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### A SURVEY OF INDIANA TEACHERS' SALARIES

By William N. McPherson

Contributions of the Graduate School Indiana State Teachers College Number 304

Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree In Education

THE BANASIATE TREATERARY

1936

The thesis of <u>William N. McPherson</u> ,
Contribution of the Graduate School, Indiana State
Teachers College, Number 304, under the title
A SURVEY OF INDIANA
TEACHERS SALARIES
is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hour's
credit.
Committee on thesis:
J. A. Sharmon E. L. Abell
tolestamen, Chairman
Date of Acceptance May 28, 1937

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#### CHAPTER I

#### INTRODUCTION

The problem. What are the salaries of Indiana teachers?

How do salaries of Indiana teachers compare with incomes in other occupations? What effects have differences in remuneration upon teaching in Indiana?

Teachers' salaries. The question of how much we shall pay our teachers is of vital importance not only to those directly engaged in the profession, but to society as a whole. The future of our country depends on the youth of today, and our future citizens are depending more and more on the schools for their views, opinions and aims. The failures of schools as well as of homes are reflected in the police records and in the high rates of illiteracy among the inmates of our prisons.

As early as 1925 we find listed in a N. E. A. Research Bulletin, I five points illustrating the statement that the child's, not the teacher's, welfare is primarily at issue in any consideration of teachers' salaries.

Summarized, these five points are:

1. The teachers' salary schedule, more than any other factor, determines the quality of people attracted to the teaching profession.

Association, (January and March, 1925), 7-11.

- 2. The teachers' salary schedule determines the quality of preparation of teachers.
- 3. The teachers' salary schedule determines the quality of human material that continues in the profession.
- 4. The teachers' salary schedule determines the school boards' chances of obtaining the services of capable teachers.
- 5. Teachers' salaries indirectly determine a child's outlook on life.

Cost of crime. When the school fails and the individual becomes a charge of state institutions, we find that the individual ual becomes a greater expense on the state. The per capita expenses for juvenile delinquents in industrial schools in 1927-8<sup>2</sup> were \$625 for the 828 in Indiana and \$425 for the 38,113 in the United States; for the 3,868 adults in state penal institutions in Indiana, \$219.70, and \$319.75 for the 100,410 in all the United States. At the same time the per capita expense for the 604,392 public school enumeration in Indiana was only \$96.63 and for the 20,608,353 in the United States, \$87.22. This would not be so lamentable if this were all society had to pay for its criminals. The expenditures for administration of criminal justice and the estimate of losses due to crime in 1930 were \$2,148,733,000.

The poorly paid teacher. Many see no danger in the fact that the teacher receives no more than the common laborer. The

<sup>2 &</sup>quot;Crime Prevention Through Education," Research Bulletin X of the National Education Association, (September, 1932); 153.

laborer may be as efficient a worker on a mere subsistence level as on a high standard of living. This is not true of the teacher. Note Carlson<sup>3</sup> on this point:

A teacher on a subsistence level is a much less effective worker than one who has money for books, magazines, lectures, concerts, and some travel.

No one can really teach who has not these three assets: dependable knowledge in his head and vigor and charm in his personality. All these assets cost money to acquire, as any parent knows, and none of them can be retained or developed without the constant expenditure of money. That is why the teacher who as a child and as an adult is hounded by poverty or the fear of it is almost invariably a drab, petty instructor who cannot accomplish much in the way of drill or inspiration.

The child's attitude toward poor teachers. It is only natural that children consider the teacher the best example of an educated person. When they judge the teacher's position they unconsciously judge education itself. If the teacher is a dissatisfied workman, we cannot expect the children to appreciate the education he exemplifies. If the teacher is viewed as a failure, we cannot expect his teaching to be received with the utmost enthusiasm. Of course, the teacher may be able to convince the pupils that schooling is required in occupations and professions considered more advantageous than teaching. However, this knowledge cannot be expected to outweigh the disrespect in youthful minds for the educational

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Avis D. Carlson, "Deflating the Schools," Harpers CLXVII (November, 1933), 712.

system if the most educated are not also the most successful.

Rank of teaching as an occupation. That school teaching as an occupation has not been considered highly attractive or exceedingly remunerative is rather general knowledge. Just how low it ranks in financial returns among other occupations is shown in Tables I, II, and III.

Among eleven groups in 1930, (Table I), public school teachers, principals, and supervisors, received the lowest average income.

In Table II we find that in 1926 the average incomes of all workers in the United States, of high grade clerical workers, of trade union members, and of government employees were much higher than the average salary of teachers, principals, and superintendents. Even the earnings in manufacturing industries averaged more than teachers' salaries.

In Table III we observe that the incomes reached by various percentages of all gainfully employed persons in the United States in 1926 were consistently higher than salaries reached by equal percentages of teachers, principals and superintendents.

Table III indicates incomes which occur with an equal percentage of cases among the nation's 44,600,000 gainfully occupied and among the 845,000 numbers of the teaching profession employed in public schools. Referring to Table III, statements such as the following are justified: A person who

TABLE I

AVERAGE INCOMES OF PUBLIC SCHOOL TEACHERS AND OTHER OCCUPATIONAL GROUPS 19304

1.	Consulting Engineers <sup>a</sup>	\$8,523
2.	Lawyersa	5,219
3.	Physicians and Surgeons <sup>a</sup>	5,105
4.	Dentistsa	4,381
5.	Classroom teachers in 65 cities over 100,000 in	
	population <sup>b</sup>	2,298
6.	Salaried employees in certain industries <sup>c</sup>	2,129
7.	Clergymen <sup>b</sup>	2,014
8.	City government employeesd	1,517
9.	Federal government employeesd	1,467
10.	State and county government employeesd	1,437
11.	All public school teachers, principals, and	•
	supervisors in the United States <sup>b</sup>	1,420

a Individual entrepreneurs (not employed by a governmental agency). Their average incomes as reported do not include income from property.

b Salaries only.

Mining, manufacturing, construction, steam railroads, Pullman, railway express, and water transportation.

d Excluding those in public education.

<sup>4 &</sup>quot;The Teachers Economic Position" Research Bulletin of the National Education Association, XIII. (September, 1935), 243.

#### TABLE II

# COMPARISON OF AVERAGE SALARY OF SCHOOL TEACHERS AND INCOMES OF OTHER GROUPS OF WORKERS, $1926^{5}$

Average income of all gainfully	
employed (44,600,000)	\$2,010
Average earnings in 25 manufacturing	
industries	1,309
Average salary of high grade clerical	
workers	1,908
Average earnings of trade union members	2,502
Average salary of government employees	1,809
Average salary of teachers, principals,	
and superintendents	1,275

<sup>5 &</sup>quot;The Scheduling of Teachers! Salaries," Research Bulletin V of the National Education Association, (May, 1927), 157.

goes into the open market of gainful employment and whose earning power turns out to be very much below average may expect an income of \$700; if he enters teaching and is equally unsuccessful in this field, he may expect an income of \$475. A person who sells his services in the open market and whose earning power is slightly below the average may expect to earn \$1,500 a year. One who enters teaching and earns a salary slightly below the average in this field may expect \$1,040 a year. One who earns the typical income of \$1,700 in the open market, if equally successful among teachers, earns \$1,250. One who has above average success in the open market may expect to earn \$3,000. Above average success in teaching means \$2,490. A person sufficiently successful in the open market to earn \$10,000 may expect to earn \$3,875 if he is equally successful among teachers.

It is interesting to note in Table III that about three-fourths of the teachers received as much as \$850, but three-fourths of all persons gainfully employed received \$1,200 or more; only half of the teacher salaries reached \$1,250, but half of all persons employed in the United States received salaries of \$1,700 or higher.

Surely education deserves better than the cheapest human material. Of what value are the well constructed educational plants of today when inefficient servants are

TABLE III

INCOMES AND SALARIES REACHED BY EQUAL PER CENTS OF GAINFULLY OCCUPIED PERSONS AND OF PERSONS IN PUBLIC SCHOOL WORK IN THE UNITED STATES<sup>6</sup>

Incomes or persons gainfully employed	Salaries of teachers	Per cent reaching	Per cent Col. 2 is of Col. 1
\$500,000 250,000 100,000 50,000 25,000 10,000 9,000 8,000 7,000 6,000 5,000 4,000 3,500 3,000 2,800 2,600 2,400 2,200 2,000 1,900 1,800 1,700 1,600 1,500 1,400 1,300 1,200 1,100 1,000 900 800 700	\$12,500 10,700 7,400 6,000 5,875 3,825 3,610 3,410 3,195 2,750 2,325 2,115 1,900 1,375 1,250 1,375 1,250 1,375 1,250 1,375 1,040 980 910 850 790 710 650 575 475	.0016 .0048 .022 .1972 1.495074525399149.52764640489 1196.49.533844.550.650.4640489 1196.49.533844.550.650.4640489 93.993.993.993.993.993.993.993.993.993	2.50 4.28 7.40 12.00 38.75 42.53 46.25 51.53 63.25 78.04 83.05 77.50 75.22 76.33 70.63 70.00 70.83 71.86 71.86

## TABLE III (continued)

Read table thus: An income of \$500,000 and of \$12,500 is reached by the same per cent (.0016%) of each of the following groups: All gainfully occupied persons in the U. S., and of all persons in public school work in the U. S. An income of \$2,000 and \$1,500 is reached by the same per cent (34.9%) of each of these groups.

This is Table 9 from "The Scheduling of Teachers' Salaries," Research Bulletin V of the National Education Association, (May, 1927), 155.

in charge? On this score Andress? makes the comment that the greatest single force in education is the classroom teacher. Clearly the place to skimp and economize is not in provision of the "greatest single force in education."

Teacher's economic needs. Whether or not society owes the teacher for his preparation and his labor more than it owes the laborer for his hire need not enter our discussion. Nor need sentiment govern the pay of our teachers. Not only will higher salaries attract better teachers to any system, but will as well enable the teacher to do better work. Eells has very well expressed this in the following quotation:

The teacher has a unique responsibility for the civilization of the future. It is the teacher who must aid in transmitting all that is best in the history, the society, the culture, the music, the literature, and the art of the past to the childhood of today—so soon to become the active, responsible manhood of tomorrow. . . . He must have the time and means to refresh and develop his own sources of power and knowledge and enthusiasm—through stimulating books, through social relationships, through professional opportunities and contacts. He cannot safely be reduced to a workingman's standard of living. Freedom from harassing worry is essential. Suitable preparation for his difficult and responsible task cannot be made when distressing financial burdens threaten loss of home and of savings. The proper classroom atmosphere of joyous enthusiasm is impossible when life outside the classroom is one of constant haunting fear of economic calamity.

**M**itlack,

<sup>7</sup> J. Mace Andress, "Am I as a Teacher a Well Adjusted Person?" Hygeia, XIV (March, 1936), 267.

Walter C. Eells, <u>Teachers Salaries and the Cost of Living</u>, (Stanford University Press, 1933), 91-92.

Teacher turnover. The National Survey of Secondary Schools reported that the principals in an unselected group of small secondary schools had been in the positions which they held in 1930-1 for a median of only 2.7 years 9 and teachers, for a median of only 1.4 years. 10

Coming closer home, Simon<sup>11</sup> reports the number of replacements in 1931-2 among 3,746 staff members in 1930-1 in Indiana town and township secondary schools was 1,320, or 35%.

At the same time Carr<sup>12</sup> complained that "experienced teachers are being alienated from the profession by arbitrary, ill-considered, and often unnecessary reductions in salaries." And that was at a time when occupations were more overcrowded than, at present and people were generally holding on to any positions they could find.

<u>Demand for teachers</u>. There are numerous sources showing that the demand for teachers is getting greater. We may expect

Emery N. Ferriss, W. H. Graumnitz, and P. R. Brammell, The Smaller Secondary Schools, National Survey of Secondary Education Monograph VI, U. S. Office of Education Bulletin XVII (1932), 64.

<sup>10 &</sup>lt;u>Ibid</u>., p. 75.

Donald L. Simon, "The Teacher Turnover in Indiana," School Review, XLIV (February, 1936), 116.

<sup>12</sup> W. G. Carr, "Childhood versus the Depression," <u>Texas</u> Outlook, (July, 1932), 17.

the sections offering highest teacher salaries and the occupations offering greatest incomes to attract the best teachers.

Dr. T. Luther Purdom, director of the University of Michigan bureau of appointments, reports 13 that placements in teaching positions, which reached a low point in 1933, have markedly increased since then. In 1930 the bureau received calls for only 408 teachers. In 1934 the number was 885. Last year it climbed to 1,355 and the new year has begun with a brisk demand.

Dr. Clyde Miller, Teachers College, Columbia University, reports 14 a 17 per cent increase in 1935 over 1934.

The Board of Vocational Guidance and Placement of the University of Chicago received calls for only 568 teachers during 1932-3; during the year 1934-5 the number of calls was 1,336.15

Of the 338 graduates of the College of Education, Ohio State University, in 1935 who desired teaching positions, 68% obtained them by December 31 of that year and an additional 2 per cent were employed by March 15. This compares with the 58 per cent in 1934 and the 43 per cent in 1933. 16

Some reasons why opportunities are getting better in teaching are: "less staff reduction, restoration of previously

<sup>13</sup> R. H. Eliassen and Earl W. Anderson, "Investigations of Teacher Supply and Demand", Educational Research Bulletin XV (April, 1936), 106

<sup>14</sup> Loc. cit.

<sup>15</sup> Ibid., p. 105.

Loc. cit.

discarded subjects, more frequent resignations—the women to marry and members of both sexes to enter occupations more remunerative than teaching, relative low salaries in teaching compared with other occupations—including government service. 17

But more vacancies in the teaching profession may mean weaker teachers and, eventually, poorer citizens. The best human material can hardly be expected to undergo the training period prerequisite to teaching if better salaries, or even approximate salaries, may be procured immediately and without the training. Of those acquiring the training, the best material cannot be expected to remain in the field if opportunities arise elsewhere. Finally, we in Indiana cannot hope to hold the best of what is left in the profession if higher salaries are offered in other sections.

<sup>17 &</sup>lt;u>Ibid.</u>, p. 105

#### CHAPTER II

#### EARLIER STUDIES

Trends in Indiana Teachers' Salaries in Comparison with Changing Economic Conditions, May. Mr. May made a comparison of teachers' salaries with incomes of firemen, policemen, and city officials in ten Indiana counties:

Bartholomew, Cass, Clinton, Dubois, Greene, Jasper, Jefferson, Knox, Vanderburg, and Warren, in years 1930-1 and 1932-3.

Teachers' salaries in general decreased 24.4 per cent; incomes of firemen, policemen, and city officials decreased 16.6. 18

May further compared the salary decreases with the decreases in costs of living and found that teachers in Indiana had not suffered as greatly as the salary cuts might indicate.

May's study was concerned with occupations only in the communities wherein the teacher lived, and with the teacher's economic position therein. The present study is concerned with any occupations open to teachers or prospective teachers anywhere inasmuch as these occupations draw human material from the field of education.

William May, "Contributions of the Graduate School of Indiana State Teachers College," CXCII (1934), 54.

The Status of Salaries of High School Teachers in Indiana, Koehler. Koehler gave a survey of salaries of Indiana high school teachers in 1930 in schools having less than 700 enrollment. All schools having greater enrollment than 700 had salary schedules at that time. A median salary of \$1,434.29 and a mean salary of \$1,441.87 were found in a range of \$800 to \$3,750.19

Not all children reach the high schools. It is quite probable that a large percentage of our criminals and inmates of state institutions do not complete the grade schools. The present survey deals with all teachers upon whom the public depends for youth guidance, whether primary teacher or city school superintendent.

The Dollar and Real Incomes of Teachers 1889-90 to 1933-4, Shuttleworth. The average annual salaries of all teachers in the United States from 1889 to 1934 are listed along with average incomes of all wage workers, and both are expressed as real wages in terms of 1921-30 dollars, in Shuttleworth's study. Table IV presents these figures in years 1925-34. Shuttleworth notes that teachers' salaries lag two years in depression. According to him, we may expect an equal or greater lag in the increase. 20

Albert W. Koehler, "Contributions of the Graduate School of Indiana State Teachers College," XVIII (1930), 19.

Frank K. Shuttleworth, "The Dollar and Real Incomes of Teachers 1889-90 to 1933-34, " School and Society, XXXIX (July, 1934), 687.

TABLE IV

COMPARISON OF AVERAGE TEACHERS' SALARY AND INCOMES
OF WAGE EARNERS WITH REAL WAGES, 1889-90 TO 1933-421

WAGE EARNERS TEACHERS Year Salary Real wages Income Real wages \$1,279 \$1,269 1925 \$1,279 \$1,269 1,300 1,284 1926 1,302 1,237 1927 1,349 1,346 1,282 1,274 1928 1,375 1,382 1,281 1,280 1,410 1,414 1929 1,357 1,261 1,420 1930 1,434 1,119 1,167 1931 1,440 1,529 829 960 1,411 1932 1,609 569 735 1933 1,262 1,535 598 799 1934 964 1,124 735 939

<sup>21</sup> Frank K. Shuttleworth, School and Society, XXXIX, (July, 1934), 686-7.

#### CHAPTER III

#### INDIANA TEACHERS' SALARIES

Procedure. With the help of his committee, the investigator determined upon twelve Indiana counties, scattered geographically and, as shown in Table V, financially representative. No county ranks higher than fourth or lower than sixty-third in standing of total net assessed valuation among the 92 counties and the average rank of the group is 32.5 in 1935. These counties are, in alphabetic order, Allen, Clinton, Gibson, Hancock, Jefferson, Lawrence, Miami, Porter, Steuben, Sullivan, Wayne, and White. To conserve space, the number of the alphabetic rank of the counties, rather than their names, is used in some of the tables. These twelve counties had a school enumeration of 113,719, or 13.14 per cent of the total Indiana enumeration in 1931. Similar data for the years 1925-6 and 1935-6 were not available. Table VI shows this enumeration by counties.

The salaries were found in the school reports which are turned in each fall to the Division of Inspection, Indiana State Department of Education, State House, Indianapolis. The 1925 reports from White County have become misplaced temporarily and the investigator was unable to acquire accurate information of the salaries in that county for that year.

TABLE V

FINANCIAL STANDING OF THE TWELVE COUNTIES STUDIED AS SHOWN BY THEIR ASSESSED VALUATIONS 22

County	Asse	Rank in State 1935		
	1925	1930	1935	
Allen	248,472,780	304,950,710	301,471,980	4
Clinton	66,997,930	53,950,710	37,643,600	19
Gibson	43,067,690	35,955,230	23,592,065	41
Hancock	45,482,690	35,892,400	24,779,740	37
Jefferson	17,224,835	14,875,770	21,523,865	46
Lawrence	26,085,920	35,961,385	25,796,970	35
Miami	53,288,745	44,778,265	33,429,255	23
Porter	59,054,600	62,607,970	45,033,020	14
Steuben	24,936,600	24,714,630	16,134,900	63
Sullivan	38,612,895	28,000,290	18,102,456	56
Wayne	82,250,908	80,960,666	61,404,931	12
White	37,270,120	37,481,530	24,581,060	40
Mean rank	in the second of			32.5

State Auditor's Report, Yearbook of the State of Indiana, Division of Accounting and Statistics.

TABLE VI

SCHOOL ENUMERATION IN THE TWELVE COUNTIES STUDIED

JANUARY, 193123

35,628 7,170 8,378 4,161 4,536 10,636 7,649 6,390	
8,378 4,161 4,536 10,636 7,649	
4,161 4,536 10,636 7,649	
4,536 10,636 7,649	
10,636 7,649	
7,649	
6,390	
3,388	
8,533	
12,962	
4,486	
113,718	······································
865,352	
. 14	
	113,718

<sup>23</sup> Yearbook of the State of Indiana, (1931), 548-9.

There were 153 teachers in White County in 1935 and 166 in 1930. The comparisons shown in Table XII, page 37, are of little variance and the omission of the White County teachers from the 1925 figures may be assumed to have no particular effect on the findings.

All teachers' salaries reported were taken, with the exception of part-time teachers who received less than \$700. In some instances teachers were contracted in more than one school system. These were usually special subjects teachers and little difficulty was found in summing their salaries.

The investigator early abandoned any attempt at use of an arithmetic mean, since it appeared evident that such average would be not only without particular value, but also misleading. Among the first salaries found were one of \$8,500 and several of \$800. Rather frequently such a distribution was found as four \$800 teachers and one \$1,800 principal in a system. The fact that these five salaries average \$1,000 is not of much importance in a study of these salaries. Division into groups of superintendents, principals, special teachers, high school teachers, junior high school teachers, and elementary school teachers would, no doubt, have remedied much of this evil. Further division into city, town, township, and rural schools would have further validated any averages found. But at the time it seemed to the investigator that such details would have eventually clouded the issue to such an extent that conclusions would have been difficult to make.

In measuring the attraction of remuneration in any vocation, certainly the highest salaries must be considered. There is enough of the gambling tendency in so many people that the foot of the ladder that reaches highest will probably be most crowded. The youth planning his future is more likely to consider the one lawyer who made a hundred thousand dollars than the hundred thousand lawyers who made considerably less than that amount. Since this study is concerned with the attraction of salaries, certainly the top salaries of teachers must be considered. So, though it is important that 75.6 per cent of teachers in the United States reached salaries of \$850 while the same per cent of all persons gainfully employed in the United States reached incomes of \$1,200, (Table III), it is also important that the per cent of teachers reaching \$12,500 was the same as the per cent of all persons gainfully employed who reached \$500,000.

No attempt was made at grouping according to experience, training, or sex. Much more importance is attributed to the distribution of salaries as a whole. Though no effort was made to show the difference due to the size of cities, the effect of the city of Fort Wayne in Allen County may be assumed from the tables containing the tabulations by counties.

Fort Wayne, Peru, and Bedford were not included in Koehler's report. The wisdom of including these might be questioned.

But the statement that school teachers were paid \$800 a year

would not frighten away prospective teachers very much if one could say that some teachers receive \$25,000 a year. In all fairness the best paid positions must be considered as well as those least paid.

Salaries were tabulated in intervals of 100, beginning as \$700-799 though the Minimum Salary Law has been rather successful in maintaining full-time salaries above the \$800 mark. Frequencies of teachers receiving salaries within these intervals were tabulated for the three school years, 1925-6, 1930-1, and 1935-6, in each of the twelve counties selected with the exception of White County in 1925-6. Totals and percentages in each of the three years were tabulated.

In speaking of salaries people generally prefer to make comparisons with convenient figures as \$25 or \$50 per week and a thousand or two thousand dollars a year. These points were used in Table XI and the percentages of teachers receiving salaries above these points tabulated. The median salary for 1935-6 was approximately \$1,100 so this point was also used. The \$1,900 mark was used because of the similarity in the 1925-6 and 1930-1 percentages and the marked drop in 1935-6 from this.

<u>Comparison of Indiana teachers' salaries with other</u>

<u>incomes</u>. Because of differences in standards of living or in costs of living in various sections and in communities of different sizes, it may be possible that some teachers may rank as high socially in their communities and live as fully on \$1,200

直面内侧部或者引起 小头 经主动订货工厂贷款

as some others are able to do on \$1,800 elsewhere. If this survey were concerned only with the teachers, the differences in standards and costs of living would have to be considered in it. Since this survey is concerned more with the importance of teachers' salaries to society as a whole than to teachers as individuals, the matter of relative living costs may be disregarded. Generally the more capable worker will accept the higher salary even though the living costs are more than proportionately higher where the higher salary is offered. In the present study, then, the attraction of higher salaries, regardless of the real value of wages, may be assumed.

With the present means of transportation, no locality or occupation is too remote for comparison in the present study. The incomes in any occupation or profession which teachers might enter, then, are of interest to this study. Many occupations are practically closed, apprenticeships and other labor union requirements making them almost out of reason for an adult. The incomes there would hardly affect teachers. Lack of sufficient data makes it impossible to give estimates of wages a person might hope to gain in some other occupations open to teachers.

Samples are given of various incomes at the latest available dates. Where only weekly wages could be found, frequent translations to annual amounts are approximated. Indications from numerous sources are that wages are generally increasing appreciably.

Findings. In Table VII, we find that in 1925-6 a total of 2,646 teachers received salaries ranging from \$800 to \$5,000. To conserve space, the number of the alphabetic rank of the counties, rather than their names, is used in this and following tables. The median salary for this year was \$1,354.40 and 9.45 per cent of the teachers received salaries in the range \$1,300-\$1,399. As has been mentioned, no figures for White County were found.

Table VII shows among other facts that one may include all cases found in the first twenty-four distribution groups before the percentage in any group is 1 per cent or higher. Indeed the total percentages of these first twenty-four groups is only 1.47 per cent. It is likewise clear that, as we read down through the distribution groups, the percentages increase in general; that is, as salaries decrease the number of teachers in each succeeding lower salary group becomes greater. The largest percentage is found in the salary group \$1,000-\$1,099. Approximately 25 per cent (24.15 per cent) of all teachers are located in the three lowest salary groups. More than half of all cases (54.27 per cent) are found in the last six groups.

The year 1930-1 (Table VIII) saw an increase to 3,349 teachers, of whom 11.14 per cent received \$1,300-\$1,399, the median being \$1,347.42. Again it may be noted that the number of cases in each salary group increases, generally, as salaries decrease, and in no group above the \$2,600-\$2,699 group do as

TABLE VII
FREQUENCIES OF TEACHERS RECEIVING SALARIES, 1925-1926

						Co	unti	es <sup>o</sup>						
Salaries	No. 1	2	3	4	5	6	7	8	9	10	11	12	Total cases	Percent- age
5,000-5,099 4,900-4,999 4,800-4,899 4,700-4,799	1	± .							·				1	•04
,600-4,699 ,500-4,599 ,400-4,499 ,300-4,399					1								1	•04
2,200-4,299 2,100-4,199		1											1	•04
,000-4,099 ,900-3,999 ,800-3,899 ,700-3,799	1							1		1			1 2	•04 •08
,600-3,699 ,500-3,599 ,400-3,499				1					1				1 1	•04 •04
300-3,399 3,200-3,299 3,100-3,199			1			1					1		2 2	•08 •08
3,000-3,099 2,900-2,999 2,800-2,899 2,700-2,799 2,600-2,699 2,500-2,599	3 2 9 4 25 21	2 1 2 2		1		2	1		1	2	1		6 2 12 6 28 28	.23 .08 .45 .23 1.06

TABLE VII (continued)

Salaries	No.]	2	3	4	5	6	7	8	9	10	11	12	Total cases	l Percentages
2,400-2,499 2,300-2,399 2,200-2,299 2,100-2,199 2,000-2,099 1,900-1,999 1,800-1,899 1,700-1,599 1,500-1,599 1,400-1,499 1,300-1,399 1,200-1,299 1,100-1,199 1,000-1,099 900-999 800-899 700-799	21 16 31 25 52 148 50 37 50 37 35 31 72 16 10	1 14755314080979	2 1 6 1 6 10 19 13 19 20 15 30 24 32	1 2 3 1 6 7 12 7 25 30 10 5 11	1 2 653 1514 1726 136	1114200185955300 123355300 200	3 1234817 17334 3056 3127 27	10 10 13 46 15 14 10	7 8 4 5 12 10	1 2 1 5 1 2 4 5 16 16 25 22 23 30	2 12415466706410913		32 23 41 34 88 166 101 97 158 177 198 250 290 257 294 154 192	1.21 .37 1.55 1.29 3.33 6.27 3.82 3.66 5.97 6.69 7.48 9.45 10.96 9.71 11.11 5.82 7.22
Totals	777	205	202	127	129	252	265	135	105	199	259		2,646	100.00

Median Salary, \$1,354.40

Counties: 1, Allen; 2, Clinton; 3, Gibson; 4, Hancock; 5, Jefferson; 6, Lawrence; 7, Miami; 8, Porter; 9, Steuben; 10, Sullivan; 11, Wayne; and, 12, White.

many as one per cent of the cases fall. The largest number of cases fall into the \$1,000-\$1,099 group and more than a fourth (26.18 per cent) are found in the three groups between \$800 and \$1,099.

The total number of teachers in the twelve counties studied decreased to 3,079 in 1935-6 (Table IX), or 270 less than in 1930-1. The median salary dropped to \$1,108.77, which is \$268.65 below the 1930-1 median, and 8.7 per cent of the teachers received salaries in the median salary group, \$1,100-\$1,199. The \$2,300-\$2,399 group was the highest in which as many as one per cent of the cases fell. In no group over \$2,000 did as many as two per cent occur, while 24.36 per cent of the cases are found in the \$800-\$899 group. In only one other group did as many as 10 per cent occur, namely the \$1,000-\$1,099 group in which we find 18.44 per cent. It may also be noted that nearly half (48.88 per cent) of the cases fall within the three groups between \$800 and \$1,099.

In Table X the totals from the three years are compared, as are the per cents. The decrease of salaries in general between 1930 and 1935 may readily be assumed on noting that in the latter year no salary group above the \$1,600-\$1,699 group contains as many as one hundred cases, while 115 received salaries between \$2,000 and \$2,099 in 1930-1. This may be further seen in the fact that while only 6.96 per cent received \$800-\$899 in 1930-1, as many as 24.36 per cent of the teachers in 1935-6 were promised salaries in this range.

TABLE VIII
FREQUENCIES OF TEACHERS RECEIVING VARIOUS SALARIES, 1930

ទីកដីក្នុង ១ -						Count	ties	0						
Salaries	No. 1	2	3	4	5	6	7	8	9	10	11	12	Total cases	Percent- age
8,500-8,599	1			li									1	.03
5,500-5,599						1							1	.03
4,700-4,799 4,600-4,699		l		:									1	•03
4,500-4,599 4,400-4,499 4,300-4,399	1							1					1 1	•03 •03
4,200-4,299 4,100-4,199 4,000-4,099	1								•				1	• 03
3,900-3,999 3,800-3,899 3,700-3,799 3,600-3,699	1	l	1	1									1 1 2 1	• 03 • 03 • 06 • 03
3,500-3,599 3,400-3,499 3,300-3,399 3,200-3,299 3,100-3,199 3,000-3,099 2,900-2,999 2,800-2,899	1 4 1 21 4 17	1	1		1			eringendere bereitet bereitet bereiter bereiter bereiter bereiter bereiter bereiter bereiter bereiter bereiter	1		1 2 1	1	3 7 2 25 5 21	.09 .03 .21 .06 .75 .15

TABLE VIII (continued

·	<del></del>													
Salaries	No. 1	2	3	4	5	6	7	8	9	10	11	12	Total cases	10106110-
2,700-2,799 2,600-2,699 2,500-2,599 2,400-2,499 2,300-2,399 2,200-2,299 2,100-2,199 2,000-2,099 1,900-1,999 1,800-1,799 1,600-1,699 1,500-1,599 1,400-1,499 1,300-1,399 1,200-1,299 1,100-1,199 1,000-1,099 900- 800- 899 700- 799	638029 38029 377322362344 11341 11341	1 2556354 14 11 34 47 36 29 15 16	311 33226443803554 12232423	1 2 1 4 3 1 6 7 13 12 13 20 3	1 111412199303155 103155	1 2 4 25194123940652233	2 11424731611844554906111	1 1 2 1 4 1 6 3 7 6 1 3 7 3 7 1 5 2 4 1 2 6 2 2 6 2 6 2 6 2 6 2 6 2 6 2 6 2 6	122 33 3 65227 12953	1 1 1 24 3 3 4 4 6 13 12 12 12 12 12 12 12 12 12 12 12 12 12	1 1 4 4 6 7 14 31 29 34 32 49 41 22 9 8 3	22332 6224 195221 195219 198	12 37 25 37 68 1154 129 195 199 277 277 449 123 16	1.10 1.10 1.10 1.10 1.10 1.10 1.10 1.10
Totals	829	247	249	147	146	359	274	197	126	221	388	166	3,349	100.04
	Median Salary, \$1,347.42													

O Counties: 1, Allen; 2, Clinton; 3, Gibson; 4, Hancock; 5, Jefferson; 6, Lawrence; 7, Miami; 8, Porter; 9, Steuben; 10, Sullivan; 11, Wayne; and, 12, White.

TABLE IX
FREQUENCIES OF TEACHERS RECEIVING VARIOUS SALARIES, 1935

Salaries	W - 24 - 4					Cou	ntie	s <sup>o</sup>					Total	Percent-
grande i de la companya de la compa	No. 1	2	3	4	5	6	7	8	9	10	11	12	cases	age
7,000-7,099	1						·						1	•03
5,000-5,099 4,700-4,799	1	1						. 1					1	•03
4,000-4,099 3,900-3,999 3,800-3,899		*		·		1			·				1.	•03 •03
3,700-3,799 3,600-3,699 3,500-3,599 3,400-3,499 3,300-3,399	221				-					1	1		2 2 1 2 3	.06 .06 .03 .06
3,300-3,399 3,200-3,299 3,100-3,199 3,000-2,999 2,900-2,899 2,700-2,799 2,600-2,699 2,500-2,599 2,400-2,499 2,300-2,399 2,200-2,199 2,000-2,099	2 6 12 20 29 41 38 26	1 2	1	1	1	1	1	1 2 1 3	1	2	1 1 1 2 3 2	1	3 22294512653 123443	.09 .06 .06 .06 .29 .13 .49 .68 1.04 1.49 1.46

TABLE IX (continued)

Salaries			Counties						Total	Percentage				
No.1	2	3	4	5	6	7	8	9	10	111	12	cases		
1,900-1,999 1,800-1,899 1,700-1,799 1,600-1,699 1,500-1,599 1,400-1,499 1,300-1,399 1,200-1,299 1,100-1,199 1,000-1,099 900- 800- 899 700- 799	74 33 29 111 34 44 38 52 40 71 64 12	1 2 10 10 6 2 7 26 45 52 7 48	1 4 5627 1729 4814 94	1 5534 115273 43	1 73239 131298 5	52 <b>1</b> 0	1 9 8 15 11 25 6 48 11 70	1 6 8 5 7 23 25 48 14 5 1	1 3 8 4 10 9 20 84 54	2 6 1 5 9 24 60 4 108	1 10 11 19 35 29 49 55 20 81 15 28	1 1 3 6 2 3 2 4 4 15 5	79 62 57 182 132 121 158 279 268 568 185 750	2.57 2.01 1.85 5.91 4.28 3.93 5.13 9.06 8.70 18.44 6.08 24.36
<b>Totals</b>	817	221	228	137	133	285	207	187	120	224	367	153	3,079	99.99

Median Salary, \$1,108.77

Ocunties: 1, Allen; 2, Clinton; 3, Gibson; 4, Hancock; 5, Jefferson; 6, Lawrence; 7, Miami; 8, Porter; 9, Steuben; 10, Sullivan; 11, Wayne; and, 12, White.

For clarity and emphasis, certain convenient points were selected and percentages of salaries above these points tabulated. As was earlier mentioned, these points were: \$1,300 and \$2,600, representing \$25 and \$50 per week, respectively; \$1,000 and \$2,000 per year, convenient points in salary discussions; \$1,100 as the approximate median salary of 1935-6; and \$1,900 as the most glaring contrast between the 1935-6 percentages and the earlier percentages. The percentages compare closely in years 1925-6 and 1930-1. But nearly twice as many received \$2,000 or more in 1930-1 as in 1935-6. More than twice as many received less than \$1,000 in 1935-6 as in 1930-1. Nearly one—third of the teachers this last year received less than a thousand dollars and barely a half received over eleven hundred dollars. This information is shown in Table XI.

Though there were only 166 teachers in White County in 1930-1 and only 153 in 1935-6, the investigator felt it worth while to show a comparison of White County with the totals in the years in which figures were available for that county.

Table XII gives this comparison. While the salaries in White County are bunched slightly more between \$800 and \$1,200 than in the total in both years, there is no indication that the omission of White County figures for 1925-6 could have affected the totals to any appreciable extent.

In Koehler's study of Indiana high-school teachers we find a median salary of \$1,434.29, which is \$86.87 higher than

TABLE X

NUMBER OF TEACHERS RECEIVING VARIOUS SALARIES

WITH PERCENTAGES

Salaries	192	25-6	19	30-1	18	935-6	
	F	%	F	%	F	%	
8,500 <b>-8</b> ,599	•		1	•03			
7,000-7,099					1	•03	
5,500-5,599			1	•03			
5,000-5,099 4,900-4,999	1	•04			1	•03	
4,800-4,899 4,700-4,799 4,600-4,699			1	•03	1	•03	
4,500-4,599 4,400-4,499	1	• 04	1 1 1 1	•03 •03			
4,300-4,399 4,200-4,299	1 y 1	·	·				
4,100-4,199 4,000-4,099	1 ,	•04 •04	1	.03	1	•03	
3,900-3,999 3,800-3,899	2	:08	1	•03 •03	O	•06	
3,700-3,799 3,600-3,699 3,500-3,599	1	• 04 • 04	2	•06 •0 <b>3</b>	2 2 1 2 3	•06 •03	
3,400-3,499 3,300-3,399 3,200-3,299	2 2	•08 •08	3 1 7	.09 .03 .21	2 3	•06 • <b>0</b> 9	
3,100-3,199 3,000-3,099 2,900-2,999	6 2	•23 •-•08	25 25 5	.06 .75 .15	2 2	•06 •06	
2,800-2,899 2,700-2,799	12 6	•45 •23	21 12	•63 • <b>3</b> 6	2 2 2 9	.06 .29	
2,600-2,699 2,500-2,599	28 28	1.06 1.06	37 25	1.10 .75	4 15	.13 .49	
2,400-2,499 2,300-2,399	32 23	1.21	37 37	1.10 1.10	21 32	.68 1.04	
2,200-2,299	41	1.55	68	2.03	<b>4</b> 6	1.49	
2,100-2,199 2,000-2,099 1,900-1,999	34 88 166	1.29 3.33 6.27	62 115 164	1.85 3.43 4.89	45 33 79	1.46 1.07 2.57	

TABLE X (continued)

Salaries	192	5-6	19	30-1	198	35 <b>-</b> 6
	F	- 67	F	%	F	%
1,800-1,899 1,700-1,799 1,600-1,699 1,500-1,599 1,400-1,499 1,300-1,399 1,200-1,299 1,100-1,199 1,000-1,099 900-999 800-899 700-799	101 97 158 177 198 250 290 257 294 154 192	3.82 3.66 5.97 6.69 7.48 9.45 10.96 9.71 11.11 5.82 7.22	129 95 139 192 292 373 327 277 449 195 233 16	3.87 2.84 4.15 5.73 8.72 11.14 9.76 8.29 13.40 5.82 6.96 .48	62 57 182 132 121 158 279 268 568 185 750	2.01 1.85 5.91 4.28 3.93 5.13 9.06 8.70 18.44 6.08 24.36 .42
Totals	2,646	100.00	3,349	100.02	3,079	99.99

TABLE XI
PER CENTS RECEIVING CERTAIN SALARIES

SALARIES	1925-6	1930-1	1935-6
2,600 and above	2.49	3.70	1.07
2,000 and above	11.79	13.98	7.31
1,900 and above	18.07	18.87	12.69
1,300 and above	55.14	58.12	32.99
1,100 and above	75.81	73.33	51.77
Below 1,000	13.07	13.26	30.79
Median salary	\$1,354.50	\$1,347.42	\$1,108.77

the median for all teachers in the twelve counties for the same year. His findings for high-school teachers are compared with the present study's figures for 1930-1 in Table XIII.

While high-school salaries were bunched more between \$1,200 and \$1,600 than were all school teachers', the comparison here is rather favorable. The scatter is greater in the present study, mainly because principals and superintendents are included here, but partly because three cities, Fort Wayne, Bedford, and Peru, were included in the present study but not in Koehler's.

Table XIV contains a comparison of median salaries of city school teachers of the United States and of teachers in Indiana, 1930-1. Elementary teachers in cities between 2,500 and 5,000 in population and high school teachers in cities 10,000 to 30,000 in population received a slightly higher average in Indiana than in all states. In all other groups, salaries of Indiana teachers fell below salaries of teachers in all states.

In Table XV the median salaries in the twelve counties are compared with median salaries of all teachers, principals, and supervisors in the United States. The Indiana median was higher than the United States median in 1925-6, but lower in 1930-1 and 1935-6.

TABLE XII

COMPARISON OF PERCENTAGES OF FREQUENCIES IN SALARIES
IN WHITE COUNTY AND IN TOTAL COUNTIES STUDIES,
1930-1 AND 1935-6

		1930-1	19	935 <b>-</b> 6
Salary	Total	White	Total	White
Above 3,300 3,200-3,299 3,100-3,199 3,000-2,999 2,800-2,899 2,700-2,699 2,600-2,599 2,600-2,499 2,500-2,299 2,400-2,199 2,000-2,199 2,000-1,999 1,800-1,799 1,600-1,699 1,500-1,599 1,500-1,599 1,500-1,199 1,500-1,199 1,500-1,199 1,000-1,999 1,000-1,999 1,000-1,999 1,000-1,999 1,000-1,999 1,000-1,999 1,000-1,999 1,000-1,999 1,000-1,999	.45 .26 .27 .15 .10 .10 .10 .10 .10 .10 .10 .10 .10 .10	.60  1.20 1.20 1.20 1.20 1.20 2.62 1.20 1.20 2.41 11.44 3.01 13.38 12.65 17.47 9.04 11.44 4.82	.48 .06 .06 .09 .49 .68 1.46 1.46 1.25 2.05 1.83 3.13 9.70 1.86 .48 .48 .48 .48 .48 .48 .48 .48	.65 .65 .65 .65 1.96 3.92 1.31 1.96 13.72 28.75 9.80 35.29
Median Salary	1,347.42	1,157.23	1,108.77	1,017.45

TABLE XIII

COMPARISON OF TEACHERS' SALARIES IN TWELVE COUNTIES WITH SALARIES IN ALL HIGH SCHOOLS UNDER 700 ENROLLMENT IN INDIANA, 1930

	High sch	ools <sup>24</sup>	Twelve o	ounties
Salaries	Frequencies	Per cent	Frequencies	Per cent
3,000 and over 2,900-2,999 2,800-2,899 2,700-2,799 2,600-2,699 2,500-2,599 2,400-2,499 2,300-2,399 2,200-2,299 2,100-2,199 2,000-2,099 1,900-1,999 1,800-1,899 1,700-1,799 1,600-1,699 1,500-1,599 1,400-1,499 1,300-1,399 1,200-1,299 1,100-1,199 1,000-1,099 900-999 800-899 700-799	3 16 7 216854 99580 1993 1993 1903 1903 1903 1903 1903 190	.29 .02 .13 .15 .46 1.21 1.24 1.18 2.19 1.44 4.18 4.22 8.75 11.50 18.80 16.90 18.55 12.33 .29	49 51 12 37 25 37 68 1154 199 199 297 377 449 195 237 277 449 195 233 13	1.47 .15 .63 .36 1.10 .75 1.10 2.03 1.85 3.43 4.89 3.87 2.82 4.15 5.73 8.72 11.14 9.76 8.27 13.42 6.96 .48

Total

Median salary \$1,434.29 Median salary \$1,347.42

Albert W. Koehler, "Contributions of the Graduate School of Indiana State Teachers College," XVIII (1930), 19.

TABLE XIV

# A COMPARISON OF MEDIAN SALARIES OF CITY SCHOOL TEACHERS OF THE UNITED STATES AND OF INDIANA, 1930-1

### A. Elementary schools in cities<sup>25</sup>

	Cities over 100,000	30,000 to 100,000	10,000 to 30,000	5,000 to 10,000	2,500 to 5,000
United States	\$2,118	\$1,609	\$1,428	\$1,303	\$1,162
Indiana	1,882	1,539	1,386	1,156	1,165

## B. High schools in cities<sup>26</sup>

	Cities over 100,000	30,000 to 100,000	10,000 to 30,000	5,000 to 10,000	2,500 to 5,000
United States	\$2,731	\$2,111	<b>\$1,</b> 876	\$1,692	\$1,547
Indiana	2,474	1,920	1,893	1,596	1,538

<sup>25 &</sup>quot;Salaries in City School Systems," Research Bulletin IX, of the National Education Association, (May, 1931), 167.

<sup>26 &</sup>lt;u>Ibid.</u>, p. 177.

TABLE XV

A COMPARISON OF MEDIAN SALARIES OF ALL TEACHERS, PRINCIPALS, AND SUPERVISORS IN THE UNITED STATES AND MEDIAN SALARIES IN TWELVE COUNTIES STUDIED

	1925	1930	1935
United States <sup>27</sup> Twelve counties	\$1,277.	\$1,430.	\$1,226.
	1,354.40	1,347.42	1,108.77

<sup>&</sup>quot;Major Trends in Public Education," Joint Commission of the Emergency in Education, National Education Association and Department of Superintendence, (October, 1934), 6.

#### CHAPTER IV

#### INCOME IN OCCUPATIONS OTHER THAN TEACHING

All employees in class I steam railroads, September,

October, and November, 1935. Later figures are not yet

available. Monthly salaries were, September, \$132, 28 October,

\$141.41, and November, \$134.80, 29 averaging \$139.40, which

would be \$1,672.80 annually. This is considerably higher than
the median salary for teachers, \$1,108.77.

Industries, Manufacturing and non-manufacturing.

Earnings of all employees, weekly averages first half of each month were:

September, 193	35 \$21.20 <sup>30</sup>
October	21.6431
November	21.77
December	22.29
January, 193	36 21.31
February	21.42
March	22.25
April	22.69
May	22.69 22.95 <sup>32</sup>

Average \$21.94 x 52 = \$1,130.88, annual wage.

<sup>28 &</sup>quot;Trend of Employment and Payrolls," Monthly Labor Review, XLI (December, 1935), 1648.

<sup>29 &</sup>lt;u>Ibid.</u>, XLII (February, 1936), 457.

<sup>30 &</sup>lt;u>Ibid.</u>, XLI (December, 1935), 1649.

<sup>31 &</sup>lt;u>Ibid.</u>, XLII (January to June, 1936), 193, 438, 745, 1085, 1395, 1683.

Section 32 <u>Ibid.</u>, XLIII (July, 1936), 173.

<u>Wages in the Motor Vehicle Industry</u>. Weekly averages of all workers were:

January, February March April May June July August	1935	\$26.86 <sup>33</sup> 29.79 29.99 31.03 28.67 27.71 27.01 26.81	3			
August September		26.81 26.95	***. •		•	
Average		\$28.31	x 52	= \$1.	472.12 ann	uallv.

Earnings of office workers in New York State factories, October, 1935. This corresponds to a \$1,705.60 salary.

New York State industries. In Table XVI is given the average weekly wage in all industries in New York State, the average wage in that industry which paid least for the particular position, and the average wage in that industry which paid the highest. Typists averaged the least: \$21.63 per week, or \$1,123.76 per year. The median found for Indiana teachers was below this. The accountants received the highest average wage, \$52.10 per week, or \$2,709.20 per year. Only 2.5 per cent of Indiana teachers received that much or more

<sup>33 &</sup>quot;Wages in Motor Vehicle Industry," Monthly Labor Review, XLII (March, 1936), 534.

<sup>34 &</sup>quot;Earnings of Office Workers in New York State Factories in October, 1935," Monthly Labor Review, XLII (February, 1936), 415.

TABLE XVI

WAGES IN 98 COMPANIES IN VARIOUS INDUSTRIES
IN NEW YORK STATE IN 1935<sup>35</sup>

Occupation	Weekly salaries		
	All-industries averages	Lowest average	Highest average
Accountant	\$52.10	\$44.15	\$66.20
Auditor	48.53	38.97	58.
Bookkeeper (machine operator)	24.03	21.84	29.74
Bookkeeper	30.76	24.25	33.96
Stenographer (male)	34.56	29.51	39.37
Stenographer (female)	28.49	23.53	30.14
Typist	21.63	17.96	24.79
Dictaphone operator	23.32	20.94	27.66
Telephone operator	22.52	20.54	24.88
Office machine operator	23.47	21.55	27.78
Chief supervisory clerk	48.44	32.13	60.19
File clerk	21.75	17.61	27.48
All other clerical occupations	26.39	19.99	31.85

<sup>&</sup>quot;Salaries of Clerical Workers in New York State, 1935," Monthly Labor Review, XLII, (January, 1936), 180.

in 1935-6. None of these positions require training comparable to teaching.

Steel industry. The average weekly earnings in various mills in 1935 were: 36

Bar mills	\$20.21
Puddling mills	19.62
Sheet bar mills	23.93
Rod mills	22.77
Wire mills	21.78
Blast furnaces	22.06
Open-hearth furnaces	25.84
Sheet mills	26.92

Police departments. A glance over Table XVII assures us that none of the offices in the police department average as low a salary as the teachers' median salary.

Edward K. Frazier, "Wages and Hours of Labor,"

Monthly Labor Review, XLIII (July, 1936), 113-38.

TABLE XVII

AVERAGE ANNUAL SALARIES OF POLICE DEPARTMENT EMPLOYEES IN 1934, BY SIZE OF CITY

Office	All Cities	500,000 to 1,000,000	, to	100,000 to 250,000	, to	25,000 to 50,000
Chief	\$3,107	\$5,788	\$4 <b>,</b> 598	\$3 <b>,</b> 653	\$3,082	\$2,521
Inspector	3,027	2,718	3,144	2,448	2,168	1,913
Captain	2,806	3,132	2,835	2,440	2,264	1,913
Lieutenant	2,729	2,433	2,633	2,318	2,174	2,081
Sergeant	2,393	2,337	2,195	2,049	2,010	1,806
Detective	2,256	2,152	2,146	1,872	1,775	1,702
Patrolman	2,175	2,045	1,989	1,829	1,775	1,702
Policewoman	2,113	1,829	2,011	1,604	1,583	1,418
Secretary	1,902	3,380	2,391	1,825	1,602	1,449
Chief clerk	1,991	2,876	2,605	2,095	1,684	1,613
Clerical	1,673	1,687	1,598	1,430	1,522	1,162

<sup>&</sup>quot;Salaries and Working Conditions in Police Departments, 1934," Monthly Labor Review, XLI, (October, 1935), 859.

#### CHAPTER V

#### CONCLUSIONS

Summary. The salaries of Indiana teachers were low in 1925 and in 1930 in comparison with other annual incomes. The median salaries found, respectively \$1,354.50 and \$1,347.42, were lower than average yearly payments made to wage workers as well as average incomes of men in professions. These low salaries have been further reduced; the 1935 median salary of \$1,108.77 is \$238.65, or 17.7 per cent, lower than the median salary of 1930. Where possible to find average wage payments or average incomes in other occupations, it was found that these were generally, if not always, higher than the median salary for teachers.

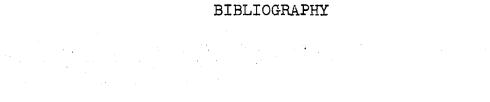
Conclusions. The salaries paid teachers in general have been and continue to be so low as to discourage preparation for teaching and continuance in the teaching profession. The profession has long suffered from the fact that the very active have preferred occupations that provided immediate returns as great or greater with less training required, or occupations that afforded far greater financial returns after the same or little more training.

The teaching profession, as one of the most essential to society, should be in position to select from human material

for its workers. Instead, there has usually been such a demand for capable teachers that nearly anyone acquiring sufficient schooling might feel reasonably assured of a position as a school teacher. So developed the title, "stepping stone." This demand is evidently on the increase at present, an indication that opportunities for financial betterment are increasing outside of the field of education.

Measured in terms of financial returns, school teaching ranked last among all vocations the investigator was able to find listed in the years of this study. Even unskilled labor in the latest findings is paid higher amounts than the median salary found for Indiana teachers. With more than half of our teachers receiving less than \$1,200 annually, less than \$100 per month, can we expect the best of our youth to prepare for the teaching profession? With nearly a third of our teachers paid yearly less than \$1,000 each for their services, we cannot expect to hold the best of those who have already prepared themselves for the profession.

There can be no question but that education should receive the highest quality of our manhood. Studies have been made showing the relative low cost of education as compared with any one of numerous luxuries. More such studies are needed that we may realize our ability to afford the best in education. More and more light must be thrown on this matter. We need to be shown we cannot afford to pay so little.



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