

TEACHERS' SALARIES

Introductory Statement

Comparison of Salaries Over a Five Year Period

Why Teachers Leave the Profession

Comparison of Wages and Salaries

Salaries and Superintendents

A Typical Situation—Salinas

Salaries and Cost of Living

Salaries in Normal Schools

The Teacher Problem

Recommendations

Illustrated by Tables, Figures and Graphs

Bulletin of the California Teachers' Association, April 1920

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San Francisco

TEACHERS' SALARIES

INTRODUCTORY STATEMENT

ARTHUR H. CHAMBERLAIN

NO more perplexing question confronts the school forces throughout the nation than that of securing properly trained teachers for the schools. Everywhere it is the same. Teachers are leaving the service to engage in more lucrative undertakings. Many who have spent years in preparing themselves for the profession, find they can now step into other lines of occupation entirely new to them at a greatly increased base pay with sure prospects for advance, such as is better calculated to meet the demands of higher living costs. Under such conditions it is no wonder we are losing many of our best teachers. Half-day classes and overcrowding are the rule rather than the exception. Young and inexperienced teachers are gladly welcomed into the service, thus tending to undermine the present all too low professional standards. And teachers long since placed on the retirement list are drafted back to the class room.

SITUATION IN THE EAST

Recently in the city of New York a state school official told the teachers that the "schools throughout the state face a crisis due to the shortage of teachers." He felt sure the legislature of the state would pass a measure looking towards salary increase, should the teachers unite upon a proposal not encumbered with detail such as tended to confuse. The opinion was expressed that a salary of \$1407 was not sufficient for a grade teacher. Said this official: "It is not to be wondered at that teachers are leaving their chosen profession; that red-blooded men and women hesitate to enter the profession." "You people," he continued (speaking to the teachers), "have got to get back of something reasonable, agreeable; and you must have a united front. You must have something definite and clear, something that will give every person, from the lowest to the highest, an adequate increase."

In Philadelphia, we recently found a similar

discussion going on. In Chicago a large number of teachers in mass meetings requested an increased salary schedule and the Board of Education is reported to have met these requests. The teachers were willing to assess themselves if necessary, to secure funds to push their claim. The Chicago teachers have taken their cause to the people through the medium of the motion picture. Some of the motion picture corporations have placed their equipment at the disposal of the educational forces throughout the nation. At Salt Lake City, Washington, D. C., Cleveland and other cities visited, we found great apprehension expressed by the citizens at the grave danger resulting through loss of many of the best teachers.

CALIFORNIA MOVEMENTS

The California Teachers' Association and the various organizations of teachers in the state have done much in the years past to improve salary conditions. A committee of the association and of the Council of Education is now at work upon the problem. The School of Education at the University of California has, in co-operating in the work of collecting material for the study here presented, rendered a distinct service. The Sierra Educational News will, as heretofore, make every effort in the interest of the schools and teachers. This magazine is planning a state-wide publicity campaign. Supplementing the study by Mr. Bowhay, we are offering in this bulletin (later to appear in an issue of the Sierra Educational News) material of state and national interest.

The investigation made by Superintendent Arthur Walter of Salinas is typical of conditions throughout California and the country generally. An editorial from the Los Angeles Evening Express is suggestive of the assistance we may expect from the press. Dr. Boone's exhaustive study on "Reasons Why Every California Teacher Should Hold Mem-

bership in the C. T. A.," appearing in the S. E. N. November, 1918, and issued as a special bulletin, offers a wealth of material that can be used in any campaign for salary increase. The American School Board Journal, School Life, and all other educational and general magazines are giving attention to this problem. A recent issue of School Life carries a table showing that large numbers of teachers are leaving the profession. The N. E. A. study on salary schedules so well made by Dr. Evenden of Teachers' College is suggestive. Everywhere this matter of salaries is uppermost in the minds of business folk as well as of teachers.

IN SUPERVISORY RELATIONS

It has long been a matter for comment that in teacher-training institutions, and especially in our normal schools, salaries have been notoriously inadequate. Particularly in California is this the case. A study of the figures presented herewith in this connection will be illuminating. County Superintendents also have suffered long and uncomplainingly. Every effort should be made through legislation to make

possible a living wage for County Superintendents. The campaign for increased salaries should cover teachers in rural schools, elementary and high school teachers, normal school faculty members, county and city superintendents, state higher institutions of learning, and the office of Superintendent of Public Instruction, the Commissioners and their associates. With rare exceptions, there is not a standard wage being paid a teacher or educational official in the State of California.

It may not be out of place here to suggest that most of us have in the past fallen into error in arguing for increased standards on the part of teachers as a basis for and as preliminary to increased salary schedules. Rather, we must approach the matter from the standpoint of the business world. A living wage must be offered. We shall then attract to the profession men and women of personality and of power, of proper training and qualifications, and shall be able to retain these in the service of the schools. Professional standards will in some degree take care of themselves and weaklings and incompetents will automatically be eliminated from the profession.

SCUTTling THE SCHOOLS

(Editorial—Los Angeles Express)

There is a one-hundred-thousand teacher shortage in the United States. There is reported no shortage of school children. Now plainly enough one of two things is going to happen. Either intelligent young men and intelligent young women who spend years and money and energy in gathering information, culture and working power are going to receive compensation somewhat commensurate with that commanded by others of like skill and intelligence, or our public schoolrooms will be deserted by the most alert minded and capable teachers, and men and women will shun the profession by reason of the sacrifice involved.

There is another point worth considering. There was a time when bright and capable young women became teachers by thousands because the meager rewards of that profession constituted almost the sole alternative to early and doubtfully wise marriage. That is all changed. Business life is calling the brightest and best women teachers. Tempting offers are being made, and depend upon it, it is the best of them who are wanted and the best of them are beginning to drop the teaching profession.

THE TEACHER PROBLEM

With Special Reference to California

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WHAT must California do to remedy the teacher situation? What must she do to fill the 350 vacancies reported by State Superintendent Will C. Wood—vacancies caused by enforced closing of schools owing to inability to secure even “emergency” teachers with admittedly inferior qualifications? What are the conditions necessary for recruiting and holding a competent, well-equipped, efficient teaching staff?

In order to accomplish this end, it will be necessary to raise teaching to a respected place in society. This is possible by giving such adequate compensation that the best and ablest men and women will choose and follow teaching—a compensation that offers opportunities equal to those offered in other callings demanding equivalent training.

The ability to hold those already in the teaching profession is an easy task compared to that of recruiting new members, and yet 143,000 teachers of the United States have entered other callings during the past year, a loss of over 22%. California shows a smaller loss than this (1424 teachers) during 1919, but it was 12% more than in 1918.

The United States Commissioner of Education estimates that the shortage of teachers in the country at large is more than twice the total number of graduates of all the public and private normal schools last year. This, despite the fact that 120,000 inexperienced or untrained teachers were called to the schoolroom in an effort to keep the schools open.

The following figures were obtained by the N. E. A. from the presidents of 120 normal schools in 37 different states, and cover the total enrollment and number of graduates from these institutions from 1915 to 1919 inclusive.

In 1918, five normal schools of California reported losses to the state in teaching prospects of from 14½% to 66%, this on account of the decrease in number of those entering

the normal schools or the loss due to those leaving before graduation to engage in other kinds of work. This condition, prevalent throughout the state and country generally, accounts in part for the lessened number of new teachers in California. In 1919, the number was reduced over the previous year by 17%. California has depended upon Eastern recruits even in normal times to make up her shortage. This great lack of teachers will soon be felt more keenly here as the welfare of education in any community is related closely to the situation confronting the country as a whole.

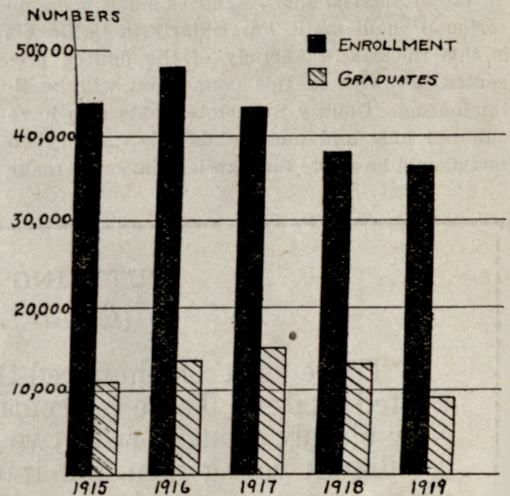


FIGURE I

Showing Enrollment and Graduates of Normal Schools in the United States, 1915-1919

Realizing that it is impossible to secure 100% efficiency from a reported 50% remuneration, a survey of salaries in California has been made to determine just how far recent increased salary schedules have remedied existing conditions; as to whether these increased salaries are sufficient to secure and hold the type of teacher desired or whether they are

TABLE I—Fluctuation in Normal Schools

YEAR	1915	1916	1917	1918	1919
Enrollment.....	42,844	48,246	43,468	38,027	36,160
Graduates.....	11,218	13,681	14,921	13,356	9,514

TABLE II

Median of Maximum and Minimum Salaries and Increase in Cities and Towns where complete data was obtained

Kind of Schools	No. of Cities	1913-14		1918-19		1919-20		Actual Increase	
		Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.
High.....	61	1400	1100	1600	1200	1800	1350	400	300
Elementary.	59	960	765	1050	850	1260	1050	300	255
Kindergatn.	25	850	700	951	720	1150	900	275	200

The term median will be used frequently and will need but a brief explanation*

merely temporary expedients designed to help alleviate the pressure of the high cost of living.

As a basis for comparison, the salaries of teachers during 1913-14 will be assumed adequate, though the fallacy of such assumption is shown by the decrease of men teachers from 42.80% in 1880 to 19.16% just preceding the war. If men of ability were literally forced out of the profession through financial considerations at the earlier date, how much more serious must be the situation at present. Women, too, are following the lead of the men, and by leaving the profession are, through service in other callings, bettering their financial standing.

In California the law provides for equal pay for men and women. This precludes any attempt to argue that existing salaries are adequate to support unmarried women without dependents. The only basis for consideration is whether the salary is sufficient to support a married man with a family and to attract the right type of man to the profession. Such compensation will insure a higher type of

woman also. In making a study of salaries, information was secured from all city superintendents of towns of over 25000 population in California and from county superintendents as well. The data furnished by these officials was representative of the state at large. In this way the maximum and minimum salaries of full time teachers in high school, elementary school and kindergarten were obtained for years 1913-14, 1918-19, 1919-20. The tabulation of results is given in Table II.

A large number of towns supplied incomplete data. All, however, gave figures for 1919-20. Table III will therefore offer a more representative showing for the current school year.

According to estimates made by Dr. Royal Meeker, United States Commissioner of Labor Statistics, the minimum cost of "health and decency" standards of living in Washington, D. C., for a family of five is \$2262.57; for an unmarried woman \$1083; for an unmarried man \$1000.

With these figures at hand, inadequacy of the present minimal salaries of elementary and

TABLE III

Median of Maximum and Minimum Salaries for the year 1919-20

LOCATION	HIGH SCHOOL			ELEMENTARY			KINDERGARTEN		
	No.	Max.	Min.	No.	Max.	Min.	No.	Max.	Min.
1—Cities.....	32	1,904	1,400	33	1,440	1,050	26	1,238	900
2—Towns and Districts..	43	1,800	1,300	42	1,194	999	25	1,075	920
TOTAL 1 and 2.....	75	1,800	1,350	75	1,259	1,000	51	1,116	920

*The median is the mid-point of any distribution. It is that point above (or below) in which half the cases in question fall. For ex-

ample, when considering salaries, half the cases fall above, and half fall below the median salary.

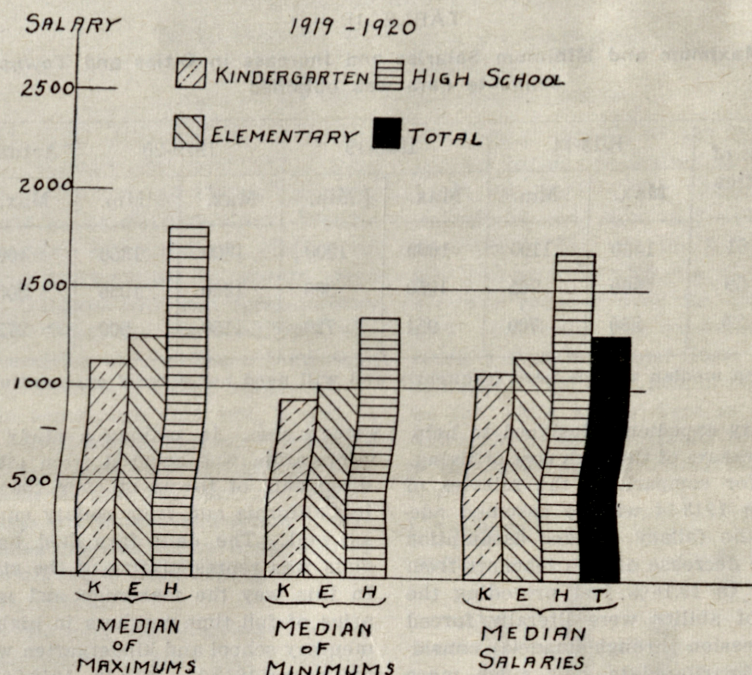


FIGURE II—Showing Median Salaries

kindergarten teachers (\$1000 and \$920 respectively) is apparent, for even an unmarried woman with no dependents. If allowance is made for the extra expense necessary for the "professional upkeep" of an efficient teacher, even the maximal salaries are pitifully meager. The figures for the high school show the incentive offered for nine years of preparation beyond the eighth grade. Starting at a salary that would keep a single person decently, though with no margin for educational or other broadening opportunities, there is offered the possibility of an increase of \$450 (see difference between maximum and minimum salaries for high school teachers in 1919-1920, Table III), or of getting into some other line of work.

What unmarried, capable man with this "blind alley" outlook would be justified in

taking up teaching as a profession? When the case of the married man with a family is considered, no argument is needed to show that the male sex of the teaching body is doomed to celibacy or that our schools must perforce be filled by men who have not been trained for the work, or who may have been failures in other lines and are using teaching as a last resort. This type of man with a necessarily low standard of living, a cramped social outlook, and unprofessional tendencies is one of the chief menaces in our schools to-day.

While high school salaries appear fairly good for a woman teacher with no dependents, the inadequacy for both men and women is evident when viewed in light of the following figures obtained by the National Education As-

TABLE IV—Percentage of Teachers Supporting Others Either Wholly or in Part

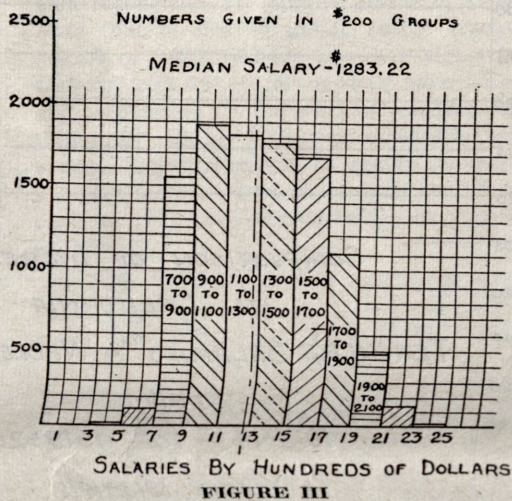
	Per Cent No Depend.	Per Cent 1 Depend.	Per Cent 2 or More	1 Partial Dependant	2 or More Partial Dep.	Total with Dependant
Elementary (Western States).....						
Intermediate (United States).....	63.2	9.0	3.4	14.5	9.7	36.9
High School (United States)	57.0	12.7	7.4	14.1	8.8	43.0
Men.....	12.3	16.8	57.2	3.5	10.2	87.7
High School Women.....	58.2	9.8	3.9	16.6	11.5	41

sociation in a nation-wide study of teaching conditions.

Table IV shows that 74% of high school men are either married or have equivalent responsibilities which leaves but little hope of obtaining a desirable type of person at present salaries. When we consider the kind of service that can be purchased at current rates and the great influence these employes of the people have on the future citizenship of the country, present salaries are little short of criminal. Nor are these hardships in salary confined to the men alone. Some 13% of the women teachers have one or more persons entirely dependent upon them, while approximately 40% have those who are partially dependent upon them. While the type of woman teacher is in general superior to the average type of man teacher, increased salaries would undoubtedly attract women of still greater ability.

A second study illustrates more forcibly than that just given the undesirability of entering the teaching profession when viewed from the financial angle. The distribution of salaries for teachers in high school, elementary school and kindergarten was obtained from the county and city superintendents of California for 1919-20 with following results.

Half of the teachers in California (as shown by Table V) receive less than \$1283.22 per year, or \$106.95 per month. This salary is the median for persons with from six to nine years



of training beyond the elementary school. Clerks and stenographers with a period of preparation from six to twelve months only, hardly fall short of these salaries, and those of more experience or special training may reasonably expect to receive an average of \$1320 in positions where little or no responsibility is required.

The average wage in 66 industrial occupations in San Francisco is \$7.12 per day, or \$185.12 per month. This is an increase of 61% since 1916. Common laborers receive \$6 per day, or \$156.50 per month. The penalty

TABLE V—Distribution of Annual Salaries for 1919-20

Teachers' Annual Salaries	Number of teachers receiving each salary indicated.			
	High	Elementary	Kindergarten	Total
Below \$ 500		14		14
\$ 500- 699		109	5	114
700- 899	5	1490	55	1550
900- 1000	15	1769	103	1887
1100- 1299	169	1607	48	1824
1300- 1499	467	1254	55	1776
1500- 1699	532	1121	25	1678
1700- 1899	633	452	13	1098
1900- 2099	368	4		372
2100- 2299	144	3		147
2300- 2500	7			7
Above 2500	5			5
Totals	2345	7823	304	10472
Median Salary	\$1694.17	\$1165.90	\$1078.64	\$1283.22

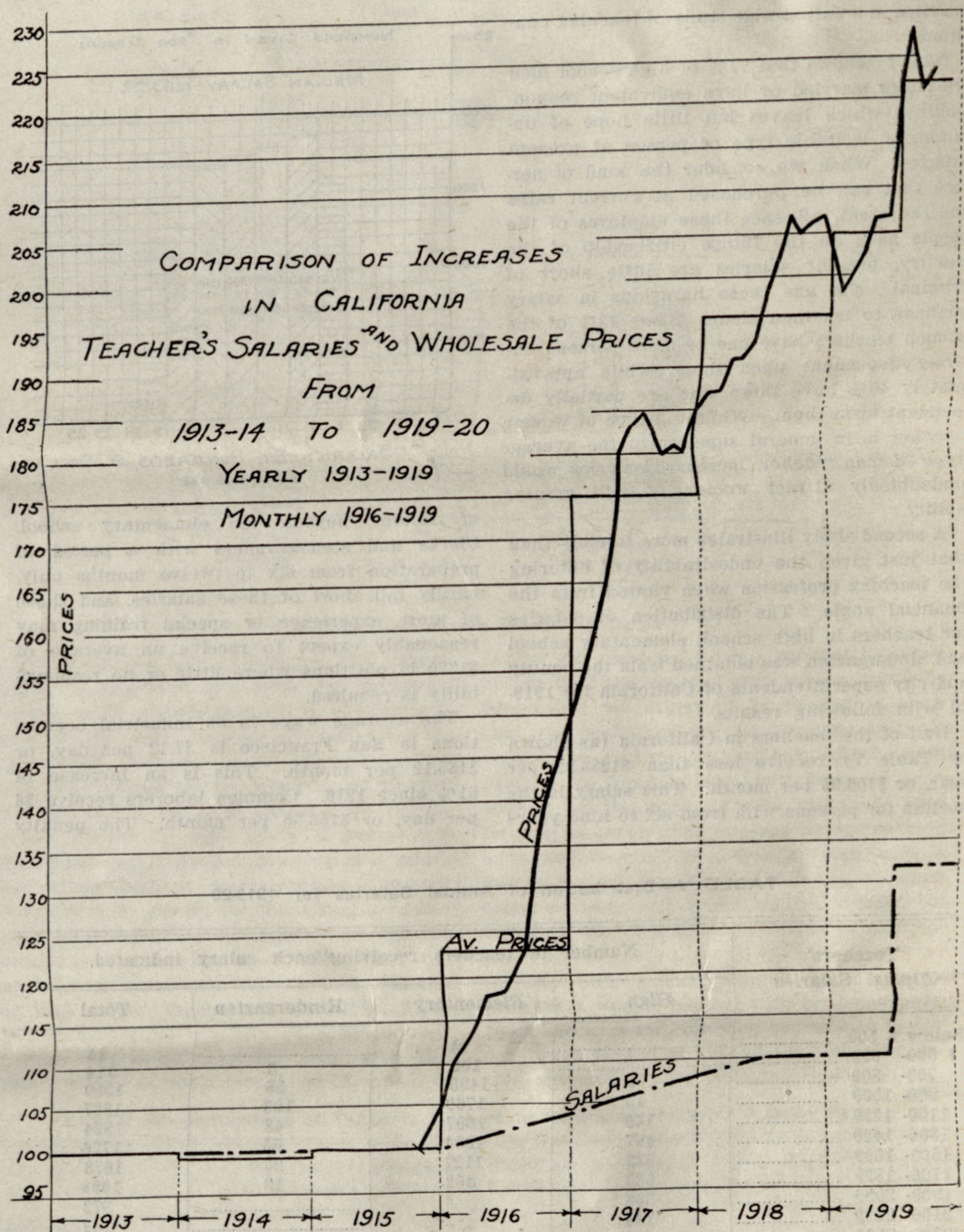


FIGURE 4

Showing Per Cent of Increase
in Prices and Salaries

for extra training seems therefore to vary from \$3.05 to \$78.17 per month. Just how long can the educational department hope to compete with the street cleaning department if this unjust discrimination continues?

Of the 10,472 teachers whose salaries are included in the above tabulation, 3665 or 34.9% receive less than the government estimate of a living wage for a single woman, while there is one chance in a thousand of securing a wage equal to the minimum standard set up for a man with a family to support. Sixteen per cent of the teachers receive less than \$900 per year. The chances of receiving more than \$2300 are only equal to those of getting a salary less than \$500 per year.

SALARIES AND PRICES

Teachers' salaries in California have increased 32.2% since 1913-14. The United States Bureau of Labor Statistics shows that the wholesale prices of various commodities have more than doubled during this period. To be exact, wholesale prices on commodities have increased 3.7 times as much as the increase in teachers' salaries. The salary increases granted in 1919-20, would no more than take care of the actual rise in prices that had resulted early in 1917, before we entered the war. This deficiency has been partially met in some instances by "piecing out," such as teaching night school or working at other outside jobs. The drain and inefficiency caused from this overwork and the disastrous results upon the schools needs no comment. This policy will probably continue until public opinion results in removing its hampering tax limitations—maximums that must have originated when the little red school house conception of education was in vogue.

Figure four illustrates well the inequalities between increased salaries and increased cost of living. (See p. 8).

The situation is practically this: In 1913-14, California contracted with her teachers on a salary basis of \$980.85. By 1919-20 this sum had been increased by \$332.37, a total of \$1283.22. In the meantime the cost of living has more than doubled. Considered as a mathematical problem we have this:

$$\frac{\$950.85 + \$332.37}{2} = \$641.61$$

What kind of teacher could California have had in 1913-14 for \$641.61? Should she expect more now for the equivalent of 1283.22 fifty-cent

dollars? This is merely the average salary paid throughout the United States in 1913-14. Note that of 600,000 public school teachers, 200,000 or one-third have less than high school training, and 300,000 or one-half have no special preparation for the work of teaching. Can California with her high requirements for preparation logically expect to secure competent teachers for such a wage, or must she be content to fill her schools with incompetent teachers?

It seems that the latter course must prevail under existing conditions, for 17 out of 36 county superintendents in California report that they were forced to lower educational qualifications in order to meet the existing deficiency. Out of 37 county superintendents, 34 say that promising young men and women no longer seek to enter the state educational field. This presages slight competition for the incompetent unless we heed Superintendent Wood's protest: "There is but one remedy and that is to raise the salaries until they are high enough to attract men and women of the highest qualifications."

CALIFORNIA CITIES PENALIZED

If the three largest cities in California are to be taken as typical of localities offering greatest incentive for entering the teaching profession, then the state is woefully behind the rest of the country. In a comparison of the maximal high school salaries of 31 cities of the United States, Oakland was the only one of the California cities offering a salary that would compare with that offered in other cities in this class. San Francisco and Los Angeles, ranking ninth and tenth in population, were 26th and 27th respectively in maximal salaries. Our larger cities should at least hold their own with the rest of the country. To do this would necessitate maximal salaries of \$2500 for San Francisco and Los Angeles.

It is not in justice to teachers alone that increased compensation is asked. It is rather to safeguard the interests of the children, the state and the country at large. The safety of the nation depends upon the schools and the high morale of the teachers. Higher salaries will be an investment that will return to the community many times its monetary value, this in the form of increased efficiency, a better patriotism, and a nobler manhood and womanhood.

NEW YORK	1	1	NEW YORK	3150
CHICAGO	2	2	CHICAGO	3000
CLEVELAND	3	3	JERSEY CITY	3000
BOSTON	4	4	NEWARK	2800
ST. LOUIS	5	5	DETROIT	2800
DETROIT	6	6	PITTSBURG	2530
BALTIMORE	7	7	INDIANAPOLIS	2500
PITTSBURG	8	8	CINCINNATI	2500
SAN FRANCISCO	9	9	BOSTON	2484
LOS ANGELES	10	10	CLEVELAND	2400
MILWAUKEE	11	11	ST. LOUIS	2400
NEWARK	12	12	DENVER	2400
CINCINNATI	13	13	NEW HAVEN	2300
WASHINGTON	14	14	MILWAUKEE	2280
MINNEAPOLIS	15	15	COLUMBUS	2250
SEATTLE	16	16	FALL RIVER	2270
JERSEY CITY	17	17	PROVIDENCE	2200
INDIANAPOLIS	18	18	WORCESTER	2200
DENVER	19	19	OAKLAND	2120
PROVIDENCE	20	20	SEATTLE	2100
LOUISVILLE	21	21	WASHINGTON	2100
COLUMBUS	22	22	SYRACUSE	2100
OAKLAND	23	23	DAYTON	2050
ATLANTA	24	24	LOUISVILLE	2050
WORCESTER	25	25	MINNEAPOLIS	2050
SYRACUSE	26	26	SAN FRANCISCO	2050
RICHMOND	27	27	LOS ANGELES	2000
SPOKANE	28	28	ATLANTA	1920
NEW HAVEN	29	29	BALTIMORE	1800
DAYTON	30	30	SPOKANE	1750
FALL RIVER	31	31	RICHMOND	1700

Figure 5—Of this list, six are distinctly western; and, excepting Denver, all of them stand below the middle of the list in salaries, and San Francisco and Los Angeles below the average for the western group, and \$500 below the average of the eight cities in the list above them in population; \$400 less than the eight cities next below them in population.

OF 35 CITY SUPERINTENDENTS IN CALIFORNIA:

- 4 Receive a salary of \$5000 or more
- 5 Receive \$4000, but less than \$5000
- 16 Receive \$3000, but less than \$4000
- 8 Receive \$2500, but less than \$3000
- 1 Receives between \$2000 and \$2500
- 1 Receives less than \$2000

Average annual salary, \$3561.85

OF 58 COUNTY SUPERINTENDENTS:

- 2 Receive a salary of \$4000
- 1 Receives a salary of \$3600
- 5 Receive \$3000, but less than \$3500
- 3 Receive \$2500, but less than \$3000
- 19 Receive \$2000, but less than \$2500
- 11 Receive \$1800, but less than \$2000
- 9 Receive \$1500, but less than \$1800
- 3 Receive \$1000, but less than \$1500
- 5 Receive less than \$1000

Average annual salary, \$1893.29

COMPARISONS OF WAGES AND SALARIES*

RICHARD G. BOONE

OF wages and salaries, let it be noted that of the 22 occupations reported, in none of them are the workers called upon to spend so much, either in time or money, in preparation, as the lowest paid teacher, even. In none of them are the collateral expenses of keeping up with the occupation so great as for teaching. Of the regular workmen in any one of these trades, their tasks being set for them by overhead direction, the personal responsibility is negligible as compared with that of the teacher. Finally, with most of them the necessary standard of living is less a burden than with teachers.

Yet the average annual income of the nine least-paid occupations (group III for 1915) was greater than that for the men, even, the same year in California Elementary Schools.

The table quotes figures from the official report of the State Industrial Commission, for wages of employees; and from the report of the State Superintendent of Public Instruction, for teachers' salaries.

The variations in salaries have been considerable, especially among men, both teachers and principals. The losses arising, doubtless, from the withdrawal of experienced teachers from certain positions because of war work, their places being taken by younger and less highly paid men and women.

The figures for both wages and salaries refer

to California only, except a paragraph or two on cost of living.

The average for the seven building trades was higher than for all the school people for the same year, not including school executives. And the average annual earnings of the six groups—bricklayers, plasterers, ship fitters, punch operators, plate-hangers, and shipyard journeymen (\$2038.40), is larger than for any group of teachers, the higher administrative officers only, excepted; more than twice as great as the elementary teachers of twenty-five California cities receive; nearly 40% higher than the male high school teachers of the same cities receive; and 25% above the pay of their school principals.

The average yearly salaries of the teachers in five of the seven California normal schools reporting their schedule is \$1283. This is nearly \$300 less than the average yearly earnings of the 22 industrial occupations included in the table; and 28% less than those in the ship-building trades.

The average sheriff's salary in the 58 counties of California is a trifle over \$400; while that of the County School Superintendent is \$2022.00. In 16 counties, the Superintendent's salary is one-third that of the sheriff, or less; in 34 counties, it is one-half or less. In one county the public surveyor receives 30% more than does the Superintendent of Schools; in another 50% more.

TABLE VI—Wages and Salaries, 1915

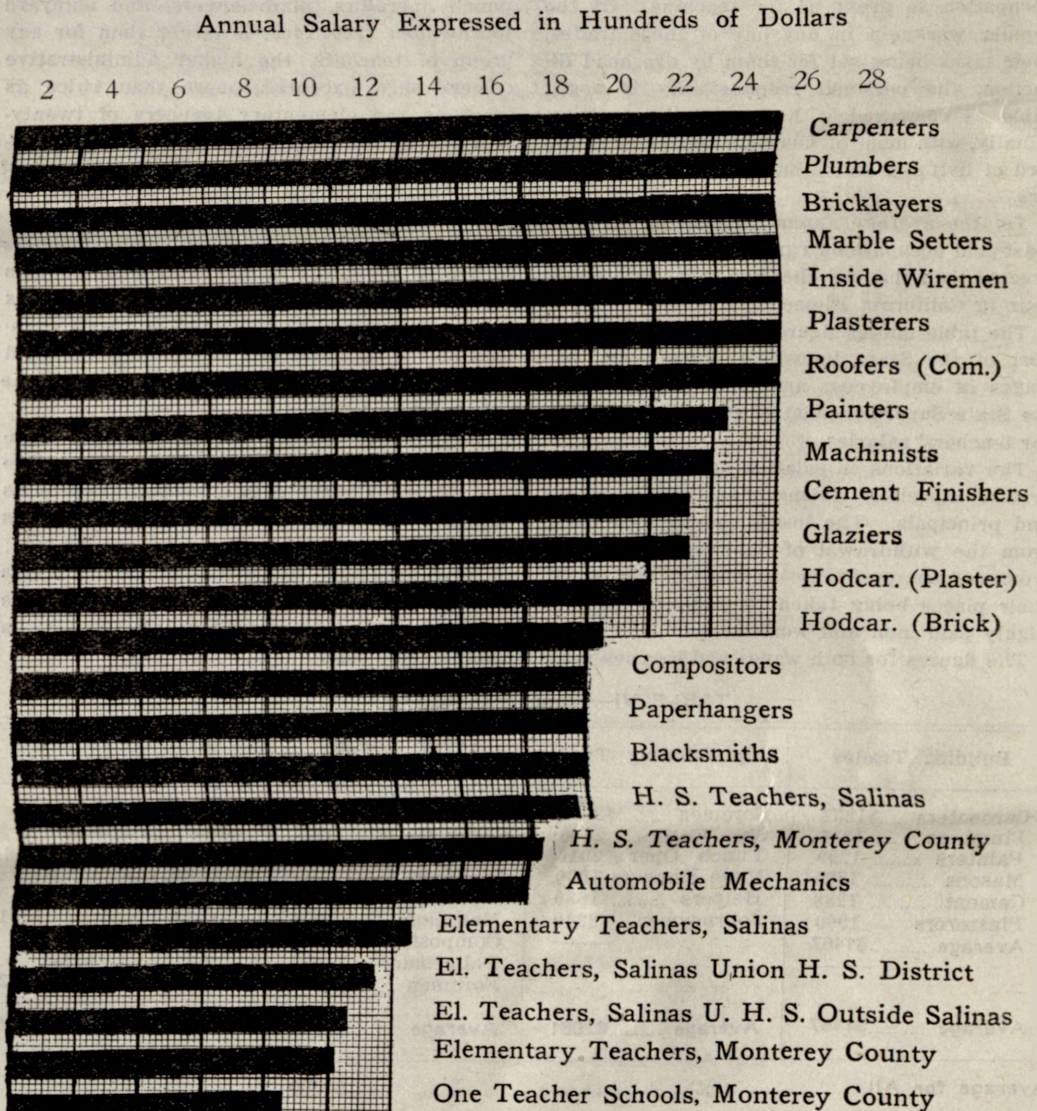
Building Trades	Ship Building Trades	Other Selected Occupations	California Teachers' Salaries
Carpenters .....\$1232	Foremen .....\$2352	Machinists .....\$1134	Elementary—
Plumbers 1296	Ship Fitters.... 2240	Sheet Metal.... 1456	Men .....\$1050
Painters 1299	Punch Oper's 2016	Ship Wrights 1260	Women..... \$746
Masons 1820	Plate Hangers 1960	Blacksmiths.... 1120	Secondary—
Cement 1288	Helpers 1680	Milkman 840	Men 1456
Plasterers 1960	Journeymen.... 2240	Mailman 1000	Women..... 1331
Average .....\$1467		Compositors.... 1190	Principals—
		Policeman 963	Men 1295
		Foremen 952	Women..... 1272
Average .....\$1467	Average .....\$2081	Average .....\$1102	Average \$1267 \$1116
Average for All.....\$1550			

*There is reproduced here for comparison portion of a study published in Bulletin of the C. T. A. for November, 1918. Note that five years ago the average salary for carpenters was \$1332. Mr. Walter shows that in Salinas the average for carpenters in 1920 is \$2400. The average salary for teachers in elementary and secondary schools including principals was, in 1915, for men \$1267; for women \$1116. In 1920 (see table III of the Bowhay report) the median salary for all teachers is \$1283.22. Compare these figures with increased living costs as shown in Figure IV of this Bulletin.

COMPARISON OF SALARIES, SALINAS, CALIFORNIA

FIGURE VI

A Detailed Study of Conditions in Salinas, Monterey County, has just been completed by Superintendent Arthur Walter of the Salinas Public Schools. The accompanying diagram carries its story more eloquently than would any words we might add.—Editor.



Note:—The salaries of elementary teachers include the salaries of principals; the salaries for high school teachers do not include the salaries of the principals.

SALARIES OF SUPERINTENDENTS

A study of the salaries of 35 city superintendents in California shows an average of \$3561.85 per year. Only four cities pay \$5000 or more. Considering the salaries of the other 31 city superintendents, the average is \$3164.68.

The average salary received by county superintendents of the 58 counties of the state is \$2041. In 8 counties only, is the salary paid \$3000 or more. The average for the 8 counties in question is \$3362.50. In 2 counties, namely, Alpine and Mono, the salary, on account of the superintendent, is \$200 and \$400 respectively. Superintendents in these counties are engaged in teaching. Leaving out of account the 8 counties where salaries of superintendents are \$3000 or more, and the two counties above referred to, the average salary for superintendents in the other 48 counties is \$1893.29 per year.

Few of the small high schools of the state pay their principal a salary less than \$2500. It is not uncommon for a high school principal to receive \$3000, and many such salaries run to \$3500 or even to \$4000.

In this connection may be said that principals of elementary schools and especially outside the larger cities are decidedly penalized in the matter of salaries. Here again a more decent wage would soon react in raising the

standards of professional training and in securing men and women of higher quality than many now occupying these positions.

NORMAL SCHOOL SALARIES

Our best and strongest teachers are needed in our Normal Schools and other teacher-training institutions. Here, if anywhere, we must have teachers with proper training and experience; those who possess qualities of moral integrity, the teaching art, knowledge of subject matter and a well rounded view of the entire educational field. Such teachers cannot be secured or retained at the salaries now paid. True it is that there are now and always will be self-sacrificing men and women of lofty motives and high ideals who, because they prefer teaching to any other form of service, will continue to grace the Normal School.

Assuming a twelve months' basis for salary schedules, the total average yearly salary for the 240 teachers in our eight Normal Schools, exclusive of presidents (and including the Los Angeles institution in the period just preceding its taking over by the University), is \$1797.36. For the regular teacher the average is slightly more—\$1963.68. For the critic teacher, it is \$1694.40. In Monterey County the average for high school teachers is \$1651. The median for high school teachers the state over is \$1694.17.

TABLE VII—Normal School Salaries

NORMAL SCHOOL	Total No. of Teachers	Average Salary	Regular Instructors	Average Salary	Critic Teachers	Average Salary	Presidents
Chico.....	18	\$152.08	12	\$164.31	6	\$127.62	\$333.00
Fresno.....	27	166.35	20	175.25	7	140.70	400.00
Humboldt.....	9	149.37	6	157.72	3	132.66	332.33
Los Angeles.....	78	159.02	64	157.56	14	150.70	500.00
San Diego.....	23	164.34	16	175.22	7	138.05	399.00
San Francisco....	33	139.14	.....	.....	.....	.....	374.00
San Jose.....	36	134.37	.....	.....	.....	.....	228.16
Santa Barbara....	16	172.50	.....	.....	.....	.....	332.33
Monthly Averag	240	\$149.78	118	\$163.64	37	\$141.20	\$362.48
Yearly Average..	.....	\$1797.36	.....	\$1963.68	.....	\$1994.40	\$4349.76

DETROIT SALARY INCREASES

THE Board of Education of Detroit, Mich., has included in its budget for 19120-21, the amount of \$1,220,000 for special increases to teachers' salaries in addition to the normal schedule increases. The increases were made upon the basis of an exhaustive survey which brought out the following facts:

1. That the cost of living in Detroit from December, 1914, to July, 1919, has increased 84.6 per cent.

2. That the average increase granted to the teaching staff during this period amounted to only 48.6 per cent.

3. That increases received by metal workers, chemical workers, and rubber workers, range from 85.5 per cent in the latter case to 106.5 per cent in the metal trades.

4. That, as a result, conditions brought about by the war, coupled with the fact that the rewards of the teachers have not increased proportionately, have forced teachers to leave the profession and are deterring others from entering, thereby causing a serious relation between the supply and demand of teachers, particularly in the elementary field.

The increases are to be made in the following manner:

1. All elementary teachers who would receive \$120 or less per month in September, 1920, are to receive \$1,500 for the school year 1920-21.

2. All elementary teachers who would receive more than \$120 in September, 1920, are to receive an increase of at least \$250 and as much more as may be necessary by the adjustment of all salaries to a schedule based on even hundreds of dollars, no one to receive an increase of more than \$350.

3. All first assistants are to be increased to \$2,300.

4. All intermediate and high school teachers, attendance officers, ungraded and manual training teachers who would receive less than \$140 in September, 1920, are to receive \$1,700 for the school year 1920-21.

5. All intermediate and high school teachers, attendance officers, ungraded and manual training teachers who would receive more than \$140 in September, 1920, are to receive an increase of at least \$250 and as much more as may be necessary by the adjustment of all salaries to a schedule based on even hundreds of dollars, no one to receive an increase of more than \$350.

6. All elementary principles are to receive an increase of not less than \$400 or as much more as may be made necessary to adjust all salaries to the regular schedule for sizes of schools.

7. The salaries of second assistants in the high schools are to be increased \$300, except that in no case shall the salary exceed \$2,800.

8. The salaries of first assistants in the high schools are to be increased \$300, except that in no case shall the salary exceed \$3,000.

9. The salaries of grade principals are to be increased \$300, except that in no case will the salary exceed \$3,300.

10. The salaries of department heads are to be increased \$300, except that in no case will the salary exceed \$3,300.

11. All assistant principals of high schools are to be increased to \$3,500.

12. All intermediate school principals are to be increased \$500.

13. All supervisors are to be increased to \$4,000.

14. All assistant supervisors are to be increased to \$2,500.

15. All high school principals and the principal of the Detroit Normal School are to be increased \$500.

16. All clerks and librarians are to receive an increase of \$200.

17. All bath attendants are to receive an increase of \$200.

18. All domestics are to receive an increase of \$150.

19. All matrons are to receive an increase of \$150.

The average salary of teachers in our seven Normal Schools (October, November, December, 1919) exclusive of Presidents, Secretaries and Librarians, is:—

Chico, \$152.96; Fresno, \$166.40; Humboldt, \$150.29; San Diego, \$168.23;
San Francisco, \$140.53; San Jose, \$137.29; Santa Barbara, \$172.79;
Average, \$155.50

These figures show slight increase over those in Table VII, page 13, which were for June and September, 1919. Compare with salaries of elementary and high school teachers generally. (Editor.)

Specific Legislative Recommendations

ARTHUR H. CHAMBERLAIN

THE question of legislation to provide for the teachers of the State a minimum salary, has long been discussed. In 1914, through this magazine, a salary of \$960 was suggested as the lowest desirable minimum. That would mean as equivalent today at least \$1920. Again in 1916 we advocated \$1000, as the lowest possible minimum. As living costs have advanced, the necessity for a higher minimum has been voiced by State Superintendent Wood, President Cox of the Council, our State Salary Committee and by various groups of teachers.

In the January, 1917, issue of the *Sierra Educational News* appeared a report of a study of salaries by the Secretary of the Council that may be used for comparison.

In his report before the Council last December, President Cox recommended that the State of California be asked to make provision for a minimum salary of "at least \$1200, and that the burden of such salary fall primarily upon the State." This proposed minimum was to be subject to increase to meet the rise in living costs.

In our opinion \$1500 is not more than sufficient to meet this rise. Any minimum asked for should certainly not be less than \$1500. We have always offered objection to placing a minimum by legislative enactment, if adjustment can be reached otherwise. To write into the law that a County Superintendent shall receive a salary no greater than received by another county official, is childish. In our emer-

gency, however, our experience with Assembly Bill 1013 may offer a suggestion.

Why not GO TO THE PEOPLE WITH AN INITIATIVE MEASURE, providing for a minimum salary of \$1500, \$750 to be met by the State and \$750 to be met by the county? The thinking people generally and the progressive and intelligent press are awake to the danger confronting the schools and their sympathy and support can be relied upon. This matter we find is under serious discussion by representatives of the California Teachers' Association. What was done by our State Association in a negative way in dealing with the "Tax Limitation" measure, can more easily be accomplished in a positive manner.

The schools BELONG TO THE PEOPLE. Education is a matter of STATE CONCERN. Teachers of California have shown what they can accomplish through UNITED ACTION. As stated by us in our editorial on "Minimum Salary," November last: "Without arguing longer on the question, let's raise salaries so that we can give our time to other things."

Information on salary increases, on living costs, on conditions as to teacher shortage and like matters, we will welcome from localities throughout the State and Nation. Additional copies of this bulletin will, so far as the supply permits, be furnished at absolute cost to those who write at an early date. Address California Teachers' Association or the *Sierra Educational News*, 452 Flood Bldg., San Francisco.

TEACHERS LEAVING FOR BETTER-PAYING POSITIONS

Business and Other Occupations Drawing Teachers Away, Reports from Colleges and Universities Show

Typical cases of teachers in universities, colleges, and normal schools in 34 States who have left teaching for other occupations in the past few years have been reported to the Bureau of Education. The positions and salaries to which they have gone are shown in the following table:

TABLE VIII
Teachers Who Have Left Colleges and Normal Schools for Other Occupations

Former Teaching Position.		Present Position.		Former Teaching Position.		Present Position.	
Department.	Salary.	Work.	Salary.	Department.	Salary.	Work.	Salary.
Commercial.....	\$2,400	Accounting.....	\$5,000	Engineering.....	\$2,500	Illuminating company.....	\$4,000
Home economics.....	1,800	Research work.....	2,200	Agriculture.....	1,500	Commercial.....	2,500
Education.....	2,500	Government.....	3,000	.....do.....	1,500	.....do.....	2,500
Civil engineering.....	1,800	Highway engineer.....	5,000	.....do.....	1,125	.....do.....	1,800
Dairying.....	2,400	Commercial.....	4,800	Extension.....	1,400	County agent.....	2,250
.....	1,300	Bank examiner.....	2,000	Agriculture.....	2,000	Dairy business.....	7,000
.....	3,500	.....	9,000	Horticulture.....	1,000	Commercial.....	1,800
.....	2,750	.....	16,600	.....	1,600	Farm bureau.....	2,400
.....	2,250	.....	8,000	Agriculture.....	1,200	Poultry farm.....	2,500
.....	1,800	.....	3,600	.....	1,200	Bureau of markets.....	2,500
Romance languages.....	2,500	Librarian.....	5,000	Biology.....	2,900	Educational director.....	5,800
Electrical engineering.....	2,000	Electrical.....	3,000	Physics.....	2,300	Private business.....	8,000
.....	1,800	.....do.....	2,100	Engineering.....	2,200	.....do.....	4,000
Biology.....	2,000	Automobile.....	4,000	Medicine.....	1,900	.....do.....	6,000
Commercial.....	2,500	.....	3,800	Geology.....	1,000	Oil business.....	3,000
Economics.....	2,250	Government.....	3,600	.....	1,200	.....do.....	6,000
Veterinary.....	2,200	Private practice.....	4,000	Pharmacy.....	1,100	Commercial work.....	4,000
Agriculture.....	1,400	Farming.....	3,000	Geology.....	1,800	Oil.....	10,000
.....	2,000	Government.....	3,600	Education.....	2,000	Social work.....	2,800
Chemical engineering.....	2,000	Highway engineering.....	3,200	.....	1,200	Government.....	2,500
Civil engineering.....	1,800	Salesman.....	2,500	.....	1,300	.....do.....	2,800
Public speaking.....	1,700	Lumber business.....	2,500	.....	1,100	Business.....	1,600
Agriculture.....	2,600	Farm adviser.....	4,000	English.....	1,500	Advertising manager.....	5,000
Public speaking.....	2,800	Lyceum.....	4,000	.....	1,200	Bank.....	1,600
.....	800	Equity union.....	3,000	.....	1,300	Government.....	1,800
.....	700	.....do.....	3,000	.....	1,000	.....do.....	1,800
.....	1,575	Secretary, com. club.....	1,800	.....	1,200	Bank.....	1,800
.....	2,100	Starch works.....	2,700	Modern languages.....	1,200	Sec'y chamber of com.....	3,500
.....	2,800	Industrial plant.....	4,800	Chemistry.....	1,800	Trade commissioner.....	4,500
.....	2,700	Publicity work.....	5,000	.....	1,800	Government.....	3,000
Sociology.....	2,300	Insurance.....	2,700	.....	1,800	Powder plant.....	4,000
Education.....	2,000	.....do.....	5,000	President.....	3,600	Commercial work.....	7,500
Chemistry.....	1,400	Industrial work.....	1,800	.....	1,500	Powder plant.....	2,400
Physics.....	2,250	Business.....	3,000	.....	2,250	Automobile.....	5,000
.....	2,250	Government.....	3,600	Chemistry.....	1,200	Powder plant.....	3,600
Romance languages.....	1,750	Commercial.....	2,800	.....	1,500	Government.....	3,000
Pharmacy.....	1,320	Drug clerk.....	2,400	.....	900	Clerical.....	1,350
Extension.....	2,500	Efficiency manager.....	5,000	.....	1,000	Bond business.....	2,000
.....	1,200	Nursing.....	1,800	.....	1,050	Governess.....	1,920
Medicine.....	2,500	Research.....	3,500	.....	1,000	Library.....	1,650
.....	2,500	Health officer.....	4,000	.....	1,450	Lumber business.....	2,400
Education.....	1,500	Oil business.....	2,400	.....	1,600	Business.....	2,000
Geology.....	1,500	.....do.....	2,400	.....	2,000	.....do.....	3,000
Bookkeeping.....	1,000	Bookkeeper.....	1,500	.....	1,700	County agent.....	2,500
Psychology.....	2,300	Educational director.....	2,500	Principal.....	1,850	Advertising manager.....	3,000
.....	3,500	Chamber of Commerce.....	6,000	.....	2,600	.....	5,000
Extension.....	2,500	.....do.....	3,500	.....	2,100	.....	4,000
Agriculture.....	3,200	Editor.....	7,200	.....	1,800	.....	3,200
.....	1,000	Cashier.....	1,600	.....	1,800	.....	3,000
Mining.....	3,000	Commercial work.....	10,000	.....	1,200	.....	2,500
Chemistry.....	1,800	Potash industry.....	2,400	.....	1,000	.....	1,900
.....	1,430	Y. W. C. A.....	1,800	Chemistry.....	1,650	.....	2,000
.....	3,500	Manager of society.....	6,000	.....	1,400	.....	3,000
Agriculture.....	3,680	Accounting.....	6,000	.....	1,300	.....	3,000
.....	1,800	Cattle breeding.....	7,500	Mathematics.....	2,100	.....	2,500
.....	1,800	Business.....	3,600	Economics.....	1,900	.....	5,000
.....	1,800	Government.....	2,700	Mechanical engineering.....	2,100	.....	2,800
.....	1,200	Industrial.....	1,800	.....	1,200	.....	1,800
.....	1,500	Farm bureau.....	2,500	Economics.....	1,500	.....	2,800
Medicine.....	2,250	Manufacturing.....	6,000	Machine work.....	1,250	.....	1,500