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# ADVANCE ESTIMATES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS FOR THE SCHOOL YEAR 1952-53

Prepared by
Research Division, National Education Association of the United States

THE OUTLOOK for public elementary and secondary schools for 1952-53, as compared with 1951-52, indicates:

- an increase of about 821,000 in enrolments
- an increase of 25,700 in instructional staff
- an increase of nearly $370,000,000 in current expenditures from state and local funds
- an increase of more than $10 in the average expenditure per pupil (ADA)
- an increase of about 5 percent in the average salaries of teachers
- a decrease of about 6000 in the number employed on substandard certificates

While most of these changes are favorable or not unexpected, in four other phases the outlook is definitely less favorable:

- the enrolment in teacher-education institutions is not gaining as rapidly as necessary to produce the number of qualified teachers needed.
- the shortage of teachers seems to be increasing more rapidly than it has for several recent years, especially in rural areas.
- the building shortage clings with little evidence of improvement at the elementary-school level and shows signs of growing difficulties at the secondary-school level.
- the total number of pupils on double sessions and in temporary buildings has not decreased and the number of pupils thereby deprived of full-time school opportunities may be well over 500,000 in 1952-53.

These school conditions are affected by: (a) the continuing high birth rates; (b) the mobility of the population; (c) the declining purchasing power of the dollar; (d) the competition of governmental unites for the tax dollar; (e) the current competition for the available manpower; (f) the shortage of materials for school construction; and (g) the fluctuating economic forces resulting from worldwide tension and unrest.

THIS SUMMARY is based upon information supplied by state and territorial departments of education and educational associations. It is the eleventh in a series of national estimates begun in 1942-43.

Most of the figures in this memorandum are estimates. They are based upon previous years and have been adjusted to such preliminary figures as have been collected. A number of states have not completed their statistical compilations for 1951-52 and only a few have systematic data for 1952-53.

Previous experience with this series of advance estimates indicates that the present report is a reasonably accurate summary of nationwide conditions as of October 1952. Elaborate statistical manipulations of these figures, beyond those given herein, are not advisable.

The foregoing summary, together with estimates of preceding years, indicates a possible adverse turn in the teacher supply situation. Between 1948-49 and 1950-51 there was marked progress as shown by a decline in the number of states reporting acute shortages. The years 1950-51 and 1951-52 suggested a lag. The estimates for 1952-53 indicate acute difficulties again.

Apparently the acute shortage is being felt more widely in the rural areas. This was the story in the early years of World War II. By means of higher salary levels urban school systems draw their supply from rural schools, and then the rural areas develop shortages which cannot readily be met. The possibility of an acute shortage appearing again has been suggested in studies issued by the NEA Commission on Teacher Education and Professional Standards (e.g., Teacher Supply and Demand in the United States, April 1952, 40 pages). For several years these reports have shown that not enough teachers were being prepared in teacher-education institutions to meet the current demand.

Needed supply--For several years an attempt has been made to estimate the number of additional teachers needed "to reduce teacher load and to provide adequately for increasing enrolments." The total for the nation has been about 36,000 each year; this year it is estimated at 45,738 (Table 3, column 7).

It is probable that in some states the estimates of "needed supply" include part of the number of teachers employed on substandard certificates. It is not known how many of the holders of substandard certificates will qualify eventually for full certification. If it is assumed that 50 percent of those with substandard certificates should be replaced, then the annual demand for new teachers must be approximately 130,000 (that is, 55,000 normal replacements for retirement, resignations, etc., 30,000 substandard, and 45,000 to reduce teacher load and meet increasing enrolments).

Teacher education--The teacher-shortage situation must also be considered in terms of the number preparing for teaching. The present survey asked whether teacher-education enrolments for 1952-53 were larger, smaller, or about the same as in 1940-41. The details are given in Table 8, column 8. The general national situation for a period of years is shown by the following estimates:

| School year | Number of states reporting current enrolments as | | |
|---|---|---|---|
| | Much smaller than 1940-41 | About same as 1940-41 | Much larger than 1940-41 |
| 1947-48 ..... | 18 | 9 | 21 |
| 1948-49 ..... | 9 | 14 | 25 |
| 1949-50 ..... | 2 | 12 | 34 |
| 1950-51 ..... | 5 | 11 | 32 |
| 1951-52 ..... | 3 | 19 | 26 |
| 1952-53 ..... | 4 | 17 | 27 |

As reported in other connections, there was an increasingly favorable outlook between 1947-48 and 1949-50. From 1950-51 the general trend has been unfavorable because of the competition for manpower that the teacher-education institutions face with the heavy demands of the military forces, the variety of occupations offered in government service, and the attractive economic rewards provided by industrial and business employment.

of full-time school opportunities because of the shortage of teachers and of adequate buildings and classroom facilities.

In addition, according to reports of the U. S. Bureau of the Census, in October 1951, 4,082,000 children between the ages of five and 17 were not attending school of any kind. Sixty percent of these were five years of age; 31 percent were between 14 and 17 years of age.

School building shortage--The present lag in school construction began in the depression years of the 1930's because of a lack of funds; it continued during World War II because of a shortage of labor and materials; it became acute since 1946 because of a shortage of materials for construction and a lack of funds to keep pace with increasing enrolments. The estimates for 1952-53 are given in Table 9. The present year can be compared with 1951-52 by the following summary for the nation as a whole:

| Type of school | Number of states in which building shortage is: Very small | | Considerable | | Very large | |
|---|---|---|---|---|---|---|
| | 1951-52 | 1952-53 | 1951-52 | 1952-53 | 1951-52 | 1952-53 |
| Rural | | | | | | |
| Elementary ..... | 18 | 16 | 24 | 24 | 6 | 8 |
| Secondary ..... | 18 | 18 | 27 | 25 | 3 | 5 |
| Urban | | | | | | |
| Elementary ..... | 1 | 2 | 27 | 25 | 20 | 21 |
| Secondary ..... | 12 | 20 | 33 | 21 | 3 | 7 |

The October 1951 estimates reported that the outlook for 1951-52 was "essentially the same" as in 1950-51--that is, about 75 percent of the states had considerable or very large building shortages. At first glance the number of states falling in each category for 1952-53 appears to be about the same as in 1951-52. There is a slight indication of change: (a) that rural schools are facing new troubles (which checks with the adverse turn of teacher supply, see page 3) and (b) that the effect of high birth rates in the 1940's is beginning to cause some building shortage in secondary schools.

Population experts have estimated that elementary enrolments should reach a peak in 1956-57; high schools are expected to reach top enrolment about 1959-60. It is probable now that estimates of several years ago are too low, and that birth rates will continue to hold up and that peak enrolments may not be reached until well into the 1960's. The total number of children, combined with population mobility, has produced especially acute school-housing problems in new communities, suburban areas near metropolitan centers, and in states on the rim of Continental Untied States.

Pupil enrolments--An estimate of school enrolment for the year 1952-53, when made in October 1952, is likely to be slightly under the total enrolment for the school year. On the other hand, reports of enrolments made at the end of the school year include a number of duplications brought about by change of residence within states and across state lines. These facts explain in part the differences between the advance estimates in the present series and the figures reported later by the U. S. Office of Education.

It may be noted that despite the possible increase of nearly 25,700 in staff in 1952-53, the total number of teachers on substandard certificates may decline by 6000 from the total of 1951-52.

Teachers' salaries--The estimated average salary for all instructional personnel (classroom teachers, principals, and supervisors) is $3530 for 1952-53, an amount 4.9 percent higher than the $3365 estimated for 1951-52. The purchasing power in 1935-1939 dollars has increased only 2.5 percent, from $1803 to $1848. Purchasing power in both years is computed on the basis of September price levels.

The average salary of classroom teachers is estimated at $3405 for the school year 1952-53. Compared with 1951-52 this is an increase of 5.1 percent in current dollars and of 2.6 percent in purchasing power. Further details are given in Table 4.

In Table 5 (column 3) is shown an estimate that 20 percent of the classroom teachers, or 196,000, will be paid less than $2500 in 1952-53. An additional 42 percent will be paid salaries falling between $2500 and $3500.

The general outlook is that the average salary of teachers is increasing very slowly. Altho the number of current dollars is advancing faster than increases in price levels, most of the gains are absorbed by increases in taxes. Comparison over a long period shows that teachers have lost economic status as compared with other occupations. In 1939, for example, the average salary of all employed persons in the United States was 11 percent less than the average salary of teachers. But in 1952 the average earnings of all employed persons and the average salary of teachers are almost the same. For a decade the advance of teachers' salaries has not kept pace with the increases of other occupational groups.

In the current competition for manpower the relatively low pay of teachers is a major factor in causing the shortage of qualified teachers. To offset this the NEA Board of Directors has recommended that teachers' salaries should range from $3200 to $8000. Salary schedules within these amounts would restore teachers to their prewar status in relation to the income of other groups, and would raise the economic rewards of teaching toward professional levels.

School expenditures--Beginning in 1950-51 the present series of advance estimates has attempted to obtain information on current expenditures from state and local funds. Estimates have also been made of the expenditure per pupil in average daily attendance and the proportion of the cost paid by state governments.

For the school year 1952-53 it is estimated that the 48 states and the District of Columbia have current expenditures (less capital outlay, interest, and federal funds) amounting to $5,596,053,639. The similar amount for 1951-52 is estimated as $5,226,162,315. This is an estimated gain of about $370,000,000 which may be compared with gains of $300,000,000 to $350,000,000 during several of the preceding years. However, in terms of purchasing power a gain of $370,000,000 in current dollars is only $194,000,000.

For the nation as a whole the estimated expenditure per pupil in average daily attendance averaged $217.66 in 1951-52 and $228.40 for 1952-53. Further details

TABLE 1.--ESTIMATED NUMBER OF CLASSROOM TEACHERS, PRINCIPALS, AND SUPERVISORS, IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1951-52 AND 1952-53

| State | 1951-52 | | | | 1952-53 | | | |
|---|---|---|---|---|---|---|---|---|
| | Elementary teachers | Secondary teachers | Principals, etc. | Total | Elementary teachers | Secondary teachers | Principals, etc. | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Ala. | *13,800 | *8,900 | *650 | *23,350 | *14,300 | *8,900 | *660 | *23,860 |
| Ariz. | 4,220 | 1,431 | 378 | 6,029 | 4,515 | 1,503 | 404 | 6,422 |
| Ark. | *8,400 | *4,750 | *400 | *13,550 | *8,470 | *4,775 | *405 | *13,650 |
| Calif. | 40,032 | 24,449 | 6,098 | 70,579 | 43,000 | 25,500 | 6,150 | 74,650 |
| Colo. | 7,136 | 2,640 | 712 | 10,488 | 7,500 | 2,700 | 730 | 10,930 |
| Conn. | 7,417 | 3,895 | 1,048 | 12,360 | 7,574 | 3,910 | 1,053 | 12,537 |
| Del. | 1,107 | 960 | 186 | 2,253 | 1,187 | 1,000 | 195 | 2,382 |
| Dist. | 1,778 | 1,650 | 204 | 3,632 | 1,787 | 1,648 | 230 | 3,665 |
| Fla. | 11,230 | 7,767 | 1,053 | 20,050 | 12,106 | 8,194 | 1,100 | 21,400 |
| Ga. | 17,651 | 7,991 | 749 | 26,391 | 17,950 | 8,200 | 749 | 26,899 |
| Idaho | *3,200 | *1,550 | *340 | *5,090 | *3,225 | *1,560 | *340 | *5,125 |
| Ill. | 31,900 | 14,044 | 2,500 | 48,444 | 32,000 | 14,100 | 2,530 | 48,630 |
| Ind. | *13,300 | *11,200 | *1,500 | *26,000 | *13,800 | *11,300 | *1,500 | *26,600 |
| Iowa | 15,582 | 7,424 | 1,176 | 24,182 | 14,552 | 6,879 | 1,181 | 22,612 |
| Kans. | 10,550 | 5,650 | 1,800 | 18,000 | 10,750 | 5,700 | 1,800 | 18,250 |
| Ky. | 13,088 | 5,275 | 1,400 | 19,763 | 13,300 | 5,300 | 1,450 | 20,050 |
| La. | *12,268 | *5,313 | *1,720 | *19,301 | *12,617 | *5,522 | *1,800 | *19,939 |
| Maine | 4,600 | 1,645 | 180 | 6,425 | 4,700 | 1,700 | 180 | 6,580 |
| Md. | *7,179 | *5,740 | *750 | *13,669 | *7,850 | *6,180 | *770 | *14,800 |
| Mass. | 15,312 | 9,561 | 1,064 | 25,937 | 15,400 | 9,960 | 1,165 | 26,525 |
| Mich. | 24,500 | 15,500 | 1,720 | 41,720 | 25,700 | 16,300 | 1,740 | 43,740 |
| Minn. | 12,253 | 8,398 | 1,277 | 21,928 | 12,600 | 8,600 | 1,300 | 22,500 |
| Miss. | 11,036 | 4,980 | 633 | 16,649 | 11,050 | 4,980 | 640 | 16,670 |
| Mo. | 16,806 | 6,312 | 1,624 | 24,742 | 17,000 | 6,400 | 1,600 | 25,000 |
| Mont. | 3,576 | 1,334 | 285 | 5,195 | 3,715 | 1,354 | 290 | 5,359 |
| Nebr. | *8,850 | *3,200 | *415 | *12,465 | *8,920 | *3,220 | *420 | *12,560 |
| Nev. | 961 | 341 | 76 | 1,378 | 1,020 | 350 | 80 | 1,450 |
| N.H. | 1,839 | 1,152 | 165 | 3,156 | 1,890 | 1,172 | 165 | 3,227 |
| N.J. | 19,999 | 8,280 | 1,620 | 29,899 | 21,000 | 8,200 | 1,640 | 30,840 |
| N.Mex. | *3,838 | *1,600 | *529 | *5,967 | *3,925 | *1,625 | *530 | *6,080 |
| N.Y. | 53,900 | 26,600 | 4,200 | 84,700 | 56,500 | 26,700 | 4,250 | 87,450 |
| N.C. | 21,489 | 7,408 | 1,752 | 30,649 | 22,616 | 7,636 | 1,856 | 32,108 |
| N.Dak. | 5,010 | 1,678 | 448 | 7,136 | 5,050 | 1,680 | 450 | 7,180 |
| Ohio | *25,000 | *17,300 | *4,200 | *46,500 | *25,875 | *17,100 | *4,375 | *47,350 |
| Okla. | 10,775 | 6,377 | 2,318 | 19,470 | 10,850 | 6,420 | 2,330 | 19,600 |
| Oreg. | *8,000 | *3,500 | *850 | *12,350 | *8,550 | *3,875 | *850 | *13,275 |
| Pa. | 32,709 | 25,118 | 5,320 | 63,147 | 33,760 | 26,015 | 5,496 | 65,271 |
| R.I. | 2,050 | 1,720 | 230 | 4,000 | 2,100 | 1,720 | 230 | 4,050 |
| S.C. | 12,226 | 5,253 | 476 | 17,955 | 12,458 | 5,358 | 485 | 18,301 |
| S.Dak. | 5,315 | 1,706 | 200 | 7,221 | 5,350 | 1,710 | 200 | 7,260 |
| Tenn. | 17,175 | 5,725 | 600 | 23,500 | 17,475 | 5,825 | 600 | 23,900 |
| Texas | 34,928 | 16,067 | 1,465 | 52,460 | 35,374 | 16,267 | 1,495 | 53,136 |
| Utah | 2,848 | 2,346 | 498 | 5,692 | 2,950 | 2,300 | 520 | 5,770 |
| Vt. | 1,780 | 678 | 197 | 2,655 | *1,800 | *680 | *200 | *2,680 |
| Va. | 13,374 | 7,263 | 2,363 | 23,000 | *13,750 | *7,275 | *2,350 | *23,375 |
| Wash. | 11,111 | 4,615 | 943 | 16,669 | 11,520 | 4,630 | 945 | 17,095 |
| W. Va. | 8,937 | 5,513 | 1,820 | 16,270 | 9,000 | 5,600 | 1,800 | 16,400 |
| Wis. | 15,461 | 6,405 | 547 | 22,413 | 15,900 | 6,480 | 560 | 22,940 |
| Wyo. | 1,789 | 969 | 234 | 2,992 | 1,830 | 980 | 235 | 3,045 |
| Total.. | 627,285 | 329,173 | 60,913 | 1,017,371 | 646,111 | 334,983 | 62,024 | 1,043,118 |

*NEA Research Division estimate.

TABLE 3.--ESTIMATED TEACHER SUPPLY NEEDED, 1951-52 AND 1952-53

| State | Emergency teachers | | Total needed, | Estimated needed supply, 1952-53a/ | | |
|---|---|---|---|---|---|---|
| | 1951-52 | 1952-53 | 1951-52 | Elementary | Secondary | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Ala. | *1,000 | *700 | *2,000 | *1,000 | *200 | *1,200 |
| Ariz. | 0 | 0 | 0 | 0 | 0 | 0 |
| Ark. | *1,200 | *1,000 | 1,000 | *200 | *800 | *1,000 |
| Calif. | 6,148 | 4,500 | 2,000 | 3,000 | 1,000 | 4,000 |
| Colo. | 532 | 429 | 250 | 200 | 100 | 300 |
| Conn. | 603 | 560 | 1,009 | 1,085 | 0 | 1,085 |
| Del. | 38 | 28 | 50 | 30 | 6 | 36 |
| D.C.# | 395 | 447 | 120 | 20 | 37 | 57 |
| Fla. | 2,573 | *1,200 | 2,000 | *1,500 | *200 | *1,700 |
| Ga. | 800 | 550 | 1,300 | 400 | 100 | 500 |
| Idaho | *700 | *550 | *220 | *100 | *50 | *150 |
| Ill. | 2,380 | 1,213 | 2,500 | 1,300 | 100 | 1,400 |
| Ind. | *700 | *500 | *800 | *700 | *50 | *750 |
| Iowa | 470 | 550 | 400 | 400 | 50 | 450 |
| Kans. | 21 | 4 | 200 | 400 | 25 | 425 |
| Ky. | 2,900 | 3,000 | 250 | 500 | 50 | 550 |
| La. | 1,388 | 1,160 | 600 | 450 | *150 | 600 |
| Maine | 149 | 425 | 250 | 300 | 50 | 350 |
| Md. | 2,035 | *1,800 | 729 | *600 | *100 | *700 |
| Mass.# | *300 | *350 | *300 | *300 | 0 | *300 |
| Mich. | 5,000 | 5,500 | *500 | 8,500 | 500 | 9,000 |
| Minn. | 371 | 350 | 1,200 | 1,000 | 500 | 1,500 |
| Miss. | 380 | 390 | 2,000 | *1,500 | *150 | *1,650 |
| Mo. | 8,500 | 7,500 | 800 | 700 | 150 | 850 |
| Mont. | 534 | 525 | 457 | 260 | 150 | 410 |
| Nebr. | 800 | *550 | 800 | *500 | *100 | *600 |
| Nev. | 10 | 8 | 30 | 20 | 10 | 30 |
| N.H. | 231 | 255 | 250 | 50 | *20 | 70 |
| N.J. | 2,277 | 2,400 | *1,000 | *800 | *300 | 1,100 |
| N. Mex. | *50 | *50 | *100 | *80 | *20 | *100 |
| N.Y. | 3,482 | 3,875 | *500 | 0 | 0 | 0 |
| N.C. | 2,327 | 2,375 | *800 | *700 | *100 | *800 |
| N. Dak. | 384 | *425 | 50 | *100 | *50 | *150 |
| Ohio | 3,298 | *3,300 | 1,050 | *1,000 | *50 | *1,050 |
| Okla. | 0 | 0 | 275 | 200 | 25 | 225 |
| Oreg. | 1,800 | 1,800 | *500 | *500 | *100 | *600 |
| Pa. | 1,710 | 1,800 | *500 | *1,000 | *50 | *1,050 |
| R.I. | 150 | 100 | 75 | 50 | 0 | 50 |
| S.C. | 454 | 575 | 500 | 700 | 400 | 1,100 |
| S. Dak. | 1,400 | 1,000 | 1,600 | 800 | 100 | 900 |
| Tenn. | 2,000 | 1,650 | 1,000 | 1,000 | 100 | 1,100 |
| Texas | 2,435 | 2,520 | 3,800 | 800 | 210 | 1,010 |
| Utah | 766 | 645 | 350 | 455 | 50 | 505 |
| Vt. | 350 | 300 | 660 | 550 | 175 | 725 |
| Va. | 2,491 | 2,400 | *500 | 2,312 | 100 | 2,412 |
| Wash. | 815 | 825 | 1,600 | 825 | 168 | 993 |
| W. Va. | 1,340 | 1,400 | 600 | 1,200 | 500 | 1,700 |
| Wis. | 2,100 | 2,050 | 100 | 300 | 50 | 350 |
| Wyo. | 61 | 115 | *50 | 130 | 25 | 155 |
| Total | 69,848 | 63,649 | 37,625 | 38,517 | 7,221 | 45,738 |

*NEA Research Division estimate. #See footnote, Table 2.

a/ "Needed supply" defined as number needed in addition to emergency (or substandard) teachers to reduce teacher load and provide adequately for present enrolments.

TABLE 5.--ESTIMATED DISTRIBUTION OF CLASSROOM TEACHERS' SALARIES, 1952-53

| State | Classroom teachers' average salary, 1952-53 | Percent of teachers paid | | | |
|---|---|---|---|---|---|
| | | Below $2500 | $2500-$3499 | $3500-$4499 | $4500 and over |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Alabama | *$2,420 | *55.0% | *40.0% | *5.0% | *0.0% |
| Arizona | 3,800 | .4 | 35.0 | 43.0 | 21.6 |
| Arkansas | *2,035 | *70.0 | *27.0 | *3.0 | *0.0 |
| California | 4,300 | 0.0 | 18.0 | 45.0 | 37.0 |
| Colorado | 3,300 | 25.0 | 55.0 | 12.0 | 8.0 |
| Connecticut | 3,806 | 2.0 | 36.2 | 45.0 | 16.8 |
| Delaware | 4,125 | 2.0 | 28.0 | 50.0 | 20.0 |
| Florida | 3,240 | 11.0 | *80.0 | 8.0 | *1.0 |
| Georgia | *2,475 | *53.0 | *40.0 | *6.0 | *1.0 |
| Idaho | *2,770 | *25.0 | *66.0 | *8.0 | *1.0 |
| Illinois | 3,850 | 18.0 | 30.0 | 37.0 | 15.0 |
| Indiana | *3,730 | *8.0 | *40.0 | *33.0 | *19.0 |
| Iowa | 3,093 | *30.0 | *50.0 | *19.0 | *1.0 |
| Kansas | 3,025 | 30.0 | 50.0 | 19.0 | 1.0 |
| Kentucky | 2,260 | 65.0 | 25.0 | 9.0 | 1.0 |
| Louisiana | *3,246 | 2.5 | 65.5 | 29.0 | 3.0 |
| Maine | 2,451 | 60.0 | 30.0 | 10.0 | 0.0 |
| Maryland | *3,960 | *2.0 | *39.0 | *50.0 | *9.0 |
| Massachusetts | 3,820 | 2.0 | 33.0 | 59.0 | 6.0 |
| Michigan | 3,900 | 10.0 | *35.0 | *35.0 | 20.0 |
| Minnesota | 3,475 | 20.0 | 42.0 | 22.0 | 16.0 |
| Mississippi | 1,774 | 85.0 | 13.0 | 1.9 | 0.1 |
| Missouri | 2,930 | *30.0 | *48.0 | *18.0 | *4.0 |
| Montana | 3,265 | 7.0 | 73.0 | 15.0 | 5.0 |
| Nebraska | *2,475 | *50.0 | *40.0 | *8.0 | *2.0 |
| Nevada | 3,500 | 2.0 | 47.0 | 47.0 | 4.0 |
| New Hampshire | 3,040 | 20.0 | 58.0 | 21.0 | 1.0 |
| New Jersey | 3,868 | *0.0 | 40.0 | 30.0 | 30.0 |
| New Mexico | *3,465 | *1.0 | *45.0 | *48.0 | *6.0 |
| New York | 4,625 | 0.0 | 24.0 | 31.0 | 45.0 |
| North Carolina | 2,948 | 25.0 | 68.0 | 6.9 | 0.1 |
| North Dakota | *2,425 | *55.0 | *35.0 | *10.0 | *0.0 |
| Ohio | 3,600 | *5.0 | *53.0 | *29.0 | *13.0 |
| Oklahoma | 3,000 | *20.0 | *55.0 | *24.0 | *1.0 |
| Oregon | *3,725 | *0.0 | *40.0 | *51.0 | *9.0 |
| Pennsylvania | 3,490 | 9.4 | 49.3 | 30.8 | 10.5 |
| Rhode Island | 3,435 | 3.0 | 43.0 | 46.0 | 8.0 |
| South Carolina | 2,440 | *70.0 | *28.0 | *2.0 | *0.0 |
| South Dakota | *2,500 | *50.0 | *48.0 | 2.0 | 0.0 |
| Tennessee | 2,465 | 52.0 | 43.0 | 4.0 | 1.0 |
| Texas | 3,240 | 16.5 | 61.2 | 21.2 | 1.1 |
| Utah | 3,300 | 0.0 | 76.0 | 24.0 | 0.0 |
| Vermont | 2,625 | 52.0 | 33.0 | 12.0 | 3.0 |
| Virginia | *2,670 | *40.0 | *55.0 | *4.5 | *0.5 |
| Washington | 3,725 | 0.0 | 38.0 | 50.0 | 12.0 |
| West Virginia | *2,925 | 24.0 | 56.0 | 20.0 | 0.0 |
| Wisconsin | 3,418 | 18.3 | 43.0 | 24.7 | 14.0 |
| Wyoming | 3,250 | 20.0 | 70.0 | 10.0 | 0.0 |
| Average | $3,405 | 20.0% | 42.0% | 25.0% | 13.0% |

* NEA Research Division estimate.

TABLE 7.--ESTIMATED PUPIL ENROLMENT AND PERCENT LACKING FULL-TIME SCHOOLING

| State | Total enrolled, 1951-52 | 1952-53 enrolment | | | Percent lacking full-time schooling, 1952-53a/ | | |
|---|---|---|---|---|---|---|---|
| | | Elementary | Secondary | Total | Elementary | Secondary | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Ala. | *685,000 | *525,000 | *170,300 | *695,300 | ... | ... | *5.0% |
| Ariz. | 171,711 | 145,000 | 35,000 | 180,000 | 0.0% | 0.0% | 0.0 |
| Ark. | *440,000 | *309,000 | *146,000 | *455,000 | ... | ... | *3.0 |
| Calif. | 1,917,689 | 1,550,000 | 510,000 | 2,060,000 | 7.0 | 2.0 | 6.0 |
| Colo. | 237,000 | 173,100 | 64,050 | 237,150 | ... | ... | 1.5 |
| Conn. | 295,724 | 227,792 | 83,653 | 311,445 | 4.3 | 5.1 | 4.5 |
| Del. | 49,567 | 30,705 | 19,655 | 50,360 | ... | ... | 0.5 |
| D.C. | 95,932 | 62,780 | 37,039 | 99,819 | 0.4 | 0.0 | 0.3 |
| Fla. | 558,100 | 370,000 | 214,000 | 584,000 | 7.0 | 0.0 | *5.5 |
| Ga. | 806,243 | *628,000 | *190,000 | 818,000 | ... | ... | 6.1 |
| Idaho | *127,000 | *97,500 | *31,000 | *128,500 | ... | ... | *1.0 |
| Ill. | 1,245,000 | 972,000 | 318,000 | 1,290,000 | 0.0 | 0.0 | 0.0 |
| Ind. | *714,000 | *537,200 | *197,800 | *735,000 | ... | ... | *2.0 |
| Iowa | 492,000 | 354,500 | 145,500 | 500,000 | ... | ... | 1.0 |
| Kans. | 342,000 | 262,000 | 87,000 | 349,000 | 1.0 | ... | *0.8 |
| Ky. | 570,000 | 492,150 | 86,850 | 579,000 | ... | ... | 2.0 |
| La. | 536,023 | 447,500 | 112,500 | 560,000 | 0.0 | 0.0 | 0.0 |
| Maine | 161,000 | 127,950 | 35,100 | 163,050 | ... | ... | *1.0 |
| Md. | *370,000 | *250,000 | *135,000 | *385,000 | ... | ... | *5.0 |
| Mass. | 637,000 | 467,200 | 165,300 | 632,500 | ... | ... | 3.0 |
| Mich. | 1,117,000 | 790,000 | 400,000 | 1,190,000 | ... | ... | *4.0 |
| Minn. | 523,091 | 350,000 | 194,000 | 544,000 | ... | ... | 0.0 |
| Miss. | 550,782 | 464,000 | 87,700 | 551,700 | ... | ... | *2.0 |
| Mo. | 673,083 | 530,000 | 152,000 | 682,000 | ... | ... | *2.0 |
| Mont. | 111,170 | 88,000 | 28,300 | 116,300 | ... | ... | *0.5 |
| Nebr. | *231,000 | *174,000 | *61,000 | *235,000 | ... | ... | *0.5 |
| Nev. | 30,000 | 24,200 | 6,800 | 31,000 | ... | ... | 0.5 |
| N.H. | 75,862 | 53,700 | 23,820 | 77,520 | ... | ... | 0.0 |
| N.J. | 682,216 | 561,000 | 147,000 | 708,000 | ... | ... | 4.0 |
| N.Mex. | *155,500 | *134,600 | *26,400 | *161,000 | ... | ... | *2.0 |
| N.Y. | 2,024,000 | 1,570,000 | 528,000 | 2,098,000 | 4.5 | 2.0 | 3.5 |
| N.C. | 912,597 | 732,084 | 198,265 | 930,349 | ... | ... | 0.8 |
| N.Dak. | 115,877 | *89,700 | *27,300 | *117,000 | ... | ... | *1.0 |
| Ohio | 1,257,683 | *860,500 | *439,500 | *1,300,000 | ... | ... | *2.0 |
| Okla. | 519,700 | 410,700 | 119,300 | 530,000 | ... | ... | 1.0 |
| Oreg. | *293,000 | *234,000 | *71,000 | *305,000 | ... | ... | *1.0 |
| Pa. | 1,654,000 | 1,078,000 | 624,000 | 1,702,000 | ... | ... | 1.0 |
| R.I. | 102,000 | 69,500 | 35,500 | 105,000 | ... | ... | 0.5 |
| S.C. | 512,199 | 395,000 | 130,000 | 525,000 | ... | ... | 0.0 |
| S.Dak. | 121,450 | 93,000 | 30,000 | 123,000 | ... | ... | 0.5 |
| Tenn. | 685,000 | 567,000 | 133,000 | 700,000 | ... | ... | 2.0 |
| Texas | 1,567,777 | 1,190,823 | 403,317 | 1,594,140 | 3.5 | .04 | 2.7 |
| Utah | 168,446 | 104,665 | 65,006 | 169,671 | ... | ... | 0.0 |
| Vt. | 64,398 | 51,100 | 16,600 | 67,700 | ... | ... | 0.0 |
| Va. | 638,767 | *487,300 | *167,700 | *655,000 | ... | ... | *4.0 |
| Wash. | 462,578 | 373,268 | 105,932 | 479,200 | 3.0 | 1.0 | *2.5 |
| W. Va. | 437,115 | 292,000 | 148,000 | 440,000 | 0.3 | 0.0 | *0.5 |
| Wis. | 512,450 | 375,000 | 145,000 | 520,000 | ... | ... | 0.0 |
| Wyo. | 61,926 | 47,700 | 14,650 | 62,350 | 0.0 | 0.0 | 0.1 |
| Total | 26,711,656 | 20,220,217 | 7,312,837 | 27,533,054 | ... | ... | 2.4% |

* NEA Research Division estimate.

a/ By definition: "The percent of pupils not attending full-time school because of shortage of qualified teachers and/or school buildings."

TABLE 9.—ESTIMATE OF THE SCHOOL BUILDING SHORTAGE, 1952-53

| State | Rural schools | | Urban schools | |
|---|---|---|---|---|
| | Elementary | Secondary | Elementary | Secondary |
| 1 | 2 | 3 | 4 | 5 |
| Alabama | *Some | *Some | *Large | *Some |
| Arizona | Small | Some | Large | Large |
| Arkansas | *Some | *Some | *Some | *Some |
| California | Some | Some | Large | Some |
| Colorado | *Some | *Some | *Large | *Some |
| Connecticut | Some | Some | Some | Some |
| Delaware | Some | Some | Some | Some |
| District of Columbia | ... | ... | Some | Some |
| Florida | Some | Some | Large | Large |
| Georgia | Large | Large | Some | Some |
| Idaho | *Some | *Some | *Some | *Small |
| Illinois | Small | Some | Large | Small |
| Indiana | *Small | *Some | *Large | *Small |
| Iowa | Small | Small | Large | Some |
| Kansas | Small | Small | Some | Small |
| Kentucky | Some | Small | Some | Small |
| Louisiana | Some | Some | Some | Small |
| Maine | Large | Small | Some | Small |
| Maryland | *Large | *Some | *Large | *Some |
| Massachusetts | Some | Small | Some | Small |
| Michigan | Some | Some | Large | Large |
| Minnesota | Small | Large | Some | Large |
| Mississippi | Large | Large | Some | Some |
| Missouri | Some | Some | Large | Some |
| Montana | Small | Small | Large | Some |
| Nebraska | *Small | *Small | *Some | *Small |
| Nevada | Small | Small | Some | Small |
| New Hampshire | Some | Small | Some | Small |
| New Jersey | Large | Small | Some | Small |
| New Mexico | *Some | *Small | *Some | *Small |
| New York | Small | Small | Large | Some |
| North Carolina | Large | Large | Large | Large |
| North Dakota | Small | Some | Large | Large |
| Ohio | *Some | *Some | *Large | *Some |
| Oklahoma | Some | Some | Some | Some |
| Oregon | *Some | *Some | *Large | *Some |
| Pennsylvania | Large | Large | Large | Some |
| Rhode Island | Small | Small | Some | Small |
| South Carolina | Large | Some | Small | Small |
| South Dakota | Small | Small | Some | Small |
| Tennessee | Some | Small | Some | Small |
| Texas | Small | Small | Large | Some |
| Utah | Some | Some | Some | Some |
| Vermont | Some | Some | Some | Small |
| Virginia | Large | Some | Large | Some |
| Washington | Some | Some | Large | Large |
| West Virginia | Small | Small | Some | Some |
| Wisconsin | Some | Some | Some | Small |
| Wyoming | Small | Small | Small | Small |

* NEA Research Division estimate. Terms used: Small means "practically none"; Some means "considerable"; Large means "very large."