the newest teacherages, it having been built in 1949-50.

II. RENTAL FEES AND WHO COLLECTS THEM

Responsibility for management. Collection of the rental fee is the responsibility of one of the following individuals: the superintendent, the principal, school board, the business manager, chief custodian, or, if the

school to provide a... and has continued to operate since...

Wine of the... monthly payments. Two of the...

stated that they had made... in Union County, Tennessee...

bonds. This Commission... bond issue to pay part of the...

Greenville and... were converted from old...

this... career for six teachers...

single women. For... value of...

age as \$2,500... County, whose...

highest... hand, has one of the...

bullet in 1919-20... 11. 1919-20...

rental fee in the... individuals: the...

board, the business manager, chief...



FIGURE 4
FIELD CONSOLIDATED TEACHERAGES, 1952

I CERTIFY THAT THIS IS A TRUE AND EXACT PHOTO
COPY OF THE ORIGINAL NEGATIVE AND WAS MADE BY ME
THIS 52 12 DAY OF May
1952
[Signature]
Photostat Operator
R. M. METCALFE, JR.
ALBUQUERQUE, NEW MEXICO

teacherage is owned by a private individual or company, the private owner or his representative.

Of the twenty questionnaires received, nine stated that the superintendent collected the money from the teachers. These nine schools included: Dexter, Farmington, Lake Arthur, Roy, Virden, Dora, Porter, Lindrith, and Sedan.

Sedan, in Union County, is a three-year accredited high school with six teachers on its staff, two men and four women. Sedan operates its teacherage through the teachers' contracts. The teachers are given a contract including quarters as part of the salary. The principal reported, however, that there was a minimum charge of two dollars per year for married couples. "This," he stated, "is the value of the living quarters," but from the rest of the data given in the questionnaire and the author's interpretation of the remark, it is quite likely a minimum fee which is collected for minor miscellaneous breakage coverage.

Porter, in Quay County, is a four-year accredited high school. It employs nine teachers, one single women, four married men, and four married women. The rental charge is computed on the cost of upkeep and repair of the teacherages.

Four schools among the twenty reported that the principal was responsible for collecting the rent money. These schools are Monument and Hobbs Consolidated, (See Figure 5), Field Consolidated, (See Figure 4), Floyd, and Rogers.

teachings in order to provide a better understanding of the private owner in his own country.

Of the twenty five schools in the district...

that the expenditure is subject to the same rules as the other. These nine schools include: Roy, Vinder, Jans, Jans, Jans, Jans, Jans, Jans, Jans.

Sedan, in this country, is a small town with a population of 100.

school with six teachers and 100 pupils, and one woman.

Sedan operates the school, and the school is open to all.

The teachers are given a salary and are responsible for the school.

of the school. The principal is responsible for the school.

was a student of the school and was a member of the school.

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pers," but the school is open to all and is a member of the school.

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For the school, the school is open to all and is a member of the school.

school. It contains nine teachers, one female teacher, and

married men, and four married women. The school is open to all

computed on the cost of the school and the school is open to all

Four schools are open to all and are a member of the school.

signal was responsible for the school and is a member of the school.

schools are open to all and are a member of the school.

Field Commission, the school is open to all and is a member of the school.

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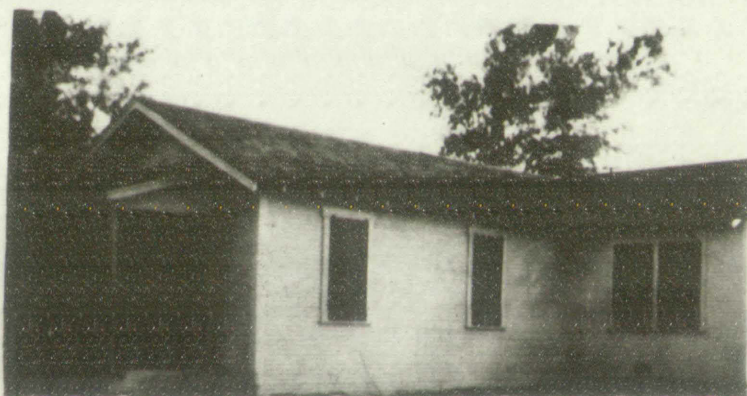
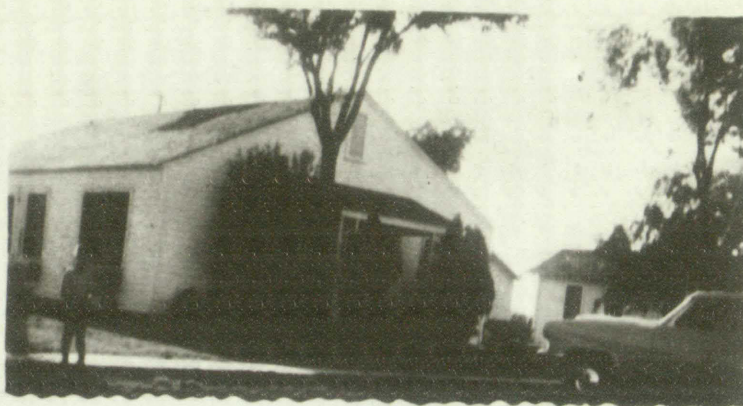


Figure 5
Monument Teacherages, 1952

I CERTIFY THAT THIS IS A TRUE AND EXACT PHOTO
COPY OF THE ORIGINAL NEGATIVE AND WAS MADE BY ME
THIS 52 15 DAY OF January
1952
Photostat Operator
R. W. METCALFE, INC.
ALBUQUERQUE, NEW MEXICO

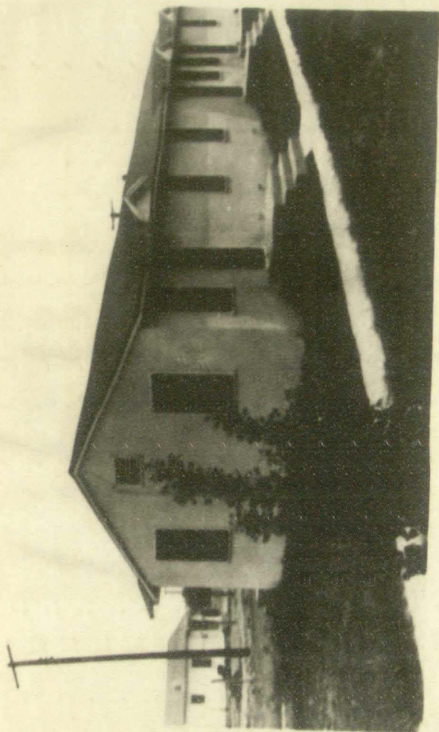
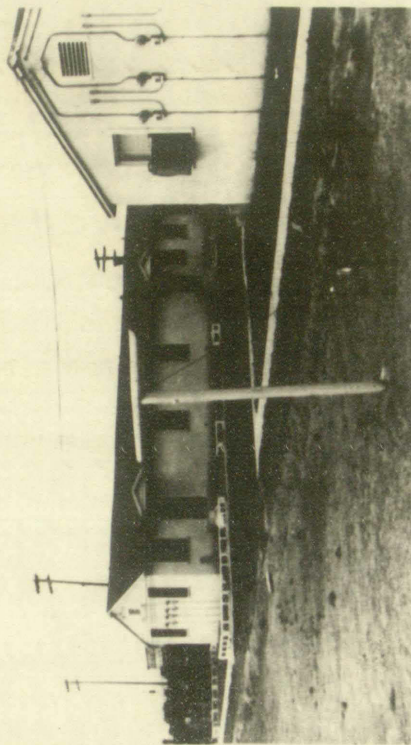
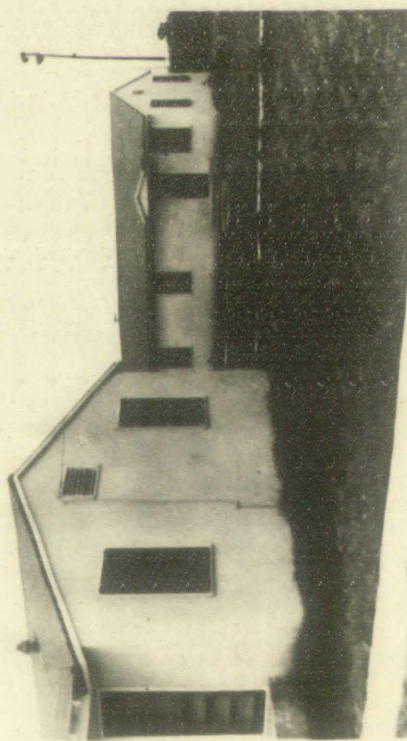
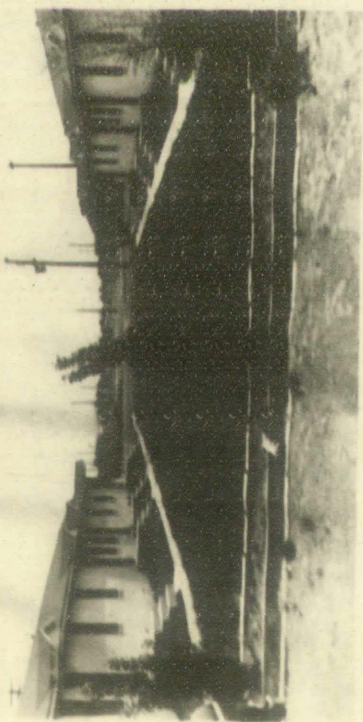
Three schools reported that the school board did the collecting of the rental fees. These schools did not specify any particular member of the school board for this duty.

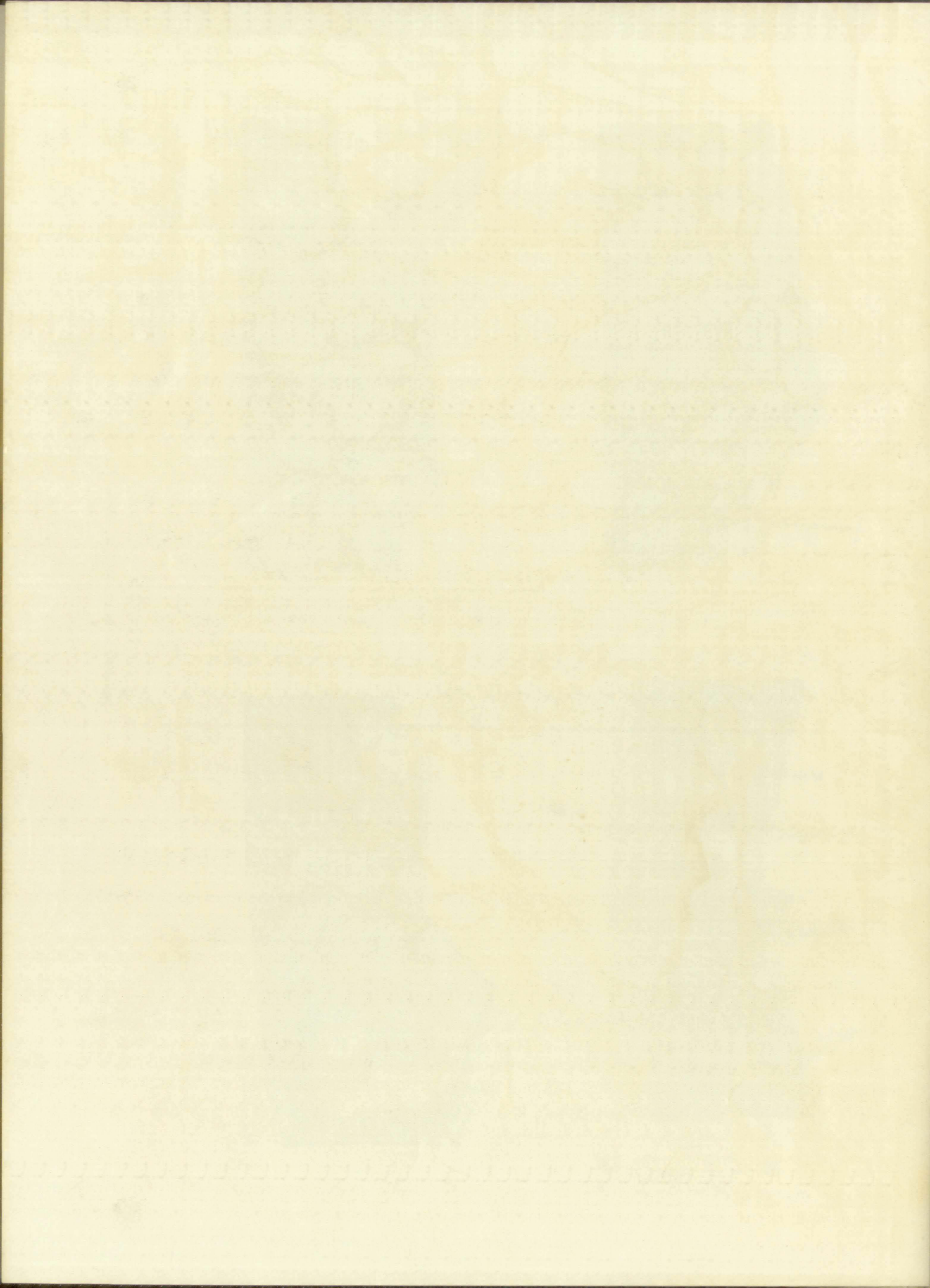
Lovington, in Lea County, a four-year North Central accredited high school, was the only school that reported a business manager as being responsible for the collection of rental money. (See Figure 6).

Hurley, in Grant County, a four-year North Central accredited high school, operates a teacherage through the Kennecott Copper Corporation at a low rental fee. The company charges fifty dollars for room and board on a monthly basis. The rental money is collected each month by the company comptroller's office. The teacherage houses fifteen single women teachers and thirty married women teachers in a dormitory-type teacherage. One other school handles teacherages quite similar to Hurley. Madrid, in Santa Fe County, a four-year accredited high school, provides the teachers with quarters which are owned by a mining company. Besides the little information which was secured through the initial contact card mentioned at the beginning of this chapter, there are no other data available on this school.

Types of residences seem to vary, but the preference is for the apartment or cottage type. Cottages being favored by married teachers and the apartment by single teachers. Rents vary so much that it is difficult to strike an average. The cost seems to be influenced by local conditions and the

FIGURE 6
LOVINGTON TEACHERAGES, 1952





extensiveness of the furnishings provided. (See Table II, p. 28.)

III. DISBURSING OF THE MONEY AND REPAIR AND MAINTENANCE

Disbursing of the money. The schools disperse the teacherage rental fee by applying it to the amount due on the cost of the teacherage, by using it for upkeep of the teacherage, depositing it in the bank for future use, or by depositing it in the county treasurer's office for future use.

Lovington and Porter are the only schools to report the application of the rental fee to the amount due on the teacherages. In the Lovington school the business manager collects the money and applies it on the amount due on the structure, while in Porter it is collected by the superintendent.

Nine schools reported that they use the rental fee for the upkeep of the teacherage. These schools include Dexter, Grenville, Lake Arthur, Monument and Hobbs Consolidated, Roy, Virden, Dora, Floyd, and Porter.

Four schools deposit their rental collections in the bank for future use. These schools include Virden, Lindrith, Rogers, and Dora. Dora draws its money from the bank for the upkeep of the teacherage.

Floyd is the only school reporting that it deposits its rental collections in the county treasurer's office.

IV. REPAIR AND MAINTENANCE

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extensive use of the following...

III. DISBURSING TO THE...

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Disbursement of the money... the date of the... the date of the... the date of the...

IV. SUMMARY AND CONCLUSIONS

The following...

TEACHERAGES IN NEW MEXICO AS TO TYPE, OCCUPANCY, COST, AND ACCOMMODATIONS

School	Type of residence	Married teachers	Single teachers	Tenant fee per month	Kind of rooms
Artesia	No report	2 men 4 women	None	None	No report
Dexter	Apartment	1 man 2 women	1 woman	No report	Furnished
Farmington	No report	One couple	None	None	Partly furnished
Grenville	Apartment	2 men	2 women	\$ 9.00	Furnished
	Cottage	2 women	None	Same	Same
Hurley	Dormitory	None	13 women	\$55.00	Furnished
				room and board	
Lake Arthur	Apartment	None	2 women	\$30.00	Furnished
Lovington	Apartment	5 men	5 women	\$50.00	Furnished
Monument and Hobbs	2 cottages	4 men	1 woman	\$15.00	Unfurnished
Porter	Duplex	None	1 woman	Same	Same
	6 cottages	2 men 2 women	None	\$ 5.00 a room, \$12.50 is maximum	Furnished and unfurnished
Roy	Cottage	One couple	None	\$35.00	Furnished
Virden	Cottage	One couple	None	\$25.00	Partly furnished
Dora	Cottage	2 families	None	\$ 9.00	Partly furnished
Field Consolidated	Apartment	2 men 2 women	1 man	None	Unfurnished
Floyd	Cottage	4 men	None	\$25.00	Unfurnished
	Apartment	2 women		\$15.00	Unfurnished
Forrest	Apartment	One couple	1 woman	None	Unfurnished
House	Cottage	Two couples	None	None	Unfurnished
Lindrith	Apartment	One couple	None	\$50.00	Unfurnished
				Room and board	
Rogers	Apartment	Two couples	None	\$10.00	Unfurnished
Sedan	Apartment	Two couples	2 women	Figured with salary	Unfurnished
Causey	Returned self-addressed card stating that they did have a teacherage, but failed to return questionnaire.				
Corona	Did not return self-addressed card or questionnaire, but is known to have a teacherage.				
Eunice	Same as Causey				
Grants	In isolated communities the school board appoints a special committee to help teachers find a place to live.				
Kiowa	Same as Causey and Eunice				
Madrid	A mining company rents rooms to the public school teachers.				
Rosedale	Same as Causey, Eunice, and Kiowa.				

TEACHERS IN NEW MEXICO AS TO TYPE, OCCUPANCY, COST, AND ACCOMMODATIONS

School	Type of residence	Married teachers	Single teachers	Tenant fee per month	Kind of room
Artesia	No report	2 men 4 women	None	None	No report
Deming	Apartment	1 man 2 women	1 woman	No report	Unfurnished
Farmington	No report	One couple	None	None	Partly furnished
Greenfield	Apartment	2 men 2 women	2 women	\$ 2.00	Furnished
Hartley	Dormitory	None	12 women	\$22.00 room and board	Furnished
La Grange	Apartment	None	2 women	\$20.00	Furnished
Los Alamos	Apartment	2 men	2 women	\$20.00	Furnished
Manuelito and	2 cottages	4 men	1 woman	\$12.00	Unfurnished
Roberts	Duplex	None	1 woman	Same	Same
Porter	2 cottages	2 men 2 women	None	\$ 8.00 a room	Furnished and unfurnished
Boy	Cottage	One couple	None	\$12.00 in maximum	Unfurnished
Wichita	Cottage	One couple	None	\$12.00	Partly furnished
Boys	Cottage	2 families	None	\$ 2.00	Partly furnished
Field House	Apartment	2 men 2 women	1 man	None	Unfurnished
Highway	Cottage	4 men 2 women	None	\$22.00	Unfurnished
Porter	Apartment	One couple	1 woman	None	Unfurnished
Hansen	Cottage	Two couples	None	None	Unfurnished
Landis	Apartment	One couple	None	\$20.00	Unfurnished
Roberts	Apartment	Two couples	None	\$10.00	Unfurnished
Saban	Apartment	Two couples	2 women	Unfurnished	Unfurnished
San Jose	Returned self-addressed card stating that they had no room, but failed to return questionnaire.				
Corona	Did not return self-addressed card or questionnaire, but is known to have a cottage.				
Emilio	Same as Gansy.				
Grants	In isolated communities the school house sometimes serves as a place to live.				
Ilwaco	Same as Gansy and Emilio.				
Marble	A mining company rents room to the public school teacher.				
Rocky Hill	Same as Gansy, Emilio, and Ilwaco.				

maintenance of the teacherages in New Mexico falls under one of seven groups,--the school board, the principal, the superintendent, the tenant, chief custodian, the business manager, or the company representatives.

Among the nineteen schools reporting on repair and maintenance for the schools, there are five which placed the responsibility on the school board. Artesia, in Eddy County, has two teacherages. One is located in the school building at an oil field, twenty-five miles from Artesia. A married couple teaches there and are housed by the school board. The other is in another small area a few miles away from town. Two colored teachers live in one of the small teacherages. The living conditions in that area are very unsatisfactory. The two teacherages are furnished with heavy furniture. The school board charges a minimum rental fee, amount not given, collects the money, and keeps the two small teacherages in repair.

Grants submitted the following statement:

We do not have teacherages with school owners. In isolated communities, we have advisory committees appointed by the board to see to it that teachers are housed in the community, either in private family or in house provided by and rented to teachers by a private individual.

Grants, then, does not make the school board directly responsible for the maintenance and repair of teacherage, but it does have a voice in choosing the homes that are to be used by its teachers. For this reason Grants is grouped

with the schools which fall under this heading.

Roy has a cottage occupied by a married couple. The repair and maintenance of the building is cared for by the school board.

Forrest, in Quay County, houses a married couple and a single woman. There is no rental charge and the repair and maintenance of the teacherage is handled by the school board after the superintendent inspects and recommends action.

Rogers, in Roosevelt County, houses two married men and their families. The teacherage has two four-room apartments and charges a minimum fee of ten dollars per apartment. The school board is directly responsible for the maintenance and repair of the teacherage.

The principal. The principal is directly responsible for seeing to the repair and maintenance of the teacherage for the schools of Field Consolidated, in Curry County, and Floyd in Roosevelt County.

The Field school has an apartment-like teacherage with six units, housing two married couples and one single man. There are charges for living quarters, and the principal is in charge of its maintenance and repair.

Floyd houses three married couples and one single man in two four-room apartments and two single cottages. The rental fee per family or single for a tenant is fifteen dollars per apartment and twenty-five dollars per cottage.

with the schools which fall under this category.
They have a average occupied by a number of families.
repairs and maintenance of the building is done by the
school board.

Forest, in Gray County, houses a number of families
a single woman. There is no rental charge and the repairs
and maintenance of the building is handled by the school
board under the supervision of the school and maintenance
Rogers, in Roosevelt County, houses two families and
and their families. The maintenance and repairs are
made and charges a minimum fee of one dollar per month.
The school board is directly responsible for the maintenance
and repair of the buildings.

The principal, The principal is directly responsible
for seeing to the repair and maintenance of the buildings
for the schools of Field County, in Gray County, and
Field in Roosevelt County.

The Field school has an average of five families with
six units, housing two married couples and two single men.
There are charges for living quarters, and the principal is
in charge of the maintenance and repairs.

Field houses three married couples and one single man
in two four-room apartments and the principal manages the
rental fee per family on a sliding scale from a minimum of one
dollar per apartment and two dollars per family.

The principal collects the rental fees and deposits it in the county treasurer's office. He then utilizes this money for needed repairs and maintenance of the teacherage.

The superintendent. Ten schools reported the superintendent as being responsible for the maintenance and repair of the teacherage. Dexter reported two married couples and one single women living in an apartment with three rooms and bath per family. The rental fee was not reported.

Farmington, in San Juan County, has a teacherage connected with the school building in an outlying section of the district. It houses a married couple free of charge. The superintendent and the tenant are directly responsible for maintenance and repairs of the building.

Grenville, in Union County, house two married couples and two single women. Grenville has apartment and cottage teacherages which are furnished and rented at nine dollars per month. The superintendent is responsible for their upkeep.

Lake Arthur houses two single women in an apartment which was converted into a teacherage from an old building. The charge is thirty dollars per month and the money is collected by the superintendent and applied to the expense of the maintenance and repair.

In Roy the superintendent and his family are housed in a single cottage at a charge of thirty-five dollars per month.

The principal collects the rental fees and deposits it in the county treasurer's office. He then utilizes this money for needed repairs and maintenance of the teachersage.

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Lake Arthur houses two single women in an apartment which was converted into a teachersage from an old building. The charge is thirty dollars per month and the money is collected by the superintendent and applied to the expense of the maintenance and repair. In Boy the superintendent and his family are housed in a single cottage at a charge of thirty-five dollars per month.

The superintendent is directly responsible for its maintenance and the necessary repair work.

Viriden, in Hidalgo County, houses a married couple in a single five-room cottage, partly furnished, at twenty-five dollars per month. The superintendent collects the rental charge, deposits it in the bank, and uses it for the upkeep of the teacherage.

Porter uses six cottages to quarter one married man and his family and two married couples without families. The school board and the superintendent are responsible for the repair and maintenance of the buildings. Rental charge is based on expense of repair and upkeep of the building.

Dora, in Roosevelt County, made no report of the number of teachers housed in a single cottage, but the superintendent did state that there were four to five rooms rented to single teachers, and four to five rooms were permitted to a family. Dora does state that there are eight occupants in the single structure, but does not specify marital status or sex or whether all are teachers. The charge is nine dollars per family. The money is deposited in the bank by the superintendent and he utilizes it, as the need arises, for the upkeep of the teacherage.

Forrest, in Quay County, quarters one married couple, one single woman, and the school janitor and his family. Forrest has one apartment, one cottage, and a duplex. The quarters are occupied free of charge. The superintendent inspects the building and recommends action to the school

The superintendent is directly responsible for the maintenance and the necessary repair work.

Further, in Hildale County, there is a single room cottage, partly furnished, and the superintendent is responsible for the maintenance of the building. The superintendent is responsible for the maintenance of the building, and the superintendent is responsible for the maintenance of the building.

Further, there are six cottages for the use of the superintendent and his family and two married couples. The school board and the superintendent are responsible for the repair and maintenance of the building. The superintendent is responsible for the repair and maintenance of the building.

Dora, in Roosevelt County, has no family. The number of teachers housed in a single cottage, but the superintendent did state that there were four cottages rented to single teachers, and four to two teachers. Dora does state that there were four cottages in the single structure, but does not state whether all are furnished. The money is deposited in the bank by the superintendent and he will see it, and the superintendent is responsible for the upkeep of the cottages.

Forest, in Quay County, has a family and the school family. Forest has one apartment, one cottage, and a single room. The superintendent is responsible for the repair and maintenance of the building.

board for maintenance and repair.

Sedan has quarters for two married couples and two single women. Sedan has an apartment with five units. The teacher's rental fee is figured with his school contract, which averages a minimum of two dollars per single room or three dollars for a double room. The county school superintendent is responsible for the maintenance and repair work of the building.

There was no definite rule placed as to selection of tenants. It was noted, however, that wherever one teacherage exists, Roy for example, the superintendent and his family or the principal and his family occupy the teacherage. Roy has a cottage occupied by the superintendent.

board for maintenance.

Each has a separate account and is

also a separate account. Each has a separate

teacher's account for the purpose of

which averages a minimum of \$100.00 per

three dollars for a dollar's worth.

intendant is responsible for the maintenance

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CHAPTER IV

THE ADMINISTRATOR, THE TEACHER, AND THE TEACHERAGE

I. TEACHER TURNOVER

The majority of the administrators expressed the opinion that better-qualified teachers had joined their teaching staff after the teacherage had been established. Non-local teachers were attracted into the school system and they, together with the local teachers, have remained in the system for a longer period of years. Eight of the administrators stated that the teacherages, very definitely, made for a better balance between local and non-local teachers.

The reports indicate that, in large measure, the occupants of the teacherages are married couples.

II. LIFE IN THE TEACHERAGE

The teachers' opinions. The present occupants of the teacherages praise them highly. They stated that room and board charges were very reasonable and that they much preferred to live in a teacherage. Some of them agreed with the administrators that fewer complaints were voiced by the teachers concerning the cost and quality of board and room. They agreed there was better cooperation and friendliness, in general, among the teachers. Another

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favorable remark brought out the point that, by living in a teacherage, there was less community gossip about the teachers' private lives.

Sedan, in Union County, employs six teachers. It was the only school to report that some teachers stated they would rather live in private homes. There could be a very definite reason why these few teachers made such a statement. Sedan is an isolated community and the women teachers under such circumstances might well prefer to live in a private home as a protection from prowlers and burglars.

Restrictions. Only one of the returned questionnaires mentioned any set plan for the selection of occupants. In Lovington, in Lea County, preference is given to teachers in the lower salary brackets. Uniformly the superintendents reported that no social or personal restrictions were placed upon the occupants by the school itself, the general feeling seeming to be that the teachers were fully competent to regulate the details of their private lives.

Marital status. From the nineteen reports on the marital status of the occupants, it was learned that one tenant was a single man and the other twenty-seven male teachers occupied the teacherage with their wives or with their wives and families. Twenty-six single women and eighteen married women, either with husband and family or

favorable remark brought out the point that, by living in a teachers' home, there was less community gossip about the teachers' private lives.

Baden, in Union County, employs six teachers. It was the only school to report that some teachers stated they would rather live in private homes. There could be a very definite reason why these few teachers made such a statement. Baden is an isolated community and the women teachers under such circumstances might prefer to live in a private home as a protection from gossip and burglary.

Restrictions. Only one of the returned questionnaires mentioned any set plan for the selection of occupants. In Livingston, in Lee County, preference is given to teachers in the lower salary brackets. Uniformly the superintendents reported that no social or personal restrictions were placed upon the occupants by the school itself, the general feeling seeming to be that the teachers were fully competent to regulate the details of their private lives.

Marital status. From the nineteen reports on the marital status of the occupants, it was learned that one tenant was a single man and the other twenty-seven were teachers occupied the teachers with their wives or with their wives and families. Twenty-six single women and eighteen married women, either with husbands and family or

with husband only, resided in teacherages.

Occupation of the teacherages. In fourteen schools the teacherages could be occupied indefinitely. Seventeen administrators reported that quarters could be occupied in the summer months. The same fourteen schools stated that the rental fee remained the same throughout the year, while in one system no rent was charged for occupancy during the summer. One school, Virden, reported that one-third of the regular rent, which is \$25.00, was charged for occupancy through the summer months.

Three schools required the rental fee in advance. In seven schools the teachers must pay the rent at the end of the month. One withholds the rental fee from the salary warrant.

Four of the schools do not include utility charges in the rent. The teachers must pay such bills themselves. Fourteen schools failed to answer the question on utility charges. Thirteen schools pay the water bill only, while six schools did not answer this question.

III. ADVANTAGES AND DISADVANTAGES

Summing up the expressions of opinion, the main advantages of teacherages appear to be the following:

1. It is not difficult to secure the services of competent teachers in systems that have teachers' homes.
2. Good teachers are retained in the school system

for a longer period of time, with a consequent bettering of the student product.

3. Teachers are enabled to live at a lower cost.

4. A teacherage provides a place where teachers can prepare their work undisturbed.

5. Ill will often resulting from frequent changes of rooming or boarding places is avoided.

6. There is no worry about an unexpected change of place to room and board because of the landlady moving away or because of her disagreeable personality.

7. An employee must be happy to do his best work, and a teacherage offers more promise of fulfilling this requirement in so far as living environment is concerned.

8. In many cases the teacherage may be used as a laboratory by the home economics classes.

The disadvantages most frequently mentioned by those replying are:

1. Some teachers would prefer to live with people who are not in any way directly associated with their school work, because some teachers annoy other teachers after the day's work is done by transferring their school problems to the teacherage for more discussion.

2. Teachers may be prone to segregate themselves in a teacherage and seldom associate or visit with the community in general. A teacherage could, very easily, provide a good place for a teacher to hibernate.

3. An adverse community reaction may be created if the teachers keep late hours during the week or become unduly noisy.

for a longer period of time, with a consequent loss of the student product.

3. Teachers are enabled to live at home.

4. A teacher provides a place for his family and prepares their work undisturbed.

5. Ill will often result from the lack of rooming or boarding places is avoided.

6. There is no worry about an unexpected change of place to room and board because of a family member away or because of her disapproval.

7. An employee must be happy to be in the work and a teacher offers more freedom of living and retirement in so far as living environment is concerned.

8. In many cases the teacher can be placed in laboratory by the home economics classes.

The disadvantages most frequently mentioned by teachers replying are:

1. Some teachers would prefer to live with family who are not in any way directly associated with school work, because some teachers enjoy doing their work after the day's work is done by transferring their work problems to the teachers for more discussion.

2. Teachers may be prone to neglect their family in a laboratory and seldom associate with their family in general. A teacher could, very easily, provide a good place for a teacher to live.

3. An adverse community reaction may be created if the teachers keep late hours during the week or on Sunday night.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

New Mexico is becoming more conscious of the fact that inadequate housing has been, in many instances, the reason for having to hire poorly-qualified teachers in a great number of its small rural high schools and consolidated schools, with the almost inevitable result of a high percentage of student mortality and poor student product. The student mortality begins to rise when the students commence to withdraw because an insufficient number of subjects are offered to meet their needs for an interesting and well-rounded education. An offering restricted to the bare minimum essentials can become very monotonous, especially for students of low mentality. There must be special courses offered for boys and girls.

At the present time twenty-seven communities in New Mexico have established teacherages, or made arrangements for housing in private homes. Of the twenty-seven, two, Hurley and Madrid, are not district owned. Grants does not operate teacherages owned by the district, but the school board appoints a committee to help locate homes for the teachers. Twenty-four teacherages in the state of New Mexico are operated and owned by the district. These twenty-six

teacherages were acquired by direct purchase with monthly payments or by bond issues.

The school administrators state that usually the board of education had decided to buy or build a teacherage because of the very marked shortage of teacher housing in the communities. In two cases the teacherage was donated to the district by public-spirited citizens.

In general the rates charged the teachers are below those paid for quarters of equal comfort and value. A majority of the school districts have established cottages and apartments rather than dormitories, the reason being that most of the teacherages are occupied by married teachers. The estimated value of such properties ranges from \$2,500 at Lindreth to \$75,000 at Virden.

The responsibility for collecting the rental fee and maintaining and repairing the buildings falls largely upon the superintendent or the principal. The money collected for rent is usually deposited in a bank to the credit of a fund for teacherage upkeep. One school, Lovington, does not deposit the rent in the bank but uses it to meet the monthly purchase payments on the two units of four apartments each. Scarcely any teachers are reported as being greatly dissatisfied with the teacherages, and as a result the writer has listed very few disadvantages of the plan.

II. CONCLUSIONS

Nearly all superintendents of schools will testify that one of the first questions asked by candidates for a

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purchase payments on the two units of four apartments each.

Scarcely any teachers are reported as being greatly dissatisfied

with the teachers, and as a result the writer has listed

very few disadvantages of the plan.

II. CONCLUSIONS

Nearly all superintendents of schools will testify

that one of the first questions asked by candidates for a

position is, "What about the housing situation? Where can I find a place to stay?"¹ This type of approach is especially common among the teachers in New Mexico's consolidated and rural high schools. Several of the twenty-six communities in New Mexico which own or operate a teacherage report favorable opinions about them, the most frequently listed being the following:

1. One of the foremost advantages claimed is that they would never have drawn the well-qualified teachers they now have if they had not had the teacherages. According to the data gathered from the questionnaires, however, adequate housing of teachers is a task that remains to be accomplished in many of the school systems of the state.

2. Teacherages are not needed in large towns, but where the population is five thousand or less there is a heavy demand for teachers' homes. The consolidated schools appear to need teacherages as much as the rural high schools.

3. Many highly-qualified married men and women have been attracted into the school systems of New Mexico where teacherages now exist. The chief reason is that the assurance of a home is a big factor in the final decision of these married teachers when selecting a teaching location.

4. The responsibility for collecting the rental fees and maintaining the properties adds much to the work load of

¹Agnes Hickling, "Teacherage for the Teacher," Arizona Teacher-Parent, 35:7, 40, May, 1947.

the administrator, but all agree that the time and effort are well spent in that they have a happy faculty who feel that the superintendent is interested in their welfare.

III. RECOMMENDATIONS

The following recommendations are based upon the foregoing survey:

1. That the State Department of Education initiate an investigation of teacher and student mortality to determine the possible influence of a lack of teachers' homes upon these conditions.
2. That publicity be given to the opportunities for the provision of adequate teacher housing made possible under Senate Bill No. 32 as enacted in 1949.
3. That existing laws be amended to provide sufficient time for the school districts to retire bonds for teacherages through rental fees.
4. That school boards in New Mexico should give specific attention to the provision of adequate teacher housing.
5. That local agencies or private groups be encouraged to build teacherages where the district is unable to finance the program, the teacherages to be subject to the general regulation and control of the school board or the superintendent.

the administrator, but all agree that the time and effort are well spent in that they have a happy faculty who feel that the superintendent is interested in their welfare.

III. RECOMMENDATIONS

The following recommendations are based upon the foregoing survey:

1. That the State Department of Education initiate an investigation of teacher and student working conditions to determine the possible influence of a lack of teachers' homes upon these conditions.
2. That publicly be given to the opportunities for the provision of adequate teacher housing made possible under Senate Bill No. 32 as enacted in 1919.
3. That existing laws be amended to provide sufficient time for the school districts to receive bonds for teachers through rental fees.
4. That school boards in New Mexico should give specific attention to the provision of adequate teacher housing.
5. That local agencies or private groups be encouraged to build teachers' homes where the district is unable to finance the program, the teachers to be subject to the general regulation and control of the school board or the superintendent.

6. That the administration of all teacherages be placed under the direct supervision of the superintendent, as is done in all other elements of the school plant.

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EATON'S

COMMERCIAL

APPENDIX

BOND

U.S.A.

AMSTERDAM

118



WATSON

JOHN WATSON

ROD

WATSON

III

1900 East Central Avenue
Albuquerque, New Mexico

Dear Superintendent and Principal:

In partial fulfillment of my master's degree requirements I am writing a thesis concerning New Mexico teacherages. The information which you are able to furnish for this problem will be appreciated. It will be consolidated with the rest of the data which I have collected from other sources. May I ask you to fill in the attached questionnaire and return it to me in the enclosed envelope. Please accept my thanks for this favor.

Very truly yours,

Albert Romero
Albert Romero

TEACHERAGES IN NEW MEXICO

I. General Questions

1. How many teachers are now employed in your entire school system?
 - a. Single men:
local _____
non-local _____
 - c. Married men:
local _____
non-local _____
 - b. Single women:
local _____
non-local _____
 - d. Married women:
local _____
non-local _____
2. How many married teachers live with wife or husband, but no children, in quarters provided by the school?
 - a. Men _____; b. Women _____
3. How many married teachers live with wife or husband and children in quarters provided by the school?
 - a. Men _____; b. Women _____
4. How many single teachers live in the quarters provided by the school?
 - a. Men _____; b. Women _____
5. Are there any restrictions upon those who may occupy these quarters?
 - a. Yes _____; b. No _____
6. What restrictions, if any, apply?
 - a. Non-local teachers only _____
 - b. Married couples only _____

9. How much is the charge per person for:
- Living quarters _____
 - Board _____
10. Who collects the money which the teachers pay per month for room and or board? Check below.
- The superintendent _____
 - The principal _____
 - The school board _____
 - Others, (who?) _____
11. How is this money dispersed?
- Applied to the amount due for teacherage _____
 - Used for the up-keep of the teacherage _____
 - Used to pay the resident manager or house mother _____
 - Deposited in the bank for future use _____
12. Who is directly responsible for seeing to the repair and maintenance of the teacherage? Check below.
- The School Board _____
 - The Principal _____
 - The Superintendent _____
 - The tenant _____
 - Others, (explain) _____
13. Are the rooms:
- Furnished? _____
 - Partly furnished? _____
 - Unfurnished? _____
 - Other limitations? _____

III. OTHER LIMITATIONS

- Were you able to secure better qualified teachers after you acquired the teacherage?
 - Yes _____; No _____
- Would you say that with the teacherage your school is better able to attract non-local teachers into your system?
 - Yes _____; No _____
- What in your opinion are the chief advantages of having a teacherage for your school? Check below.
 - Makes possible a better balance between local and non-local teachers. _____
 - Teachers stay longer in the school system. _____
 - Less complaints about room and board among teachers. _____
 - Better cooperation and friendliness, in general, among the teachers. _____
 - Less community talk about the teachers' private life. _____
 - Others _____
- What is the general opinion of the teachers about living in a teacherage?
 - They think room and board fee is very reasonable. _____
 - They think room and board fee is unduly high. _____
 - They would rather live in private homes. _____

- III. 4 d. They would rather live in the teacherage. _____
e. They feel that it is not private enough. _____
f. Others? _____

5. How long may teacherages be occupied?
a. Indefinitely _____
b. First year only _____
c. Only until private accommodations can be secured _____

6. Can teacherages be occupied during the summer?
a. Yes _____ No _____

7. If so, at same or reduced rent? _____

8. If not occupied during summer, is rental required to hold accommodations until next fall? Yes _____; No _____

9. Is meal-serving on a cooperative or individual basis? _____

10. Is a resident manager or house mother employed?
a. Yes _____; No _____

11. Are rentals:
a. Paid in advance _____; b. At the end of the month? _____
c. Withheld from salary? _____

12. Are utilities included in the rent?
a. Heat _____; b. Light _____; c. Water _____

13. Is a deposit required by the Board to:
a. Cover breakage or damage? _____
b. Guarantee payment of utility bills? _____

14. If a lease is required, for what length of time? _____

15. What is the present total value of all properties used as teacherages? \$ _____

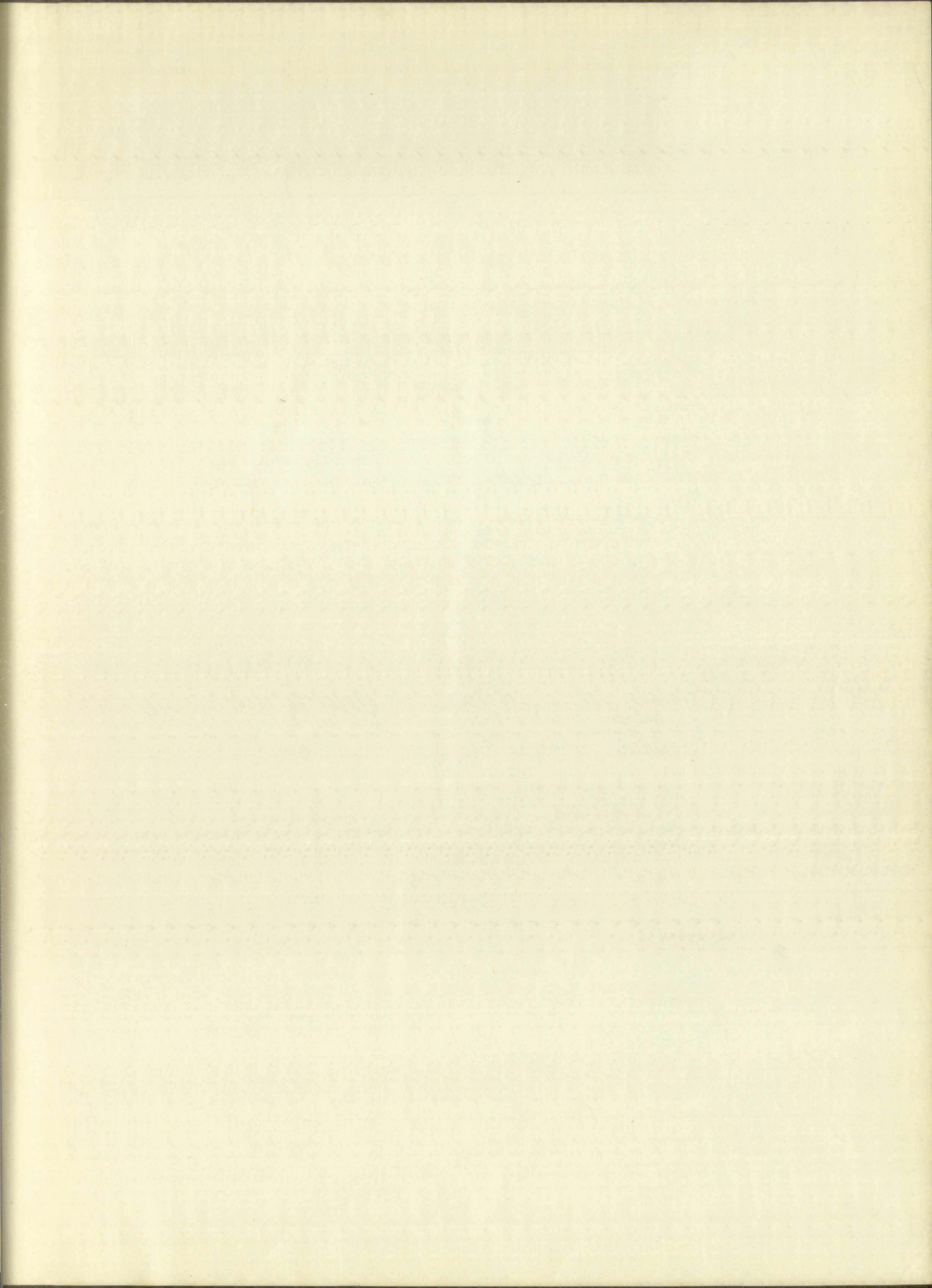
16. If you have any additional comments please use the space below

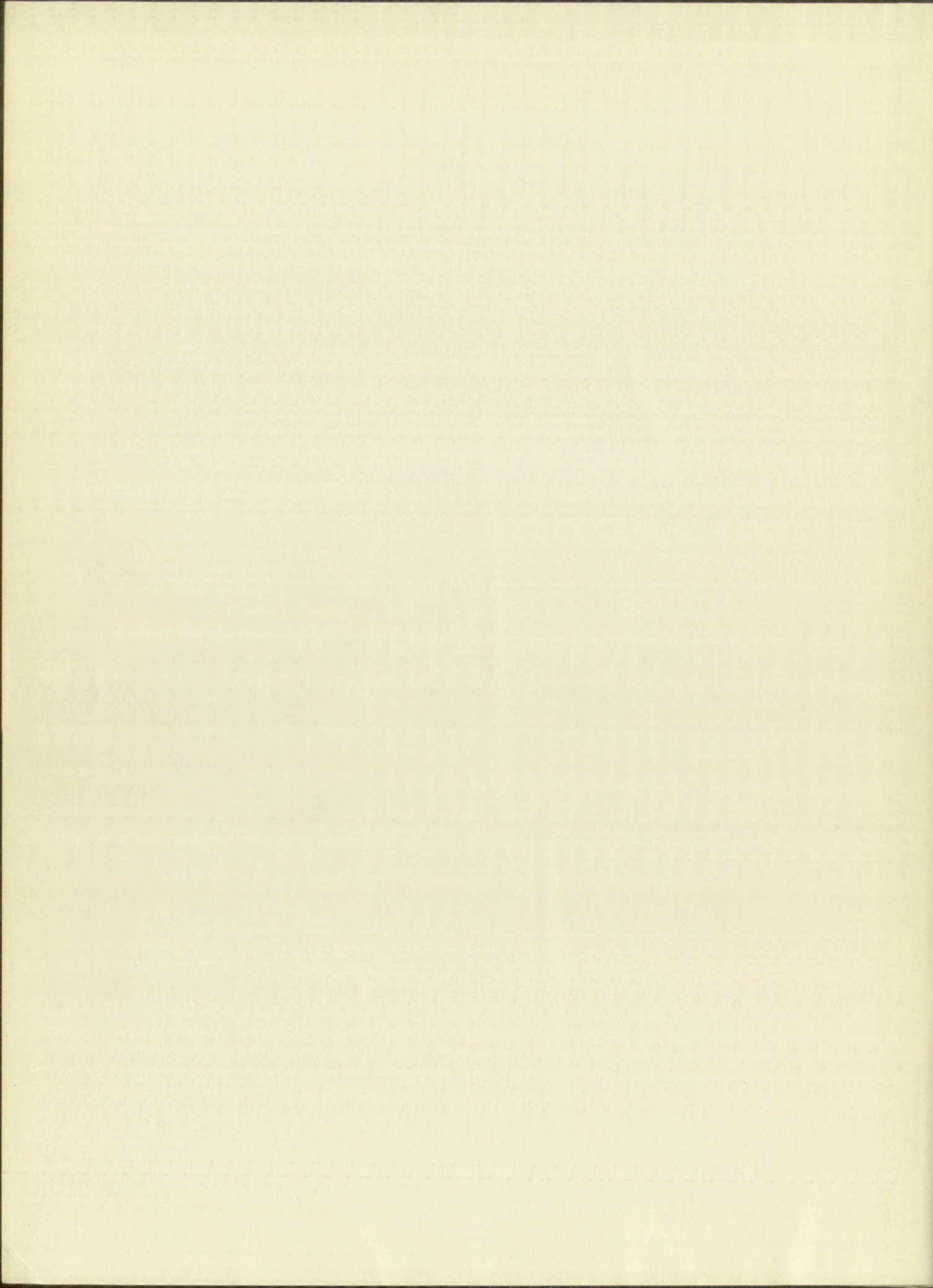
Information furnished upon this questionnaire will be considered confidential.

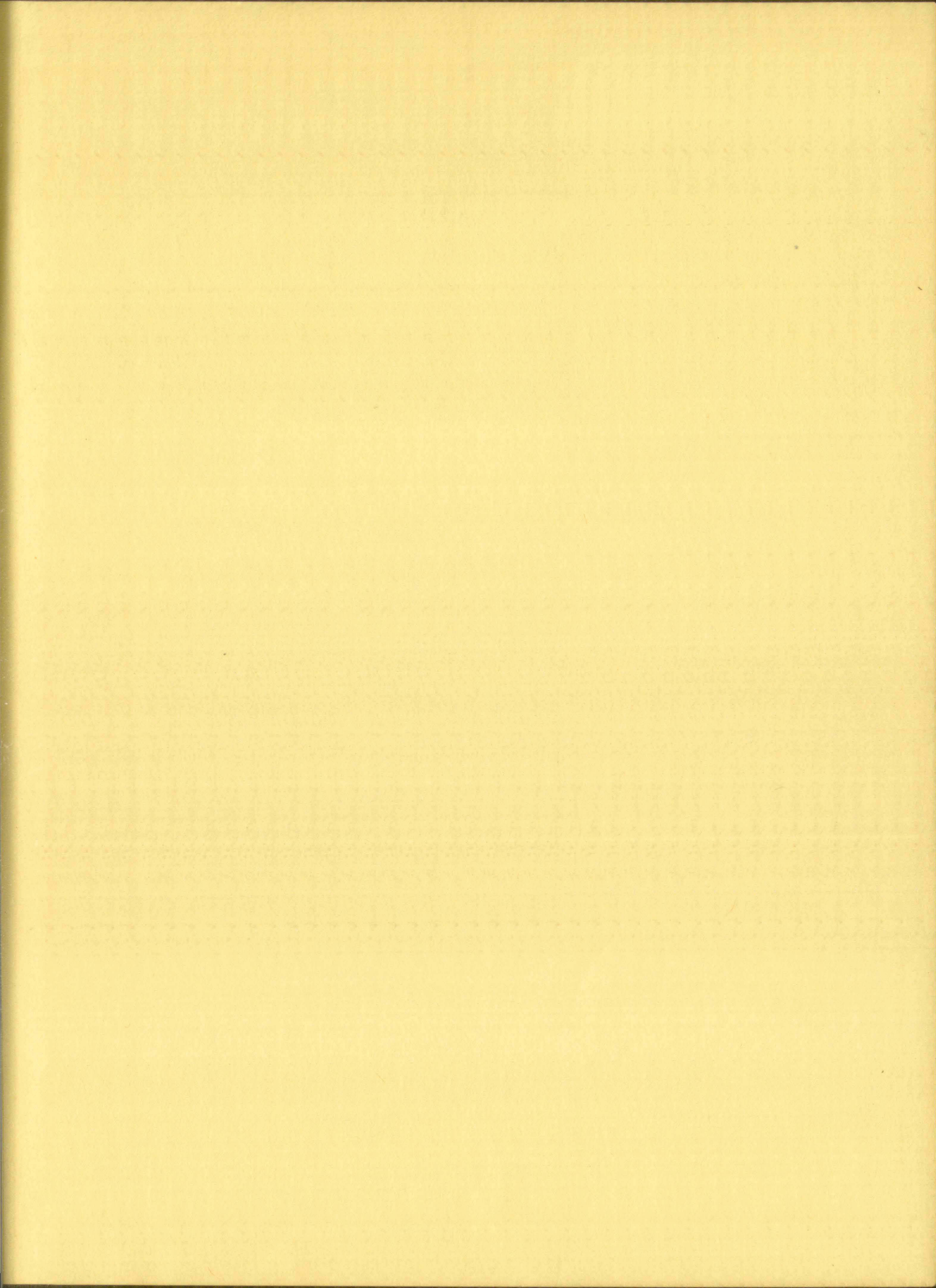
J. S. K.

RECEIVED

1118







IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.



