

THE UNIVERSITY OF MINNESOTA

GRADUATE SCHOOL

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The undersigned, acting as a Committee of the Graduate School, have read the accompanying thesis submitted by Erich Christian Selke for the degree of Master of Arts.

They approve it as a thesis meeting the requirements of the Graduate School of the University of Minnesota, and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts.

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A STUDY OF THE TRAINING, EXPERIENCE,
SALARIES, EXPENDITURES, AND LIVING CONDITIONS
OF THE TEACHERS IN MINNESOTA IN 1920

A THESIS SUBMITTED TO THE
FACULTY OF THE GRADUATE SCHOOL OF THE
UNIVERSITY OF MINNESOTA

BY

Erich C. Selke

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CHAPTER I

INTRODUCTION

THE NEED FOR THE STUDY

In 1920, the Minnesota Educational Association authorized its president to appoint a committee¹ to investigate the salaries and living expenses of the teachers of the state. The agitation for such a committee was provoked by the unprecedented rise in living expenses, the inadequate salary paid to the teachers, the depletion of the teaching corps, the many teacherless schools, the deterioration of the quality of teaching,² the absence of students training for teaching, and the lowering of professional standards. The future welfare of the state was being jeopardized. Many rural schools found it impossible to obtain certificated teachers. Untrained and often indifferent persons, following the line of least resistance, were employed as teachers in order to keep the schools open. So general was this dilemma that it was not merely a local or a state problem but a national problem as well.

1. M. E. A. News-Letter. December 1919 - p. 11.
 2. Teachers' Salaries and Salary Schedules, N. E. A. Report 1919, p. 3.

The war and the unsettled economic and industrial conditions immediately following, no doubt, were important factors in aggravating the problem. Teachers found the value of their dollar shrinking while costs of living were mounting. Without question the diminishing value of the dollar was largely instrumental in keeping men and women out of teaching. The ratio of men to women in the high and graded districts in 1915 was 1:5.6. For the rural schools it was 1:15. In 1919 the ratio for the first group was 1:8 and the second 1:35.¹ Men no longer were attracted to teaching as they formerly were.

The normal schools of the state graduated 756 persons in 1917. In 1920 the estimated number of graduates was 584, a decrease of twenty-three percent in four years. During the same period, the high school teacher training departments, a source from which the rural schools are supplied with teachers, showed a thirty-two percent decrease.² This decrease in the available supply of teachers was occurring when it was imperative that our schools be taught by competent instructors. Minnesota, in 1920, reported eleven and one-half percent of the teaching positions either vacant or filled by teachers with qualifications below standard.³

Whenever the causes for the serious existing conditions were investigated they almost always involved the economic aspects of teaching.⁴ Teachers were leaving the work because the business

1. The Teacher Situation - J. M. McConnell, M.E.A. News Letter, April 1920 - p. 14.
2. Ibid p. 13.
3. Ibid p. 13.
4. Ibid p. 3.

world paid better salaries. New positions created by the government as a war measure had induced many teachers to enter the employ of the government. Unfortunately the close of the war found these former teachers still in clerical work.

The opportunities offered them in other fields where work is less fatiguing and less exhausting, and more remunerative, caused many to make plans never to return to teaching. The lack of appreciation of the importance of the teachers' work on the part of the public has been usually expressed in the low salaries paid the teachers. The problem then of readjustment was largely concerned with the salaries. The tendency of school boards has been to place the education of the children into hands of the lowest bidder, a policy not conducive to attracting persons of superior ability into teaching. Since the problem of inducing persons to enter and remain in teaching is largely an economic one, it is obvious that no salary adjustment based upon other than sound economic principles can be satisfactory.

THE PROBLEM

In order to investigate these conditions the committee referred to, desired to secure from the teachers information concerning their salaries and expenditures, training, experience and living conditions. Such information, it was hoped, would be valuable in strengthening the teachers' demands for a living and a thrift wage and aid the committee in formulating a salary schedule.

SOURCES

As a result of committee meetings, two questionnaires were

formulated. One, Questionnaire A, was intended for teachers, and the other, Questionnaire B, for administrative officers.

The former contained twelve questions which, with their subdivisions, called for a possible total of forty-seven different answers. The latter contained seven questions, with subdivisions totalling thirty-four possible answers. Copies of these questionnaires which were sent to all principals, city superintendents, and county superintendents in the state for distribution among the teachers are presented in Appendix A. Addressed envelopes for the separate return of the questionnaires were included to encourage frank and unbiased answers. Approximately nineteen thousand questionnaires were sent out. About twelve thousand questionnaires were returned, and of this number 8446 were used in this study. The remainder of those returned were discarded because of obvious errors. Either they were too incomplete to warrant their use, or were received too late for inclusion in the tabulation. A very small number could not be used because of indifferent and flippant replies and a limited number were returned unanswered. The returns for the most part indicated a willingness to cooperate in every possible way.

Question 6, of the Questionnaire A, was not tabulated in the study because it was left blank in many cases, was misunderstood in other instances and had little bearing on the study. Only two questions, six and that part of seven intended for county superintendents, were tabulated for Questionnaire B. So few answered completely the other questions of this questionnaire that the information derived from the answers would be insignificant.

CLASSIFICATION

These questionnaires were divided into four groups. The aim in this classification was to secure comparable and homogeneous groups in order to make the data more valuable. Group I contained the returns from the three largest cities, Minneapolis, St. Paul and Duluth; Group II the returns from the following Iron Range cities: Aurora, Biwabik, Gilbert, Eveleth, Virginia, Mountain Iron, Buhl, Tower, Soudan, Chisholm, Hibbing, Nashwauk, Keewatin, Coleraine, Marble, Ely, Crosby, Ironton, and Grand Rapids; Group III, all village and city teachers not included in the first two groups; and, Group IV, the returns from all the rural teachers.

Concentrated population was the most important factor in determining the classification for Group I. The schools in these three cities present similar administrative problems and machinery which are characteristic of cities of their size. Geographic location, similar industrial conditions, considerable resources and the large school districts were the characteristics upon which the classification for Group II was based. Similar industrial and economic conditions were largely responsible for Group III. Classification of Group IV was largely determined by the location of the schools, usually in the open country, and the homogeneity of the group.

The classification as here explained will be used throughout the study. There are 737 returns used for Group I; 504 for Group II; 3602 for Group III, and 3603 for Group IV. All of the

counties of the state are represented among the rural schools except four, Chisago, LeSueur, Rice and Wright counties, from which no questionnaires were received.

TERMINOLOGY

Throughout the study, the median is used as the measure of central tendency. The median is that point on the scale which divides the distributions exactly in half, having one half of the cases fall below and the other half fall above.

The term used for each type of teacher is that generally accepted by educators throughout the country. A few of the classifications need clarification. By high school teacher is meant one who is engaged primarily in teaching academic secondary school subjects. In Group I, under Miscellaneous are included all teachers not in any of the other groups, such as teachers of home economics, physical education, music, art, and subnormal classes.

Special teachers in Group II are similar to miscellaneous teachers listed under Group I except that manual training instructors are also included. Ward principals in this group also includes principals of location schools.

A graded school principal is the administrative head of an elementary school maintaining standards required by the Minnesota State Board of Education.

A superintendent is the administrative head of a system containing a state high school maintaining the standards required by the State Board of Education.

A high school principal is the teacher in charge of the high school department of a state high school.

Under Miscellaneous in Group III are placed teachers of this group who have not been given a separate classification. It includes teachers of music, physical education, subnormals, penmanship, art, and public speaking.

A rural school teacher is one employed in a school where instruction in the elementary subjects is given but which does not have the rank of a graded school. For the most part such teachers are employed in one-room schools.

GENERAL OUTLINE

This study will show the amount of training the teachers in the various groups have received, their experience, annual salaries, and an itemized account of expenditures. In addition will be given the number of the dependents of the married and single teachers, the boarding and rooming conditions in the communities and the motives for selecting and following teaching. Furthermore we will show the relation between salary and training, and salary and experience, and in the final chapter will present summaries of the entire study and recommendations for teacher standards, and a salary schedule.

CHAPTER II

THE TRAINING OF THE TEACHERS

THE IMPORTANCE OF WELL TRAINED TEACHERS

An important criterion of a teaching staff is the amount and extent of the training each instructor has had for his position. Good training usually means good teaching. A fundamental basis of a good school system is a well trained staff, the members of which are improving constantly by keeping in touch with the educational problems of the day and by occasionally attending schools during summer vacations. Textbooks, maps and other school-room accessories are merely aids contributing to the success of a good school system. But well trained teachers are able to overcome many handicaps in the way of inadequate equipment, and despite these obstacles, do real teaching. This is particularly true in the rural schools where adequate supervision is usually lacking. "There is now general agreement among schoolmen and laymen that the best assurance of good teaching consists in adequate preparation on the part of the teacher."¹ Such adequate preparation should consist not only of academic, but of professional training as well, if teaching is to be placed on the same level as other professions. Since this training is so vital to the best interests of the profession, those teaching should be deeply concerned regarding the training and preparation of all

1. United States Bureau of Education Bulletin, No. 29, 1916 Educational Survey of Wyoming, p. 43.

engaged in educational work.

Most states set certain standards of professional requirements for teachers in the different kinds of schools. While efforts have been made to live up to these regulations, yet, during the war, standards were lowered because it was necessary to keep schools open. This was a war measure and while, perhaps, it was impracticable to maintain a rigid enforcement of the requirements during that period, now, with conditions becoming normal it is desirable that the requirements be enforced to prevent incompetent persons entering teaching, and in order to hold and attract persons of marked teaching ability.

THE TRAINING OF THE TEACHERS IN GROUP I

Table I gives the training of the teachers included in Group I, those in the systems of the three largest cities of the state. This table includes the highest grade of school from which the candidate was graduated and any additional training he may have received. The first column gives the number graduated from an elementary school of eight grades; the second the number graduated from a four year high school course. The third column includes those who were graduated from the high school and who had taken the teacher training course offered by the school, this course having been taken during their fourth year in high school. The next column contains the post-graduates of the high school teacher training course. This group includes the graduates of the regular four year high school course who return and spend an additional year taking the prescribed course for teacher training. The column headed "Advanced Normal" in-

cludes graduates of the state normal school who are high school graduates and have taken two years of additional training at the state normal school in preparation for teaching, and those who are graduates of the elementary school and have taken the five year state normal school course. "Elementary normal" includes graduates of the high schools who have completed the state normal school one year course, or elementary school graduates who have completed the state normal school three year course. It was apparent that confusion existed in the minds of a few answering the questionnaires regarding these four groups. There is no doubt that some checked the item placing them under the headings of high school teacher training in Tables I, II and III when they evidently meant to be included under advanced or elementary normal school graduates. Under the head of college and university are included graduates of such institutions.

THE ADDITIONAL TRAINING OF TEACHERS IN GROUP I

The additional training is also given in Table I. By additional training is meant such education as may have been acquired by a teacher after graduation from one of the classes of schools indicated in Question 3 of Questionnaire B. Under Normal is included training received at a state normal school. University covers training received in colleges as well as universities. Miscellaneous includes all training not given under normal or university. Here is indicated the training received in business colleges, schools of expression, music schools, and other miscellaneous institutions attended by the teachers.

This table reads from left to right: it signifies that of

the grade teachers in Minneapolis, St. Paul and Duluth, whose answers were used, three report they are graduates of the elementary school; thirty-nine graduates of the high school; seven of the high school including teacher training; two of the high school and post graduates of the teacher training course offered in the high school; 222 of the advanced normal school course, thirty-four of the elementary normal school course, and seventeen are college or university graduates. A total of 314 grade teachers answered this question. None of the three elementary school graduates received training in the normal schools, but three report attendance at a college or a university. Four of the high school graduates report attendance at a normal school; seventeen at a college or a university and two at miscellaneous institutions.

Only twenty-four out of the 737 questionnaires, fail to give the highest institution from which they were graduated, or the additional training they have received. Of the 713 answering, twenty have attended normal school, 218 college or university, and forty-seven miscellaneous schools in addition to the institution from which they were graduated. Thirty percent, or 219, are graduates of an institution requiring eight years beyond the elementary school, 49 percent, or 353, from a school requiring six years beyond the elementary school; eight percent or fifty-eight from a school requiring five years beyond the elementary school, ten per cent or seventy-five, from a school requiring four years beyond the elementary school and one per cent, or eight, from the elementary school.

TABLE I

THE TRAINING OF THE TEACHERS IN GROUP I

The highest grade of school from which the teachers have been graduated and the additional training received after graduation.

		Elementary School	High School	High School including Teacher Training Department	High School and Post-graduate Teacher Training Department	Advanced Normal	Elementary Normal	College or University	Total
		GRADE							
Additional Training	Graduate of	3	29	7	2	222	34	17	314
	Normal	0	4	1	0	2	5	0	12
	University	3	17	1	2	44	8	0	75
	Miscellaneous	0	2	0	0	4	0	0	6
<u>Departmental</u>									
Additional Training	Graduate of	0	9	0	0	47	7	7	70
	Normal	0	3	0	0	1	0	0	4
	University	0	3	0	0	21	1	3	28
	Miscellaneous	0	0	0	0	2	0	0	2
<u>Junior High School</u>									
Additional Training	Graduate of	0	2	0	2	18	2	14	38
	Normal	0	0	0	0	0	0	0	0
	University	0	1	0	1	3	2	1	8
	Miscellaneous	0	1	0	1	9	0	0	11
<u>High School</u>									
Additional Training	Graduate of	0	7	1	1	11	1	143	164
	Normal	0	0	0	0	0	0	0	0
	University	0	6	0	0	6	0	50	62
	Miscellaneous	0	0	1	1	1	0	6	9
<u>Ward Principal</u>									
Additional Training	Graduate of	1	3	0	0	16	0	11	31
	Normal	1	0	0	0	0	0	0	1
	University	1	2	0	0	7	0	1	11
	Miscellaneous	0	0	0	0	0	0	0	0
<u>Manual Training</u>									
Additional Training	Graduate of	2	5	2	0	11	0	3	23
	Normal	1	0	0	0	0	0	0	1
	University	1	4	0	0	5	0	1	11
	Miscellaneous	0	2	1	0	4	0	0	7
<u>Kindergarten</u>									
Additional Training	Graduate of	1	2	1	0	11	1	3	19
	Normal	0	0	0	0	0	0	0	0
	University	1	1	0	0	3	0	0	5
	Miscellaneous	0	1	0	0	0	0	0	1
<u>Miscellaneous</u>									
Additional Training	Graduate of	1	6	1	1	17	7	21	54
	Normal	0	1	0	1	0	0	0	2
	University	0	4	0	0	7	4	3	18
	Miscellaneous	1	2	0	0	1	4	3	11
<u>Total</u>									
Additional Training	Graduate of	8	63	12	6	353	52	219	713
	Normal	2	8	1	1	3	5	0	20
	University	6	38	1	3	98	15	59	218
	Miscellaneous	1	8	2	2	21	4	9	47

THE TRAINING OF TEACHERS IN GROUP II

Table II gives statistics showing the training of the teachers in Group II, the cities of the Iron Range. Four replies of the total returned fail to answer Question Three. This table should be read the same as the previous table. Thus, of the grade teachers, one reports the elementary school as the highest school from which he was graduated; five report the high school; three the high school including teacher training; one of the high school and post graduate teacher training department; 161 of the advanced state normal school course, twenty-four of the elementary state normal school course, and six of a college or university. Two hundred one grade teachers responded. Six of the grade teachers report additional training at a state normal school; twenty at a college or university, and five at miscellaneous institutions. This means that approximately only fifteen per cent have received additional training beyond the highest school from which they were graduated.

The training of teachers in the other classifications of this group should be interpreted in a similar manner.

Summarizing the training of all of the teachers in Group II, it is found that 500 teachers answered Question Three. Fifty-six per cent of the teachers reporting are graduates of a school giving six years of training beyond the elementary school; thirty per cent are graduates of a course eight years beyond the elementary school; eight per cent are graduates of an institution representing five years of study beyond the elementary school; four per cent are graduates of a course four years beyond the elemen-

tary school. Less than one per cent are graduates of the elementary school, only. Nineteen teachers report attendance at a state normal school for additional study, seventy-five at a college or university, and twenty-two at miscellaneous institutions. This means one out of every five teachers reporting has supplemented his education by attendance at either a state normal school or a university.

TABLE II

THE TRAINING OF THE TEACHERS IN GROUP II

The highest grade of school from which the teachers have been graduated and the additional training received after graduation.

		Elementary School	High School	High School including Teacher Training Department	High School and Post-Graduate Teacher Training Department	Advanced Normal	Elementary Normal	College or University	Total
		GRADE							
Additional Training	Graduate of	1	5	3	1	161	24	6	201
	Normal	1	2	0	0	3	0	0	6
	University	0	1	1	0	15	2	1	20
	Miscellaneous	0	0	0	0	5	0	0	5
		<u>Junior High School</u>							
Additional Training	Graduate of	0	1	0	0	43	7	8	59
	Normal	0	1	0	0	1	0	0	2
	University	0	0	0	0	8	1	2	11
	Miscellaneous	0	0	0	0	3	0	0	3
		<u>Kindergarten</u>							
Additional Training	Graduate of	1	0	0	0	29	0	2	32
	Normal	1	0	0	0	0	0	0	1
	University	0	0	0	0	2	0	0	2
	Miscellaneous	0	0	0	0	2	0	0	2
		<u>High School</u>							
Additional Training	Graduate of	0	1	1	0	3	0	57	62
	Normal	0	1	0	0	0	0	1	2
	University	0	1	0	0	2	0	6	9
	Miscellaneous	0	0	0	0	0	0	4	4
		<u>Ward Principal</u>							
Additional Training	Graduate of	2	2	0	0	13	2	8	27
	Normal	2	0	0	0	0	0	0	2
	University	0	1	0	0	3	0	2	6
	Miscellaneous	0	0	0	0	1	0	0	1
		<u>Superintendent, Principal and Assistant Principal</u>							
Additional Training	Graduate of	0	0	0	0	1	1	17	19
	Normal	0	0	0	0	0	0	0	0
	University	0	0	0	0	0	0	3	3
	Miscellaneous	0	0	0	0	0	0	0	0
		<u>Special</u>							
Additional Training	Graduate of	0	4	3	1	36	3	53	100
	Normal	0	0	0	0	3	1	2	6
	University	0	3	0	1	8	1	11	24
	Miscellaneous	0	1	0	0	1	0	5	7
		<u>Total</u>							
Additional Training	Graduate of	4	13	7	2	286	37	151	500
	Normal	4	4	0	0	7	1	3	19
	University	0	6	1	1	38	4	25	75
	Miscellaneous	0	1	0	0	12	0	9	22

THE TRAINING OF THE TEACHERS IN GROUP III

The training of the teachers who are included in Group III, the teachers in the villages and cities of the state not included in Group I or II, is found in Table III. This table should be read as follows: of the grade teachers reporting, seventeen have not indicated the kind of school completed; forty-nine are elementary school graduates; 135 high school graduates; seventy-five high school graduates including the normal training course; twenty-nine high school and post-graduates of the normal training course, a total of five years beyond the elementary school; 1088 are advanced graduates of the state normal schools, a course extending two years beyond the high school; 310 elementary graduates of the state normal school, a course one year beyond the high school; and eighteen are graduates of a college or university course.

Of the forty-nine elementary school graduates, thirty-five have had additional training at a state normal school, twenty-one at a university or college and sixteen at miscellaneous institutions. The training of all other classes of teachers is also given in this table.

The final summary shows that 1107 or thirty per cent of the total number of teachers in this group, have been graduated from an institution having eight years of training beyond the elementary school; 1540, or forty-three per cent, from an institution having six years beyond the elementary school, 451, or twelve per cent, from an institution having five years beyond

TABLE III

THE TRAINING OF THE TEACHERS IN GROUP III

The highest grade of school from which the teachers have been graduated and the additional training received after graduation.

		Not Stated	Elementary School	High School	High School including Teacher Training Department	High School and Post-graduate Teacher Training Department	Advanced Normal	Elementary Normal	College or University	Total
		GRADE								
Additional Training	Graduate of	17	49	135	75	29	1088	310	18	1721
	Normal	0	35	68	20	3	6	29	1	160
	University	0	21	50	15	5	46	23	1	161
	Miscellaneous	0	18	10	10	2	27	16	1	82
		Departmental								
Additional Training	Graduate of	2	1	20	5	2	90	28	2	150
	Normal	0	0	4	1	0	1	2	0	8
	University	0	0	8	1	0	7	1	0	17
	Miscellaneous	0	0	2	0	0	2	5	0	9
		Junior High School								
Additional Training	Graduate of	1	1	9	2	2	67	17	6	105
	Normal	0	1	3	1	1	3	1	1	11
	University	0	0	4	0	0	11	4	0	19
	Miscellaneous	0	0	2	0	0	1	1	0	4
		High School								
Additional Training	Graduate of	2	1	13	0	0	21	5	512	554
	Normal	0	1	2	0	0	0	1	6	10
	University	0	0	10	0	0	3	2	51	66
	Miscellaneous	0	1	1	0	0	2	1	36	41
		Ward Principal								
Additional Training	Graduate of	2	1	11	4	0	34	30	1	83
	Normal	0	0	5	2	0	1	2	0	10
	University	0	0	4	0	0	5	2	0	11
	Miscellaneous	0	0	2	0	0	2	2	0	6
		Graded School Principal								
Additional Training	Graduate of	3	2	10	2	1	54	1	74	147
	Normal	0	1	2	0	0	0	0	0	3
	University	0	1	8	0	1	30	0	19	59
	Miscellaneous	0	1	1	0	0	2	0	7	11
		High School Principal								
Additional Training	Graduate of	0	0	2	0	0	4	0	155	161
	Normal	0	0	0	0	0	0	0	1	1
	University	0	0	2	0	0	3	0	22	27
	Miscellaneous	0	0	0	0	0	0	0	11	11
		Superintendent								
Additional Training	Graduate of	0	1	1	0	0	9	0	108	119
	Normal	0	1	0	0	0	0	0	0	1
	University	0	1	1	0	0	5	0	46	53
	Miscellaneous	0	1	0	0	0	0	0	5	6
		Home Economics								
Additional Training	Graduate of	3	0	5	0	0	39*	1	94	142
	Normal	0	0	2	0	0	1	0	0	3
	University	0	0	4	0	0	4	1	5	14
	Miscellaneous	0	0	1	0	0	3	0	4	8
		Agriculture								
Additional Training	Graduate of	1	0	1	0	0	0	0	55	57
	Normal	0	0	0	0	0	0	0	0	0
	University	0	0	0	0	0	0	0	8	8
	Miscellaneous	0	0	1	0	0	0	0	0	1
		Commercial								
Additional Training	Graduate of	5	0	10	3	0	15	5	24	62
	Normal	0	0	1	0	0	0	0	0	1
	University	0	0	6	2	0	0	0	2	10
	Miscellaneous	0	0	9	1	0	10	2	15	37
		Normal Training								
Additional Training	Graduate of	0	0	4	0	0	35	8	11	52
	Normal	0	0	2	0	0	2	0	0	4
	University	0	0	4	0	0	23	5	4	35
	Miscellaneous	0	0	0	0	0	0	0	1	1
		Manual Training								
Additional Training	Graduate of	7	4	12	2	2	43*	2	20	92
	Normal	0	0	0	1	0	0	0	0	1
	University	0	1	4	1	0	11	1	2	20
	Miscellaneous	0	2	7	1	1	8	1	7	27
		Music								
Additional Training	Graduate of	8	0	9	5	0	11	0	14	47
	Normal	0	0	0	1	0	1	0	0	2
	University	0	0	0	5	0	1	0	1	7
	Miscellaneous	0	0	5	3	0	2	0	1	11
		Miscellaneous								
Additional Training	Graduate of	10	1	6	1	1	36	7	13	75
	Normal	0	0	2	0	0	2	1	0	5
	University	0	0	4	1	0	5	2	3	16
	Miscellaneous	0	1	2	0	0	18	4	9	34
		Total								
Total	Graduate of	61	61	248	99	37	1546	414	1107	3573
	Normal	0	39	89	26	4	17	36	9	220
	University	0	24	109	25	7	153	41	164	523
	Miscellaneous	0	22	43	15	3	77	32	97	289

*Includes graduates of Stout Institute and 2 years graduates of University of Minnesota.

*Includes graduates of Stout Institute or Bradley Polytechnic Institute.

the elementary school; 347, or nine per cent from an institution having four years beyond the elementary school or its equivalent; and sixty-one, or one per cent, from the elementary school. About one per cent failed to answer the question.

Additional training in the normal school is reported by 220, or six per cent of the total. Fourteen per cent, or 523, report additional training at college or university, and 289, or eight per cent, report additional training at miscellaneous institutions. About one out of seven reports additional training.

THE TRAINING OF THE RURAL SCHOOL TEACHERS, GROUP IV

In Table IV the training of the rural school teachers, Group IV, is shown. It includes the highest grade of school from which the teacher has graduated and also any additional training received. Only ninety-four of the 3603 rural teachers' replies used for the report, fail to state the type of school which they have completed. However, sixty-five of the ninety-four state the additional training they have received. It is probably safe to assume that these ninety-four have not completed even the elementary school.

This table should be read as follows: 586 are graduates of the elementary school or the eighth grade. This represents sixteen per cent of the number used in the tabulation. Of the 586 reporting, 261 attended the state normal school; forty-two the Farm school; seventeen college or university, 144 academy or high school, and 51 miscellaneous institutions; a total of 560. It should be remembered that often the same individual attended several of the higher schools.

The table shows that eighty-two per cent of the rural teachers are graduates of a high school or a course extending four years beyond the elementary school. Four per cent are graduates of a course five years beyond the elementary school, and one and six-tenths per cent are graduates of a course six years beyond the elementary school and less than one per cent of a course eight years beyond the elementary school. Of the total number responding, fifty-five per cent are products of the high school teacher training departments. The table indicates that it is

TABLE IV

THE TRAINING OF TEACHERS IN GROUP IV

Showing the highest grade of school from which the teacher has graduated and the additional training received after graduation.

	Not stated	Elementary through eighth grade	High School	High School including teacher training	High School and Post-graduate teacher training	Advanced Normal	Elementary Normal	College or University	Miscellaneous	Total
Graduate of	94	586	683	1436	559	59	155	25	6	3603
Academy or High School	9	144	3	1	0	0	0	0	1	152
Farm School of the College of Agriculture	14	42	45	20	10	0	2	0	0	133
Normal	30	261	244	82	42	0	11	3	0	673
College or University	4	17	21	9	12	3	4	0	0	70
Miscellaneous	6	51	16	21	11	2	4	1	0	112

Additional Training

usually those without teacher training who obtain additional training. This is clearly indicated by the table when a comparison is made between those having had teacher training and those not having had such training. Grouping those rural school teachers who failed to report the highest school from which they are graduated, the elementary school graduates and high school graduates who have not graduated from the teacher training departments, we find a total of 1363. Nine hundred ninety-three, or seventy-three per cent, state they had received additional training at a university, normal school or some other institution. On the other hand of the high school graduates who have had the course in teacher training or the post-graduate course in teacher training, the elementary and advanced state normal school graduates, and college graduates, a total of 2234, only twelve per cent report additional training.

TYPICAL MINNESOTA TEACHERS

A partial summary of the first four tables is found in Table V. The replies of the teachers in the grades in Groups I, II, and III were tabulated to find the school from which they are graduated and the additional training they have received. *This table shows that the typical grade teacher of Minnesota is a graduate of the advanced course of the state normal school. Sixty-five per cent of the grade teachers are graduates of this course. One out of every ten grade teachers has had training in addition to the advanced state normal school course.

The departmental and junior high school teachers were next classified in one group. The summary shows that the typical departmental or Junior high school teacher of Minnesota is a graduate of the advanced state normal school course. Sixty-two per cent of the departmental and Junior high school teachers reporting belong to this group. Twenty-seven per cent of the teachers in this group report training in addition to their advanced normal school course.

Seven hundred eighty high school teachers of academic subjects are next listed. One may characterize the typical teacher of this group as a graduate of a college or university, one out of every five having had additional training.

The typical teacher of the rural schools may be defined as a graduate of a high school, one out of every two having received training in the high school teacher training departments.

TABLE V

A Summary of the Training of all the Grade, Departmental, and High School Teachers of Academic Subjects of Groups I, II, and III.

		Elementary School	High School	High School including Normal Training Department	High School and Post-graduate Normal Training Department	Advanced Normal	Elementary Normal	College or University	Total
<u>GRADE TEACHERS</u>									
Additional Training	Graduate of	53	169	85	32	1471	368	35	2213
	Normal	36	72	21	3	11	34	1	178
	University	24	68	17	7	105	33	2	256
	Miscellaneous	16	12	10	2	36	16	1	93
<u>DEPARTMENTAL AND JUNIOR HIGH SCHOOL TEACHERS</u>									
Additional Training	Graduate of	2	41	7	6	265	61	37	419
	Normal	1	11	2	1	6	3	1	25
	University	0	16	1	1	50	9	6	83
	Miscellaneous	0	5	0	1	17	6	0	29
<u>HIGH SCHOOL TEACHERS OF ACADEMIC SUBJECTS</u>									
Additional Training	Graduate of	1	21	2	1	35	6	712	780
	Normal	1	3	0	0	0	1	7	12
	University	0	17	0	0	11	2	107	137
	Miscellaneous	1	1	1	1	3	1	46	54

Figure I presents a comparison of the number of years of training beyond the elementary school of all the rural, grade, departmental and Junior high school, and high school teachers of academic subjects with that of all of the teachers whose responses to the questionnaires were used, according to the highest grade of school from which they were graduated.

The requirement for an elementary teacher is graduation from the advanced normal school course.¹ This rule became effective in August 1915. As shown by Figure I only two-thirds of the elementary school teachers reporting meet this requirement. One may partially account for the situation by the limited number of years since the passage of the rule and also because the rule was not retroactive and did not deprive teachers with an elementary normal school training from teaching.

Departmental and Junior high school teachers must meet the same requirements as the elementary teachers. This group shows seventy-one per cent meeting the minimum requirements.

High School teachers of academic subjects are required to be graduates of a college or university approved by the Commissioner of Education.² At the time this study was undertaken only ninety-one per cent of the teachers of this group met this requirement.

Because the requirements of rural school teachers vary, it is impossible to state the number not meeting the requirement.

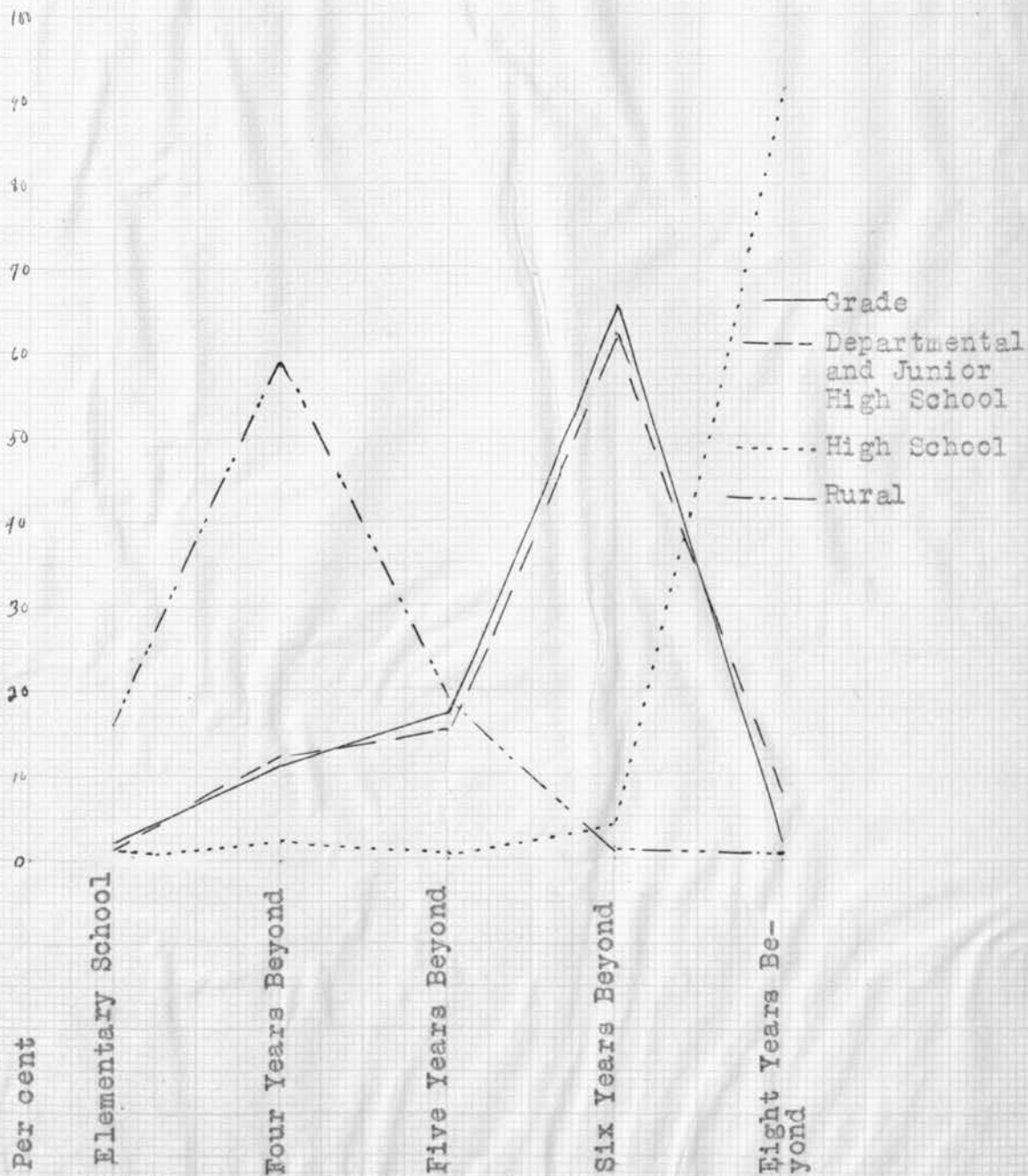
Established levels of educational training prevail for certain types of schools. Rural school teachers, as a group, have

1. Bulletin - Department of Education, Qualifications and Certification of Teachers, 1919, p. 9.

2. Ibid. p. 9.

FIGURE I

A COMPARISON OF FOUR GROUPS OF TEACHERS EXPRESSING IN PER CENT THE NUMBER OF YEARS OF TRAINING RECEIVED BEYOND THE ELEMENTARY SCHOOL WHEN MEASURED IN TERMS OF THE HIGHEST GRADE OF SCHOOL FROM WHICH THEY WERE GRADUATED.



about two years less training than do the grade teachers of the villages and cities and the grade teachers approximate two years less training than do the high school teachers. It is evident that our rural school boards are satisfied with the meagre and limited education represented by four years of training beyond the elementary school, while the village and city boards are content to have their children in the elementary schools taught by a group of teachers with six years of training beyond the elementary school. High school children receive instruction from the best trained group of teachers. At the present time the high school students, the smallest group, receive the best training.

The general conclusion to be drawn from the tables in this chapter is that many teachers in the state were not adequately prepared for their work and did not meet the requirements set by the State Board of Education at the time this study was made.

SUMMARY

In summarizing the chapter we find that:

1. Ninety-one per cent of the teachers of high school academic subjects are college graduates.
2. Sixty-five per cent of the grade teachers are advanced normal school graduates.
3. Sixteen per cent of the grade teachers are graduates of the elementary normal school course.

4. Eleven per cent of the grade teachers are high school graduates only.
5. Eighteen per cent of the rural school teachers are high school graduates, but have not completed the course in teacher training.
6. Thirty-one per cent of the rural teachers are high school graduates, including teacher training.
7. Fifteen per cent of the rural teachers are high school graduates and post graduates of the high school teacher training department.

CHAPTER III

TEACHING EXPERIENCE

Employers in the business world have been cognizant of the expense and waste in too frequent change of help. The initial expense of finding the man and the cost of training him for a particular position has called for a study of this problem. Experts are utilizing various methods to prevent the replacement from being so large and thus increase the efficiency of the employees, and the business. The same situation prevailing in business exists in the schools. While the waste resulting from too frequent change of the teaching corps and the employment of inexperienced teachers has been recognized, little or nothing has been done to investigate or to improve the situation. In fact, until recently, little information has been available relative to the teaching replacement in Minnesota.

Leaders in education deplore the fact that teaching is not regarded as a profession to the same degree as are law and medicine. Various factors contribute to this lack of recognition of teaching as a profession. One of the most important reasons for the failure of teaching to become a profession is the short period persons remain in teaching. Not until the teaching period is longer, the replacement less, and the preparation more extensive, may we reasonably anticipate the proper recognition by the public of teaching as a profession.

METHOD OF TABULATION

The total teaching experience of the teachers irrespective of the kind of school where such experience may have been obtained is given in Tables VI, VII, VIII, and IX, which present a summary of the responses to question four of Questionnaire A. There is evidence as shown by the answers that in a few instances some confusion existed because of misinterpretation of the question. Where such confusion existed teachers failed to record the present year of experience, particularly if it was their first year of teaching. Whenever possible, Question Four was checked with Question Five, insuring accuracy in the tabulation. If a teacher gave two years of experience and in Question Five gave an annual salary for three years, it was obvious that the present year of teaching had not been included under Question Four. Whenever there was doubt in the mind of the tabulator regarding these answers, the questionnaire under consideration was discarded for this particular question. Any experience less than a year is classified as a year by the tabulator. Fractions of a year are included in the next highest group.

THE TEACHING EXPERIENCE FOR THE VARIOUS GROUPS

Table VI gives the total number of years of teaching experience of Group I which includes the teachers of Minneapolis, St. Paul, and Duluth. This table should be read as follows: The median number of years of teaching experience of the grade teachers is 13.25. Five teachers reported one year of experience, ten two, ten three, etc. Over half reporting, or 182, out of a

total of 323, report more than ten years of teaching experience. The median for all the teachers in Group I is 12.15 years.

Similar facts for Group II, the cities of the Iron Range, are given in Table VII. The median number of years of teaching experience for the grade teachers is 6.34, a trifle more than half that of the grade teachers in Group I. Fifteen grade teachers are teaching for the first time. The median years of teaching experience of all the teachers of the group is 6.71, a little more than half that of Group I.

Table VI

Total Number of Years of Teaching Experience

Group I

Number of years	median	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Grade	12.25	5	10	10	22	13	17	22	15	9	18	182	323
Departmental	13.5	0	0	0	1	4	5	4	0	4	7	41	66
Junior High School	12.16	0	3	4	2	2	0	2	1	2	2	19	37
Kindergarten	5.5	2	3	1	6	3	4	0	1	2	1	3	25
Ward Principal	23.5	0	0	0	0	0	0	1	1	0	0	28	30
High School	13.08	3	2	3	0	12	4	9	10	10	9	104	166
Manual Training	7.87	1	1	0	0	3	3	4	1	1	0	9	23
Miscellaneous	7.16	1	2	8	4	5	6	3	4	2	2	16	53
Total	12.15	12	20	26	35	42	39	45	33	30	39	402	723

Table VII

Group II

Number of years	median	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Grade	6.34	15	14	21	21	23	25	18	17	12	14	25	205
Departmental	7.33	0	2	8	6	7	5	3	3	3	6	15	38
Kindergarten	3.6	4	9	5	5	2	1	0	3	1	1	1	32
Ward Principal	8.64	0	1	1	2	2	3	0	7	2	2	7	27
High School	6.16	4	4	12	6	4	3	6	2	2	4	14	61
Superintendent and Principal	6.9	0	0	0	1	2	0	1	5	0	2	6	17
Special	7.55	6	7	11	8	5	8	9	8	6	5	27	100
Total	6.71	29	37	56	49	45	45	37	45	26	34	95	500

Table VIII

Total Number of Years of Teaching Experience

Group III

Number of years	median	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Grade	4.43	167	229	200	195	167	115	89	83	74	57	337	1713
Departmental	8.3	10	15	14	12	6	10	5	9	12	7	50	150
Junior High School	9.2	5	4	13	7	8	6	7	2	12	9	31	104
Ward Principal	14.43	1	0	0	0	2	5	3	2	2	8	59	82
State Graded School Principal	9.25	5	10	12	8	7	7	9	8	4	4	60	134
State High School Principal	6.14	18	12	14	28	10	7	9	12	7	7	42	166
High School	3.46	125	116	73	52	37	31	20	16	9	11	60	550
Superintendent	13.	0	1	2	2	3	4	4	6	10	10	70	112
Home Economics	3.82	22	31	20	23	8	13	9	4	1	2	6	139
Agriculture	3.95	9	10	10	6	7	6	3	2	2	0	2	57
Commercial	7.11	3	9	5	3	6	4	9	0	5	6	12	62
Normal Training	16.66	0	1	0	0	0	2	0	1	0	4	52	60
Manual Training	4.4	12	12	17	10	7	7	9	4	3	3	6	90
Music	4.25	5	9	7	4	4	2	3	4	2	0	4	44
Miscellaneous	8.42	2	8	6	9	2	5	2	7	3	10	20	74
Total	5.6	384	467	393	359	274	324	181	160	146	138	811	3537

Table IX

Group IV

Number of years	median	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	3.8	647	651	564	410	348	199	127	91	74	79	318	3508

The total teaching experience of the teachers in Group III is given in Table VIII. Grade teachers have a median of 4.43 years of experience and high school teachers of academic subjects of 3.46 years. Approximately ten per cent of the grade teachers and twenty-two per cent of the teachers of academic subjects in high school are teaching for the first time.

Table IX summarizes the total experience of the rural school teachers. The median number of years of total teaching experience is 3.8. Out of a total of 3508 reporting, 647, or eighteen per cent, are teaching for the first year, and 651 for the second year. After the third year, the elimination occurs more rapidly and after the seventh year of experience the elimination is precipitated very rapidly. Only nine per cent have more than ten years of teaching experience.

TYPE OF SCHOOL POSITION IN WHICH EXPERIENCE WAS OBTAINED

The teaching experience for each group, classifying it according to the type of position in which the experience was acquired as rural, grades, high school, supervision and administration is stated in the following tables. Since there was no definition of the terms supervision and administration, therefore, what one person answering the questionnaire considers supervision, may be classified as administration by another and vice versa. The other three types of positions offered no difficulty to those answering the question.

Table X, which includes the results from the Minneapolis, St. Paul, and Duluth teachers, should be interpreted as follows: Of the grade teachers answering, 35 report one year of teaching experience in the rural schools, twelve the first year of experience in the grades, three one year in the high schools, etc. Forty report two years of teaching experience in the rural schools, seventeen their second year in the grades, three two years of teaching experience in high school, four two years of experience in supervision and one, one year of experience in administration. The summary for all the teachers in Group I shows 256 teachers with rural school teaching experience, 580 with grade school experience, 269 with high school experience, fifty-three with experience in supervision, and forty-eight with experience in administration.

Tables XI to XIII inclusive give similar data for the other groups and should be read in the same manner.

TABLE X

TEACHING EXPERIENCE OF GROUP I

Classified according to the type of teaching position in which the teachers have received their experience.

		Grade										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	35	40	23	8	8	1	4	1	2	0	0	122
	High School	13	17	22	22	15	19	14	12	11	20	159	323
	Supervision	3	3	0	0	1	0	0	0	0	0	0	8
	Administration	0	4	3	3	0	0	0	0	0	0	0	7
		0	1	0	0	0	1	0	0	0	0	0	2
		Departmental										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	1	7	7	6	3	4	3	1	0	1	0	33
	High School	1	0	2	5	6	6	6	4	1	7	28	66
	Supervision	2	3	1	1	1	0	1	0	1	0	0	10
	Administration	2	1	2	1	0	0	0	0	0	0	0	6
		1	1	1	1	0	0	0	0	0	0	0	4
		Junior High School										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	5	4	2	0	0	1	0	0	0	1	1	14
	High School	0	4	0	2	0	2	2	1	0	0	13	25
	Supervision	4	7	12	1	2	1	2	0	0	0	1	30
	Administration	0	0	0	0	1	0	0	0	0	0	0	1
		1	1	0	1	1	1	0	0	0	0	0	5
		Kindergarten										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	2	0	0	0	0	0	0	0	0	0	0	2
	High School	2	2	3	5	3	3	0	1	2	1	3	25
	Supervision	0	0	0	0	0	0	0	0	0	0	0	0
	Administration	0	0	0	0	0	0	0	0	0	0	0	0
		Ward Principals										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	7	3	3	2	0	0	0	0	0	1	1	17
	High School	2	0	0	0	3	0	1	4	0	3	14	27
	Supervision	2	2	0	1	2	0	0	1	2	0	1	11
	Administration	1	2	0	0	2	1	0	1	0	0	3	10
		0	2	0	2	1	3	0	1	1	2	4	16
		High School										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	18	15	6	2	2	2	0	0	0	0	0	45
	High School	9	8	6	6	1	3	2	2	2	2	14	55
	Supervision	7	7	11	10	10	5	10	17	5	10	74	166
	Administration	3	8	1	2	1	1	1	0	0	0	1	17
		1	3	5	3	0	0	0	0	0	0	1	13
		Manual Training										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	2	1	0	0	0	0	0	0	0	1	0	4
	High School	3	5	2	1	2	0	2	2	0	0	2	19
	Supervision	3	2	5	3	0	2	0	1	0	3	1	19
	Administration	1	0	0	1	0	0	0	0	0	0	0	2
		1	1	1	0	0	0	0	0	0	0	0	3
		Miscellaneous										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	6	8	3	1	0	1	0	0	0	0	0	19
	High School	3	6	7	4	2	3	0	3	2	1	9	40
	Supervision	3	7	5	2	2	3	1	0	0	1	1	25
	Administration	3	5	0	0	2	0	0	0	0	0	0	10
		1	1	2	0	0	1	0	0	0	0	0	5
		Total										more than	Total cases
Years		1	2	3	4	5	6	7	8	9	10	10	
Rural	Grades	76	78	44	19	13	9	7	2	2	4	2	356
	High School	32	42	43	45	32	36	27	29	18	35	242	580
	Supervision	23	31	34	19	18	11	14	19	8	14	78	269
	Administration	10	20	6	4	6	2	1	1	0	0	3	53
		5	10	9	7	2	6	0	1	1	2	5	48

TABLE XI

TEACHING EXPERIENCE OF GROUP II

Classified according to the type of teaching position in which the teachers have received their experience.

Years	Grade										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	18	21	9	5	6	2	2	1	0	0	0	62
Grades	24	21	26	21	23	27	13	16	6	9	19	205
High School	1	1	0	0	0	0	0	1	0	0	0	3
Supervision,	0	0	0	0	0	0	0	0	0	0	0	0
Administration	0	1	0	0	0	0	1	0	0	0	0	2

Years	Departmental										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	8	4	9	1	2	0	2	0	0	1	0	27
Grades	8	5	7	4	8	0	9	3	3	7	4	58
High School	2	3	4	2	0	0	0	0	0	0	1	12
Supervision	2	0	0	0	0	0	0	0	0	0	0	2
Administration	1	2	0	1	0	0	0	0	2	0	1	7

Years	Kindergarten										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	1	0	0	0	0	0	0	1	0	0	0	2
Grades	5	8	6	5	2	1	0	3	1	1	0	32
High School	1	0	0	0	0	0	0	0	1	0	0	2
Supervision	0	1	0	1	0	0	0	0	0	0	0	0
Administration	0	0	0	0	0	0	0	0	0	0	0	0

Years	Ward Principals										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	1	3	1	2	1	1	0	0	0	0	1	10
Grades	0	4	1	5	4	2	0	1	0	1	3	21
High School	2	1	0	4	0	0	0	1	0	0	0	8
Supervision	1	1	1	1	0	1	0	0	0	0	0	5
Administration	3	3	0	0	0	2	0	1	0	0	0	9

Years	High School										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	5	7	1	0	1	0	0	0	0	0	0	14
Grades	2	9	2	1	1	1	1	1	0	0	0	9
High School	5	13	11	7	3	5	6	3	1	7	7	68
Supervision	3	0	0	0	0	0	0	1	0	0	0	4
Administration	5	0	0	0	0	1	1	0	0	0	0	7

Years	Superintendents, Principals and Assistant Principals										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	4	3	2	0	0	0	0	0	0	0	0	9
Grades	2	2	0	0	0	0	1	0	0	0	0	5
High School	2	2	2	1	1	1	1	0	0	0	2	13
Supervision	0	1	0	0	1	1	1	0	0	0	0	4
Administration	2	2	1	2	4	0	0	0	0	0	2	13

Years	Special										more than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	8	8	3	1	2	1	0	1	1	0	0	25
Grades	5	5	6	7	6	5	3	3	0	3	3	46
High School	8	13	10	4	5	3	4	3	1	0	2	56
Supervision	13	10	9	2	2	4	3	1	0	0	3	49
Administration	2	2	0	1	0	0	1	0	0	0	1	7

Years	Total										More than 10	Total cases
	1	2	3	4	5	6	7	8	9	10		
Rural	43	46	25	9	12	4	4	3	1	1	1	149
Grades	48	45	48	43	44	38	27	27	10	21	29	376
High School	21	33	27	18	9	9	11	8	3	7	15	161
Supervision	19	13	10	4	3	6	4	2	0	2	3	66
Administration	13	10	1	4	4	3	3	1	2	0	4	45

TABLE XII

TEACHING EXPERIENCE OF GROUP III

Classified according to the type of teaching position in which the teachers have received their experience.

	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
<u>Grade</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	216	188	109	98	59	45	20	20	13	10	30	808
Grades	324	343	238	169	127	96	74	59	51	35	308	1713
High School	15	5	1	1	3	1	0	1	0	0	0	27
Supervision	10	4	3	3	1	0	0	0	0	2	0	23
Administration	4	1	1	1	0	0	0	0	0	0	0	7
<u>Departmental</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	19	14	16	10	7	4	4	3	2	1	1	83
Grades	24	23	19	7	10	13	13	5	2	1	1	150
High School	0	0	1	1	1	1	0	1	0	0	0	11
Supervision	2	0	1	1	0	0	0	0	0	0	0	4
Administration	0	1	0	0	0	0	0	0	0	0	0	1
<u>Junior High School</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	14	14	6	4	5	3	4	3	2	0	1	58
Grades	19	9	11	8	9	4	7	4	6	4	20	101
High School	1	2	5	2	0	0	1	0	0	0	2	20
Supervision	1	1	0	1	0	0	0	0	0	0	0	3
Administration	1	0	1	1	0	0	0	0	0	0	0	4
<u>Ward Principal</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	5	8	4	4	3	4	4	3	1	0	46
Grades	1	3	10	3	6	5	5	9	1	4	4	83
High School	0	0	1	1	1	0	0	0	0	0	0	4
Supervision	1	1	3	1	1	1	0	0	0	0	1	7
Administration	3	3	0	2	0	2	0	0	0	0	2	13
<u>State Graded School Principal</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	12	19	7	4	5	6	7	8	9	10	84
Grades	6	10	6	7	4	3	3	3	0	3	6	50
High School	13	24	15	8	7	1	3	3	0	1	1	75
Supervision	11	8	6	3	4	1	1	1	0	1	2	37
Administration	16	16	17	4	4	2	3	4	2	0	14	83
<u>State High School Principal</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	3	3	4	5	6	7	8	9	10	10	59
Grades	13	11	7	11	6	8	3	5	4	3	6	39
High School	14	5	2	4	4	1	0	1	0	0	1	33
Supervision	25	25	20	23	14	9	11	4	4	10	23	188
Administration	2	3	1	0	1	2	0	0	0	0	0	9
Administration	6	13	6	1	2	1	1	0	0	1	1	34
<u>High School</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	35	28	12	7	3	5	1	0	2	1	93
Grades	18	18	7	9	3	3	1	0	0	0	6	67
High School	157	125	74	60	39	29	7	11	5	7	36	550
Supervision	4	2	0	0	0	0	1	0	0	0	0	12
Administration	4	4	4	0	1	0	0	0	1	0	1	14
<u>Superintendent</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	17	20	6	4	3	0	0	2	3	0	59
Grades	7	6	8	4	4	1	0	0	2	0	0	36
High School	16	15	13	7	1	0	0	3	1	0	1	56
Supervision	0	1	3	6	1	5	0	0	1	2	2	22
Administration	4	4	5	5	7	8	7	8	13	7	38	106
<u>Home Economics</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	3	3	4	4	0	0	0	1	0	0	22
Grades	11	3	3	1	0	1	0	0	1	0	2	20
High School	30	34	27	17	6	15	4	1	1	2	0	137
Supervision	0	0	0	1	0	0	0	1	0	0	0	6
Administration	0	0	0	0	0	0	0	0	0	0	0	0
<u>Agriculture</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	5	6	4	4	0	0	0	1	0	0	11
Grades	2	0	0	0	0	0	0	0	0	0	0	2
High School	11	17	8	5	0	4	2	2	1	0	0	58
Supervision	1	0	0	0	0	0	0	0	0	0	0	2
Administration	1	1	0	0	0	0	0	0	0	0	0	1
<u>Commercial</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	2	3	4	4	5	6	7	8	9	10	16
Grades	2	2	3	3	0	4	1	2	1	2	1	18
High School	11	17	7	6	4	6	3	7	0	4	4	62
Supervision	1	1	0	0	0	0	0	0	0	0	0	3
Administration	2	2	0	1	1	0	0	0	0	0	0	3
<u>Normal Training</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	8	14	7	4	5	6	7	8	9	10	53
Grades	4	4	7	4	2	6	5	7	3	4	2	55
High School	1	3	3	6	4	3	3	5	3	5	0	48
Supervision	1	3	3	4	3	3	0	2	0	3	1	24
Administration	2	2	0	0	0	0	0	0	0	0	0	7
<u>Manual Training</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	10	5	4	4	5	6	7	8	9	10	18
Grades	6	2	1	3	3	0	0	0	0	0	0	11
High School	16	16	16	10	7	4	3	3	1	1	0	79
Supervision	4	2	3	1	0	1	0	1	1	1	0	14
Administration	2	3	0	0	0	0	0	0	0	0	0	7
<u>Music</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	5	3	4	4	3	0	0	0	0	0	18
Grades	8	3	0	2	1	3	0	0	0	0	1	17
High School	0	3	1	0	0	0	0	0	0	0	0	3
Supervision	8	10	2	4	2	2	2	3	1	3	4	40
Administration	0	0	0	0	0	0	0	0	0	0	0	1
<u>Miscellaneous</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	1	3	3	4	4	5	6	7	8	9	10	52
Grades	5	8	10	4	4	2	0	1	2	3	4	55
High School	6	5	7	2	0	0	0	0	0	0	1	35
Supervision	8	8	7	4	1	1	1	1	0	1	0	33
Administration	1	1	0	0	0	0	0	0	0	0	0	2
<u>Total</u>												
Years	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Rural	385	338	193	176	107	73	43	39	25	18	44	1440
Grades	449	437	302	230	174	136	119	80	76	57	339	2399
High School	311	300	202	139	100	80	44	31	31	24	69	1321
Supervision	57	50	40	28	13	16	6	3	5	8	12	238
Administration	46	47	34	17	14	15	12	12	15	8	56	223

TABLE XIII

TEACHING EXPERIENCE OF GROUP IV

Classified according to the type of teaching position in which the teachers have received their experience.

GROUP IV

	1	2	3	4	5	6	7	8	9	10	more than 10	Total cases
Years												
Rural	664	689	577	399	343	190	128	91	75	73	279	3508
Grades	43	22	10	7	12	6	1	7	3	2	3	116
High School	13	6	1	1	0	0	0	1	0	0	0	22
Supervision	4	3	0	1	0	0	0	0	1	0	0	9
Administration	6	1	2	0	0	1	0	0	0	0	0	10

EXPERIENCE SECURED IN THE RURAL SCHOOLS

The tables indicate that a very large number of the teachers in the state secure experience in the rural schools. The rural schools furnish the training for the ambitious teacher who seeks a higher level of teaching position. Perhaps the large number who have had rural school experience may indicate economic inability to acquire immediately the required training necessary for the other schools. As soon as the requirements are met, the teacher steps to the higher level and is eliminated from the ranks of the rural school teachers. Again, in some instances, no doubt, rural school teaching has led to the choice of teaching as a life work. It speaks well for teaching that we have a group of people in the rural schools who are ambitious to acquire additional training and become more thoroughly prepared for their work.

Table XIV gives the per cent of the teachers having rural school teaching experience. In Group I, 256 out of a total of 737 replies, report teaching experience in the rural schools or over one-third of the teachers in this group. In Group II, 147 out of a total of 504 cases, report rural school experience, a little less than that of Group I, as it represents only twenty-nine per cent of those responding in this particular group. Group III shows a much larger percentage. Here we find that forty per cent of the number answering the question or 1440 out of 3558 cases, state they have had experience teaching children in the rural schools. The rural school evidently is the training place for many of the teachers in the village and city schools.

TABLE XIV

PER CENT OF TEACHERS HAVING HAD RURAL SCHOOL EXPERIENCEGROUP I

Grade	37
Departmental	48
Junior High School	37
Kindergarten	8
Ward Principal	54
High School	27
Manual Training	16
Miscellaneous	32
Total	34

GROUP II

Grade	30
Junior High School	45
Kindergarten	6
Ward Principal	37
High School	22
Superintendent, Principal and Assistant Principal	47
Special	25
Total	29

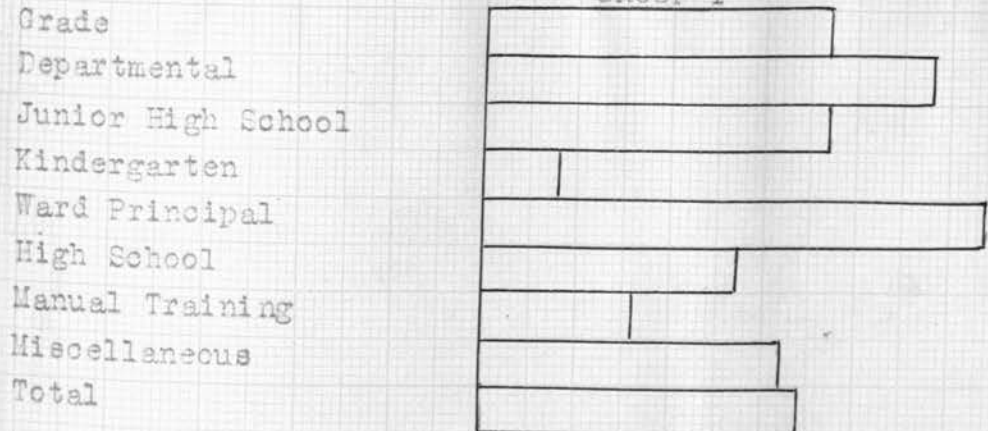
GROUP III

Grade	47
Departmental	55
Junior High School	29
Ward Principal	54
Graded School Principal	60
High School Principal	23
High School Teacher	18
Superintendent	49
Agriculture	19
Commercial	25
Normal Training	88
Home Economics	15
Manual Training	20
Music	40
Miscellaneous	42
Total	40

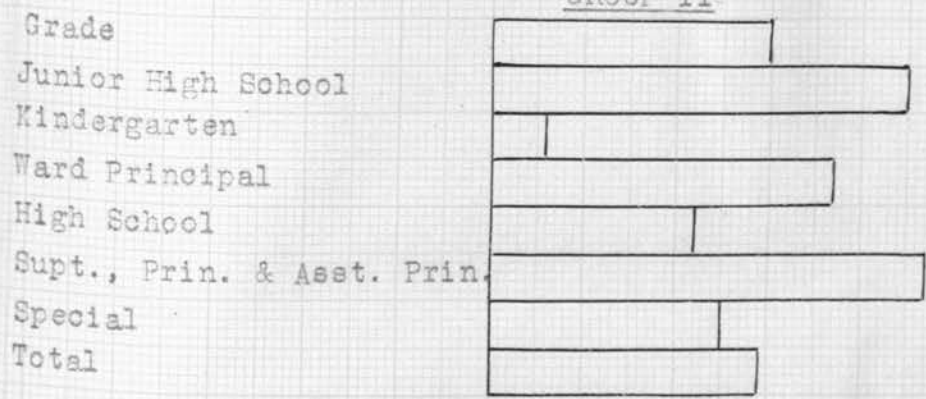
Totals of 256 out of 737 teachers of Group I, 149 out of 504 in Group II, and 1440 out of 3558 in Group III reported rural school experience.

FIGURE II
THE PER CENT OF TEACHERS WHO HAVE HAD TEACHING EXPERIENCE IN
RURAL SCHOOLS

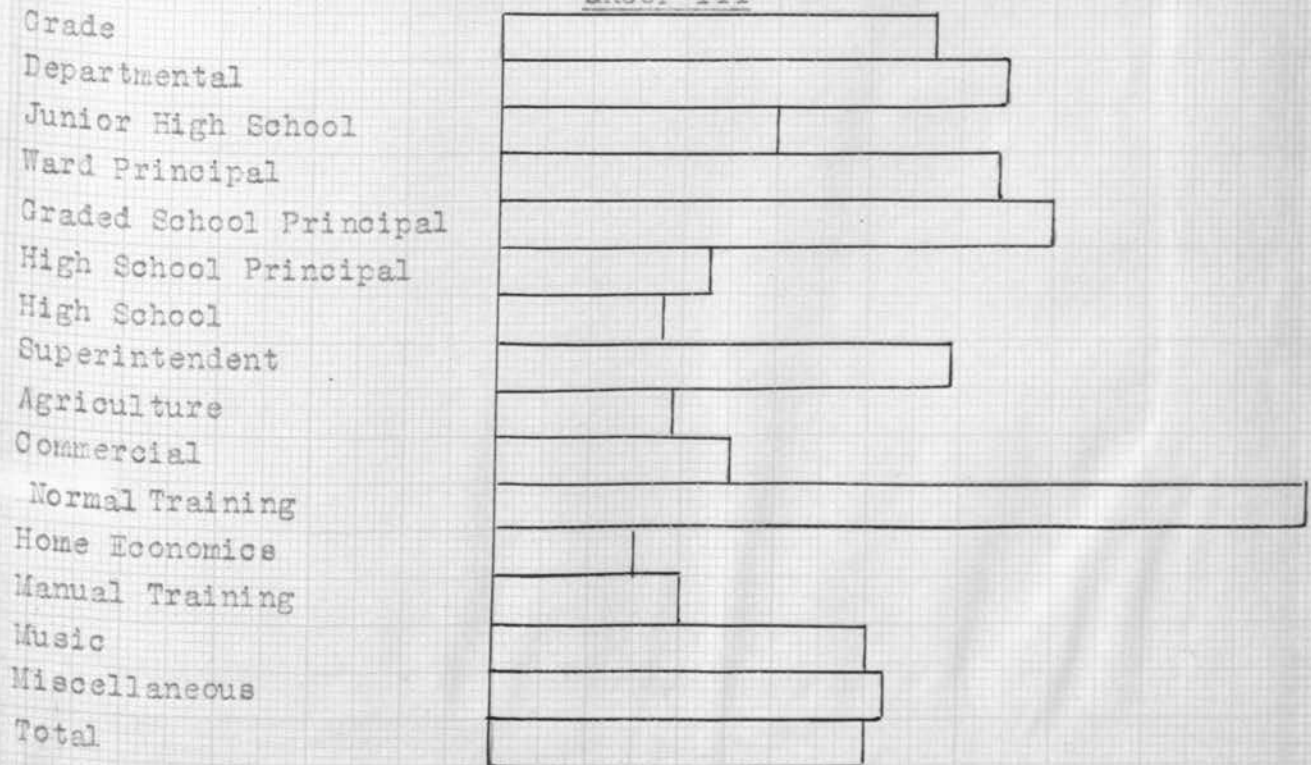
GROUP I



GROUP II



GROUP III



0 10 20 30 40 50 60 70 80 90

The same facts shown in Table XIV are presented in Figure II.

ANNUAL REPLACEMENT

From the foregoing tables an estimate can be made of the annual number of teachers needed for replacement. The tables indicate the number of the teachers employed for the first time in the different groups. Taking this number and finding what per cent it is of the total number answering the questionnaire, we have the approximate percentage of new teachers needed annually for replacement. We know the number of teachers of each group employed in the state, and by taking this percentage of the group we can approximately determine the annual requirements for replacement. So far no account has been taken of the increase of population in the schools which calls for additional teachers. This is the normal increase which varies for the different types of teachers.

Mr. MacLean found the number of additional elementary school teachers needed for 1920 to allow for expansion and growth to be 4.3 per cent of the total,¹ and for high schools 3.8 per cent of the total.² He found a decrease of 2.51 per cent for the rural school teachers for 1921.³ Adding the per cent necessary to take care of the normal increase to the number needed for replacement,

1. The Demand and Supply of Trained Teachers in the Public Schools of Minnesota. R. B. MacLean-Unpublished Master's Thesis.
2. Ibid, p. 37
3. Ibid, p. 30

we have the number of new teachers needed each year. The results of the computation are found in Table XV. Comparing the results obtained here with those of Mr. MacLean's study as shown on page thirty-eight of his thesis, more elementary teachers are shown to be needed annually than he estimates. The number needed is two hundred more than estimated in Mr. MacLean's study. The difference may be due to the larger number of cases used in this study and the inclusion of the Junior high school teachers in this group.

Seven hundred ninety high school and special teachers are needed. This also is a greater number than estimated by Mr. MacLean. The difference may be partially accounted for by including some teachers under special in this study who perhaps belong in some other group. More cases are used in this study than Mr. MacLean used.

The number of teachers needed for the rural schools shows a decrease from the number estimated by Mr. MacLean. The discrepancy may be caused by the larger number of cases used by Mr. MacLean and also because he includes teacherless rural schools whereas this study takes into consideration only those teaching for the first time.

Reading Table XV we find that 2658 elementary teachers answered the questionnaires. Four hundred twelve teachers of the group are teaching in their type of positions for the first time which is 15.5 per cent of the number responding. Next we find

TABLE XV

THE ANNUAL NEED OF TEACHERS

	Number answering the questionnaire	Number teaching for the first time	Per cent number teaching for first time is of number answering the questionnaire	Number of teachers in the state	Number of teachers needed for replacement	Number of teachers needed allowing for normal increase
Grade, departmental and Junior High School	2658	413	15.5	6896	1068	1364
High School (Academic)	943	150	15.9	3244	356	441
Special	1244	197	15.8	1785	282	349
Graded School Principals	140	27	19.2	261	50	60
Superintendent	119	5	4.2	240	10	14
Rural	3508	664	18.9	8650	1635	1423

experience.

Beyond this there is the loss to teaching. Attempts to make teaching a profession will prove futile until more is done to stabilize teaching and teachers remain in the work for a longer period.

SUMMARY

From the findings in this chapter we gather that:

1. The median number of years of teaching experience for grade teachers is 5.05.
2. The median for high school teachers is 3.63 years of experience.
3. For the rural school teachers the median number of years of experience is 3.3.
4. The median number of years that all teachers irrespective of groups remain in teaching is 3.99.

CHAPTER IVANNUAL SALARIESTHE INCREASED COST OF LIVING

During the period which this study covers, a great deal of publicity was given to the inadequate salary situation in teaching work. Like all salaried people, teacher's salaries did not increase considerably during this period. Compared with the increased cost of living and the salaries paid those in other work, teachers' salaries had made slow advance. In addition, it must be remembered that teachers' salaries have never been as adequate as they should have been. While it is true that teachers' salaries were increased, this increase was not sufficient to meet the rapidly rising cost of living. Because of the poor salaries, it was becoming more difficult every year to secure adequately trained teachers.¹

The cost of living, based on wholesale prices in 1919, had increased 112 per cent since 1914. Retail food prices had increased 84 per cent during the same period.² The difference between these wholesale commodity and retail food price quotations are probably accounted for in two ways. In the first place there is a distinct lag between the movement of wholesale and retail prices for the same article, and not only a lag but often a real

1. Know and Help Your Schools--Bulletin American City Bureau. No. I
p. 23
2. Trends of School Costs--W. R. Burgess. P. 50

difference in levels reached. In the second place, wholesale price index numbers which have been computed include a large number of articles, most of which affect the cost of living slowly and indirectly. These disadvantages make it essential to look further for a cost of living index.¹ If the more staple articles which constitute the bulk of the cost of living are taken, it will be found that the cost of living has doubled since 1915.² Before the close of 1919 the cost of living rose rapidly, reaching its highest peak in 1920.

Since the cost of living has doubled it is but fair to expect that salaries should have kept pace with the cost of living, if the teachers' salary is to have the same purchasing power now, as it formerly had. There must be sufficient income not only to cover the bare essentials of living but enough in addition to make provision against the liabilities of old age and illness, to provide for travel, and to continue professional study. In return for such increased salaries the public has a right to expect and demand more teachers who have had more extensive training than the majority of teachers now possess.

TEACHERS' SALARIES FOR A FIVE YEAR PERIOD

The questionnaire requested a statement of the amount of salaries earned by each teacher for a five year period. This covered the school years of 1915-16 through 1919-20. In computing

1. Ibid, p. 51
2. Ibid, pp. 52-56

the median salaries as shown in Tables XVI-XVIII, cents are omitted and are given to the nearest dollar. It must be remembered when reading the tables that the salary for any year previous to 1919-1920 may, or may not have been earned in the actual teaching position now occupied by the teacher. The salary was earned by teaching and was so understood by those answering the question, it being indicated by the answer if the salary were earned in other work. Whenever a statement was given that the salary was earned in another occupation, that salary was not used in the tabulation. The same classification used in previous tables is kept in these tables. The first figure represents the median salary, the number below the number of cases used for that particular group. Table XVI which follows should be read thus: In 1915, the grade teachers, 243 in number, reported a median salary of \$982; in 1916, 257 reported a median salary of \$965; in 1917, the median salary was \$982 as compiled from the answers of 275 teachers; in 1918 the median salary, according to 294 teachers, was \$1037; and in 1919 the median salary had increased to \$1216 according to the report of 322 grade teachers. This represents a 23 per cent increase during the five year period. Compared with the cost of living for the same period, the increase in the salaries of the grade teachers of the three largest cities in the state is less than one-fourth that of the increased cost of living as shown by the wholesale increases previously stated.

Ward school principals received the greatest salary in-

crease of Group I, an increase of 59 per cent. The grade teachers received the smallest salary increase, only 23 per cent. In no instance did the increased salary approximate the increased cost of living.

TABLE XVI

MEDIAN ANNUAL SALARIES OF TEACHERS IN GROUP I

Year	1915	1916	1917	1918	1919	Percent of increase during five year period.
Grade	982	965	982	1037	1216	23
No. of Cases	243	257	275	294	322	
Departmental	925	975	962	1042	1230	32
No. of Cases	53	55	58	65	68	
Jr. High School	1017	1154	1206	1256	1462	43
No. of Cases	26	26	31	34	38	
High School	1312	1409	1475	1567	1732	32
No. of Cases	142	145	150	152	165	
Ward Principals	1267	1475	1575	1725	2025	59
No. of Cases	28	30	30	30	30	
Manual Training	1219	1350	1406	1558	1762	44
No. of Cases	17	18	19	22	24	
Kindergarten	709	712	825	900	1025	44
No. of Cases	13	18	20	20	24	
Miscellaneous	962	975	958	1000	1322	38
No. of Cases	31	32	36	38	53	

The salaries of the teachers in Group II with but one exception, show a greater percent of salary increase for the five year period than do the salaries of any other class of teachers in any other group, the exception being in the case of superintendents, principals and assistant principals. Due to the limited number of cases, little significance can be derived from the exception.

TABLE XVII

MEDIAN ANNUAL SALARIES OF TEACHERS IN GROUP II

Year	1915	1916	1917	1918	1919	Percent of increase during five year period.
Grade	579	608	710	955	1214	109
No. of Cases	112	124	154	174	204	
Jr. High School	612	703	763	1004	1225	100
No. of Cases	45	47	48	55	58	
High School	825	937	919	1156	1459	77
No. of Cases	34	37	49	51	59	
Supt., Prin. & Asst.	1550	1575	1750	2250	2250	45
No. of Cases	16	17	16	16	17	
Ward Principal	812	921	925	1137	1487	83
No. of Cases	17	19	18	19	27	
Special	906	962	1016	1214	1522	79
No. of Cases	51	59	62	72	92	
Kindergarten	704	762	756	916	1193	69
No. of Cases	12	16	19	27	32	

For Group III, as shown in Table XVIII, the state graded school principal shows the lowest per cent of increase. Teachers of agriculture in this group have fared better than the rest, for they report an increase of 56 per cent.

Rural school teachers show an increase of 47 per cent during the five year period.

In almost every instance the salaries of teachers, regardless of classification, show that the public has not increased the salaries commensurate with the increased cost of living.

TABLE XVIII

MEDIAN ANNUAL SALARIES OF TEACHERS IN GROUP III

Position	1915 1916	1916 1917	1917 1918	1918 1919	1919 1920	Percent of in- crease during five year pe- riod.
Supt. State High School	\$1451 86	\$1510 91	\$1575 103	\$1820 97	\$1906 123	31
Prin. State Graded School	1218 87	1214 93	1211 108	1270 109	1400 140	14
High School Principal	800 76	768 110	813 116	956 123	1136 165	42
High School Teacher	687 165	696 213	750 293	820 387	982 540	43
Jr. High School Teacher	578 72	590 84	637 89	704 95	880 116	52
Departmental Teacher	575 93	590 92	625 108	696 129	858 144	49
Grade Teacher	520 823	538 971	572 114	645 1308	803 1729	54
Home Economics	644 37	680 61	695 69	769 105	946 145	46
Manual Training	911 36	937 45	988 48	1104 55	1243 93	36
Commercial	760 37	806 39	822 37	919 48	1100 60	44
Normal Training	812 50	873 55	912 55	1016 54	1209 58	49
Agriculture	1100 18	1203 25	1216 31	1515 35	1716 56	56

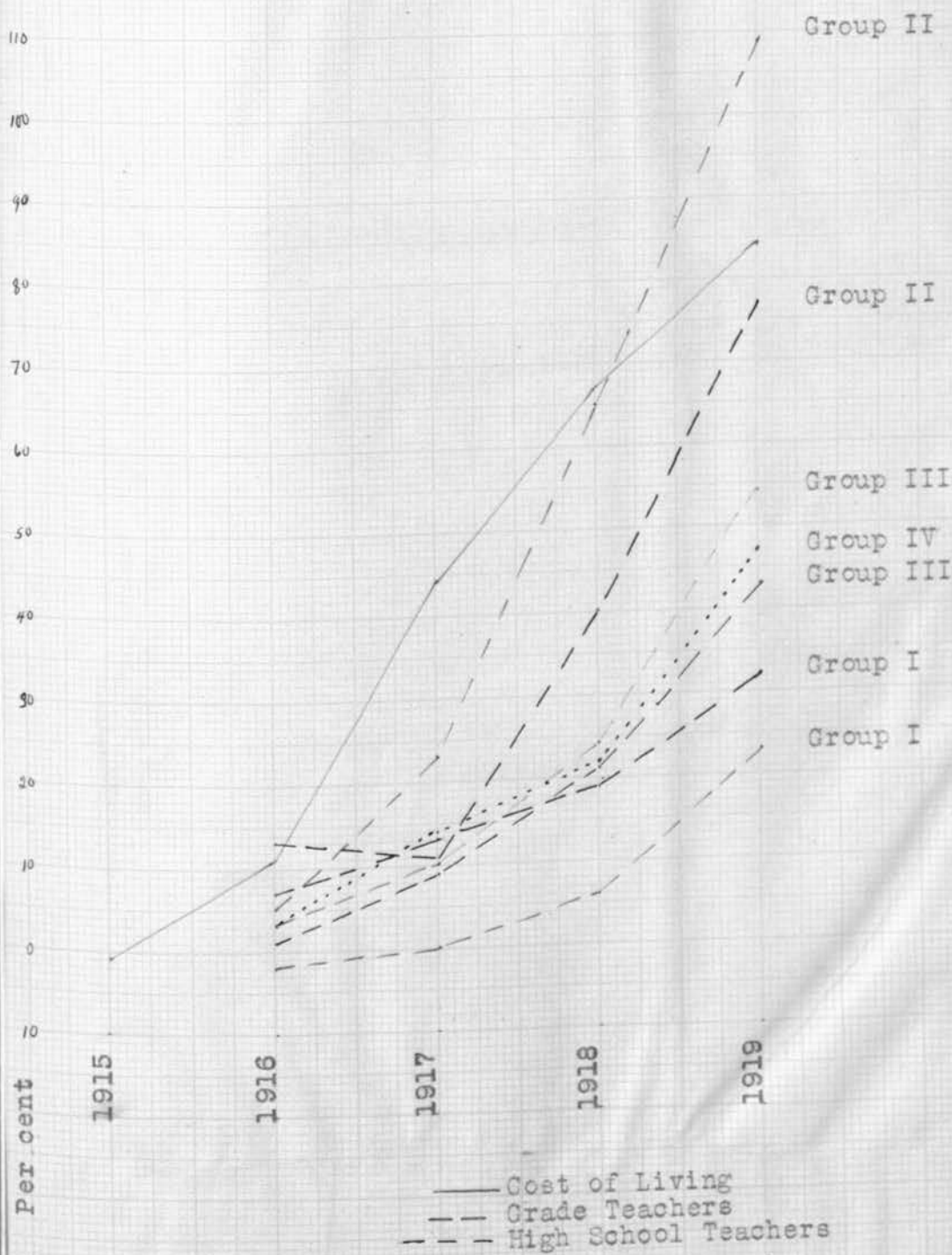
MEDIAN ANNUAL SALARIES OF TEACHERS IN GROUP IV

Rural Teacher	420 898	433 1192	478 1545	512 2095	620 3416	47
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A comparison of the per cent of salary increases of the high school teachers of academic subjects and the grade and rural school teachers with the per cent of increase in the retail prices of living for a period of four years is given in Figure III. The only group of teachers whose salary shows an increase greater than the cost of living is the grade teachers of Group II. In all other cases the salary has not kept pace with the rise of living.

FIGURE III

A COMPARISON OF THE PER CENT OF SALARY INCREASES FOR THE HIGH SCHOOL TEACHERS OF ACADEMIC SUBJECTS, GRADE AND RURAL SCHOOL TEACHERS WITH THE PER CENT OF INCREASE IN THE COST OF LIVING, BASED ON THE RETAIL PRICE INDEX NUMBER FOR 1914 AND THE TEACHERS' SALARIES FOR 1915



COMPARISON OF TEACHERS' SALARIES WITH OTHER SALARIES

It is fair to compare the salaries paid teachers with those received in other professions and trades. Whenever the question of teachers' salaries is under discussion, the layman is inclined to call attention to the highest paid teachers in the school, the short hours they work and the long vacations they enjoy. Such comparison is too frequently based upon an individual's conception of what he believes is true; not what the situation actually is. It is true the teachers' working day¹ is short so far as the actual class room work is concerned but there are hours devoted to preparation for the day's work² and routine work such as correcting papers. Vacations are long but usually no income is received during this period and what may be a good salary during the school year is inadequate when stretched over twelve months. If the teaching income is supplemented during vacation, it can hardly be called a vacation.

Question Six of Questionnaire B was tabulated to arrive at the salaries paid to certain trades, professions and miscellaneous occupations in the state. This information was obtained by the county superintendents and the high school superintendents and graded school principals of Group I, II and III. The validity of these figures was confirmed by the representatives of the school boards in the meeting held at the College of Agriculture, Saturday,

1. A Study of the Teaching Load of Minnesota High School Teachers. Frank H. Koos. Unpublished Master's Thesis.
2. A Study of the Working Day of Minneapolis Teachers. C. E. Reichard. Unpublished Study.

April 3, 1920.

As shown in Table XIX, the county superintendent receives a salary less than that of any other county official. Out of this salary, in most cases, must be paid the necessary traveling expenses and stenographic help. All of the county offices are political positions without any educational requirements. It is evident that the public considers the position of county superintendent of less importance than the other offices as reflected by the salary paid for this work.

Professional men have a median salary at least more than twice that of the superintendents of schools. Training in each case is approximately the same, yet the man who enters into the public service of teaching finds his earning capacity very much less than that of the other professions. One is inclined to consider seriously whether or not teaching pays and if a person is justified in entering a life work requiring so much preparation with so little financial return.

High school teachers of academic subjects in Group III receive a teaching income less than that of the tradesmen and artisans and grade teachers in the same group receive lower salaries than do the occupations placed under miscellaneous. Cooks and maids receive a lower actual salary in money but in addition to their salary they receive free board and room.

In addition to the median salaries, the number of questionnaires reporting the salaries is also given. These cases mean that approximately that number of communities are used in the tabulation.

TABLE XIX

A COMPARISON OF TEACHERS' MEDIAN SALARIES WITH THE
MEDIAN SALARIES PAID IN OTHER OCCUPATIONS.

<u>County Officers</u>	Median	Cases
Register of Deeds	2976	
Auditor	2460	
Treasurer	2347	
Sheriff	1980	
County Superintendent of Schools	1798	
 <u>Professions</u>		
Doctor	5269	140
Lawyer	3839	113
Dentist	3818	154
Superintendent (Group III)	1906	
 <u>Trades</u>		
Plumbers	1891	140
Machinist	1846	130
Masons	1750	144
Barbers	1509	182
Carpenters	1452	172
High School Teachers (Group III)	982	
 <u>Miscellaneous</u>		
Teamsters	1252	119
Section men	1098	168
Day laborers	1095	137
Bookkeepers	1088	161
Stenographers	998	145
Store Clerks	951	174
Farm hands	865	164
Cooks	714	114
Maids	452	164
Grade Teachers (Group III)	803	
Rural Teachers (Group IV)	620	

NUMBER OF TEACHERS WHO SUPPLEMENT THEIR INCOME

Teachers supplement their income because the salaries received are inadequate or because there is an opportunity to do so during hours when not engaged in school work. To determine to what extent and by what means the income is supplemented teachers were asked to answer the question, "Do you supplement your income?" Table XX shows in what ways and to what extent teachers do supplement their income. The table is based on the answers to the above question. Many neglected to answer the question and only those answering, "yes", are considered in the tabulation. The others either failed to answer the question or else answered in the negative. The number in this group may be found by subtracting the number answering "yes" from the total number of questionnaires received. Often when the question was answered in the affirmative the accompanying questions were not answered and we are led to the conclusion that many answering "yes" were actually supplementing their incomes by other occupations. Residence at home during vacation or during the school year is supplemental, but, evidently, teachers do not so consider it, according to the tables. Under "partially" are included cases in which the teacher stated that the week-end or part of the regular year or part of the summer was spent at home. This was done to distinguish the above group from those spending the entire summer or the regular school year at home.

One is surprised at the varied work undertaken to supplement the income. All groups engaged in practically the same

kinds of work, all seeming to turn to the task nearest at hand. In only a few instances was the amount earned stated.

Teachers in Minneapolis, St. Paul and Duluth Group I, gave the following: coaching, playground instructor, office work, canvassing, nursing, carpentry, tutoring, gardening, writing, Americanization work, investments, farming, and insurance, as occupations used to supplement their income.

Group II, in addition to many of the means used by the other groups, gave substitute mail carrier, auto saleswoman, parental aid and work in a saw mill as ways by which their income was supplemented.

Group III gave clerking, dressmaking, working for board and room, allowance from husband, contributions, housework, office work, rent from property, waiting on table, library work, bookkeeping, and manual labor as means employed to supplement their income.

Rural school teachers, Group IV, engaged outside their professions in the following kinds of work: clerking, housework, bookkeeping, waiting on table, factory work, sewing, farming, nursing, giving music lessons, janitor work, selling insurance, playing the piano at church or movies, stenographic work, hospital work, millinery, chicken raising, and growing potatoes. Some worked for board and clothes, a few received help from their parents, others engaged in real estate work, taught parochial school or summer classes. Still others profited by war insurance, interest, and income from property.

Fifty-five per cent of all the teachers report that they supplement their incomes. This per cent does not express the true conditions as we find that sixty-five per cent supplement their income by residence at home during vacations. This substantiates what has been previously stated, namely, that residence at home during vacation without paying for board and room is not considered by some teachers as supplementing their income. One fourth of the teachers turn to other occupations to increase their annual teaching income.

TABLE XX

NUMBER OF TEACHERS WHO SUPPLEMENT THEIR INCOME

	Supple- ment Income Yes	%	By oth- er occu- pation Yes	%	Res- idence at Home during Vaca- tion	%	Res- idence at Home during School Year	%	Par- tially	%
<u>GROUP I</u>										
	Cases		Cases		Cases		Cases		Cases	
Grade	198	61	67	20	154	47	27	8	21	6
Departmental	41	62	23	34	27	40	9	13	4	6
Jr. High School	24	64	7	16	13	32	1	2	11	29
High School	102	61	36	21	53	31	13	8	6	3
Ward Principal	17	56	6	30	10	50	3	15	1	5
Manual Training	20	84	13	56	11	47	5	21	2	8
Kindergarten	19	76	6	24	13	52	7	28	0	0
Miscellaneous	38	71	4	7	27	50	10	18	0	0
Total	457	62	162	22	307	41	65	8	45	6
<u>GROUP II</u>										
	Cases		Cases		Cases		Cases		Cases	
Grade	120	58	44	21	149	72	8	3	0	
Jr. High School	36	94	25	65	34	89	5	13	0	
High School	37	60	16	26	34	55	1	1	0	
Supt. Prin.					3	17	1	5	0	
Aset. Prin.	13	76	11	64	15	55	2	7	0	
Ward Prin.	22	81	13	49	41	41	5	5	0	
Special	56	56	24	24	22	68	0	0	0	
Kindergarten	16	50	2	6					0	
Total	302	60	134	26	298	59	22	4	0	
<u>GROUP III</u>										
	Cases		Cases		Cases		Cases		Cases	
Grade	997	58	330	19	1195	69	192	11	36	2
Departmental	102	68	37	24	102	68	14	9	1	0
Jr. High School	59	56	24	23	62	59	8	7	0	0
Ward Principal	41	50	13	15	42	51	6	7	2	0
Gr. School Prin.	89	66	73	54	60	44	12	9	0	0
Prin. High School	112	67	51	30	98	59	11	6	1	1
High School	380	69	164	29	382	69	31	5	7	0
Superintendent	63	56	65	58	24	21	9	8	0	0
Home Economics	93	67	27	19	110	79	7	5	0	0
Agriculture	15	26	11	19	3	5	2	3	0	3
Commercial	46	77	25	40	39	62	5	8	2	0
Normal Training	29	48	14	23	32	53	2	3	0	0
Manual Training	70	77	61	67	38	42	5	5	0	0
Music	34	77	21	47	29	65	10	22	1	3
Miscellaneous	52	70	29	39	41	55	10	13	0	0
Total	2202	61	945	26	2257	62	324	9	51	1
<u>GROUP IV</u>										
	Cases		Cases		Cases		Cases		Cases	
Rural	1718	47	868	24	2677	74	472	13	84	2
<u>ALL GROUPS</u>										
	Cases		Cases		Cases		Cases		Cases	
Total	4679	55	2109	25	5539	65	943	11	180	2

A few teachers reported the amount their income was supplemented as a result of doing work other than teaching. Table XXI gives a summary of the teachers in Groups III and IV who gave the amount of their supplemental earnings. Some earned an amount equal to one-fifth, one-fourth, or one-half of the regular income and even a one-hundred per cent supplemental income was reported.

TABLE XXI

AMOUNT INCOME WAS SUPPLEMENTED ACCORDING TO THE REPORTS OF A FEW TEACHERS IN GROUPS III AND IV

	<u>Group III</u>	<u>Group IV</u>
1 - 29	13	27
100 - 199	36	33
200 - 299	26	17
300 - 399	33	13
400 - 499	7	5
500 - 599	6	2
600 - 699	4	1
700 - 799	2	0
800 - 899	3	1
900 - 999	0	0
1000 - 1499	3	1
1300 - 1598	2	0
2000 and over	<u>1</u>	<u>0</u>
Total	136	99

SUMMARY

The previous tables have clearly shown that while the teachers' salaries have been increased during the five year period, the increase has not kept pace with the advancing cost of living. It is obvious that with a salary whose purchasing power was decreasing, those who remained in teaching, found it necessary to resort to either decreased living standard or else to seek aid from some other source or do both. That this was done is demonstrated by the large per cent of the teachers of any group who supplement their income by residence at home during vacations without paying board and room. Forty-one per cent of the teachers in Group I supplement their income through residence at home during vacations, 59 per cent in Group II, 62 per cent in Group III and 74 per cent in Group IV. In the first three groups vacations are from three to four months long but in the latter case the vacation is usually of a longer duration.

Approximately one-fourth of all the teachers supplement their income by some other occupation.

It is also shown that teachers' salaries have not been equal to the salaries paid in other occupations, especially when we consider the greater number of years of training required of school teachers than for most of the other occupations. Yet high school teachers receive less salaries than teamsters, carpenters or barbers. Grade teachers are given a compensation less than that of section men. Rural school teachers receive less than farm hands.

CHAPTER V

TEACHER'S EXPENDITURES

A vital problem in personal accounting is that of making the expenditures keep within the income. When the purchasing power of the dollar remains practically stationary and the increases of income are slight there is little difficulty in adjusting the expenditure with the income. But when the purchasing power declines and the income remains practically the same, there is more difficulty than usual in making adjustments. To determine to what extent this was true of the teachers, they were asked to give an itemized account of their expenditures for the year January 1, 1919, to January 1, 1920. While the majority of people seldom keep a record of all their expenditures, they can usually give an approximate estimate of the sums spent for various items. It would be expecting more of teachers than of the public as a whole if no returns were used except those based on actual daily accounts. Teachers usually have checking accounts and reply after reply stated that the items were summarized from the check stubs. In some cases the answers were taken from books kept by the individuals. The reliability of the returns is evidenced by their uniformity, regardless of the section from which they came.

The expenditures are grouped under several heads. Maintenance includes expenditures for rent, insurance and pensions, and laundry. Board includes the total expenditure for board alone for one year, the cost of board and room for January 1919,

January 1920, and the increase over the cost from January, 1919, to January, 1920. Clothing and necessary travel gives the amount expended for clothes and the necessary sum spent for transportation in going to and from the home to the teaching position and to the educational meetings attended by the teacher.

Under advancement are included the amounts given to church and charity, the sum spent for professional improvement, the expenses of medical and dental treatment, and the expenditures for recreation. Savings, deficits, and total expenditures includes the expenditures for miscellaneous items not given a separate classification, the sum invested or saved by the teachers, the total expenditures for all items and the excess of expenditures over income in case the salary did not meet all the expenses. The expenditure in each case is* the median for the group.

MAINTENANCE

As stated previously maintenance here includes the median expenditures for rent, insurance and pensions and laundry.

There is some indication that the term rent was misunderstood as approximately only half of the first three groups and about eight per cent of the rural school teachers answered this question. The questionnaire was not specific in stating definitely what was wanted. The discrepancy among different types of teachers within a group and between the groups may be accounted for because of this misunderstanding. Room rent, as well as house rent, was desired in this question.

The large median amounts in the case of some of the classes as graded school principals and superintendents in Group III are no doubt due to the large number of married men in the groups and means house rent, rather than room rent, as is the case of the grade or high school teachers.

Teachers as a group spend very little for insurance and pensions as is shown in Table XXII. Rural school teachers and grade teachers in Group III expend the smallest amount for this item, only eight dollars. The grade and kindergarten teachers in Group II are a close second with an expenditure of but ten dollars. Next come the high school teachers of academic subjects in Group III who spend a median of ten dollars and the kindergarten teachers in Group I rank next with eleven dollars. All other classes of teachers spend considerably more for this one item. It may be safe to assume that in the majority of cases, this item covers only the required fee for the state teachers retirement fund. All teachers, except those in Group I, who began to teach September 1, 1915, are required to contribute to this fund. ¹ Provision was made for entrance of teachers in service at the time of the enactment of the law. This fund requires a premium of five dollars for the first five years of teaching, ten dollars for the second five years of teaching, twenty dollars for the next ten years, and thirty dollars for the next five years. Table XXII indicates that approximately these amounts are paid for insurance and pension.

1. School Laws of Minnesota 1921 edition. Section 416, p. 108.

This does not apply to the teachers in Group I. Minneapolis, St. Paul and Duluth maintain pension systems of their own but, judging from the small sums expended by even the teachers in this group, it can mean but little more insurance than merely the amount required for the pension fund.

Laundry is not an expensive item in the expenditures of the teachers. Here again rural school teachers spend the least amount. This small expenditure, no doubt, is partially due to the fact that laundry is usually included in the washing of the family where the teacher boards and rooms. All the teachers within a group apparently spend approximately the same amount for laundry.

TABLE XXII

MAINTENANCE

A SUMMARY OF THE TEACHERS' MEDIAN ANNUAL EXPENDITURES FOR RENT, INSURANCE AND PENSION, AND LAUNDRY.

	Rent	Cases	Insurance and Pensions	Cases	Laundry	Cases
<u>GROUP I</u>						
Grade	182	162	25	298	35	220
Departmental	253	41	57	66	37	44
Junior High School	225	26	37	37	37	32
High School	331	96	27	109	35	102
Ward Principal	325	16	48	25	31	22
Manual Training	388	16	91	20	37	16
Kindergarten	188	5	11	23	22	15
Miscellaneous	313	29	25	52	47	36
<u>GROUP II</u>						
Grade	107	136	9	159	30	172
Junior High School	117	40	24	48	34	51
Kindergarten	119	21	9	26	30	30
High School	127	55	27	56	33	57
Ward Principal	131	17	33	21	29	21
Superintendent, Principal & Assistant Principal	219	13	130	14	43	13
Special	135	76	42	84	35	87
<u>GROUP III</u>						
Grade	68	728	8	1207	27	1289
Departmental	80	82	22	108	25	117
Junior High School	96	60	20	74	25	83
High School	80	311	10	448	25	442
Ward Principal	93	39	34	62	28	65
High School Principals	98	97	24	136	29	141
Graded School Principals	203	101	38	133	30	113
Superintendents	343	103	99	111	38	97
<u>GROUP IV</u>						
Rural	58	266	8	2302	14	957

BOARD

The next classification of the expenditures is board. In the tabulation, as shown in Table XXIII, is included the total annual expenditures for board; the cost of board and room in January, 1919, in January, 1920, and the increase for board and room for January, 1920, over January, 1919.

The largest expenditures for board are those made by the teachers in Minneapolis, St. Paul, and Duluth. Teachers in the Iron Range communities are next. The rural school teachers spend the smallest amount for board and room. The total amount spent for board in each group shows very much uniformity. In no instance are the median expenditures excessive.

Board and room costs approximately ten dollars more in January, 1920 than in January, 1919, for Group I and II. Teachers in Group III found this item had increased approximately seven dollars and rural school teachers found an increase of five dollars.

TABLE XXIII

BOARD

THE MEDIAN ANNUAL EXPENDITURES FOR BOARD FROM JANUARY 1, 1919, TO JANUARY 1, 1920, THE MEDIAN MONTHLY AMOUNT PAID FOR BOARD IN JANUARY 1919 AND JANUARY 1920, AND THE MEDIAN INCREASE OF BOARD FOR JANUARY 1920, OVER THAT OF JANUARY 1919.

	Board	Cases	Board 1919	Cases	Board 1920	Cases	Increase	Cases
<u>GROUP I</u>								
Grade	327	234	35	217	43	218	10	189
Departmental	313	44	35	35	46	39	11	33
Junior High School	316	26	38	22	49	22	9	20
High School	355	84	41	67	50	68	11	59
Ward Principal	469	9	41	9	49	9	14	7
Manual Training	431	9	43	4	45	4	11	3
Kindergarten	355	20	34	15	41	15	10	11
Miscellaneous	358	36	36	20	47	25	14	21
<u>GROUP II</u>								
Grade	296	187	34	176	42	184	11	142
Junior High School	321	53	31	52	41	52	10	51
Kindergarten	264	25	37	27	43	30	10	21
High School	314	49	37	46	43	47	9	33
Ward Principal	319	19	35	19	43	17	9	17
Superintendent, Prin- cipal, Assistant Prin- cipal	369	11	35	6	43	7	13	5
Special	304	82	38	69	45	76	10	57
<u>GROUP III</u>								
Grade	241	1371	29	1265	33	1321	7	939
Departmental	244	133	28	113	34	115	6	95
Junior High School	252	85	30	80	36	84	7	72
High School	252	458	30	388	36	447	8	349
Ward Principal	265	65	31	54	36	56	7	52
High School Principal	256	134	30	115	35	121	7	94
Graded School Prin- cipal	310	80	29	63	35	60	7	60
Superintendent	483	63	33	22	35	24	7	16
<u>GROUP IV</u>								
Rural	163	2895	19	2039	22	2047	5	1452

EXPENDITURES FOR CLOTHING

One of the largest single items in the expenditures of teachers is that made for clothing. This is partially due to the preponderance of women in teaching, to the large number of single persons employed in the schools and to the necessity of presenting a favorable appearance. Just how much was expended for this item by the teachers in the various groups is shown in Table XXIV. As one looks at the total expenditures for clothing one is impressed by the astonishingly even amounts spent by the teachers within a group. The teachers in Group I and III spend about the same amount for clothing. The teachers in Group II, the Iron Range cities, spend on the whole approximately one hundred dollars more than do the teachers in Group I and III. One is led to question the reason for this difference but all that could be given would be mere supposition. Rural school teachers again are at the bottom with an expenditure of \$195 a year.

EXPENDITURES FOR NECESSARY TRAVEL

The amount spent for necessary travel shows a trend similar to the amount spent for clothing. Here, also, we find the teachers in the Iron Range cities spending more than the teachers in the other groups.

TABLE XXIV

THE ANNUAL MEDIAN EXPENDITURES FOR CLOTHING AND NECESSARY TRAVEL

	Clothing	Cases	Travel	Cases
<u>GROUP I</u>				
Grade	268	308	48	305
Departmental	250	64	51	64
Junior High School	263	33	59	37
High School	268	150	50	146
Ward Principal	302	27	48	28
Manual Training	209	21	65	21
Kindergarten	316	25	50	25
Miscellaneous	270	49	49	49
<u>GROUP II</u>				
Grade	368	202	66	186
Junior High School	333	56	58	55
Kindergarten	350	30	65	28
High School	338	59	80	57
Ward Principal	363	24	64	23
Superintendent, Principal & assistant Principal	306	15	102	12
Special	317	93	89	87
<u>GROUP III</u>				
Grade	262	1622	41	1438
Departmental	239	138	41	126
Junior High School	250	98	54	89
High School	263	501	51	480
Ward Principal	215	75	39	61
High School Principal	262	153	58	137
Graded School Principal	209	129	56	123
Superintendent	302	116	58	104
<u>GROUP IV</u>				
Rural	195	3094	23	2429

EXPENDITURES FOR ADVANCEMENT

Under this classification are included expenditures for church and charity, professional improvement, health, which in this case means doctor and dentist, and recreation. The median expenditures for advancement are given in Table XXV.

Teachers do not spend a very large amount for church and charity.

Professional improvement expenditures are in many cases less than those for church and charity. How inadequate must be the interest in professional improvement of the teachers when half the teachers in the rural schools spend less than sixteen dollars and the grade teachers in Group III only a dollar more.

Teachers are evidently a healthy group for they spend a very small amount for dental and medical care.

We find that teachers expend a greater sum for recreation than for any of the other items listed under advancement.

TABLE XXV

ADVANCEMENT

TEACHERS' ANNUAL MEDIAN EXPENDITURES FOR CHURCH AND CHARITY, PROFESSIONAL IMPROVEMENT, DOCTOR AND DENTIST, AND RECREATION.

	Church and Charity	Cases	Pro- fessional Improve- ment	Cases	Doctor and Dentist	Cases	Re- creation	Cases
<u>GROUP I</u>								
Grade	26	310	51	285	52	301	24	281
Departmental	25	61	25	63	48	81	24	54
Junior High School	37	35	41	34	30	25	46	30
High School	47	149	20	145	57	149	38	136
Ward Principal	46	29	25	29	59	29	30	27
Manual Training	27	21	22	21	83	19	31	20
Kindergarten	22	26	9	20	26	25	32	23
Miscellaneous	25	49	17	51	48	47	27	47
<u>Group II</u>								
Grade	21	196	24	110	30	194	51	185
Junior High School	27	59	16	40	38	54	41	53
Kindergarten	27	30	18	16	28	31	54	23
High School	28	61	30	44	36	56	63	53
Ward Principal	25	24	26	19	29	23	54	20
Superintendent, Prin- cipal, Assistant Prin- cipal	60	15	54	14	30	14	53	14
Special	26	93	29	78	27	89	51	83
<u>GROUP III</u>								
Grade	18	1606	17	1396	27	1539	28	1461
Departmental	18	117	16	127	28	140	25	130
Junior High School	21	97	19	89	24	93	34	88
High School	22	501	19	435	26	471	38	466
Ward Principal	25	74	20	73	32	74	24	67
High School Prin- cipal	30	152	24	141	27	146	46	137
Graded School Prin- cipal	24	129	34	122	46	133	36	122
Superintendent	48	117	50	115	56	117	55	109
<u>GROUP IV</u>								
Rural	14	3021	16	2749	22	2996	20	2212

THE MISCELLANEOUS EXPENDITURES, INVESTMENTS, TOTAL
EXPENDITURES, AND THE EXCESS OF EXPENDITURES OVER SALARIES

In the last group are placed the miscellaneous expenditures, the investments or savings for the year, the total expenditures and the excess of expenditures over income. These are recorded in Table XXVI.

Miscellaneous includes such expenditures as are not listed under the other items. The median expenditures shown in the table range from thirty-four dollars for rural school teachers to one hundred twenty-five dollars for ward school principals in the three largest cities in the state.

INVESTMENTS

About forty per cent of the teachers in each group report savings or investments. Teachers in the elementary grades regardless of the group report savings of about one hundred dollars per year. Kindergarten teachers in Group I report the smallest annual savings and the superintendents, principals, and assistant principals in Group II have the largest annual savings. In no instance is the annual median saving over \$325.

Some questionnaires had to be eliminated because the question regarding investments was misinterpreted. Instead of giving the savings for the year, the total savings and investments the teacher had accumulated were given. Such amounts were usually accompanied by a comment indicating it or else could be checked from the other answers, as the answer to the question inquiring if

the income was supplemented or else could be ascertained by checking with the salary and the total expenditures.

TOTAL EXPENDITURES

Total expenditures show considerable uniformity among the classes in a group. The only exception is in the case of teachers where a large number of married people are found as in manual training in Group I, superintendents, principals, and assistant principals in Group II, and graded school principals and superintendents in Group III. Rural school teachers show the smallest total expenditures, which would naturally be expected. Total expenditures are highest for teachers in Group I.

Teachers expenditures increase in proportion to their income. The table shows very forcibly that those teachers with a greater income spend more in the aggregate than those whose income is less.

EXCESS OF EXPENDITURES OVER SALARY

In excess of expenditures over the salary earned, 45 per cent of the teachers in Group I report that their salary is not sufficient to meet their expenses, and 28 per cent in Group II report similar experience. In Group III, 42 per cent give an excess of expenditures over income. Of the rural school teachers, only 25 per cent report inability to live within their income. It is rather strange that the highest paid teachers should report the largest number not living within their income and the poorest paid, the rural school teachers, should show the smallest number finding

it impossible to live within their income. Some of the teachers reporting an excess are among those supplementing their income.

From these medians it is seen that there are a large number of teachers who are spending more than they earn. One may question these deficits from the standpoint that teachers ordinarily are not in debt. But if the expenses of the summer have to be met by the teacher instead of her family, then the chances are she will be in debt when school opens in the fall. Many teachers reported this fact to be true in their own individual experiences. If she lives off of her family during the summer months, the burden has been shifted over to her family, merely complicating the situation by shifting the responsibility of adequate salaries from the community where she teaches to that of her family.

TABLE XXVI

THE TEACHERS' MEDIAN MISCELLANEOUS EXPENDITURES, INVESTMENTS, TOTAL EXPENDITURES, AND EXCESS OF EXPENDITURES OVER INCOME

	Mis- cellaneous	Cases	Invest- ments	Gases	Total Expend- itures	Cases	Excess of Expenditures over income	Cases
<u>GROUP I</u>								
Grade	58	265	111	163	1116	292	152	142
Departmental	55	53	104	26	1254	57	175	34
Junior High School	68	28	1180	13	1325	32	154	19
High School	101	125	267	86	1525	136	208	71
Ward Principal	125	23	154	17	1463	23	113	9
Manual Training	55	14	169	7	1700	19	413	11
Kindergarten	56	17	75	8	950	20	150	18
Miscellaneous	59	42	208	20	1231	47	125	30
To								
<u>GROUP II</u>								
Grade	54	164	109	75	1070	187	145	63
Junior High School	77	59	166	30	1143	54	113	23
Kindergarten	100	30	175	8	1163	25	104	11
High School	100	48	166	29	1262	55	163	17
Ward Principal	101	22	213	9	1312	25	125	6
Superintendent, Prin- cipal, Assistant Prin- cipal	104	13	325	10	1913	15	425	2
Special	101	82	210	49	1352	91	169	23
<u>GROUP III</u>								
Grade	51	1447	96	720	288	1585	106	956
Departmental	53	127	85	66	796	126	180	75
Junior High School	51	85	106	42	835	93	100	56
High School	60	463	114	237	933	443	119	227
Ward Principals	51	66	115	40	863	72	101	36
High School Principals	57	138	113	80	988	145	119	69
Graded School Principals	60	114	233	68	1206	135	208	51
Superintendent	115	110	279	69	1805	112	163	49
<u>GROUP IV</u>								
Rural	34	2598	111	1548	553	2634	76	916

SUMMARY

1. The median monthly expenditures for board and room decrease as the salary earned decreases.
2. The larger the salary, the greater the median expenditures for insurance and pension.
3. Laundry expenses remain practically stationary for all the teachers.
4. The cost of board and room increased from twenty-five to thirty-three per cent from January, 1919, to January, 1920.
5. Increased expenditures for professional improvement show a close relation to increased income.
6. Medical expenses show a similar trend.
7. Forty per cent of all the teachers show savings; thirty-five per cent deficits, and approximately twenty-five per cent fail to report either savings or deficits.

CHAPTER VITEACHERS' DEPENDENTS

Question Seven was asked to determine the number of teachers having dependents, and if married teachers have more dependents than single teachers. We hoped the information gathered from the answers to the question might be helpful in deciding upon salary readjustments. Very few studies have been made of the actual conditions. There are very few data available showing what per cent of the teachers are married and how many teachers board or keep house. In school work there has always been a preponderance of single teachers due partially to the existing prejudice against the employment of married women fearing that their interests might be divided. Men entering teaching have found the salary inadequate to maintain a home. Other factors contribute to the dearth of married people in teaching, but as it is aside from the purpose of this chapter to discuss the various reasons, reference to them is omitted. Nevertheless the employment of large numbers of unmarried teachers has, no doubt, made it impossible for the teachers to assume that community leadership so often desired.

This chapter gives the number of married and single teachers who answered Question Seven. In addition, the tables included in the chapter show the number of persons totally and partially dependent upon the teachers and the number of married and single teachers who are boarding or keeping house.

In compiling the tabulations, widows and widowers were counted as being single. No doubt some few were counted as

married because they failed to state if they were or were not widowed. When tabulating the replies it was evident that after the teachers had answered the question married or single they often assumed that the natural inference would be they kept house or boarded. Unless the question was answered, it was not included in the tabulation. Twelve per cent of the teachers failed to answer the question.

The number of married and single teachers in each group is given in Table XXVII. The number in each group who are boarding or keeping house is included in the same table. Reading Table XXVII, we find that twenty grade teachers in Group I are married. Five of this number are boarding and ten are keeping house. Two hundred ninety-three are single and 167 are boarding and ninety-eight are keeping house. Only 130 teachers in Group I who reported are married and 578 are single.

The largest per cent of married teachers is reported in Group I, the cities of Minneapolis, St. Paul, and Duluth. Here we find that eighteen per cent are married. Group II, the Iron Range cities, has ten per cent of the teachers married and Group III, eleven per cent. The rural schools report only four per cent married. Out of all the teachers answering the question, nine per cent are married and ninety per cent are single.

Sixty-two per cent of the married teachers are keeping house, sixteen per cent are boarding and eleven per cent failed to answer. The single teachers report nine per cent keeping house, seventy-three per cent boarding and seventeen per cent fail to answer the question.

TABLE XXVII

THE MARRIED AND SINGLE TEACHERS AND THE NUMBER WHO REPORTED THEY WERE BOARDING OR KEEPING HOUSE.

	<u>Married</u> Total	Boarding	<u>GROUP I</u> Keeping House	Total	<u>Single</u> Boarding	Keeping House
Grade	20	5	10	293	167	98
Departmental	7	1	4	56	26	28
High School	50	4	32	110	56	50
Junior High School	12	1	9	23	14	12
Ward Principal	11	1	6	20	8	11
Manual Training	20	0	15	5	2	2
Kindergarten	1	0	1	24	12	17
Miscellaneous	9	2	6	47	25	219
Total	130	14	83	578	311	
<u>GROUP II</u>						
Grade	6	2	3	193	132	32
Junior High School	3	0	2	51	39	10
High School	10	0	9	50	40	5
Supt. Prin. and Assistant Prin.	10	0	6	26	7	0
Prin. Ward Bldg.	8	0	6	18	11	5
Special	16	1	12	83	62	9
Kindergarten	0	0	0	30	22	6
Total	53	3	38	451	313	67
<u>GROUP III</u>						
Grade	82	27	49	1580	1199	138
Departmental	5	1	4	132	113	14
Junior High School	2	0	0	100	76	17
Ward Principal	4	2	2	77	50	17
Graded Sch. Prin.	80	10	56	58	40	6
High School Prin.	21	1	16	144	118	9
High School	25	6	14	512	415	22
Superintendent	98	4	56	20	11	2
Home Economics	6	5	1	127	117	4
Agriculture	27	1	20	30	23	0
Commercial	6	1	4	53	48	0
Normal Training	3	2	0	53	47	5
Manual Training	43	7	31	46	35	0
Music	4	1	1	39	32	0
Miscellaneous	5	2	2	71	56	11
Total	411	70	256	3042	2380	247
<u>GROUP IV</u>						
Rural	163	39	94	3310	2397	116

TABLE XXVIII

NUMBER OF PERSONS TOTALLY DEPENDENT UPON THE TEACHERS

No. of Dependents	GROUP I										Single					
	Married										1	2	3	4	5	6
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6
Grade	2	1	0	0	0	0	0	0	0	0	20	6	3	0	0	0
Departmental	2	0	1	1	0	0	0	0	0	0	6	1	1	0	0	0
High School	5	11	10	12	3	1	0	0	0	0	13	2	3	0	0	1
Junior High School	1	2	2	2	1	0	0	0	0	0	3	0	0	1	0	0
Ward Principal	1	2	2	1	1	0	0	0	1	0	5	1	1	0	0	0
Manual Training	2	8	4	2	1	0	1	1	0	0	0	0	0	0	0	0
Kindergarten	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0
Miscellaneous	4	0	2	1	0	1	0	0	0	0	8	2	0	0	0	0
Total	17	24	21	19	6	2	1	1	1	0	56	18	8	1	0	1
GROUP II																
Grade	0	0	1	0	0	0	0	0	0	0	4	0	0	0	0	0
Junior High School	1	0	1	1	0	0	0	0	0	0	3	1	0	0	0	0
High School	3	5	0	1	0	0	0	0	0	0	2	1	1	0	0	0
Prin. (Supt. Ass't)	2	3	1	2	1	0	0	0	0	0	0	1	0	0	0	0
Ward Principal	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special	5	2	6	0	1	0	0	0	0	0	1	0	0	0	0	0
Kindergarten	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Total	12	16	9	4	2	0	0	0	0	0	11	3	1	0	0	0
GROUP III																
Grade	10	6	2	0	1	0	0	0	0	0	46	5	3	1	2	0
Departmental	2	1	0	0	0	0	0	0	0	0	5	0	0	0	0	0
Junior High Sch.	0	0	0	0	0	0	0	0	0	0	3	2	0	0	0	0
Ward Principal	1	1	0	0	0	0	0	0	0	0	8	3	0	0	0	0
Graded Sch. Prin.	13	18	17	12	6	1	1	1	0	0	3	2	1	0	0	0
High School Prin.	4	10	2	2	0	0	0	0	0	0	6	0	1	0	0	0
High School	5	8	1	1	0	0	0	0	0	0	9	4	0	0	0	0
Superintendent*	16	21	21	19	8	2	1	0	0	0	3	0	0	0	0	0
Home Economics	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Agricultural	6	11	6	2	1	0	0	0	0	0	0	0	0	0	0	0
Commercial	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Normal Training	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0
Manual Training	14	10	11	5	0	1	0	0	0	0	1	1	0	0	0	0
Music	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous	0	0	2	1	0	0	0	0	0	0	6	0	0	1	0	0
Total	73	88	63	42	16	4	2	1	0	0	85	18	5	2	2	0

* One superintendent reports 12 persons totally dependent upon him.

GROUP IV

Rural 23 14 11 8 2 5 1 5 1 1 67 17 7 4 0 1

TABLE XXIX

NUMBER OF PERSONS PARTIALLY DEPENDENT UPON THE TEACHERS

GROUP I

No. of Dependents	Married							Single										
	1	2	3	4	5	6	7	1	1	2	3	4	5	6	7	8	9	10
Grade	5	1	1	1	0	0	0	64	32	7	1	0	0	0	0	0	0	0
Departmental	2	1	0	0	0	0	0	18	8	3	0	0	0	0	0	0	0	0
High School	9	4	0	0	0	0	0	30	14	0	0	0	0	0	0	0	0	0
Junior High Sch.	2	0	0	0	0	0	0	5	5	0	0	0	0	0	0	0	0	0
Ward Prin.	1	1	0	0	0	0	0	5	1	0	1	0	0	0	0	0	0	0
Manual Training	1	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Kindergarten	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0
Miscellaneous	1	2	0	0	0	0	0	11	4	1	1	0	0	0	0	0	0	0
Total	20	11	1	1	0	0	0	138	64	13	3	0	0	0	0	0	0	0

GROUP II

Grade	0	0	1	1	0	0	0	29	16	5	2	1	0	0	0	0	0	0
Junior High Sch.	0	1	0	0	0	0	0	8	7	1	0	0	0	0	0	0	0	0
High School	1	1	0	0	0	0	0	8	2	1	1	0	0	0	0	0	0	0
Prin. Supt. Ass't.	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Ward Principal	0	2	0	0	0	0	0	5	0	3	0	0	0	0	0	0	0	0
Special	1	0	1	0	0	0	0	14	6	0	1	1	1	0	0	0	0	0
Kindergarten	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0
Total	3	4	2	1	0	0	0	65	34	11	4	2	1	0	0	0	0	0

GROUP III

Grade	13	3	2	0	3	1	0	186	77	12	10	4	0	1	0	0	0	0
Departmental	0	0	0	0	0	0	0	17	12	1	1	1	0	0	0	0	0	0
Junior High Sch.	0	0	0	0	0	0	0	20	7	0	0	0	0	0	0	0	0	0
Ward Principal	0	1	0	0	0	0	0	12	7	0	0	0	0	0	0	0	0	0
Grade School Prin.	16	2	3	1	1	0	0	11	4	3	0	0	0	0	0	0	0	1
High School Prin.	3	2	1	1	0	0	0	12	3	5	0	0	0	0	0	0	0	0
High School*	2	2	1	0	0	0	0	67	16	4	1	0	0	0	0	0	0	0
Superintendent	13	7	0	0	1	0	1	3	1	2	0	0	0	0	0	0	0	0
Home Economics	0	0	0	1	0	0	0	9	5	0	0	0	0	0	0	0	0	0
Agriculture	3	1	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0
Commercial	2	0	0	0	0	0	0	11	6	0	0	0	0	0	0	0	0	0
Normal Training	0	1	0	0	0	0	0	12	8	0	1	0	0	0	0	0	0	0
Manual Training	7	0	1	0	0	0	0	10	2	0	0	0	0	0	0	0	0	0
Music	1	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0
Miscellaneous	0	2	0	0	0	0	0	10	7	0	1	0	1	0	0	0	0	0
Total	60	21	8	3	5	2	1	384	157	27	14	5	1	1	0	0	0	1

*One teacher reported eleven persons partially dependent on her.

GROUP IV

Rural	17	16	4	8	3	1	1	291	119	81	43	14	11	3	6	0	1
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Table XXVIII gives the number of persons who are totally dependent upon the teachers and Table XXIX the number who are partially dependent. The teachers are classified under two groups, married and single. Unfortunately the study cannot be extended to show those dependent upon men and upon women teachers as there is no reliable method of determining which questionnaires are returned by men and which by women. However it may be safely stated that with few exceptions the graded school principals, superintendents of high schools, manual training and agricultural teachers are men. Likewise home economics, grade and departmental teachers are women.

Table XXVIII should be read as follows: In Group I, two married teachers report one, and one reports two persons totally dependent upon them. Among the single teachers of this group, twenty report one person, six report two persons, and three report three persons as being totally dependent upon them.

One superintendent in Group III reports twelve persons as being totally dependent upon him.

The number of persons partially dependent upon the teachers is shown in Table XXIX. For Group I, five married grade teachers report one person, one reports two, another three and still another four persons as partially dependent upon them. Among the grade teachers who are single, sixty-four report one person, thirty report two, seven report three and one reports four persons as partially dependent upon them.

Often teachers reporting persons totally dependent upon them also reported persons as being partially dependent upon them.

A summary of the average number of persons totally and partially dependent upon the teachers for each group is given below. This summary is obtained by dividing the total number of dependents by the number of teachers in each group reporting they are married or single.

		Ave. No. Persons Totally Dependent	Ave. No. Persons Partially Dependent	No. Per- sons To- tally Dependent	No. Persons Partially Dependent
Group I	Married	2.07	.37	270	49
	Single	.21	.54	126	314
	Total	.56	.51	396	363
Group II	Married	1.83	.39	97	21
	Single	.04	.43	20	198
	Total	.23	.43	117	219
Group III	Married	1.76	.46	724	193
	Single	.05	.29	164	883
	Total	.25	.31	888	1076
Group IV	Married	1.36	.74	222	121
	Single	.04	.41	144	1355
	Total	.10	.13	366	1476
Total	Married	1.73	.50	1313	384
	Single	.06	.37	454	2750
	Total	.21	.38	1767	3134

If we compare the salaries paid to the teachers in the different groups with the number of dependents in each group, a close relation will be found existing between the amount of salary and the number of dependents. This leads one to believe that small salaries make it financially impossible to support others

SUMMARY

The following conclusions are drawn from this chapter:

1. Teachers as a class have other persons dependent upon them.
2. Married teachers have a larger number of dependents than have the single teachers.
3. Those groups receiving the least salary also show the smallest number of dependents.
4. The larger the city the greater the number of dependents upon teachers.

CHAPTER VIITHE LIVING CONDITIONS OF SCHOOL TEACHERS

The teachers have frequently registered complaints about the unsatisfactory boarding and rooming conditions in the communities in which they teach. Even though the community has modern homes, the teachers find it difficult to secure rooms in these homes as the best people in most communities are reluctant to keep boarders or roomers. While such complaints usually have been associated with the rural school teachers, recently as many, and perhaps more, complaints have been received from the urban school teachers. In order to solve the boarding and rooming problem some progressive communities have established teacherages, leased buildings, or have made campaigns to induce persons in the community to board and room the teachers.

It is perhaps true that in some cases the complaints have come from a small group of discontented teachers who have employed their leisure time in upbraiding the community as a whole, but it is equally true that many men and women with sufficient training and knowledge of human understanding have refused to enter teaching on account of the vexatious housing and boarding problem. Just what constitutes desirable living conditions is an intangible term. The standard employed in rating the living conditions varies with each individual. Nevertheless one can secure a consensus of opinion from the teachers regarding the actual living conditions as scored by each teacher according to his individual judgment.

In order to determine if desirable places for rooming and boarding were obtainable, the following question was asked: "Can teachers secure desirable places for boarding, for rooming?" Since the tabulation includes responses from every section of the state, we have information of the living conditions of teachers as determined by the standards employed by those teaching. As the replies were read, one was impressed by the statement made repeatedly that the most desirable families positively would not open their homes to the teachers. This comment is found very often in the questionnaires received from the rural school teachers. As a result of this teachers are often compelled to board with people who are not congenial and who are often disagreeable in many ways. If the members of a community do not wish to have the privacy of their homes disturbed by the intrusion of an outsider whom they do not know, then it is their duty to provide adequate boarding and housing facilities for the teachers.

That inadequate provision is made for suitable boarding and housing facilities may be gathered from some of the typical replies received from the teachers: Some characteristic rural school teacher replies are:

"No one wants to board the teacher so one has to beg to get in."

"There are good homes but they will not board the teachers. It is almost impossible to get any place to board." (This statement was received from a teacher who answered "no" to the question).

"Two miles from schoolhouse." (Answered "yes" regarding board.)

"Sometimes."

(Yes - room) "But no one seems to wish to keep teachers."

(Yes - board) "If teacher walks far enough."

(Yes - board and room) "two miles away."

"It is always a difficult proposition."

"Very hard to find a good place to stay."

"One and one-half miles from school."

"There are desirable places in most places but people are not anxious to board teachers."

"Hard to get boarding place as no one seems to want to board the teacher."

(Board and room) "Yes, only one and one-fourth miles from school."

These characteristic replies would indicate that distance from the school and reluctance on the part of the members of the community to board and room teachers cause the most difficulty for the teacher in securing adequate living conditions.

Teachers, other than rural, found themselves in about the same predicament, though in general their answers were more cryptic. The teachers in the three large cities stated good board and room could be obtained if one had the money. Some characteristic comments from the groups other than the rural regarding boarding places were fair, very hard, not easily, not always, sometimes, hardly, at times, very difficult, generally, rather difficult, not

very, sometimes. The rooming place question brought forth similar replies. Some were fair, very hard, hard to get, seldom, hardly, not always, at times, very difficult, generally, rarely.

The tabulation of the answers to question seven are given in Table XXX. Thirty-eight per cent of the teachers in Group I who answered the question report that desirable boarding places cannot be obtained, thirty per cent in Group II report similar conditions and thirty-one per cent of the teachers in Group III have similar difficulty in securing boarding places that are desirable. Approximately the same number in each group report undesirable rooms.

One thousand questionnaires from the rural school teachers were used. Eight hundred ninety-seven answered regarding boarding conditions and 878, regarding rooming conditions. Of the 897 who made a statement about boarding places, 77% said that desirable boarding places could be obtained and 23% gave the opposite reply. Seventy-three per cent stated good rooming places were obtainable and twenty-six per cent that they were not. Evidently these figures are in direct contradiction to the common opinion regarding conditions in rural schools. One is led to form the following conclusions:

1. That boarding and rooming conditions in rural districts have been underrated.
2. Rural school teachers are inclined to be more easily satisfied, and judge these conditions by the use of lower standards.
3. Rural school teachers have little opportunity to compare conditions with other teachers.

TABLE XXX

THE NUMBER AND PER CENT OF THE TOTAL OF THE TEACHERS IN EACH GROUP WHO REPORT THAT DESIRABLE BOARD AND ROOM CAN OR CANNOT BE OBTAINED.

	<u>BOARD</u>				<u>ROOM</u>			
	Yes	%	No	%	Yes	%	No	%
<u>GROUP I</u>								
Grade	114	59	77	40	139	72	52	27
Departmental	16	44	20	55	19	52	17	49
Junior High School	15	71	6	28	16	69	7	30
High School	40	72	15	27	48	85	8	14
Ward Principal	5	35	9	64	8	57	6	42
Manual Training	4	100	0	0	4	100	0	0
Kindergarten	8	72	3	27	7	70	3	30
Miscellaneous	21	63	12	35	23	69	10	30
Total	223	61	142	38	264	71	103	28
<u>GROUP II</u>								
Grade	131	75	42	24	140	83	28	16
Junior High School	31	67	15	32	23	58	16	41
High School	31	65	16	34	28	60	18	39
Supt. Prin. Ass't.	12	92	1	7	11	78	3	21
Ward Principal	12	57	9	42	10	58	7	41
Special	44	54	37	45	44	59	30	40
Kindergarten	26	81-	6	18	18	62	11	37
Total	287	69	126	30	274	70	113	29
<u>GROUP III</u>								
Grade	943	68	436	31	1078	79	286	20
Departmental	77	68	36	31	100	82	21	17
Junior High School	53	67	26	32	64	83	13	16
Ward Principal	43	74	15	25	55	88	7	11
Grade School Prin.	64	61	40	38	63	61	40	38
High School Prin.	96	71	39	29	105	86	17	13
High School	297	70	122	29	348	84	65	15
Superintendent	60	68	27	31	74	85	13	14
Home Economics	70	64	38	35	82	78	23	21
Agriculture	17	53	15	45	16	57	12	42
Commercial	28	59	19	40	39	78	10	20
Normal Training	33	70	14	29	39	88	5	10
Manual Training	40	70	17	29	45	76	14	23
Music	30	78	8	21	33	84	6	15
Miscellaneous	39	76	12	23	53	91	5	8
Total	1890	68	864	31	1294	70	537	29
<u>GROUP IV</u>								
Rural	695	77	197	22	647	73	231	26

Whatever the cause, the fact remains that of all the four groups of teachers, none have so high a per cent answering "yes" and none so low answering "no" to the question as the teachers in the rural schools.

A summary of the results of the question is given in Table XXXI.

TABLE XXXI

A SUMMARY OF THE DISTRIBUTION ACCORDING TO DESIRABILITY
OF BOARDING AND ROOMING PLACES.

BOARD

	Total Number Respond- ing	Answer- ing Yes	Per Cent of number Answering	Answering No	Per Cent of Number Answer- ing
Group I	365	233	61	142	38
Group II	413	287	69	126	30
Group III	2754	1890	68	864	31
Group IV	892	695	77	197	22

ROOM

Group I	367	264	71	103	28
Group II	387	274	70	113	29
Group III	1831	1294	70	537	29
Group IV	878	647	73	231	26

The teachers were asked also to check one of a list of adjectives which most nearly described the living conditions for the teachers in the community. The adjectives were excellent, very good, good, medium, poor, and very poor. The replies were tabulated. From the returns one may safely assume that any teacher who indicated that boarding or rooming conditions were excellent, very good, or good, implied that the living conditions were desirable, and anyone checking medium, poor, and very poor, implied conditions were undesirable. Consequently it may be safely assumed that the results of these answers are a better index of living conditions than the "yes" and "no" replies.

Four hundred fifty teachers in Group I, the three largest cities of the state, gave the following per cent of answers:

Excellent	8
Very Good	12
Good	31
Medium	39
Poor	9
Very Poor	1

Placing the responses into the two classes suggested above, we find fifty-one per cent stating that boarding conditions are satisfactory and forty-eight per cent they are not. One wonders why the teachers of the three largest cities should find boarding conditions so unsatisfactory. Is it more difficult to obtain board and room in the large cities or are the teachers more critical? One may gather from the above comments concerning living

conditions of teachers, the reasons for some such dissatisfaction.

The Range towns, Group II, out of 485 cases, gave twenty per cent as excellent, eighteen as very good, twenty as good, twenty-five per cent medium, nine per cent poor, and five per cent very poor. Grouping the replies in the same manner employed for Group I, we have fifty-nine per cent who find boarding conditions satisfactory and forty per cent who do not.

Three thousand two hundred seventy-two teachers in Group III checked the adjectives describing boarding conditions. Of this number eleven per cent stated that the board was excellent, nineteen per cent it was very good, thirty per cent good, twenty-seven per cent medium, seven per cent poor and three per cent very poor. This gives sixty-one per cent who are satisfied with the board they receive and thirty-eight per cent who are not satisfied.

One thousand reports from the rural school teachers were used. These were selected at random. Every county having teachers who returned questionnaires is represented in this random selection. Of this number, 985 reported regarding the boarding question. The answer for each adjective was as follows:

Excellent	19	per	cent
Very Good	27	"	"
Good	27	"	"
Medium	20	"	"
Poor	3	"	"
Very Poor	1	"	"

Placing the answers into the groups suggested, we find seventy-

four per cent stating board was satisfactory and twenty-five per cent it was not. This corresponds very closely with the "yes" and "no" replies.

The results for each group are summarized in Figure IV. Table XXXII gives the replies received by the different types of teachers in each group.

THE PER CENT OF TEACHERS IN EACH GROUP WHO REPORTED THE BOARDING CONDITIONS IN THE COMMUNITIES

FIGURE IV

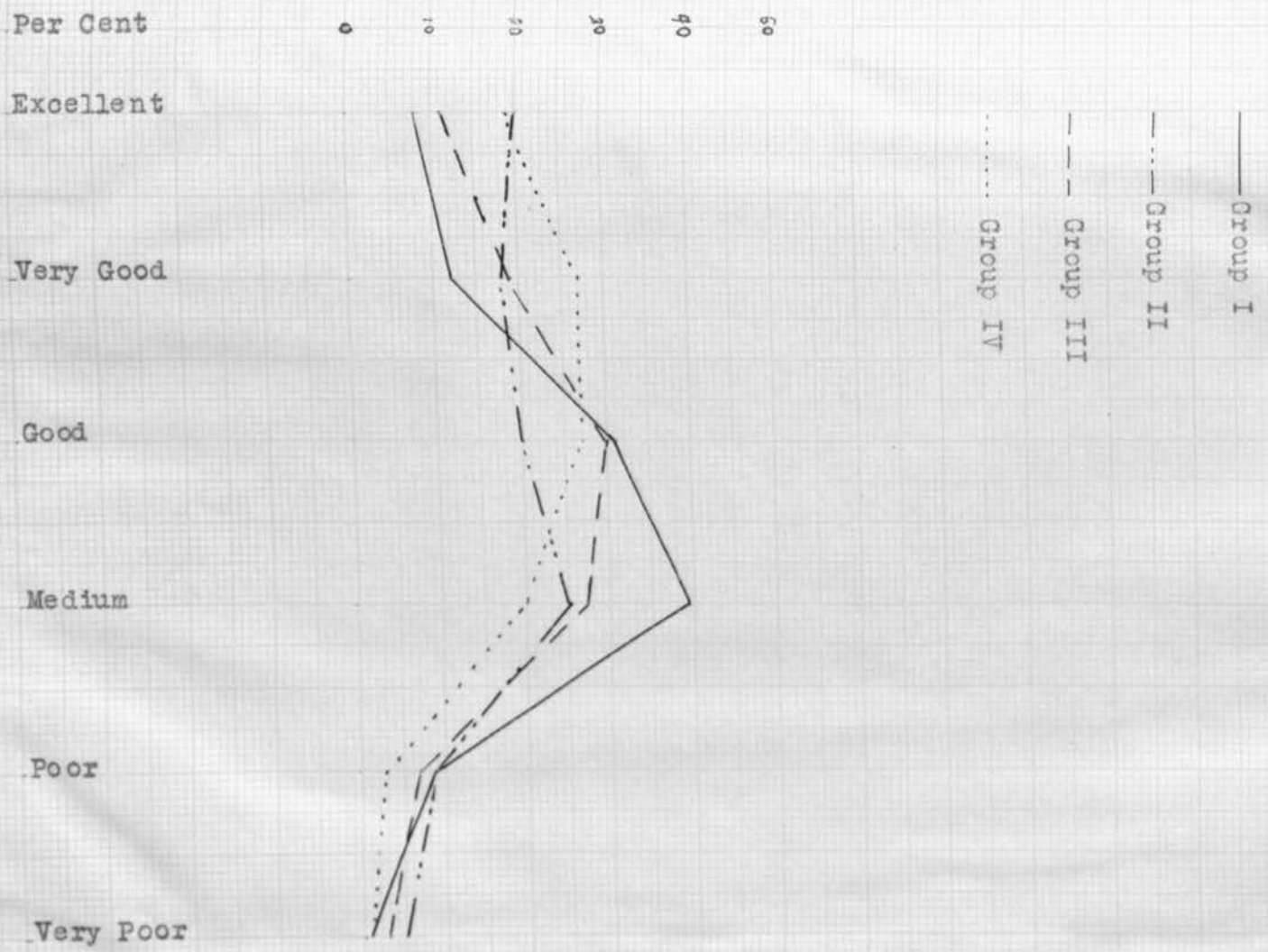


TABLE XXVIII

DISTRIBUTION ACCORDING TO DESCRIPTION OF ROOMING CONDITIONS

	Excellent	Very good	Good	Medium	Poor	Very poor	Total
<u>GROUP I</u>							
Grade	11	35	84	84	13	2	219
Departmental	2	2	9	22	7	0	42
Junior High School	3	3	6	7	2	1	22
High School	8	15	22	21	1	1	68
Ward Principal	0	3	2	5	3	0	13
Manual Training	0	1	3	3	0	0	7
Kindergarten	2	3	10	2	0	0	17
Miscellaneous	1	5	18	11	2	0	37
Total	27	57	154	155	28	4	425
<u>GROUP II</u>							
Grade	31	35	55	46	15	10	192
Junior High School	5	8	14	18	6	3	54
High School	4	9	17	12	8	7	57
Supt. Prin. Ass't.	0	3	7	4	0	1	15
Ward Principal	3	3	2	5	7	2	22
Special	11	14	12	34	16	4	91
Kindergarten	4	5	3	14	3	1	30
Total	58	77	110	133	55	28	461
<u>GROUP III</u>							
Grade	156	321	513	404	131	41	1566
Departmental	12	28	50	33	10	4	137
Junior High School	10	28	25	29	0	0	92
Ward Principal	9	13	27	19	2	2	72
Grade School Prin.	12	19	31	33	19	7	121
High School Prin.	23	31	52	35	7	4	152
High School	56	126	155	128	33	9	509
Superintendent	14	27	35	18	9	2	105
Home Economics	9	31	35	37	14	7	133
Agriculture	2	2	19	17	7	0	47
Commercial	6	11	24	19	6	0	66
Normal Training	8	17	15	18	3	2	63
Manual Training	8	15	19	21	1	7	71
Music	3	11	11	17	2	1	45
Miscellaneous	6	19	19	24	0	0	68
Total	336	669	1030	852	244	86	3247
<u>GROUP IV</u>							
Rural	132	200	275	252	76	27	962

The reports from the teachers regarding rooming conditions are very much like the reports regarding the boarding conditions. All except Groups II and IV, indicate that it is easier to find desirable rooms than good board. The reverse is true in the case of the teachers in Group IV, the rural school teachers. Here it is found that a slightly larger per cent indicate that suitable rooms cannot be obtained. Even so, the per cent is still lower than that of any other group. The results of the tabulation are shown in Table XXX.

Teachers also checked an adjective describing the rooming conditions. The results of the classification according to the descriptive adjectives, as shown in Table XXXIII, gives six per cent of the teachers of Group I stating that rooming conditions are excellent. Thirteen per cent reported rooming conditions are very good, thirty-six per cent good, thirty-six per cent medium, six per cent poor and nine-tenths of one per cent very poor. In other words, fifty-six per cent believe their rooms are satisfactory and forty-four per cent they are not. Four hundred twenty-five cases were used in this group.

Four hundred thirty-one cases in Group II, the Iron Range cities, gave the following per cents:

Excellent	12
Very Good	16
Good	23
Medium	28
Poor	11
Very Poor	6

This would give fifty-three per cent stating rooming conditions are desirable and forty-six per cent reporting them undesirable.

Group III gave the following per cents:

Excellent	10
Very Good	21
Good	31
Medium	26
Poor	7
Very Poor	2

Placing the results into the two classifications previously discussed, we find sixty-one per cent reporting rooming conditions, satisfactory and thirty-six, unsatisfactory.

Rural school teachers gave thirteen per cent who found rooming conditions excellent, twenty per cent very good, twenty-eight per cent good, twenty-six per cent medium, seven per cent poor, and two per cent very poor. Classifying the reports into two groups we find sixty-three per cent who are satisfied with the rooming conditions and thirty-six per cent who are not satisfied. Nine hundred sixty-two out of the one thousand rural school teachers reports used answered the question. Rooming conditions in the rural districts are decidedly poorer than boarding conditions, but they are not as poor as similar conditions in the villages, towns and cities of the state.

TABLE XXVIII

DISTRIBUTION ACCORDING TO DESIRABILITY OF
BOARDING AND ROOMING PLACES

BOARD

	Total number responding	Answering Yes	Per cent of number answering	Answering No	Per cent of number answering
Group I	365	223	61	142	38
Group II	413	287	69	126	30
Group III	2754	1890	68	864	31
Group IV	892	695	77	197	22

ROOM

Group I	367	264	71	103	28
Group II	387	274	70	113	29
Group III	1831	1294	70	537	29
Group IV	878	647	73	231	26

SUMMARY

From the tables given in this chapter it is found that thirty per cent of the teachers state they are unable to obtain desirable boarding places and twenty-eight per cent report they cannot find satisfactory rooms.

Contrary to the prevalent opinion existing among people in general, the rural school teachers have a lower per cent stating that desirable board and rooms are not obtainable than do the teachers in the cities and villages of the state.

CHAPTER VIIIMOTIVES INFLUENCING PERSONS TO ENTER AND REMAIN IN TEACHING

To find out why teachers entered teaching and why they remained in the work, the teachers were asked two questions: What motives induced you to become a teacher? What motives keep you in teaching?

MOTIVES INFLUENCING PERSONS TO ENTER TEACHING

The answers to the question asking for the motives inducing the teachers to enter the work were tabulated and then classified into the following twelve groups:

1. Drifted in.
2. Economic need.
3. Liking for books and study.
4. Influenced by others.
5. Unprepared for other work.
6. Liking for children.
7. Attracted by the profession.
8. Stepping stone to other work.
9. Patriotic and social service.
10. Short hours and easy work.
11. Salary.
12. Miscellaneous.

1. Under "drifted in" are classified those teachers who state they know of no good reason for first entrance.

2. Economic need, one of the most important, includes such replies as the following:

"To repay debt I owe parents for sending me to school."

"Self support", "Necessity for making a living", "Earn a living", "Be independent", "Unable to go to high school", "Enable husband to live on homestead," "No home", "Must earn my living", "Less expense teaching in rural district than in other professions without further education."

3. "Under liking for books and study" are grouped the replies of those teachers who state they like the opportunity for further study and just naturally like to study and read books.

4. "Influenced by others" includes such comments as: "father's wish", "urged to do so by some particular teacher or influence of a sister or brother." Those who attended some teacher training institution located in the community are also grouped in this classification if they stated the institution influenced them to become teachers.

5. "Unprepared for other work" includes teachers who frankly admit the training they have received in preparation for teaching does not qualify them for other positions. Often such teachers remarked that it would be difficult for them to engage in another occupation because of lack of special training.

6. "Liking for children" includes replies such as the term implies. Very frequently this was expressed as "like little children", "like to work with children".

7. Under "attracted by the profession" included those who

made comments such as "like the work", "I think it a noble work", "Interest in school work", "wanted to be a teacher and childhood ambition", "elevating clean work and hours are not too long."

8. Those giving "stepping stone to other work" are a small group merely in teaching for what they can get out of it and are using teaching as the line of least resistance. They usually constitute the class not properly certificated. As long as the law permits unqualified persons to enter teaching, so long shall we have a class of teachers willing to discredit the profession.

9. "Patriotic and social service" constitutes the motives of a group with ideals for service to man and nation. Characteristic replies are: "help my country", "shortage of teachers", "upbuilding of the nation", "improve conditions in the country", "helping the school system", "a desire to wipe out all foreign languages in our schools", "good way to make world a little better because one has lived in it", "a call from within, or God", "to help children grow into good men and women in a cheerful atmosphere."

10. "Under short hours and easy work" are placed those teachers who state they are teaching because the work, in their opinion, is easy, the hours are short, or because of the Saturday vacation.

11. "Salary" is an insignificant motive. Usually the word was merely put down, often the comment, "It paid better years ago," was added. One individual in the rural schools states it is the best paying position that can be obtained for one with only a high school education.

12. "Miscellaneous" suggests a variety of answers. Replies are "Be near home", "secure teachers' pension", "not strong enough to take up nursing", "I wanted to get away from the hard work of the farm." "Nothing better to do in the winter", "am working for a pension and am disgusted with the so called young teachers who teach while waiting proposals to wed", "most girls are too giddy when they first get out", "too much dancing to suit me". This last comment was made by a man in the rural schools with sixteen years of experience. "Was told no (name of person) could be a teacher. I wanted to prove that they could."

The results of the tabulation are shown in Table XXXIV. The most important reason given for entering teaching is "attracted by the profession." Next follows the economic need and then the liking for children. Arranged in the order of their frequency, the per cent each motive is of the total replies is given below.

Attracted by the profession	44
Economic	16
Liking for children	14
Influence of others	7
Miscellaneous	4
Patriotic and social	3.7
Liking for books and study	3
Unprepared for other work	2.4
Drifted in	1.8
Stepping stone to other work	.9
Salary	.4
Short hours and easy work	

TABLE XXXIV

MOTIVES IMPELLING TEACHERS TO ENTER THE PROFESSION

	Drifted In	Economic	Liking for books and study	Influence of others	Unprepared for other work	Liking for children	Attracted by profession	Stepping stone to other work	Patriotic and Social	Short hours and easy work	Salary	Miscellaneous	Total
<u>GROUP I</u>													
Grade	0	43	15	42	2	57	100	1	2	1	2	18	283
Departmental	0	8	5	11	0	5	26	0	3	0	0	6	64
Jr. High School	0	4	7	3	1	2	11	0	1	0	0	1	30
High School	0	24	5	15	4	7	71	2	9	0	0	11	148
Ward Principal	0	6	1	0	1	5	14	0	1	0	0	2	30
Manual Training	0	2	1	2	0	3	9	1	2	0	0	2	32
Kindergarten	0	2	0	2	0	13	4	0	0	0	0	0	31
Miscellaneous	0	6	1	2	2	6	26	0	2	0	2	7	52
Total	0	95	35	77	10	98	261	4	20	1	2	47	650
Percent of total answering	0	14	5	12	1	15	40		3			7	
<u>GROUP II</u>													
Grade	0	34	2	9	1	35	79	1	0	0	2	4	167
Departmental	2	11	2	8	2	2	19	0	2	0	0	0	48
High School	3	6	4	6	4	3	26	0	1	1	1	3	58
Kindergarten	0	7	0	1	1	9	8	1	0	0	0	1	38
Ward Principal	0	4	0	3	0	2	11	0	2	0	0	1	23
Special	6	17	1	10	2	8	35	1	3	0	2	1	86
Superintendent,	0	3	0	6	1	0	2	0	1	0	0	1	14
Prin. and Ass't Prin.	11												
Total	11	82	9	43	11	59	180	3	9	1	5	11	424
Percent of total answering	2	19	2	10	2	13	42	0	2	0	1	2	
<u>GROUP III</u>													
Grade	21	245	37	97	24	325	692	3	25	4	2	39	1513
Departmental	1	32	5	13	2	13	61	0	5	0	0	5	137
Jr. High School	1	16	9	10	1	3	42	0	2	0	0	4	89
High School	12	80	11	32	40	27	228	5	30	0	0	20	475
Ward Principal	0	10	1	9	0	13	38	0	1	0	0	1	73
Graded School Prin.	7	13	4	10	2	6	60	8	14	0	0	7	131
High School Prin.	3	24	3	4	9	8	85	1	3	0	0	7	150
Superintendent	17	5	2	2	3	4	52	1	11	0	0	6	105
Home Economics	0	21	0	5	2	3	82	1	5	0	0	9	128
Agriculture	4	7	0	1	1	2	18	1	4	0	4	9	51
Commercial	0	11	0	6	2	4	29	0	2	0	0	3	57
Normal Training	0	16	2	9	2	3	18	0	2	0	0	4	56
Manual Training	2	13	0	7	0	5	40	0	5	0	2	7	81
Music	0	5	0	3	3	4	16	3	3	0	0	4	41
Miscellaneous	1	5	1	7	1	13	37	1	2	0	0	3	71
Total	72	493	75	215	92	433	1498	23	114	5	10	128	3158
Percent of Total answering	2	15	2	6	2	13	47		3			4	
<u>GROUP IV</u>													
Rural	12	172	33	47	18	152	387	21	56	2	8	35	943
Percent of total answering	1	17	3	4	1	15	38	2	5			3	

The results for the Minnesota teachers are almost identical with the motives of the Illinois teachers as shown in the Illinois Survey.¹ The slight difference between the two studies may be accounted for by the fact that this study uses a wider classification than is used in the Illinois Survey.

1. Illinois School Survey. L. D. Coffman, Director. p. 44

MOTIVES INFLUENCING TEACHERS TO REMAIN IN TEACHING

Almost the same classification used under "motives for entering teaching", is retained for "remaining in teaching" with the exceptions that "drifted in" is not a motive for remaining in teaching and is omitted. Two other motives are added, "Dislike to change", and "will leave". The last is not a motive for remaining in teaching but one for leaving teaching, but it was felt it belonged here so that the number who openly stated they were leaving teaching could be determined. This was found to be approximately three and one-half per cent.

The motives most influential in causing persons to enter teaching are the predominating motives that influence them to remain, for the attractiveness of the profession and the economic need are the most important motives given for remaining in teaching.

Reasons given for remaining in teaching are similar to those for entering teaching. Characteristic replies are as follows:

"The advance in wages"; "Case of necessity"; "To support my children and mother"; "I keep on teaching because I am always in debt before the summer is over"; "Self support"; "High cost of living"; "Need of money"; "Cannot afford to spend the necessary funds to fit myself for other work"; "Haven't saved enough to retire"; "In hopes of better conditions"; "In a rut" (comment made by a woman with twelve years of experience); "Opportunity to get fresh air better than in city office"; "Social standing of this profession"; "Indorsement of certificate"; "Secure pension"; "I am better fitted for this work than for any other work"; "I

worked in an office three weeks, never again"; "Faith, Hope and Charity - Faith in the Public, hope for the future, and charity to the tax payers of the small town, and their boys and girls"; "Until I get permanently settled"; "Still like teaching and my pupils and students" (comment of a teacher with twenty-four years of experience); "Engaged to a soldier who didn't come back"; "I have done some bookkeeping and clerical work but like high school pupils better than swearing men in a warehouse" (statement of a teacher with twenty-two years of experience): "Teachers salaries will be raised"; "Have something to do"; "Be near home"; "Hope for consolidated schools" (A comment by a rural school teacher) "Like country"; "Have not the energy to qualify for any other position"; "Meet fine people".

Some reasons given for leaving teaching follow: "Can't live on glory"; "Poor boarding places"; "I hate it now, low salaries, physical hardships and petty tyranny of inferior superintendents, principals, etc., have made me hate it. I hope to leave teaching soon"; "Nothing can induce me to teach another year"; "Will retire - can't do teaching and janitor work" (Rural school teacher's comment); "None - will finish term"; "Am going to quit - cause, poor salary, hard work, long hours and driving unsympathetic and fussy men to work with."

The tabulation of the replies is given in Table XXXV. The per cent each motive is of the total is given below.

Attracted by the profession	49
Economic	15

TABLE XXXV

MOTIVES INFLUENCING TEACHERS TO REMAIN IN TEACHING

	Economic Need	Liking for books and study	Influence of others	Unprepared for other work	Liking for children	Attracted by profession	Stepping stone to other work	Patriotic and Social	Short hours and easy work	Salary	Dislike to change	Miscellaneous	Will leave	Total
<u>GROUP I</u>														
Grade	47	7	0	44	29	135	0	7	0	2	1	16	7	385
Departmental	7	1	0	4	3	39	0	1	0	0	0	5	1	61
Jr. High School	6	1	0	3	4	10	0	2	1	0	0	1	2	30
High School	20	0	0	5	11	95	0	6	1	0	0	9	1	148
Ward Principal	3	0	0	0	2	23	0	1	0	0	0	2	0	31
Manual Training	3	1	0	2	3	5	0	2	1	0	0	4	2	23
Kindergarten	2	0	0	2	4	7	0	0	0	0	0	2	0	17
Miscellaneous	11	0	0	4	4	24	0	0	0	1	1	3	3	51
Total	99	10	0	64	60	338	0	19	3	3	2	42	16	646
Percent of total answering	15	1	0	9	9	50		3				6	2	

<u>GROUP II</u>														
Grade	43	0	0	13	9	83	3	3	1	2	0	4	1	162
Departmental	9	0	0	8	1	22	1	2	0	0	0	2	4	49
High School	12	1	1	4	3	23	0	1	1	1	0	5	2	54
Kindergarten	10	0	0	1	3	9	0	0	0	0	0	1	0	24
Ward Principal	5	0	0	2	0	8	0	3	0	0	0	4	0	22
Special	18	0	0	3	6	42	1	1	1	1	2	3	4	82
Superintendent, Prin. and Ass't Prin.	2	0	0	1	0	8	0	2	0	0	1	1	0	15
Total	99	1	1	32	22	195	5	12	3	4	3	20	11	408
Per cent of total answering	24			8	5	47		3				5	2	

<u>GROUP III</u>														
Grade	339	9	3	193	132	697	3	47	9	6	6	97	35	1476
Departmental	26	0	0	18	11	69	0	5	0	0	0	6	0	135
Junior High Sch.	8	1	0	9	5	51	0	2	0	0	1	9	3	89
High School	56	3	0	51	29	209	8	22	2	2	5	28	32	447
Ward Principal	10	0	0	7	4	43	0	1	0	0	1	4	2	72
Graded Sch. Prin.	8	1	0	6	7	71	1	11	0	0	4	9	4	122
High School Prin.	17	1	1	9	5	86	0	6	0	0	2	6	9	142
Superintendent	6	1	0	10	4	59	0	7	0	0	5	2	2	96
Home Economics	23	0	0	10	3	61	3	3	0	0	2	9	3	117
Agriculture	2	0	0	0	4	17	5	5	0	0	0	4	10	47
Commercial	7	0	0	3	3	29	0	2	1	0	0	2	4	51
Normal Training	8	0	0	8	3	36	0	1	0	0	0	3	0	59
Manual Training	3	0	0	3	2	30	1	3	0	1	0	0	2	62
Music	7	0	0	5	0	20	0	3	0	1	0	7	1	38
Miscellaneous	5	0	0	8	7	38	0	4	0	0	1	7	1	71
Total	425	16	4	340	219	1516	21	122	12	10	29	195	115	3024
Per cent of total answering	14			11	7	50		4			1	6	3	

<u>GROUP IV</u>														
Rural	153	13	2	62	73	416	13	76	5	6	0	56	28	903
Per cent of total answering	16	1		6	8	46	1	8				6	3	

Unprepared for other work	9.9
Liking for children	7.5
Miscellaneous	6.4
Patriotic and social	4.5
Will leave	3.4
Liking for books and study	.8
Stepping stone to other work	.7
Dislike to change	.6
Short hours and easy work	.4
Salary	.4
Influence of others	

PER CENT OF TOTAL ANSWERING THE MOTIVE QUESTION

One thousand rural teacher's answers were tabulated. These thousand were selected at random, each county returning blanks being included in this random selection.

Fewer teachers answered the question why they were still remaining in teaching than why they entered. Below is given the per cent of the total in Groups II, III and IV, answering the motives for entering and for remaining in teaching.

	Entering	Remaining
Group II	88	87
Group III	84	80
Group IV	88	85

This table indicates that from twelve to twenty per cent failed to answer these particular items in the questionnaire.

SUMMARY

The same motives that are prominent in impelling teachers to enter the work are also the main motives in keeping them in teaching.

The most important motive in entering teaching is the attraction of the work and the same motive is the most important reason for remaining in the work.

The economic cause induces sixteen per cent of the teachers to enter the work and fifteen per cent of them to remain.

The liking for children is the third most important reason for entering teaching but drops back to fourth place as the reason for remaining in the work.

The influence of others causes seven per cent of the teachers to enter and the lack of preparation for other work forces ten per cent to remain in teaching.

These four motives influence over four-fifths of the teachers who reported.

CHAPTER IXTHE RELATION OF SALARY TO TRAINING AND EXPERIENCE

So far in this study the discussion has been confined to the teachers' salaries, their annual expenditures, the increased cost of living, the living conditions in the communities, their education, training, experience, and the predominating motives influencing them to enter and remain in teaching. We now turn to the relation existing between the salary and the experience and training of the teachers who answered the questionnaire.

There is such a constant demand that the schools insist upon securing better trained teachers that one is inclined to raise the question: Does the public reward teachers for additional training other than the bare requirements necessary for the position? Is it possible for a teacher with a college degree to command a higher salary than a graduate of a normal school? If a teacher with a college degree and one who is a normal school graduate are employed in the same kind of a position do the school authorities recognize the difference in training by giving more salary to the better trained teacher? Such questions as these are of vital interest to prospective teachers and to those teaching when considering the advisability of securing more training.

After a teacher has had some experience are there prospects of securing additional salary increases because of this experience? What is experience worth and for how long a period is it recognized? Teachers are very much interested in knowing what increase they may reasonably anticipate year after year because of additional teach-

ing experience.

The purpose of this chapter then is an attempt to answer some of these questions, recognizing, however, that factors other than experience and training are important salary determinants.

In compiling the data, so few cases were found in some instances that the results of the data compiled are of little value, consequently it is not included in the study.

RELATION OF TRAINING TO SALARY

In determining the relation of training to salary, the term training means the highest grade of school from which the teacher has been graduated. Additional training received by the teacher is not considered because such additional training was stated in general terms and could not be computed accurately.

In Group I as shown in Table XXXVI, teachers graduating from a high school and high school course including teacher training are placed in the same group as the training of each is equivalent to four years beyond the elementary school. The median salary for this class is \$1464, a wage higher than the median salary paid the advanced normal or college graduates teaching in the grades. Even the elementary normal school graduate receives a higher salary than the advanced normal or college graduate. The advanced normal school graduate receives a median salary of \$1153 and the college graduate \$1225 for the same kind of work.

The departmental and the Junior high school teachers are also grouped together. This is done because there are so few reporting in each class. Here again the advanced normal school and

college graduate receive a lower median salary than the elementary normal or high school graduates.

Comparing the salaries of the grade teachers who are advanced normal school graduates with the departmental and Junior high school teachers having equivalent training, it is found that the median annual salary of the latter is seventy-three dollars more than the salary of the former.

So far as these cases are concerned the evidence seems to point to position rather than to training as a factor in determining the salary. Longer teaching experience may partially account for the salary differences. Those who have had little training have been in the school system a long time and entered when standards were lower.

The relation between the salary and the training for the high school teachers in Group I and II is omitted as only a limited number of cases were less than graduates of a college.

When we examine the salaries paid to grade and departmental teachers in Group II, the situation is reversed, for the departmental teachers who are advanced normal school graduates receive a lower median salary than the grade teachers with similar training.

Upon examining the salaries paid to grade teachers in Group III, we find that the highest median salary is paid to the elementary normal school graduate, a course extending one year beyond the high school. The college graduate and the graduates of the advanced course of the normal schools receive about the same salary as the elementary normal school graduates. The elementary normal school graduates also receive the highest salary as departmental teachers.

TABLE XXXVI

RELATION OF TRAINING TO MEDIAN SALARY

	Eighth Grade	Four Year High School	Four Year High School including Normal Training	Post Graduate Normal Training	Advanced Normal	Elementary Normal	College	Annual Salary 1919-20
<u>GROUP I</u>								
Grade Cases	3	25	1464	9	1	1152	1300	1316
						325	33	322
Departmental and Junior High School Cases	0	1490	0	0	1325	1463	1325	1330
	0	12	1	1	64	8	20	68
<u>GROUP II</u>								
Grade Cases	0	0	0	0	1230	1250	0	1214
	1	5	3	1	155	24	5	204
Departmental Cases	0	0	0	0	1179	1350	1475	1235
	0	0	0	0	43	6	9	58
<u>GROUP III</u>								
Grade Cases	752	787	784	796	808	817	808	803
	25	118	67	27	1045	280	19	1729
Departmental Cases	0	875	0	0	855	902	0	858
	1	19	4	2	86	29	2	144
Junior High School Cases	0	0	0	0	875	925	1013	880
	3	4	3	1	66	16	7	116
High School Cases	0	938	0	0	1075	913	990	982
	0	10	0	0	17	5	508	540
Ward Principal Cases	0	900	0	0	1000	888	0	0
	1	12	4	0	34	30	1	1
Graded School Prin. Cases	0	1375	0	0	1350	0	1447	1400
	2	7	4	1	53	1	67	140
Superintendent Cases	0	0	0	0	1888	0	1794	1906
	1	1	0	0	9	0	55	123
Manual Training Cases	0	1225	0	0	1334	0	1338	1243
	5	11	3	0	46	2	21	93
Normal Training Cases	0	0	0	0	1306	1263	1188	1309
	0	5	0	0	36	7	11	58
Home Economics Cases	0	0	0	0	936	0	953	946
	0	0	0	0	38	0	22	145
Commercial Cases	0	1034	0	0	1044	0	1125	1100
	0	10	3	0	15	5	23	60
Music Cases	0	0	0	0	925	0	1000	0
	0	6	6	0	11	0	12	0
Miscellaneous Cases	0	0	0	0	1008	988	1200	0
	0	6	1	0	41	7	14	0
<u>GROUP IV</u>								
Rural Cases	603	612	620	623	730	627	705	620
	517	602	1310	480	44	130	21	3416

FIGURE V

THE RELATION BETWEEN THE MEDIAN SALARY AND THE YEARS OF TRAINING FOR THE GRADE TEACHERS IN GROUPS I AND II

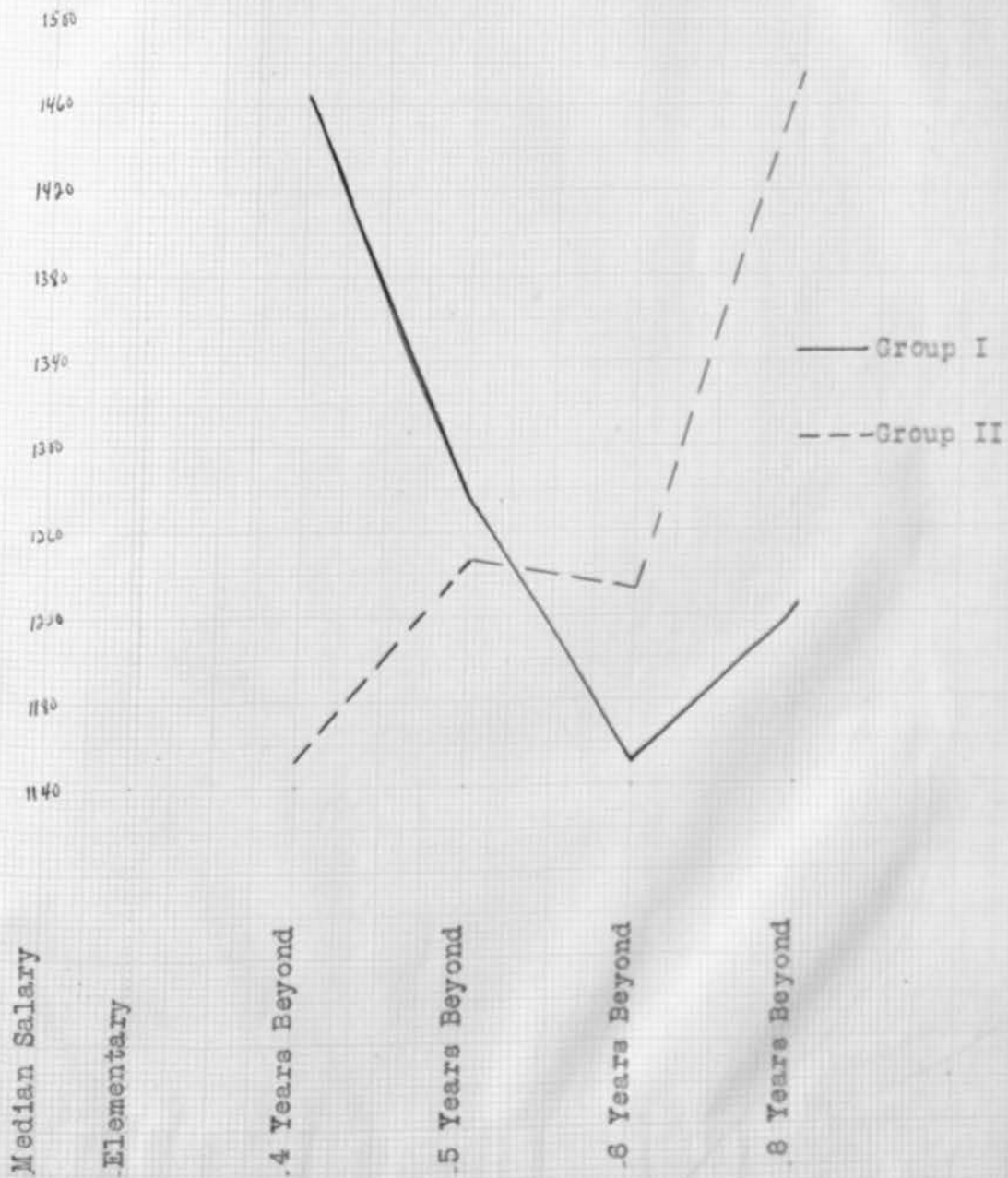
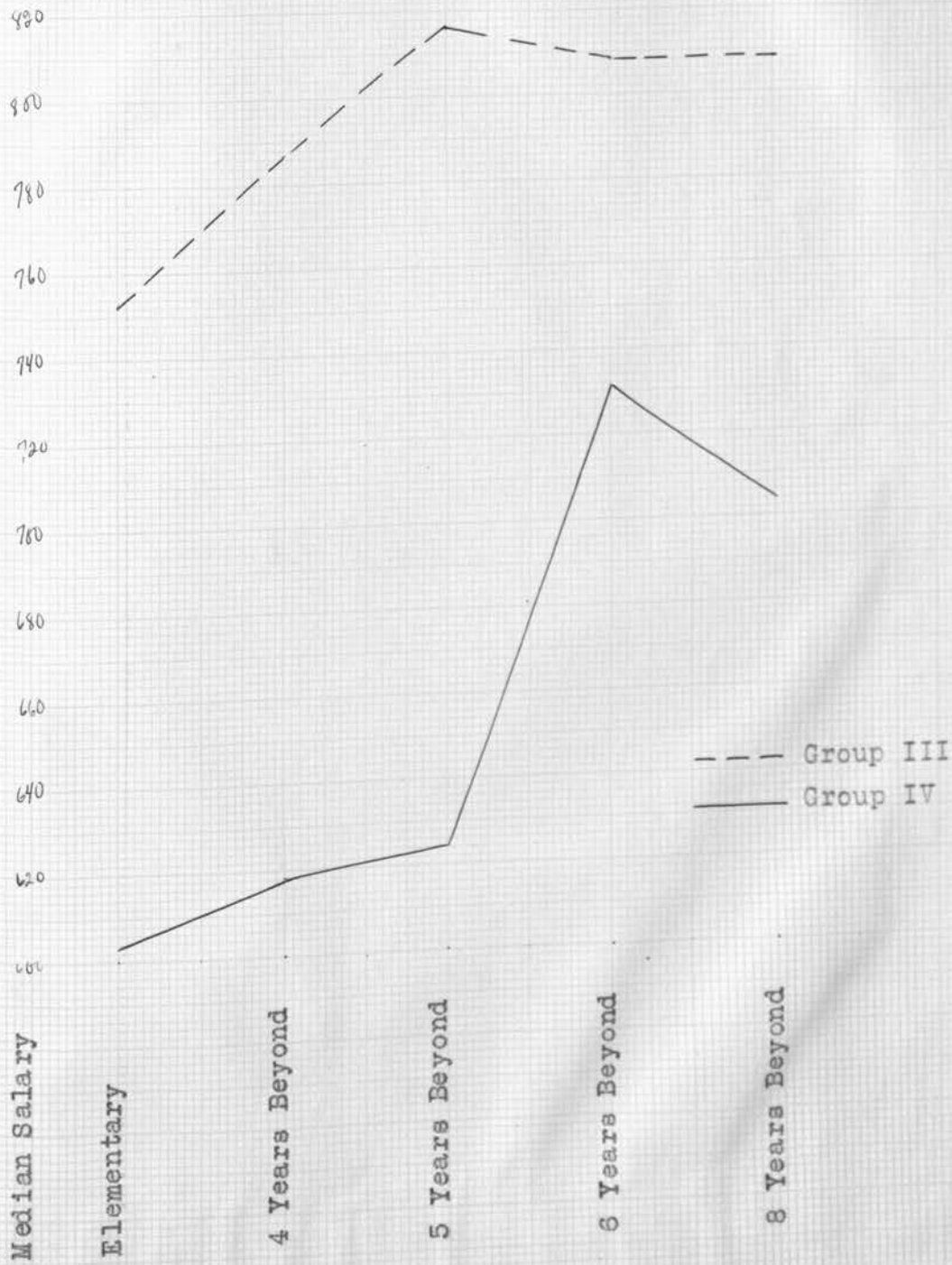


FIGURE VI

THE RELATION BETWEEN THE MEDIAN SALARY AND THE YEARS OF TRAINING OF THE GRADE TEACHERS IN GROUP III AND THE RURAL SCHOOL TEACHERS IN GROUP IV



When we examine the other types of teachers listed, comparisons can be made only between the advanced normal school and college graduates as the others show so few cases. The college graduate, except in one or two instances, receives a higher salary than the advanced normal school graduate.

The rural school teachers, Group IV, show that the advanced normal school graduate receives more salary than the other types. The college graduate ranks next, followed by the elementary normal school graduate, the post graduate of the teacher training course, the four year high school graduate including the teacher training course, the high school graduate and the elementary school graduate. Except in the case of the advanced normal and college graduates, there is little difference in the median salaries paid the other types of teachers.

Similar conditions are shown in Figures V and VI where the relation between salary and the number of years of training is given. These figures show the salary differences between the teachers in the classifications used in the study and indicate a possible reason why the teachers in the rural schools and the villages and smaller cities enter the large cities where training is more likely to receive salary consideration.

This study agrees with the findings reported on page seventy-nine of the National Education Association's 1919 report *On Teachers' Salaries and Salary Schedules* where it is shown that little or no relation exists between training and the salary of the elementary teacher. The Superintendent of Public Instruction of Montana reports "that teachers with corresponding training received more in the high school than in the elementary schools."¹ Similar conditions were true in Minnesota at the time this study was made.

In Table XXXVI grade teachers in Group III who are advanced normal school graduates receive less salary than do the departmental Junior high school, or high school teachers who have the same training.

The general deductions from the table and figures is that the teacher with the best training usually receives the best salary. This is true because such teachers tend to enter positions where their training commands a better salary in high school work or in the administrative positions. If we compare the salaries of teachers who have the same training but who are teaching different types of schools, we find that it is the position rather than the training that is responsible for the increased salary. Coffman says, "differences in people are more responsible for differences in salary than are differences in training."²

1. Sixteenth Biennial Report of the Superintendent of Public Instruction of Montana. 1920 p. 45.
2. The Social Composition of the Teaching Population. L. D. Coffman. p. 46.

RELATION OF EXPERIENCE TO SALARY

Let us now turn to Tables XXXVII to XLI inclusive where the relation of experience to salary is presented to determine if experience is financially rewarded by the school boards. Before entering into a discussion it may be well to state here that in some instances the teaching experience was classified into five year periods. If one year periods had been used in these cases the limited number of cases would have made the median have little significance. In a few instances two year periods were employed.

Table XXXVII indicates that the teachers in Group I receive recognition because of their experience, through increased salaries. The school system in large cities usually has a salary schedule which definitely provides for set increases for each year of teaching experience. The increases as shown by the medians, are almost negligible after ten years of teaching experience.

The grade teachers of this group approach their maximum after approximately fifteen years of experience. Departmental and Junior high school teachers attain their maximum after twenty years of experience. High school teachers approximate their maximum after fifteen years of experience.

After twenty-five years of teaching experience, the grade teachers of Minneapolis, St. Paul and Duluth find their salary has been increased fifty-four per cent, the departmental and Junior high school teachers find it has increased thirty-five per cent after twenty years of experience and high school teachers have increased their salaries eighty-one per cent after twenty-five years of teaching.

TABLE XXXVII

RELATION OF EXPERIENCE TO MEDIAN SALARY

Years	GROUP I					
	1-5	6-10	11-15	16-20	21-25	26 plus
Grade Cases	945 58	1106 78	1418 81	1456 38	1463 30	1471 27
Departmental & Jr. High School Cases	1100 16	1146 27	1250 18	1400 20	1488 17	1475 4
High School Cases	1145 19	1517 40	1820 36	2038 31	2063 18	2075 17

Examining Table XXXVIII we find that the grade teachers of Group II reach their maximum salary in their eighth year of teaching when the experience is classified into one year periods. When we turn to Table XXXIX where the experience is classified into five year periods we find that the grade teachers then reach their maximum after ten years of teaching experience. The same is true of the departmental teachers. The high school teachers reach their maximum sometime between six and ten years of teaching experience.

Grade teachers in Group III, as indicated in Table XXXVIII reach their maximum in the tenth year. The same is true of the departmental teachers. The high school teachers reach it in the ninth year of teaching experience. High school principals attain their maximum salary after ten years of teaching experience. Tables XXXIX and XL corroborate the above statement.

The increases are really insignificant. The initial median salary paid to the beginning teacher is nine per cent less than the maximum median salary a grade teacher receives in her tenth year of teaching. With such inducements it would be almost a miracle if grade teachers were to become professionalized. The high school teacher of academic subjects finds that in the ninth year of teaching experience her salary has been increased only sixteen per cent.

Rural school teachers receive their maximum salary after ten years of teaching experience. This represents a sixteen per cent increase in salary over that of the beginning teacher.

From the foregoing tables we gather evidence that teachers

TABLE XXXVIII

RELATION OF EXPERIENCE TO MEDIAN SALARY

Years	1	2	3	4	5	6	7	8	9	10	11
<u>GROUP II</u>											
Grade Cases	975 14	1100 14	1130 22	1175 21	1208 22	1250 24	1283 18	1375 16	1350 12	1300 14	1292 25
<u>GROUP III</u>											
Grade Cases	758 148	787 219	802 179	805 183	813 180	822 106	808 86	811 77	819 69	831 58	827 312
Departmental Cases	775 10	805 15	825 13	850 10	834 6	834 10	850 4	892 7	900 12	912 7	892 45
Jr. High School Cases	0 5	0 3	808 11	856 7	844 9	887 5	838 7	0 2	910 12	838 9	936 30
High School Cases	929 123	942 111	1006 73	1007 53	1030 34	1056 31	1013 19	1045 15	1084 8	1044 11	1019 59
High School Prin. Cases	984 16	992 13	1084 14	1150 26	1081 9	1113 7	1125 9	1208 11	1200 6	1125 7	1300 42
Home Economics Cases	954 21	929 31	941 21	943 21	950 8	975 13	1013 8	1100 4	0 1	0 2	0 5
<u>GROUP IV</u>											
Rural Cases	561 625	610 658	630 513	628 389	636 311	647 188	626 113	636 73	632 63	654 67	654 273

TABLE XXXIX
RELATION OF EXPERIENCE TO MEDIAN SALARY

Years	1-5	6-10	11plus
		<u>GROUP II</u>	
Grade Cases	1123 93	1382 84	1392 35
Departmental Cases	1153 23	1300 20	1475 15
High School Cases	1333 30	1655 15	1650 18
		<u>GROUP III</u>	
Grade Cases	792 889	817 394	927 312
Departmental Cases	823 54	862 40	892 45
Junior High School Cases	853 35	892 35	936 30
High School Cases	1959 394	1052 84	1019 59
High School Prin. Cases	1068 77	1150 40	1300 42
Manual Training Cases	1200 58	1325 24	1550 6
Commercial Cases	1042 26	1063 24	1117 12
Home Economics Cases	940 103	1021 28	0 5
Agriculture Cases	1688 41	1870 13	0 0
Music Cases	923 29	1117 10	0 4
Miscellaneous Cases	944 25	1050 28	1082 19
State Graded School Prin. Cases	1375 42	1438 32	1425 60
Ward Principal Cases	950 6	900 18	992 61
		<u>GROUP IV</u>	
Rural Cases	613 2496	640 484	654 273

TABLE XL
RELATION OF EXPERIENCE TO MEDIAN SALARY.

Years	1-2	3-4	5-6	7-8	9-10	11 plus
	<u>GROUP II</u>					
Grade Cases	1038 38	1139 43	1231 46	1293 34	1333 26	1293 25
	<u>GROUP III</u>					
Grade Cases	778 367	803 363	816 266	809 163	829 125	827 313
Departmental Cases	797 25	838 23	842 16	875 11	904 19	892 45
Junior High School Cases	850 8	857 18	863 14	838 9	903 21	933 30
High School Cases	936 234	1007 126	1048 65	1037 34	1089 19	1019 59
High School Prin. Cases	988 28	1100 40	1090 16	1175 20	1163 13	1300 43
Manual Training Cases	1190 24	1175 27	1425 15	1275 11	1038 5	1550 6
Commercial Cases	975 13	1175 8	1125 10	1088 9	1113 11	1117 12
Home Economics Cases	936 52	942 43	958 21	1030 12	0 3	0 5
Agriculture Cases	1806 19	1669 15	1750 13	0 5	0 2	0 0
	<u>GROUP IV</u>					
Rural Cases	586 1283	629 862	640 479	629 166	645 130	654 273

TABLE XLI

RELATION OF EXPERIENCE TO MEDIAN SALARY

Years	1-5	6-10	11-15	16-20	21-25	26 plus
<u>GROUP III</u>						
Normal Training Cases	0 0	1088 7	1300 20	1350 12	1325 14	0 5
.....						
Years	1-5	6-10	11-15	16 plus		
Superintendent Cases	1650 8	1818 34	2100 34	2250 36		
.....						
Years	1-5	6-10	11-14	15 plus		
Graded School Cases	1375 42	1438 32	1475 21	1392 39		
Ward Principal ..Cases	950 6	900 16	937 24	1025 37		
.....						

are slightly rewarded for experience.

SUMMARY

As a result of the tables in this chapter showing the relation of training and experience to salary, one is led to conclude that training and experience are not the most important factors in determining salaries. One may justly state that the salaries paid to the teachers are not determined by the training or experience of the teachers but by the necessary amount required to secure their services. Training is a negligible factor in deciding the salary paid to the teacher. Experience is a slight factor in securing salary increases, except in Group I where the salary seems to follow a schedule where experience determines the salary to be paid.

CHAPTER X

CONCLUSIONS AND RECOMMENDATIONS

Summaries drawn from the results of the tabulation have been given at the close of the other chapters. This chapter will be devoted mainly to recommendations regarding the qualifications of teachers and a proposed salary schedule based on the findings of this study.

TEACHING EXPERIENCE

The median number of years of experience for all the teachers, irrespective of group or position, is 3.99. Grade teachers have a median of 5.05 years, high school teachers of academic subjects 3.63 years, and rural school teachers 3.8 years.

The one outstanding finding of this portion of the study is the limited number of years of teaching experience. A significant cause for this limited experience is the failure to provide substantial salary increases for experience. To obtain relief from this constant leaving of teachers, it is recommended that the salary should be materially increased after the third year of teaching, thus inducing teachers to remain and make teaching a life work. It is further recommended that former teachers who are mothers and are free to do so, be persuaded to return to teaching. These mature teachers would understand children and should be valuable to the school system because of their intimate knowledge of children.

EXPENDITURES

Teachers on the whole are not extravagant as indicated by the median amounts expended for the various items. Increased income shows increased expenditures for board and room, insurance, and professional improvement. The total expenditures show that whereas forty per cent of the teachers report savings, thirty-five per cent report deficits and twenty-five per cent balanced receipts and expenditures. Three fifths of the teachers of the state are receiving a salary inadequate to permit savings. Since this is due to inadequate salaries, it is recommended that a teacher receive at least a wage that will provide for a living.

DEPENDENTS

Married teachers have more persons dependent on them than have the teachers who are single.

Only nine per cent of the teachers in the state are married. If more married teachers are desired it is necessary that the salary be made large enough to attract men with families into teaching.

ROOMING AND BOARDING CONDITIONS

Thirty per cent of the teachers are unable to obtain desirable boarding places and twenty-eight per cent satisfactory rooms. Such a condition calls for the people of the community to open up their homes to the teachers or else establish teacherages.

STANDARDS OF TRAINING FOR TEACHERS

The presentation of the facts concerning the training of the teachers in Minnesota as shown in this thesis indicates that this training in general conforms to the requirements of the State Board of Education.

The Minnesota minimum standard of training for grade teachers is graduation from the advanced course of the state normal school. At the time this ruling went into effect in 1915 there was a large number of grade teachers who did not meet this requirement. The number of teachers in this group should decrease each year until at the present time there should be a very small number having less than two years of training beyond the high school. At the present time approximately three out of every four teachers in the grades are graduates of the advanced course of a normal school or college. This shows that the standard is being rapidly approached. But more striking than this is the fact that one out of every seven grade teachers is not a graduate of an institution giving a course beyond the high school. From the tables it is evident that in 1920 there still is a large number of grade teachers in the state who do not meet the requirements set by the State Board of Education.

The minimum standard for a high school teacher of academic subjects in the state is graduation from a college or university. At present, as shown by the tables in chapter two, one out of every ten high school teachers of academic subjects is not a graduate of a college or university.

At present approximately one out of every five rural school teachers is a post graduate of the high school teacher training department or of an advanced or elementary normal school course or a college. The qualifications of the rural school teachers vary. It is obvious that rural school children are entitled to just as good teachers as the village and city children have. As a matter of fact, teachers in the rural school should be better trained than village and city teachers. A rural teacher is thrown upon her own resources and in general does not have adequate supervision. They are called upon to teach children from the primary through the grammar grades and must understand the needs and interests of a more varied group than does the ordinary grade teacher. Because of this, special efforts should be put forth to secure better trained teachers for the rural schools.

The following recommendations are offered regarding the qualifications of teachers.

1. Grades.

The minimum requirements in the present day for a grade teacher should be graduation from an advanced course of a state normal school. The ultimate goal should be graduation from a college or university with special training for elementary school work.

3. High School.

The minimum should be graduation from a college or university. This minimum should be required of every teacher teaching high school academic subjects.

3. Rural.

The minimum should be for the present the post graduate course of the high school teacher training departments. The goal for the future should be graduation from the advanced course of a state normal school.

There are many obstacles to be overcome before the plan suggested can be put into operation. At present it is neither feasible nor possible to enforce the minimum requirements. Our teacher training institutions will not graduate sufficient students the present year to fill the places of those leaving, disregarding entirely the number required because of the growth and development of the schools. An enforcement of the minimum would result in more teacherless schools than there are at the present time.

First of all there must be publicity and campaigns to educate the layman regarding the necessity of insisting upon these requirements. Next there must be a united demand on the part of the teachers to put the plan through the legislative body in the form of laws.

SALARY SCHEDULES

The salaries paid the teachers in 1920 are decidedly below what should be paid if the salaries are to maintain the same purchasing power they had a few years ago. Salaries have not been increased as rapidly as the increased cost of living. So inadequate are the salaries that twenty-five per cent of the teachers find it necessary to supplement their income by other occupations

and two-thirds of the teachers actually supplement their income by residing at home during vacations without paying for board or room.

It is recommended that salaries be sufficiently increased to meet the rising cost of living.

The making of a salary schedule to determine what salary a teacher should receive presents many problems. First, one is confronted by the different costs of board and room in the different classifications used in the study and also by the differences in expenditures by the individual teachers. The assessed valuation of the cities of the different groups also bears a direct relation to the ability of the communities to finance programs calling for increased salaries. The attitude of the citizens toward the school system is a prime factor in securing or retarding the increased salary demands of the teachers.

A teacher should have remuneration adequate to provide for:

1. A living for twelve months. This should include board, room, clothes, laundry, medical care, and expenditures for church and charity.
2. Social and professional growth. This includes recreation, membership in educational organizations, attendance at summer schools, and travel.
3. Provision for the future. Under this is included insurance, pensions, and investments.

A salary based upon these conditions represents the minimum salary a teacher should receive. No recognition has been taken of additional training, of experience, or special merit. These

factors should be recognized, so increased salary should be given for:

1. Additional training.
2. Experience after two years of teaching.
3. Unusual ability.

No salary schedule one may prepare will be without defects, or can such a schedule be adopted in its entirety by any local community. All that is hoped for in this portion of the study is the development of a schedule that is based upon teachers' expenditures and that can be used in the majority of the communities of the state with but little change.

Board and room are the most important items in preparing a salary schedule. During the last few years these items have been subject to greater fluctuation than any other item in the teachers' list of expenditures. The reason for taking these items first is because the total expenditures for board and room for the year ending December 31, 1919 is given. Then, too, the price of board and room for the month of January, 1920, is also reported. Because we have the cost of board and room for an entire year and also for the first month of 1920, which shows an increase, this item is designated the variable in making up the salary schedule.

The total of the median expenditures for clothing, doctor and dentist, church and charity, laundry and necessary travel is termed the constants. These items too are subject to change, but it was felt that in general, the expenditures for these items will remain about the same for the year 1920. Consequently they are called the constants.

The first step in working out the minimum salary schedule was to find the total of the median expenditures for the constants and for rent and board for the year 1919. Next the per cent this sum was of the median salary for the year 1919-1920 was found. The per cent found represents the per cent of the teachers' salary expended for these items. What has been found so far is the per cent of the teachers' salary that is expended for board, room, clothing, medical care, laundry, necessary travel, and church and charity. Having this per cent, we next multiply the median expenditures for board and room for January 1920, by twelve, to obtain the cost of these items for a year as teachers must live for a year and the tables in the other chapters have shown that teachers must supplement their income because of inadequate salaries. The product obtained is now added to the sum of the constants to which reference has been previously made. This sum represents the amount that the items cost the teacher in 1920. If the salaries had increased in the same ratio as living expenses then the sum just found should be the same per cent of the teachers' salary as these items were in 1919. Dividing this latter sum by the per cent obtained we find the minimum salary that should have been paid in 1920 to have enabled the teacher to live up to the same plane upon which she had lived in 1919.

Working this out concretely for grade teachers in Group I, we find the total median expenditures for rent and room is \$509, and for the constant expenditures \$429, a total of \$938. This is 77.1 per cent of the median salary for 1920. The cost of board and room for January, 1920, is \$43. Multiplying by twelve, \$516

is obtained, the cost for the entire year. Adding this to the constants we have \$945. Since this sum should be 77.1 per cent of the total expenditures, \$1225 should have been the minimum salary a grade teacher in Group I should have received in 1920. This leaves \$280 to provide for insurance, pension, professional improvement, recreation, investments, care of dependents and miscellaneous items. This minimum would give the teacher a monthly salary of \$122 for ten months, a salary less than that received by many stenographers.

Using similar methods of calculation the minimum salaries were found for the teachers in the different groups where a sufficient number responded to make the results reliable.

As a result of this tabulation the minimum salaries for 1920 should have been as follows:

Group	I	II	III	IV
Grade	1225	1334	906	
High School	1600	1557	1115	
Rural				675

There is a probability of error in the method employed to find the minimum salaries. If a teacher received a low salary the amount spent for the variables and constants would be a much larger per cent of the total salary than would be true if the salary were higher. Consequently the teacher is penalized because her salary is low.

This minimum salary leaves, in most cases, very little for additional expenditures such as insurance, recreation, professional

improvement, investments, and miscellaneous expenditures. Deducting the amount expended for room, board, clothes, medical care, laundry, necessary travel, and church and charity, from the minimum salary we have left the amount a teacher may expend for all other items. The amount is given below:

Group	I	II	III	IV
Grade	280	315	135	
High School	543	526	296	
Rural				143

As shown above, in most instances these sums are very low.

The amount expended for board, room, clothes, laundry, medical care, church and charity, and necessary travel, is approximately the same for teachers within a group. There is little difference in the amount expended for these items between the teachers in Group I and II. The amount is given below.

Group	I	II	III	IV
Grade	945	1019	771	
High School	1057	1031	779	
Rural				532

As shown above, these items total approximately \$1000 for Group I and II, \$800 for Group III and \$532 for Group IV. These sums represent the cost of living and are the amounts required for the bare necessities of life.

There are expenditures for other items such as insurance, professional improvement, recreation, and miscellaneous. There

should also be a little additional money to provide for savings.

The median amounts spent for the four above items are given below.

	Insur- ance	Professional Improvement	Recrea- tion	Miscella- neous	Total
Group I					
Grade	25	51	34	58	158
High School	96	20	38	101	255
Group II					
Grade	9	24	51	54	138
High School	27	30	63	100	220
Group III					
Grade	8	17	28	51	104
High School	10	19	38	60	127
Group IV					
Rural	8	16	20	34	78

Groups I and II spend about \$200 for these items. About \$135 is expended by Group III and \$78 by Group IV for the same items. In general, approximately \$200 should be allowed for these items and for savings. This amount, added to what is necessary to provide for a living, constitutes what shall be known as the base. The base represents the minimum salary a teacher should receive who has had no training beyond the high school. A salary schedule should provide for more than the bare requirements for a living. The additional factors that enter into the salary schedule for

teachers has been previously discussed. To the base should be added additional amounts for training and experience. It is generally conceded that training is more valuable to a school system than is mere experience.¹ No distinction is made between the grade teachers and the high school teachers. In a well balanced school system one is just as important as the other. Furthermore there should be no discrimination against a college graduate because she accepts work in the grades. If the best interests of the school are under consideration, no premium can be given high school teachers except for the additional training they may have received. Paying high school teachers more than grade teachers with similar training and qualifications is detrimental in obtaining better trained grade teachers.

The teachers in Group I, II, and III, should be given an additional increase of one hundred dollars for each year of training received beyond the high school in an institution other than the high school and of collegiate standard. The basis for this determination is the information obtained from Table XVIII in Chapter IV. The same amount should be given the rural school teachers who are post graduates of a teacher training department of a high school should be given fifty dollars additional to the base.

Experience is not considered to be of as much value to the school as is training.² Consequently the reward for experience should not be as great. In this proposed schedule, no increase

1. The Social Composition of the Teaching Force. L. D. Coffman.
p. 46.

2. Ibid p. 43.

for experience will be given until the teacher has had two years of successful experience. The first two years are to be regarded as the probationary period. So many drop out of teaching after two years of experience that it is felt the teachers who remain should be rewarded. In the proposed schedule only six increases are given for experience. The tables in Chapter IX indicate teachers usually receive their maximum salary after eight or ten years of teaching experience. Local school boards may modify this schedule by increasing the salaries after one year of experience and also for a longer period of experience. Teachers in Group I and II should be given increases of \$100 a year for experience, in Group III, \$75 and in rural schools \$50. These differences are made because of the greater wealth in the larger cities and the Iron Range.

There are always exceptional cases. This schedule does not make any provision for such cases. Such cases are teachers of exceptional ability whose services are invaluable to the school system, the special teachers and those holding administrative positions. Additional compensation should be given for the added responsibilities or special abilities. These increases are matters to be decided and determined by the local boards of education.

The proposed schedule, using even numbers, is as follows:

	Base	Increase for Training	Increase for Experience
Group I	1200	100	6x100
" II	1200	100	6x100
" III	1000	100	6x75
" IV	700	100 50	6x50

APPENDIX

Questionnaire A. Questionnaire sent to all the teachers.

Questionnaire B. Questionnaire sent to the city and county superintendents.

QUESTIONNAIRE A.

In order that the Minnesota Educational Association may be of maximum value to all teachers and school officials, a careful survey of teaching conditions in the State has been authorized. You are urged to fill out and return this questionnaire in the addressed envelope immediately, as the value of the survey will depend largely upon the number and accuracy of the replies. The collected data when summarized will be printed and you may obtain a copy without cost. Your reply to the questionnaire will be considered as entirely confidential. No names will be used in the report.

NAME OF PERSON FILLING OUT THIS BLANK _____

1. If you are teaching in a city, town or village, state name of place; if teaching in a rural school, state county and district number _____

2. Check (✓) the type of position that you now hold:

____ Superintendent

____ Principal State Graded School

____ Principal State High School

____ Ward School or Building Principal (not teaching)

____ Ward School or Building Principal (teaching)

____ High School Teacher

____ Junior High School Teacher

____ Departmental Teacher (Grammar or Junior High)

____ Grade Teacher (Primary, Intermediate, Grammar)

____ Semi-graded or Rural Teacher

____ Supervisor of _____

____ Special Teacher of _____

3. Check the highest grade of school of which you are a graduate:

(Check only one)

____ Elementary School through the eighth grade

____ Four year High School

____ Four year High School, including Normal Training Course

____ Post-graduate High School Normal Training Course (five years in all)

____ State Normal School (Advanced _____, Elementary _____)

____ College or University

____ State Training not included above _____

4. State Total Number of years of experience in:

Semi-graded or rural schools _____

Grades _____

High School _____

Supervision work _____

Administrative work _____

5. State annual salary for school year (including bonus):

1915-1916 \$ _____

1918-1919 \$ _____

1916-1917 \$ _____

1919-1920 \$ _____

1917-1918 \$ _____

A

Do you supplement your annual income? (Yes or No)-----

(a) By other occupation?----- To what extent?-----

(b) By residence at home without payment for board or room?

1. During summer vacation only (Yes or No)-----

2. During regular school year (Yes or No)-----

6. State number of months in your present school year-----

7. Check:

-----Married

-----Single

-----Keeping house

-----Boarding

Number of persons totally dependent upon you-----

Number of persons partially dependent upon you-----

8. State below under the proper item your expenses from January 1, 1919, to January 1, 1920. (Including expenses of dependents paid by you):

Rent (including light and heat)----- \$-----

If property is owned, state total expense of upkeep, (i.e., taxes, insurance, necessary repairs, interest on investment)----- \$-----

If keeping house, state general household expenses----- \$-----

Clothing----- \$-----

Board----- \$-----

Doctor and Dentist----- \$-----

Church and Charity----- \$-----

Recreation----- \$-----

Laundry----- \$-----

Insurance and Teachers' Pension----- \$-----

Necessary traveling (including street car fare)----- \$-----

Professional improvement (institutes, summer schools, professional periodicals, attendance at and membership in teachers' associations)----- \$-----

Miscellaneous----- \$-----

Total expenses----- \$-----

Investment and other savings----- \$-----

Excess of expenses over salary----- \$-----

Amount paid for room and board for Jan., 1919----- \$-----

Amount paid for room and board for Jan., 1920----- \$-----

Increase for room and board for Jan., 1920, over Jan., 1919----- \$-----

9. Can teachers secure desirable places for boarding----- For rooming-----

10. Underline the adjective which most nearly describes the living conditions for teachers in your community.

Board: Excellent, very good, good, medium, poor, very poor.

Room: Excellent, very good, good, medium, poor, very poor.

11. What motives induced you to become a teacher?-----

12. What motives keep you in teaching?-----

Return to Dean L. D. Coffman, University of Minnesota, Minneapolis.

QUESTIONNAIRE B.

To City and County Superintendents:

The information asked for below will enable the committee to interpret the data furnished by the individual teachers on Questionnaire A and to determine their relative values in the various parts of the State. Accurate information is vitally necessary to the value of the survey; however, if unavailable, please estimate as to item No. 6.

FOR CITY SUPERINTENDENTS.

1. Name of City or Town _____ No. of school district _____
 Name of county _____ Approximate population of school district _____
 School enrollment _____

2. Levy for maintenance \$ _____ Levy for bonds \$ _____ Total \$ _____

3. Assessed valuation of district for present year \$ _____

4. Basis of valuation (i. e., ratio of assessed valuation to real value) _____

5. Money available for school purposes:

a. Local tax - - - - - \$ _____

b. State Apportionment - - - - - \$ _____

c. State Aid - - - - - \$ _____

d. Other sources - - - - - \$ _____

e. Total - - - - - \$ _____

6. Average yearly income of persons in your community engaged in the following occupations:

a. TRADES

Carpenters \$ _____

Masons \$ _____

Plumbers \$ _____

Machinists \$ _____

Barbers \$ _____

b. PROFESSIONS

Doctors \$ _____

Dentists \$ _____

Lawyers \$ _____

d. DOMESTIC HELP

Maids \$ _____

Cooks \$ _____

c. MISCELLANEOUS

Stenographers \$ _____

Bookkeepers \$ _____

Store Clerks \$ _____

Section Men \$ _____

Teamsters \$ _____

Miners \$ _____

Farm Hands \$ _____

Day Laborers \$ _____

7. Have salaries of teachers been increased during this school year? _____ How much? _____

Have salaries of superintendents been increased during this school year? _____ How much? _____

FOR COUNTY SUPERINTENDENTS.

What is annual salary in your county for each of the following:

County

Auditor \$ _____

Treasurer \$ _____

Register \$ _____

Sheriff \$ _____

Superintendent \$ _____

Farm hands \$ _____

Return to Dean L. D. Coffman, University of Minnesota, Minneapolis.

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