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**A SURVEY OF DISTRICT OWNED TEACHER
HOUSING FACILITIES IN MONTANA**

by

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Ph. B. University of North Dakota, 1951

**Presented in partial fulfillment
of the requirements for the degree of
Master of Education**

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CHAPTER I

INTRODUCTION TO THE PROBLEM

The Board of Trustees of School District Number 55 at Plevna, Montana opened two teacherages in September, 1952 and one teacherage in September, 1953. These three district owned houses were a major factor in solving the teacher housing problem at Plevna. However, the fact that the school does own teacherages has and will present problems and questions which must be answered. A survey of district owned housing facilities in Montana was made to obtain information which could be used in the operation of the teacherages at Plevna.

THE PROBLEM

Statement of the problem. The purposes of this study were (1) to ascertain which districts in Montana owned or operated teacherages; (2) to determine how these teacherages were operated; (3) to investigate the relationship between teacherages and teacher turnover; and (4) to bring together the practices and policies of schools operating teacherages in the form of recommendations for the Plevna school system and other interested school systems.

Importance of the study. School boards and administrators of Montana Schools have all been faced with the problem of finding a place for teachers to live. This teacher housing problem has been solved by district owned housing in at least sixty-one Montana schools of three or more teachers. The study may well aid those school officials operating teacherages in forming new policies or revising existing policies. Such a study would also be a guide to school boards and administrators who may in the future decide that district owned housing facilities would be advantageous in the operation of their school systems.

DEFINITION OF TEACHERAGE

Teacherage. Teacherage shall mean a place of residence operated primarily for a teacher. This will include district owned residences. The term teacherages will not differentiate between types of housing as apartment, house, room, trailer house or any other type of dwelling. If one building housed four apartments, the four apartments would be counted as four teacherages.

PROCEDURE

This study is based on a questionnaire to seventy-five Montana schools. The process of selecting the group under study is explained in the following paragraphs.

In February 1955, all county superintendents in Montana were asked to supply the names of administrators

and/or clerks of districts, employing three or more teachers, in their county which operated teacherages. The request was in the form of a personal letter and was answered by all of the county superintendents. A list of seventy-five schools was compiled from these returns.

Questionnaires with personal letters of introduction were mailed to these schools in March 1955. Of the seventy-five schools receiving the questionnaire sixty-one, or eighty-eight percent, were returned. Table I was used to analyze the returns. The letter of introduction, the questionnaire and the letter to the county superintendents are included in the appendix.

LIMITATIONS OF THE STUDY

(1) No previous research was available for the purpose of comparison; (2) this study was limited to the geographical area of Montana; (3) only school districts of three or more teachers which operated teacherages were considered; (4) this study was restricted by the criteria used in setting up the questionnaire; and (5) it was limited to district owned housing.

The following, limiting factors, as listed by G. M. Whipple, were used in preparing the questionnaire:

1. It should be within the comprehension of those who are to answer it.
2. It should demand a minimum amount of writing.
3. It should be directed primarily to matters of ascertainable fact and less often to matters of

TABLE I

DISTRIBUTION OF RETURNS OF SEVENTY-FIVE QUESTIONNAIRES
TO MONTANA SCHOOLS WHICH OPERATED
TEACHERAGES IN 1954-55

Classification	Number	Percent
Usable replies	61	81.3
First class	0	
Second class	13	
Third class	48	
Replies from schools which did not operate teacherages	4	5.3
Replies from schools in which teacherages were not district owned	1	1.3
Total replies	66	88.0
No replies	9	12
Total questionnaires	75	100.0

opinion.

4. It should elicit unequivocal replies, especially if they are later to be subjected to statistical treatment.

5. It should deal with matters that are worth investigating and that will seem to the recipients to be worth investigating.

6. Although demanding only brief replies, it should stimulate supplementary communications from recipients.

7. It should promise the respondent a copy of the published results.¹

¹Whipple, G. M., "The Improvement of Educational Research," School and Society, 28:249-250, 1927.

CHAPTER II

REVIEW OF RELATED LITERATURE

As no previous investigations or research on teacherages were found, the following sources were consulted for the purposes of formulating a picture of the problem and comparison of the results of the questionnaire.

(1) An attempt was made to define housing problems or housing conditions in the United States by consulting the 1950 Census and the literature on housing.

(2) Some periodical literature was available. This was descriptive of individual school systems and no comparisons were made or could be made from this literature.

(3) The literature on education was consulted to ascertain if any investigations or research had found any relationship between living conditions and job satisfaction.

Housing in general. The 1950 Census revealed that the median number of rooms in dwelling units was four for Montana as compared to four and six tenths for the United States as a whole. Seventy-eight percent of the people of Montana lived in individual, detached structures which includes trailer houses as compared to sixty-four percent for the entire United States. Only nineteen percent of our dwelling units were built in 1940 or later. Fifty-six per-

cent were equipped with hot running water, private bath and toilet and were not dilapidated as compared with the United States as a whole at sixty-three percent. Rental property which was vacant or for sale amounted to approximately two percent of the dwelling units. Sixty percent were owner occupied and with a median value of \$5,797. Median gross monthly rental for Montana was \$40.83. Gross monthly rent is contract monthly rent plus the reported average monthly cost of utilities (water, gas, electricity, and fuels such as wood, coal, and oil) if these items were paid for by the renter in addition to contract monthly rent. If furniture was included in the contract rent, the reported estimated rent of the dwelling unit without furniture was used in the computation rather than the contract rent.

More information on housing in general was obtained from a recent survey by the National Association of Home Builders which revealed that the average American dwelling unit has 922 square feet of living space and rents for under sixty dollars per month. "Actually, the broadest demand today is for improved homes and rental units that the family with an income from \$2000 to \$4000 a year can afford. Since the average family income a year was around \$3000 in 1952, it can be seen why."¹

¹Atkins, W. P. and others, Housing U.S.A., (New York: Simmons-Boardman Corp., 1954).

Periodical literature. An annotated bibliography of articles describing teacherages built in various communities throughout the United States is included in the bibliography. This annotated bibliography was obtained from the National Education Association, Research Division, and is inclusive of all articles in the "Education Index" from 1943 to 1949. The "Education Index" did not list any articles on teacherages from 1949 to 1955. This period, 1943 to 1949, was also a period of acute nation-wide housing shortage.

In summary of these articles the following common points are listed:

(1) All of the articles in the bibliography were descriptive of the physical structure of teacherages in individual communities throughout the United States. The articles, of course, did not cover all the teacherages which were built.

(2) Each of the individual authors placed special emphasis on the absolute necessity of the teacherages in his community. The teacherages in every case were built because no other housing was available.

(3) No articles were written in criticism of teacherages as a solution to the teacher housing problem.

(4) All of the articles were written about teacherages which were self-supporting.

(5) The experience of the authors of the articles

in the bibliography was that teachers would not apply when an acute housing shortage was apparent in a community.

Other related literature. The following listing is representative of the writing on living conditions and teacher housing other than teacherages:

(1) Lawrence Ryan in a questionnaire² to fifty-five teachers in Montana in 1954 found that eighteen had listed inadequate housing as a reason for leaving their last position.

(2) "Living conditions" (undefined) was checked by twenty-six percent of the men and by twenty percent of the women in a survey of eighty-one male and sixty-one female teachers in South Dakota. This was item seven of the question "What factor(s) do you feel contributed most toward making your job an unhappy one?"³

(3) Statistics from the February 1956 NEA Research Bulletin include the following items of importance to this study:

"First-year teachers who were not living in their home communities while teaching were asked how much difficulty they encountered finding a place to live. . .62.6 percent said 'little or no difficulty,' 24.8 percent said 'some difficulty,' and 12.6 percent said 'considerable difficulty.'

²Ryan, Lawrence, "Reasons for Teacher Turnover in Some Montana High Schools," (unpublished professional paper, Montana State University, Missoula, 1955), p. 20.

³Mottle, Dale, "Environmental Factors Affecting South Dakota Teachers," (unpublished professional paper, Montana State University, Missoula, 1953), p. 33.

". . .the same group--those living away from home communities while teaching--were asked to report how satisfactory their living arrangements were. Almost one-half (48.4 percent) said 'very satisfactory'; 21.2 percent said 'good but not exceptional'; 18.4 percent said 'satisfactory'; 9.8 percent said 'just fair'; and 2.2 percent said 'very unsatisfactory.'⁴

(4) The National Citizens Commission for the Public Schools in their guidebook, "How Can We Get Enough Good Teachers?," had the following to say under housing:

"Help in finding a place to live is important to a teacher in a strange town. One of the first questions an applicant asks is 'Can I get a place to live which I can afford?' The superintendent who has definite information on available rooms, apartments and houses is in a better competitive position than one who does not. Citizens' committees can be of great help by compiling card indexes of suitable accommodations with the help of the building owners and real estate agents. Some communities have even gone so far as to buy or build houses for teachers. Illinois, for instance, has a state law permitting boards of education to build low rent housing for teachers. (however, a project of this kind could lead to isolation of teachers.)"⁵

(5) The importance of adequate housing facilities as an administrative problem has been expressed by various writers. The following quotation by Cunningham expresses a general feeling.

"Again, I want the teachers of my children to have comfortable quarters in which to live. I

⁴National Education Association Research Bulletin Vol. XXXIV No. 1, February 1956, "First-Year Teachers in 1954-55", (1201 Sixteenth Street, N.W., Washington 6, D.C.), p. 25.

⁵National Citizens Commission for the Public Schools, "How Can We Get Enough Good Teachers?", (Second West 45th Street, New York 36, New York, May 1954), p. 41.

don't want her to do 'homework' in a barren room at temperatures of 55° to 60° and sitting on a broken down, discarded chair. No wonder so many teachers 'leave town' on weekends. Surcease, pure and simple! Now I don't want to be 'nosey' but because of my children I'm going to have an active concern regarding comfortable living quarters predicated on the welfare of the teacher rather than for some enterprising landlady who sees the opportunity for a few predatory dollars."⁶

⁶Cunningham, Earl C., "My Child's Teacher and I," Phi Delta Kappan, 37:257, May 1956.

CHAPTER III

PRESENTATION OF DATA

Number of teacherages. To obtain a larger number of returns a follow-up request was sent to schools which had not returned the questionnaire by May 1, 1955 and a second follow-up request was sent to those schools which had not replied by June 15, 1955. Usable replies were received from sixty-one, or eighty-one percent, of the seventy-five schools which the county superintendents had listed in their letters. This represented sixteen percent of the 379 schools of four or more teachers in Montana. The 215 teachers living in teacherages made up four percent of the entire teaching force in Montana and thirty-three percent of the teaching force of the schools under study. The 653 teachers in the sixty-one schools made up twelve percent of the teachers in Montana. A more complete breakdown of the data obtained on the number of teacherages is given in Table II.

This data revealed that no first class districts owned teacherages. Thirteen questionnaires were sent to districts of the second class with thirteen replies. The forty-seven third class districts accounted for seventy-eight percent of the schools studied. These forty-seven

TABLE II

NUMBERS AND PERCENTAGES OF SCHOOLS, TEACHERS, AND TEACHERAGES
FOR SCHOOLS WITH TEACHERAGES IN MONTANA IN 1954-55

	Second class schools	Third class* schools	Totals
Number of schools with teacherages	13	48	61
Percent of schools with teacherages	15%	43.1%	
Number of teachers in schools with teacherages	311	342	653
Number of teacherages	58	157	215
Percent of teachers, in schools with teacherages, living in teacherages	18.6%	45.1%	
Average number of teach- ers for schools with teacherages	23.9	7.2	
Average number of teacherages for schools with teacherages	4.5	3.2	

*Third class schools were limited to those with three or more teachers.

schools comprised sixty-eight percent of the third class districts to which questionnaires were sent.

Responsibility for teacher housing. An important part of this study was to determine from the opinions of superintendents if the administrator, or the school board, or the teacher should be responsible for teacher housing. The answers indicated a philosophy held by writers such as Hagman¹ and Kyte.² Namely, that it is not fair to expect new teachers to shift for themselves. The questionnaire showed that thirty-four, or fifty-three percent, of the superintendents felt that housing teachers was a school board problem. One school felt that housing was entirely up to the individual teacher. A summary of the answers is given in Table III.

Typical comments by superintendents on this phase of the questionnaire included: "Teacher shortage makes it so"; "On initial hiring only"; "Dependent on the size of community"; and "Help teachers new in the system."

Policy. With the administration of public schools becoming a specialized branch of education the importance of written policies has been emphasized. Of the sixty-one schools having district owned housing, eighteen, or thirty

¹Hagman, Harlan L., The Administration of American Public Schools, (New York: McGraw-Hill Book Company, Inc., 1951), p. 163.

²Kyte, George C., The Principal at Work, (New York: Ginn & Company, 1952), p. 376.

TABLE III

REPLIES BY MONTANA SCHOOLS WHICH OPERATED TEACHERAGES
IN 1954-55 TO THE QUESTION OF WHO SHOULD
BE RESPONSIBLE FOR TEACHER HOUSING

Nature of reply	Number of replies	Percent of replies	Average number of teachers involved
School board	34	53.1	8.6
Board, administrator and teacher	14	21.9	18.6
Administrator and school board	8	12.5	9.5
Administrator	2	3.1	37
School board and teacher	4	6.2	23
Administrator and teacher	1	1.6	10
Teacher	1	1.6	3
Total	64	100.0	

percent, had written policies. Those indicating such a policy for the administration of their teacherages, however, restricted their policy to statements of conditions of rent payment or to conditions of employment.

Sixteen schools had provisions in their teacher contracts. These did not follow any particular form and no two were alike. The provisions included: that salary deductions be authorized, that the teacher must live in the apartments provided, that housing is included in the teacher's salary, that the principal may live in the house rent free, that the renter must pay his own utilities, that the renter must pay a flat rate of \$30 per month, that the rent was determined on a yearly basis, and that living in the teacherage was a condition of employment.

Expense. Do teacherages add extra expense to the school budget? Approximately fifty-eight percent, or thirty-five of the answers to this question were YES. However, twelve answers were from schools which did not charge rent or stated that rent was a part of the salary. The comments for several of these twelve indicated that the nature of the expenses were for items included under maintenance, insurance, lights, heat, and furnishings.

Rent. Forty-nine schools indicated that rent was charged for teacherages. Of the twelve replies that were negative, four stated that the "rent free" teacherage was an "incentive in hiring," that "the salary is made 'lower'

to compensate for rent," that rent is "part of the salary," and "or a part of salary--figured at sixty dollars per month per unit."

Other factors pertinent to the payment of rent are indicated in the answers to the questions of how rent is determined, how rent is paid, and how rent money is handled. The variety of ways in which the amount of rents were determined is listed in Table IV.

Because teachers work on a nine month basis and live on a twelve month basis, the question of rent during the summer months was included in the questionnaire. A majority of the schools which charged rent did so on a monthly basis and this included summer months. However, several schools had variations which provided for summer tenure in the teacherage at one half rent or by paying twelve months rent in nine payments. Teachers were, in most instances, allowed to leave their possessions and not required to pay rent if they did not actually live in the housing during the summer months. Generalization here, as elsewhere, is complicated by local conditions. As an example, one district had a practice of renovating its teacherages each year immediately after June fifteenth and did not consider the possibility of teachers as summer residents.

The various methods of making rent payments among the schools included in this study are tabulated in Table V. Table VI lists the different systems for handling the rent

TABLE IV

HOW RENT WAS DETERMINED IN SIXTY-ONE MONTANA SCHOOLS
WHICH OPERATED TEACHERAGES IN 1954-55

Method	Number
Local conditions	13
Set by school board	11
No rent	10
Amount of floor space and equipment	8
Flat monthly rates	8
Cost and upkeep, insurance and utilities	2
An incentive in securing teachers	1
Depreciation on a ten year basis	1
On twenty year payment of cost of teacherage	1
One percent per month on investment	1
Salary plus house for superintendent	1
No answer	4
Total	61

TABLE V

HOW RENT WAS PAID IN SIXTY-ONE MONTANA SCHOOLS
WHICH OPERATED TEACHERAGES IN 1954-55

Rent paid by	Number of schools	Percent of schools
Monthly payments by tenant	24	39.3
Deductions from salary	20	32.8
No rent money	10	16.4
Under construction or new 1955	3	4.9
Monthly payments to superintendent	2	3.3
Deductions from gross salary	2	3.3
Total	61	100.0

TABLE VI

HOW RENT MONEY WAS HANDLED IN SIXTY-ONE MONTANA SCHOOLS
WHICH OPERATED TEACHERAGES IN 1954-55

Method	Number of schools
Placed in building fund	14
No rent money	13
Returned to general fund by district clerk	9
Deducted--no special accounting	8
Deducted--recorded as such	4
Goes to county treasury for building fund	4
Paid to clerk	2
Paid to contractor as he owns apartments for ten years	1
Placed into petty cash fund	1
Placed into activity fund	1
No answer	4
Total	61

payments for these schools. Some of these systems are illegal since the School Laws³ specify that all rentals shall be paid to the county treasurer for the credit of the school district.

Finance. The Montana School Laws⁴ give the school board authority to bond for the construction or purchase of teacherages and the furnishing and equipping of these. However, this does not appear to be a common practice. Many teacherages were built as a result of the war time ruling which permitted districts to accumulate a "cash surplus" to be used when building priorities were relaxed. A listing of the various answers to question seven, "How are teacherages financed?," is given in Table VII.

Type of housing. No statement can be made as to a general type of housing provided by the school districts covered in this study. With two exceptions, all were family type housing of some sort ranging from trailer houses to apartments. Some of the housing were completely furnished, some had various items of furniture as stoves or refrigerators, and some had no furniture. Because of the variety of types of buildings, the probable assumption would be that

³ State Department of Public Instruction, School Laws of the State of Montana, (Great Falls, Montana: Tribune Printing and Supply Company, 1953), p. 154.

⁴Ibid., p. 154.

TABLE VII

HOW TEACHERAGES WERE FINANCED BY SIXTY-ONE MONTANA SCHOOLS
WHICH OPERATED TEACHERAGES IN 1954-55

Method	Number of schools	Percent of schools
Cash surplus	24	39.3
Special levy	17	27.8
Others:	20	32.9
Through rent	4	
Regular budget	2	
Special levy and cash surplus	2	
Bonds	2	
Loan from bonds	1	
Contractor built houses on rental basis--at end of ten years it became property of school district	1	
Remodeled old schools	1	
Federal grant (P.L. 246 & 815)	1	
Private loan	1	
No answer	5	
Total	61	100.0

local conditions are the determining factor. In summary, sixty-eight houses, seventy-two apartments, six trailer houses and two rooming houses made up the total number of teacherages.

Years of operation. Many of the figures on this part of the questionnaire were approximate, as "from seven to ten years" or "for many years," therefore, the answers were grouped. Table VIII shows that in 1955 the greatest number of schools had been operating teacherages for ten years or less. The nature of the answers did not greatly affect this group as all the figures were listed as one or two years, or seven to ten years. The remaining answers to this item of the questionnaire indicated that teacherages had been in operation for more than ten years. Two teacherages were under construction in 1955.

TABLE VIII

APPROXIMATE YEARS OF OPERATION FOR TEACHERAGES
IN SIXTY-ONE MONTANA SCHOOLS WHICH
OPERATED TEACHERAGES IN 1954-55

Years of operation	Number of schools	Percent of schools
Less than five years	22	33.1
Six to ten years	24	39.3
Eleven to thirty years	15	24.6
	61	100.0

Teacher turnover. Teacher turnover has been a perennial problem in education. That teacherages were a help in some localities is substantiated by the opinions from administrators in the schools covered by this survey. From sixty-one replies, forty-one were of the opinion that teacherages had helped reduce teacher turnover in their systems. Negative replies totaled six, of which two were from systems with housing for the superintendent only, one was from a school that had a single "dilapidated" house. The remaining fourteen replies consisted of three who said "perhaps," three "somewhat," two had been in existence for "too short a time," and six gave no answers.

Incentive in hiring. Due to the shortage of teachers, many schools were forced to take a look at their hiring policies. This problem was approached from many directions with as many different results. In schools that provided teacherages, fifty-three believed that teacherages were an incentive in hiring teachers. Two schools with teacherages under construction believed that teacherages would help and two schools answered "perhaps." Tabulation showed two schools that did not feel teacherages were of any help and two schools that did not answer the question.

Community attitudes. No school can function effectively if it does not have good community relations. Opinions were sought on adverse feeling in the community as a result of teacherages. The responses indicated that

generally little or no bad feelings resulted from providing district owned housing for teachers. Several suggestions in the way of comment were made on this item. The suggestions were (1) publicize the fact that teachers were paying rent; (2) expect some adverse feeling from the perpetual griper and from people who would profit financially from renting to teachers; and (3) no adverse feeling because the community recognized the need for teacherages.

Are all teachers provided with housing? The administration should be alert to anything which would help the efficiency of the school. The possibility of causing dissention among personnel should not be allowed to overshadow the good effects of the teacher housing program. This problem appeared to have been solved by most administrators. Some comments were that a house was provided for superintendents or principals and that the teachers accepted the situation. A total of thirteen schools provided all their teachers with housing. However, two schools stated that all teachers were provided for, though not in school owned housing. One other school said that if possible, all teachers were provided with housing. Forty-four or approximately seventy-two percent were unable to, or did not feel it necessary to, provide housing for all teachers.

A list of the comments given in answer to the question, "What are the feelings of the teachers who do not live in teacherages?" is given in Table IX.

TABLE IX

COMMENTS ON FEELINGS OF TEACHERS NOT PROVIDED WITH
DISTRICT OWNED HOUSING IN MONTANA SCHOOLS
WHICH OPERATED TEACHERAGES IN 1954-55

Comment	Number of replies
No complaints or resentment evident	17
All teachers provided for in either district owned or private housing	14
Some complaints and resentment evident	9
Local situation does not demand housing for all teachers	6
O.K.	2
Plan to build or are building teacherages	2
Feelings unknown	2
Jealous	1
No answer	8
Total	61

Are teacherages ever rented to persons other than teaching personnel? In seventy percent or forty-two cases, teacherages were not rented to persons other than teaching personnel. The thirteen schools which did rent to others indicated that teachers had first choice, or that they were rented to janitors, and in one school to parents who had a long distance to come during the winter months. Six questionnaires had no answer to this question.

Fifty percent of the respondents added recommendations or comments to their questionnaire. These were grouped into the following categories:

1. Definitely for teacherages	20
2. Desire teacherages	2
3. Would build more	2
4. Have some drawbacks	2
5. Have many advantages	1
6. Headache but has helped to bring in teachers	1
7. Not too effective	1
8. Just a headache	<u>1</u>
Total	30

TABLE X

TABULATED RESPONSES FOR QUESTIONS, NUMBER 10, 11, 12, & 15,
FROM SIXTY-ONE QUESTIONNAIRES TO MONTANA SCHOOLS
WHICH OPERATED TEACHERAGES IN 1954-55

Question	Responses			Total
	Yes	No	No answer	
<u>Question 10.</u> Do you believe teacherages have helped to reduce teacher turnover in your system?	47 77.0%	6 9.8%	8 16.2%	61 100.0%
<u>Question 11.</u> Do you believe that teacherages are an incentive in hiring teachers?	57 93.4%	2 3.3%	2 3.3%	61 100.0%
<u>Question 12.</u> Is there any adverse feeling in the community about teacherages?	17 27.9%	40 65.6%	4 6.5%	61 100.0%
<u>Question 15.</u> Are the teacherages ever rented to persons other than teaching personnel?	13 21.3%	42 68.9%	6 9.8%	61 100.0%

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary. The information about teacher housing facilities in the United States suggested the following statements: (1) teacherages were built because adequate housing was unavailable and teachers could not be hired or retained without them; (2) teacherages did not necessarily mean an additional expense to be borne by the taxpayer; (3) teacherages were built during periods of general housing shortage or periods of rapid population growth; and (4) teachers are reluctant to live in places of lower standards than the majority of the community in which they are teaching.

The summary of the questionnaires from Montana schools which operated district owned housing includes the following items:

1. Questionnaires were sent to seventy-five schools and returns were received from all but nine third class district schools.

2. In only one case was housing considered to be solely the teacher's responsibility.

3. Thirty percent of the schools operating teacherages had some form of written policy.

4. Some of the written policies were included in the teacher's contract, especially in those schools where rent was deducted from the salary.

5. Fifty-eight percent of the schools indicated that teacherages involved some expense to the district.

6. The majority of schools charged a monthly rent.

7. The rent money was handled in several ways, some of which were illegal. Only a few schools turned the rent monies into the county treasury.

8. Most schools charged teachers rent during the summer months if they lived in the teacherage, however, teachers could leave their possessions in the teacherages over vacation with no rent charge.

9. The construction or purchase of teacherages was financed from budget money or special levy.

10. Local conditions were the determining factors as to the type of housing which the various school districts provided.

11. No single year was outstanding so far as the number of teacherages constructed. Some teacherages were over thirty years old while others were under construction.

12. Most returns indicated that teacherages had reduced teacher turnover.

13. The respondents to the questionnaire were nearly unanimous in their opinions that the teacherages were an

incentive in hiring.

14. Approximately thirty-two percent of the teachers in schools operating teacherages were provided with housing

15. Approximately four percent of the teachers in Montana lived in teacherages.

16. In a few instances teachers who were not provided with housing were jealous of the teachers who were living in teacherages.

17. Some bad feeling was reported from communities in which schools operated teacherages.

Conclusions. The data gathered indicated that district owned housing in Montana is: (1) a feasible and realistic solution to teacher housing problems in individual schools; (2) not necessarily an added burden on the school district; (3) effective as an incentive in hiring teachers, in raising teacher morale, and in reducing teacher turnover; (4) capable of operation with a minimum of additional work and headache; and (5) in the majority of cases a product of local conditions.

Recommendations. A reasonable rent should be charged to prevent bad feelings in the community and among teachers who are not living in teacherages. The rental should be sufficient to cover all costs and high enough so as not to be competitive with local landlords.

The teacherages should be of such a nature as to provide for comfortable modern living.

The patrons of the school should be fully informed on the policies governing the operation of teacherages. The board should have a written policy to govern the action in the administration of the teacherages and this policy should be in the possession of the occupants of the teacherage.

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1201 Sixteenth Street, Northwest, Washington 6, D. C.

Research Division

June 1949

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APPENDIX A
LETTER TO COUNTY SUPERINTENDENTS

PLEVNA PUBLIC SCHOOL

MEMBER OF NORTHWEST ASSOCIATION

PLEVNA, MONTANA

February 15, 1955

Miss Jane Doe
County Superintendent
Blank, Montana

Dear Miss Doe

One of our big problems in Plevna is securing adequate housing for our teachers. Nearly every school year we find ourselves confronted by the task of locating another suitable house for a married teacher.

We know that many school districts are now meeting this problem by building teacherages. Would you supply me with the names of administrators and/or clerks of districts (employing three or more teachers) in your county which now provide such living facilities for teachers. I should like to write directly to these people for further information on the success of their program.

If convenient, you may use the reverse side of this letter for your reply.

Thank you.

Very truly yours

Milton Molsberry

APPENDIX B
LETTER TO DISTRICT SUPERINTENDENTS

PLEVNA PUBLIC SCHOOL

MEMBER OF NORTHWEST ASSOCIATION

PLEVNA, MONTANA

March 15, 1955

John Doe
Superintendent of Schools
Blank, Montana

Dear Mr. Doe

One of our big problems in Plevna is securing adequate housing for our teachers. We have partially solved this problem by the construction of two houses and the purchase of a third. These are rented to married teachers on the basis of availability at the time of hiring. We feel that \$80 per month should cover the cost of rent, heat, lights, and water. At the present this brings the rent to \$35 a month for two of the houses and \$50 for the third.

We are interested in improving our housing here and would like to make a survey of other systems used throughout the state. I know you are busy, but I would appreciate your giving me a summary of the situation at Blank. I have prepared a questionnaire for your convenience.

Thank you.

Very truly yours

Milton Molsberry

APPENDIX C
QUESTIONNAIRE

TEACHER HOUSING FACILITIES IN MONTANA

1. How many teacherages are owned by your district? _____

2. Do you believe that teacher housing is a problem of
(a) the administration? _____ (b) the school district
or school board? _____ (c) the teacher? _____
3. Do you have a written policy for the administration of
your teacherages? _____
4. Is the policy included in the teacher's contract? _____

5. Do your teacherages add any extra expense to be handled
by the school budget? _____
6. Do you charge rent? _____
 - (a) How is the amount of rent determined? _____

 - (b) How is the rent paid? _____
 - (c) How is the rent money handled? _____

 - (d) Are the teachers charged rent during the summer
months. . . .
if they live in the house? _____
If they are rehired but leave their possessions
in the house and live elsewhere? _____

7. How are the teacherages financed?
 - (a) special levy _____
 - (b) cash surplus _____
 - (c) other _____

8. Type of housing (please specify if furnished or unfurnished, apartment or house, number of rooms, and any other information you might consider of value). _____

9. How long has your school maintained teacherages? _____

10. Do you believe teacherages have helped to reduce teacher turnover in your system? _____

11. Do you believe that teacherages are an incentive in hiring teachers? _____

12. Is there any adverse feeling in the community about teacherages? _____

13. Are all teachers provided with housing? _____

14. If not, what is the feeling of the teachers who do not live in the teacherages? _____

15. Are the teacherages ever rented to persons other than teaching personnel? _____

16. Recommendations (comment?):

Please return this completed questionnaire to:

Milton Molsberry
Superintendent of Schools
Plevna, Montana

MONTANA SCHOOLS WITH DISTRICT OWNED HOUSING

CITY	DISTRICT	COUNTY
Arlee	8	Lake
Bainville	64	Roosevelt
Belfry	34	Carbon
Boulder	7	Jefferson
Box Elder	13	Hill
Broadview	21	Yellowstone
Brockton	55	Roosevelt
Buffalo	35-7	Fergus and Judith Basin
Cartersville	9	Rosebud
Chester	33	Liberty
Chinook	14	Blaine
*Colstrip	19	Rosebud
Culbertson	17	Roosevelt
Cut Bank	15	Glacier
Dutton	28	Teton
Edgar	33	Carbon
Fairfield	75	Teton
Fortine	14	Lincoln
Fort Shaw	82	Cascade
Frazer	2	Valley
Gildford	20	Hill
Glasgow	1	Valley
Highwood	28	Chouteau
Hogeland	32	Blaine
Hysham	7	Treasure
Inverness	28	Hill
Joplin	29	Liberty
Kremlin	19	Hill
Lambert	86	Richland
Lame Deer	6	Rosebud
Lavina	41-M	Golden Valley
Lodge Grass	27	Big Horn
Manhattan	3	Gallatin
Moiese	28	Lake
Moore	44	Fergus
Nashua	13	Valley
Noxon	10	Sanders
Oilmont	33	Toole
Opheim	9	Valley
Outlook	29	Sheridan
Park City	5	Stillwater
Plevna	55	Fallon
Poplar	9	Roosevelt

*These teacherages are owned by the Northwest Improvement Company.

CITY	DISTRICT	COUNTY
Power	30	Teton
Rapelje	32	Stillwater
Rexford	8	Lincoln
Roy	74	Fergus
Saco	12	Phillips
St. Regis	6	Mineral
St. Xavier	17-H	Big Horn
Savage	7	Richland
Scobey	1	Daniels
Seeley Lake	34	Missoula
Shelby	14	Toole
Stevensville	13	Ravalli
Thompson Falls	2	Sanders
Trego	53	Lincoln
Turner	43	Blaine
Whitewater	20	Phillips
Windham	22	Judith Basin
Wolf Point	45	Roosevelt
Wyola	29	Big Horn